

LISTENING, SPEAKING & CRITICAL THINKING 2

PLACES

UNIT 1

UNIT OBJECTIVES

Watch and listen	Watch and understand a video about the Grand Canal in Venice.
Listening skills	Predict content using visuals; distinguish fact from opinion.
Critical thinking	Decide if ideas are relevant.
Grammar	Use past simple statements and questions.
Speaking skills	Signpost an opinion; organize information for a presentation.
Speaking task	Give a presentation about an interesting place.
Teacher development	Help your students become better at deciding if ideas are relevant .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows traditional houses in Sulawesi, Indonesia. This type of house is called a *tongkonan* and is associated with the Toraja culture in Indonesia. The word *tongkonan* comes from a Toraja word for 'to sit' and it means 'a place where a family meets'. A *tongkonan* has a particularly large, unusually shaped roof. The inside of the house is small in comparison to the roof and is used mainly for sleeping, storage and for protection during bad weather. Toraja people spend most of their day outside the house.

Lead-in

Ask students for a show of hands as to who lives in a flat / an apartment and who in a house. Put them into groups of three or four. Ask students to think of the advantages and disadvantages of living in these different types of home. Allow two to three minutes for this, before inviting feedback from the class.

page 15

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Look at photos of Venice and discuss how it differs from your own city
- Listen and understand main ideas in a video about Venice

- Listen and understand detailed information and figures
- Make inferences about opinions in the video
- Practise talking about canals and rivers
- Understand an advertisement for a gondola ride

Exercise 1 page 16

1 Italy 2–3 Answers will vary.

Exercise 2 page 16

Answers will vary.

Exercise 3 page 16

1 T 2 F; Most of the islands between the canals are little.
3 F; Today, Venice is important for tourists. 4 T
5 F; The Grand Canal is the biggest canal in Venice. 6 T
7 F; Another name for Venice is 'The city of bridges'.

Exercise 4 page 17

1 a lot of canals 2 cars 3 gondola 4 stilts 5 gold
6 stone

Exercise 5 page 17

1 117, 400 2 two 3 300 4 30 5 15

Exercises 6–7 page 17

Answers will vary.

Exercise 8 page 17

1 no 2 no 3 at the Ca' d'Oro 4 €20 per person
5 Possible answer: It is warmer during those months.
6 Possible answer: They want to keep people safe.

LISTENING 1

Learning objectives

- Understand key vocabulary for homes and places – *capital, ancient, apartment*
- Use visuals to understand a topic before you listen
- Gain awareness of typical spellings of vowel sounds
- Listen and identify speakers and topic in a podcast
- Listen and complete a set of detailed notes
- Evaluate how useful a set of notes is
- Give personal opinions on different places to live

Lead-in

Refer students back to the Lead-in at the beginning of the unit, when you asked about where they live, then ask them if they can think of other interesting places where people can live. Encourage students to be as creative as possible and put all reasonable ideas on the board. *Suggested ideas:* in an ice house (igloo), in caves, in trees, on a boat, underground, in tents, in skyscrapers

Exercise 1 page 18

a strange **b** bridge **c** rocks **d** recognize **e** cave
f ancient **g** apartment **h** capital

Exercise 2 page 19

Answers will vary.

Exercise 3 page 19

Photo a: cave, rock, strange, ancient

Photo b: strange, rock, ancient

Photo c: bridge **Photo d:** bridge, strange

Exercises 4–5 page 20


/eɪ/: cave, strange, ancient, say

/ɒ/: rock, long

/ɪ/: bridge, built

/ʌ/: hundreds, under

Be flexible

 Copy the table onto the board and drill students through the IPA sounds and the words, starting by modelling the sound/word for them to repeat. Point out the first vowel sound is long and the other three are short. Demonstrate this by exaggerating the lengths. Then point to a sound/word and ask students to repeat. Encourage students to say the sound/word clearly and confidently. Gradually increase the speed at which you point, encouraging students to keep up by calling out the

sounds/words as fast as you point to them. This gives students less time to think and helps with learning. Ask **more advanced students** to think of two more words with each of the sounds and add them to the chart.

Exercise 7 page 21

1 c 2 b

Exercise 8 page 21

1 Tunisia **2** 700 **3** 355 **4** Turkey **5** 8,000
6 Florence, Italy **7** 1345 **8** Azerbaijan **9** 48 **10** 2,000

Exercise 9 page 21

Possible answer: The notes are useful because they help you remember the important information and key facts from the podcast.

Exercise 10 page 21

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Use past simple verbs in sentences about homes around the world – *They built the bridge in 1345. They were very strange buildings.*
- Differentiate between regular and irregular past simple verbs – *They made them out of rock. She lived there for 20 years.*
- Write past simple questions and statements about homes – *When did they build their house? Why did you move to your home? We moved here because my dad got a job here.*
- Use adjectives to ask questions about places – *Is it ancient? Is it a cheap place to live? Are the streets crowded?*

Exercise 1 page 22

1 changed **2** went **3** made **4** was, destroyed
5 decided, needed, built **6** put **7** formed

Exercise 2 page 23

regular: destroyed, decided, needed, formed

irregular: made, was, built, put

Exercise 3 page 23

Answers will vary.


Exercise 4 page 23

1 did you live **2** did you start **3** Did you know
4 did you move **5** Did you like

Exercises 5–6 page 23

Answers will vary.

Optional activity

 Students research another unusual home, possibly one suggested in the Lead-in for Listening 1 that didn't feature in the listening. *Suggested ideas:* on boats, in trees, underground, in tents

Exercise 7 page 24

a cheap **b** rural **c** ancient **d** expensive **e** crowded
f modern **g** urban **h** popular

Exercise 8 page 24

1 urban **2** popular **3** rural **4** expensive

Exercise 9 page 24

Answers will vary.

LISTENING 2

Learning objectives

- Understand key vocabulary for places – *urban, lake, modern*
- Use a visual to predict and then identify the topic of a lecture
- Take detailed notes on advantages and disadvantages in a table
- Listen and use signal words and context to discriminate between facts and opinions
- Explain how you evaluate statements of fact and opinion
- Synthesize information from a podcast and a lecture about places to live in a discussion

Lead-in

Students work in pairs. They try to agree on the biggest advantage of living in the place they currently live and do the same with the biggest disadvantage. They then discuss whether that one advantage is enough to make them want to live there for a long time, or if the disadvantage is enough to make them want to move away.

Exercise 1 page 25

a field **b** area **c** modern **d** lake **e** traffic **f** urban
g woods **h** is located

Exercise 2 page 25

Possible answers:

The photo shows an urban area. There are lakes and woods. It is a modern city. The woods are located next to a city.

Exercise 3 page 26

b

Exercise 4 page 26

Advantages: lots of trees help clean the city air; parks give people places to walk, so they are healthier; it's near mountains and the ocean so people can enjoy the outdoors easily during warm weather; you can enjoy ancient trees and walk near the ocean; you can have fun by Beaver Lake; the park helps make Vancouver one of the healthiest and cleanest cities in the world

Disadvantages: not much room for new buildings and homes; makes Vancouver expensive; crowded; very bad traffic; wild animals can be a problem

Exercise 5 page 26

2 In fact; F **3** As we know; F **4** I think; O
5 I personally feel; O **6** In my opinion; O

Exercise 6 page 26

You know that a sentence is fact because the signal word or phrase he uses tells us it is something that everybody knows or that it is officially recognized.

You know that a sentence is opinion because the signal word or phrase he uses tells us it is what he personally thinks.

Exercise 7 page 27

The tense often used to give facts is the present simple.


Exercise 8 page 27

Fact: In fact; As we know **Opinion:** I personally feel; In my opinion

Exercise 9 page 28

1 O **2** F **3** F **4** O

Be flexible

 Students think of a place in their city or town that they know well. It can be a park, a restaurant, their school, etc. Tell them to write five to six statements about the place they chose. The statements should be a mixture of fact and opinion. When they have finished, they read their statements to a partner, adding in signal words when appropriate. Partners say whether each statement is a fact or opinion.

Exercise 10 page 28

Answers will vary.

CRITICAL THINKING

Learning objectives

- Evaluate the relevance of a set of ideas to a presentation
- Apply what you have learnt by choosing a new place and finding relevant ideas for a presentation
- Use a table to organize your notes into an outline for a presentation
- Evaluate another student's outline of a presentation

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

➔ **Deciding if ideas are relevant** is an important skill for students because: (1) It is important to know that they don't have to use all their notes when giving a presentation; (2) Presentations in which students have not carefully selected the content are often difficult to follow; (3) Students often find it difficult to evaluate which ideas are more relevant than others.

BE CONFIDENT

➔ Develop this skill for yourself by doing the following activity:

1 *Imagine you are going to give a presentation to the other English teachers at your school about the importance of critical thinking for university-level study. Choose five facts from the list below which you would include.*

- How you think is as important as what you think.
- Critical thinking helps students create high-quality essays, by enabling them to synthesize ideas.
- Critical thinking can help students better organize their working practices (e.g. researching and collecting information).
- People who lack confidence in their beliefs or their actions are afraid of critical thinking.
- Employers highly value critical thinking skills, such as the ability to create surveys and interpret data.
- The ability for students to think for themselves can increase their self-reliance.
- Critical thinking develops confidence, and confidence is the most important academic skill.
- All academic subjects – sciences, social sciences, arts and humanities – require critical thinking skills.

2 *Now number the facts 1–5, where 1 is the most relevant to the topic and 5 is the least relevant*

Lead-in

Students begin to think about the Speaking task that they will do at the end of the unit. Give them a minute to look at the box and ask you any questions they might have.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 29–30.

- ➔ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- ➔ Are your answers true for all students in your class?
- ➔ How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

Do Exercises 4 and 5 as a group project. Three students decide on the same place to find out information about. They should then share their research with each other. The individual student can then decide which facts to use in their presentation in Exercise 6, or they could do it as a group presentation; in which case, the same students can then work together on Exercise 7.

Exercises 1–7 pages 29–30

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- ➔ Share with a colleague (face-to-face or electronically) the five facts you chose in the *Be confident* section. See if they agree with your choices, or if they would have chosen different facts. Can you reach a consensus?
- ➔ Do students in your class prefer to work by themselves or as a group? Knowing this will help you plan more effectively for future classes.

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share what you learnt in the *Be ready* section?

PREPARATION FOR SPEAKING

Learning objectives

- Use phrases for signposting opinions – *I personally feel that most people would enjoy Vancouver. In my opinion, most people would enjoy Vancouver. It seems to me that most people would enjoy Vancouver.*
- Categorize the type of information in a talk
- Use phrases to signal the organization of information in a talk – *I'd like to give you some information about parks. Now let's talk about homes. The next topic is roads. Finally, let's look at tourism.*
- Use connected speech to say phrases which signal the organization of information in a talk

Exercise 1 page 31

Answers will vary.

Exercise 2 page 31

1 d 2 a 3 b 4 c

Exercise 3 page 32

1 I'd like to talk about 2 First of all,
3 I'd also like to talk about 4 Finally,

Exercise 4 page 33

First_of_all, let's look_at some_of the positives.

Exercise 6 page 33

- 1 I'd like to give you some_information_about ...
2 Now let's talk_about ...
3 The next topic_is ...
4 Finally, let's look_at ...

SPEAKING TASK

Learning objectives

- Prepare for a presentation by reviewing and adding to your notes
- Prepare an introduction and conclusion for your presentation
- Plan how to signal facts and opinions in your talk
- Give a presentation on an interesting place

Exercises 1–6 pages 33–34

Answers will vary.

RESEARCH PROJECT

Create a documentary about Alaska.

Divide the class into groups and ask each group to investigate a different aspect of Alaska, e.g. its geography, nature, history, industry or literature. Tell students that they need to find images, sounds, music and videos to create a class documentary entitled *Alaskan life: Past and present*. Students could create a wiki to share their research with the rest of the class.

The class will use the information from each group to create a short documentary film about Alaska. To plan the documentary, students will need to create a script or storyboard. They will also have to think about who in the class will direct the documentary, who will work the camera, who will edit the video, and who will present or narrate the documentary. They could then upload the film to a video-sharing website.

CLASSROOM APP

Exercises 1

Answers will vary.

Exercise 2

1 Did, live 2 saw 3 were 4 didn't go; did not go
5 built 6 made 7 weren't; were not 8 put

Exercise 3

1 ancient 2 crowded 3 cheap 4 expensive
5 popular 6 rural

Exercise 4

1 woods 2 a lake 3 bridges 4 recognize 5 traffic
6 strange 7 located 8 rock

Exercise 5

Answers will vary.

Exercise 6A

1 fact 2 negative opinion 3 fact 4 fact 5 positive opinion
6 negative opinion

Exercise 6B

Answers will vary.

UNIT OBJECTIVES

Watch and listen	Watch and understand a video about a festival of ice sculptures in China.
Listening skills	Take notes; listen for main ideas.
Critical thinking	Create a persuasive argument.
Grammar	Use present tense question forms; use the present continuous.
Speaking skills	Make suggestions; agree and disagree.
Speaking task	Choose an event from a festival and persuade your group to go to it.
Teacher development	Help your students become better at creating a persuasive argument .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows the Holi festival in India. Holi, also known as 'the festival of colours', is a spring festival that is celebrated in almost every part of India. It celebrates the end of winter and the start of spring, and the victory of good over evil. Holi lasts for a night and a day. It starts on the evening of Purnima – the Full Moon Day – when people meet with family and friends near bonfires. The next day is the festival of colours, when people meet in the streets and throw colourful powders and coloured water.

Lead-in

Write *festival* on the board and ask students if they know what it means or can give an example. Ask students why we have festivals. What purpose do they serve?

page 37

1 This festival is in India. It is also held in many other countries around the world.

2–3 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and identify main ideas in a video about a festival
- Listen and understand details and figures
- Listen and identify the meaning of unfamiliar words from their context in the video
- Practise talking about going to an ice festival

Exercises 1–2 page 38

Answers will vary.

Exercise 3 page 38

1 F **2** F **3** T **4** T **5** F

Exercise 4 page 39

1 Ice City **2** 7,000 **3** clear **4** competitions **5** 16.8
6 a million / 1,000,000 **7** 5 January

Exercise 5 page 39

1 c **2** b **3** b **4** a

Exercise 6 page 39

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for festivals – *activities, traditional, entertainment*
- Use visuals to identify topics before you listen
- Take effective notes by removing unnecessary words
- Listen and complete a brochure about three festivals with detailed notes
- Listen and understand detailed information
- Use emphatic stress to ask questions about festivals

Lead-in

Elicit the festivals students have already learnt about. Ask: *What type of festivals are these?* to elicit *cultural*. If students aren't able to answer, prompt them with some questions, for example, *Are they music festivals? Are they book festivals?* Once they have identified these festivals as cultural, ask students what other types of festivals they can think of. Accept all reasonable suggestions.

Exercise 1 page 40

1 b 2 a 3 a 4 a 5 a 6 a

Exercise 2 page 41

a culture, traditional, enjoy(ed), entertainment
b activity, traditional, culture, enjoy(ed), entertainment
c lecture, enjoy(ed)

Exercise 3 page 41

1 c 2 b 3 a

Exercise 4 page 41

Answers will vary.

Exercises 5–6 page 41

1 Date: ~~The festival is in~~ April and May
2 Activities: ~~You can see art and you can try~~ cooking

Exercise 7 page 42

1 UK 2 October 3 history 4 gravity 5 talk 6 April
7 stalls 8 lake 9 museums 10 January 11 February
12 sports 13 dance 14 fashion

Exercise 8 page 42

1 F; The Festival of Ideas is for anybody interested in arts and science.
2 T 3 T 4 F; They can have picnics under trees, go to food stalls, hire boats on the lake and go to museums.
5 T 6 T

Exercises 9–10 page 43

Answers will vary.

Exercise 11 page 43

interesting, event, come

Exercise 12 page 43

The important words are stressed: Well, it's an interesting event to come to.

Exercise 13 page 43

1 So, what kinds of things do people learn? (Note: The speaker also stresses 'So' as a way of getting the listeners' attention, but this is not one of the important words.)
2 Are there any things you don't like about it?
3 Do you have many people here from other countries?

Exercise 15 page 43

1 What activities do people do at festivals in their free time?
2 Which festival is good for people with lots of hobbies?
3 What did you do at the Cherry Blossom Festival last weekend?

Exercise 16 page 43

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Ask questions in the present simple – *Do you like festivals? Is the work interesting? What time does the festival start?*
- Use the present continuous to describe actions at festivals – *I'm eating traditional food. Are you visiting The Muscat Festival?*
- Use ideas maps to organize vocabulary records of collocations with *go to*, *take* and *have*
- Use collocations to ask and answer questions about festivals and celebrations.

Exercise 1 page 44

1 learn 2 concentrate 3 Are

Exercises 2–3 page 44

1 ~~Are~~ Do you like your job?
2 ~~Do~~ Are you a chef?
3 What time is does the festival start?
4 What kinds of food ~~are~~ do you have?
5 ~~Does~~ Is it all good?
6 Where ~~are~~ do people eat their lunch?
7 ~~Is~~ Do you like the food?
8 ~~Do~~ Is the work interesting?

Exercise 4 page 45

1 Do you like festivals? 2 When do you go home?
3 Are you a good cook? 4 When do you feel hungry?
5 What do you do for fun? 6 Do you like your school?

Exercise 5 page 45

Answers will vary.


Exercise 6 page 46

1 'm/am studying 2 's/is enjoying 3 're/are attending
4 's/is giving 5 're/are having 6 's/is; doing
7 are watching 8 Are; parking

Exercise 7 page 46

Answers will vary.

Optional activity

 Charades: Each student writes a one-word verb on a small piece of paper. The verb can be related to something one might see/do at a festival or celebration. Collect the papers. Divide the students into teams. One by one, students select one of the verbs and act it out. The first team to correctly guess the action wins a point. Teams must use correct present continuous forms (*She is dancing*). Extra points may be awarded if the team can use another form correctly (*They are dancing*).

Exercise 8 page 47

go to: a celebration, university, an event, a lecture, a party

take: part, place, your time

have: a celebration, an event, fun, a lecture, a party, a problem

Exercise 9 page 47

1 take 2 go to 3 take 4 Have 5 have

Exercise 10 page 47

1 event 2 your time 3 concerts 4 party/celebration

Exercise 11 page 47

Answers will vary.

LISTENING 2

Learning objectives

- Understand key vocabulary for holidays – *celebrate, costume, dish*
- Use visuals to identify topics in a conversation about holidays and celebrations
- Listen and complete the main ideas in a detailed set of notes
- Listen and understand detailed information
- Listen and identify phrases signalling examples
- Synthesize information from interviews about festivals and a conversation about holidays and celebrations, and evaluate advantages and disadvantages

Lead-in

Books closed. Ask students: *Do you eat any special food during celebrations in your country?* Encourage as many ideas as possible and ask follow-up questions, such as: *Do you eat this at home or in a restaurant? Do you invite family or friends to share it? Do you stay in your home or go to other people's homes? Also ask students: Do you use special decorations for celebrations in your country? Do you usually give gifts? Do you do any special activities?*

Exercise 1 page 48

a dish b fireworks c parade d celebrate e gift(s)
f costume g decorate(d)

Exercise 2 page 48

a fireworks, celebrate b parade, celebrate, costume
c decorate/decorated, dish, celebrate

Exercise 3 page 48

Answers will vary.

Exercise 4 page 49

1 Thanksgiving 2 Family 3 Traditional 4 Food
5 Canada 6 US 7 Pumpkin pie 8 Stuffing
9 Decorations 10 Autumn colours 11 Activities
12 Canada 13 US 14 reasons

Exercise 5 page 50

1 F; He likes it because everyone can celebrate it.

2 F; Potatoes, corn and cranberries are from the Americas.

3 F; In the eastern US, sometimes oysters are used in the stuffing.

4 T 5 T

Exercise 6 page 50

1 like 2 such as 3 For example 4 for instance

Be flexible

 Students think of a festival or celebration they know about. In pairs, they give examples of the event's food, decorations and activities, using phrases they heard in Exercise 6 (*like, such as, for example, for instance*). For a **bigger challenge**, put the students in new pairs. Each has to report to the new partner on what the previous partner said, again, offering examples of the event's food, decorations and activities.

Exercise 7 page 50

1 like; such as 2 for example; for instance

Exercise 8 page 50

Answers will vary.

CRITICAL THINKING

Learning objectives

- Understand a text about a festival
- Decide which events you would enjoy the most
- Select information from a text to best support your arguments
- Evaluate a poster and make suggestions for improvements

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Creating a persuasive argument** is an important skill for students because: (1) Arguing is a difficult skill intellectually as well as linguistically, and so students need as much practice as possible; (2) It is important to be able to argue in different ways, depending on the audience; (3) It is important for students to understand the strategies for composing and developing a strong argument.

BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

1 Complete the table with positives and negatives for the two statements below.

	Positives	Negatives
Critical thinking is best taught within ELT, rather than as a separate subject.		
Parents should come to a critical thinking lecture at the start of every academic year, so they understand more about it.		

2 Look at what you have written. Based on this information, are you more positive or negative about each of these statements? What would you try and persuade somebody to think about them?

Lead-in

Students begin to think about the Speaking task that they will do at the end of the unit. Give them a minute to look at the box. As a class, you could spend a few minutes brainstorming some ideas for festival events for the Speaking task.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 51–53.

→ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?

→ Are your answers true for all students in your class?

→ How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

As an optional project / homework extension to Exercise 6, students can create their own poster for National Day, or an event within it. They could print them and display them in class, or else share them electronically.

Exercises 1–6 pages 51–53

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

→ How interested were your students in the main topic in the critical thinking section? If they were not that interested, is there a way you could have made it more interesting, e.g. with some background information about the UAE, or asking them to do some research before the lesson?

→ Is there anything that you do in your lessons which you think your colleagues might also like to try out? Could you persuade them to do this? How could you try and achieve this?

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share what you learnt in the *Be ready* section?

PREPARATION FOR SPEAKING

Learning objectives

- Use phrases to make suggestions – *Visitors should try to go to the cake shop. Why not try this activity? How about driving to the festival?*
- Use phrases to respond to suggestions – *That's a great idea! I'm not sure that's a good idea.*

Exercise 1 page 54

1 You could look at this online. 2 How about starting with cake? 3 Why not try it yourself?

Exercise 2 page 54

2, 4, 5, 6


Exercise 3 page 54

2 Why not 3 Shall we 4 How about 5 I'd suggest 6 Can we think about

Exercise 4 page 55

1 Shall 2 How about / Can we think about 3 could
4 how about / can we think about 5 could / shall

Optional activity

 Role play: Tell students to imagine they are going to a festival or celebration. With a partner, they have to create a dialogue in which they are at the event and discussing which activities they want to see and do. They must use language that makes suggestions.

Exercise 6 page 55

No: (Oh,) I am not sure that's a good idea; (Hmm,) I might want to see some other things.

Yes: OK. Good idea; Yeah, that sounds good; Yeah, I'd love to! That's a great idea!; Sure! That sounds good.

SPEAKING TASK

Learning objectives

- Prepare to persuade others in a discussion about a festival by reviewing and adding to your notes
- Select one event on National Day to attend
- Take part in a discussion about which event to attend on National Day
- Present your decision and reasons for choosing an event to the class

Exercises 1–8 pages 55–57

Answers will vary.

RESEARCH PROJECT

Research and explain festivals and celebrations.

Divide the class into groups and work with them to produce some interview questions for people from different countries about festivals and celebrations. Students could interview people face-to-face or online in other countries. They will need to film / audio record the interview. Students should focus on the type of festival, customs, food, time and its function.

Each group will create a short video to explain the different festivals, using extracts from the interviews. Students will first need to create a script or storyboard. They will also have to think about who in the class will direct the video, who will work the camera, who will edit the video, and who will present or narrate the video.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

Answers will vary.

Exercise 3

- 1 Do you like to cook a big meal for holidays like Thanksgiving?
- 2 This photo of traditional Japanese New Year's food looks delicious. How does it taste?
- 3 I am shopping for a birthday gift for my sister. Do you think she would like this scarf?
- 4 What music are we listening to now? I don't know this song.
- 5 Are you coming to the fireworks festival soon? I'm waiting for you by the park entrance.
- 6 Does your sister enjoy events like the Festival of Ideas?
- 7 What do people eat at the winter festival?
- 8 My parents aren't home right now. They are having a picnic at the Cherry Blossom Festival.

Exercise 4

1 a nice time 2 photos 3 a problem 4 part
5 university 6 events 7 place 8 care

Exercise 5

1 traditional 2 enjoyed 3 decorated 4 dish
5 costumes 6 gift 7 entertainment 8 activities

Exercise 6A

- 1 Shall we try going to the art fair?
- 2 You could try studying at the library.
- 3 How about taking a cooking class?
- 4 Can we think about going in the morning?
- 5 Why not eat out at that good restaurant near your house?

Exercise 6B

Answers will vary.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about fibre optic cables.
Listening skill	Listen for reasons.
Critical thinking	Evaluate advantages and disadvantages.
Grammar	Use <i>can / be able to</i> .
Speaking skills	Give a spoken report; give additional and contrasting information.
Speaking task	Present a report about a device or technology.
Teacher development	Help your students become better at evaluating advantages and disadvantages .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a humanoid robot called InMoov. The robot was constructed in 2011 by the French sculptor Gaël Langevin, using 3-D printing technology. InMoov is unique, because it can be made by anybody with just a simple 3-D printer. The robot is controlled by a computer programme, and it can see, hear, talk and move. It is used in education to teach about 3-D printing, programming and robotics. It is also interesting for engineers and doctors, as it shows how 3-D printers could be used to make prosthetic limbs.

Lead-in

Write the word *technology* on the board. Ask students: *What do you think of when you see this word?* Brainstorm ideas onto the board and encourage students to be as creative and imaginative as possible.

page 59

1–3 *Answers will vary.*

4 *Possible answers:* It reduces face-to-face communication; We can become too reliant on it; It can harm eyesight and posture; People can become addicted to social media sites or online gaming; It can be abused to manipulate people and opinions.

WATCH AND LISTEN

Learning objectives

- Listen and identify main ideas and details in a video about fibre optic cables
- Listen and understand details
- Choose an inference about the implications of the information in the video
- Practise talking about the internet and technology

Exercises 1–2 page 60

Answers will vary.

Exercise 3 page 60

1 changes **2** Most **3** bottom **4** suddenly **5** Engineers
6 broken **7** weeks **8** ship

Exercise 4 page 61

a 2 **b** 5 **c** 3 **d** 1 **e** 4

Exercise 5 page 61

1 violent volcanic activity **2** ten years ago
3 Between Taiwan and the Philippines **4** heavy rocks
5 A special ship called the Wave Sentinel

Exercises 6–8 page 61

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary – *accident, collect, disabled*
- Listen and identify consonant sounds – /s/ /ʃ/ and /tʃ/
- Use sound maps to organize vocabulary by sound
- Listen and complete a detailed set of notes on a radio programme about robots
- Listen for signal words and identify reasons
- Use signal words to link reasons and results
- Give opinions about robots

Lead-in

Write the word *robot* on the board and elicit from students what they think a robot is and what it does. (A robot is a machine that is programmed to do mechanical tasks in the way of a human.) Encourage students to be as creative and imaginative as possible in their ideas about what robots can do.

Exercise 1 page 62

1 a 2 b 3 b 4 a 5 a 6 b 7 b 8 b

Exercises 2–3 page 63

Answers will vary.

Exercise 4 page 63

a fish b disabled c suit d pollution e kitchen

Exercise 6 page 63

/s/: suit, disabled /ʃ/: fish, pollution /tʃ/: kitchen

Exercise 7 page 64

/s/: sort, robots, accident /ʃ/: station, short, wish, ocean /tʃ/: which, match, cheap

Exercise 8 page 64

1 sorts 2 cheap 3 wash 4 sea 5 shave

Exercise 9 page 64

Answers will vary.

Exercise 10 page 64

1 robots 2 cheaper 3 disabled 4 accidents 5 suit
6 in their own homes 7 luxury 8 information
collection 9 pollution (in the water)

Exercise 11 page 65

Answers will vary.


Exercise 12 page 65

1 always really expensive 2 accident
3 new types of robots 4 robotic fish

Exercise 13 page 65

1 Thanks to 2 due to / because of 3 Since
4 Due to / Because of

Be flexible

 Students work in pairs. Call out the beginning of sentences and tell them to finish each sentence with *since, because of, thanks to* and *due to*. They should think of as many ways to end the sentences as possible.

Sentences to give students and possible answers:

More businesses are starting to use robots (*since robots aren't as expensive as they used to be*).

Some disabled people can walk again (*thanks to robotic suits*).

Some people may need robots to help them do housework (*due to old age*).

Scientists use robotic fish (*because of pollution in the ocean*).

To provide a **bigger challenge**, students can then think of their own sentences about robots. Give a point for each correct sentence. The pair with the most points wins.

Exercise 14 page 65

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Use *can/can't* and *am/is/are (not) able* to describe ability in the present – *Robots are able to help people in their everyday lives. She can't do housework easily.*
- Use *was/were (not) able* to and *couldn't* to talk about ability in the past – *He wasn't even able to sit up on his own when a visitor came. He was able to stand up when he finally put on the robotic suit. He couldn't feel his legs when doctors touched them.*
- Describe actions and equipment related to technology – *I often use Wi-Fi. I forgot my password. I log in to my email every day.*
- Organize technology vocabulary by parts of speech

Exercise 1 page 66

1 am able 2 was able to 3 wasn't able to 4 couldn't
5 wasn't able to 6 Are you able to 7 Were you able to

Exercises 2–3 page 67

Answers will vary.

Exercise 4 page 67

1 turn; on 2 mouse / keyboard 3 log in 4 Wi-Fi;
go online / log in 5 the cloud 6 shut down / turn off

Exercise 5 page 68

Answers will vary.

Exercise 6 page 68

verbs: charge, surf, text

nouns: apps, battery, charger, keys, text

Exercise 7 page 68

1 keys 2 apps 3 surf 4 text 5 battery
6 charger; charge

Exercise 8 page 68

Answers will vary.

LISTENING 2

Learning objectives

- Understand key vocabulary for computers and memory – *stupid, memory, research*
- Listen for and practise saying /ə/ and /æ/ correctly in sentences with linking words
- Listen and complete a set of detailed notes on a report about computers and memory with main ideas and details
- Describe how you store information
- Synthesize information from a radio programme about robots and a report about computers and memory in a discussion

Lead-in

Ask students a few basic questions to check their memory (*Do you know your / your mother's mobile phone number? When did World War II begin and end? When did the Euro become official currency?*). Ask students how they find out answers they don't know. Ask them if they think computers affect their memory and if so, how?

Exercise 1 page 69

Answers will vary.

Exercise 2 page 70

a research **b** stupid **c** file **d** location **e** memory

Exercise 3 page 70

1 You will hear the main ideas and additional information.

2 You will hear the main ideas as well as additional information.

Exercise 5 page 71

1 d 2 weak 3 weak

Exercise 6 page 71

1 memory 2 difficult 3 websites 4 information 5 lazy


Exercise 7 page 71

6 information 7 answer 8 how 9 put 10 facts
11 location 12 find

Exercises 8–10 page 72

Answers will vary.

Be flexible

 **Memory game:** If the class is around 12 students, this can be done as a whole-group activity. If the class is large, divide students into several large groups. Tell them that they are going to invent a robot and they have to think of one sentence to describe what the robot can and can't do. Encourage them to use *can* and *can't* and vocabulary for technology. Each group should stand in a circle. The first student says his/her sentence (Possible sentence: *Our robot can cook dinner every night.*) The second student repeats the first student's sentence, and then adds his/her own (*Our robot can cook dinner every night and it can help us do our homework.*) This should continue around the circle, with each student adding the previous students' sentences. Follow-up discussion can be whether students think they have a good memory or not.

For a **bigger challenge**, ask students what they think the limit is on the number of (unrelated) things they can remember. (Estimates range between four and seven). Ask for suggestions on how to improve their memory of lists like this (examples could include writing things down rehearsing and mnemonics).

CRITICAL THINKING

Learning objectives

- Evaluate a set of opinions about using computers
- Analyze the advantages and disadvantages of a type of technology
- Evaluate another student's ideas
- Evaluate the importance of the advantages and disadvantages you listed

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Evaluating advantages and disadvantages** is an important skill for students because: (1) When students think about the advantages and disadvantages of a particular topic, they may simply count the number of each and decide that the one with the most has the best argument; (2) Instead, students need to develop evaluation skills, so they can judge the quality of different arguments; (3) If students are unable to do this, then their arguments are likely to be weak and unbalanced.

BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

Look at the following opinions about critical thinking. Decide if they are advantages or disadvantages. Are the advantages or the disadvantages more important? Why?

- Students often don't like doing critical thinking.
- Being able to think critically can help students get into their university of choice.
- Students find doing critical thinking hard work.
- Critical thinking is an important skill for improving the quality of spoken and written content.
- Doing critical thinking in English classes means there is less time for developing grammar and vocabulary.
- Students may not think critical thinking is relevant to their everyday lives.
- Critical thinking can help young people succeed in a world which is changing quickly.

Lead-in

Students begin to think about the speaking task they will do at the end of the unit. Give them a minute to look at the box and ask you any questions they might have.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 73–74.

→ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?

→ Are your answers true for all students in your class?

→ How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

When doing Exercises 4 and 5, you could also get students to compare different types of technology (e.g. internet TV and video conferencing) to see whether they have similar advantages (e.g. both have clear visuals) and disadvantages for each (e.g. may have streaming issues).

Exercise 1 page 73

Possible answers:

advantages: 2 and 3 **disadvantages:** 1, 4 and 5

Exercises 2–5 pages 73–74

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

→ Think about the disadvantages to critical thinking which you identified in *Be confident*. How could you respond to or solve these challenges with your students?

→ Were your students particularly motivated or interested in this section because the focus was on computers, smartphones and tablets? If so, think about how you could build on this in future sessions.

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share the evaluation activity you did in *Be confident*?

PREPARATION FOR SPEAKING

Learning objectives

- Use linking words and phrases to supply contrasting ideas – *but, however, on the other hand*
- Use linking words and phrases to supply additional information – *and, and also, as well as*
- Apply the criteria for a good introduction to choose the best introduction to a talk
- Apply the criteria for a good conclusion to choose the best conclusion to a talk

Exercises 1–2 page 75

1 However 2 but 3 On the other hand / However
4 but / however

Exercise 3 page 75

different information

Exercise 4 page 76

additional information

Exercise 5 page 76

1 a and b but

2 a but b and also

3 a as well as b However,

Exercise 6 page 76

1 b 2 b

Exercise 7 page 77

Answers will vary.

Exercise 8 page 77

finish

SPEAKING TASK**Learning objectives**

- Prepare to present a report by completing an introduction and stating your arguments
- Prepare to use linking words to state your arguments
- Prepare a conclusion for your report
- Present a report on a technology
- Give feedback on another student's talk

Exercises 1–7 pages 77–78

Answers will vary.

RESEARCH PROJECT**Research and explain cutting-edge technology.**

Divide the class into groups and assign each group a theme to do with technology, e.g. materials, computing, travel, space or food. Tell the class that they will be researching these different themes and then presenting them to the rest of the class. Each group will need to think about their theme as it is now, and how it may be developed in the future.

Each group will then prepare a ten-minute presentation, including time for questions. Students could develop presentation slides with their final research and refer to this during their presentation.

CLASSROOM APP**Exercises 1–2**

Answers will vary.

Exercise 3

1 couldn't 2 can 3 couldn't 4 Were 5 could
6 couldn't 7 wasn't able to 8 Are you able to

Exercise 4

1 you need to go online. 2 I need to charge it.
3 log on to my work PC 4 turn off my smartphone
5 an app 6 keyboard 7 the cloud 8 charger

Exercise 5

1 disabled 2 luxury 3 collected 4 location
5 memory 6 research 7 stupid 8 developed

Exercise 6A

1 but 2 on the other hand 3 too 4 However
5 and 6 too 7 and 8 but

Exercise 6B

Answers will vary.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the impact of oceans on climate.
Listening skill	Predict ideas from research.
Critical thinking	Evaluate effects.
Grammar	Use gerunds and infinitives; use future forms.
Speaking skill	Use linking words to explain cause and effect.
Speaking task	Give a presentation about climate change.
Teacher development	Help your students become better at evaluating effects .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows dark storm clouds and lightning over Monument Valley in Arizona, the USA. The valley is famous for its small, flat-topped hills with very steep sides. Monument Valley has a desert climate with hot summers and cold winters. In the summer, the temperature can reach around 38°C, but it usually drops significantly at night. Winters are cold and there is occasional snow, although it is unusual for the temperature to drop below freezing.

Lead-in

Ask students: *What's the weather like today?* Write the weather vocabulary they give on the board. Ask them: *What's the weather like in [month]?* Then ask them if they know of any other different types of weather from different places in the world.

page 81

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and understand details in a video about the impact of oceans on climate
- Understand the main ideas in the video
- Make an inference about the speaker in the video's implications
- Practise talking about climate and lifestyle

Exercise 1 page 82

1 There are five oceans: Arctic, Atlantic, Indian, Pacific, Southern **2** Almost 70% **3** Answers will vary.

Exercise 2 page 82

1 b, c, d **2** a, e **3** c **4** Answers will vary.

Exercise 3 page 83

1 c **2** a, b **3** d, e **4** mainly e

Exercise 4 page 83

1 False **2** True **3** False **4** False **5** False **6** True **7** False

Exercise 5 page 83

1 b **2** d **3** c **4** e **5** a

Exercises 6–7 page 83

Answers will vary.

LISTENING 1

Learning objectives

- Listen and identify a speaker's mood from their intonation
- Practise using intonation to sound interested or bored
- Understand key vocabulary for weather and mood – *angry, cool, energy*
- Use your knowledge to predict the content of a presentation about weather and mood
- Listen and complete an ideas map with notes on main ideas
- Listen and identify reasons and detailed information
- Describe personal experience on the topic of weather and its impact on mood

Lead-in

Ask four students to tell you what they plan to do over the coming weekend. For the first two, respond with an interested *really* and the second two with a bored *really*. Then ask the class: *Do I think all those answers were interesting?* (no). Then ask the students: *How do you know?* (because of the way you said *really*). Ask students: *Do you think it's important to sound interested when you are listening to somebody?* (yes). *Why is it important?* (because it's polite and we want to encourage the speaker to continue speaking).


Exercise 1 page 84

1 N 2 I 3 N 4 I 5 N

Exercise 2 page 84

- 1 Possible answer: Intonation helps you understand others' moods and interest.
- 2 Possible answer: If you use the wrong intonation, people might misunderstand your mood or interest.

Be flexible

 Students work in pairs. Give them a simple dialogue. Assign some pairs to read the dialogue in an interested way and others to read it in a bored way. The class should choose the correct mood of each conversation. For example:

A: Hi.

B: Hello. How are you?

A: Good. It's my last day of school. I'm going on holiday tomorrow.

B: Are you?

A: Yes. What about you? Are you almost finished?

B: No, I still have to write a research report.

A: Really? What about?

B: The rainforest in Brazil.

A: Well that sounds interesting.

B: Yes, I suppose so.

Challenge **stronger students** to write their own dialogue in pairs and then act it out for the class. The class should then interpret the intonation that is used as interested or not interested.

Exercise 3 page 85

1 humid 2 dry 3 upset 4 cool 5 energy 6 angry 7 prefer

Exercise 4 page 85

Answers will vary.

Exercise 5 page 86

1 more upset / worse 2 tired 3 energy 4 to work 5 angry / angrier

Exercise 6 page 86

1 c 2 a 3 d 4 b

Exercise 7 page 86

1 Fourteen 2 Thirteen 3 light 4 more

Exercise 8 page 87

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Choose the correct verb form to use after particular verbs – *We want to learn more about global warming. I enjoy learning about science.*
- Use *will* and *going to* to talk about decisions and plans – *I think global warming is terrible, so I will do more to stop it. I'm going to present information about the forests next week.*
- Use *will* and *going to* to talk about predictions for the future – *I will / am going to get a great job.*

Exercise 1 page 87

1 c and e 2 b and d 3 a 4 c 5 b and d

Exercise 2 page 87

1 prevent 2 cut down 3 save 4 do 5 cause


Exercise 3 page 88

1 learning 2 to think 3 to visit / visiting 4 to watch 5 to go 6 listening 7 to study 8 to tell / telling

Exercises 4–5 pages 88–89

1 to learn / learning 2 to go 3 to read / reading; to attend / attending 4 to study 5 talking 6 walking 7 to visit 8 to watch / watching 9 to invite / inviting

Optional activity

 Review present tense question forms from Unit 2. Give students a list of verbs and actions. They have to form questions using either gerunds or infinitives correctly, and then ask each other the questions. They have to decide which verbs can go with which actions. More than one answer may be correct.

Verbs: need, prefer, want, start, enjoy, like

Actions: study English, ride a bicycle, exercise, go to graduate school, cook dinner every day, watch scary films

Possible questions: 'Do you need to cook dinner every day?' 'Do you enjoy riding a bicycle?' 'Do you prefer to watch/watching scary films?'

Exercise 6 page 90

1 am leaving 2 am going to do 3 am going; will come
 4 is talking / is going to talk 5 are going to drop
 6 will be / are going to be

Exercises 7–8 page 90

Answers will vary.

LISTENING 2

Learning objectives

- Listen for and practise saying /ɪ/ and /əʊ/ correctly in sentences about the environment
- Use a visual to predict the content of a news report about an animal
- Understand key vocabulary for the environment – *unusual, become, discover*
- Read and summarize three main ideas in a text about climate change
- Read background information to predict the content of a news report about an animal
- Listen and complete a set of detailed notes with main ideas
- Listen and identify details
- Prepare and present ideas on a problem caused by climate change
- Synthesize ideas from a presentation about weather and mood and a news report about an animal in a discussion about global warming

Lead-in

Ask the class to think of different types of animals. List answers on the board. Then ask students if any of them are *endangered*. If yes, elicit reasons why these animals might be endangered.

Exercise 1 page 91

Group A: 1; **Group B:** 2

Exercise 2 page 91

1 don't 2 want 3 stop 4 known 5 cost

Exercises 3–4 page 91

Answers will vary.

Exercise 5 page 92

1 believe 2 look after 3 disappear 4 carefully
 5 discover 6 become 7 unusual 8 save

Exercise 6 page 92

Possible answers:

1 climate or weather of forest 2 damage to the forest and its animals 3 research about the forest

Exercise 7 page 92

Answers will vary.

Exercise 8 page 93

2, 3, 5

Exercise 9 page 93

Answers will vary.

Exercise 10 page 93

1 problems 2 Cut 3 Damages 4 rain 5 45
 6 disappear

Exercise 11 page 94

1 a 2 b 3 a 4 a 5 b

Optional activity



Tell students to divide a piece of paper in half. They write *clock* on one half and *phone* on the other. Play Listening 2 again. When students hear a word with the same vowel sound as *clock*, they hold up that paper. When they hear the same vowel sounds as *phone*, they hold up the other paper. Alternatively, do the same exercise with song lyrics that have those vowel sounds.

Exercise 12 page 94

North America: water shortages / drought

Brazil: damage to (rain) forests / forest fires

Pakistan: floods

Exercises 13–14 page 94

Possible answers:

- 1 Wildlife won't find water to drink and plants won't grow well, if at all, so there will be food shortages.
- 2 Damage to rainforests will cause wildlife to die or to move to new areas.
- 3 Wildlife will need to move to new areas to find dry land.

Exercise 15 page 94

Answers will vary.

CRITICAL THINKING

Learning objectives

- Compare your ideas about climate change in the Arctic with a fact file
- Understand cause and effect in climate change in the Arctic
- Evaluate events to decide if they have a cause-and-effect relationship
- Complete a cause-effect chain about climate change in the Arctic
- Create a cause-effect chain for climate change in another (type of) region

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Evaluating effects** by using a cause-effect chain is an important skill for students because: (1) Students commonly mix up 'time' relationships (i.e. where one thing happens *after* another thing) and 'causal' relationships (i.e. where one thing happens *because of* another thing); (2) When developing arguments, it is essential to not mix up these relationships; (3) Creating cause-effect chains is a very useful skill in all academic subjects.

BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

Complete the cause-effect chain using the following phrases. Write them in the appropriate box.

A Students incorporate these skills into their academic practice.

B Students develop good critical thinking skills.

C Students can graduate with a good degree, or get promotion at work, especially if they continue to develop these skills.

D These skills can help students in either their working lives, or at college / university.

Teacher has a positive attitude towards, and a good understanding of, critical thinking

(1)

(2)

(3)

(4)

Lead-in

Students begin to think about the speaking task they will do at the end of the unit. Give them a minute to look at the box and ask you any questions they might have. It might be useful to give some of the preparation work for the final task as homework.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 95–97.

→ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?

→ Are your answers true for all students in your class?

→ How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

If you think your class may already have a decent understanding of environmental issues, get them to do Exercise 1 initially with the book closed. They can generate their own ideas before looking in the book.

Exercises 1–2 page 95

Answers will vary.

Exercise 3 page 96

2 sea levels rise

3 polar bears and other animals lose sea ice to hunt from

4 local people lose food sources

For the arrows: Melting polar ice could cause temperatures to rise; sea levels rising could cause polar ice to melt.

Exercise 4 page 96

Possible answers:

The cause-effect chain is a clear visual representation of how separate events are connected. It is easy to look at and refer to in a presentation.

Exercise 5 page 97

Answers will vary. Possible answers:

Africa: Temperatures rise. → By 2050, up to 600 million people won't be able to get drinking water. → Shortage of clean water will help diseases spread. → Drought will stop farmers from growing food. → Some land areas will be under the sea. → Some areas may lose up to 60% of animal species.

California: Temperatures rise. → Heat waves occur. → Less water is on the land. → Drought occurs. → Trees die. → Wildfires occur. → People lose homes and jobs.

Low-level lands: Temperatures rise. → Ice on land melts around the world. → Sea levels rise. → Low-level land around the world floods. → Land areas go under water. → Some people lose their home or country. → People have to find new homes or countries to live in.

Exercise 6 page 97

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

Think about the following questions:

→ Do you agree that there is a clear causal relationship between the stages of the cause-effect chain in the *Be confident* section? (The correct order is 1B, 2A, 3D, 4C.) Why / Why not?

→ You are now halfway through teaching the critical thinking materials in this level. How do you think it is going so far? Are the students enjoying critical thinking? Do they understand it? Is there anything you could be doing differently?

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share the cause-effect chain from *Be confident* with a colleague?

PREPARATION FOR SPEAKING

Learning objectives

- Use linking words to introduce causes – *because, because of, due to*
- Use linking words to describe effects – *so, therefore, consequently*
- Describe the relationship between burning fossil fuels and climate change, using linking words for causes and effects
- Describe the relationship between burning fossil fuels and climate change, using key vocabulary – *melt, smoke, trap*

Exercise 1 page 98

1 a cause b effect 2 a cause b effect 3 a effect b cause

Exercise 2 page 98

1 so 2 Therefore 3 As a result

Exercise 3 page 98

Possible answers:

- 2 As a result, more people had jobs.
- 3 So governments feel they need to take more action.
- 4 Therefore we need to find ways to protect them.
- 5 So I need to apply for a new one.
- 6 As a result, we keep in touch with our friends more often.

Exercises 4–5 page 98

Answers will vary. Possible answers:

- 1 The village flooded because of the heavy rainfall.
- 2 More people had jobs because of the new factory.
- 3 Governments may feel they need to take more action on global warming because more people are interested in it.
- 4 We need to find ways to protect rainforests because they are getting smaller.
- 5 I need to apply for a new passport because I've lost my old one.
- 6 We keep in touch with our friends more often due to easier communication.

Exercise 7 page 99

Possible answer:

Homes, factories, cars and planes all burn fossil fuels.

→ gases and smoke rise into the sky.

→ heat is trapped in the Earth's atmosphere.

→ temperatures rise.

→ ice caps in the Arctic and Antarctic melt.

→ global warming occurs / temperatures rise more.

Exercise 8 page 99

Possible answer:

Homes, factories, cars and planes all burn fossil fuels. As a result, gases and smoke rise into the sky. Consequently, heat is trapped in the Earth's atmosphere. Therefore, temperatures rise. As a result, ice caps in the Arctic and Antarctic melt and so global warming occurs.

SPEAKING TASK

Learning objectives

- Prepare for a group presentation about climate change by reviewing and adding to a cause-effect chain and allocating roles
- Prepare to use linking words to describe the causes and effects of climate change
- Give a group presentation on the effects of climate change on a (type of) region
- Listen and ask questions about other students' presentations about climate change
- Suggest solutions to the problem of climate change in a discussion

Exercises 1–6 page 100

Answers will vary.

RESEARCH PROJECT

Create a website to explain weather phenomena to children.

Divide the class into groups and assign each group a weather phenomenon such as rain, hail, wind, cloud, fog, snow and dust storms – or even tornadoes, hurricanes, cyclones or typhoons. Each group will need to find out how and why these phenomena occur and collect relevant video, audio and images. Students could use online tools to share ideas.

Students then use this information to create a website or eBook explaining the weather phenomena in a simple way to children. You can find guides and eBook software by searching online for 'create eBook'. The website/eBook could include the media collected by each group and quizzes for the children. The class can then find ways to publicize their creation to local schools as a resource.

Exercise 6A

1 consequently 2 so 3 As a result 4 Because
5 Because 6 therefore

Exercise 6B

[5] I had nowhere else to live, so I'm staying with my parents again.

[2] Without a car, I wasn't able to travel to work. Consequently, I lost my job.

[4] I didn't pay my rent; therefore, I lost my flat.

[1] I was late for work and driving too fast. As a result, I crashed my car.

[3] Because I didn't have a job, I had no money to pay the rent on my flat.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 cut down trees 2 do research 3 prevent global warming 4 cause forest fires 5 save wildlife
6 prevent forest fires

Exercise 3

1 'm taking 2 will probably 3 are going 4 'm going to
5 'll 6 'm going to 7 will probably 8 are going to

Exercise 4

1 look after 2 humid 3 upset 4 unusual 5 becoming
6 save 7 cool 8 energy

Exercise 5

Answers will vary.

UNIT OBJECTIVES

Watch and listen	Watch and understand a video about a chess master playing against a computer.
Listening skills	Listen for bias; listen for supporting opinions.
Critical thinking	Build a strong argument.
Grammar	Use the zero conditional and the first conditional; use adverbs of degree.
Speaking skills	Emphasize a point; ask for and give clarification.
Speaking task	Have a discussion about money in sport.
Teacher development	Help your students become better at building a strong argument .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows the Formula One Grand Prix at Yas Marina Circuit in Abu Dhabi, the UAE. Formula One, or 'F1', is one of the world's premier car racing competitions. A Formula One season consists of a series of races known as Grand Prix. The Yas Marina Circuit in Abu Dhabi is the only race that is held in the evening and is the last race in the F1 season. In the past, Formula One was limited to Europe but it has now become a global competition. It is one of the most popular sporting events worldwide – attracting over 400 million viewers in over 150 countries.

Lead-in

Ask students: *What do we call it when I ask you to do something in groups and the person/group that finishes first is the winner?* to elicit *race*. Write *race* on the board. Ask students if they can think of different sports races, to elicit ideas such as running, horse, camel, bicycle/bike/cycle, Formula One. Accept any reasonable suggestions. Point out that apart from *running*, these collocate with *race*.

page 103

1 The photo shows a Formula One / motorsport race.

2–3 Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and understand the main ideas in a video about chess
- Listen and identify the sequence of events in a video about chess
- Listen and identify details
- Make inferences about the skills involved in chess
- Practise talking about computers, games and intelligence

Exercise 1 page 104

Answers will vary.

Exercise 2 page 104

1 and 2 are true

Exercise 3 page 104

- 1** F; Humans began playing chess nearly 1,500 years ago.
2 F; Garry Kasparov played a famous chess match against a computer.
3 T **4** T **5** F; A genius like Kasparov can think about three moves in a second.

Exercise 4 page 105

a first game **b** second game **c** second game
d first game **e** first game **f** second game

Exercise 5 page 105

1 a **2** b **3** b **4** b **5** b

Exercises 6–7 page 105

Answers will vary.

LISTENING 1

Learning objectives

- Gain awareness of emphasis and intonation when speakers correct themselves
- Practise using intonation and emphasis to stress correct information
- Understand key vocabulary for Sports Science – *champion, compete, intelligent*
- Listen, identify and correct main ideas in a presentation about a Sports Science project
- Listen and complete a set of detailed notes on unusual sports
- Identify phrases used for correcting mistakes

Lead-in

Say to students: *OK, we're going to have a test tomorrow ... Oh, sorry I mean on the day after tomorrow.* Make sure you clearly emphasize the correct day. Ask students: *What did I do there?* (gave the wrong information). Tell students that when people speak, they sometimes make mistakes and correct themselves. If they correct themselves, they often emphasize the correct version. They do this with intonation and stress to make sure the people listening hear the change clearly.

Exercise 1 page 106

1 Rosson 2 golf 3 6.00 4 Gymnastics 5 Colombia

Exercise 2 page 106

1 The correct and incorrect words. 2 down

Exercise 3 page 106

1, 2, 5 Answers will vary.

3 Formula One drivers don't race on motorbikes, they race in cars.

4 We don't use a football to play golf. We use a golf ball.

Exercises 4–5 page 107

1 strong 2 intelligent 3 compete 4 champion
5 kick 6 hit

Exercise 6 page 107

a 2 b 3 c 4 d 1

Exercise 7 page 108

1 intelligent 2 hit 3 chess 4 boxing 5 (soft) tennis
6 street 7 money 8 break 9 six 10 hardest 11 feet
12 head 13 Malaysia 14 schools

Exercise 8 page 108

1 boxing chess 2 golf ball tennis ball 3 a week 6 days
4 Indonesia Malaysia


Exercise 9 page 109

1 sorry, I mean 2 well, actually 3 or rather 4 no, not

Exercises 10–11 page 109

Answers will vary.

Optional activity

 As an alternative to Exercises 10 and 11, put students into groups of four and give each group a familiar sport. Ask them to think of as many facts as they can about the sport. Allow about two minutes for this. Then put students into pairs, each pair from a different group, and ask them to tell their partner about the sport they have chosen. Remind them that if they make a mistake, they should correct it, using the phrases from Exercise 9 and the correct stress and intonation. Allow about four minutes for this, before inviting feedback from the class about the sports they chose.

Exercise 12 page 109

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Use the zero conditional to talk about facts – *If you play urban golf, you don't need to go anywhere special. If you hit the ball too hard, you might break something.*
- Use the first conditional to talk about real possibilities – *If you work hard, you will do well in the competition. If James wins the next race, he could compete in the Olympics this year.*
- Use adverbs of degree to modify adjectives – *The runner was not very fast. Tennis is too difficult. The tickets were really expensive.*

Exercises 1–2 pages 110–111

- 1 they get to keep the match ball
- 2 you have to leave the pitch
- 3 they often get injured
- 4 you win the game
- 5 you get three points
- 6 they will be the champions
- 7 you will need to buy golf clubs
- 8 you will have more strength
- 9 she might / will be successful
- 10 they might / will cancel it


Exercises 3–4 page 111

Answers will vary.

Exercises 5–6 page 112

2 pretty / really / very / extremely / too (S) 3 really / very / extremely (S) 4 pretty / really / very / extremely (S) 5 fairly / quite (W) 6 fairly / quite (W) 7 too (S)

Be flexible

 Students work in small groups. Write each of the adverbs of degree on small pieces of paper. Each student takes turns selecting a different adverb of degree. They have to use it to make a sentence that describes a sport of their choice. (Possible answers: Playing football is really exciting. Watching tennis on television is fairly boring. The rules of cricket are extremely difficult to learn.)

To **increase the challenge for more advanced students**, tell students to repeat the activity above, but to correct themselves using the expressions they have learnt (e.g., *It is fairly difficult, no, I mean, really difficult to play chess well.*) and change to a new adverb of degree.

Exercise 7 page 112

Answers will vary.

LISTENING 2

Learning objectives

- Understand key vocabulary for money and sport – *competition, fan, cost*
- Listen and understand bias in a discussion about paying athletes to train
- Listen and complete a set of detailed notes on opinions and supporting arguments
- Differentiate between supported and unsupported arguments
- Synthesize information from a presentation on unusual sports and a discussion about paying athletes to train

Lead-in

Divide students into small groups. Have them come up with a list of famous athletes (e.g. Serena Williams, Novak Djokovic, Lionel Messi, Naomi Osaka, etc.). Ask students to think about how much these people get paid to play their sport. Have groups rank the athletes from highest paid to lowest paid. Ask why they ranked them the way they did. Where does this money come from?

Exercise 1 page 113

a prize b charge c score d cost e salary f fan g support h competition

Exercise 2 page 114

1 Andre 2 Ian

Exercise 3 page 114

- 1 Ian is against corporate sponsors because he just enjoys watching sport.
- 2 Andre is for corporate sponsors because he used to be a sportsperson.

Exercise 4 page 114

1 sport 2 make money 3 Five 4 training 5 participate 6 companies 7 amounts 8 employees 9 sign 10 countries 11 adverts

Exercise 5 page 115

1 O 2 O 3 S 4 S

Exercise 6 page 115

Answers will vary.

CRITICAL THINKING

Learning objectives

- Remember information and arguments about athletes' pay
- Decide whether arguments about athletes' pay are adequately supported
- Create a persuasion map to plan a well-supported argument about athletes' pay

UNLOCK TEACHER DEVELOPMENT

BE READY

→ **Building a strong argument** is an important skill for students because: (1) Too often, students present arguments based on what they think or feel, rather than what they can show or demonstrate; (2) Arguing in this way is not sufficient at college/university, and students must learn how to use evidence; (3) Having a well-supported and strong argument increases students' confidence when presenting or writing.

BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

Read the arguments below. Do they have enough (E) or not enough (NE) support to persuade somebody to agree? (Note: it doesn't matter whether you agree with these statements; just consider whether they could be used to persuade others.)

- Some students are naturally good at critical thinking. ____
- The more students practise critical thinking skills, the more familiar they will become with them, and the better they can execute them. ____
- By sharing their own positive experience of critical thinking, teachers can encourage less confident students to try out new things, and to improve. ____
- Students who are good academically are always good at critical thinking. ____
- For students to develop their critical thinking skills, teachers must create an atmosphere in their classroom where students aren't afraid to make mistakes. ____

Lead-in

Students begin to think about the speaking task that they will do at the end of the unit. Give them a minute to look at the box and ask you any questions they might have. You could give some of the preparation for this as homework.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 116–118.

- ➔ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- ➔ Are your answers true for all students in your class?
- ➔ How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

An interesting additional task for Exercise 2 is to get students to add evidence to the arguments they marked as 'NE' so that they become persuasive.

Exercise 1 page 116

Answers will vary.

Exercise 2 page 117

1 E 2 NE 3 NE 4 E 5 E 6 E

Exercises 3–6 page 117–118

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- ➔ Follow the *Be flexible* advice for the exercise you did in *Be confident*. How could you strengthen the arguments which you thought did not contain enough evidence?
- ➔ In Exercise 4, students had to work in groups of three or four. Did this work well? Did you set up and manage the exercise well, or could you have done this more effectively?

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share what you learnt in the *Be ready* section?

PREPARATION FOR SPEAKING

Learning objectives

- Use signal words to emphasize points – *obviously, actually, definitely. Sports fans actually like to see adverts with athletes in them.*
- Use phrases to ask for clarification – *I'm afraid I didn't get that. What do you mean by ...? Can you give more detail?*
- Use phrases to clarify your meaning – *Sorry, let me explain ..., In other words ...,*

Exercise 1 page 119

1 definitely 2 actually 3 of course

Exercises 2–4 pages 119–120

Answers will vary.

Exercise 5 page 121

Part 1

1 I: Did you enjoy the game?

2 C: Yes, I thought we played well. We made a few silly mistakes, though.

3 I: Which mistakes did you make? Can you give some more detail?

4 C: Yes, sure. I thought that the ball went outside the court too much.

Also, our Tekong jumped off the ground once or twice.

5 I: What do you mean by Tekong?

6 C: That's the player who serves the ball during the match ...

Part 2

1 I: I hear that people are trying to get sepak takraw included in the Olympics.

Do you agree?

2 C: Definitely! I agree that it should be included. It's already in the Asian Games.


3 I: But even though it is in the Asian Games, can you explain more about why you support it?

4 C: Well, obviously, as a player I support it. But actually, even people who are not players want to see it in the Olympics.

5 I: Can you give some examples of why people want to see this sport in the Olympics?

6 C: Sure. One example is the excitement in the game from the players' amazing kicks ...

Be flexible

 As an alternative to Exercise 5, photocopy the exercise and cut it into individual sentences. Put students into groups and give each group one set of sentences from Part 1. Ask them to find the first sentence (*Did you enjoy the game?*). Ask students to put the sentences in order to make a conversation. Next, give each group a set of sentences from Part 2. To make it more challenging, don't give them the first sentence. Ask them to put the sentences in order, to make a conversation. The first group to do this successfully for both parts is the winner. Circulate, monitor and give assistance where appropriate.

If students need **extra support**, identify the first turn in the sequence. Give students some hints:

- What do you expect as an answer to a Yes/No question? Look for an answer among the sentences.
- Look for words and phrases that are repeated across the sentences.

To **increase the challenge**, don't identify the speaker (in other words, don't include the identifiers I and C with the sentences).

Exercise 6 page 121

Possible answers:

What do you mean?: Sorry, I don't understand. Can you explain what you mean?

Can you give some more detail?: Can you give an example? / Can you explain what you mean?

Exercise 7 page 121

Asking a person to explain more: Can you give some examples? / Can you explain more?

Emphasizing: Definitely / obviously / actually

Exercise 9 page 121

1 DU 2 EM 3 DU 4 DU 5 EM

Exercises 10–11 pages 121–122

Answers will vary.

SPEAKING TASK

Learning objectives

- Prepare to take part in a panel discussion by reviewing and adding to a persuasion map
- Take part in a panel discussion about athletes' pay

Exercises 1–4 page 122

Answers will vary.

RESEARCH PROJECT

Become a sports commentator.

Find videos of sports commentators on the internet. When you have found one or two clips, show them to your students so that they can get an idea of the genre of sports commentary. Divide the class into groups and ask students to think about sports played in their own country. Assign each group one of these sports and then ask them to find an example of the sport. Students could search online, visit and film a sporting event, or arrange and film their own sporting event.

Each group will create a short video including sports commentary and clips of the event they attended, or an audio-recorded commentary to accompany an online sports video. Students could be spontaneous with their commentary, but they will probably feel more comfortable creating and reading from a script. For videos, each group will have to think about who will work the camera during filming, who will edit the video, and who will provide the commentary.

CLASSROOM APP

Exercises 1–2

Answers will vary.

Exercise 3

1 is 2 might 3 will have 4 will love
5 won't be able to 6 might 7 might need 8 will

Exercise 4

- 1 Marilyn is an extremely clever footballer.
- 2 Ian is quite strong.
- 3 Archie can play chess fairly well.
- 4 Sandra is quite good at tennis.
- 5 Karl is really good at karate.
- 6 Laura is fairly well-known as an athlete.
- 7 Rachel is not very good at sport.
- 8 Lydia is a pretty awful basketball player.

Exercise 5

Answers will vary.

Exercise 6A

- 1 I mean it's in the city, not in the countryside.
- 2 Obviously, it's good for your health.
- 3 It actually makes the game more fun!
- 4 Right, let me explain more clearly.
- 5 Sure. Look, there are three rules. The first one ...
- 6 Can you give me an example of what I could do, please?

Exercise 6B

Answers will vary.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about food in coffee shops.
Listening skill	Listen for numbers.
Critical thinking	Identify solutions to problems.
Grammar	Use comparatives and superlatives.
Speaking skill	Give advice.
Speaking task	Give advice to a failing business.
Teacher development	Help your students become better at identifying solutions to problems .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows an office worker at the offices of the online retailer Zappos. The woman is sitting in a cubicle in a messy office. There are books, novelty toys, plants and boxes everywhere. There are lots of cubicles and chairs, with people working close together. An office worker could do many different types of jobs, such as finance and accounting, administration, sales and marketing, or project management.

Lead-in

Ask students: *How do you go to work? or How do your parents go to work?* Write up all answers on the board. Then ask students: *How far do you / your parents have to travel?* Find out who lives nearest to their work and who lives furthest away. Then ask: *How long does it take you / your parents to get to work?* Find out who has the shortest and the longest journey times. Ask students: *Do you / your parents like making this journey every day? Why / Why not?*

page 125

1 She is working in an office, probably doing an administrative job.

2–4 Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify details and main ideas in a video about chains of coffee shops
- Make an inference based on the information in the video
- Practise talking about coffee shop businesses

Exercises 1–2 page 126

Answers will vary.

Exercise 3 page 127

1 b **2** b **3** a **4** b **5** a

Exercise 4 page 127

1 Costa Coffee **2** a British **3** food **4** lunch
5 headquarters **6** quality

Exercise 5 page 127

b

Exercises 6–8 page 127

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for work – *break, colleague, project*
- Gain awareness of how different types of numbers are pronounced
- Say different types of numbers correctly – 48%, 6,001, 31.5
- Listen and complete a set of detailed notes on a conversation about a student project with the missing numbers
- Evaluate ideas for reducing wasted time at work
- Express personal opinions on work-related issues

Exercise 1 page 128

1 earn 2 colleague 3 spends time 4 wastes time
5 profit 6 project 7 break

Lead-in

Write random numbers on the board and ask students to say what they are. The numbers can get larger, to check students know how to say them correctly. Begin to add in the example numbers in the box ($\frac{1}{2}$, $\frac{1}{3}$, 0.27, 004 41789 830, 27%). Elicit the correct way to say them. Students read the information in the box to check their answers.

Exercise 2 page 129

1 forty-eight percent 2 a half / one half 3 a fifth / one fifth
4 thirty-one point five 5 a hundred and three / one hundred and three / one-oh-three 6 one thousand, five hundred and forty
7 six thousand and one 8 nought point nought one

Exercise 4 page 130

1 half 2 emails 3 31.5 4 15 5 jobs 6 earn
7 clothes 8 19 9 salaries

Exercise 5 page 130

1 F; Alika has not finished her research project. 2 T
3 F; She looked at how people spend and waste their time at work and why they don't work hard at their jobs. 4 T
5 F; She says productivity depends on how hard people work or how fast workers make things or provide services.

Exercise 6 page 131

Suggested answers:

- 5% of people wasted time at work texting friends and making plans for after work.
- 15% of people wasted time at work taking long coffee and lunch breaks.
- 31.5% of people wasted time at work talking to colleagues.

- 48% of people wasted time at work surfing the internet or writing personal emails.
- 33.5% wasted time because they didn't earn a good enough salary.
- 19% wasted time because they had to work too many hours.

Exercises 7–8 page 131

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Compare quantities – *People wasted the most time on the internet. People spent the least time texting friends. People spent more time talking to people than taking long breaks.*
- Use various structures with adjectives to make comparisons – *This is less important than that. This is the least important idea. It is not as important as that. My salary is (not) as high as yours. My salary is the lowest.*
- Compare different work activities in a discussion about happiness at work
- Gain awareness of separable and inseparable phrasal verbs – *I took part in the discussion. I found out some information. I wrote everything down.*
- Ask and answer questions using the correct form of phrasal verbs

Exercise 1 page 132

1 on the phone 2 in meetings / on the phone
3 working at a desk 4 taking breaks / working at a desk

Exercise 2 page 132

Possible answers:

- The most amount of time is spent / People spent the most amount of time helping somebody else with their work.
- More time is spent / People spent more time waiting for someone to finish their part of a project than going to meetings.
- Less time is spent / People spent less time going to meetings than waiting for someone to finish their part of a project.
- The least amount of time is spent / People spent the least amount of time filling in papers and forms.

Exercise 3 page 134

1 more important than 2 good as 3 worse than
4 more serious than 5 the funniest 6 the most interesting

Exercise 4 page 134

Answers will vary.

Be flexible



Ask students to write four to six sentences using comparatives and superlatives. Start by eliciting some examples from the group work in Exercise 4. Write the examples on the board, e.g. *Lina thinks the most exciting job in the world is a doctor. Most people prefer to do a job inside.* Circulate, monitor and give assistance where appropriate.

You can **provide more structure** to this exercise by presenting the class with three things/people to compare. You can use visuals or just the words. It could be three sports figures, movie stars, cities, tourist destinations, etc. Start by brainstorming as a class the features that could be compared. Make sure students know that comparisons will be between two of the items, whereas superlatives focus on one out of the whole group.

Exercise 5 page 134

Possible answers:

- 1 Friendly colleagues is the least important thing to employees.
- 2 Great benefits are less important than interesting work to employees.
- 3 Interesting work is more important than friendly colleagues to employees.
- 4 Friendly colleagues are less important than great benefits to employees.
- 5 The company doing important work is less important than good pay to employees.

Exercises 6–7 pages 134–135

Answers will vary.

Exercise 8 page 135

- 1 wrote; down 2 ran out 3 wrote down 4 took over
5 found out 6 looked at 7 get by

Exercise 9 page 136

- 1 run out 2 found out 3 look at 4 get by
5 wrote; down 6 take over

Exercise 10 page 136

- 2 f 3 e 4 a 5 b 6 d

Exercise 11 page 136

Answers will vary.

LISTENING 2

Learning objectives

- Understand key vocabulary for business consultancy – *careless, customer, goal*
- Listen and complete a set of detailed notes on a conversation about business problems and solutions
- Listen and identify speakers' reactions to ideas
- Make inferences about the speakers' past discussion and their emotional responses
- Synthesize information from a conversation about a student project and a conversation about business problems in a discussion

Lead-in

Ask students: *How can employers increase the happiness of their workers?* (good benefits, good pay, interesting work). Ask students: *How can a business owner keep down the costs of running a business?* (use less paper, review expenses every month). Ask students: *How can business owners reach new customers?* (advertise on social media, offer discounts on products). Students then listen and see how their answers compare with the consultant's answers in the listening.

Exercise 1 page 137

- 1 goal 2 messy 3 weaknesses 4 skill 5 customer
6 strengths 7 careless 8 stress

Exercise 2 page 138

Answers will vary.

Exercise 3 page 138

- 1 happy 2 (organize) social events 3 paint the walls
4 find cheaper 5 profit 6 online sales
7 professional web designer 8 pop out (a bit more)
9 well organized 10 easy

Exercise 4 page 139

- a 1 b 5 c 3 d 6 e 4 f 2

Exercise 5 page 139

- a question b question c question d statement
e question f question; statement

Exercise 6 page 139

It sounds like a question because the intonation rises through the sentence.


Exercise 8 page 139

Possible answers:

- 1 They discussed Sam's business goals and his business's strengths and weaknesses.

- 2 Sam feels quite positive. The consultant makes a number of suggestions, and Sam says 'OK, great! I'll do that and bring it in next week'.

Be flexible

 Role-play: Students create a dialogue with Sam and the consultant at their next meeting. Sam tells the consultant whether his previous advice worked or not and asks for additional advice.

For **lower-level students** who may need extra support, before they write their dialogue, students should go back to the text (either listen again or review the script) and decide which topics of that conversation Sam and Joe are likely to return to. Choose three of them as the basis for the new dialogue.

Exercise 9 page 139

Answers will vary.

CRITICAL THINKING

Learning objectives

- Remember possible solutions to business problems
- Analyze the problems a business faces
- Suggest possible solutions for the business and predict its results

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Identifying solutions to problems** is an important skill for students because: (1) The ability to identify solutions to problems is clearly a core life skill; (2) It is also an important academic skill, and a very common requirement in presentations (as well as in writing); (3) Students lack strategies, such as creating a problem-and-solution table, which can help them identify solutions.

BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

Below is a list of some of the problems in teaching critical thinking identified by teachers in a critical thinking survey by Cambridge University Press. What possible solutions can you identify for each problem?

- 83% said they had had no specific training / coaching in teaching critical thinking skills.
- Only 21% agreed or strongly agreed that they had all the material to develop their students' critical thinking skills.
- Only half agreed or strongly agreed that they had the time to develop effective means to teach critical thinking skills.

Lead-in

Students begin to think about the speaking task that they will do at the end of the unit. Give them a minute to look at the box and ask you any questions they might have. It might be useful to give some of the preparation for this task as homework.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 140–142.

- Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- Are your answers true for all students in your class?
- How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

If you have time after Exercise 5, students could present their 'possible results' and get feedback from others. Students could then redraft their problem and solution table, based on this feedback.

Exercise 1 page 140

2 a 3 b 4 d

Exercise 2 page 140

- 2 Save money and make more of a profit.
- 3 Get more online sales and new customers.
- 4 Website will be more attractive and easier to use and you'll get more online customers.

Exercises 3–5 pages 141–142

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- How well could students complete the problem and solution table in Exercise 4? Some students find this very analytical, logical way of thinking difficult. If this is the case, is there anything you could change next time you work on something similar?
- Think about the possible solutions for teaching critical thinking you identified in the *Be confident* section. If your solutions were implemented, what would the possible results be?

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share what you learnt in the *Be ready* section?

PREPARATION FOR SPEAKING

Learning objectives

- Use phrases to suggest advice – *If you want to sell more, you should start by trying to improve your advertising. Why don't you start by trying to improve your advertising? Be careful not to offend your customers.*

Exercises 1–2 pages 142–143

Answers will vary.

Exercise 3 page 143

I think you should try to improve your shop.

If you want bring in more customers, you need to have a more interesting front window.

I think you should hire a window designer.

Inferred advice is to clean the shop and make it tidier.

Exercises 4–6 page 143

Answers will vary.

Optional activity



Tell students to imagine they are business owners who are having problems with their business. Give them several small pieces of paper and tell them to write one problem on each piece of paper. Encourage them to think of problems that haven't already been discussed in the unit. The problems can be serious or silly. Collect the problems and read them one by one to the class. At least three students should give advice, using different phrases, before moving on to the next one.

SPEAKING TASK

Learning objectives

- Review and add to your notes to prepare for a discussion
- Select language for introducing your advice
- Offer advice to the owner of a failing business
- Evaluate the advice you are given as the owner of a failing business

Exercises 1–4 page 144

Answers will vary.

RESEARCH PROJECT

Design the perfect workplace.

Ask students to search on the internet for information on different designs for workplaces, e.g. by searching 'creating an office for work and play' or 'creative office'.

Divide the class into groups and ask each group to design a workplace which will motivate and engage employees to produce high-quality work. Students could create an image collage, a floor plan (you can find free software by searching 'draw floor plan') or a 3-D model. Each group will present its design to the class and students can then vote on which work environment is the best.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 more than **2** the least interesting **3** better
4 the most **5** worse than **6** less stressful than
7 friendlier than **8** the most skilled

Exercise 3

- 1** I ran out of milk.
- 2** She wrote it down in her address book.
- 3** Lee took part in the game.
- 4** My supervisor looked at my report.
- 5** There are just enough supplies to get by.
- 6** We found out by using the internet.
- 7** I don't remember his address, so I'll have to look it up.
- 8** We didn't want to run out of coffee, so we made a lot.

Exercise 4

1 messy **2** waste time **3** break **4** weakness **5** earn
6 goal **7** stress **8** spend time

Exercise 5

Answers will vary.

Exercise 6A

1 I think you **2** Be careful **3** Why don't you
4 If I were **5** If you want to **6** Be careful
7 I wouldn't **8** I think

Exercise 6B

Answers will vary.

UNIT OBJECTIVES

Watch and listen	Watch and understand a video about art made from rubbish in the sea.
Listening skill	Listen for attitude.
Critical thinking	Evaluate the importance of information.
Grammar	Use the past continuous and the past simple.
Speaking skills	Use correct time order; give examples and details.
Speaking task	Give a presentation about a remarkable person and his or her work.
Teacher development	Help your students become better at evaluating the importance of information .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a free diver filming a humpback whale and her two calves, ten metres under the sea. The photograph was taken off the coast of Baja California, in Mexico. Free divers don't use scuba equipment but, instead, they rely on their ability to hold their breath underwater. Most free divers can stay underwater for three minutes or more, while champion free divers can hold their breath for up to ten minutes. Free divers have to be very physically fit, and carry out demanding training and preparation. The sport can be very dangerous, so free divers dive in pairs and are trained in rescue and emergency medical procedures.

Lead-in

Put students in small groups and ask them to make a list of three very unusual or very dangerous jobs and why they think they are unusual or dangerous. Give them three minutes to make the list, before inviting one person from each group to read out their list to the class and write the jobs on the board. Take a vote on which is the most unusual or dangerous job of all.

page 147

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify main ideas and details in a video about Kenyan beaches
- Identify an inference which can be made from the information in the video
- Practise talking about rubbish and recycled art

Exercise 1 page 148

1 Africa 2 Indian Ocean 3 Answers will vary.

Exercise 2 page 148

1 rubbish 2 picking up rubbish; making things from the rubbish 3 Answers will vary.

Exercise 3 page 149

1 are not 2 isolated from 3 daily 4 art 5 make 6 most 7 world

Exercise 4 page 149

1 e 2 a 3 h 4 d 5 f 6 g 7 c 8 b

Exercise 5 page 149

c

Exercises 6–7 page 149

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for creative people – *design, simple, achievement*
- Listen and identify the main ideas in a student presentation about creative people
- Listen and complete a set of detailed notes
- Give opinions on designers and inventors

Lead-in

Ask students if they know people who share the same qualities that are mentioned in the listening. Discuss as a whole class, and then students listen for which inventors are described in that way.

Do you know somebody who never gives up? What achievements have they made in their lives? (Sir James Dyson)

Do you know somebody who likes to play jokes on others? What is something funny he/she has done? (Arne Jacobsen)

Do you know somebody who is creative? In what ways do they show their creativity? (Sir Jonathan Ive)

Exercise 1 page 150

1 a 2 a 3 a 4 b 5 b 6 b 7 a 8 a

Exercise 2 page 151

Answers will vary.

Exercise 3 page 151

a hand dryer, Sir James Dyson b wheelbarrow, Sir James Dyson c iPhone, Sir Jonathan Ive d Egg chair, Arne Jacobsen

Exercise 4 page 152

1 painting 2 simple 3 modern 4 purpose 5 Art 6 students 7 problems 8 inventing 9 creative 10 simple 11 awards

Exercise 5 page 153

Answers will vary.


Exercise 2 page 154

1 a The news b I
2 a I b She
3 a He b His idea
4 a My mum b story
5 a The walk b I
6 a idea b My friend

Exercise 3 page 154

1 fascinated 2 interested 3 excited 4 surprising
5 tired 6 boring

Be flexible

 Put students into pairs. Ask them to write sentences, using each of the adjectives from Exercise 3. Allow about seven minutes for this. Put students with a different partner and ask them to compare their sentences. Did anybody have the same or similar sentences? Allow four minutes for this, before inviting feedback from the class.

For **more advanced students** who may need a more challenging activity, tell them to look at their answers to Exercise 3 and write sentences using the 'opposite' (-ing/-ed) adjective. In other words, if they used *fascinating* in the first gap, they should write a sentence with *fascinated*.

Exercise 5 page 155

1 was going 2 was working 3 were living
4 weren't studying; were cooking 5 were travelling
6 was preparing 7 was thinking 8 wasn't living

Exercise 6 page 155

Answers will vary.

Exercise 7 page 157

2 noticed 3 was watching 4 went 5 discovered
6 was working 7 was doing 8 happened
9 was waiting 10 realized 11 was 12 brought
13 was doing 14 blew 15 invented 16 made
17 was making 18 discovered 19 created

Exercise 8 page 157

1 When / While 2 was doing 3 saw 4 When / While
5 read (only if answer to number 4 is 'When') / was reading
6 realized 7 was working 8 when 9 dropped
10 was looking 11 when 12 found

LANGUAGE DEVELOPMENT

Learning objectives

- Use *-ed* and *-ing* adjectives to describe feelings – *Stories about really simple inventions, like drinking straws, are pretty boring. I get bored when my internet connection isn't working.*
- Use past continuous verbs in positive and negative sentences – *He was studying Maths last spring. They weren't working at the time.*
- Use past continuous verbs with past simple verbs in sentences showing the time relationship between actions – *While he was working on his invention, he decided to go to university. When the fire alarm went off, we were presenting our project in class.*

Exercise 1 page 153

1 interesting 2 relaxing 3 frustrated 4 interested

LISTENING 2

Learning objectives

- Understand key vocabulary for describing interesting people – *remarkable, success, entrepreneur*
- Listen and take detailed notes on a student conversation about remarkable people
- Listen and understand attitudes
- Understand the use of intonation to show emotion or interest
- Practise showing enthusiasm and lack of enthusiasm through intonation
- Synthesize information from a student presentation about creative people and a student conversation about remarkable people in a discussion

Lead-in

Ask students: *Who is the most interesting person you know or know about? Ask follow-up questions like: Why do you think they are interesting? How do you know about them?*

Exercise 1 page 158

a retire **b** amazing **c** remarkable **d** situation
e entrepreneur **f** success

Exercise 2 page 158

Answers will vary.

Exercise 3 page 159

Person 1

Name: Sima Najjar

Job: Entrepreneur, former head of a modelling company. Worked with clothing designers

Why remarkable: Famous for website showing people how to do things in Arabic.

Person 2

Name: Yoshiro Nakamatsu

Job: Inventor

Why remarkable: Created more than 3,000 inventions like shoes for jumping, glasses the shape of eyes and fake hair for safety. Still inventing at the age of 90.

Exercise 4 page 159

- 1** They have to prepare a presentation on a remarkable person.
2 Yasmin

Exercise 5 page 159

1 not that **2** all of it **3** not very good **4** a lot about

Exercise 6 page 159

1 L **2** Y **3** Y **4** L **5** L

Exercise 7 page 160

Possible answers:

Sima Najjar

She is from Jordan.

She used to be the head of a modelling company.

She is an entrepreneur and former company leader.

She is a mother.

She is famous because she started a website with videos in Arabic showing people how to do things.

Her videos get one million views a month.

Yoshiro Nakamatsu

He was born in Japan.

He is now over 90 years old and he is still an inventor.

He has created than 3,000 inventions.

His inventions are unusual.

Some people don't think his inventions are real.

He didn't retire even after he reached the age of 90.

Exercise 8 page 160

a 2 and 4 ('s not great / doesn't sound ... extraordinary)
b 3 (a little more work)

Exercise 9 page 160

1 bad **2** hasn't prepared **3** bad **4** doesn't know anything


Exercise 10 page 161

Sentences 1, 2, and 3 sound enthusiastic.

Exercises 12–13 page 161

Answers will vary.

Optional activity

 Put students into small groups. They make a set of cards with the names of the people and inventions that have been discussed in the chapter. Put one name or invention on each card. Next, one student at a time chooses a card and asks the student to their right what they think about the person or invention they chose. (For example, *What do you think about Dr Grace Murray Hopper?*). The student to the right answers with/without emotion and interest (*I think she was brilliant*), and the rest of the group decides whether he or she answers with appropriate emotion.

CRITICAL THINKING

Learning objectives

- Remember information about a remarkable person to complete an ideas map
- Evaluate information to decide what is important for a presentation
- Research information about a remarkable person who interests you
- Create an ideas map about a remarkable person
- Evaluate your ideas map and select information to use in a presentation

UNLOCK TEACHER DEVELOPMENT

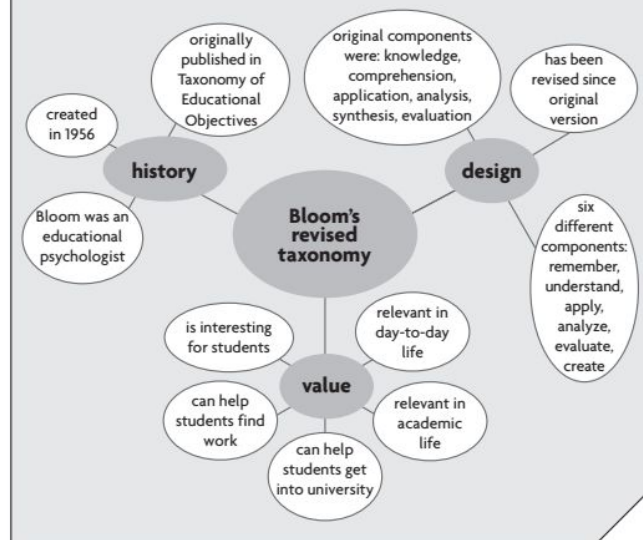
BE INFORMED

→ **Evaluating the importance of information** is an important skill for students because: (1) When preparing for a presentation, students often think in terms of quantity, not quality – but both should be considered; (2) A problem area for many students is including irrelevant information which does not answer the question in their work; (3) Whilst generating ideas is important, students also need to evaluate which ideas are the most important.

BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

Look at the ideas map below for Bloom's revised taxonomy. Imagine you had to give a presentation at your educational institution about 'The importance of critical thinking in modern education'. Which information would you include or prioritize? What other information would you need to find out?



Lead-in

Students begin to think about the speaking task that they will do at the end of the unit. Give them a minute to read the box and ask any questions they might have.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 162–163.

- Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- Are your answers true for all students in your class?
- How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

An optional stage which you could add between Exercises 3 and 4 is that, before going online to conduct research, you could organize a whole-class 'mingle' activity where students ask each other whether they know anything about their chosen person. When they go online, they can check whether this information is correct.

Exercise 1 page 162

Company leader: a, Why is she famous: g, Videos: c, f, Personal life: e, Fashion: b, d

Exercises 2–5 page 163

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- Think about the ideas map in the *Be confident* section. How would you evaluate your own understanding of Bloom's taxonomy? Are you happy with it, or do you feel there is more you could learn?
- Did your students find it difficult to think of a 'remarkable person' (Exercise 3)? If so, for a similar future activity, how could you give them more direct suggestions?

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share what you learnt in the *Be ready* section?

PREPARATION FOR SPEAKING

Learning objectives

- Use time phrases to sequence information – *Nowadays many people know about ..., In 1930, no one had tasted ..., After that, her chocolates ...*
- Use phrases to present supporting examples and details – *For example, ..., An important example ..., Equally important ...*
- Evaluate the information chosen for a student presentation

Exercise 1 page 164

1 Nowadays, 2 before 3 At that time 4 in 5 First
6 Then 7 When 8 After that 9 Finally

Exercise 2 page 165

1 such as 2 Another important example 3 Equally important


Exercise 3 page 165

1 for example / like 2 Another example 3 Another (important) example

Exercise 4 page 165

They included mostly information about his inventions. They chose that information because it is the most relevant and interesting.

Be flexible

 Put students in small groups. Give each student in the group a different topic. Tell them to give as many examples as they can of the topic, without telling their group what the topic is. They should use phrases to introduce their examples. The rest of the group has to guess the topic. For example, if the topic is 'ways to improve your English', the student can say, *One example is to watch films in English. Another example is to read blogs and newspapers in English.* (Other possible topics: restaurants near our school, things to do on the weekend, how to stay fit.)

Increase the challenge for **more advanced students** by allowing them to pick their own topics. You should probably give one of the examples above to help guide their choices. Have the person who is 'it' write the topic down on a piece of paper first. You can add a 'getting warmer/colder' feature to help the process along.

SPEAKING TASK

Learning objectives

- Review your idea map and add additional ideas to prepare for your presentation on a remarkable person
- Select time phrases for ordering ideas in your presentation
- Give a presentation about a remarkable person

Exercises 1–5 page 166

Answers will vary.

RESEARCH PROJECT

Create a video about interesting people.

Tell students they are going to create a class video called, 'My remarkable classmates.' Each student should interview a classmate to find out something remarkable their classmate has done. (*Raised a family, moved abroad alone, is the first one in his/her family to go to university*). The interviewer should then prepare a short presentation on why their classmate is remarkable. One student should record each presentation to make a class video.

CLASSROOM APP

Exercises 1–2

Answers will vary.

Exercise 3

1 relaxing 2 surprising 3 interested 4 bored
5 frustrating 6 exciting 7 tired 8 fascinated

Exercise 4

1 was studying 2 invented 3 was working
4 weren't living; were not living 5 called 6 finished
7 were writing 8 was travelling

Exercise 5

1 remarkable 2 retire 3 situation 4 simple
5 complicated 6 purpose 7 use 8 achievement

Exercise 6A

1 Richie visited Hawaii when he was 11. When he was there, he got the idea for an invention to talk under water. After that, he improved his invention and began a company at age 13.
2 Felicia studied at university last year. At that time, she was single. After she graduated, she got married.

Exercise 6B

1 such as 2 Also 3 for example 4 One example
5 an important example 6 equally important
7 another example 8 such as

Exercise 6C

Answers will vary.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the Voyager space project.
Listening skill	Understand meaning from context.
Critical thinking	Find the best solution to a problem.
Grammar	Use the second conditional.
Speaking skills	Take turns in a discussion; show levels of agreement.
Speaking task	Discuss how to get children interested in space exploration.
Teacher development	Help your students become better at finding the best solution to a problem.

UNLOCK YOUR KNOWLEDGE

Background note

The photograph shows a radio telescope in Jeff Davis County, Texas, the USA. Radio telescopes are used to explore space. They have a radio receiver that can receive radio waves from objects in space. In the background of the photograph, we can see the stars of the Milky Way – the galaxy that contains our solar system. By observing the night sky, we can study the moon, stars, constellations, and other planets. Space sciences, known as astronomy and astrophysics, are important areas of study for many reasons. As well as learning more about space and how it works, astronomy and astrophysics play an essential role in developing technology and engineering that help us understand our own environment on Earth.

Lead-in

Write *space* on the board. If necessary, indicate, through the window, pointing towards the sky, that space is 'out there'. Ask students: *What do you know about space?* to elicit ideas such as *space travel, satellites that are used for TV, GPS systems*. Write all the ideas on the board, and encourage students to come up with as many different ideas as they can which derive from the main ideas above.

page 169

1 The photo shows a radio telescope, which is a form of radio receiver used in astronomy to detect radio waves emitted from objects in space (e.g. galaxies). This is how the telescope 'sees' these objects, rather than by detecting visible light like a normal telescope.

2–3 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and identify numbers and details in a video about the Voyager space project
- Explain the main ideas in a video about the Voyager space project
- Practise talking about space organizations
- Practise talking about sending messages

Exercise 1 page 170

1 Mercury, Venus, Mars, Earth, Jupiter, Saturn, Uranus and Neptune

2 *Possible answers:* stars, moons, suns, asteroids, comets

3 *Answers will vary.*

Exercise 2 page 170

Possible answers:

They are doing research.

They are analyzing data.

They are talking about a project.

They are explaining a project.

Exercise 3 page 170

1 1977 **2** years **3** 11 **4** 17 **5** space **6** 2012

Exercise 4 page 171

1 a **2** b **3** b **4** a **5** a

Exercise 6 page 171

1 to send back information to Earth **2** no **3** new things

Exercise 7 page 171

Answers will vary.

Exercise 8 page 171

- 1 text, email/mail 2 they call back or reply 3 phone:
yes; mail: saved or thrown out; text: yes; email: yes
4 *Answers will vary.*

LISTENING 1

Learning objectives

- Listen and differentiate between easily confused words
- Understand key vocabulary for space travel – *beyond, explore, journey*
- Listen and complete a set of detailed notes on a radio programme about space travel
- Listen and understand detailed information
- Evaluate some issues related to space travel and explain your ideas

Lead-in

Write *sea* and *see* on the board and ask students to say them out loud. Ask students: *Do they sound the same or different?* to elicit *the same*. Then write *two* on the board and ask: *Can you think of any other words that sound the same as this?* to elicit *to* and *too*. Write these on the board to show the different spellings. Ask students if they can think of other examples, e.g. *there, their* and *they're, here* and *hear, right* and *write*. Tell students that there are many words in English that sound the same, but are spelt differently and have different meanings, but we know which one to use because of the context. If appropriate, you can tell the class that these are called *homophones*.

Exercise 1 page 172

- 1 sun/son 2 read/Red 3 whether/weather
4 ate/eight 5 There/their 6 Our/hour


Exercise 2 page 172

The words have the same pronunciation, but they have different spellings and meanings.

Exercise 3 page 172

- 1 The weather is really nice today. 2 I waited for an hour.
3 Are you going there later? 4 I read the book yesterday.
5 We ate our dinner. 6 I don't mind.

Optional activity

 Running dictation: Write several simple sentences using the words in Exercise 2 on page 172. Cut the sentences into strips and tape to the walls around the classroom. Students work in pairs. Their goal is to write all of sentences on the board correctly. To accomplish this, one student from each pair should walk around the room and read

the sentences. For each sentence, the student should read it and remember as much as he/she can and then dictate it to his/her partner. He/she may have to go back to the sentence more than once to remember it all. The second partner then writes the sentence on a piece of paper. The first partner moves on to the second sentence. The first pair to write all sentences correctly wins. Repeat the activity so students can switch roles.

Exercise 4 page 173

- 1 spacecraft 2 planet 3 explore 4 journey
5 surface 6 reach 7 path 8 beyond

Exercise 5 page 174

- 1 whether 2 sun 3 Red 4 sent 5 to

Exercise 7 page 174

- 1 2025 2 the sun 3 boulder (from its surface)
4 the moon 5 explore 6 (help) Test 7 A dead
8 heat 9 outside 10 4,000 11 hot

Exercise 8 page 175

- 1 T 2 F; Dwarf stars are not found in our solar system.
3 F; Lucy is smaller than Earth. 4 T
5 F; It's planned for the 2030s.

Exercise 9 page 175

Answers will vary. Possible answers:

- 1 Orion won't be able to land on Mars. Orion will help give NASA information to safely send people to Mars.
- 2 A white dwarf star is what is left when a star uses all its energy. Scientists call Lucy a cold star even though it burns at 2,700 degrees Celsius, because it's only half as hot as our sun.

Exercise 10 page 175

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Use vocabulary for describing problems and solutions to complete sentences – *issue, impact, alternative*
- Use the second conditional to describe imagined future situations – *If we had the right spacecraft, we would send people to Mars. If a very light spacesuit were invented, people could walk around on Mars easily.*
- Use the second conditional to make predictions – *If space travel were as easy as travelling on a plane, people would go to the moon on holiday. If the government stopped paying for space exploration, nobody would notice.*

Exercise 1 page 176

c solution **d** impact **e** problem **f** issue **g** alternative

Exercise 2 page 176

impact and effect; option and alternative; problem and issue (although *issue* focuses more on a topic and can be used to talk about problems as well)

Exercise 3 page 177

1 problem / issue **2** issue / problem **3** option
4 impact / effect / issue **5** solution **6** alternative
7 effect / impact


Exercise 4 page 178

2 met; wouldn't know **3** could/would become; studied
4 were; would/could get **5** weren't; would/could go
6 could/would think; understood **7** would be; gave
8 happened; would be

Exercises 5–6 page 178

Answers will vary.

Be flexible

 Give each student a list of *if* clauses and ask them to complete each one with a main clause to make complete sentences. In small groups, students take turns reading their main clauses only. The rest of the group should decide which *if* clause the sentence goes with. In some cases, main clauses may fit with more than one *if* clause.

Example *if* clauses to hand out:

If we travelled to Mars together ...

If I worked for NASA ...

If I were an astronaut ...

If it were possible to live on the moon ...

Increase the challenge for **stronger students** by asking them to write their own *if* clauses about possibilities for the future. These should be sentences about the world, society, etc., not about their personal lives. Alternatively, students can work in pairs, with the first writing the *if* clause and the second student making the prediction.

Lead-in

Write the names of the three people mentioned in the listening and their job titles on the board (Dorota Loy, engineer for the space development project; Raj Padow, researcher in economics; Dr Jun Wu, professor of astrophysics). Ask students what each of these experts will probably say about space travel.

Exercise 1 page 179

1 a **2 b** **3 a** **4 b** **5 a** **6 b**

Exercise 2 page 180

Answers will vary.

Exercise 3 page 180

1 exploration **2** benefits; options

Exercise 4 page 180

2

Exercise 5 page 180

Answers will vary.


Exercise 6 page 181

2, 4, 6

Exercise 7 page 181

1 governments **2** important **3** space works **4** private companies **5** money **6** public/government and private **7** the world **8** individuals **9** the internet

Optional activity

 Tell students that you are going to look at some more verb–noun collocations that they will hear in Listening 2. Write the following words on the board: *research, information, about biology, money, space programmes*. Students work in groups of three or four to write possible verbs to go with these nouns. If students need some assistance, write the verbs on the board and ask students to match the verbs to the nouns. (Verbs: *do, get, run, learn, spend*.) Allow about two minutes for this, before inviting feedback from the class. Answers are: *do research, get information, run space programmes, learn about biology, spend money*.

Exercises 9–10 page 182

Answers will vary.

LISTENING 2**Learning objectives**

- Understand key vocabulary for funding – *option, private, evaluate*
- Use the introduction to a discussion to predict the content
- Listen to a discussion about paying for space exploration and complete a set of detailed notes
- Synthesize information from a radio programme about space travel and a discussion about paying for space exploration

CRITICAL THINKING

Learning objectives

- Remember and organize information from notes about paying for space exploration
- Evaluate possible solutions about space exploration
- Analyze the challenges involved in getting children interested in space exploration
- Complete an ideas map with challenges
- Suggest and organize alternative solutions to a problem in a table
- Evaluate your table and add support for your arguments to your table

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

➔ **Finding the best solution to a problem** is an important skill for students because: (1) Students are often quick to accept the first solution to a problem which they identify (since this is the easiest thing to do!); (2) Students need to be made aware that they should spend more time identifying multiple solutions to a problem, in order to find the best one; (3) When evaluating all the possible solutions, students should try and predict the possible result of each one as part of the process.

BE CONFIDENT

➔ Develop this skill for yourself by doing the following activity:

One key problem identified in a critical thinking survey by Cambridge University Press of English teachers was that many teachers found it difficult to know how to improve the way they taught critical thinking.

Which of the following three strategies do you think would work best in your educational institution to solve this problem? Why?

- 1 Talking to colleagues about how you could work on this problem together, for example by holding training sessions on critical thinking on a regular basis.
- 2 Taking an online course, such as a MOOC in critical thinking, which could significantly increase your knowledge of what critical thinking is, and how to teach it.
- 3 Working with colleagues, senior management and students to raise awareness about the importance of critical thinking for academic study and the world of work.

Lead-in

Students begin to think about the speaking task that they will do at the end of the unit. Give them a minute to look at the box and ask you any questions they might have.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 183–185.

- ➔ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- ➔ Are your answers true for all students in your class?
- ➔ How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

This critical thinking section is quite long. If you feel there is too much material to get through in the time you have, consider getting the students to do Exercises 1 and 2 before the lesson.

Exercise 1 page 183

Funding space exploration can be very expensive, but should government or private money pay for it?

Exercise 2 page 183

Use money from the government and taxes to pay for it.

Find money from private companies to pay for it.

Use both private and public money to pay for space exploration.

Find money from private wealthy people.

Exercises 3–8 pages 183–185

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- ➔ Compare your answer in the *Be confident* section with a colleague. Do you share the same opinion?
- ➔ This is the last critical thinking section of the coursebook. How did you feel your students responded to the topic? How did you feel about it? Are there any changes you would make for the next time you teach this?

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share what you learnt in the *Be ready* section?

PREPARATION FOR SPEAKING

Learning objectives

- Use fixed phrases to take turns in conversations – *I'd like to finish my point. Could I just say something? You haven't said much. What do you think?*
- Use fixed phrases for starting and ending discussions – *Would you like to start? Let me begin by asking ..., So, to conclude, ...*
- Use phrases to show different levels of agreement with other speakers – *I feel exactly the same. I see your point. I hear what you're saying, (but) ...*

Exercise 1 page 185

inviting somebody else to speak: a, f, g, i

interrupting: d, e, h

continuing to speak: b, c, j

Exercise 2 page 186

Suggested answers:

- 1 Why don't you start us off
- 2 Could I just say something
- 3 Let me just finish what I was saying
- 4 Would anybody like to say anything else about
- 5 you haven't said much. What do you think
- 6 What is your opinion

Exercise 4 page 186

1 S 2 F 3 S 4 S 5 F 6 F

Exercise 5 page 187

Possible answers:

- 1 I see your point
- 2 I hear what you're saying
- 3 I agree with you completely
- 4 You're absolutely right
- 5 I see your point
- 6 you have a point

SPEAKING TASK

Learning objectives

- Prepare to speak by reviewing and adding to your notes
- Take part in a discussion about getting children interested in space exploration
- Evaluate solutions for getting children interested in space exploration in a discussion

Exercises 1–7 page 188

Answers will vary.

RESEARCH PROJECT

Create a newsletter explaining space phenomena.

Divide the class into groups and ask them to research one of the following space phenomena: black holes, star types, supernovas, comets or meteors. There are various sources on the internet which explain these phenomena.

Tell students they are going to create a newsletter. The class will need to decide on a title for the newsletter. Each group should add the information they have collected on their space phenomenon to the newsletter. Each group should include a 300-word summary with a title for their space phenomenon.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 options 2 alternative 3 effect 4 solutions
5 impact 6 issue 7 problems

Exercise 3

1 Would 2 were 3 could 4 became 5 would
6 recycled 7 send 8 lived

Exercise 4

1 evaluate 2 options 3 journey 4 planet 5 explored
6 public 7 surface 8 path

Exercise 5

Answers will vary.

Exercise 6A

1 **Showing strong agreement** I agree with you 100 percent; That's a good point

Showing weak agreement You have a point; You could be right.

2 **Showing strong agreement** You're absolutely right; I feel exactly the same.

Showing weak agreement I suppose so.; I hear what you're saying, (but) ...

Exercise 6B

Answers will vary.