

READING, WRITING & CRITICAL THINKING 3

ANIMALS

UNIT 1

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about great egret and dolphin fishing teamwork.
Reading skill	Read for main ideas in academic texts.
Critical thinking	Compare and contrast facts.
Grammar	Use comparative adjectives; use correct word order; combine sentences with <i>and, or, but, whereas, both, neither</i> .
Academic writing skill	Write topic sentences.
Writing task	Complete a comparison-and-contrast essay.
Teacher development	Help your students become better at comparing and contrasting facts .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a majestic male lion in its natural habitat, standing in tall grass and bathed in a warm evening light. The photo was taken in the Maasai Mara National Reserve in Kenya. The reserve was created to protect the local animal population, as well as the environment. It is well known for its remarkable population of wild cats, as well as the annual migration of wildebeest, during which more than 1.5 million animals travel to new territories. At Maasai Mara, visitors can go on car or balloon safaris and see the wild animals in their natural environment.

Lead-in

Ask students for examples of typical weekend activities for families with small children. Elicit *a trip to the zoo* (or similar) and ask one or two of the students for their early memories of such trips.

page 15

- 1** Possible answer: Many people think it is better to see animals in the wild because they can then be appreciated in their natural habitat. However, seeing animals in a zoo means that people who cannot travel can still see animals from other parts of the world.
- 2** Answers will vary.
- 3** Possible answer: Many regions rely on animals for heavy work, such as pulling ploughs or transporting goods or people. Animals can provide materials such as wool and leather. Animals also provide meat and dairy produce such as milk and cheese.
- 4** Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify the main ideas in a video about the relationship between two animal species
- Listen and understand details about animal behaviour
- Practise talking about animals working together

Exercise 1 page 16

Answers will vary.

Exercise 2 page 16

Possible answers:

- 1** to get food **2** They help/protect each other.
3 They both eat fish so live in similar places.

Exercise 3 page 17

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

Exercise 4 page 17

- 1** T
- 2** F; The dolphins push the fish onto the shore.
- 3** F; When the fish are out of the water, the dolphins start eating.
- 4** F; The dolphins always use their right sides to push the fish.
- 5** DNS

Exercise 5 page 17

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for endangered animals – *species, protect, endangered*
- Categorize details in an essay about endangered species
- Read and identify the main idea in each paragraph in an essay about endangered species
- Read and understand details
- Read and identify academic synonyms from their context in the article
- Discuss the use of animal products and give opinions on protecting animal habitats

Exercise 1 page 18

1 endangered 2 species 3 chemicals 4 pollute
5 destroys 6 due to 7 natural 8 protect

Exercise 2 page 18

An endangered species is a species that may soon not exist because there are very few left alive. An extinct species is one that no longer exists.

Possible answers:

endangered species: giant panda, Chinese alligator, Indian elephant, white rhinoceros, sea turtle

extinct species: Tyrannosaurus rex, woolly mammoth, dodo, Caspian tiger, sabre tooth tiger, woolly rhinoceros

Lead-in

Students consider the animals they listed in the table and think of reasons why those particular animals are endangered or extinct. For example, if students say elephants are endangered, the reason why is because their ivory tusks are sold illegally for very high prices.

Exercise 3 page 19

Added to endangered species column: Arabian oryx, some seal species, tigers, crocodiles, whales, tuna, sharks

Exercise 4 page 20

a 3 b 1 c 4 d 2

Exercise 5 page 20

1 humans / human activities 2 Their habitats are destroyed. 3 for food; for fur to make coats and skin to make bags and shoes; for sport; to make medicines and teas from their bones 4 whales, tuna and sharks
5 We can try not to pollute natural areas and refuse to buy products made from animals. 6 Governments can make it against the law to hunt, fish, or trade in endangered species. 7 animal sanctuaries and zoos

Exercise 6 page 20

1 face a financial penalty 2 refusing to buy 3 against the law 4 provide funding for 5 cooperate by taking these steps

Exercise 7 page 21

1 *Possible answers:* perfume, fur coats, leather gloves, bags, some glues and fabric softeners

2 *Answers will vary.*

Optional activity

Ask the students to find out what their own local or national governments are doing to conserve animal habitats. Is this seen as a controversial issue?

READING 2

Learning objectives

- Understand key vocabulary for animal protection – *common, cruel, disease*
- Read and understand main ideas in an article about invasive species
- Read and identify the correct words to complete a summary of the text
- Make inferences about invasive species from the information in the article
- Synthesize information from an essay about endangered species and an article about invasive species in a discussion

Lead-in

Show the students a blank outline map of the United Kingdom, with the borders between England, Scotland, Wales and Northern Ireland on it, but not the countries' names. Elicit the names of the countries. Finally, point out the Isle of Wight in the very south of England.

Exercise 1 page 21

1 common 2 fatal 3 disease 4 cruel 5 major
6 survive 7 native 8 introduce

Exercise 2 page 21

1 (red and grey) squirrels 2 *Answers will vary.*

Exercise 3 page 22

- 1 An invasive species is a plant or animal that arrives in an area where it is not native.
- 2 Grey squirrels were introduced from North America by people who wanted them as a fashionable addition to the grounds of their homes.

3 Red and grey squirrels both have long tails, large eyes, small ears and powerful back legs.

4 Red squirrels are smaller and lighter than grey squirrels.

5 The reasons stated for the success of the grey squirrel in the UK are:

They are better able to store fat, which helps them survive hard winters.

They spend more time on the ground, so are not as badly affected by the loss of woodland habits as red squirrels.

They are more intelligent and better able to adapt to new situations, e.g. they can use food provided by humans.

They carry parapoxvirus but are not affected by it, while it is fatal to red squirrels.

Exercise 4 page 22

1 grey 2 fewer 3 fatter 4 able 5 kills 6 pest
7 few 8 aren't

Exercise 5 page 22


Possible answers:

- 1 in ships; in wood products; in garden plants or food produce; via the pet trade; by illegal animal trading
- 2 Because they damage trees, they eat humans' food and they carry a virus that kills red squirrels.
- 3 Perhaps because they are the only native squirrel species in the UK and people don't want to lose it.
- 4 Because it is an island, and the sea acts as a natural defence against invasive species.

Exercise 6 page 24

1 Possible answers: habitat destruction, disease, climate
2-4 Answers will vary.

Be flexible

 With **more advanced students**, you might want to introduce other terms similar to *introduced animal species* such as *non-indigenous species* (though these do not only refer to those that have been deliberately introduced). Such plants and animals can threaten native wildlife by competing with them for the same food and habitat. Encourage students to make a list and add other collocations with the word *species* that they come across in their reading and research.

LANGUAGE DEVELOPMENT

Learning objectives

- Read and identify the meaning of academic verbs from their context – *survive, affect, release*
- Use the correct form of comparative adjectives to complete sentences about animals – *The grey squirrel is larger than the red squirrel. The red squirrel is less common than the grey squirrel.*


Exercise 1 page 24

a cooperate b affect c release d survive e contrast
f attach

Exercise 2 page 25

1 weaker than 2 healthier than 3 more successful than
4 more endangered than

Optional activity

 Give students several small strips of paper. They write one type of animal on each strip. Collect the strips and put the students into small teams. Randomly select two strips of paper and read the animals to the class (or ask a volunteer to do it). Each team should write as many sentences using comparative adjectives as they can. Give each team one point for each correct sentence. Repeat the process. The team with the most points at the end wins. Provide **lower-level students** with a sentence frame to complete the task (e.g. *_____ are more _____ than _____*). Then ask students to read back their sentences to check the forms and pronunciation. Saying words aloud not only helps students connect the written word to the oral, it also helps them commit words and grammatical forms to memory. After students have had an opportunity to use the sentence frame, erase it so students now recall and generate sentences on their own.

CRITICAL THINKING

Learning objectives

- Use a Venn diagram to compare and contrast two animal species
- Understand diagrams and write sentences comparing two shark species
- Understand and compare information about two shark species
- Complete a Venn diagram comparing and contrasting two shark species

UNLOCK TEACHER DEVELOPMENT

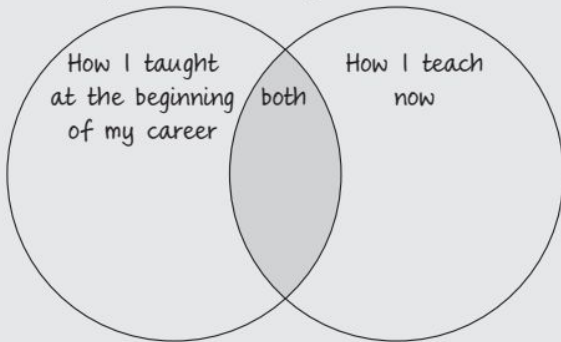
BE INFORMED

→ **Comparing and contrasting facts** is an important skill for students because: (1) The ability to compare and contrast facts is essential in every single academic subject; (2) Students often do not know how to identify similarities and differences, and so need to develop techniques such as using Venn diagrams to do this; (3) Whilst students are often able to be descriptive when comparing and contrasting, they are often not analytical enough.

BE CONFIDENT

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

Think about your own teaching practice, specifically the way in which you teach now, and the way in which you taught at the beginning of your career. Then, complete the Venn diagram below.



Lead-in

At this point in each unit students are asked to begin to think about the writing task they will do at the end of the unit. Give them a minute to read the box and to look at the diagram below it.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 26–28.

- 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

After Exercise 4, an interesting area to explore with students is that animals which are larger and heavier are not necessarily more dangerous – small animals can also be very dangerous (e.g. mosquitoes). Discuss with students whether any other facts about the animals surprised them.

Exercise 1 page 26

Possible answers:

red squirrels: red in colour; only 140,000 left; not seen as pests, protected; smaller and lighter; shorter tail; store less fat, so more likely to die in winter; live high up in trees; less intelligent, so can't survive as well; in an urban environment, can't eat human food; can die from parapoxvirus

both: live in Britain; long tail, large eyes, small ears, powerful back legs; can carry parapoxvirus

grey squirrels: grey in colour; very common; seen as pests, can be trapped and destroyed; larger and heavier; longer tail; store more fat, so survive winter more easily; spend most of their time on the ground; more intelligent, so can survive better; in an urban environment, can eat human food; don't die from parapoxvirus

Exercise 2 page 26

Answers will vary.

Exercise 3 page 27

Possible answers:

- 1 The whale shark is larger/longer than the tiger shark.
- 2 The sharks have a different colour on their backs and sides, but they both have a white stomach.
- 3 The tiger shark has stripes on its back, but the whale shark has spots.
- 4 The whale shark has a larger mouth than the tiger shark.
- 5 Both sharks have the same number of fins, but the whale shark has a longer tail and larger fins.

Exercise 4 page 27

1 T 2 W 3 T 4 W 5 W 6 T

Exercise 5 page 28

Possible answers:

whale shark: grey-blue in colour with white stomach and white spots; longer (5.5–10 m); longer tail and wider fins; heavier (18 tonnes); eats plankton, krill and other small animals; currently endangered; no recorded attacks on humans

both: chondrichthyes (fish); live in the ocean

tiger shark: grey-brown in colour with white stomach and darker grey-brown stripes; shorter (3–4.2 m); shorter tail and fins; lighter (0.86 tonnes); eats tuna, dolphins and turtles; not at risk of extinction; many reports of attacks on humans

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- Compare your answers from the *Be confident* section with a colleague. What similarities and differences are there in your responses to this question? You can do this electronically or face-to-face.

→ Did your students already know about Venn diagrams and how they work? If so, was this knowledge universal, or did some know and some not know? Understanding their levels of background knowledge can help you plan more effectively throughout the course.

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be flexible* section, and their outcome?

GRAMMAR FOR WRITING


Learning objectives

- Use correct word order in sentences.
- Use *and* and *or* to avoid repetition in sentences about the same subject – *The tiger shark has sharp teeth and a powerful bite. The tiger shark is not an endangered or a protected species.*
- Use *but* and *whereas* to link contrasting ideas in sentences – *The tiger shark has sharp teeth and a powerful bite, whereas the whale shark does not have sharp teeth or a powerful bite.*
- Use *both* and *neither* to write sentences describing similarities between types of squirrels – *Both the grey and red squirrel carry squirrel parapoxvirus. Neither the grey nor the red squirrel has large ears.*

Exercise 1 page 29

- 1 The tiger shark lives in tropical oceans.
- 2 However, the whale shark isn't dangerous.
- 3 The tiger shark has markings on its skin.
- 4 The whale shark has a large mouth and eats plankton.

Be flexible

 Provide **lower-level students** with additional practice. Tell them to choose sentences from the reading texts (or create them themselves) to match the grammatical forms in the chart on page 28 (subject, verb and object; subject, verb, adjective, prepositional phrase; and linker, subject, verb, prepositional phrase). Ask students to read the sentences aloud and as a class decide if they match the forms given.

Exercise 2 page 29

- 1 The whale shark is grey-blue and has light spots on its body.
- 2 The tiger shark is grey-brown and has a striped pattern on its body.

- 3 The tiger shark eats large sea creatures and can be dangerous to humans.
- 4 The whale shark is not aggressive or dangerous to swim with.
- 5 The whale shark is an endangered and (a) protected species.

Exercise 3 page 30

Possible answers:


- 1 The whale shark is grey-blue and has light spots on its body, but/whereas the tiger shark is grey-brown and has a striped pattern on its body.
- 2 The tiger shark eats large sea creatures and can be dangerous to humans, but/whereas the whale shark is not aggressive or dangerous to swim with.
- 3 The tiger shark is not an endangered or protected species, but/whereas the whale shark is (an endangered and protected species).

Exercise 4 page 30

Possible answers:

- 1 Both the red (squirrel) and the grey squirrel have long tails. / Both red (squirrels) and grey squirrels have long tails.
- 2 Neither the red (squirrel) nor the grey squirrel live on the Isle of Man. / Neither red (squirrels) nor grey squirrels live on the Isle of Man.
- 3 Neither the grey nor the red squirrel is an endangered species.
- 4 Both red (squirrels) and grey squirrels live in forests.

Optional activity

 Ask students to each write down two sentences, one using *neither* and one using *both*. Elicit examples and lead a discussion on the differences between the two. Then ask students to check their ideas against the *both* and *neither* Grammar box.

ACADEMIC WRITING SKILLS

Learning objectives

- Understand the different types of topic sentence used in body paragraphs in academic essays
- Identify appropriate topic sentences for body paragraphs about animals

Exercise 1 page 31

1 b, c 2 a 3 Each paragraph has between one and seven supporting sentences, which differ in length. This suggests that there is no 'correct' number of sentences in a paragraph.

Exercise 2 page 32

1 b, c 2 a, b

WRITING TASK

Learning objectives

- Draft two body paragraphs for an essay comparing and contrasting two sharks
- Review and revise the content and structure of the essay
- Review and edit the use of language in the essay

Exercises 1–6 pages 33–34

Answers will vary.

RESEARCH PROJECT

Educate people about endangered species in your region.

Divide the class into groups and ask them to research these questions:

- What endangered animals are there in your part of the world?
- Why are they endangered? How can we help them?
- Why are animals important to us?

Students should create a blog to answer the questions. Each group should write a blog post on their assigned topic and think of a headline for their post. The whole class should think of a name for the blog. Students can publish their blog online.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 common 2 destroy 3 disease 4 cruel 5 fatal
6 native 7 polluted 8 protect

Exercise 3

Answers will vary.

Exercise 4

1 cooperate 2 attached 3 affects 4 contrast
5 release 6 survive

Exercise 5

- 1 On average, donkeys are shorter than horses.
- 2 Because they are bigger, horses are heavier than donkeys.
- 3 Donkeys are usually less nervous than horses.
- 4 Horses are less curious than donkeys.
- 5 As sport animals, horses are more popular than donkeys.

Exercise 6

1 and 2 neither 3 but 4 but 5 both
6 or 7 Both 8 nor

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the natural environment.
Reading skills	Read for detail; identify purpose and audience.
Critical thinking	Analyze cause and effect.
Grammar	Use verbs of cause and effect; use <i>because</i> and <i>because of</i> .
Academic writing skills	Understand paragraph unity; write supporting sentences and details; give examples.
Writing task	Complete a cause-and-effect essay.
Teacher development	Help your students become better at analyzing cause and effect .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows old, rusty ships lying on sand at the bottom of the Aral Sea, between Kazakhstan and Uzbekistan. The Aral Sea used to be one of the world's largest lakes, with an area of 68,000 km². However, since the 1960s, the rivers that flowed into the lake have been used to provide water for crops instead. This has caused the lake to shrink – by 2007, the lake was only 10% of its original size. The remaining water is very salty, which has destroyed most of its fish, animals and plants. The boats shown in the photo belong to the old fishing communities that used to surround the lake. These villages are now more than 150 km from the water and are a symbol of the disastrous effects on the local environment.

Lead-in

Ask the students to discuss in pairs the small steps that people can take in their daily lives to protect the environment. They can also discuss whether they personally take any of those steps. Give the students two minutes to discuss their answers and then put pairs together to discuss their ideas. Allow three to five minutes for discussion. Then go on to Exercise 1.

page 37

1 This is the Aral Sea in Central Asia. It was once one of the world's four largest freshwater lakes. Its size has declined significantly since the 1960s. Diverting the rivers which feed it for irrigation projects has been stated as the main cause.

2–4 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and identify the main ideas in a video about the natural environment
- Listen and identify details
- Practise talking about the future of the natural environment

Exercise 1 page 38

1 Aurora Borealis (the Northern Lights), Grand Canyon, Great Barrier Reef, Harbour of Rio de Janeiro, Mount Everest, Parícutín; Victoria Falls **2–3** *Answers will vary.*

Exercise 2 page 38

Possible answers:

- 1 They are all in the United States.
- 2 Millions of years old (the rocks are almost two billion years old).
- 3 The landscapes were all formed by water, sometimes in the form of glaciers.

Exercise 3 page 39

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

Exercise 4 page 39

1 b 2 b 3 c 4 b 5 a

Exercise 5 page 39

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for climate change – *ecosystem, climate, threaten*
- Read and identify the main ideas in an article about a glacier which is shrinking
- Scan an article to find specific details
- Use topic sentences to find supporting details in an article
- Identify the purpose and audience of an article
- Explain the advantages and disadvantages of environmental change and renewable energy

Lead-in

Students work in small groups. Write three issues on the board: *Rise in global temperature; Rise in global sea levels; Increase in human population*. Assign one issue to each group. They brainstorm the damage that may be caused to the environment as a result of their assigned issue. After a few minutes, the groups can come to the board and write their ideas under their assigned issue. When everybody is finished, the groups can read each other's ideas and add more ideas to them. For a large class, students can write their ideas on paper, and then pass it to another group. Students then compare their answers with the reading.

Exercise 1 page 40

a greenhouse gas **b** cause **c** atmosphere **d** climate
e global warming **f** threaten **g** ecosystem
h fossil fuels

Exercise 2 page 40

- 1** It has melted. **2** It is likely to be global warming.
3 The Arctic, the Alps, Alaska and other mountain areas around the world.
4 Sea levels will rise and many coastal areas will be underwater.

Exercise 3 page 42

solution to the problem 4; changing ecosystems 2; melting glaciers 1; causes of climate change 3


Exercise 4 page 42

- 1** global temperatures **2** extinction **3** Sea levels
4 mangrove forests **5** coral reefs **6** farming
7 CO₂ levels

Exercise 5 page 43

- 1** Argentina **2** Northwest Passage **3** to provide land for growing food
4 asthma **5** greenhouse gases (such as methane and carbon dioxide) **6** cutting down trees
7 stop burning fossil fuels, start using renewable energy

Be flexible

 Challenge **more advanced students** to determine what types of information supporting details might add. Students refer to the types of supporting details that are listed in the Skills box on page 42. Then for each supporting detail they write in Exercise 5, they discuss with a partner what type of supporting detail it is (fact, statistic, example, etc.). Ask students to present their ideas to another pair or share with the class and explain their choices. Encourage them to refer to language within the sentence or text to justify their answers.

Exercise 6 page 43

1 a **2 b**

Exercise 7 page 43

Answers will vary.

Exercise 8 page 43

Possible answers:

- 1** An increase in land for farming; new transport routes; increased fresh water; melt water can be used for hydroelectric power.
- 2** The start-up costs can be expensive; some people say that things like solar panels and wind turbines are ugly; some renewable energy sources aren't suitable for certain countries.

READING 2

Learning objectives

- Understand key vocabulary for deforestation – *rainforest, destruction, logging*
- Read and complete a summary of an essay about deforestation
- Read and understand details
- Make inferences about the meaning of phrases in the essay
- Make inferences about the implication for the future of the ideas in the essay
- Synthesize information from an article about a glacier and an essay about deforestation in a discussion

Exercise 1 page 44

Possible answers:

- 1** They release oxygen into the atmosphere, provide shade and are home to many species of animals.
- 2** People cut down trees to clear land for farming or to provide wood for building.
- 3** The Earth's temperature will rise, erosion will cause dust storms and floods, animals will lose their habitats.

Exercise 2 page 44

- 1** absorb **2** Farming **3** Logging **4** rainforest
5 construction **6** effects **7** destruction

Exercise 3 page 46

1 deforestation 2 effects 3 animals 4 crops
5 decade 6 erosion 7 warming 8 habitats
9 protected 10 environment

Exercise 4 page 46

1 olive palm 2 ten years two or three years 3 2.5 25 times
4 protects destroys 5 oxygen carbon dioxide
6 Small-scale Large-scale

Exercise 5 page 46

Possible answers:

- 1 logging and farming that are done on a large scale by giant corporations
- 2 The Earth's climate will become much warmer and thousands of plants and animals will become extinct.
- 3 Many of the foods we eat and medicines we use come from forests.

Exercise 6 page 47

Possible answers:

- 1 Low-lying islands, cities near coastlines and places with more rain and storms will have too much water. Places that are normally dry, such as Australia and certain African countries will become even drier.
- 2 As the glaciers and forests disappear, the animals that live there lose their habitat and/or food sources and they die out.

LANGUAGE DEVELOPMENT

Learning objectives

- Use academic synonyms in sentences about environmental issues – *issue, predict, trend*
- Use environment collocations to complete sentences about the environment – *climate change, natural resource, greenhouse gas*

Exercise 1 page 47


1 issue 2 predict 3 consequences 4 trend 5 areas
6 annual 7 challenge 8 contributes to

Exercise 2 page 48

Possible alternatives in brackets (Note: these will not be appropriate for Exercise 3):

carbon dioxide; climate change; environmental group (environmental change); greenhouse gas; natural resource (natural gas); power plant; tropical rainforest

Be flexible

 Provide practice and feedback to **lower-level students** who are using the environment collocations. Using all the words from the boxes in Exercise 2, give each student an index card with one

word written on it. Students move around the room, saying their words aloud until they find a partner who they can make a collocation with. When they find each other, each pair should think of a sentence containing their collocation and write it on the board or a shared document to display to the class. Repeat this several times until there are several sentences for each collocation. As a class, check to make sure the collocations are used correctly in the sentences, and correct as needed.

Exercise 3 page 48

1 power plant 2 greenhouse gases 3 climate change
4 carbon dioxide 5 environmental groups 6 natural resource 7 tropical rainforests

CRITICAL THINKING

Learning objectives

- Understand the causes and effects of deforestation
- Complete a cause-and-effect chain about deforestation
- List causes and effects of global warming
- Create a cause-and-effect chain for global warming

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Analyzing cause and effect** is an important skill for students because: (1) This is a crucial skill in all academic disciplines, especially in the sciences; (2) Many essay types are based on a cause-and-effect structure – this might be talking about one cause which has several effects, or alternatively, one effect which has several causes; (3) Since students often confuse 'time relationships' (where one thing simply happens *after* another) and 'causal relationships' (where one thing happens *because of* another), they need to develop as much knowledge as possible in this area.

BE CONFIDENT

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

Look at the following comments by teachers about the effects of using critical thinking in their classrooms. What might be some of the causes?

My students do not enjoy critical thinking.

My students do not see the purpose of critical thinking.

Lead-in

At this point in each unit, students are asked to begin to think about the writing task they will do at the end of the unit. Give them a minute to read the box and to look at the table below it.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 49–50.

- 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 more challenging activity, for example with stronger groups. Rather than students showing each other their diagrams, Student A should keep theirs hidden and read out the component parts in a random order. Student B must then reconstruct this in what they think is the correct order. They can then check. Repeat this process with the students changing roles.

Exercise 1 page 49

CAUSES	EFFECTS
commercial farming by big business	climate change
industrial logging	damage to animal habitats
farming by local people	land can't recover and becomes eroded; heavy erosion, flooding

Exercise 2 page 50

4 global warming 1 less rain 5 forests dry out 3 fires
2 more CO₂ emissions

Exercise 3 page 50

Possible answers:

CAUSES	EFFECTS
greenhouse gases	melting glaciers
growing world population	rising sea levels
burning fossil fuels	the amount of CO ₂ in the atmosphere increases
cutting down trees	habitat loss

CAUSES	EFFECTS
commercial farming	species extinction
industrial logging	health problems, e.g. asthma
clear cutting by local farmers	heavy erosion of land, flooding
destruction of rainforests	less CO ₂ consumed and less oxygen produced by trees; the greenhouse effect

Exercise 4 page 50

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- What advice would you give the teachers who identified the problems mentioned in the *Be confident* section? What would be the best way of giving this advice?
- Did your students confuse 'time relationships' with 'casual relationships' at any point? As mentioned in the *Be informed* section, trying to predict common mistakes by students before the lesson can be a useful strategy.

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be flexible* section, and their outcome?

GRAMMAR FOR WRITING


Learning objectives

- Use verbs to describe cause-and-effect relationships in sentences – *Deforestation leads to habitat destruction. Habitat destruction is caused by deforestation.*
- Use *because* and *because of* to describe cause-and-effect relationships in sentences – *The environment is changing because humans are burning fossil fuels. The climate is changing because of human activity.*

Exercise 1 page 51

2 causes / results in 3 caused by / due to / the result of
4 caused by / due to / the result of

Be flexible

 Provide **lower-level students** with additional practice using the language of cause and effect. Refer them back to the environmental issues they discussed in the Lead-in to Reading 1 and ask them to write cause-and-effect sentences for each, using the structures outlined in the Verbs of cause and effect box on page 51. Consider using a shared document to display the sentences and as a class evaluate the structure and discuss the meaning of each sentence.

Exercise 2 page 51

1 results 2 due 3 leads to / causes / results in
4 caused 5 result 6 result

Exercise 3 page 52

1 because of 2 because 3 because of 4 because

ACADEMIC WRITING SKILLS

Learning objectives

- Evaluate paragraph unity in a paragraph about bottled water
- Identify different types of support for an argument in a paragraph about bottled water
- Add supporting examples to a paragraph about desertification

Exercise 1 page 52

Main idea: Plastic water bottles hurt both people and the environment.

Cross out: In the 1970s, the United States was the world's biggest exporter of fossil fuels.


Exercise 2 page 53

- 1 **Supporting sentences:** Plastic bottles contain two harmful chemicals: BPA and phthalates.; Plastic bottles hurt the environment.
- 2 Both types of chemicals cause serious health problems for adults and children. This is a fact.
- 3 Transporting bottles requires an enormous amount of polluting fossil fuels. (Fact)
Most plastic bottles are not recycled, and end up in our landfills. (Fact)
Plastic bottles take many decades to break down. (Fact)

Exercise 3 page 54

1 lakes 2 trees 3 climate change 4 Africa, Asia and the Middle East 5 the Gobi Desert 6 northern Lebanon 7 peas and beans 8 placing stones

Optional activity

 Write the beginning of a sentence on the board that's general enough for students to think of examples, e.g. *Deforestation can lead to a lot of problems.* Ask one student to choose one of the expressions from the Skills box on page 54. Write the expression they choose next to the sentence and tell students to complete the sentence. (*Possible answer: Deforestation can lead to a lot of problems, such as damage to an animal's food source.*) Continue the process. Tell students they can't use the same expression from the Skills box more than once. (Other examples to write on the board: *Humans can take steps to prevent climate change; There are a lot of negative consequences to climate change*)

WRITING TASK

Learning objectives

- Plan which human causes of climate change you will include in an essay
- Draft two body paragraphs for an essay describing the human causes of climate change and the effects that climate change will have on the planet
- Review and revise the content and structure of your essay
- Review and revise the use of language in your essay

Exercises 1–9, pages 55–56

Answers will vary.

RESEARCH PROJECT

Help stop global warming by reducing your use of fossil fuels.

Divide the class into small groups and ask them to find out:

- what all the types of fossil fuels are
- why fossil fuels cause global warming
- how fossil fuels are used by the students in their homes and school
- what the alternatives are for fossil fuels in their environment.

Explain that the students are responsible for recording the class consumption of fossil fuels. They will create data and analyze the data. They can then research and write about how to reduce their consumption as a way to educate others.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 climate 2 construction 3 absorb 4 destruction
5 atmosphere 6 cause 7 threaten 8 farming

Exercise 3

Answers will vary.

Exercise 4

1 issue 2 annual 3 contribute to 4 trend
5 challenge 6 consequences

Exercise 5

1 dioxide 2 resources 3 plant 4 gases
5 rainforest 6 change

Exercise 6

- 1 The pyramid stands approximately 147 metres tall and is the only one of the Seven Wonders which hasn't been destroyed.; Archeologists believe it was completed around 2,560 BCE.
- 2 Traditional Indian cooking includes flowers such as hibiscus, roses and jasmine, as well as the flowers of banana trees, cucumber and pumpkin plants.; Dried lily flowers are used in Chinese cooking to increase the flavour of vegetarian dishes, soups and stews.
- 3 A number of words of Arabic origin relate to mathematics, including *algorithm* and *algebra*.; The 15th-century Arabic word *qahwa* is pronounced *coffee* in English-speaking countries today.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the jumbo jet.
Reading skill	Predict content using visuals.
Critical thinking	Evaluate solutions to a problem.
Grammar	Make suggestions; use the first conditional; use <i>if ... not</i> and <i>unless</i> .
Academic writing skill	Write a concluding sentence.
Writing task	Complete a problem–solution essay.
Teacher development	Help your students become better at evaluating solutions to a problem .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows busy traffic during the rush hour in Jaipur, India. Some of the forms of transport in the photo are: walking, cars, vans, motorbikes, carts pulled by oxen and rickshaws. There are two types of rickshaw in the photo: cycle rickshaws, which are pulled by a bicycle, and auto rickshaws, which use a motor engine. The rickshaw is a form of transport used, predominantly, in Asia.

Lead-in

Ask the class how they usually get to school / the class. Write the different forms of transport mentioned on the board, e.g. *on foot (walking), by bike, by bus, by car*.

page 59

- Possible answers:** car, bicycle, motorcycle, scooter, moped, bus, rickshaw, auto-rickshaw (tuktuk), truck, cart
- Answers will vary.**

WATCH AND LISTEN

Learning objectives

- Listen and complete a summary of the ideas in a video about the jumbo jet aeroplane
- Listen and identify facts and figures
- Evaluate the advantages and disadvantages of different types of transport

Exercise 1 page 60

Answers will vary.

Exercise 2 page 60

Possible answers:

- The plane could be from the 1960s or 1970s, when the first jumbo jets flew. In fact, this is the first jumbo jet, from 1969.
- First-class passengers would have used the lounge in the third photo.
- First class has more leg room, bigger seats, better food and personalized service.

Exercise 3 page 60

1 flew **2** helped **3** worked **4** had **5** changed

Exercise 4 page 61

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

Exercise 5 page 61

Answers will vary.

Exercise 6 page 61

Possible answers:

- advantage:** convenient; **disadvantage:** contributes to pollution
- advantage:** environmentally friendly; **disadvantage:** high ticket prices in some countries, e.g. the UK
- advantage:** cheap; **disadvantage:** slow
- advantage:** good exercise; **disadvantage:** can be dangerous
- advantage:** fun; **disadvantage:** only useful for sea crossings, nothing else

READING 1

Learning objectives

- Understand key vocabulary for city transport – *commuter, connect, outskirts*
- Read and understand the main ideas in a news article about Masdar City in the UAE
- Read and understand facts and figures
- Make inferences about the future of Abu Dhabi and Masdar City
- Explain and justify personal opinions on life in Masdar City and its modern transport system

Lead-in

Tell students to imagine they are going to plan the development of a new city. It should be a 'city of the future' which limits traffic congestion and is friendly to the environment. In pairs, students should think of at least three ways their new city can accomplish this (*Possible answers: underground metro system, electric cars, make a city that's easy to walk and cycle bicycles in*).

Exercise 1 page 62

- 1 The problem is that there is too much traffic on the road, which causes noise and air pollution and leads to delays.
- 2 The vehicle in the second photo is a kind of electric car. It could be a solution because it would be quieter and cause less pollution than cars now. The photo was taken in a modern, technologically advanced city, in this case Masdar City in Abu Dhabi.
- 3 In photo 1 there is a lot of noise and air pollution as well as long delays, whereas in photo 2 the transport is quiet and clean, while delays might also be less of a problem.

Exercise 2 page 63

1 public transport 2 outskirts 3 rail 4 Traffic congestion 5 destination 6 commuter 7 connect

Exercise 3 page 63

- 1 a wall around the city and narrow streets
- 2 A transport system called Personal Rapid Transit. It involves using driverless vehicles called 'podcars', which run on solar energy and carry commuter passengers to stations around the city.
- 3 an underground rail system; a light rail transit system; and electric cars and buses
- 4 It reduced the money available for the project.

Exercise 4 page 65

1 traffic congestion 2 45 minutes 3 solar power
4 not allowed 5 24 billion 6 50,000; 40,000

Exercise 5 page 65

Possible answers:

- 1 An expanding economy means more people have more money for healthcare, education, travel and other lifestyle improvements.

A rising population means there are more people to work and help build the economy.

- 2 As it is a brand new city, there may not be much sense of community. At first, it may also lack facilities which you would expect in a normal city, e.g. schools, hospitals, etc., so people will have to travel to Abu Dhabi. With all the technology and the convenience of getting into Abu Dhabi, property prices may be very high, meaning ordinary people cannot live there. If it doesn't prove a popular place to live, it may turn into the 'green ghost town' people fear.
- 3 Perhaps not, because changes in technology have made it easier and cheaper for residents to use their own electric vehicles.

Exercise 6 page 65

Answers will vary.

READING 2

Learning objectives

- Understand key vocabulary for urban travel – *cycle, fuel, vehicle*
- Read an essay about traffic congestion and choose the best title
- Read and complete a table with details about solutions to traffic congestion problems
- Make inferences about the impact on people of the problems surrounding traffic congestion
- Synthesize information from a news article about Masdar City in the UAE and an essay about traffic congestion in a discussion

Lead-in

Write on the board *drivers, cities and the environment*. Tell students they are going to read about the negative effects that traffic jams can have on these three things. In pairs, students brainstorm these negative effects. Either you or they can write their ideas on the board. Tell students to read Paragraph 2 to see what negative effects they thought of that are the same, and ones they missed.

Exercise 1 page 66

1 cycle 2 practical 3 fuel 4 government
5 engineering 6 vehicles 7 emergency

Exercise 2 page 66

1 public transport – ferry, city bicycle hire, underground train 2 *Answers will vary.*

Exercise 3 page 68

b

Exercise 4 page 68

stress on drivers (and wasted time); economic losses; blocked access for emergency services; and negative effects on the environment – fuel waste and pollution

Exercise 5 page 68

1 tunnels 2 travel 3 result 4 fuel 5 jobs 6 health 7 traffic 8 bus 9 congestion / traffic 10 night

Exercise 6 page 68

Answers will vary.

Exercise 7 page 68

Possible answers:

- 1 high blood pressure, insomnia, trouble concentrating
- 2 People might not re-elect the politicians who approved the tax.
- 3 The bus stop might not be close to their home or work. They might have to wait a long time for the bus to arrive.

Exercise 8 page 69

- 1 *Possible answer:* Yes, lots of cities have problems with long commute times, traffic congestion, pollution, etc.
- 2 *Possible answer:* The solutions probably wouldn't work in other, bigger cities because those big cities are already built, whereas Masdar City is a new city.
- 3 *Answers will vary.*

Optional activity

Ask students to discuss in small groups whether they think the solutions in Reading 2 could help solve traffic problems in their town or city. Why / Why not?

LANGUAGE DEVELOPMENT**Learning objectives**

- Use collocations to complete sentences about transport – *traffic congestion, rush hour, parking restrictions*
- Use academic verbs to replace less formal synonymous verbs and phrases in sentences about transport – *try > attempt; think about > consider; get > convince*
- 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 c 2 a 3 d 4 g 5 e 6 f 7 b

Exercise 2 page 69

1 Rush hour 2 public transport 3 road rage 4 parking restrictions 5 Traffic congestion 6 car share 7 cycle lane

Exercise 3 page 70

1 require 2 attempt 3 produce 4 reduce 5 waste 6 consider 7 convince

Exercise 4 page 71

- 1 use bicycles to travel short distances
- 2 Using bicycles to travel short distances
- 3 build more high-speed railways between cities
- 4 Building more high-speed railways between cities
- 5 consider new ways of reducing traffic congestion
- 6 Considering new ways of reducing traffic congestion

Exercise 5 page 71

1 we should 2 is a good idea 3 we should 4 It is important 5 we should 6 is a good idea

CRITICAL THINKING**Learning objectives**

- Use a table to organize ideas about transport solutions and their advantages and disadvantages
- Analyze a map of a city and describe its possible transport problems
- Evaluate potential solutions to a city's transport problems and their advantages and disadvantages
- Choose the best solutions to a city's transport problems and justify your choices

UNLOCK TEACHER DEVELOPMENT**BE INFORMED**

→ **Evaluating solutions to a problem** is an important skill for students because: (1) Students may sometimes think that there is only one possible solution to a problem, when in fact there may be multiple solutions; (2) It can take time to develop this awareness for a whole range of different reasons (e.g. social, cultural), and even when students have the critical awareness that more than one solution may be possible, they may find it difficult to evaluate which solution is best; (3) To achieve this, developing specific criteria (e.g. determining how fast, cheap or reliable something is) can be useful to have as a framework.

BE CONFIDENT

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

Think of a recent problem or challenge faced by your educational institution and answer these questions:

- 1 What possible solutions were there to this problem/challenge?
- 2 Which one was chosen?
- 3 Did you agree with this decision? Why / Why not?
- 4 Why do you think this solution was chosen rather than another one?

Lead-in

At this point in each unit students are asked to begin to think about the writing task they will do at the end of the unit. Give them a minute to read the box and to look at the table below it.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 72–74.

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

BE FLEXIBLE

When doing Exercise 1, ask students to decide beforehand what criteria they will use to decide on their three solutions – e.g. the three cheapest / most effective / healthiest. This is an opportunity for them to apply their critical thinking skills to their own practice, rather than just make a random choice.

Exercise 1 page 72

Possible answers:

problem	goal(s)
Traffic congestion, resulting in wasted time, stress, road rage, economic losses, problems for emergency services and the environment	To reduce traffic congestion and its effects

solutions	advantages/disadvantages
engineering – building new roads with wider lanes, and tunnels and bridges	+ more people can travel at the same time + tunnels and bridges direct drivers away from congested areas
	- extremely high cost; - more roads may result in more traffic
tax on fuel or travel on a motorway or into a city centre motorway	+ people think more carefully about using their cars
	- some people cannot afford to drive their cars and they may have to give up their jobs - may be unpopular with voters
promote cycling	+ health benefits + does not pollute the air
	- not practical in every climate - dangerous in heavy traffic
persuade people to use buses more	+ allows flexibility for drivers + reduces congestion in the centre of the city
	- no buses at night for people who work late shifts

decision(s)	reason(s)
encourage alternative forms of transport, e.g. cycling, buses	reduces the amount of traffic on the roads and has a positive effect on the environment

Exercise 2 page 73

Possible answers: Only one road connecting people's homes to their schools or places of work; morning rush hour will be very busy because schools are also starting; no train service – only buses, which use the same road; traffic lights may cause congestion; high-temperatures in the desert may lead to road rage; fuel is expensive.

Exercise 3 page 73

Possible answers:

problem: There is only a single two-lane motorway joining the residential area to the area of schools and offices. This means there is traffic congestion, especially at rush hour.

goal(s): To stop traffic congestion in the city

Exercise 4 page 74

Possible answers:

solutions	advantages/disadvantages
build a tunnel	+ people would be happy as they could still drive
	- expensive to build; would take a long time to build; would eventually fill with traffic
encourage people to cycle	+ cheap and quick
	- too hot to cycle over a desert; it can be dangerous; not many people would want to change to cycling
park-and-ride bus system	+ fairly quick; people would like it more than cycling; could have a dedicated bus lane to get to the schools and offices
	- designed to keep people from driving in the centre, but the problem is getting to the centre; people don't like buses; the bus might get stuck in other traffic congestion
move the residential area to the other side of the river	+ long-term solution that completely solves the congestion problem
	- very expensive; people won't want to move
road tax	+ cheap and quick to implement; makes money for the government
	- it may not stop people from using their cars, they'll just pay more money to drive; will make people dislike the government
ferry	+ people could drive their cars on to the ferry, which would reduce road traffic
	- there will be a queue for cars to board, might not be very frequent; may be expensive to run; fairly expensive to build; would take a while to build a port and a new road to reach the ferry

Exercises 5–6 page 74

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

➔ Are problems generally solved in a good and effective manner in your educational institution? Is there a way the process could be improved? If so, are you able in any way to improve or influence this process?

➔ Did the students' own social or cultural backgrounds affect the way they were able to do the exercises in this section? For example, the idea of there being more than one solution to a problem may have been new for some of them. If this was the case, consider how you might address this in future lessons.

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share how problems and challenges are addressed in your educational institution with a colleague?

GRAMMAR FOR WRITING

Learning objectives

- Use the first conditional to describe the consequences of actions – *If the council creates a park-and-ride scheme, traffic congestion will decrease.*
- Use the first conditional with *if ... not* or *unless* to describe the consequences of not doing a certain action – *If the council doesn't create a park-and-ride scheme, the city won't be able to reduce pollution. The city won't be able to reduce pollution unless the council creates a park-and-ride scheme.*

Exercise 1 page 75

- 1 If we move the offices and schools next to the houses, we will have fewer traffic problems. / We will have fewer traffic problems if we move the offices and schools next to the houses.
- 2 If we have a ferry over the river, fewer people will use the bridge. / Fewer people will use the bridge if we have a ferry over the river.
- 3 Fewer cars will use the roads if we increase the price of fuel. / If we increase the price of fuel, fewer cars will use the roads.
- 4 If we change the office hours, cars won't all use the road at the same time. / Cars won't all use the road at the same time if we change the office hours.

- 5 If we build a railway line, people will be able to use the train instead of their cars. / People will be able to use the train instead of their cars if we build a railway line.

Exercise 2 page 75

Possible answers:

- 2 Pollution won't be reduced unless we use cleaner transport.
 3 If we don't provide a solution, people won't get to work on time.
 4 We won't solve the traffic problem unless we build houses closer to the business areas.
 5 If the city doesn't invest in public transport, there won't be less congestion.

- Review and revise the content and structure of your essay
- Review and revise the use of language in your essay

Exercises 1–7 pages 77–78

Answers will vary.

ACADEMIC WRITING SKILLS

Learning objective

- Evaluate concluding sentences for paragraphs about transport issues

Exercise 1 page 76

Paragraph 1: b; **Paragraph 2:** a

Optional activity

Remind students that a concluding sentence can restate the main idea with different words, summarize the main points of a paragraph, or add an opinion or prediction. Tell students to look again at the topic and concluding sentences in Paragraph 2, Reading 2, in the Skills box, and in the paragraphs in Exercise 1. Ask *What function does each of these concluding sentences serve?*

Possible answers:

Paragraph 2, Reading 2: restates the main idea with different words.

In the Skills box: summarizes the main points of a paragraph, adds a prediction.

In Exercise 1: Paragraph 1: it adds an opinion.

Paragraph 2: it restates the main idea with different words.

RESEARCH PROJECT

Improve the transport in your area.

Explain to your class that they are going to write a proposal to the local council, explaining ways they could improve transport in the area. They should focus on two areas: road safety and the improvement and promotion of public transport. The proposal needs to discuss the current situation and state where any problems exist. It should also contain a description of improvements to the transport network and the advantages of these improvements.

Students could extend this activity by developing a public transport promotion focusing on awareness of the issues through promotional products, leaflets, logos, slogans and videos.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

- 1 destination 2 outskirts 3 cycle 4 fuel
 5 emergency 6 practical 7 public transport
 8 connects

Exercise 3

Answers will vary.

Exercise 4

- 1 congestion 2 transport 3 lane 4 hour 5 share
 6 rage 7 restrictions

Exercise 5

- 1 prevent 2 convince 3 waste 4 attempt
 5 consider 6 requires

Exercise 6

- 1 go, will find 2 don't close, will escape; is going to escape 3 will continue, decides 4 will meet, finish, don't feel 5 finds, will be, will move; move 6 will buy, don't save

WRITING TASK

Learning objectives

- Create an outline of your body paragraphs for an essay about solutions to a city's traffic congestion problems
- Draft two body paragraphs for your essay which each include a concluding statement

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the Coming of Age Day in South Korea.
Reading skills	Annotate a text; preview a text.
Critical thinking	Respond to an author's ideas.
Grammar	Avoid generalizations; use adverbs of frequency to avoid generalizations; paraphrase.
Academic writing skill	Write a summary and a personal response.
Writing task	Write a summary paragraph and a response paragraph.
Teacher development	Help your students become better at responding to an author's ideas .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a floating market in Thailand. The traditional boats are full of colourful local fruits, flowers and vegetables, as well as prepared snacks and sweets to sell. The tradition of floating markets comes from the time when water transport was the cheapest and the fastest way to transport goods. Floating markets are common in Thailand, Indonesia, Vietnam, Sri Lanka, Bangladesh and India.

Lead-in

Find out from the class what the most recent holiday they celebrated was. What did they do to celebrate? Elicit ideas. Are they different or similar? Repeat for the next holiday they will celebrate.

page 81

1 This photo was taken in a Southeast Asian country, in this case Thailand. It is a floating market where people buy and sell daily goods, such as fruit and vegetables, from their boats.

2–3 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and understand the main ideas in a video about changing traditions in South Korea
- Listen and understand details about traditions and ceremonies
- Understand the meaning of unfamiliar words and phrases from their context in the video
- Practise talking about traditional celebrations in your country

Exercise 1 page 82

Answers will vary.

Exercise 2 page 82

The activities which appear in the video are giving presents, wearing traditional clothes, taking photos and taking part in a ceremony.

Exercise 3 page 83

The modern celebration involves giving gifts (of flowers and perfume). The traditional celebration involved the young people arranging their hair in a special way (for women, wearing a hair pin and a wooden crown; for men, wearing a special hat), wearing traditional clothes and taking part in a ceremony with their parents.

Exercise 4 page 83

1 day **2** 20 **3** meaning **4** 1,000 **5** (Young) women
6 net **7** hat **8** brightly-coloured / formal **9** parents
10 proud

Exercise 5 page 83

1 ornament **2** bow **3** bamboo **4** crown **5** jade
6 topknot

Exercise 6 page 83

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for customs and traditions – *appearance, exchange, formal*
- Read and annotate main ideas, key words, supporting examples and arguments in an article about customs around the world
- Read and identify main ideas
- Read and complete a set of detailed notes on different aspects of culture around the world

- Make inferences about the reasons for specific customs around the world
- Discuss your personal response to the customs described in the article

Lead-in

Tell the class to imagine that a foreign student is coming to spend several months in their country. The student wants to avoid making any cultural gaffes (= embarrassing mistakes) when meeting new people. What should the student know that would help them make a good impression?


Exercise 1 page 84

1 cultures 2 exchange 3 expect 4 greet 5 formal
6 appearance 7 relationship

Exercises 2–3 page 85

Answers will vary.

Optional activity

 Divide the class into small groups and assign each group a country from the reading (Brazil, Japan or Saudi Arabia). Ask them to discuss differences and similarities between their own cultures and what they have read about the target culture. Give them three to five minutes and then ask each group to report back. Finish by asking the class if they know anything else about the three cultures represented in the text, e.g. *What else do you know about Brazilians?*

Exercise 4 page 85

Answers will vary.

Exercise 5 page 85

e

Exercise 6 page 87

1 kiss 2 shake hands with 3 shake hands 4 bowing
5 the oldest 6 women 7 men 8 house / home
9 refuse 10 token of your appreciation 11 necessary
12 chocolate, coffee or dates 13 gift 14 both hands
15 immediately read it carefully 16 start 17 family
18 health 19 well 20 formally 21 formal 22 at least
thirty minutes late 23 early 24 on time

Exercise 7 page 87

Possible answers:

- 1 They might think you are trying to bribe them or 'buy' a favour.
- 2 Brazilians are accustomed to touching, so they might be offended if you move away.
- 3 Hierarchy is important in Japanese culture.
- 4 Hierarchy is important to Saudis.
- 5 People become offended and relationships could suffer or possibly end.

Exercise 8 page 88

Answers will vary.

READING 2

Learning objectives

- Understand key vocabulary for cultural heritage – *belief, ceremony, generation*
- Use the title, subtitles and photos to preview the topic and content of an article about cultural heritage
- Read and annotate main ideas, key words, supporting examples and arguments in an article
- Choose the best summary of an article
- Read and understand the details in supporting examples
- Make inferences about the idea of intangible cultural heritage
- Synthesize information from an article about customs around the world and an article about cultural heritage in a discussion

Lead-in

Ask students for some examples of things very specific to their culture (e.g. Turkish coffee, luxury fruit in Japan, Almezmar in Saudi Arabia, classic red post boxes in the UK, etc.). What makes these things special? Is it important to preserve or protect these parts of a culture?

Exercise 1 page 88

1 ceremony 2 generations 3 beliefs 4 preserve
5 tradition 6 endangered 7 protection

Exercise 2 page 89

1 Answers will vary. 2 In the first photo, the women are dressed in diving suits. They are from South Korea and have been fishing. In the second photo a Middle Eastern man has a falcon sitting on his arm. Perhaps he has trained the bird to hunt.

Exercise 3 page 89

Answers will vary.

Exercise 4 page 89

a 2 b 5 c 4 d 1 e 3

Exercise 5 page 89

a

Exercise 6 page 89

1 2003 2008 2 intangible tangible 3 all-year-round 90 days of the year 4 Many Fewer 5 only in the United Arab Emirates around the world

Exercise 7 page 91

Possible answers:

- 1 Tangible culture refers to actual places, buildings, objects, etc., for example, the Great Barrier Reef off the coast of Australia or the Pyramids of Giza in Egypt. Intangible culture relates to living customs and traditional practice, for example the culture of the women divers of Jeju Island in South Korea.
- 2 Because fewer young people are interested in continuing them; because growth of cities and loss of natural habitats affects their practice.
- 3 To save or preserve customs and traditions that may otherwise die out.
- 4 Yes; she says its efforts are valuable, and that at the end we 'must never stop trying' to preserve our intangible cultural heritage.

Exercise 8 page 91

Possible answers:

- 1 Yes, although this will might be difficult with increasing globalization happening.
- 2 Those which younger people want to continue may be the ones which will survive.
- 3 Countries need to promote their cultural practices, especially to the younger generation.

Be flexible



For homework, challenge **more advanced students** to research a tradition that's currently on the Intangible Cultural Heritage list. They should note what the tradition is, its country of heritage and why it's in danger of dying out. In the next lesson, students can share what they learnt in small groups.

Note: Searching for 'UNESCO Intangible Cultural Heritage list' on the internet should yield enough sources for students to complete the assignment.

LANGUAGE DEVELOPMENT

Learning objectives

- Use *many*, *can* and *tend to* to avoid generalizations in statements about customs around the world – *Many cultural traditions change. Cultural traditions tend to change. Cultural traditions can change.*
- Use adverbs of frequency to avoid generalizations in statements about customs around the world – *In Tokyo, people usually go to work by train or bus. Formal dinner parties are often difficult to organize.*
- Replace common words with synonyms in sentences – *short > brief; bad > serious; clear > obvious*

Exercise 1 page 92

- 1 We tend to tip the waiter in restaurants.
- 2 Brazilian culture tends to be informal.
- 3 Expensive gifts can look suspicious.
- 4 Common hand gestures like waving can be misunderstood in a different culture.
- 5 In the Middle East, many old people live with their children.

Exercise 2 page 93

- 1 Brazilian men usually shake hands, though it is not unusual for men to kiss each other on the cheek.
- 2 Saudi men often wear traditional clothing, even to business meetings.
- 3 Professionals sometimes get upset if you don't use their correct title.
- 4 Cultural knowledge is frequently helpful in business situations.
- 5 In Japan, you should always arrive on time for an appointment.

Exercise 3 page 93

- 1 brief 2 serious 3 separate 4 certain 5 important
6 obvious 7 common

CRITICAL THINKING

Learning objectives

- Organize notes about the ideas from an essay about cultural heritage in a table
- Evaluate each idea in an outline of an essay about cultural heritage and add personal responses

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Responding to an author's ideas** is an important skill for students because: (1) One key writing skill is the ability to summarize what other writers have argued; (2) Another key writing skill is the ability to present a response to what other writers have argued; (3) The ability to combine these skills – e.g. agreeing and disagreeing, presenting an example, connecting ideas or evaluating – is indicative of a sophisticated writer, and something which students should be aiming to do.

BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:
Read the paragraph. What is your opinion of what is said? Plan, or write, a response paragraph to it.

Critical thinking has become an extremely popular concept in the modern education system. Everywhere you look, textbooks and courses talk about 'twenty-first-century skills' and 'getting your students to think more critically'. However, it seems as if this has gone too far, and that education establishments are not focusing enough on core subjects – English, Maths, Science, and so on. There should be more of a focus on these basics again – twenty-first-century skills can wait.

Lead-in

At this point in each unit students are asked to begin to think about the writing task they will do at the end of the unit. Give them a minute to read the box and to look at the table below it.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 94–95.

- ➔ 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

After Exercise 2, get students to compare and share their responses with a partner, in a group or a whole-class situation. Students should listen and, if appropriate, be willing to change their response if they hear a superior argument from another student.

Exercises 1–2 pages 94–95

'My response' column will vary. Possible answers:

	main idea	details
1	Should we be preserving our intangible culture for future generations?	Already protecting heritage sites Intangible aspects – songs, stories, traditional practices.
2	ICH list was established to protect living customs and practices.	List includes languages, spoken traditions, performing arts, craftsmanship, knowledge and beliefs.

	main idea	details
3	First example	The culture of the Jeju Haenyeo – under threat as young women are not stepping in to carry on the tradition.
4	Second example	Falconry – practised in different countries around the world but is threatened by the growth of cities.
5	Trying to answer the question in the introduction and concluding we must never stop trying for the sake of future generations.	Both examples illustrate the diversity of practices on the list. Is the list fair? Will it make a difference? Is it too late?

Exercise 2 page 95

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- ➔ With colleagues, discuss the paragraph in the *Be confident* section. Do they have the same response to you? Can you reach a consensus about your response to the writer's opinion?
- ➔ How confident were your students in responding to a written text? Some students find it difficult to challenge, or even just comment on, what 'expert' writers have written. How can you help them develop this skill of critiquing/responding to what others have written?

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Perhaps you could share strategies for encouraging your students to challenge / comment on what other people have written.

GRAMMAR FOR WRITING

Learning objectives

- Identify different techniques for paraphrasing ideas: synonyms, word order changes, using indirect speech
- Use synonyms, word order changes and indirect speech to paraphrase ideas about cultural heritage
- Evaluate and improve your paraphrases


Exercise 1 page 96

1 c 2 a 3 b

Exercise 2 page 96*Possible answers:*

- 1 In today's rapidly-developing world, many of us see the importance of saving our diverse cultural heritage.
- 2 Due to our cities expanding and our loss of natural environments, falconry is unfortunately now under threat.
- 3 According to Barker (2018), it may be too late to save our unique and varied cultural heritage, because not as many young people want to learn about ancient customs and practices.

Exercise 3 page 96*Answers will vary.***Optional activity**

 After comparing paraphrases with a partner in Exercise 3, each pair should select one paraphrase and write it on a separate piece of paper. The pair should give that paraphrase to the pair next to them, who will write a 'paraphrase of the paraphrase'. Each paraphrase should continue circulating to different pairs. This will give students practice paraphrasing one sentence using different strategies. When the sentences reach the original pair who wrote the first paraphrase, the pair should check their paraphrase and be sure it has maintained the original author's meaning.

ACADEMIC WRITING SKILLS**Learning objectives**


- Identify the key features of an essay summarizing and responding to another author's ideas

Exercise 1 pages 97–98*Possible answers:*

- 1 In the article 'Customs around the world,' author Andy Schmidt (2018) says it is important for travellers to learn about the customs of other countries, in order to prevent cultural misunderstandings in the places they are visiting.
- 2 indirect speech, synonyms, change the order of words or phrases.
- 3 important details about each of the three countries in the article
- 4 Brazil: touching, punctuality; Japan: touching, business cards, dress, gifts, punctuality; Saudi Arabia: formality, men and women not touching in public, the importance of personal relationships. This gives a few details from each country, so is about the right amount of information.

- 5 Four references: 'Andy Schmidt (2018) says ...', 'Schmidt focuses on ...', 'According to the author, ...', 'The author stresses ...'
- 6 It's the topic sentence at the beginning of the second paragraph: 'I definitely agree with Schmidt's main point.'
- 7 with examples from her own experience
- 8 She restates the main idea: 'In short, ...'

Exercise 2 page 98*Answers will vary.***Optional activity**

 Tell students to think of something they've seen/heard/read recently. They should describe it to a partner, and then give their opinion on whether they liked it or not. If the summary isn't clear or complete, the partner should ask clarifying questions. Rotate partners several times so students can give their summary more than once.

WRITING TASK**Learning objectives**

- Prepare an outline of two paragraphs, summarizing and responding to efforts to preserve the world's intangible cultural heritage
- Draft two paragraphs
- Review and revise the content and structure of your paragraphs
- Review and revise the use of language in your paragraphs

Exercises 1–7 pages 99–100*Answers will vary.***RESEARCH PROJECT****Compare two countries' cultural traditions**

Divide the class into groups and ask them to think of two different countries; each group should choose two different ones. Ask them to research, compare and contrast the cultural traditions of those two countries. This should include both tangible and intangible cultures. The groups can create a slideshow presentation about the countries they have researched.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 greet 2 generations 3 exchanging 4 protection
5 appearance 6 ceremony 7 beliefs 8 formal

Exercise 3

Answers will vary.

Exercise 4

1 it usually rains 2 seldom played 3 are almost never
4 is not always 5 often have 6 hardly ever tastes
7 rarely have 8 is often

Exercise 5

1 brief 2 obvious 3 common; usual 4 certain; some
5 serious; bad 6 powerful; important
7 separate; different

Exercise 6

1 use synonyms; change order of words or phrases
2 use synonyms; change order of words or phrases
3 use synonyms; change order of words or phrases; use indirect speech

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the amount of sugar in food and drinks.
Reading skill	Make inferences.
Critical thinking	Support an argument.
Grammar	Use verb and noun forms; state opinions; state a purpose; link contrasting sentences.
Academic writing skill	Structure an essay (introductory, body and concluding paragraphs).
Writing task	Write a balanced opinion essay.
Teacher development	Help your students become better at supporting an argument .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a woman mountain biking in Val Gardena, which is a valley in the Dolomites in Northern Italy. Mountain biking increases fitness levels by building leg muscle, exercising your heart and burning fat. Exercising outdoors also has many health benefits. You can also go mountain biking with family or friends, which can help you build relationships and have fun. However, some extreme forms of mountain biking can be dangerous, especially when riders go down very steep slopes. Mountain biking can also be very tiring and is not suitable for everybody.

Lead-in

To engage students in the topic, you could write the following questions on the board and ask them to work in pairs and discuss: *What does being healthy mean to you? How do people develop a healthy or unhealthy lifestyle? What foods should people eat daily? What foods should people try to avoid?* Get feedback from the class but don't give feedback or go into much detail, as these and other issues to do with health and fitness will be dealt with in this unit.

page 103

- 1 *Answers will vary.*
- 2 *Possible answers:* Healthy people eat a balanced diet, exercise regularly, get enough sleep, have a positive mental attitude.
- 3 *Possible answers:* They avoid overeating or eating the wrong things. They avoid smoking, drugs and alcohol.
- 4 *Possible answers:* walking, jogging, swimming, cycling, yoga, tennis, and all kinds of team sport.

WATCH AND LISTEN

Learning objectives

- Listen and identify the main idea in a video about sugar content in food
- Listen and complete a set of student notes with numbers from the video
- Identify the meaning of unfamiliar words and phrases from their context in the video
- Listen and make inferences about the ideas in the video and their wider implications
- Practise talking about food labelling and public eating habits

Exercises 1–2 page 104

Answers will vary.

Exercise 3 page 104

2

Exercise 4 page 105

1 $6\frac{1}{2}$ / 6.5 / six and a half 2 4 3 $\frac{1}{3}$ / one-third 4 3

5 $\frac{2}{3}$ / two-thirds 6 $4\frac{1}{2}$ / 4.5 / four and a half

7 less than 5%

Exercise 5 page 105

deliver – add; bring

component – ingredient

natural – not made or done by people

gradually – slowly over a period of time

differentiate – to show the difference between things

palate – the ability you use to decide if you like a taste

disclose – to give information that was secret

Exercise 6 page 105

Answers will vary. Possible answers:

- 1 Because they wanted to do a report on the amount of sugar manufacturers add to food, but this information is not available on the product labels.

- 2** Because they may add a lot of sugar to their products and not want the customer to know this, in case it affects their sales.
- 3** Because laws are made after reading scientific reports, or because people decide what food to eat because of scientific opinions.

Exercise 7 page 105

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for health and fitness – *self-esteem, active, calories*
- Skim an article about physical exercise to identify the best title
- Read and identify the main idea of each paragraph and choose the best heading for each one
- Read and find examples and detailed information
- Make inferences about the article and its audience
- Give personal opinions on issues relating to health and exercise

Lead-in

Ask the class what they do to stay healthy. Do they do any special activities? Elicit ideas from the class and write them on the board. Ask students which ideas are most common.

Exercise 1 page 106

a active **b** reduce **c** serious **d** self-esteem
e calories **f** recognize **g** moderate

Exercise 2 page 106

a basketball **b** squash **c** housework / cleaning
d football **e** gardening **f** jogging / running
g swimming **h** cycling

Exercise 3 page 108

c

Exercise 4 page 108

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

Exercise 5 page 108

1 heart disease; type 2 diabetes; stroke; some cancers
2 mood; self-esteem; sleep quality **3** seven hours or more
4 the field or court **5** at off-peak times
6 running shoes / trainers **7** the park

Exercise 6 page 109

Possible answers:

- 1** It helps improve their self-esteem by helping them to stay fit, making them strong and giving them a sense of achievement.
- 2** It is written for adults. The word 'adult' appears several times in the text. There are also references in the text to adult activities such as having a job, and to playing games you haven't played since you were a child.

Exercise 7 page 109

1 Answers will vary.

2 Possible answers: It is a good way, but only one way of keeping fit. You can keep fit by gardening or doing other physical jobs.

3 Possible answers: People can become dehydrated or get injured. Some people exercise too hard and damage their bodies.

READING 2

Learning objectives

- Understand key vocabulary for health and diet – *balanced diet, junk food, nutritional*
- Scan an essay to check your ideas about nutrition and obesity
- Read and identify the writer's main ideas about who is responsible for problem obesity
- Complete a table with detailed information from the essay
- Identify the type of support the writer uses in an essay
- Read and find examples of different food types mentioned by the writer
- Make inferences about the writer's opinions on issues related to obesity
- Synthesize information from an article about physical exercise and an essay about nutrition and obesity in a discussion

Lead-in

Ask students to define *obesity*. They may use their dictionaries for help. Elicit answers. Then ask if obesity is a problem in their country. Why / Why not?

Exercise 1 page 109

1 balanced diet **2** junk food **3** Obesity **4** portions
5 campaign **6** nutritional

Exercise 2 page 110

Answers will vary.

Exercise 3 page 110**1** a 50% b 30% c 5% d 15%**2** have laws for showing nutritional information on packaging; require restaurants to inform customers of calories; tax high-fat/high-sugar foods; support educational campaigns for healthy eating**3** Control portion size; eat a balanced diet; read nutritional information on food packaging; exercise regularly.**Exercise 4** page 110

a G b I c I d I e G f I g G h I

Exercise 5 page 110**1** d – read nutritional information on food packaging**2** c – eat a balanced diet **3** g – put a tax on foods which are high in sugar and fat**4** b – control portion size**5** h – do exercise**Exercise 6** page 110

1 R 2 E 3 R 4 F 5 R

Exercise 7 page 112**1** rice; potatoes; pasta **2** milk; cheese **3** meat; fish; eggs; beans **4** pizza; crisps **5** chocolate; sweets**Exercise 8** page 112*Possible answers:***1** D: Obesity has become a major problem in many parts of the world. According to the World Health Organization (WHO), in 2016 about 13% of adults worldwide, both male and female, were obese.**2** A: In many Western countries, for example, a typical healthy diet might include approximately 50% fruit and vegetables; 30% carbohydrates, such as bread, rice, potatoes and pasta; 15% proteins, for example, meat, fish, eggs and beans; and around 5% dairy products (e.g. milk and cheese).**3** A: Such campaigns would be similar to the anti-smoking campaigns that have helped reduce the number of smokers all over the world.**4** D: And finally, each of us should make time to exercise because, as we all know, exercise burns calories.**5** D: If we really wish to see an end to the problem of obesity in the future, individuals and governments must both take action.**Exercise 9** page 112*Answers will vary.***LANGUAGE DEVELOPMENT****Learning objectives**

- Identify noun forms of verbs in a text – *advertise > advertisement; ban > ban; encourage > encouragement*
- Identify health and fitness collocations in a text – *life expectancy; heart disease; balanced diet*
- Read and identify the meaning of health and fitness collocations from context

Exercise 1 page 113

We need to see a reduction in the rate of obesity among children and teenagers. The first step is recognition that fat is a real problem for young people. One solution is for schools to offer children the opportunity to participate in sport. This would require the involvement and encouragement of parents, who are our main weapon against increasing obesity. Parents can also support the promotion of educational campaigns to teach children about healthy eating.

All of us should be responsible for the protection of our own health, but governments can also help fight the obesity epidemic. For example, they can impose a ban on junk food advertises aimed at children.

Exercise 2 page 114

Obesity can reduce life expectancy and lead to serious illness such as heart disease and diabetes. To address this problem, some governments run educational programmes and advertising campaigns. These educate people about the dangers of junk food and the importance of a balanced diet. They also show people how to find out about the nutritional value of food. Another important way to tackle obesity is regular exercise, because the more physical activity we have, the better we feel.

Exercise 3 page 114

2 nutritional value **3** educational programmes **4** heart disease **5** physical activity **6** advertising campaigns **7** serious illness **8** balanced diet **9** regular exercise **10** junk food

Be flexible

Provide **lower-level students** with additional practice with collocations. Use this activity to encourage fast recall of the collocations in this unit. This can work for both Verb and noun forms and Health and fitness collocations. You'll need a small ball that students can throw to each other. Ask students to stand in a circle. For verb and noun forms, start by saying *encourage*. Tell the students you'll throw the ball to somebody and that student has to say *encouragement*. That same student says another word (*recognition*, for example) and throws the ball to another student, who must say *recognize*. If the

student holding the ball doesn't know the answer, he/she has to sit down. The last student standing is the winner. For *fitness collocations*, students say the first word in the collocation and the person they throw the ball to says the second word.

Lead-in

At this point in each unit students are asked to begin to think about the writing task they will do at the end of the unit. Give them a minute to read the box and to look at the table below it.

CRITICAL THINKING

Learning objectives

- Use a table to understand the content of a paragraph
- List arguments for and against compulsory physical education in universities
- Use a table to evaluate and support your arguments

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Supporting an argument** is an important skill for students because: (1) Students may be too quick to decide what they think about a particular subject, and may not think through all the possible options; (2) A key academic skill is to show that you can understand an issue from all sides, with supporting arguments, and represent this in a piece of writing; (3) Whichever students decide, the argument they make should be presented with good supporting evidence, e.g. facts, examples and reasons.

BE CONFIDENT

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

Rank the following supporting details 1–5 (1 = strongest, 5 = weakest) that you would use for this statement: 'It is important that students study critical thinking at school to prepare them for university and the workplace.'

- 1 Several articles clearly demonstrate how developing critical thinking skills at school prepares you well for college and university studies. _____
- 2 My daughter studied critical thinking and now she is at university. _____
- 3 Critical thinking skills, I argue, can help you pass university entrance tests. _____
- 4 Developing critical thinking fosters a better, deeper understanding of important ideas (Miletzki and Broten, 2017). _____
- 5 Some students at my school have gone on to university, and I think they took some critical thinking lessons. _____

If you wanted to oppose this position, what supporting details would you give?

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 115–116.

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

BE FLEXIBLE

An optional 'Exercise 6' which you could do, to develop students' general critical thinking skills, is to ask the class whether anybody changed their opinion based on the discussions they had in Exercise 5. Students should understand that it is perfectly acceptable for them to change their minds if they think they have heard better arguments or more compelling evidence.

Exercise 1 page 115

Possible answers:

position: Governments must take the leading role in fighting obesity.	
argument 1: Large restaurant groups should be made to give nutritional information on their menus to customers.	supporting details: This information would then help people choose low-calorie, nutritious food when they eat out.
argument 2: There should be a tax on foods high in fat and sugar.	supporting details: People will not be able to buy as much junk food, so will eat less of it.
argument 3: Governments should support education programmes helping people to eat balanced diets.	supporting details: An example where this idea has already worked is the 'stop smoking' campaigns all over the world.

Exercises 2–5 pages 115–116

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

→ Compare your answers in the *Be confident* section with a colleague, either in person or electronically. Did you have the same opinion? If not, discuss and try and reach a consensus. The suggested order of answers, from strongest to weakest, is 4, 1, 3, 2, 5.

→ Were students able to link the critical thinking focus in this section to their own writing? Trying to link the learning to their actual experience is a useful strategy and deepens the education value.

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be flexible* section, and their outcome?

GRAMMAR FOR WRITING

Learning objectives

- Use phrases to express opinions on issues related to health and fitness – *In my opinion, both parties have a role to play in dealing with this global problem.*
- Use modal verbs to express opinions on issues related to health and fitness – *Individuals ought to make better food choices.*
- Use language to state the purpose of an idea or recommendation – *Governments should promote healthy eating in order to increase life expectancy.*
- Identify the grammar and punctuation used to link contrasting sentences.
- Use linking words to connect contrasting ideas in sentences about diet and exercise – *Although meat and fish are healthy foods, they are expensive in most countries.*

Exercise 1 page 117

Possible answers:

- 1 I believe junk food adverts should be illegal.
- 2 In my view, running is not the best exercise for keeping fit.
- 3 In my opinion, it's not necessary to sleep eight hours a night in order to stay healthy.

Exercise 2 page 118


Answers will vary.

Exercise 3 page 118

Possible answers:

- 1 shouldn't
- 2 ought to
- 3 need to
- 4 don't need to
- 5 must

Optional activity

 In pairs, students look back at Exercise 3. Ask students to add language to express a purpose to their opinions (e.g. *Governments should control advertising on television in order to...*).

Exercise 4 page 118

- 1 to / in order to
- 2 so / so that
- 3 so / so that
- 4 to / in order to
- 5 so / so that

Exercise 5 page 119

- 1 but; C
- 2 although; C
- 3 However; F
- 4 On the other hand; F

Exercise 6 page 119

- 2 Although some forms of exercise, such as running, are free, many people never exercise. / Many people never exercise, although some forms of exercise, such as running, are free.
- 3 Although junk food advertising on TV is exciting for children, it can have a negative influence on their eating habits. / Junk food advertising on TV is exciting for children, although it can have a negative influence on their eating habits.
- 4 Although most adults should exercise for at least two hours a week, they don't have to do it all at once. / Most adults should exercise for at least two hours a week, although they don't have to do it all at once.

ACADEMIC WRITING SKILLS

Learning objective

- Complete an outline of a balanced opinion essay with notes from an essay about responsibility for obesity

Exercise 1 page 120

Possible answers:

introductory paragraph

background information:

- obesity big problem in the world today
- the WHO says 13% of all adults obese
- can cause serious health problems
- who is responsible? Individual or governments?

thesis statement:

Some people believe governments should introduce laws to help improve the obesity problem, but others believe it is up to the individual.

body paragraph 1

position 1 with supporting arguments and details:

Individuals should take responsibility for controlling their own weight.

- control portion size – calorie intake for adults
- learn to eat a balanced diet – proportions of different food types
- read nutritional information on packaging – to eat less of the unhealthy things like sugar and fat

body paragraph 2

position 2 with supporting arguments and details:

Governments should be responsible for the problem.

- restaurant groups should give information to customers – help people choose a healthy meal
- should be a tax on foods high in fat and sugar – junk food expensive so people buy less
- governments should support healthy eating campaigns – helping people to eat a low-calorie, balanced diet

concluding paragraph

summary of both arguments:

Government should pass new laws, but individuals still need to take responsibility.

your opinion with reasons:

I believe governments can encourage people but ultimately it is up to the individual.

prediction or recommendation:

Individuals and governments need to take action to solve the obesity problem.

Exercises 1–6 pages 121–122

Answers will vary.

RESEARCH PROJECT

Help people to eat healthily.

Divide the class into groups and ask them to research different ways of eating healthily. Tell them about different areas of the topic they could research, such as:

- vegetarian lifestyles
- extreme diets
- healthy eating
- superfoods

Ask the students to design an informative guide, posters, websites and dietary schemes to explore their findings. Students could also create journals to record what foods they have eaten and activities they have taken part in, and analyze this data to present to the class.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 calories 2 campaign 3 portion 4 reduce 5 serious
6 moderate 7 recognize 8 self-esteem

Exercise 3

Answers will vary.

Exercise 4

1 advertise 2 ban 3 encouragement 4 promotion
5 protect 6 recognition 7 reduce

Exercise 5

1 expectancy 2 programme 3 diet 4 disease
5 campaign 6 food 7 value 8 exercise

Exercise 6

1 in order to 2 so that 3 so 4 to 5 so that 6 to

WRITING TASK

Learning objectives

- Create an outline for a balanced opinion essay about whether universities should require students to take physical education classes
- Draft your essay
- Review and revise the content and structure of your essay
- Review and revise the use of language in your essay

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about China's artificial river.
Reading skill	Scan to find information.
Critical thinking	Analyze advantages and disadvantages.
Grammar	Make predictions with modals and adverbs of certainty; use relative clauses; use prepositional phrases with advantages and disadvantages.
Academic writing skill	Write an introductory paragraph (hook, background information, thesis statement).
Writing task	Write an explanatory essay.
Teacher development	Help your students become better at analyzing advantages and disadvantages .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a development workshop at SoftBank Robotics in Tokyo, Japan. The children are learning about the robots and how to interact with them. The humanoid robot in the photo is called Pepper. Pepper was designed to understand human emotions and adapt his behaviour according to the person he is interacting with. The robot was initially used to welcome and help customers in shops in Japan. Subsequently, Pepper has been used in offices, banks, medical facilities and restaurants, and is now available in several countries across the world. He has even been adopted by families in Japan to use at home. Pepper is also used as a research robot for schools, colleges and universities to teach students about programming and robotics.

Lead-in

Ask the students to each write down the first five words that come to mind when thinking about science and technology. Then put them in small groups. Each group chooses one of the words from each group member's list as the basis of their discussion. For example, if a student writes *smartphones*, then that group could discuss how smartphones will evolve in the next ten years. This might lead to a more focused discussion than simply asking the students to discuss the world of science and technology in general.

page 125

1 *Answers will vary.* The photo shows a workshop for students and robot enthusiasts to interact with a new human-like robot.

2–3 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and understand the main ideas in a video about a Chinese river
- Listen and correct a set of notes with facts and figures from the video
- Discuss how large-scale engineering has solved problems and evaluate how engineering could help solve a problem in your country

Exercise 1 page 126

Possible answers:

1 Dams are built to hold back and store water.

2 Water comes into my home through pipes from the water main.

3 The water is cleaned at the water treatment plant.

Exercise 2 page 126

Answers will vary.

Exercise 3 page 127

Possible answers:

1 They live in cities in the north.

2 Most people live in the north, but most of the water is in the south.

3 Each section is built separately.

4 Because each section has to be in the perfect position.

5 2030

6 It will help millions of people in the north.

Exercise 4 page 127

1 fœd water **2** lake river / canal / aqueduct **3** 715 750

4 12 1200 **5** higher lower **6** 2020 2030

Exercise 5 page 127

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for inventions – *essential, harmful, helpful*
- Read an article about biomimicry and select the best summary
- Scan the article for examples of biomimicry
- Annotate the text with summary notes
- Make inferences about the ideas in the article
- Give opinions on the use and future of biomimicry

Exercise 1 page 128

1 harmful 2 helpful 3 prevent 4 pattern 5 unlimited
6 essential 7 illustrate

Exercise 2 page 128

Possible answers:

1 biology / biological, biography / biographical, biopic, biomedicine / biomedical, bioengineering, biodata, biometrics 2 the act of copying (mimicry), the act of copying from nature (biomimicry) 3 Answers will vary.

Lead-in

Show photos of the things in nature that are mentioned in the reading (burdock seeds, a shark, an eagle and a falcon, a tropical boxfish). Tell students to discuss in pairs possible inventions that were based on these things from nature. They then read the article to find out.

Exercise 3 page 130

c

Exercise 4 page 130

1 Velcro®; Speedo Fastskin® swimsuit; Eagle Eyes® sunglasses; Bionic Car 2 burdock seeds; shark skin; eagle and falcon eyes; boxfish

Exercise 5 page 130

1 hooks and loops 2 children's clothing; lunch bags, shoes 3 Fastskin® fabric 4 swim faster
5 astronauts' eyes 6 the yellow oil which filters out harmful radiation 7 the shape of the boxfish

Exercise 6 page 130

Possible answers:

- 1 It replaces buttons, zips and shoelaces, so it's easier for children to get dressed by themselves.
- 2 It was argued that suits made of Fastskin® gave some swimmers an unfair advantage.
- 3 Some people might think that it is ugly. Others might find it cute.

Exercise 7 page 131

Answers will vary.

Optional activity



With the whole class, brainstorm different items from nature that might be inspirations for inventions. Put students into small groups and tell them to choose one item and invent a new technology based on it. Tell them they'll present their findings to the class, and that they should use as many of the new vocabulary words from Reading 1 as they can. Give them 10–15 minutes to prepare. When giving their presentations, each student in the group should speak and each should try to use new vocabulary.

Examples of items from nature: spider web, octopus, sea sponge, hummingbird.

READING 2

Learning objectives

- Understand key vocabulary for technology – *artificial, break down, three-dimensional*
- Scan an article about future technologies to identify the technologies discussed
- Read and understand the main ideas in an article on future technologies
- Read and identify detailed information
- Make inferences about the implications of the inventions in the article for society
- Synthesize information from an article about biomimicry and an article about future technologies in a discussion

Lead-in

Give students an unnumbered list of the top ten innovations that changed history. Tell them to put the list in order, with number 1 being the innovation that they think has been most important in changing history. Then show them the numbered list, and they can discuss whether they agree or disagree with it, and whether any of the innovations have disadvantages. You may need to explain or show photos of some of the innovations.

Top ten list: 1. Printing Press 2. Compass
3. Paper currency 4. Steel 5. The electric light
6. Domestication of the horse 7. Transistors
8. Magnifying lenses 9. The telegraph 10. Antibiotics

Exercise 1 page 131

1 equipment 2 personal 3 electronic 4 Three-dimensional 5 movement 6 breaks down 7 objects
8 Artificial

Exercise 2 page 132

Possible answers:

- 1 They could become a reality – a Slovakian company is reportedly planning to start selling flying cars from 2020. However, drivers of such a car would need a pilot's licence to fly it, while commercial production would be very expensive. Therefore, these cars are unlikely to be an everyday reality any time soon.
- 2 A 3-D printer is a printer attached to a computer that can make solid objects from a digital model by printing many separate layers of the object. It is used in manufacturing to print models, novelty food, low cost artificial limbs, etc.
- 3 Robots can help people who are missing arms or legs by providing artificial limbs that help people to have normal function, such as picking things up with their artificial hand.

Exercise 3 page 132

1 4 2 2 3 3

Exercise 4 page 132

1 advantages: b; disadvantages: d 2 advantages: f; disadvantages: a 3 advantages: c; disadvantages: e

Exercise 5 page 134

1 T 2 F; Mechanical failure will be a problem for flying cars. 3 DNS 4 DNS 5 T 6 T 7 F; The battery life of a robot suit is short at the moment.

Exercise 6 page 134


Possible answers:

- 1 All machines have the potential to break down and a breakdown in the air might cause falling objects that would be a serious danger below.
- 2 If everybody has a personal flying car and uses it like people use the roads today, then there will be air congestion.
- 3 These medical benefits might include: enabling people who are unable to walk, or who have missing limbs or some kind of paralysis, to regain some movement; increasing mobility in partially sighted or blind people; doing dangerous work in place of people, so that they avoid injury.
- 4 Because they have taken a long time to develop; the materials used to make the exoskeleton might be very specialized.

Exercise 7 page 134

Answers will vary.

Be flexible

 Provide **advanced students** with a related creative writing opportunity. Tell students to imagine they are living in a future where the three inventions mentioned in Reading 2 are widely available. Students should choose one of the inventions and

imagine they use it in their daily life or their job. They should write a letter to a friend that describes their experience of using the invention.

LANGUAGE DEVELOPMENT

Learning objectives

- Use modals and adverbs of certainty to complete predictions with varying degrees of certainty – *Cars will definitely become more efficient in the future. We could possibly see humans walking on Mars soon. We probably won't have flying cars.*
- Record words by prefix and prefix meaning in a table – *decrease, disagree, enable, prevent, rebuild, transport, unlikely*
- Use the meanings of prefixes to identify the meaning of new vocabulary

Exercise 1 page 135

1 will definitely 2 probably won't 3 will probably 4 will probably 5 will definitely 6 definitely won't 7 could possibly

Exercise 2 page 135

1 In years to come 2 before the end of the decade 3 In the near future 4 before too long 5 within the next ten years 6 within the next few years 7 By 2035

Exercise 3 page 136

Possible answers:

de-	deactivate, defrost, degenerate
dis-	disengage, disobey, disappear
en-	enrage, endanger, enrich
pre-	prepare, predict
re-	reread, rewrite, replay
trans-	transfer, translate, transcribe
un-	uncertain, unbelievable, unfair

Exercise 4 page 136

1 same 2 same 3 opposite 4 same 5 opposite 6 opposite 7 same

Exercise 5 page 136

Answers will vary.

CRITICAL THINKING

Learning objectives

- Use a T-chart to organize a list of advantages and disadvantages
- Brainstorm a list of recent inventions by their area of use
- Analyze the advantages and disadvantages of an invention using a T-chart

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Analyzing advantages and disadvantages** is an important skill for students because: (1) Doing this can be a relatively quick and straightforward way into exploring a topic, which can be particularly useful if students are showing reluctance or lack of interest; (2) A T-chart is a very useful tool which can be used in a wide range of different situations, and should become a familiar part of students' academic education; (3) Going through the process of analyzing advantages and disadvantages will result in the development of a stronger argument.

BE CONFIDENT

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

Think about one of the classroom activities listed below. Then complete the T-chart with its advantages and disadvantages.

debating flipped classroom group work
pair work project work

advantages	disadvantages

Lead-in

At this point in each unit students are asked to begin to think about the writing task they will do at the end of the unit. Give them a minute to read the box and to look at the T-chart.

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

If you think your students will struggle with Exercise 2 (or you cannot access the internet in class), ask them to just focus on the areas of technology which they know about. They can ignore the others. All they need are a few items from which they can make their selection in Exercise 3.

Exercise 1 page 137

Possible answers:

flying car: advantages: 3-D freedom of movement, avoid traffic lights, busy roads and speeding tickets; **disadvantages:** traffic control, mechanical failure, air traffic congestion

3-D printer: advantages: make life-size models, print body parts; **disadvantages:** equipment is extremely expensive

Ironman suit: advantages: lift heavy objects, walk long distances, punch through walls, military uses, help people with disabilities; **disadvantages:** expensive, short battery life, heavy

Exercise 2 page 138

Possible answers:

medicine: advances in 3-D imaging

home: solar roof, low-flush toilet, stand-up desk

space: SpaceX, Mars Rover, International Space Station

transport: microcars, e-bikes, boosted skateboards, driverless cars

entertainment: HD TV, Bluetooth, smart watch, 3-D glasses

computers: tablet computers, the Cloud

agriculture: hydroponics, genetically engineered seeds

Exercises 3–4 page 138

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

➔ How much 'world knowledge' did students have about recent inventions in each of the areas outlined? Understanding their levels of awareness can help you plan future sessions on similar topics more effectively.

➔ Think about the classroom activities in the *Be confident* section. Which of these do you use in your classroom? Are there any which you do not currently use which you think you could/should try to include in your normal teaching practice?

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be confident* section, and their outcome?

GRAMMAR FOR WRITING

Learning objectives

- Use a relative pronoun to complete the relative clause in sentences – *People who are unable to walk may be able to walk with the help of a robotic suit.*
- Differentiate between defining and non-defining relative clauses
- Join pairs of sentences using a relative clause
- Differentiate between prepositional phrases presenting advantages and disadvantages – *The main advantage of ... is ..., The main argument in favour of ... is ..., The problem with ... is ...*
- Use prepositional phrases to complete sentences about the advantages and disadvantages of inventions – *One good thing about robots is that they can do dangerous or boring jobs instead of humans. Perhaps the biggest concern with flying cars is that they could crash, causing terrible accidents.*

Exercise 1 page 139

- 1 which/that, D; relative clause: *which is based on the rough patterns on a shark's skin*
- 2 which, ND; relative clause: *which filters out harmful radiation*
- 3 who, ND; relative clause: *who often have to lift people out of burning buildings or cars*
- 4 who, D; relative clause: *who are unable to walk*
- 5 which, ND; relative clause: *which makes it possible to build objects using layers of liquid plastic*

Exercise 2 page 140

Possible answers:

- 1 Scientists have already developed new robots which/that are able to do dangerous work.
- 2 There is a great deal of technology to help elderly people who may have trouble doing some tasks by themselves.
- 3 There is a huge amount of new investment in biofuels, which are cleaner and more sustainable than fossil fuels.
- 4 The Bionic Car has a special design which/that makes it more fuel efficient.
- 5 Important research is being done by scientists at the University of Cambridge, who hope to publish it next year.

Exercise 3 page 141

Positive arguments: 1, 5, 7, 8; **Negative arguments:** 2, 3, 4, 6, 9, 10

Exercise 4 page 141

Possible answers:

- 1 The main advantage of
- 2 The main worry about
- 3 A real benefit of
- 4 The main disadvantage of
- 5 One bad thing about

ACADEMIC WRITING SKILLS

Learning objectives

- Identify the key features of the introductory paragraph to an academic essay in the article on biomimicry and the article on future technologies
- Evaluate the two introductions to the texts in the unit and decide which has more impact on the reader

Exercise 1 page 142

- 1 The hook is that ideas from nature are used in a huge range of everyday products. It is not a very strong hook and does not really grab the reader's attention.
- 2 The background information consists of definitions of the terms *mimic* and *biomimicry*.
- 3 The topic is the influence of biomimicry. The point of view is that it can be seen in many everyday products. We don't know how many paragraphs there will be, but each paragraph will probably discuss a different product.

Exercise 2 page 143

- 1 The hook is a question: 'What will the world of the next generation look like?' It gets your attention by making you start thinking about the topic.
- 2 The background information consists of two opposing views about the role of technology.
- 3 The topic is predictions about the uses of innovations in technology. The point of view is that there are advantages and disadvantages to innovation. We know there will be three body paragraphs and each one will discuss the advantages and disadvantages of a different prediction.

4 *Possible answer:* The second introduction is probably more interesting, as it has a stronger hook and a thesis statement which clearly shows what the following paragraphs will discuss.

WRITING TASK

Learning objectives

- Prepare an introductory paragraph for an essay on a new technology
- Create an outline for the body of your essay
- Plan a conclusion
- Draft your essay
- Review and revise the content and structure of your essay
- Review and revise the use of language in your essay

Exercises 1–10 pages 143–144

Answers will vary.

RESEARCH PROJECT

Invent a robot concept.

Divide the class into groups and ask them to think about how they could use robots in these areas:

food production
the household
care of elderly people
companionship
construction
helping in dangerous places

Tell them that they have to produce a brochure and presentation which sells a robot concept to a particular group of people. They have to think about design, the target audience, specifications, features, marketing and the user experience.

Students should present their projects to the rest of the class and decide on the best idea.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 essential 2 artificial 3 equipment 4 movement
5 illustrate 6 prevent 7 object 8 unlimited

Exercise 3

Answers will vary.

Exercise 4

1 100% 2 20% 3 90% 4 50% 5 0%

Exercise 5

1 trans 2 un 3 en 4 pre 5 dis 6 de 7 re

Exercise 6

1 Sentence 1 2 Sentence 3 3 historical information.
4 the Lego brand. 5 reasons for the popularity of Lego.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about Savile Row's first female Master Tailor.
Reading skill	Distinguish fact from opinion.
Critical thinking	Identify strong arguments.
Grammar	Use multi-word prepositions to combine information.
Academic writing skills	Use body paragraphs in point-counterpoint essays; use counter-arguments; use cohesion.
Writing task	Write a point-counterpoint essay.
Teacher development	Help your students become better at identifying strong arguments .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows fashion design students in class. The student pictured is looking at drawings of clothing designs, and there are other students and a mannequin in the background. Fashion designers design and make clothes that are sold in shops or online. They may be sold in small boutiques by designer fashion labels or by large chains.

Lead-in

Write the names of two or three well-known brands of clothing on the board. Then ask the students individually to write down as many other brands as they can think of in two minutes, on the left-hand side of a piece of paper. After two minutes, tell them to stop, then give them another two minutes to go around the class and find as many people wearing the brands on their list as possible. They should do this as a fast-paced mingling activity, asking their fellow classmates which of the brands on their own list they are wearing. They should write the name of a student wearing that brand on the right-hand side of the paper, next to the brand name. When time is up, tell the students to stop and count up the number of brands found. The winner is the student with the most brands found in the class.

page 147

- 1** The photo shows a man working as a fashion designer.
2–4 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and understand the main ideas in a video about a female Master Tailor in a male-dominated industry
- Listen and understand facts and figures
- Understand the meaning of unfamiliar words and phrases from their context in the video
- Practise talking about jobs in the clothing industry

Exercises 1–2 page 148

Answers will vary.

Exercise 3 page 149

Answers will vary. Possible answers:

- 1** It is famous for selling high-quality, handmade men's suits.
- 2** She is a tailor. She is the first female Master Tailor on Savile Row. / She is the first woman to have her name above the door on Savile Row.
- 3** More women are becoming tailors; more women are getting more important jobs.

Exercise 4 page 149

- 1** T **2** F; Women have always worked on Savile Row. **3** T
4 F; Last year, more than 65% of new tailors were female.
5 T **6** F; Kathryn has the same values and principles as the other Savile Row tailors.

Exercise 5 page 149

- 1** become a Master Tailor **2** women in the industry
3 rising to more prominent positions **4** we all know each other

make it to the top: to become the head of a business / very successful in your work

a sign of the times: something that has changed because society has changed

behind the scenes: in a business, where the customers cannot see

network: a group of people who work together or cooperate for professional purposes

Exercise 6 page 149

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for fashion – *brand, volume, season*
- Use your knowledge to predict ideas in an article about fast fashion
- Read and understand main ideas and details about fast fashion
- Make inferences about people's opinions based on their comments about the article
- Give opinions on fashion culture

Exercise 1 page 150

a season **b** manufacture **c** volume **d** collection
e cotton **f** invest **g** brand

Exercises 2–3 page 150

Possible answers:

- 1** Inexpensive clothing that is sold briefly for a short period in stores and then replaced with other styles.
- 2** In some shops they change frequently, while luxury brands usually only have a new collection each season.
- 3** Frequent style changes make shoppers want to buy more. This can have a positive effect on the economy.

Lead-in

After students have discussed the term 'fast fashion' in Exercise 2, tell them that fast fashion may be a result of consumers wanting things to happen quickly. In order to put fast fashion in the context of modern society, ask: *What are some other indications that life today is fast-paced?* (fast food, the internet, smartphones) Then ask: *Who are the winners and the losers in each of these situations?* Put students in small groups for this discussion. Hold a follow-up discussion with the whole class, focusing mainly on the idea of fast fashion.

Exercise 4 page 152

a 4 **b** 2 **c** not mentioned **e** 3

Exercise 5 page 153

- 2** ~~High-end fashion~~ Fast-fashion designs that are unpopular are withdrawn in less than a week.
- 3** ~~Traditional~~ Fast fashion is good for the manufacturer because of the greater volume of sales.

4 The biggest problem with fast fashion is ~~the theft of ideas~~ the impact of wasted clothes on the environment.

5 Cotton growers need to produce more, so they have to use ~~fewer~~ more chemicals.

6 Designer clothing is popular with ~~poorer~~ wealthy shoppers.

Be flexible



You could encourage a little competition here by asking students to do the task as quickly as possible and to raise their hands as soon as they have all the answers. The person with their hand up first should be called on to provide the answers. Encourage feedback from the rest of the class. If the answering student got any of the questions wrong, try to elicit the correct answer(s) from the class.

Exercise 6 page 153

1 Ahmet **2** Carmen **3** Sara **4** Fatima; Many people agree with her opinion about protecting the Earth.
5 Jasmine; People dislike her wasteful attitude.

Exercise 7 page 153

Answers will vary.

READING 2

Learning objectives

- Understand key vocabulary for the fashion industry – *conditions, import, multinational*
- Skim the title and introductory paragraph of an essay to understand the topic and writer's point of view
- Read and understand main arguments in an essay about offshore production in the fashion industry
- Scan the essay for facts and figures
- Distinguish facts about overseas production from the writer's opinions
- Synthesize information from an article about fast fashion and an essay about offshore production in a discussion

Lead-in

Tell students that production of clothing can be controversial because the work is often outsourced to developing countries, where working conditions may be poor. Ask students what they think *poor working conditions* means. Write their answers on the board and then read the article to see if they missed anything.

Exercise 1 page 154

1 multinational **2** wages **3** conditions **4** textiles
5 outsource **6** offshore **7** import

Exercise 2 page 154

Possible answers:

- 1 Because labour costs are lower and sometimes environmental regulations aren't as strict.
- 2 Multinational companies bring more jobs to local workers. Workers pay taxes, and this enriches the country.
- 3 Sometimes, working conditions are bad and workers are paid low wages.

Exercise 3 page 155

- 1 It is about using offshore production to keep costs down in the textile industry.
- 2 Supporters claim it helps local economies. The writer is against it. In the thesis statement, the writer says that she thinks outsourcing is harmful.

Exercise 4 page 156

Arguments for outsourcing:

Provides jobs at higher wages than local workers can make in agriculture.

People in developing countries often line up to take jobs in multinational factories.

Overseas factories have become safer and more ethical in recent years.

Arguments against outsourcing:

Most workers are paid by the piece.

Working conditions in many offshore factories remain uncomfortable and unsafe.

Workers often work 14 hours a day and earn less than €100 a month.

Worker protection laws, like those in developed nations, often don't exist or are not followed.

Exercise 5 page 156

- 1 €29 billion 2 Multinational 3 40 4 don't exist or are not followed 5 117 6 economist


Exercise 6 page 157

- 1 fact 2 writer's opinion 3 fact 4 fact 5 fact 6 writer's opinion

Exercise 7 page 157

Answers will vary.

Be flexible

 If internet access is available, you could ask the students to follow up Question 2 by researching what multinationals are currently doing to support the local communities in which they invest. Provide guidance in conducting the research for **lower-level students**. Ask students to brainstorm what keywords they would need to use to conduct a search, and what websites they could use to find information. Point out that simply going to a search engine and

typing in some keywords is not always the best option when trying to find specific information; they could start by going to a multinational's website and seeing if they can find any information on local initiatives.

LANGUAGE DEVELOPMENT


Learning objective

- Understand vocabulary for the fashion business – *advertising, consumer, designer label*

Exercise 1 page 158

- a supplier b designer label c overseas d consumer
e advertising f competitor g labour h manufacturing

Optional activity

 Write the vocabulary words on the board, spreading them out in random order. Divide the class into teams. One student from the first team comes to the board and chooses a word. The student must say the word correctly, give the definition and use it in a sentence. If everything is correct, the team gets a point and the student erases the word. If not everything is correct, the word remains in play on the board. The game is over when all the words are erased from the board. The team with the most points wins.

CRITICAL THINKING

Learning objectives

- Organize arguments from an essay about outsourcing fashion production in a table
- Identify the types of support used by the writer
- Evaluate the types of support used by the writer
- Categorize a list of arguments relating to the writing task for Unit 7
- Evaluate the strength of the arguments and justify your opinion
- Support the three strongest arguments with additional evidence

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Identifying strong arguments** is an important skill for students because: (1) When students read, they need to be able to identify what is a strong argument and what is a weak argument; (2) This is also a skill they need when they write, so that they can ensure their writing is as persuasive as possible; (3) Whilst arguments by 'experts' can be very strong evidence, students should also not be afraid to challenge these arguments if they have different evidence which they think is stronger.

BE CONFIDENT

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

Writing which contains strong arguments may use some or all of the following types of evidence: facts, statistics, expert opinions, reasons, quotations, examples, personal experience. Which of these can you identify in the paragraph below?

Teacher development, in my experience, is extremely valuable. Participating in teacher training sessions at my school has definitely made me a better teacher in the classroom. Over the past few years, my results have improved by 10%, and my students' enjoyment of my lesson by 20%. My students are now more focused and attentive in class, mainly because my lessons are more structured. For example, they work together in pairs much more effectively. This view is supported by the academic literature, which shows that when teachers are effective classroom managers, their students achieve more (Stronge et al., 2008, 2011) and are more interested in what is being taught (Kunter et al., 2007).

Key: Sentences 1/2 Personal experience; 3 Statistics; 4 Reason; 5 Example; 6 Expert opinions / quotations

Lead-in

At this point in each unit students are asked to begin to think about the writing task they will do at the end of the unit. Give them a minute to read the box and to look at the table below it.

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

Some students may find Exercise 5 difficult to do, so it might be useful to take class feedback at this point. Let different students say whether they think the arguments *for* or *against* are stronger, and give reasons. This may help some students decide what they think, which will make it easier to do Exercise 6.

Exercise 1 page 159

Possible answers:

4 earn less than €100 per month

5 textiles workers

6 most workers are paid by the piece

supporting argument 2: Overseas factories have become safer and more ethical in recent years.

8 now provide day-care centres

9 work conditions remain uncomfortable and unsafe

10 worker protection laws often don't exist

11 workers are exposed to chemicals, dust and unsafe noise levels

author's conclusion: The arguments for offshore production do not justify the low wages and dangerous conditions seen. The author believes the multinational companies should use a much higher share of their profits to correct these problems.

Exercise 2 page 160

facts: 2, 6, 9, 10; **statistics:** 3, 4, 5

expert opinions: 1; **quotations:** 7

examples: 8, 12; **personal experience:** 11

Exercise 3 page 160

1 Facts were used the most in Reading 2. Facts present a more convincing argument.

2–3 Answers will vary.

Exercise 4 page 160

1 F 2 A 3 A 4 A 5 F 6 F 7 A 8 A 9 A 10 F

Exercise 5 page 160

Against: The arguments *against* far outweigh the arguments *for*.

Exercise 6 page 160

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

→ How well were your students able to answer Questions 2 and 3 in Exercise 3? Some classes may find it very difficult to answer these types of question, having never been asked them before, or not knowing how to answer them. If this is the case, think of how you can help them develop this knowledge.

→ Think about the writing (or speaking) which you do. When you are trying to persuade people, do you use the types of evidence presented in the *Be confident* section? Are there any types you think you should use more than you already do? Why / Why not?

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be flexible* section, and their outcome?

GRAMMAR FOR WRITING

Learning objectives

- Identify multi-word prepositions in sentences about fashion – *Due to their longer lifespan, expensive designer clothes are more environmentally friendly than cheap clothes.*
- Identify the meanings of multi-word prepositions in sentences
- Use prepositional phrases to complete sentences about the fashion industry – *The company closed its offshore production facilities in addition to its overseas retail stores. Instead of buying disposable fashion, it is better for the environment if people choose clothes that last longer.*

Exercise 1 page 161

1 instead of; preference 2 due to; reason 3 because of; reason 4 in spite of; contrast 5 along with; addition


Exercise 2 page 161

1 in addition to / along with 2 instead of / rather than
3 Other than / Apart from / Except for 4 Due to / As a result of / Because of 5 rather than / instead of

Exercise 3 page 162

1 Instead of 2 In addition to 3 In spite of 4 except for 5 along with

Optional activity

 Divide the students into small groups. Tell them to imagine they are the new management team for a clothing factory and they are going to write new rules for a safe, comfortable work environment. The students should refer to Reading 2 for poor working conditions that need to change. They have to use a multi-word preposition in each sentence. For example: *Because of the rising cost of living, all employees will get an increase in wages.*

ACADEMIC WRITING SKILLS

Learning objectives

- Evaluate opening statements for the first body paragraph of an essay about the fashion industry and body-image
- Identify the types of support used in a body paragraph from an essay on the fashion industry and body-image
- Evaluate the writer's arguments and evidence
- Use words and phrases to express counter-arguments – *Supporters of moving production overseas are in favour of foreign investment. They insist that this investment plays a central role in improving the economy in developing countries.*
- Identify different ways of creating cohesion in writing in paragraphs about fashion
- Complete a paragraph with a range of words and phrases to create cohesion

Exercise 1 page 162

b

Exercise 2 page 163

Some magazines and designers have recently begun promoting a more positive and realistic body-image in their products.

Exercise 3 page 163

Possible answers:

Leading fashion magazines encourage a healthier approach to body image; some fashion companies use realistic models; there is a quote from Pierre Dupont about representing all body shapes.

Exercise 4 page 163

Answers will vary.

Exercise 5 page 164

Possible answers:


1 in favour; claim/argue; has a positive impact on
2 Critics/Opponents; argue 3 point out; is an important factor in; because


Exercise 6 page 164

Possible answers:

- 1 it is important to the economy
- 2 it creates new jobs
- 3 it brings investment to developing countries
- 4 it pays overseas workers badly; encourages child labour
- 5 it causes too much waste

Be flexible

 For homework, ask students to find an article in a newspaper about a controversial topic. They should read the article and then write five or six sentences in their own words, stating what supporters and critics say about the issue. In the lesson, they can read their sentences to each other in small groups.

 For **lower-level students**, adapt this into an in-class activity. Find an article from the news for students to read. Assign some small groups to focus on arguments for the topic and others against it. Ask both sides to state their arguments and then invite students to reorganize themselves into groups based on the argument they agree with. Ask students from each side to explain their choice.

Exercise 7 page 164

- 1 Traditionally (example) – transition between ideas; fashion retailers – synonym for fashion industry; one – pronoun referring to clothing collections; Nowadays – transition between sentences or ideas; in contrast – transition between ideas; they – fashion industry
- 2 the same outfits – synonym for sets of clothes; This – refers to earlier idea; clothing – repetition of noun; Furthermore, transition between ideas; so quickly – refers to earlier idea; and – transition between ideas; that – refers to earlier idea

Exercise 8 page 165

- 1 this 2 change 3 them 4 ones 5 they 6 This
7 that 8 In addition 9 these 10 Meanwhile

WRITING TASK

Learning objectives

- Prepare an outline of a point-counterpoint essay about whether the fashion industry is harmful to society and the environment
- Draft your essay
- Review and revise the content and structure of your paragraphs
- Review and revise the use of language in your paragraphs

Exercises 1–7 pages 165–166

Answers will vary.

RESEARCH PROJECT

Find out how ethical your brands are.

After dividing the class into groups, ask students to list as many different clothing brands as they know. Tell them that they have to pick five from their list and find out how ethical they are. They must look at:

- how each company affects the environment
- how sustainable the clothing is
- where the clothing is made and the conditions of the workers
- the company's ethical and environmental policies

Students can create an awareness campaign to educate people on the most ethical brands. They should write about how different fabrics are made and the lives of people who make their clothes.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

- 1 imports 2 textiles 3 season 4 brands 5 offshore
6 volume 7 invest 8 conditions

Exercise 3

Answers will vary.

Exercise 4

- 1 overseas 2 manufacturing 3 supplier 4 designer labels
5 advertising 6 labour 7 competitor
8 consumer

Exercise 5

- 1 a. transitions between sentences or between ideas;
b. repetition of nouns or use of synonyms;
c. pronouns that refer back to nouns in earlier sentences
- 2 a. transitions between sentences or between ideas;
b. repetition of nouns or use of synonyms;
c. pronouns that refer back to nouns in earlier sentences
- 3 a. transitions between sentences or between ideas;
b. repetition of nouns or use of synonyms;
d. *this / that / these / those* to refer to earlier nouns or ideas.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the stock market crash of 1929.
Reading skill	Skim for general ideas.
Critical thinking	Understand and interpret line graphs.
Grammar	Describe graphs using noun and verb phrases; use prepositions and conjunctions to add data; use approximations.
Academic writing skills	Write a description of a graph; write a concluding paragraph.
Writing task	Write an analysis essay.
Teacher development	Help your students become better at understanding line graphs .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows investors watching the stock market at an exchange hall in Beijing, China. Beijing is one of the major economic centres in China. The country is rich in natural resources such as coal and metals, and has the world's largest manufacturing industry, which exports goods around the world. In general, factors that may affect a country's economy are geographical factors, the country's debt level, environmental factors, social and political factors and the availability of natural resources.

Lead-in

In this unit, students will be exposed to the academic subject area of Economics. Elicit from the class the meaning of *Economics* (the study of the way in which trade, industry and money are organized). Ask what sorts of jobs people with an Economics degree might have.

page 169

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify main ideas in a video about a bad day for the world economy
- Listen and understand details
- Make inferences about the ideas in the video
- Practise talking about the world economy

Exercise 1 page 170

Possible answers:

- 1 New York, London, Hong Kong, Tokyo, Singapore
- 2 Possible answers: People lose their jobs. / People don't have money. / Banks and businesses fail.
- 3 Answers will vary.

Exercise 2 page 170

- 1 There was a financial disaster / stock market crash.
- 2 in the US / New York / on Wall Street
- 3 a long time ago

Exercise 3 page 170

Answers will vary.

Exercise 4 page 171

1 c 2 e 3 d 4 a 5 b

Exercise 5 page 171

Possible answers:

- 1 (Tuesday) October 29, 1929
- 2 They fell by 90%
- 3 They failed
- 4 Wall Street, New York
- 5 Computers and electronic boards

Exercise 6 page 171

Possible answers:

- 1 Yes
- 2 Because the economies of countries are connected. The US lent money to Europe after World War I and when the US economy collapsed, money stopped being sent to Europe and economies in European countries collapsed as well, resulting in job losses.
- 3 Computers let people get information quickly. More people can get stock information with computers.

Exercise 7 page 171

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for the economy – *recession, interest rate, stocks and shares*
- Skim an article about investments to identify the main topics
- Identify the main ideas in the text and write them in the order they appear
- Read and understand facts and figures
- Make inferences about investments according to the article
- Express opinions on investments

Exercise 1 page 172

a interest rate **b** return **c** stocks and shares
d investor **e** value **f** recession **g** investment

Exercise 2 page 172

1 Possible answers: stocks, bonds, real estate, gold, jewels, coins, art

2–3 Answers will vary.

Lead-in

After deciding whether collecting gold or classic cars is the better investment, students should look at the graphs in the reading. They should discuss the graphs and then decide whether they want to change their answer or keep it the same.

Exercise 3 page 174

two popular investments; the price of gold over time; classic cars as an investment; the risks of investing

Exercise 4 page 174

Paragraph 1: two popular investments

Paragraph 2: the price of gold over time

Paragraph 3: classic cars as an investment

Paragraph 4: the risks of investing

Exercise 5 page 174

1 \$1,087 an ounce **2** In 2012. It cost \$1,664 an ounce.
3 The price will remain in the same range. **4** \$13,000
5 about \$1 million **6** \$4.1 million


Exercise 6 page 174

Possible answers:

- 1** The stock market, because historically it has brought in higher returns than gold.
- 2** Probably yes, because it costs money to keep them in excellent condition, and because investors have to guess which car is going to become valuable. The Aston Martin's high value was mainly due to its connection to the James Bond films.

3 Answers will vary.

Optional activity

 You could ask half the class to research sources that disagree with the advice given in the article, and half the class to find sources that agree. The students could then compare their ideas in small groups ('agree' groups and 'disagree' groups) and report back to the class. This would be useful reading practice and would help students see that it is important to check sources before relying on them. For example, good journalists often check a 'fact' against at least two authoritative sources before relying on it in an article. The same is true of other professional writers, as their reputations rest on both the accuracy of their work and the way in which they interpret the facts about which they write.

Exercise 7 page 175

Answers will vary.

READING 2

Learning objectives

- Understand key vocabulary for personal finances – *standard of living, income, expenditure*
- Read and annotate main ideas, key words, supporting examples and arguments in an article about the standard of living in countries around the world
- Read and identify facts and figures
- Make inferences about the issues described in the article
- Synthesize information from an article about investments and an article about the standard of living in countries around the world in a discussion

Lead-in

Put students into pairs. Tell them to make two columns on a piece of paper: one for basic needs and one for luxuries. They should brainstorm items and decide under which category each item falls. They may disagree on certain items, such as new clothes and mobile phones, so encourage them to come to an agreement on each item. Students can then come to the board and make a whole-class table of basic needs v luxuries. Then you can discuss which items are rising in cost the fastest.

Exercise 1 page 175

a savings **b** standard of living **c** factor **d** expenditure
e income **f** percentage

Exercise 2 page 176

Answers will vary.

Exercise 3 page 176

1 Many people are actually poorer than they were 10 or 20 years ago. **2** income, number of people in family, costs for housing, utilities, food, medical bills, education, etc.

Exercise 4 page 176

Answers will vary.

Exercise 5 page 176

b

Exercise 6 page 176

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

Exercise 7 page 178

Possible answers:

- 1** Japan, the United States, (West) Germany, France, Italy
- 2** rising populations in cities as more people move to cities; lack of investment in building new houses and apartments by businesses and governments
- 3** \$14,750 (25% of income)

Exercise 8 page 178

Possible answers:

- 1** less, because wages have decreased or stayed the same and expenditure has increased
- 2** probably not, because the stock market is risky
- 3** Answers will vary.

Optional activity

Put students into small groups and ask them to research the cost of living around the world. Each group should research a different country (Japan, United States, United Kingdom, China, United Arab Emirates). Areas they research can be, e.g. median income, cost of housing, seeing a film, a cup of coffee, public transport, etc. Each group should put their information in a table then explain their findings to the class. This can be given as homework.

LANGUAGE DEVELOPMENT**Learning objectives**

- Use related nouns and adjectives for economics to complete sentences about the economy – *employment/employed; profession/professional; expense/expensive*
- Use nouns for economic trends to complete sentences about the economy – *demand, market, purchase*

Exercise 1 page 178

Possible answers:

- 1** **economy** (n) the system by which a country produces and uses goods and money
- economic** (adj) relating to money, industry or trade
- 2** **finance** (n) the control of how large amounts of money should be spent
- financial** (adj) relating to money or how money is managed
- 3** **wealth** (n) a large amount of money or valuable possessions that somebody has
- wealthy** (adj) having lots of money or possessions; rich
- 4** **poverty** (n) the condition of being extremely poor
- poor** (adj) having very little money or few possessions
- 5** **value** (n) how much money something could be sold for
- valuable** (adj) worth a lot of money
- 6** **employment** (n) the fact of somebody being paid to work for a company or organization
- employed** (adj) working for a company that pays you a wage
- 7** **profession** (n) a type of work that needs special training or education
- professional** (adj) relating to work that needs special training or education
- 8** **expense** (n) the money that you spend on something
- expensive** (adj) costing a lot of money

Exercise 2 page 179

- 1** economy **2** financial **3** wealthy **4** poverty
- 5** valuable **6** employment **7** Professional **8** expensive

Be flexible

Provide **lower-level students** with additional practice using the correct word form. Select words from Exercise 1 that students need more practice with. In pairs, students will have to supply the correct form of the words and write sentences. For example, say *Write a sentence with the noun form of financial.* Students have to write a sentence with *finance*. Review the sentences and check for correct usage.

Exercise 3 page 179

- 1** markets **2** purchase **3** consumers **4** trend
- 5** demand **6** Revenue **7** supply

CRITICAL THINKING**Learning objectives**

- Understand the organization of information presented in a line graph about income and expenditure
- Analyze the trends shown in a line graph about income and expenditure
- Analyze the information and trends in a line graph about revenue from DVDs and video streaming

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

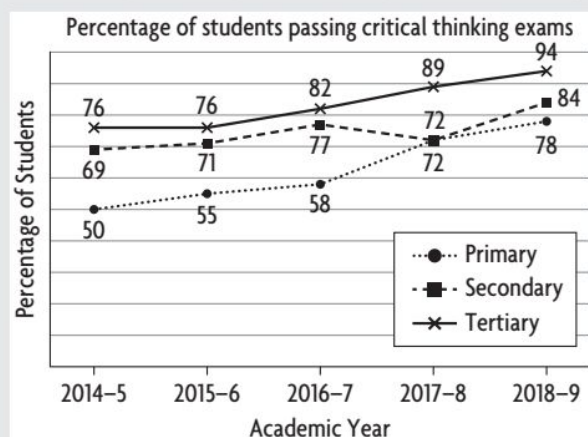
→ **Understanding line graphs** is an important skill for students because: (1) Line graphs, as a way of showing data, are very commonly used in many academic subjects, especially the natural and social sciences; (2) Students can find it difficult to understand the different components of a graph (e.g. axis, legend) and what they mean; (3) When using line graphs in their writing, students often do not use them as effectively as they could to support their arguments – they need to say why they are important.

BE CONFIDENT

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

The line graph below shows an imaginary set of survey results about critical thinking exams at the primary, secondary and tertiary level in a particular country. Look at it and answer these questions:

- 1 What are the main findings?
- 2 How would you report these findings in an academic text?
- 3 How do you think you could explain these findings?



Lead-in

At this point in each unit students are asked to begin to think about the writing task they will do at the end of the unit. Give them a minute to read about line graphs and ask questions.

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

Before doing Exercise 3, get students to predict what they think the graph might look like. You can give them the background information, and ask what they think the trend for the graph would be. They can then open their books and check their predictions.

Exercise 1 page 180

1 expenditure in five key categories as a percentage of income **2** the numbers represent percentages of income **3** 1998–2016 **4** There are five categories of expenditure: housing (dark red); food (pink); transport (green); entertainment (blue); and health (orange) **5** 12.5% **6** decrease **7** There was a slight upward trend, which was shared by most of the types of expenditure. However, entertainment remained relatively stable.

Exercise 2 page 181

Possible answers:

- 1** Between 2000 and 2006, expenditure as a percentage of income generally went down for housing, food and transport. From about 2006, these same categories started to increase in general. There are many possible reasons for this change. Housing prices go up when there aren't enough affordable houses and apartments. Transport costs go up when the price of oil increases or people live farther from their places of employment. Food prices are affected by the weather, for example, in years when there is not enough rain, crop yields are lower and food becomes more expensive.
- 2** Housing. Housing costs are affected by availability, bank interest rates, changes in the stock market and global events. Housing prices are very sensitive to changes in any of these factors.
- 3** Entertainment. This is a non-essential and a small part of most people's budget. Health costs were also fairly stable.
- 4** The percentage that Americans spent on all categories went up. This trend is probably part of the normal rise and fall in prices.
- 5** It is lower than it was in 1998.

Exercise 3 page 182

Possible answers:

- 1** The red line = total money made from the sale or rental of physical DVDs. The blue line = total money made from films and TV shows that can be downloaded or streamed.
- 2** 2010 to 2019 **3** The numbers represent millions of dollars. The highest dollar amounts are at the top. **4** 2014

Exercise 4 page 182

- 1** 16,000 **2** 5,000 **3** 2019

Exercise 5 page 182

1 (1) video streaming (2) DVDs 2 Possible answer: Reasons could include the loss of physical stores as customers have increasingly moved online. Also, improved computer processing speeds have enabled higher quality streaming, so people are more motivated to use a streaming service as opposed to an actual DVD. There is also an element of convenience to streaming services, where all the content is in one place. 3 Because video streaming sales matched DVD sales, then overtook them into 2015 and beyond.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

→ How much background knowledge / understanding did your students have about line graphs? Was there a noticeable difference between students with a background in sciences and those without?

→ Since this is the final critical thinking section of the course, think about how well your students have progressed overall. Is there anything you could / should do differently if you teach the course again?

BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be confident* section, and their outcome?

GRAMMAR FOR WRITING

Learning objectives

- Match graphs to their descriptions – *Sales of DVDs rose sharply and then fell dramatically.*
- Write equivalent noun phrases for verb phrases describing trends in graphs
- Complete sentences describing change with the correct prepositions and conjunctions – *Prices fluctuated considerably between 2010 and 2018.*
- Understand synonymous words and phrases used to express figures approximately – *almost a hundred euros = €99.99, roughly half a million euros = €485,134, over ten thousand euros = €10,237*

Exercise 1 page 183

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

Exercise 2 page 183

2 a dramatic fall 3 a slight decrease 4 a gradual increase 5 a considerable fluctuation


Exercise 3 page 184

1 from; to; of 2 from; to; of 3 From; to / Between; and; from; to 4 between; and 5 from; to

Exercise 4 page 184

1 nearly 2 over 3 around; about; approximately 4 under

Be flexible

 Students should interview each other to find out how much they spend per week on clothing, eating in restaurants, coffee or tea, seeing films, concerts, etc. The students answering the questions can give approximations using the words and phrases in Exercises 4 and 5. Consider comparing answers and evaluating spending patterns across the group. Guide **lower-level students** in generating questions, and encourage them to use the internet for pictures to support their discussion as needed.

Exercise 5 page 184

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

ACADEMIC WRITING SKILLS

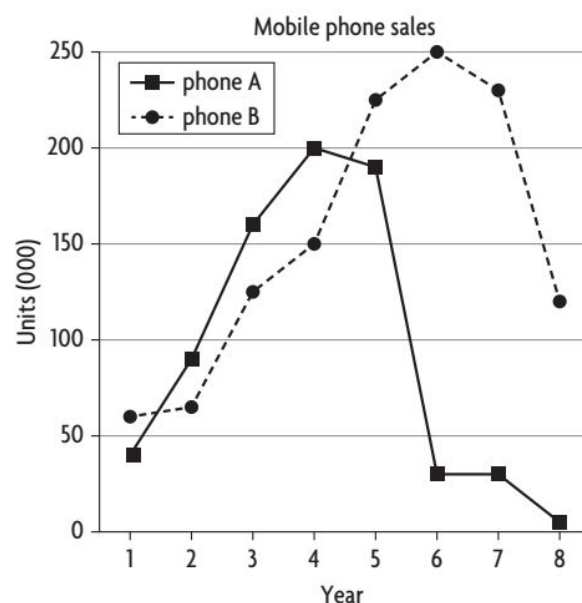
Learning objectives

- Understand the key features of a paragraph describing a graph
- Demonstrate understanding of a description of a graph by drawing it
- Describe the trends shown in the graph you drew
- Identify the relationship between a thesis statement and a conclusion
- Identify the key features of concluding paragraphs

Exercise 1 page 185

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

Exercise 2 page 185



Exercise 3 page 185

Possible answers:

- The graph shows that sales of both phones increased over a period of time, but then decreased over a number of years and look set to decline further.
- Both phones showed an initial increase in sales before declining. Sales of phone A started to decrease earlier than phone B. Sales of phone B reached a peak of 250,000, whereas sales of phone A only reached 200,000. In the first few years, phone A sales increased more sharply than phone B sales.

Exercise 4 page 186

- In conclusion, the combination of rising prices and falling incomes has left many people with less spending power than they had in previous decades.
- In conclusion
- a; d

WRITING TASK

Learning objectives

- Plan and draft an essay describing a multiple-line graph comparing revenue from DVD sales and video streaming and explain the data
- Review and revise the content and structure of your essay
- Review and revise the use of language in your essay

Exercises 1–10 pages 187–188

Answers will vary.

RESEARCH PROJECT

Advise your government on how to grow a sustainable economy.

Explain to your class that they are going to research different ways to make their country's economy more sustainable. Explain that in order to be sustainable, the country's natural resources should not be in danger. Ask them to look at these different areas of the economy: manufacturing, fishing (if relevant), small businesses, technology, farming. Ask them to research how to make these areas more sustainable. Some direction you could offer may be to look at areas like local produce, minimizing environmental impact from manufacturing, local economies, technology and health, and overfishing. Doing an internet search with phrases such as 'sustainable farming', 'sustainable fishing' or 'benefits of local businesses' should produce enough information to get them started with their research.

They could produce a report to present to local government representatives.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

- expenditure
- percentage
- interest rate
- standard of living
- recession
- factor
- investment
- value

Exercise 3

Answers will vary.

Exercise 4

- economic
- financial
- wealth
- poverty
- valuable
- employed
- professional
- expense

Exercise 5

- supply
- consumer
- trend
- market
- revenue
- demand
- purchase

Exercise 6

- a sharp decrease
- rose sharply
- a gradual decrease
- fell slightly
- fell dramatically
- fluctuated considerably