

# READING, WRITING & CRITICAL THINKING 2

## PLACES

## UNIT 1

### UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about Jakarta.
<b>Reading skill</b>	Scan for numbers.
<b>Critical thinking</b>	Evaluate positives and negatives.
<b>Grammar</b>	Use nouns and adjectives; use countable and uncountable nouns; use quantifiers; write simple sentences; use <i>there is / there are</i> .
<b>Academic writing skill</b>	Use capital letters and punctuation.
<b>Writing task</b>	Write descriptive sentences.
<b>Teacher development</b>	Help your students become better at <b>evaluating positives and negatives</b> .

### UNLOCK YOUR KNOWLEDGE

#### Background note

The photo shows the Seattle skyline at sunset. Seattle is in the state of Washington, the USA, and is the largest city in the northwest. It is surrounded by water and mountains. In the photo, there are tall, modern skyscrapers, and smaller buildings and houses. At the front of the photo, we can see Seattle's most famous landmark, called the Space Needle. The Space Needle was built for the 1962 World Fair and has since become an icon of the city. In the background, we can see lots of trees and the snow-covered Mount Rainier, the highest mountain in the Cascades Range.

#### Lead-in

Print out some world maps from the internet (search for images of 'world map outline', and choose a map with national boundaries marked). Divide the class into teams and give each team a map. Then read out the list of place names (see Answers), pausing for about 30 seconds between each place to allow the teams time to discuss where on the map the place might be. They draw a cross (for cities) or shade in a country/region, and mark them with the number of that place (see Answers). You could also write the place names on the board. At the end, they swap maps with another team to check their answers. Explain where each place really is. (**Important:** You will need to check that you know all the answers before the lesson!) Award one point for a correct cross / shading in the right country. At the end, the team with the most points is the winner. Note that all the places are mentioned in this unit.

#### Answers

1 Delhi (city) 2 Dubai (city) 3 Egypt (country)  
4 Istanbul (city) 5 Jakarta (city) 6 Moscow (city)  
7 Nepal (country) 8 Siberia (region) 9 Tarragona (city)  
10 Oman (country) 11 Tokyo (city)

page 15

**1** The photo is of Seattle, Washington, in the USA.

**2–3** Answers will vary.

### WATCH AND LISTEN

#### Learning objectives

- Use visuals to predict information in a video about a city
- Listen and identify main ideas and details about the city
- Make inferences about the city and the audience for the video
- Practise talking about life in the city and features of your own country or city

**Exercises 1–2** page 16

Answers will vary.

**Exercise 3** page 17

**1** Asia **2** megacity / popular destination / capital city

**3** an old town / a harbour

**Exercise 4** page 17

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

### Exercise 5 page 17

Answers will vary. Possible answers:

- 1 Because two million people travel into the city to work there every day.
- 2 Because it had an important international harbour.
- 3 Because Europeans (the Dutch) used to work in the harbour.
- 4 Probably 1.5 million years. You can learn about this at the National Museum.
- 5 Tourists, because it shows things that tourists are interested in, such as old buildings, street food and firework displays.

### Exercises 6–7 page 17


Answers will vary.

## READING 1

### Learning objectives

- Understand key vocabulary for cities – *population, opportunity, traffic*
- Predict the meaning of the title of an article about megacities
- Read and understand main ideas
- Read and identify the features of different megacities
- Scan an article for numbers and complete a set of detailed notes
- Read and identify the meaning of a word from context
- Give opinions on megacities and city life

### Lead-in

 Write the following city names on the board: Tokyo, Moscow, Manila, Tianjin, Mumbai. Ask students to discuss in pairs what they know about each city and what the cities have in common. Tell students the cities are in the top ten most populous cities in the world (nos 6–10). Ask students to complete the list by guessing the top five most populous cities in the world. When they're finished, have them write their list on the board to see who had the most correct answers.

Answers

1 Shanghai 2 Beijing 3 Karachi 4 Istanbul 5 Dhaka  
6 Tokyo 7 Moscow 8 Manila 9 Tianjin 10 Mumbai


### Exercise 1 page 18

**a** traffic **b** countryside **c** modern **d** population  
**e** pollution **f** capital **g** expert **h** opportunity

### Exercises 2–3 page 18

c

### Be flexible

 While reading the article, students could find and underline words and phrases related to the size of megacities, as well as good and bad things about them. They compare their answers in pairs before feeding back to the class.

Increase the challenge for **stronger students** by asking them to review their list of good and bad things. They name which cities share these qualities (e.g. *good places to study; housing shortage*).

### Exercise 4 page 20

1 T 2 T 3 T

4 F; More than 35 cities in the world are megacities.

5 F; Most megacities are in Asia, South America and Africa.

6 F; Finding a nice place to live is difficult in megacities.

### Exercise 5 page 20

<b>Tokyo</b>	lots of jobs, bad traffic, busy trains, good place to study
<b>Delhi</b>	interesting places to visit, mix of different people, housing problems
<b>Cairo</b>	important industries, good place to study

### Exercise 6 page 21

**Paragraph 1:** 1950 **Paragraph 2:** 12; eight billion; 2025; 40

**Paragraph 3:** 35; 75 **Paragraph 6:** 37.8 million; 20; 8.7 million

**Paragraph 7:** 25 million; four **Paragraph 8:** 18.3 million; 1,200


### Exercise 7 page 21

1 two 2 40 3 12 4 eight 5 8.7 6 20 7 25 8 four  
9 1,200

### Exercise 8 page 21

a

### Optional activity

 Elicit from the class some more difficult words from the text (e.g. *opportunities, industries*) and write them on the board. Students then work in pairs to use clues to work out the meaning of these words then feed back to the class. You could elicit some examples of industries from the class (see Suggested answers).

#### Suggested answers

**Opportunities:** the text suggests these are positive (*better*) and gives examples of some opportunities. Another clue is that the word expands on why people are leaving the countryside and moving to the city.

**Industries:** The text gives examples (*car* and *film*) which show that industries are not always industrial (i.e. connected with factories).



**Exercise 9** page 21

Answers will vary.

## READING 2

### Learning objectives

- Understand key vocabulary for holiday accommodation – *area, cheap, city centre*
- Scan the title and introduction to predict the content of an article about holiday accommodation
- Read and identify the main ideas of the paragraphs in the article
- Read and understand detail to correct a summary of the text
- Make inferences about the places and people in the article
- Synthesize information from an article about megacities and an article about holiday accommodation in a discussion

### Lead-in

Ask students to write the name of a city or town they have recently visited. Then get them to write three words only that describe the city or town (*quiet, expensive, etc.*) Ask the students to read out their words and write them on the board as they do so. Check that everybody knows the meaning of the words. To make it more challenging, don't allow the same word on the board twice.

**Exercise 1** page 22

1 quiet 2 area 3 local 4 cheap 5 city centre  
6 expensive 7 noisy

**Exercises 2–3** page 22

b

**Exercise 4** page 22

Answers will vary. Possible answers:

homestays, hotels, places to stay, guests, another country


**Exercise 5** page 24

a A mountain village b A house near the forest  
c A big city

**Exercise 6** page 24

- 1 The Atal family live in a village. It is a friendly place. The mountains are very beautiful.
- 2 Kate and Julian Foxton live in the southwest of England. The area is great for sport. The houses are quite expensive.
- 3 Chafic and Aline Halwany live in a large city. People learn Arabic and French in the city centre. There is a lot of traffic during the day.

### Be flexible

 Discuss any remaining vocabulary problems with the class. Encourage students to work out the meaning of difficult words (e.g. *run homestays, kayaking, get around*) from context.

If students are having trouble doing this, you can **support** them by pointing out clues and strategies for guessing (*run homestays* [inference], *kayaking* [sport examples], *get around* [buses, trains, without a car]).

**Exercise 7** page 24

- 1 The Atal family and the Foxton family
- 2 Chafic and Aline Halwany's homestay, because it is noisy at night and there is a lot of traffic during the day.

**Exercise 8** page 24

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Identify nouns and adjectives in a text
- Use adjectives in sentences (adjective + noun / noun + *be* + adjective)
- Differentiate between countable and uncountable nouns – *transport, beach, building*
- Use *a, an* and *zero article* appropriately in sentences with countable and uncountable nouns – *a house, an area, buildings, pollution*
- Use quantifiers in sentences to describe the amount or number of something


**Exercise 1** page 25

noun – 1, adjective – 2

**Exercise 2** page 25

1 b 2 a 3 c 4 e 5 d

### Optional activity

 Elicit from the class examples of suffixes (= endings) from the ten adjectives in Exercise 1. For each ending, elicit more adjectives with the same endings. You could elicit from the class a sentence for each adjective, to check everybody understands how to use them.

**Exercise 3** page 25

1 polluted 2 expensive 3 quiet 4 interesting 5 ugly

**Exercise 4** page 26

**countable:** beach, building, hotel, museum, village

**uncountable:** air, food, rain, traffic, transport, water, work

**Exercise 5** page 26

1 X 2 a 3 X 4 a 5 an 6 a 7 X

**Exercise 6** page 27

a a lot of; lots of; many b a few; a little; not much; not many

**Exercise 7** page 27

1 a lot of 2 a few 3 A lot of 4 Many 5 Some 6 Much

**Exercise 8** page 27

Answers will vary.

**Lead-in**

Go through the instruction and the writing task carefully with the class. Check that everybody understands the meaning of descriptive sentences by showing some examples. Make sure they understand that such sentences should be more than simple opinions (e.g. *It is boring*) or facts (e.g. *It is big*). See Exercise 3 on page 25 in the Student's Book for some examples of better descriptive sentences.

**CRITICAL THINKING****Learning objectives**

- Evaluate whether features of a place are positive or negative
- Use a T-chart to list positive and negative features of places described in texts
- Create a T-chart listing positive and negative features of the place you come from

**UNLOCK TEACHER DEVELOPMENT****BE INFORMED**

→ **Evaluating positives and negatives** is an important skill for students because: (1) In real life, as well as academic life, it is important not to see things as absolutely right or absolutely wrong; (2) If they can evaluate positives and negatives in a situation, they will be able to better understand arguments and decide their own position and opinion; (3) Students often do not know about strategies which can help them do this more effectively, such as T-charts.

**BE CONFIDENT**

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

What are the positives and negatives of where you live? Complete the T-chart below.

positive (+)	negative (-)

**UNLOCK TEACHER DEVELOPMENT****BE READY**

Look at the Critical Thinking section in the Student's Book on pages 28–29.

- 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 Exercise 7, it could be interesting to explore during feedback whether different students have identified the same aspects as a positive or a negative and what opinions they share. Doing this can help students develop empathy.

**Exercise 1** page 28

Reading 1 is about megacities. Reading 2 is about smaller parts of cities, towns and villages.

**Exercise 2** page 28

1+ 2+ 3– 4– 5+

**Exercise 3** page 28

**Positive:** lots of cafés and restaurants; places stay open late at night; lots of jobs and businesses

**Negative:** a lot of traffic; it can be noisy

**Exercise 4** page 29

Answers will vary. Possible answers:

**Positive:** good public transport; museums and art galleries; good schools and universities

**Negative:** more expensive; crime; possibly unfriendly

**Exercise 5** page 29

Answers will vary. Possible answers:

**Positive:** quiet; friendly **Negative:** boring; no jobs

**Exercises 6–7** page 29

Answers will vary.



## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

→ Compare the T-chart you created in *Be ready* with a colleague who lives in the same location. Did you identify the same positives and negatives? Evaluate whether your views are similar or different.

→ It is important that students evaluate the strength of each of the positives and negatives they identify in a situation, and not just think that if more negatives are identified, this means it is worse (and vice-versa). Did they do this? If not, is it something you could address in a future lesson?

### 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 thoughts generated in the *Be flexible* section, and their outcome?

## GRAMMAR FOR WRITING

### Learning objectives

- Identify subjects and verbs in simple sentences
- Write simple sentences containing subjects and verbs from prompts
- Choose the correct form of the verb *be* in sentences with *there is* or *there are* – *There is a bank. There are a lot of houses.*
- Rewrite and write sentences with *there is* and *there are* to describe places – *There are not many people in my town. There is not a lake in my town. There are three sport stadiums in Abu Dhabi.*

#### Exercise 1 page 30

- 1 subject** – Paris; **verb** – is
- 2 subject** – The town; **verb** – does not have
- 3 subject** – I; **verb** – live
- 4 subject** – Istanbul; **verb** – has
- 5 subject** – Many students; **verb** – live
- 6 subject** – The village; **verb** – is not
- 7 subject** – The shops; **verb** – are
- 8 subject** – The houses (in the town); **verb** – are not

#### Exercise 2 page 30

- 1** I (S) am (V) Mexican. **2** He (S) is (V) an engineer.
- 3** The people (S) are (V) nice. **4** We (S) are (V) happy.
- 5** Kyoto (S) is (V) beautiful. **6** It (S) is (V) a small town.

#### Exercise 3 page 31

- 1** aren't **2** is **3** aren't **4** are **5** is **6** aren't

#### Exercise 4 page 3

- 2** There is a famous museum in my city.
- 3** There is not / isn't a lake in my town.
- 4** There are a lot of cars in my city.
- 5** There are many expensive shops in my city.
- 6** There are a few big hotels in my town.
- 7** There are not / aren't many people in my town.

#### Exercise 5 page 31

Answers will vary.

#### Exercise 6 page 32

- 2** There are lots of / a lot of museums.
- 3** There are many universities.
- 4** There are 11 ports.
- 5** There is one airport. / There are not / aren't many airports.
- 6** There are lots of / a lot of five-star hotels.
- 7** There is a palace.

## ACADEMIC WRITING SKILLS

### Learning objective

- Correct punctuation errors with commas, full stops and capital letters in a paragraph about Montreal

#### Exercise 1 page 33

I live in **Montreal**. It is a city in **Canada**. It is a beautiful city. There are many shops and restaurants. The people are friendly. There is an art festival in **June**. People in **Montreal** speak both **French** and **English**. It is very crowded with tourists in the summer. In the winter, people like to ice skate, cross-country ski and play ice hockey.

## WRITING TASK

### Learning objectives

- Choose six features to write about
- Draft six sentences about the place where you live
- Review and revise the content and structure of your writing
- Review and revise the use of language in your writing

**Exercises 1–7** pages 33–34

*Answers will vary.*

## RESEARCH PROJECT

### Help other students understand how your country has changed.

Ask students to brainstorm what their country is like now compared to the past. This can include the physical appearance of cities, the lifestyles of the people and what jobs they do. They may also want to look at reasons for these changes. If you have students from the same country, they can work in groups and/or choose only one aspect to focus on. Students can use blogs, leaflets, presentations and social media to convey information and share it with the rest of the class.

## CLASSROOM APP

### Exercises 1-2

*Answers will vary.*

### Exercise 3

**1** capital **2** area **3** local **4** opportunity  
**5** quiet **6** modern **7** traffic **8** population

### Exercise 4

- 1** The children were very noisy during the long car ride.
- 2** The seafood in this restaurant is always cheap.
- 3** The National Museum has a lot of interesting paintings.
- 4** The sunset over the mountains is beautiful.
- 5** There are many expensive restaurants in Athens.
- 6** I left the cinema because the film was boring.
- 7** The city is polluted so I stayed inside my hotel.
- 8** The countryside is quiet in the morning.

### Exercise 5

**1** a hotel **2** two rings **3** a bicycle **4** traffic  
**5** an island **6** information **7** food **8** a car

### Exercise 6

**1** South America **2** spaghetti, salad and bread  
**3** tomorrow. We **4** mother and I **5** May or June  
**6** a horror, a comedy and a romance **7** week. She



## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about New Year celebrations in England and Scotland.
<b>Reading skill</b>	Preview a text.
<b>Critical thinking</b>	Identify important information.
<b>Grammar</b>	Use prepositions of time and place; use adverbs of frequency; write simple sentences.
<b>Academic writing skill</b>	Organize sentences into a paragraph.
<b>Writing task</b>	Write a descriptive paragraph.
<b>Teacher development</b>	Help your students become better at <b>identifying important information</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The large photo shows fireworks near the Rainbow Bridge in Tokyo Bay, Japan. The bridge is lit with colourful rainbow lights. There are skyscrapers in the background, and in the foreground there are boats with multi-coloured lights on the river. The lights and fireworks are reflected in the water. The Tokyo Bay area between the Rainbow Bridge and Odaiba Island is a common site for firework displays during festivals, such as New Year celebrations. The small photos show a Korean wedding, a celebratory meal in Saudi Arabia and a graduation ceremony in the USA.

## Lead-in

Divide the class into teams. The teams race to write out the names of the twelve months of the year and the seven days of the week. The first team with the correct answer is the winner. When you check with the class, elicit the spelling of each day/month from the class and write it on the board. You could also award points for each correct spelling, with a bonus of five points for the correct total. As a follow-up, you could elicit some examples of famous festivals in each month.

page 37

- 1 The photo is in Tokyo, Japan. There is a fireworks display.
- 2 Two people are getting married; People are enjoying a special meal; Students are graduating.
- 3 (left to right) South Korea, Saudi Arabia, the USA

## WATCH AND LISTEN

## Learning objectives

- Listen and identify the main ideas in a video about New Year celebrations in the UK
- Listen and identify facts and figures
- Listen and understand details
- Understand the meaning of unfamiliar words and phrases from their context in the video
- Practise talking about celebrations

**Exercises 1–2** page 38

*Answers will vary.*

**Exercise 3** page 39

**1 B 2 L 3 E 4 L 5 E**

**Exercise 4** page 39

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

**Exercise 5** page 39

- 1** F; It was a clear night in London. **2** T **3** T  
**4** F; In Edinburgh, people carried torches in the streets.  
**5** T

**Exercise 6** page 39

*Possible answers:*

- 1 thinking about what has happened in the past year
- 2 thinking about what you want to do in the year ahead
- 3 watching the fireworks

**Exercise 7** page 39

*Answers will vary.*

## READING 1

### Learning objectives

- Understand key vocabulary for festivals and celebrations – *celebrate, culture, fireworks*
- Preview photos, title and subtitles to predict the topic of an article
- Read and identify which main ideas relate to which country in the article
- Read and understand detail
- Identify the purpose of an article
- Describe personal experiences of festivals and celebrations

### Lead-in

*Find Somebody Who...* make copies of the questionnaire below to give one out to each student. They should convert each statement into a question and find a classmate who can answer 'Yes' to one question. Encourage them to find a different classmate to say yes to each category to find out more information about each question (e.g. *what sweets do you eat on holidays?*) and to interview at least five different students.

Find somebody who...	Classmate's name	More information
...wears traditional clothes on special days		
...eats sweets on holidays		
...celebrates Mother's Day		
...watches fireworks		
...eats traditional food on special days		

### Exercise 1 page 40

1 celebrate 2 gift 3 culture 4 traditional 5 lucky  
6 fireworks

### Exercises 2–3 page 40

a

### Exercise 4 page 42

1 Mexico 2 China 3 the UK 4 Japan 5 the UK

### Exercise 5 page 42


1 F; Piñatas have sweets inside them.

2 F; Long noodles are lucky in Chinese culture.

3 F; Mother's Day in the UK is in March or April.

4 T 5 T

### Optional activity

 Students discuss which special events from Reading 1 they celebrate. Then, they discuss which special events from Reading 1 they would like to celebrate and explain why.

### Exercise 6 page 42

a

### Exercise 7 page 42

*Possible answers:*

colour and design of the article, length of paragraphs, photos, title

### Exercise 8 page 42

*Answers will vary.*

## READING 2

### Learning objectives

- Understand key vocabulary for festivals – *activities, history, highlight*
- Scan a text to identify proper nouns
- Read and identify the main ideas of each paragraph in a text about a festival
- Read and understand details
- Identify and predict the original context of the text
- Synthesize information from an article about celebrations around the world and a text about a festival in a discussion

### Lead-in

Elicit what students expect to see when they attend a cultural festival and write their ideas on the board. When they can't come up with any more answers, ask them to scan Reading 2 to see what is mentioned that they didn't think of (*local businesses showing their products, sport competitions, traditional food, music and plays, visitors from other countries*). Discuss whether they would expect to see those activities mentioned in Reading 2 at a cultural festival.

### Exercise 1 page 43

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



**Exercise 2** page 43

Oman; Muscat Festival; February

**Exercise 3** page 44

**a** 5; Brazil, Cuba, Italy, India, Russia, South Korea, Spain, Tunisia, Turkey and many other countries

**b** 1; about one month

**c** 4; Other highlights of the Muscat Festival include

**d** 2; and international history and traditions

**e** 3; six-day Tour of Oman cycle race

**Exercise 4** page 45

**1** February **2** visit / attend / enjoy

**3** Green Mountain **4** Muscat Art Festival **5** popular

**6** Possible answers: food, music, the mix of different cultures

**Exercise 5** page 45

**a**

**Exercise 6** page 45

Answers will vary. Possible answers:

language, family, art, literature, film, sport, TV

**Exercise 7** page 45

Answers will vary.

**Be flexible**

For Question 2, students swap partners and ask and answer the four questions about each other's chosen festivals.

If **lower-level students** need more support for the final question (d), tell them to use *there is / there are* in their responses (e.g. *there are fireworks, there is a parade*).

**Exercise 1** page 46

	<b>on</b>	<b>in</b>	<b>at</b>
<b>places</b>		a town Istanbul my country Thailand	school home work
<b>times</b>	1 January Sunday Tuesday	June the evening the morning	night eight o'clock

**Be flexible**

Students test each other in pairs by saying one of the phrases from the box (or their own ideas) to elicit the correct preposition from their partner.

**Stronger students** can ask each other questions that require a time or place answer (e.g. *When is your birthday? Where is Rome? When do you eat dinner?*).

**Exercise 2** page 46

**1** at **2** on **3** in **4** on **5** at **6** in **7** at **8** at **9** at

**Exercises 3–4** page 47

Answers will vary.

**Exercise 5** page 47

- The dinner usually starts at eight o'clock in the evening.
- I always eat chocolates at festivals.
- She never forgets to call her family.
- The children sometimes get money instead of toys.
- We often go skiing for our winter holiday.

**CRITICAL THINKING****Learning objectives**

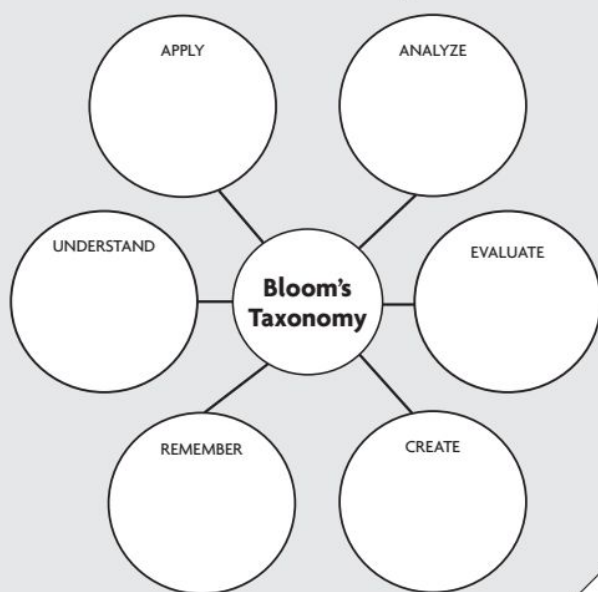
- Complete an ideas map with information about a festival you have read about
- Analyze details about a festival or celebration you know
- Create an ideas map for a festival or celebration you know
- Evaluate your ideas map and decide if you need more information

**LANGUAGE DEVELOPMENT****Learning objectives**

- Use the correct prepositions with nouns to show time and place – *in Thailand, on Tuesday, at school*
- Use *in, on* and *at* to complete phrases showing time and place in sentences about celebrations – *The holiday is on 1 May. We eat a special dinner in the evening. We have a party at school.*
- Use adverbs of frequency to complete sentences about yourself – *I sometimes go to weddings. I never celebrate New Year. I usually visit my mother on Mother's Day.*
- Use correct word order to write sentences with adverbs of frequency

## BE INFORMED

**BE CONFIDENT**



Tell students that Reading 1 is a good model for the writing task. Students should look at Reading 1 and underline any words that describe *who*, *what*, *where* and *why*. (*Suggested answers*: children, piñatas, Mexico, China, weddings, noodles, lucky, etc).

## BE READY

## BE FLEXIBLE

## BE REFLECTIVE

➔ Were students able to be creative in Exercise 3? Some groups find it difficult when they are given so much freedom. If they found this hard, next time there is a similar type of activity, could you provide more guidance and support?



## BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share your reflections from the *Be confident* section?

## GRAMMAR FOR WRITING

### Learning objectives

- Identify subjects and verbs in simple sentences
- Identify whether objects, adjectives or prepositional phrases follow verbs in simple sentences – *The festival is in May. I visit my family. The people are happy.*
- Use correct word order in simple sentences with objects, adjectives or prepositional phrases following verbs
- Discriminate between objects and prepositional phrases in sentences with both – *Children have parties at school. On Saturday, we watch the parades.*

#### Exercise 1 page 50

- 1 subject** – The children; **verb** – wear  
**2 subject** – My family and I; **verb** – watch  
**3 subject** – I; **verb** – visit  
**4 subject** – People in the UK; **verb** – celebrate  
**5 subject** – My parents and I; **verb** – go

#### Exercise 2 page 50

- 1** at home; P **2** beautiful; A **3** presents; N  
**4** in the evening; P **5** traditional; A


#### Exercise 3 page 51

- 1** People in Wales celebrate New Year.  
**2** My parents and I cook together at the weekend.  
**3** Everybody in my town is excited about the festival.  
**4** My family eat in the morning.  
**5** We do not visit my grandparents.

#### Exercise 4 page 51

- 1** P – at night; O – films  
**2** P – In India; O – the Magh Bihu festival  
**3** P – in the morning; O – their homes  
**4** P – at school; O – parties  
**5** P – On Saturday; O – the parade

## Optional activity

 Students work in pairs (orally) to rearrange the sentences by moving the prepositional object.

Answers:

- 1** At night, we film concerts.
- 2** People celebrate the Magh Bihu festival in India.
- 3** In the morning, people clean their homes.
- 4** At school, children have parties.
- 5** We watch the parades on Saturday.

## ACADEMIC WRITING SKILLS

### Learning objectives

- Organize topic sentences, supporting sentences and concluding sentences into paragraphs
- Identify the topic sentence, supporting sentences and the concluding sentence in a paragraph about a celebration
- Identify supporting details and examples in sentences

#### Exercise 1 page 52

c 2 d 1 e 2 f 1 g 1 h 2 i 1

#### Exercise 2 page 52

- 1 T:** When I was a child, my classmates and I always celebrated International Teacher's Day.  
**2 S:** It was my favourite day of the year. We brought gifts for our teacher. We ate special food and we usually played games. The teachers loved Teacher's Day and the students loved it, too.  
**3 C:** To summarize, I have very special memories of Teacher's Day.

#### Exercise 3 page 53

a S b S c T d C e S

#### Exercise 4 page 53

Students should circle the following:

- a** lasts two days; people laugh, have fun, forget their troubles.  
**b** ancient; celebrates the beginning of spring  
**e** friends and family get together and throw coloured water and powder at each other; celebrates the beautiful colours that come with spring

### Exercise 5 page 53

India celebrates the Festival of Colours, also known as Holi. Holi is an ancient festival that celebrates the beginning of spring. During this festival, friends and family get together and throw coloured water and powder at each other – this activity celebrates the beautiful colours that come with spring. Holi usually lasts for two days, and people laugh, have fun and forget their troubles. In conclusion, this festival is an interesting Indian celebration.

## WRITING TASK

### Learning objectives

- Use an ideas map to complete a paragraph about a festival in Spain
- Use your ideas map to prepare sentences for a paragraph about a festival or special event
- Draft a paragraph about a festival or special event
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

### Exercise 1 page 54

1 March 2 17th 3 parade 4 beach 5 paella  
6 rice 7 red 8 clothes

### Exercises 2–10 pages 55–56

Answers will vary.

## RESEARCH PROJECT

### Recreate celebrations from different countries.

Divide the class into groups and assign each group a foreign country (yours or the students' choice). Explain that they are going to research and plan a one-day festival that celebrates that country's culture. Celebrations could include crafts, food, dance, sport, clothing and/or traditions.

Students could put photos on a poster board or on paper to create an advert for their event. Classes could convert an area of their learning environment to set up a display of these different countries' cultures and advertise their event.

## CLASSROOM APP

### Exercise 1

Answers will vary.

### Exercise 2

1 fireworks 2 celebrate 3 activity 4 visitors  
5 popular 6 culture 7 take part 8 Traditional

### Exercise 3

Answers will vary.

### Exercise 4

1 on 2 at 3 in 4 at 5 on 6 in

### Exercise 5

- 1 The Mardi Gras festival always happens in February.
- 2 People usually celebrate the end of Ramadan with a special meal.
- 3 During Chuseok in Korea, women often wear traditional clothing called *hanbok*.
- 4 We sometimes travel to another country during the holidays.
- 5 I never buy expensive gifts.

### Exercise 6

- 1 supporting sentence 1 2 concluding sentence
- 3 topic sentence 4 supporting sentence 2
- 5 supporting sentence 3



## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about advertising.
<b>Reading skills</b>	Read for main ideas; make inferences.
<b>Critical thinking</b>	Identify appropriate answers.
<b>Grammar</b>	Give opinions; connect ideas.
<b>Academic writing skill</b>	Write topic sentences.
<b>Writing task</b>	Write a one-sided opinion paragraph.
<b>Teacher development</b>	Help your students become better at <b>identifying appropriate answers</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows a rice farmer in Asia. The farmer is standing in the middle of a rice paddy, inspecting the plants and looking at a tablet. The farmer may be using an agricultural app on her tablet. There are many smartphone and tablet apps that are designed to help farmers. There are apps that give information about fertilizers, pests and diseases and crop management.

### Lead-in

Students work in small groups to come up with a list of their top ten websites. The list could include well-known sites (e.g. Google, Facebook), but also encourage them to include at least five less well-known sites which they would recommend to other members of the class. After a few minutes, collect their ideas on the board. You could hold a class vote to choose the class's favourite sites.

page 59

**1** A farmer **2** Checking the weather or checking the crop **3–4** *Answers will vary.*

## WATCH AND LISTEN

### Learning objectives

- Listen and describe behaviours in a video about predictive advertising
- Listen and understand detailed information and main ideas
- Make an inference about a speaker's meaning
- Practise talking about advertising

**Exercises 1–2** page 60

*Answers will vary.*

**Exercise 3** page 61

**1** texting **2** talking **3** walking; looking **4** taking  
**5** showing

**Exercise 4** page 61

**1** billion **2** money **3** advertising **4** buy **5** quickly  
**6** customers

**Exercise 5** page 61

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

**Exercises 6–7** page 61

*Answers will vary.*

## READING 1

### Learning objectives

- Understand key vocabulary for IT – *software, security, record*
- Scan the title and subtitles and identify the topic of the website
- Read and understand the main ideas in a website about data collection
- Read and identify details about the actions of internet companies
- Make inferences about the target audience for this website
- Make inferences about the implications of the information on the website
- Explain your opinions on the actions of internet companies

## Lead-in

Make a handout with a list of internet dangers and their definitions. Cut up the list so that each 'danger' and 'definition' is on its own strip of paper. Distribute the strips evenly. For larger classes, make two or more sets. Students walk around the classroom, trying to match their 'danger' with the correct 'definition', finding each other by only saying the words on their strip of paper. Students should not show their strips to each other. Once all students have found their partners, write the dangers on the board. Students discuss possible solutions with their partners. Note: The first four terms are discussed in Reading 1; 'cyberbullying' and 'internet addiction' are not, but can create a more thorough discussion about internet dangers.

**secret software:** software that collects information about you and sends it to internet companies

**data brokers:** companies that collect and sell your personal information

**social media:** a place online where your pictures and videos can be shared for free. People can learn a lot of information about you

**identity theft:** when somebody uses your name and personal information to buy things online

**cyberbullying:** using the internet to harm or frighten another person, especially by sending them unpleasant messages

**internet addiction:** the need or strong desire to use the internet often

### Exercise 1 page 62

**a** advert   **b** interest   **c** collect   **d** free   **e** security  
**f** record   **g** software   **h** secret

### Exercise 2 page 62


**Title:** Someone's always watching you online ...

**Subtitle:** How companies buy and sell your personal information

### Exercises 3–4 page 62

**b**

## Optional activity

 Students work in groups to brainstorm ideas for each of the three topics: a, b and c. After a few minutes, elicit lists of ideas from the class and make notes on the board.

### Exercise 5 page 64

**1** take information without asking you  
**2** different adverts to different people

### Exercise 6 page 64

**A** your address, your online habits, the websites you visit  
**B** your address, your online habits, the websites you visit  
**C** other websites you might like  
**D** your social media page, a data broker

### Exercise 7 page 65

*Answers will vary. Possible answers:*

- 1** The users are probably in their early-to-mid 20s.
- 2** The users are probably interested in finding information on technology and careers after university.

### Exercise 8 page 65

a, c, d

### Exercises 9–11 page 65

*Answers will vary.*

## READING 2

### Learning objectives

- Understand key vocabulary for video games – *affect, creative, download*
- Read an essay about video games and identify the main ideas of two paragraphs
- Read and identify details
- Evaluate the advantages and disadvantages described in the essay
- Read and identify the text type and author
- Synthesize information from a website about data collection and an essay about video games in a discussion

### Lead-in

Ask students to think about the positive and negative aspects of video games. Are they helpful or harmful? Do they affect society? Elicit answers and discuss as a class.

### Exercise 1 page 66

**1** download   **2** educational   **3** improve   **4** imagination  
**5** creative   **6** affect

### Exercise 2 page 66

+ advantage, benefit, positive – disadvantage, negative

### Exercise 3 page 66

*Answers will vary. Possible answers:*

+ plus, strength, good (for) – difficulty, weakness, bad (for)




**Exercise 4** page 66

Answers will vary.

**Exercise 5** page 68

- 1 3; However, a recent study suggests that video games can also be bad for children.  
2 2; For many people, video games are fun and educational.

**Optional activity**

 Ask students to choose one of the video game advantages in Exercise 6 on page 68. They should think of a real video game they know about that shows that advantage (a game that is creative, improves the way children think, etc.). If they don't know of a video game, they can find one online or think of their own idea for a new game. They then discuss their ideas with a partner.

**Exercise 6** page 68

**(+) cross outs:** 3 teach children about money; 5 can help children exercise.

**(-) cross outs:** 7 are boring; 10 can cause problems between parents and children.

**Exercise 7** page 68

Answers will vary.

**Exercise 8** page 68

1 a 2 c

**Exercise 9** page 68

Answers will vary.

## LANGUAGE DEVELOPMENT


**Learning objectives**

- Understand the meaning of IT compound nouns – *video game, computer program, email address*
- Use IT compound nouns to complete sentences – *I can play this video game on my smartphone. I downloaded a computer program. What's your email address?*
- Use phrases to introduce your opinions about different types of technology – *It seems to me that video games are bad for children. I think that video games are bad for children. I believe that video games are bad for children.*
- Use a variety of words and phrases to make suggestions about improvements to transport systems – *Cities should encourage commuters to use public transport. It is important to encourage commuters to use public transport. Encouraging commuters to use public transport is a good idea.*

**Exercise 1** page 69

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

**Be flexible**

 Students work in pairs to test their partners on the words. One student reads a definition; the partner has to say the compound noun without looking at his/her book. They could also test each other the other way, by saying a compound noun to elicit a definition. To increase the challenge for **more advanced students**, ask them to notice where the stress falls on all of these words. (Stress is on the first element in compound nouns.)

**Exercise 2** page 69

1 keyboard 2 smartphone 3 email address 4 website  
5 video game 6 computer program

**Exercise 3** page 70

d

**Exercises 4–6** page 70

Answers will vary.

## CRITICAL THINKING

- Identify relevant content to include when answering essay questions
- Understand, evaluate and analyze other people's opinions of using the internet
- Make lists of advantages and disadvantages of using the internet
- Evaluate and select the most convincing arguments for or against using the internet

## UNLOCK TEACHER DEVELOPMENT

**BE INFORMED**

➔ **Identifying appropriate answers** is an important skill for students because: (1) Students often misinterpret what an essay question is actually asking them to do; (2) If they do this, the quality of their essay would be significantly impacted, since they may be answering a different question to the one they have actually been set; (3) As such, it is important for students to take time to accurately interpret the question, and to then identify what information should be included in the answer.

## BE CONFIDENT

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

Match each question (1–3) to the correct way to answer it (a–c).

- 1 Why is critical thinking important for today's students?
- 2 Outline the advantages and disadvantages of integrating critical thinking with ELT, and state what your position is.
- 3 'Critical thinking is the most important twenty-first-century skill which students should try to develop.' Discuss.
  - a You should present both sides of the argument and then give your own position.
  - b You should summarize the argument presented and state whether you agree or disagree with it.
  - c You should present a well-developed, evidence-based argument.

## Lead-in

Tell students to read the writing task. Discuss with the class which paragraphs of the two Reading sections, Reading 1 or Reading 2, could serve as a model for this writing. (*Suggested answer:* The second and third paragraphs of Reading 2. Note that Reading 2 as a whole is not suitable as a model, as it presents both sides of an argument. The Writing task requires a one-sided opinion paragraph.)

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 71–72.

- 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

Exercise 3 could also be done as a role play. Students work in groups of three, playing Chen, Adalaide and Yasir. They should have a conversation using the information provided, agreeing and disagreeing as appropriate.

## Exercise 1 page 71

1b 2a

## Exercise 2 page 71

**Advantages:** read newspapers from all over the world; read news from home; learn new words; have fun with video games; helps with homework; email; connect with people; watching educational videos; learning about new cultures and traditions

**Disadvantages:** can get addicted; can lose a lot of information if computer breaks down

## Exercise 3 page 71

Answers will vary.

## Exercise 4 page 72

Answers will vary. Suggested answers:

The internet helps us do work	The internet wastes our time
You can get help from different websites.	You could lose valuable information if your computer breaks down.
You can read newspapers from around the world.	You can visit social networking sites.
You can work or do your homework at home sometimes.	You can play video games.
You can read your email.	You could get addicted to it
You can watch educational videos.	
You can learn new words in a different language.	
You can learn a lot about other cultures and traditions.	

## Exercises 5–6 page 72

Answers will vary. Possible answers:

**Help:** Lots of information from different sources is available. You can check facts with different sources. Information is available quickly.

**Waste time:** You can be distracted by irrelevant but interesting information. You get interrupted by emails and social messages.



## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following points:

- ➔ Having checked your answers to *Be confident* (1c, 2a, 3b), try to find previous questions from exams (either internal or external) in your institution, and analyze the questions there. You could even share and analyze these questions with your students.
- ➔ This section offers an opportunity for students to be reflective about their own practice, given the nature of the topic. Students should think about their findings in Exercise 3 and decide whether they need to make any changes to how they manage their time.

### BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share your reflections from the *Be ready* section, and their outcome?

## GRAMMAR FOR WRITING

### Learning objectives

- Use *and* to join information in sentences about using technology – *My sister has a computer and a smartphone. Jessica texts her friends and shares photos. Video games are boring and bad for children.*
- Use *also* or *too* to connect ideas across two sentences about using technology – *My sister uses her computer a lot. She also has a smartphone. My sister uses her computer a lot. She has a smartphone, too.*
- Use *and* or *but* to connect ideas in compound sentences about using technology – *Lina doesn't have a smartphone and she doesn't want one. Martin reads books on a tablet, but José likes to read printed books.*
- Use *however* to connect contrasting ideas across sentences about technology – *Smartphones are very popular. However, they are very expensive. The internet is very useful. However, it can be dangerous.*

### Exercise 1 page 73

- 2 You can share photos and talk to your friends.
- 3 I use online banking and check my email.
- 4 She does homework and watches films on her computer.
- 5 I often shop for clothes on the internet and pay with my credit card.

### Exercise 2 page 73


Second sentences:

- 1 They also download videos.
- 2 I read a lot of travel blogs, too.
- 3 I also check social media.
- 4 I also look at photos on my phone.

### Exercise 3 page 74

- 2 I sent an email to Alan, but he did not write back to me.
- 3 I like to shop online, but my father thinks it's not safe.
- 4 I call my mother every Saturday, and I visit her every Sunday.
- 5 I bought a new phone, but it doesn't work.
- 6 You can check the weather, and you can find a good restaurant.
- 7 Some games are educational, but other games are just for fun.
- 8 I want to learn about the new company, but I can't find their website.
- 9 The class went to the library, and they learnt how to use the new computers.
- 10 The home page gives the company's address, but it is the wrong address.

### Be flexible

 In pairs, students look again at Exercise 3 on page 74. Student A reads the first sentence in each item and Student B forms a compound sentence using *and* or *but* with information that is true for him/her, or that the student makes up. Both students can substitute the sentences with their own information.

Give **lower-level students** more support by asking them to return to Exercise 1 on page 73 and create a new sentence to add to the first one, but this time, they connect the two sentences with *but*.

### Exercise 4 page 75

- 2 a Many apps are educational, but some apps are a waste of time.  
b Many apps are educational. However, some apps are a waste of time.
- 3 a I use online banking, but I sometimes forget my password.  
b I use online banking. However, I sometimes forget my password.
- 4 a I use the internet on my smartphone, but sometimes it is very slow.  
b I use the internet on my smartphone. However, sometimes it is very slow.

### Exercise 5 page 75

Answers will vary.

## ACADEMIC WRITING SKILLS

### Learning objectives

- Identify topic sentences in two paragraphs
- Identify the key features of topic sentences
- Write topic sentences for paragraphs about the internet and technology

#### Exercise 1 page 76

**Paragraph 2:** For many people, video games are fun and educational.

**Paragraph 3:** However, a recent study suggests that video games can also be bad for children.

#### Exercise 2 page 76

- 1 topic:** social media sites; **controlling idea:** make it easy to keep in touch with your friends
- 2 topic:** smartphones; **controlling idea:** can be expensive
- 3 topic:** information on the internet; **controlling idea:** is not reliable
- 4 topic:** information online; **controlling idea:** You can access [it] from all over the world.

#### Exercise 3 page 76

- a** Smartphones can be expensive.
- b** You can access information online from all over the world.
- c** Social media sites make it easy to keep in touch with your friends.
- d** Information on the internet is not reliable.

## WRITING TASK

### Learning objectives

- Use a paragraph planner to create an outline of a paragraph about whether the internet is a waste of time or not
- Draft a paragraph
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

#### Exercises 1–9 pages 77–78

*Answers will vary.*

## RESEARCH PROJECT

### Create a short documentary about the impact of social media on our lives.

Explain to your class that they are going to create an audio or video documentary on the positive and negative effects of social media on their lives. Divide the class into groups and ask them to brainstorm questions to be used for interviews. Ask them to allocate responsibilities in their groups for graphics, sound, editing, narration, etc. Students could collaborate outside the class to create a short film or online podcast festival where they screen or play the results of their projects.

## CLASSROOM APP

### Exercise 1

*Answers will vary.*

### Exercise 2

- 1** security **2** download **3** interest **4** advert  
**5** improve **6** creative **7** affect **8** record

### Exercise 3

*Answers will vary.*

### Exercise 4

- 1** video **2** paper **3** screen **4** smart **5** shopping  
**6** pass **7** media **8** computer

### Exercise 5

- 1** In my opinion, smartphones are too expensive.
- 2** I believe that websites collect too much information about people.
- 3** It seems to me that video games are very popular.
- 4** I don't think that social media is a good way to make friends.
- 5** In my opinion, people should change their passwords every month.
- 6** It seems to me that people waste too much time on the internet.

### Exercise 6

- 1** Smartphones are useful in many ways.
- 2** Social media is very popular in the European Union.
- 3** New technology played an important role at the 2018 Winter Olympics.



UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about tornadoes.
<b>Reading skills</b>	Read for detail; use your knowledge to predict content.
<b>Critical thinking</b>	Analyze graphs.
<b>Grammar</b>	Use comparative and superlative adjectives.
<b>Academic writing skills</b>	Write topic sentences for descriptive paragraphs about a graph; write supporting sentences; give examples with <i>like</i> , <i>such as</i> and <i>for example</i> .
<b>Writing task</b>	Write a paragraph describing data from graphs.
<b>Teacher development</b>	Help your students become better at <b>analyzing graphs</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows a sandstorm approaching the Merzouga settlement in Erg Chebbi, Morocco. Merzouga is a small village in southeastern Morocco. It is in a desert region and the climate is very hot and dry. Merzouga is a popular destination for tourists who want to explore the sand dunes of Erg Chebbi in the Sahara Desert. Some of the dunes there are 150 metres high.

### Lead-in

Preview the meaning of the words *weather* /'weð.ə/ (the conditions in the air above the Earth such as wind, rain or temperature) and *climate* /'klaɪ.mə/ (the general weather conditions usually found in a particular place). Ask students to give examples of weather v climate, e.g. weather = *It's raining today and it will be sunny tomorrow.*; climate = *The temperature in Antarctica is very cold all year.*

page 81

**1** a sun **b** wind **c** rain **d** snow **2–3** Answers will vary.  
**4** a sandstorm

## WATCH AND LISTEN

### Learning objectives

- Listen and understand details in a video about tornadoes
- Identify the main idea in a video about tornadoes
- Make inferences about the feelings of the people in the video
- Practise talking about extreme weather

**Exercises 1–2** page 82

Answers will vary.

**Exercise 3** page 82

**1** Alley **2** 2011 **3** 160 **4** cannot **5** weather  
**6** twenty-five **7** difficult

**Exercise 4** page 83

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

**Exercise 5** page 83

b

**Exercise 6** page 83

Yes, they enjoy their work. They sound very excited when they find the right tornado.

**Exercises 7–8** page 83

Answers will vary.

## READING 1

### Learning objectives

- Understand key vocabulary for extreme weather – *dangerous*, *lightning*, *last*
- Read and identify the main ideas in each paragraph in a text about extreme weather
- Read and identify details
- Read and identify the text type and possible audience
- Make inferences about the reasons for specific customs around the world
- Describe your experiences of extreme weather

### Lead-in

Explain that in the reading, students will find out about different types of *extreme* weather. Preview the meaning of the word *extreme* /ɪk'stri:m/ in this context (very severe or strong, not normal). Ask students to brainstorm examples of extreme weather and write them on the board. Which types are common in their countries? Which ones are not?

#### Exercise 1 page 84

1 cover 2 lightning 3 Almost 4 last 5 thunder  
6 huge 7 dangerous

#### Exercise 2 page 84

- 1 Answers will vary.
- 2 Extreme means the worst or the most serious possible.
- 3 Possible answers: tornado, hurricane, drought, sandstorm, flood

#### Exercise 3 page 86

1 a 2 b 3 a 4 b 5 a

#### Exercise 4 page 86

1 b 2 a 3 a 4 b

#### Exercise 5 page 86

1 b 2 b 3 a

#### Exercise 6 page 87

Answers will vary.

### Be flexible

Take students beyond the text and ask them to discuss instances of extreme weather not mentioned, what the results of that weather could be, and where in the world experiences each type of weather, e.g. snowstorms, ice storms, tornadoes, hailstorms. You could also elicit natural disasters as a result of extreme weather, such as wildfires and mudslides, and where those might take place.

Some of these phenomena may be unfamiliar to students. You can **lower the challenge** level by bringing in photos, or, if your classroom is equipped, showing short video clips.

## READING 2

### Learning objectives

- Use your knowledge to predict details in a text about the Sahara
- Understand key vocabulary – *shock, rise, decide*
- Read and identify the main ideas in each paragraph of the text
- Read and identify facts and figures
- Identify the text type
- Evaluate and prioritize items needed to survive in the desert
- Synthesize information from a text about extreme weather and a text about the Sahara in a discussion

### Lead-in

Give students one minute to brainstorm words associated with the word *desert*. You can stop there and write their words on the board, or continue to brainstorm more specific lists, such as *things you need in the desert* or *Sahara Desert*. Once all the words are on the board, read the article to see if students' ideas match ideas in the reading.

### Background note

The text mentions that the desert covers 11 countries. Of course, it doesn't completely cover them – there are large parts of each country which are not desert. The countries are: Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Western Sahara, Sudan and Tunisia. (Note: the status of Western Sahara as a separate country is disputed it was annexed by Morocco in 1975, so some people would argue that there are only ten Saharan countries.)

#### Exercises 1 and 3 page 87

1 b 2 a

#### Exercise 2 page 87

a careful b drop c decide d shock e rise  
f precipitation

#### Exercise 4 page 88

a 8 b 6 c 4 d 7 e 5

#### Exercise 5 page 88

1 d 2 c 3 a 4 b

#### Exercise 6 page 88

b

#### Exercises 7–9 page 88

Answers will vary.



## LANGUAGE DEVELOPMENT

### Learning objectives

- Select the correct collocations with temperature to describe graphs – *In July, there are high/low temperatures. The maximum/minimum temperature is 1°C in December.*
- Select the correct verbs and nouns to describe temperature changes over time in graphs – *The graph shows an increase / a decrease in temperature. In December, the temperature rises/falls to 7°C.*

#### Exercise 1 page 90

1 high 2 low 3 maximum 4 minimum

#### Exercise 2 page 90

1 A 2 B 3 A 4 B 5 B 6 A


#### Exercise 3 page 91

1 rise(s), reach(es) 2 fall(s), drop(s)

#### Exercise 4 page 91

1a an increase 1b reaches 2a a decrease 2b drops  
3a a decrease 3b falls to 4a an increase 4b rises

### Be flexible

 Students cover the sentences and look only at the graphs. They work in pairs to try to remember the correct sentence for each graph. If necessary, they can look at the first few words of each sentence to remind them.

You can **reduce the challenge** by writing the relevant words (e.g. *increase, falls to*) on the board so students can refer to them as they say their sentences. This may have the added advantage of encouraging them to use any appropriate verb rather than simply memorizing what was in the textbook.

## CRITICAL THINKING

### Learning objectives

- Explain the key features of a graph in an article about the Sahara Desert
- Analyze graphs and choose the correct words to complete sentences about the data
- Use data from a graph to complete a table
- Evaluate the implications for the places in the graphs and the people who live there

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Analyzing graphs** is an important skill for students because: (1) Graphs are commonly used in scientific subjects, such as physics, economics and mathematics; (2) Students often don't know how to interpret graphs properly – whilst they might include them in their written work, they do not say much about them; (3) Not analyzing graphs properly represents a wasted opportunity, since they are rich in data.

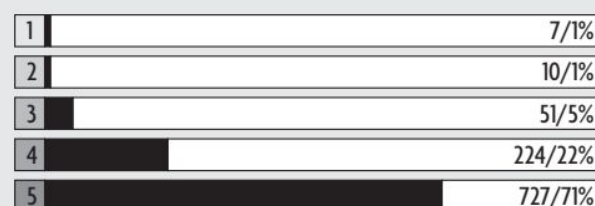
### BE CONFIDENT

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

*The graphs below show the results of a critical thinking survey of 1,019 English teachers by Cambridge University Press, using Likert scales. Look at the graphs and answer the questions which follow.*

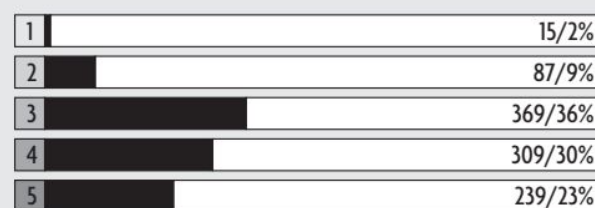
**Figure 1:** Responses to the statement, 'It is important to me that I develop my students' critical thinking skills.'

1 = strongly disagree; 5 = strongly agree



**Figure 2:** Responses to the statement, 'I believe my students want to develop their critical thinking skills.'

1 = strongly disagree; 5 = strongly agree



- What are the main findings of Figure 1?
- What are the main findings of Figure 2?
- What are the implications of the combined findings of Figure 1 and Figure 2?

### Lead-in

Tell students to read the writing task. Explain that they will compare the weather in two places, using four graphs. Each set of graphs is about a different place, showing different aspects of the weather (precipitation and temperature).

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 92–94.

- ➔ 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

Exercise 4 could be done as a spoken activity. In pairs, Student A looks only at the table (and not at the graphs) while Student B looks only at the graphs. Student A must ask for the information required, and Student B responds accordingly. They then swap roles for the second table and set of graphs.

#### Exercise 1 page 92

1 temperatures 2 times 3 maximum temperature in the day 4 minimum temperature at night

#### Exercise 2 page 92

Answers will vary. Possible answers:

The graphs show information on temperature and precipitation in Svalbard and Amman throughout the year.

#### Exercise 3 page 93

1 precipitation in millimetres 2 temperature in Celsius  
3 Amman 4 average temperatures 5 bar charts  
6 line graphs

#### Exercise 4 page 93

Note: a small margin of error either way is acceptable.

#### Svalbard, Norway

	Jan	Feb	Mar	Apr	May	Jun
precipitation	20 mm	30 mm	30 mm	15 mm	15 mm	20 mm
average high temperature	−13 °C	−13 °C	−13 °C	−9 °C	−3 °C	3 °C
average low temperature	−20 °C	−21 °C	−20 °C	−16 °C	−7 °C	−1 °C

	Jul	Aug	Sept	Oct	Nov	Dec
precipitation	25 mm	30 mm	25 mm	20 mm	20 mm	25 mm
average high temperature	7 °C	6 °C	1 °C	−4 °C	−8 °C	−11 °C
average low temperature	3 °C	2 °C	−3 °C	−9 °C	−14 °C	−18 °C

#### Amman, Jordan

	Jan	Feb	Mar	Apr	May	Jun
precipitation	63 mm	61 mm	43 mm	14 mm	3 mm	0 mm
average high temperature	13 °C	14 °C	18 °C	23 °C	28 °C	31 °C
average low temperature	4 °C	5 °C	7 °C	10 °C	14 °C	18 °C

	Jul	Aug	Sept	Oct	Nov	Dec
precipitation	0 mm	0 mm	0 mm	7 mm	28 mm	49 mm
average high temperature	32 °C	32 °C	31 °C	27 °C	20 °C	14 °C
average low temperature	20 °C	20 °C	18 °C	15 °C	9 °C	5 °C

#### Exercise 5 page 94

1 Svalbard: July; Amman: July and August

2 Svalbard: February; Amman: January

3 Svalbard: February, March and August; Amman: January

4 Svalbard: April and May; Amman: June–September

5 Possible answers:

Svalbard: heavy snow; Amman: drought

6 Possible answers:

Svalbard: problems with travel and transportation;

Amman: limited growing of food

7 Answers will vary.

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

➔ Do the findings of the critical thinking survey (in *Be confident*) surprise you at all? Would you get the same results in your educational institution? Why / Why not?

➔ How confident were your students in the mathematical aspects of this section? Depending on your class and their academic background, they might have found it straightforward or difficult. This could be useful to know for the next time you do something similar.

### BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share your reflections on the survey results from the *Be confident* section, and the impact it had on the class?



## GRAMMAR FOR WRITING

### Learning objectives

- Complete a table with the correct forms of comparative and superlative adjectives – *cold, colder, coldest*
- Choose between comparative and superlative adjective forms to complete sentences about the weather
- Use comparative and superlative adjectives to complete sentences about weather in Cuba and Iceland – *Iceland is colder than Cuba. Cuba is the rainiest country.*


### Exercise 1 page 95

adjective	comparative	superlative
<b>cold</b>	colder	the coldest
<b>low</b>	lower	the lowest
<b>extreme</b>	more extreme	the most extreme
<b>dry</b>	drier	the driest
<b>big</b>	bigger	the biggest
<b>easy</b>	easier	the easiest

### Exercise 2 page 95

- 1 the driest 2 colder 3 the most extreme 4 lower  
5 the biggest

### Be flexible

 Students test each other in pairs. One student reads the names of the countries from a sentence and the adjective (e.g. *Cuba, high; Iceland, low*) and the other student has to make a complete sentence (without looking at the book).

**Stronger students** could create new sentences comparing the weather in two or three cities that they know well.

### Exercise 3 page 96

- 1 higher 2 colder 3 lowest 4 wetter 5 drier  
6 rainiest 7 sunny

## ACADEMIC WRITING SKILLS

### Learning objectives

- Complete topic sentences for descriptive paragraphs about a graph – *The graph shows the temperature in Degrees Celsius over 24 hours in the Sahara Desert*
- Choose supporting information for a topic sentence about the climate in Costa Rica
- Use words and phrases to introduce supporting examples in sentences about the weather – *Wildfires have many different causes, like lightning. Hurricanes are usually given names, such as Hurricane Sandy. Some cities are very wet and rainy, for example, Hong Kong and Mumbai.*

### Exercise 1 page 96

1 precipitation; year; Svalbard, Norway

2 temperature; year; Svalbard, Norway

### Exercise 2 page 97

1 **Main idea:** The hottest time is between 2 pm and 4 pm.

**Data:** Temperatures rise to 33°C.

2 **Main idea:** The coldest time is at 4 am.

**Data:** Temperatures fall to -1°C.

### Exercise 3 page 97

1 a 2 b

### Exercise 4 page 97

1 c 2 b 3 a 4 d

### Exercise 5 page 97

a, b, d, f

### Exercise 6 page 98

*Answers will vary. Possible answers:*

2 It is too hot to snow in some Central American cities, like Managua and Guadalajara.

It is too hot to snow in some Central American cities, such as Managua and Guadalajara.

It is too hot to snow in some Central American cities, for example Managua and Guadalajara.

3 There are a lot of tornadoes in certain US states, like Oklahoma and Texas.

There are a lot of tornadoes in certain US states, such as Oklahoma and Texas.

There are a lot of tornadoes in certain US states, for example Oklahoma and Texas.

- 4 When you go camping, bring important items, like water and sunscreen.

When you go camping, bring important items, such as water and sunscreen.

When you go camping, bring important items, for example water and sunscreen.

- 5 You can do a lot of outdoor activities in warm weather, like swimming and walking.

You can do a lot of outdoor activities in warm weather, such as swimming and walking.

You can do a lot of outdoor activities in warm weather, for example swimming and walking.

- 6 Some cities are very wet and rainy, like Hong Kong and Mumbai.

Some cities are very wet and rainy, such as Hong Kong and Mumbai.

Some cities are very wet and rainy, for example Hong Kong and Mumbai.

## WRITING TASK

### Learning objectives

- Prepare sentences for a paragraph comparing the climate in two places
- Draft a paragraph
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

**Exercises 1–9** pages 99–100

*Answers will vary.*

## RESEARCH PROJECT

### Improve your local environment.

Students should collect data on the amount of waste produced by their class or school and identify improvements. For example, they could monitor the waste they produce during each lesson and/or ask a school official how much waste is produced each day or each week by the school. They can also interview classmates and other students in the school about their recycling habits. They should brainstorm a plan to educate and encourage other students to recycle and reduce waste material. Then, the students should try to implement their plan.

Explain to the class that they should measure how successful their solutions were and report back with any lessons learnt.

## CLASSROOM APP

### Exercise 1

*Answers will vary.*

### Exercise 2

1 precipitation 2 rises 3 dangerous 4 shock  
5 covered 6 decide 7 lasted 8 almost

### Exercise 3

*Answers will vary.*

### Exercise 4

1 maximum 2 minimum 3 high 4 low

### Exercise 5

1 In March, the temperature reaches 10°C.

2 At about 1.30, the temperature drops to -1°C.

3 On Sunday, the temperature decreases to 40°C.

4 In November, the temperature rises to 4°C.

5 The temperature falls every hour.

6 The temperature increases every month.

### Exercise 6

1 The graph shows precipitation in millimetres (mm) over a year in Svalbard, Norway.

2 From January to February, precipitation increases from 20 mm to 30 mm.

3 Between August and September, the amount of precipitation decreases by about 5 mm.

4 Some months have around the same amount of precipitation, for example, February and March.



## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about a 96-year-old bungee jumper.
<b>Reading skill</b>	Scan to predict content.
<b>Critical thinking</b>	Analyze a diagram.
<b>Grammar</b>	Use prepositions of movement; use correct subject and verb agreement.
<b>Academic writing skills</b>	Order events in a process; remove unrelated information.
<b>Writing task</b>	Write a process paragraph.
<b>Teacher development</b>	Help your students become better at <b>analyzing a diagram</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The photo shows people snowboarding in St. Moritz, Switzerland. St. Moritz is a famous Alpine resort situated 1,800 metres above sea level. It has many natural hills and open countryside which attracts freeriders. Freeriding is a type of snowboarding practised across natural landscapes and without a set course. It is also sometimes called backcountry riding and requires a great deal of skill and attention to safety.

## Lead-in

Students work in teams to brainstorm a list of English names for types of sport. Set a time limit (e.g. five minutes). Go round the class eliciting one sport from each team and write it on the board. They may not repeat a sport that has already been mentioned. Keep going until teams run out of ideas. The last team still offering names is the winner.

Use the list of sports on the board to elicit a list of nouns for sport equipment (e.g. *ball, bat, racquet, club, net, goal*), places (e.g. *football pitch, golf course, tennis court, boxing ring*) and sport verbs (e.g. *run, jump, kick, throw, catch, hit, miss, ride, fight*).

page 103

1 snowboarding 2–5 *Answers will vary.*

## WATCH AND LISTEN

## Learning objectives

- Listen and identify the main ideas in a video about a bungee-jumper
- Listen and understand details
- Practise talking about dangerous sport

**Exercises 1–2** page 104

*Answers will vary.*

**Exercise 3** page 105

1 oldest 2 dangerous 3 three 4 windy 5 was not

**Exercise 4** page 105

1 216 2 back; neck (in any order) 3 88 4 likes  
5 experience 6 96

**Exercise 5** page 105

- 1 F; The Bloukrans Bridge is one of the highest bungee jumps.  
2 F; Bungee ropes don't often break. 3 T  
4 F; Mohr didn't know about the world record when he jumped. / He did not know he was going to break the world record. 5 T  
6 F; Mohr didn't think (about anything) before he jumped.

**Exercise 6** page 105

*Answers will vary.*

## READING 1

## Learning objectives

- Understand key vocabulary for sport – *swimming, compete, competition*
- Scan an article about sport for key words to identify the topic and other key ideas
- Read and identify the main ideas in each paragraph
- Read and understand detailed information
- Identify the target audience for this text and possible source
- Describe and give personal opinions on unusual sport

### Lead-in

Tell students they will read about sport from five different countries. Give them the names (the United States, Singapore, Scotland, Indonesia, Turkey) and elicit what types of sport they think are popular in each country.


#### Exercise 1 page 106

1 take place 2 compete 3 ancient 4 strange  
5 throw 6 competition 7 swimming

#### Exercises 2–3 page 107

1 b 2 b 3 b d

### Optional activity

 Students work in pairs to find and underline at least one noun, verb and adjective in the other five paragraphs (2–6). You could do this as a race, or set a time limit (e.g. one minute). When you check with the class, tell students to cover the text, and get them to predict what each paragraph will be about based only on the words they found.

*Possible answers:*

2: nouns – *Atlantic Ocean, snow*; verbs – *swim, believe*; adjectives – *cold, good*

3: nouns – *dragon, boat*; verbs – *watch, race*; adjectives – *traditional, popular*

4: nouns – *wood, tree*; verbs – *compete, throw*; adjectives – *large, official*

5: nouns – *coconut shells, fire*; verbs – *pour, play*; adjectives – *similar, bare*

6: nouns – *camel, competition*; verbs – *fight, run*; adjectives – *old, dangerous*

#### Exercise 4 page 109

a Paragraph 5 b Paragraph 3 c Paragraph 6  
d Paragraph 4 e Paragraph 2

#### Exercise 5 page 109

1 Indonesia 2 Singapore, China, Malaysia, Indonesia  
3 Turkey 4 Scotland 5 the USA

#### Exercise 6 page 109

- 1 The Coney Island Polar Bear Plunge takes place every Sunday from October to April and on New Year's Day.
- 2 The Coney Island Polar Bear Plunge began in 1903.
- 3 A dragon boat has a dragon's head painted on it.
- 4 There are 22 people in each dragon boat team.
- 5 A caber is a large piece of wood.
- 6 A caber is usually the size of a small tree.
- 7 In fireball football, the ball is made from coconut shells.
- 8 The ball is on fire throughout a game of fireball football.

9 The Ephesus camel wrestling competition happens once a year.

10 In camel wrestling, two male camels fight each other.

#### Exercises 7–8 page 110

1 a 2 b 3 b

#### Exercise 9 page 110

*Answers will vary.*

## READING 2

### Learning objectives

- Understand key vocabulary for competitions – *participant, course, accident*
- Preview the text to identify type and topic
- Read and identify main ideas in an article about a competition
- Use a diagram to understand the ideas in the text
- Read and understand facts and figures
- Identify how specific words are used in discourse in the article
- Read and identify the meaning of words from the context
- Synthesize ideas from an article about unusual sport and an article about a competition in a discussion

### Lead-in

In groups, students brainstorm a list of extreme sports and discuss which ones they have participated in or would like to try. (*Possible answers:* hang gliding, ice climbing, kite surfing, mountain biking, rafting, sandboarding.)

#### Exercise 1 page 110–111

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

#### Exercise 2 page 111

a magazine article

#### Exercises 3–4 page 111

*Answers will vary. Possible answers:* a competition, a difficult race

#### Exercise 5 page 111

1 difficult 2 cold 3 countries 4 get hurt 5 strong  
6 different

#### Exercise 6 page 111

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

#### Exercise 7 page 113

1 the UK 2 January 3 15 kilometres 4 all year  
5 Because it is exciting and challenging, and it is a different course every year.




**Exercise 8** page 113

1 c; e 2 b; d 3 a; f

**Exercise 9** page 113

1 a 2 a

**Be flexible**


 Write the following words and phrases on the board. Students close their books and work in pairs to try to work out what the words and phrases mean (using a dictionary if necessary) and to remember what was said in the text about each: *a race to the limit; freezing; accidents; injuries; broken bones; cuts; fit and healthy; prepare for something; exciting; challenging; reach the finish line*. When they are ready, discuss the answers with the class.

For a **less challenging task**, allow students to work out meaning using context; that is, with their books open.

**Exercise 10** page 113

Answers will vary.

**Optional activity**

 Students close their books. Write the following phrases from Exercise 6 on page 111 on the board in the form of a table. Students work in pairs to make sentences. Encourage them to be creative, and not just to use the sentences from the book. They can then compare their sentences with the ones in the book. Note that the prepositions will be analyzed in the next section, so treat this as a way of introducing that language rather than testing it.

Participants	run	through	a	wet	road.
The runners	jump	across	Ø (no article)	dirty	bonfires.
They	crawl	over		low	platform.
		along		small	field.
		off			lake.
		under			ground.
		into			


**LANGUAGE DEVELOPMENT****Learning objectives**

- Work out the meaning of prepositions of movement in context – *around the track, through the tunnel, over the bridge*
- Complete a set of directions with prepositions of movement

**Exercise 1** page 114

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

**Be flexible**

 Students take turns to test each other in pairs by pointing to a picture to elicit the correct description from their partner, whose book is closed. For a **more challenging task**, ask students to give each other step-by-step directions to a place nearby, using prepositions of movement.

**Exercise 2** page 115

1 along 2 past 3 over / across 4 through / across  
5 under 6 through 7 across 8 around / along

**CRITICAL THINKING****Learning objectives**

- Understand and label a diagram relating to a sporting event
- Use a diagram to understand information about a sporting event

**UNLOCK TEACHER DEVELOPMENT****BE INFORMED**

→ **Analyzing a diagram** is an important skill for students because: (1) Diagrams are common both in real life and in academic study; (2) Diagrams can convey a lot of information in a reasonably straightforward way, and so are very valuable; (3) Analyzing diagrams contributes greatly to students' understanding of how to effectively create their own diagrams.

**BE CONFIDENT**

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

*Find a diagram. It might be printed in a book, available online or a physical object in your educational institution. Look at this diagram and ask yourself the following questions:*

- 1 Is the diagram easy to understand? Why / Why not?
- 2 Is the diagram clearly labelled?
- 3 Are there any improvements you could make to this diagram?

### Lead-in

Tell students to read the writing task. Elicit from the class where in this unit they can find a good model for this task (*Answer*: The last paragraph of Reading 2).

Ask students to look back at the diagram in Reading 2 on page 112. Tell them to imagine they have to write about the diagram. Elicit (a) in what order they would describe the parts of the diagram and (b) whether they would describe every detail.

*Possible answers*: The best order is the order of the events; it is not necessary to describe every detail, only the most important parts.

Finally, tell them to read the information in the Skills box to compare it with their ideas.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 116–117.

- ➔ 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

To make this whole critical thinking section 'come to life', ask students to find examples/diagrams of other triathlon routes, or similar types of events. Alternatively, students could invent a triathlon route in their local area.

#### Exercise 1 page 116

1 bridge 2 swimming route 3 tunnel 4 cycle route  
5 central library 6 running route

#### Exercise 2 page 117

1 10 kilometres 2 1,500 metres 3 40 kilometres


#### Exercise 3 page 117

a over / across b through c along d across e past

#### Exercise 4 page 117

a 4 b 3 c 5 d 1 e 2

### Optional activity

 Students work in pairs. They take turns to describe the parts of the race (using phrases from Exercise 3), but looking only at the map.

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- ➔ How confident were your students in interpreting the diagram? Some students find it difficult to analyze visuals, whereas others find it straightforward.
- ➔ If you followed the advice in *Be flexible*, was it successful? Did the students enjoy it? Think about why / why not, and if you think there might be other opportunities to do something similar in future lessons.

### BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share some of your experiences from the *Be ready* section, and their outcome?

## GRAMMAR FOR WRITING

### Learning objectives

- Identify singular and plural subjects, and verbs in sentences – *The footballers play three times a week. Football and tennis are popular sports.*
- Use the correct form of present simple verbs to complete sentences about sport – *The coach swims every day. The race begins at 3 pm. The teams and the referee run onto the field.*

#### Exercise 1 page 117

- 1 **subject** – The boys and girls; **verb** – play
- 2 **subject** – We; **verb** – watch
- 3 **subject** – Aisha; **verb** – runs
- 4 **subject** – Football; **verb** – is
- 5 **subject** – You; **verb** – run
- 6 **subject** – Hanh and I; **verb** – love

#### Exercise 2 page 118

1 is 2 swims 3 cycle 4 wins 5 practise 6 is

#### Exercise 3 page 118

1 try 2 carries 3 is 4 watch 5 miss 6 wants 7 run  
8 are 9 catch



### Be flexible



With **stronger classes**, ask students to change the singular sentences to plural and plural to singular, for all the sentences in Exercises 1, 2 and 3. They can do this orally in pairs. They may need to be a little creative in some cases. When you check with the class, elicit any necessary changes in spelling and pronunciation.

## ACADEMIC WRITING SKILLS

### Learning objectives

- Use transition words to connect sentences about sequences of actions – *First, the participants run ten kilometres. Next, they swim across the river.; Participants run ten kilometres. Then, they swim across the river.*
- Review a paragraph and delete unrelated (irrelevant) information.

#### Exercise 1 page 119

1 b 2 d 3 c 4 a

#### Exercise 2 page 119

- 1 First, the weightlifter lifts the weight onto his shoulders.
- 2 Next / Then / After that, the weightlifter lifts the weight above his head.
- 3 Then / Next / After that, the weightlifter holds the weight above his head for as long as he can.
- 4 Finally, the weightlifter drops the weight to the ground.

#### Exercises 3–4 page 120

Answers will vary. Possible answer:

First, the tennis players walk onto the court. Next, they pick up their racquets. Then, one player hits the ball over the net. After that, the other player hits the ball back.

#### Exercises 5–6 page 120

The high jump is an Olympic sport that is practised in many countries. ~~Athletes competed in over 30 venues during the 2012 London Olympic Games.~~ First, the high jumper runs towards the bar. It is important to run very fast. ~~The high jump is the most popular sport in Russia.~~ Next, the high jumper jumps. ~~I was on the track and field team at school.~~ The high jumper must jump from the right foot and keep their arms close to their sides. Then, the high jumper twists their body so their back is to the bar. They must lift their head and feet and keep them high above the bar. ~~The high jump is a really interesting sport.~~ After that, the high jumper lands. They must be careful to land safely on the mat. ~~Derek Drouin from Canada won the gold medal in the men's high jump at the 2016 Rio Olympic Games, and Ruth Beitia from Spain won the gold for the women's high jump.~~ Finally, the high jumper stands up, takes a bow and leaves the mat.

## WRITING TASK

### Learning objectives

- Use a paragraph planner to create an outline of a paragraph about the Sydney Triathlon
- Draft a paragraph
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

#### Exercise 1 page 121

A Answers will vary.

B 1 swim across the bay 2 cycle a bike past the library  
3 cycle a bike through the tunnel 4 cycle a bike over / across the bridge 5 run along the road

#### Exercises 2–8 pages 121–122

Answers will vary.

## RESEARCH PROJECT

### Design a competition where students increase their weekly sport activity.

Divide the class into groups and make each group responsible for things like rules, goals, rewards and levels of difficulty. Tell them that the idea is for them to make physical activity more interesting by turning it into a game, with the aim of increasing how much physical activity they do, as well as how much other students and teachers do. They should design a competition that contains rewards, progress levels, points, a virtual currency or leader boards, just as in other games.

You may also want to look at and adapt information on 'gamification' (improving user engagement by turning educational materials into a game) to help students with their designs.

## CLASSROOM APP

### Exercise 1

Answers will vary.

### Exercise 2

1 ancient 2 competition 3 course 4 throw  
5 take place 6 challenging 7 strange 8 fit

### Exercise 3

Answers will vary.

### Exercise 4

1 past 2 through 3 across 4 under  
5 around 6 over 7 along

### Exercise 5

1 a bridge 2 a city 3 a lake 4 a tree 5 a tunnel

### Exercise 6

[1] Underwater hockey is a popular but strange sport.

[2] First, two teams of six players get into a swimming pool. [3] Next, the puck must be dropped in the middle of the pool. [4] Then, all the players can swim around and try to put the puck in the correct goal. [5] Finally, the game ends and the winner is the team with the most goals.

[X] The first underwater hockey game took place in 1954 in England.



## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about Amazon's fulfilment centre.
<b>Reading skills</b>	Work out meaning from context; annotate a text.
<b>Critical thinking</b>	Organize events in time order.
<b>Grammar</b>	Use the present simple and the past simple; use time clauses with <i>when</i> to describe past events.
<b>Academic writing skill</b>	Add details to main facts.
<b>Writing task</b>	Write a narrative paragraph.
<b>Teacher development</b>	Help your students become better at <b>organizing events in time order</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The large photo shows a tall, glass skyscraper. Through the windows we can see offices and people working. The small photos show two famous entrepreneurs: Bill Gates and Oprah Winfrey. Bill Gates started Microsoft, the world's largest software company. The company was launched in 1975 and Gates remained its CEO until 2000. Oprah Winfrey is best known for her television talk show, which she hosted from 1986 to 2011. The show earned her millions and she soon started her own production company. Winfrey became the richest African American woman of the twentieth century. Both Winfrey and Gates are also famous for their charity work.

## Lead-in

Students work in teams to brainstorm a list of famous companies. They are allowed only one company per country, so they will need to identify the country in each case. After about five minutes, go round the class, eliciting a country and company from each team, and write them on the board. Teams can only name a country or company that has not yet been given. The last team to give a country, after the others have run out of ideas, is the winner.

## Possible answers

Brazil (Embraer, ...), Finland (Nokia, ...), France (Citröen, Carrefour, ...), Germany (Siemens, Volkswagen, ...), India (Tata Group, ...), Italy (Fiat, Ferrari, ...), Japan (Toyota, Sony, ...), South Korea (Samsung, LG, ...), Russia (Gazprom, ...), Sweden (Ikea, Volvo, ...), Switzerland (Nestlé, ...), UAE (Emirates Airways, ...), UK (Tesco, BP, ...), USA (Apple, Disney, ...), etc.

page 125

**1 a** top: Bill Gates; bottom: Oprah Winfrey **b** Bill Gates – Microsoft; Oprah Winfrey – The Oprah Winfrey Show, O Magazine, OWN: The Oprah Winfrey Network  
**c** Answers will vary.

**2–3** Answers will vary.

## WATCH AND LISTEN

## Learning objectives

- Use your knowledge to predict details about the company, Amazon
- Listen and identify details in a video about the Amazon fulfilment centre
- Listen and complete a summary with facts and figures from the video
- Identify main ideas and sequence main events in the video
- Identify an inference that can be made from a speaker's statement in the video
- Practise talking about the future of different jobs

**Exercises 1–2** page 126

Answers will vary.

**Exercise 3** page 126

**1 T 2 F;** An Amazon worker walks through the warehouse to find the item you ordered.

**3 F;** Amazon does sell kitchen items.

**Exercise 4** page 126

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Exercise 5** page 127

**1** Seattle **2** 100 **3** website **4** large **5** fulfilment

**Exercise 6** page 127

1 T 2 F; The first warehouse was a basement. 3 F; Only the central computer knows where everything is.  
4 F; An Amazon worker finds your item after you pay for it. 5 T

**Exercise 7** page 127

a 5 b 3 c 2 d 1 e 4

**Exercise 8** page 127

b

**Exercise 9** page 127

Answers will vary.

## READING 1

### Learning objectives

- Understand key vocabulary for work – *organize, apply, occupation*
- Skim the text for text type and topic
- Read a quiz about work and correct the description
- Follow detailed instructions in a quiz
- Describe your response to the result of a quiz
- Identify the meaning of new words from their context in the quiz
- Identify the target reader for the quiz
- Give personal opinions on jobs

### Lead-in

Students work in pairs. Look at the four main types of jobs in Reading 1. Write the types of jobs on the board, one at a time. For each job type, give the students one minute to brainstorm jobs. At the end of each minute, ask pairs how many jobs they thought of. At the end of the fourth minute, the pair with the most jobs wins. Volunteers can then write their jobs on the board and students decide if they are all in the correct category.

**Exercise 1** page 128

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

**Exercises 2–3** page 128

1 b 2 a

**Exercise 4** page 130

There are ~~three~~ four main kinds of jobs – jobs with ~~animals~~ people, jobs with information, jobs with ~~machines~~ things and jobs with ideas. The quiz helps you to find out about the kind of ~~people~~-jobs you might like. After doing the quiz, read the advice to find ~~universities~~ jobs you might like.

**Exercises 5–6** page 130

Answers will vary.

### Be flexible



With **stronger classes**, tell students to repeat the quiz in pairs, this time giving their own honest answers (i.e. not restricting themselves to the four options provided). Afterwards, they discuss in pairs what these new answers say about the sort of job they would be good at.

**Exercise 7** page 130

advice: Q2; hobby: Q1; neat: Mostly 'b' answers  
description; sections: Q2

**Exercise 8** page 130

1 b 2 a 3 a 4 b

**Exercise 9** page 131

b; c

**Exercise 10** page 131

Answers will vary.

## READING 2

### Learning objectives

- Understand key vocabulary for businesses – *goal, employ, partner*
- Scan a text for key words to predict the topic
- Read and annotate the important words, dates, numbers and ideas in a text about Google
- Read and identify main ideas
- Read and understand details
- Read and sequence main events in Google's history
- Identify an inference about the attitude of the creators of Google
- Synthesize ideas from a quiz about work and an article about Google in a discussion

### Lead-in

Talk about Google with the class. What do students already know about the company? What kinds of things does Google do?

**Exercise 1** page 131

a set up b office c run d partner e goal f employ  
g introduce h advertise


**Exercise 2** page 132

Possible answers:

Google; online; business; entrepreneurs



### Optional activity

 For Exercise 3, students can work in small groups, comparing their annotations with each other. Check if they noted any of the same words, numbers or ideas, and what they wrote in the margins. Discuss why they annotated the way they did.

#### Exercise 4 page 132

a 3 b 1 c 2

#### Exercise 5 page 132

1 b 2 a 3 a 4 a

#### Exercise 6 page 134

1 F; Google has three main focuses: to make its search engine fast and smart; to develop products that can work on different devices and in different places; and to help new businesses advertise and find new customers.

2 T 3 T

4 F; Google released a program which enabled people to see famous works of art.

#### Exercise 7 page 134

	A year	B event
a Google searches could be done in 15 languages.	2000	2
b Google started an art contest for students.	2008	4
c The partners registered the domain name Google.com.	1997	1
d Google introduced a map service.	2005	3

#### Exercise 8 page 134

a

#### Exercise 9 page 134

3

#### Exercise 10 page 134

Answers will vary.

#### Exercise 1 page 135

a N b N c V d N e V f V


#### Exercise 2 page 135

1 plan 2 Expand 3 partner 4 Run 5 Set up  
6 contact

#### Exercise 3 page 135

1 before 2 after

### Be flexible

 Put collocations with *business* on pieces of paper in a basket. Divide students into teams. A member from each team comes to the board at the same time. They choose a collocation from the basket and write a sentence on the board using the collocation, with a gap for their team member to complete, for example: *My business \_\_\_\_\_ and I own a coffee shop together.* The team who guesses the word correctly first wins a point.

Give **lower-level students** more support by asking them instead to each create a new -fill gap exercise with half of the *business* + \_\_\_\_\_ collocations, for an other student to complete.

#### Exercise 4 page 136

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

#### Exercise 5 page 136

1 employees 2 office 3 software 4 employ  
5 products 6 department 7 colleagues 8 manager

## CRITICAL THINKING

### Learning objectives

- Identify important events in the history of Google
- Complete a timeline of Google's history
- Research and create a timeline for a business which you are interested in
- Create a table of supporting information

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Organizing events in time order** is an important skill for students because: (1) It is very common in spoken and written texts for events to be described in chronological order; (2) Organizing the order is an important first step to evaluating the relative

## LANGUAGE DEVELOPMENT

### Learning objectives

- Identify the meanings of collocations with *business* – *business plan*, *business contact*, *set up a business*, *expand a business*
- Identify the meaning of business vocabulary – *employee*, *product*, *colleague*
- Use business vocabulary to complete an email

importance of events in a time sequence, something students may find it difficult; (3) Organizing events in time order can help students decide whether they are also linked causally (i.e. does one thing happen *because of* something else, or just *after* it).

### BE CONFIDENT

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

Think about six important events in your teaching career. Complete a timeline like the one below, writing the year above the line and the event below the line. Use a maximum of eight words to describe each event.



### Lead-in

Students read the writing task. Elicit from the class where in this unit they can find a good model for this task (*Possible answer*: Paragraph 2 of Reading 2, although this is much longer than the paragraph students are expected to write). Ask students what other information in the text might be useful (*Possible answers*: Paragraph 1: the year Page and Brin met each other; Paragraph 3: Google's most recent project).

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 137–138.

- ➔ 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 alternative for Exercise 5 is to get students to work in pairs. Student A writes out the eight events on separate pieces of paper and gives them to Student B.

Student B must then put them in what they think is the correct order. Student A then checks whether they are correct. They then swap roles.

### Exercises 1–2 page 137

Answers will vary.

### Optional activity



Students close their books. In pairs, they recall the events in Google's history that were the most important. They should consider which events made the strongest impression on them while they were reading, then decide if those events were actually the most important events for Google in developing its business.

### Exercise 3 page 137

c 1997   b 1998   g 2000   a 2005   f 2006   e 2008   h 2011

### Background note

The left–right alignment of the timeline reflects the way we write European languages. Speakers of other languages (e.g. Arabic) may find a right–left timeline more logical. *Chronological* /krɒnəˈlɒdʒɪkəl/ order simply means in the order of real time. We sometimes describe events out of chronological order (e.g. *The company closed [3] because it had lost money [2] as a result of poor planning [1]*), but it is simpler and often clearer to use chronological order (e.g. *It didn't plan well [1], so it lost money [2] and in the end the company closed [3]*).

### Exercises 4–6 page 138

Answers will vary.

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following points:

- ➔ If you feel comfortable doing so, share your timeline with colleagues, and invite them to ask questions about why these events are so important to your teaching career. You could also reflect on what other events might be included, if you created this same timeline again in ten years' time?
- ➔ Which aspects of the lesson did students find most interesting? Why do you think this was the case?

### BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not share some of your experiences from the *Be ready* section, and their outcome?



## GRAMMAR FOR WRITING

### Learning objectives

- Differentiate between present simple and past simple verbs
- Choose the correct form of verbs to complete a paragraph about a company and its history
- Complete sentences about companies with past simple and present simple verbs – *Lego sells toys. In 1995, Amazon sold its first book on Amazon.com.*
- Use time clauses with *when* to link events in sequence in the past – *When she was 30, she became the CEO. The shop closed when the economy crashed.*

### Exercise 1 page 139

1 is; present 2 joined; past 3 is; present 4 became; past 5 bought; past 6 celebrated; past

### Exercise 2 page 139

1 sells 2 set up 3 did 4 employed 5 expanded 6 opened 7 is

### Exercise 3 page 140

1 is 2 opened 3 sells 4 is 5 started 6 sold 7 makes 8 designed

### Exercise 4 page 140

1 became 2 graduated 3 began 4 voted 5 was

### Lead-in

Students close their books. Write the two sentences from the Grammar box on page 140 on the board. Elicit the word that shows the date or time that something happened (*when*). Then elicit in which sentence the time is more important (the second sentence: *When he was sixteen.*).


### Exercise 5 page 141

- 1 She became the CEO when she was 30. / When she was 30, she became the CEO.
- 2 They employed six new workers when the business expanded. / When the business expanded, they employed six new workers.
- 3 He left his job when he was 65. / When he was 65, he left his job.
- 4 The shop closed when the economy crashed. / When the economy crashed, the shop closed.
- 5 They expanded the company when it was still successful. / When it was still successful, they expanded the company.

### Exercise 6 page 141

- 1 When Lei finished her master's degree, she started a company.
- 2 The owners opened a second café when the first one was one year old.
- 3 When Samir wanted to get more customers, he advertised his business online.
- 4 Anika loved to learn about computers when she was a child.
- 5 When Yoko became CEO, she moved to a bigger office.

### Optional activity

 Students work in small groups. Give them information about entrepreneurs, so they can write sentences with *when*. When they finish, students can write more sentences about entrepreneurs they know about, or about the companies they brainstormed in the lead-in to the Unlock your knowledge section. Students must decide if the time clause should go first or last in the sentence.

*Information to give students and possible answers:*

**Bill Gates** – 26 – millionaire (Bill Gates was 26 when he became a millionaire.)

**Elon Musk** – 27 – sold a web-software company for \$300 million. (When Elon Musk was 27, he sold a web-software company for \$300 million.)

**Oprah Winfrey** – started a talk show on television – became famous. (Oprah Winfrey became famous when she started a talk show on television.)

**Coco Chanel** – a child – learnt how to make clothes. (When Coco Chanel was a child, she learnt how to make clothes.)

**Enzo Ferrari** – young man – competed in car races. (Enzo Ferrari competed in car races when he was a young man.)

## ACADEMIC WRITING SKILLS

### Learning objectives

- Make a paragraph about YouTube more interesting by adding details in appropriate places
- Link details about Google with important events in its history


**Exercise 1** page 142

1 a 2 d 3 b 4 c

**Exercise 2** page 142

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

### Optional activity

 Tell students to look back at the paragraph about JLX (*Grammar for Writing*, Exercise 2, page 139). In pairs, they invent details to make the text more interesting. After a few minutes, ask volunteers to present their ideas.

## WRITING TASK

### Learning objectives

- Plan the events and details you will use in a paragraph about the history of a business
- Prepare a topic sentence for your paragraph
- Draft your paragraph
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

**Exercises 1–9** pages 143–144

*Answers will vary.*

## RESEARCH PROJECT

### Create a small business.

After dividing the class into groups, explain that they are going to create a new small business. They should write a business plan that includes a description of the product or service they plan to sell, ideas on target customers, and an advertising plan. They will also have to think about the source of the capital to start the business.

Students can present their business idea to the class and vote on the best one to launch.

## CLASSROOM APP

### Exercise 1

*Answers will vary.*

### Exercise 2

1 customers 2 set up 3 goal 4 introduce  
5 occupation 6 applied 7 organize 8 results

### Exercise 3

*Answers will vary.*

### Exercise 4

1 expand the business 2 be your business partner  
3 make business contacts 4 write a business plan  
5 develop both skills

### Exercise 5

1 office 2 software 3 departments 4 colleague  
5 products

### Exercise 6

1 Her new business was a food truck.  
2 She didn't want people to have to wait in traffic to get to a restaurant.  
3 She believes in giving women the opportunity to be independent by earning their own money.



## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about a professional gold prospector.
<b>Reading skill</b>	Skim a text.
<b>Critical thinking</b>	Categorize ideas.
<b>Grammar</b>	Use noun phrases with <i>of</i> ; use modals of necessity.
<b>Academic writing skill</b>	Write concluding sentences.
<b>Writing task</b>	Write an explanatory paragraph.
<b>Teacher development</b>	Help your students become better at <b>categorizing ideas</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The large photo shows the Shibuya Crossing in Tokyo, Japan. The Shibuya Crossing is one of the biggest and the busiest pedestrian crossings in the world. At rush hour, up to 2,500 people cross the street at the same time. The small photos show Barack Obama, Princess Diana and Mahatma Gandhi. Barack Obama was the first African American President of the USA. He was President from 2009 until 2017. Princess Diana was married to Prince Charles and was one of the most popular members of the British royal family. She was also famous for her charity work. Mahatma Gandhi was known for his anti-war activism and his role in the Indian independence movement. He's recognized across the world for his philosophy of non-violence.

## Lead-in

Ask students to look at the large photo on pages 146–147, and to discuss in small groups what the people in the photo are doing. Encourage students to be as creative as possible (for example, somebody in the photo might be going to an important meeting about a product she created, and is going to sell it to a big company). Elicit ideas from the class.

page 147

- 1 Barack Obama; Diana, Princess of Wales; Mahatma Gandhi
- 2 Barack Obama (1961–) was the first African American President of the USA. He was the President from January 2009 to January 2017. He attended Harvard Law School and he won the Nobel Peace Prize in 2009.

Diana, Princess of Wales (1961–1997) was married to Prince Charles. She was known for her work for various charities. She divorced Prince Charles in 1996 and died in a car crash in Paris the following year.

Mahatma Gandhi (1869–1948) was a leader of the Indian independence movement. He led protests against British rule, using non-violent methods of civil disobedience (i.e. breaking rules without hurting people). He is known in India as the Father of the Nation. He was assassinated in 1948, shortly after India declared independence.

## WATCH AND LISTEN

## Learning objectives

- Listen and understand the main ideas in a video about a treasure hunter
- Listen and understand details and figures
- Make inferences about the treasure hunter's life and feelings
- Practise talking about dreams

## Exercises 1–2 page 148

Answers will vary.

## Exercise 3 page 149

1 F; Vince's job is finding gold. 2 T 3 T 4 F; Looking for gold is not easy. 5 T 6 F; Vince doesn't earn a lot of money from finding gold. 7 T

## Exercise 4 page 149

1 another prospector / a man he met 2 in an office  
3 a plastic or metal dish 4 12 5 about £200 worth  
6 £50,000 a year 7 about £12,000 a year

## Exercise 5 page 149

Possible answers:

- 1 he was bored with it; he was excited about finding gold.
- 2 gold is very heavy, and rivers can't move it far.
- 3 the pieces are very small.
- 4 happy, because he is doing his dream job.

## Exercise 6 page 149

Answers will vary.

## READING 1

### Learning objectives

- Understand key vocabulary for describing people – *blind, incredible, inspire*
- Skim a blog to identify the topic
- Read and understand main ideas and details in a blog about an unusual boy
- Read and sequence events in somebody's life story on a timeline
- Read and identify the meaning of a word from context
- Identify the possible author and their purpose in writing the blog
- Describe a famous young person and evaluate how their life differs from others'

### Lead-in

Model the following activities and ask students to repeat them: tap your pencil, lightly stamp your foot, make clicking sounds with your mouth. Ask students how those sounds might help a person who is blind. If necessary, you can explain 'echolocation' – sounds can travel from their original source, bounce off a surface and then enter a person's ears. This helps blind people 'see' the things that are around them.

### Exercise 1 page 150

1 operation 2 incredible 3 blind 4 talent 5 respect  
6 inspire

### Exercise 2 page 150

c

### Exercise 3 page 152

a 3 b 1 c 4 d 2


### Exercise 4 page 152

1 T 2 F; He was different from most other teenagers.  
3 F; He learnt to 'see' with his ears.  
4 F; Ben loved cycling his bike. 5 T 6 T

### Exercise 5 page 152

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

### Optional activity

 Write the following words and phrases on the board: *healthy, incredible, to bounce off something, to click, a dolphin, a bat, anything is possible*. Students work in pairs to remember what was said in the text about each word or phrase. They then look back at the text to check.

### Exercise 6 page 153

b

### Exercises 7–8 page 153

1 b 2 b

### Exercise 9 page 153

Answers will vary.

## READING 2

### Learning objectives

- Understand key vocabulary for describing people – *look after, honest, intelligent*
- Read and understand main ideas in blog posts about special people
- Read and understand detail
- Make inferences about the possible authors of the blogs
- Synthesize information from blog posts about special people in a discussion

### Lead-in


Take a poll on the most important things a person can achieve in his/her life. Students should rank the following 1–4, with 1 being the most important. Students then compare their answers with a partner and explain why they answered as they did.

*Win the Nobel Peace Prize  
Climb Mount Everest  
Invent a new kind of technology  
Bring up five children*

### Exercise 1 page 154

a dream b look after c brave d former e intelligent  
f train g honest h achieve

### Be flexible

 For a greater challenge, **more advanced students** could write their own sentences with the key vocabulary words and then check sentences with a partner.

### Exercise 2 page 156

1 c 2 a 3 d 4 b

### Exercise 3 page 156

- 1 In 2009, the Singapore Women's Everest team climbed Everest after seven years of training.
- 2 Malala Yousafzai donated \$1.1 million to build a school in Pakistan.



- 3 Steve Jobs died in October 2011.  
4 Mark's mother looks after Mark's nephew in hospital.

#### Exercise 4 page 156

Answers will vary. Suggested answers:

Explorer – most likely Li Chan

Teacher – most likely Jane Kloster

IT technician – most likely Ahmed Aziz

University student – most likely Mark Evans

#### Exercise 5 page 156

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Use correct word order in noun phrases with *of* – *the President of the country, a type of technology, the end of an essay*
- Differentiate between adjectives describing positive and negative characteristics – *reliable, confident, lazy*
- Use adjectives to complete sentences describing people's characters – *Luka is very honest. He always tells the truth. She always chats with students in other classes. She's so friendly.*

#### Exercise 1 page 157

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

#### Exercise 2 page 157

- 1 She is the new leader of the country.
- 2 I met a friend of my brother's.
- 3 My mother gave me a piece of cake.
- 4 A dentist is a kind of doctor.
- 5 He is the former director of technology.
- 6 Jules is one of my best friends.
- 7 I always feel tired in the middle of the day.
- 8 Our son has a good group of friends at his school.

#### Exercise 3 page 158

**Positive:** calm, clever, confident, friendly, honest, intelligent, kind, patient, reliable, sensible, shy, talented


**Negative:** difficult, lazy, selfish, shy, stupid

Note: *Shy* can be both positive and negative, depending on the context.

#### Exercise 4 page 158

1 honest 2 calm 3 friendly 4 shy 5 lazy 6 reliable  
7 sensible 8 talented 9 selfish 10 clever; intelligent

### Be flexible

 Students choose five adjectives from the list that best describe them. They then work in pairs to explain why each adjective applies to them, giving specific examples where they have demonstrated each characteristic. They could also choose one or two of the adjectives which least apply to them, again supporting their arguments with specific examples. After a few minutes, ask volunteers to report back on what their partners said.

Ask **stronger students** to give a sentence describing their own behaviour, and other students guess which adjective best fits this behaviour. For example: *I don't like to go to parties because I am uncomfortable around people I don't know* → *shy*.

## CRITICAL THINKING

### Learning objectives

- Organize characteristics of two people in a Venn diagram to identify similarities and differences
- Identify the characteristics of role models
- Evaluate a role model and add evidence to support your ideas

## UNLOCK TEACHER DEVELOPMENT

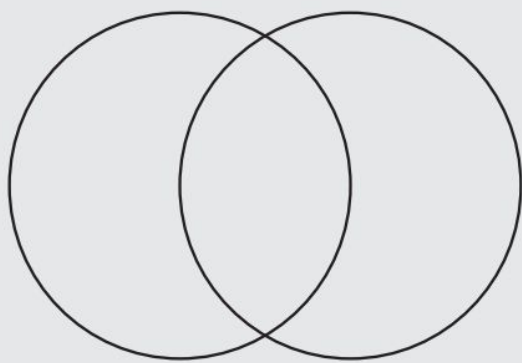
### BE INFORMED

➔ **Categorizing ideas** is an important skill for students because: (1) It is an important stage of the research and writing process – once students have collected ideas, they need to categorize them in order to use them in the most effective way possible in their writing; (2) If students do not categorize information, their essays may be difficult to follow and lack coherence and cohesion; (3) Venn diagrams are one of the most useful visual tools that students can use to categorize information.

### BE CONFIDENT

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

*Think of two people working in the field of education whom you admire. Complete the Venn diagram with adjectives which describe them. Write any adjectives which they share in the overlap.*



### Lead-in

Tell students to read through the writing task. Elicit from the class where they can find a model for this task. (Answer: Any of the paragraphs in Reading 2).

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 159–160.

- ➔ 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

A challenging, but interesting, variation of Exercise 1 is to get students to work together in larger groups (three or four) and to have a Venn diagram with three overlapping circles. They should choose three people out of Reading 2 and identify adjectives which describe all three of them (which would be placed in the middle) as well as characteristics which are shared by only two of the three people, and characteristics which only one person has.

#### Exercise 1 page 159

Answers will vary.

#### Exercise 2 page 160

**a** Singapore Women's Everest Team   **b** Mary Evans, Malala Yousafzai   **c** Steve Jobs, Malala Yousafzai  
**d** Steve Jobs

#### Exercises 3–7 page 160

Answers will vary.

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following points:

- ➔ Share your Venn diagram with a colleague. Explain to them why these people are role models to you. This can be a useful process for identifying the kind of characteristics you would like to incorporate into your own teaching.
- ➔ Think about the role models which your students chose in Exercise 3. This is a very useful source of information to get to know your students better. Knowing the kinds of people whom they find inspirational can help you better plan future lessons.

### 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 ideas you generated in the *Be ready* section, and their outcomes?

## GRAMMAR FOR WRITING

### Learning objectives

- Use modals and other phrases to describe the required characteristics of role models – *Good role models must work hard. Good role models must not be selfish. It is important for role models to be patient.*
- Use modals and other phrases to describe how people can accomplish their goals – *Jun should read a lot of literature. Hanif must work hard and save a lot of money. It is important to learn the language.*

#### Exercise 1 page 161

Answers will vary. Suggested answers:

- 1 Good role models should / must / have to work hard.
- 2 Good role models don't have to be / should be / must be famous.
- 3 Good role models should / must / have to ask others what they need.
- 4 Good role models should / must / have to be patient.
- 5 Good role models should not / must not be unfriendly to others.
- 6 Good role models don't have to be / should be / must be clever.

#### Exercise 2 page 162

- 1 It is important to be patient.
- 2 It is important to spend time with your family.
- 3 It is important to learn about other people.



4 It is important to get a good education.

5 It is important to be reliable.

**Exercise 3** page 162

*Answers will vary.*

**Exercise 4** page 162

*Answers will vary. Possible answers:*

2 Maria has to study hard and go to medical school.

3 Jun should read lots of different authors' books.

4 Thomas should not spend money on clothes or games.

5 Jamila must not spend too much time with her friends.

6 It is important for Helen to learn different languages.

## ACADEMIC WRITING SKILLS

### Learning objectives

- Evaluate concluding sentences for the end of a paragraph
- Relate topic sentences to concluding sentences
- Write concluding sentences for paragraphs about famous people and achievements

**Exercise 1** page 163

a

**Exercise 2** page 163

In summary


**Exercise 3** page 163

b

**Exercise 4** page 163

1 d 2 c 3 b 4 a

### Optional activity

 Students look at the concluding sentences in Reading 2. Elicit what they have in common and how they know they are concluding sentences (*Possible answer: the sentences give an opinion and repeat the main idea of the paragraph using different words*).

**Exercise 5** page 164

b

**Exercise 6** page 164

*Answers will vary. Possible answers:*

1 In conclusion, Chan worked hard and invented something that could help a lot of people.

2 In summary, da Vinci was very talented and had a lot of different interests during his life.

3 In short, it takes a lot of hard work and patience to get the job that you want.

## WRITING TASK

### Learning objectives

- Prepare a topic sentence for a paragraph about a good role model
- Plan the characteristics and supporting details you will describe in your paragraph
- Prepare a concluding statement
- Draft your paragraph
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

**Exercises 1–9** pages 165–166

*Answers will vary.*

## RESEARCH PROJECT

### Do something amazing for people who are less fortunate than you in your community.

Explain to the class that they are going to think of something to help people who are less fortunate than them live better lives. They should form groups and brainstorm a list of charitable organizations in their area. The students can find out ways that people can help the charitable organization. Each group should then put a plan into action. They can decide to collect money, food or clothing and donate it to the organization. They can also decide to volunteer for a day. The students should report back to the class about their project.

Note: To help the students, you may want to bring in a list of charitable organizations in the area. You can then brainstorm with the class ways that people often help other people in need. You may need to preteach *volunteer*, and *donate*.

## CLASSROOM APP

### Exercises 1–2

*Answers will vary.*

### Exercise 3

1 incredible 2 talent 3 honest 4 look after 5 former  
6 inspired 7 trains 8 intelligent

### Exercise 4

- 1 I saw a photo of your sister.
- 2 We hiked to the top of the mountain.
- 3 The history of my country is very interesting.
- 4 The education of children is necessary in every country.
- 5 Experts agree that there are many benefits of exercise.

### Exercise 5

1 patient 2 lazy 3 clever 4 reliable  
5 intelligent 6 selfish

### Exercise 6

- 1 In short, he is one of the smartest kids in the world.
- 2 In summary, Olivia has many different interests.
- 3 In short, yoga has helped her remain active all her life.
- 4 In short, Curie achieved great things in her life.



## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about going to the International Space Station.
<b>Reading skill</b>	Identify the author's purpose.
<b>Critical thinking</b>	Evaluate arguments.
<b>Grammar</b>	Use <i>that</i> clauses in complex sentences; use infinitives of purpose; use <i>because</i> and <i>so</i> .
<b>Academic writing skill</b>	Organize an essay.
<b>Writing task</b>	Complete an opinion essay.
<b>Teacher development</b>	Help your students become better at <b>evaluating arguments</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The photo shows the American astronaut Stephen K. Robinson in space. In the background, we can see the Earth. The astronaut's feet are attached to a robotic arm, which is part of the International Space Station. He is doing a spacewalk, also referred to as an extravehicular activity (EVA). During spacewalks, astronauts do science experiments, test new equipment and repair satellites or spacecraft. Most spacewalks last between five and eight hours.

## Lead-in

Give the following situation for students to discuss in groups. Make sure you check or explain the key words (underlined) while you are setting up the discussions.

Tell students to imagine that they are going to spend a year in a spacecraft travelling through space. The spacecraft has everything they need (e.g. food, medicine), but nothing to make the journey less boring. They make a list of ten things to take with them. Afterwards, they present their lists to the class, and decide which team will have the most fun.

page 169

**1** The person is doing a spacewalk / repairing a space station.

**2–3** *Answers will vary.*

## WATCH AND LISTEN

## Learning objectives

- Listen and understand the main ideas in a video about visiting a space station
- Listen and understand numbers
- Listen and understand details
- Practise talking about space

**Exercise 1** page 170

*Answers will vary.*

**Exercise 2** page 170

*Possible answers:* **Adjectives:** weightless, exciting, dangerous, amazing, difficult

**Nouns:** space suit, space shuttle, gravity, astronaut, rocket

**Exercise 3** page 171

**1** She is an astronaut. **2** The International Space Station

**3** She got there in a rocket. **4** Traffic

**5** Her drive to work

**Exercise 4** page 171

**1** 15–20 **2** two **3** four **4** 250 **5** nine

**Exercise 5** page 171

**1** The rocket is ~~American~~ Russian.

**2** The trip took ~~double~~ half the time it takes her to drive to work.

**3** She travelled in a ~~big~~ tiny capsule.

**4** She went with a Russian cosmonaut and a ~~Korean~~ Japanese astronaut.

**5** They rode the lift to the ~~bottom~~ top.

**Exercise 6** page 171

*Answers will vary.*

## READING 1

### Learning objectives

- Understand key vocabulary for space travel – *explore, advances, beyond*
- Discuss questions about space travel to activate your knowledge
- Read and understand the main ideas in a text about space travel
- Read and understand detail
- Identify the author's purpose and the context of the article
- Express opinions on space travel

### Lead-in

Students work in small groups. Tell them they are going to read about the past, present and future of space travel. Give each group an index card with a key word/phrase from the reading. They should note on the index card what, if anything, they know about their assigned key word/phrase, and then pass the index card to another group to do the same. Once all groups have seen all index cards, write the key words/phrases on the board. Students can then scan the reading to add more information to the notes on the board.

*Suggested key words/phrases:* Sputnik I, NASA, men walked on the moon, SpaceX, Elon Musk, Sir Richard Branson, Virgin Galactic

### Exercise 1 page 172

**a** entrepreneur **b** advance **c** private **d** explore  
**e** beyond **f** crash **g** public

### Exercise 2 page 172

Answers will vary.

### Exercise 3 page 174

- 1 The era when governments began sending spacecraft into space. It continues, as several countries still send astronauts, cosmonauts and spacecraft into space.
- 2 To make new discoveries in space, especially on Mars.
- 3 To take people to the moon and back; to take people to Mars.
- 4 Private companies don't need money from the government.

### Exercise 4 page 174

- 1 F; The Soviet Union sent *Sputnik I* into space, and it was the first successful spacecraft to orbit the Earth.
- 2 F; Entrepreneurs like Elon Musk and Sir Richard Branson don't have to wait for government money in order to build new spacecraft.

**3** F; In 2014, a SpaceX spacecraft crashed in the Mojave Desert and killed its pilot.

**4** T **5** T

### Exercise 5 page 174

**1** b **2** a **3** b

### Exercise 6 page 175

Answers will vary.

## READING 2

### Learning objectives

- Understand key vocabulary for hypothetical science – *wonder, support, evidence*
- Skim a text to identify text type
- Read and identify the main ideas in each paragraph of an essay about life on other planets
- Read and understand details
- Make an inference about an idea in the article
- Differentiate between facts and opinions expressed by the essay writer
- Identify the purpose and beliefs of the essay writer
- Rank inventions in order of importance
- Synthesize information from an article about space travel and an essay about life on other planets in a discussion

### Lead-in

Ask: *When scientists say they are searching for life on other planets, what kind of "life" could they mean?* (trees, animals, people). Ask: *What conditions are necessary to support life on other planets?* (air, water, animals, trees). Ask: *How can scientists learn more about conditions on other planets?* (send cameras, use telescopes).

### Exercise 1 page 175

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

### Exercise 2 page 176

b

### Optional activity



Students work in pairs to think of arguments for and against the statement in the title. After a few minutes, elicit a range of arguments from the class. When students read the text in Exercise 3, they can check which of the ideas from the board are mentioned.



**Exercise 3** page 176

a 2 b 4 c 1 d 3

**Exercise 4** page 176

1 Thousands 2 The Kepler telescope 3 A planet (that is similar to Earth) 4 Princeton University 5 Scientific evidence

**Exercise 5** page 178

Answers will vary.

Possible answers: because the telescope that discovered it is called Kepler; because it is the 22nd system that was discovered; because it orbits a star that is called 22a.

**Exercise 6** page 178

1 O 2 F 3 O 4 F

**Exercise 7** page 178

1 b 2 b 3 a

**Exercises 8–9** page 178

Answers will vary.

**LANGUAGE DEVELOPMENT****Learning objectives**

- Identify the meaning of nouns to describe the existence of scientific support for your arguments – *report, study, research, expert*
- Use verbs to complete sentences giving scientific support for an argument – *Experts believe that the moon is too cold for people to live there. Reports show that parts of Mars were once covered in ice.*


**Exercise 1** page 179

1 expert 2 report / study 3 research

**Exercise 2** page 179

1 think / believe 2 show / suggest 3 think / believe  
4 show / suggest 5 shows / suggests

**Be flexible**

 Ask **stronger students** to look at the last paragraph in Reading 2. Do the verbs *think* and *believe* have the same function here as in the rest of the reading? (Answer: No, here they do not introduce the views of experts or the scientific observations. Instead, they report the author's conclusions, based on his or her review of research.)

**CRITICAL THINKING****Learning objectives**

- Analyze an essay's introductory paragraph and identify the main argument
- Identify supporting reasons for the main argument in an essay
- Identify opinions about funding for space travel in different sources
- Organize arguments, reasons and evidence in a T-chart
- Evaluate the arguments and add further support
- Explain your views on funding space travel

**UNLOCK TEACHER DEVELOPMENT****BE INFORMED**

➔ **Evaluating arguments** is an important skill for students because: (1) Different people/organizations can interpret the same thing in very different ways; (2) Sometimes people can sound very convincing (e.g. by using good language) when the actual content of their argument is weak; (3) When writing essays, you are assessed not on how many arguments you make, but on the quality of your arguments.

**BE CONFIDENT**

➔ Develop these skills for yourself by doing the following activity:

Imagine that a group of teachers were asked: 'Are your students good at critical thinking?'. These are some of the responses.

'My students are poor critical thinkers because they don't enjoy it.'

'My students are really good at critical thinking, so I must be a good teacher.'

'My students don't have any opportunity to practise critical thinking, so they don't improve.'

'My students work hard to improve their critical thinking skills because they see its relevance to their studies and lives.'

1 Which of these arguments is the strongest? Which is the weakest?

2 What is the problem with the arguments which are poorly supported? How could they be improved?

### Lead-in

Tell students to read the writing task to decide where in Unit 8 they can find a good model (*Possible answer*: Reading 2, which is also an opinion essay, although it is rather longer than the essay that students will need to write). Another good model would be the opinion paragraphs on page 181.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 180–182.

- ➔ 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

Think of a recent event (e.g. in the news, or in your school/college) where different people have different opinions about the same thing. This could be a good introduction to the topic – or offer a good opportunity to apply this knowledge.

### Exercise 1 page 180

The author does not believe that there is life on other planets.

### Exercise 2 page 180

**Paragraph 2:** Although it has the right conditions, experts with the best technology can see no signs of life on Kepler 22B. Until there is hard evidence, we cannot use Kepler 22b to support the idea of life on other planets.

**Paragraph 3:** Earth has the perfect conditions for life, and it is highly unlikely that another planet has exactly the same environment as Earth. In addition, although scientists believe that life might exist on other planets, they have never found evidence to prove it.

### Exercise 3 page 180

- a Governments around the world should spend more money on space programmes.
- b More money should be spent on people who need clean water and food, on access to education and on medical research. Governments should spend more money on ocean exploration than on space exploration.
- c Uncovering the mysteries of space is a huge task that should continue to be funded. Governments should absolutely spend more money on space programmes.

### Exercise 4 page 182

**For:** brings many countries together (a); astronauts take part in important experiments (a); is necessary for long-term space journeys (to Mars) (a); proves countries can work together (a); makes technological advances (c); encourages young people to study Science and Engineering (c); results in medical advances (c); improves life on Earth by doing research in space (c)

**Against:** expensive (b); dangerous (b); wastes natural resources (b); spends money that should be used on other things that people need (clean water and food, access to education, medical research) (b).

### Exercises 5–7 page 182

Answers will vary.

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- ➔ Evaluate how successful your teaching of critical thinking was. Which part was most successful? Which part was least successful? Why?
- ➔ If you heard one of your teaching colleagues making one of the weak arguments (or similar) in the *Be confident* section, what could you say to them?

### 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 did in the *Be flexible* section, and its outcome?

## GRAMMAR FOR WRITING

### Learning objectives

- Use correct word order in sentences with *that* clauses – NASA scientists learnt that human bones can become weaker in space. Many people are sure that they will travel to Mars someday.
- Rewrite quotations with reporting verbs followed by *that* clauses – Elon Musk said that SpaceX built Dragon in order to deliver supplies to the International Space Station.
- Give reasons for exploring space using infinitives of purpose with or without *in order* – We explore space (in order) to discover new life.
- Use *because* and *so* to express cause and effect relationships – I'm studying Maths and Physics because I want to be an engineer. I want to be an engineer, so I'm studying Maths and Physics.



### Exercise 1 page 184

- 1 Scientists believe that we could live on the moon by 2050.
- 2 Reports show that Pluto is not a planet.
- 3 Some people think that TV programmes are a good way to learn about science.
- 4 Studies suggest that life could exist on other planets.

### Exercise 2 page 184

Answers will vary. Possible answers:

- 2 Sir Richard Branson thinks that regular people should have the opportunity to travel in space.
- 3 Researchers at Princeton University doubt that alien life exists.
- 4 NASA stated that the Kepler telescope looks for liveable planets beyond Earth.

### Exercise 3 page 184

1 b 2 c 3 a

### Exercise 4 page 184

Answers will vary.

### Exercise 5 page 185

2 d 3 a 4 b 5 c

### Exercise 6 page 185

A results B reasons


### Exercise 7 page 185

**1 Result:** I'm studying Maths and Physics; **Reason:** because I want to be an engineer. **2 Reason:** I want to be an engineer; **Result:** so I'm studying Maths and Physics.

### Exercise 8 page 185

- 2 I'm studying Mars because I want to explore new places. I want to explore new places, so I'm studying Mars.
- 3 I want to design spaceships, so I study Engineering. I study Engineering because I want to design spaceships.
- 4 I bought a telescope because I like to look at the stars and planets. I like to look at the stars and planets, so I bought a telescope.
- 5 I want to be an entrepreneur, so I study Business. I study Business because I want to be an entrepreneur.

### Optional activity

 Students work in pairs. Tell them to think of two to three actions they are doing in their life. They should write the reasons and the results of their actions on pieces of paper, along with their name. Mix up the pieces of paper and hand them out to pairs in random order. The pairs write sentences about their classmates, based on the information they received. Volunteers can read their sentences aloud.

## ACADEMIC WRITING SKILLS

### Learning objectives

- Understand the sections of an academic essay
- Identify the key features of each section of an academic essay

### Exercise 1 page 186

1 first 2 middle 3 one 4 last

### Exercise 2 page 186

**1 Background information:** For many years, people have wondered whether we are the only living things in the universe. Some scientists believe that there must be life on other planets because the universe is so big. However, it is unlikely that there is life on other planets because planets need a very specific environment for life to start.

**Thesis statement:** In the end, there are no facts that support the idea of life on other planets.

**2 Facts, reasons and examples:** one of these planets, named Kepler 22b, has the right conditions – the right atmosphere and temperature – to support life; a planet needs very particular conditions to have life; it is very unlikely that another planet has exactly the same environment as Earth; although scientists believe that life might exist on other planets, they have never found evidence to prove it; a recent report from Princeton University suggests that it is very unlikely that there is life on other planets; we don't have enough scientific evidence to decide if there is life on other planets; just because similar conditions to Earth exist on other planets, it doesn't mean that life could exist.

### 3 Phrases that retell the main points in the essay:

Although the universe is very big, a planet with life needs very special conditions; I do not think that any other planets could have exactly the same conditions as Earth.

**The writer's opinion:** In conclusion, I do not believe that there is life on other planets. / Therefore, I do not think that there could be life on other planets.

## WRITING TASK

### Learning objectives

- Understand the sections of an essay planner
- Use an essay planner to draft an opinion essay about funding space exploration
- Review and revise the content and structure of your essay
- Review and revise the use of language in your essay

### Exercise 1 page 187

a 2 and 3 b 4 c 1 and 4 d Answers will vary.

## RESEARCH PROJECT

### **Plan a lesson to teach local school children about the solar system.**

Divide the class into teams and explain that they will be producing teaching materials for a lesson on the solar system. They should brainstorm the material's objectives, discuss the age of their prospective audience and the types of activities they will use. They should produce a comprehensive plan including aims, methodology and challenges and write self-reflection pieces afterwards.

## CLASSROOM APP

### **Exercise 1**

*Answers will vary.*

### **Exercise 2**

**1** crashed **2** wonder **3** beyond **4** unlikely **5** explore  
**6** conditions **7** proved **8** support

### **Exercise 3**

*Answers will vary.*

### **Exercise 4**

- 1** Research shows that water exists on the moon's surface.
- 2** Experts believe that vegetables can successfully grow in space.
- 3** Studies suggest that astronauts may grow taller or shorter in space.
- 4** Scientists think that there are more than 100 billion galaxies in our universe.
- 5** Reports show that the body temperature of astronauts rises in space.

### **Exercise 5**

- 1** that they are **2** she loves **3** that you didn't
- 4** that they must **5** he was

### **Exercise 6**

- 1** main body **2** introductory **3** main body
- 4** concluding **5** introductory **6** introductory