

LISTENING, SPEAKING & CRITICAL THINKING 3

ANIMALS

UNIT 1

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the mental skills of chimpanzees.
Listening skills	Take notes; listen for contrasting ideas; listen for signposting language.
Critical thinking	Create a talk for a specific audience; organize information for a presentation.
Grammar	Use modals for obligation, prohibition and advice.
Speaking skills	Use signposting language, introduce examples; express general beliefs.
Speaking task	Give a two-minute presentation about the human threats to an endangered species.
Teacher development	Help your students become better at creating a talk for a specific audience .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a Tsaatan man using a reindeer to transport firewood out of a forest. The reindeer has the firewood and a chainsaw strapped to its back. The Tsaatan, or Dukha people, live in northern Mongolia, close to Russian Siberia. They are the largest group of nomadic reindeer herders in the world. They live in close harmony with their reindeer and move their villages depending on the seasons.

Animals such as horses, elephants and oxen have traditionally been used on farms to pull carts and move logs. Camels, donkeys, horses, dogs and reindeer have also been used for transport.

Lead-in

Make a table on the board to create a discussion about the advantages and disadvantages of animals for humans, and humans for animals. Ask a few volunteers to come to the board and fill in the table. When the table is complete, you can discuss whether the advantages outweigh the disadvantages.

advantages of animals for humans	advantages of humans for animals
disadvantages of animals for humans	disadvantages of humans for animals

page 15

- The animals are reindeer. They are being used for transportation in a cold, northern region with few or no roads.

2 *Answers will vary.*

3 *Possible answers:* hunting, herding sheep, guiding the blind, carrying things, searching for people

WATCH AND LISTEN

Learning objectives

- Listen and identify main ideas in a video about the mental skills of chimpanzees
- Listen and understand details
- Practise talking about animal intelligence

Exercise 1 page 16

Answers will vary.

Exercise 2 page 16

Possible answers:

- The goal is to find the exit.
- I think the chimpanzee is thinking because she is watching very closely.
- I think they are happy because they are laughing.

Exercise 3 pages 16–17

1 b 2 a 3 c 4 a 5 b

Exercise 4 page 17

1 DNS 2 T 3 F; Planning before acting is not just a human skill.

4 T 5 F; Chimpanzees can plan ahead for several days.

Exercise 5 page 17

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for working animals – *abuse, conditions, cruel*
- Listen and identify main ideas in a debate about using animals for work
- Use a T-chart to organize detailed notes
- Listen and complete a set of detailed notes
- Gain awareness of words that signal a contrast or difference – *yet, on the contrary, even though*
- Give personal opinions on working animals and prioritizing animals over humans

Lead-in

Spend a few minutes brainstorming different animals and write them on the board. Write three headings on the board: *Used for food; Used for work; Used for other purposes*. Ask students to come to the board (two or three students at a time) and put the animals into categories. This will probably create further discussion since some animals are used for more than one purpose. The use will also depend on which countries the students are from. Once the three categories are complete, discuss any disagreement about how the animals have been categorized.

Exercise 1 page 18

- 1 abuse 2 protect 3 cruel 4 suffer 5 conditions
6 issue 7 survive 8 welfare

Exercises 2–3 page 18

- 1 *Possible answers:* Poor people still need animals to survive. Not all animal use is abuse; domesticated animals wouldn't have been able to survive without humans. There are many animal lovers who help animals. Millions of children are treated worse than animals. People often care more about animals than poor people.
- 2 *Possible answers:* Animals' hard work and suffering aren't recognized. Animals have died in wars. They work long hours and live in difficult conditions and get very little reward. Technology can replace animals. Animals have no one to represent them and protect their rights. They may be abandoned when they get sick or too old. It's old-fashioned and cruel.
- 3 *Answers will vary.*

Exercise 4 page 19

dogs: protection, transport

horses: building, transport, war

elephants: building, transport, war

camels: transport, war

Exercise 5 page 19

cons (Ms Johnson's ideas): rights, cruel

pros (Dr Kuryan's ideas): skills, poor, survive

Exercise 6 page 20

- 1 Even though 2 On the contrary 3 Yet
4 Even though 5 Yet

Exercise 7 page 21

- 1 but/yet 2 However 3 Even though
4 On the contrary

Exercises 8–9 page 21

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Record word families by parts of speech in a table – *analysis, analyze, analytical, analytically*
- Use the correct word form to complete sentences about animals
- Differentiate between modal verbs showing obligation or lack of obligation, prohibition and advice – *Animals have to find food, water and a safe place to live in order to survive. You don't need to feed the chickens. Visitors to the zoo mustn't touch the animals. You should give some money to that animal rights organization.*

Exercise 1 page 22

noun	verb	adjective	adverb
abandonment	abandon	abandoned	
abuse	abuse	abused/ abusive	abusively
analysis	analyze	analytical	analytically
communication	communicate	communicative	communicatively
connection	connect	connected	
damage	damage	damaged	
debate	debate	debated/ debatable	
environment		environmental	environmentally
involvement	involve	involved	
protection	protect	protected/ protective	protectively
support/ supporter	support	supportive	supportively
survivor/survival	survive	survivable/ surviving	

Exercise 2 pages 22–23

- 1 analysis 2 survive 3 abandon 4 supporter
5 environmentally 6 communicate 7 involvement
8 protective 9 debate 10 abusive


Exercise 3 page 23

1 O 2 P 3 A 4 O 5 O 6 A 7 A 8 A

Exercise 4 page 24

1 a 2 a 3 b 4 a

Be flexible

 For **advanced students** who can benefit from more independent practice, provide open-ended speaking practice with modals. Put students into small groups. Give each group a stack of index cards and ask them to write one modal on each card and put the cards in a pile in the centre of their group, face down. Explain that they're going to use the modals to make sentences about how to treat animals humanely. The first student should take a modals card and make a statement using the modal they chose. The students should go around the group and continue until all the cards have been used.

Possible sentences: *Humans need to provide a warm place for domesticated animals to sleep. Farm animals such as horses mustn't be hit or treated cruelly.*

LISTENING 2**Learning objectives**

- Understand key vocabulary for endangered species – *endangered, habitat, threat*
- Use visuals to predict the content of a presentation about the human threats to polar bears
- Use a T-chart to take notes on main ideas
- Listen and understand details
- Listen and note signposting language – *first, second, to summarize*
- Listen and understand the use of intonation to signal whether or not lists are complete
- Synthesize information from a debate about using animals for work and a presentation about the human threats to polar bears in a discussion

Lead-in

Brainstorm with the students some of the major threats that animals face. Explain that five major threats are: climate change; deforestation; overexploitation (overfishing, overhunting); invasive species (introduction of non-native species to an environment); and pollution. For each threat, discuss which animals are most likely to be impacted. The students can then move on to Exercise 3 on page 26 and discuss more specific threats to polar bears, and if any of the five major threats endanger them.

Exercises 1–2 page 25

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

Exercises 3–4 page 26

1 Photo 1 shows polar bear patrollers trying to keep polar bears away from where humans live. Photo 2 shows a polar bear on a small patch of ice because the ice is melting. Photo 3 shows a polar bear climbing aboard a ship.

2–3 Possible answers: The threats to polar bears are loss of sea ice habitat due to rising ocean temperatures, which makes it harder for polar bears to hunt; contact between humans and polar bears; and industrial development.

Exercise 5 page 26

human threats to polar bears	what people are doing to help polar bears
2 contact between humans and polar bears	4 reduce contact between humans and polar bears
3 industrial development	5 governments have made laws which limit the amount of oil production
	6 people are trying to stop climate change

Exercise 6 page 26

1 26,000 2 2050 3 negative 4 towns 5 safer 6 petrol


Exercise 7 page 27

1 First 2 Second 3 to summarize

Exercises 8–9 page 28

1 not complete 2 complete 3 complete 4 not complete

Be flexible

 Provide practice and support to **lower-level students** with intonation on lists. Make the task more meaningful by personalizing the content. Write the names of five types of food that you like on the board (e.g. *bananas, grapes, cheese, coffee, cakes* – any five will do). Call on one student to read the list out. Give feedback on the student's intonation. Next, ask each student to write their own list of five items personal to them. You could give examples, such as *favourite songs, countries I have visited, food I don't like*, etc. In pairs, the students read out their lists. Finish off by inviting some of the students to read their lists out to the class.

Exercise 10 page 281–2 *Answers will vary.*

CRITICAL THINKING

Learning objectives

- Analyze the target audience for presentations from their introductions
- Think about the objective of a speaker in a presentation about the human threats to polar bears
- Use a table to organize notes from the listening into an outline for a presentation
- Use a table to plan ideas for a presentation targeted at a specific audience
- Evaluate the suitability of your presentation for different audiences

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Creating a talk for a specific audience** is an important skill for students because: (1) In their academic and work lives, they are likely to give presentations to people with different backgrounds and knowledge; (2) Students can lose confidence if they 'misread' an audience, so it is important they have the tools to tailor their talks; (3) Students can find doing this very challenging, especially with regard to language level, and so need practice and experience.

BE CONFIDENT

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

Imagine that you have been asked to give a talk on critical thinking to the following audiences. What differences in terms of (a) content and (b) language would there be?

- The head of your educational institution and senior managers / leaders
- A peer group of fellow teachers
- A group of parents
- A class of adolescent students

Lead-in

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

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 29–31.

- 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

In Exercise 4, some students may find it difficult to plan content for 'people at a professional conference' if they lack the required level of knowledge. If this is the case, ensure they choose one of the other groups. Afterwards, they can search online for experts talking about these topics to see how they talk about them. In Exercise 5, they can also be paired with a student who has experience of presenting to this group.

Exercise 1 page 29

1 B 2 C 3 A

Exercise 2 page 30

1 b 2 a

Exercise 3 page 30

main idea	<u>Polar bears</u> are threatened by humans
supporting details	<p>Threats:</p> <ul style="list-style-type: none"> loss of sea ice habitat contact between humans and polar bears industrial development <p>What people are doing to help:</p> <ul style="list-style-type: none"> reduce contact between humans and polar bears governments have limited the amount of oil production people are trying to stop climate change
conclusion / summary	The main threat to polar bears is loss of habitat due to climate change. Related threats are human contact and industrial development. If people don't make changes quickly, polar bears may disappear.

Exercises 4–5 page 31

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following points:

- ➔ The next time that you give any talk to a group, take particular care to think about your audience. After giving your talk, reflect on whether (a) the content and (b) the language were appropriate. If not, what changes would you make if you did it again?
- ➔ Think about the level of the language which you used in this class, and in your teaching in general. Is it appropriate for the level of your students?

BE COLLABORATIVE

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

PREPARATION FOR SPEAKING

Learning objectives

- Analyze the different parts of a presentation
- Use phrases for signposting the organization of ideas in a presentation – *First of all, ..., Furthermore, ..., In conclusion, ...*
- Use phrases for introducing examples – *For example, many species, such as the giant panda and the snow leopard, are endangered.*
- Use phrases to describe general beliefs – *It's often said that it's cruel to use animals for entertainment. It's believed that most polar bears will be gone by 2050 if nothing changes. It's widely known that climate change is a threat to polar bears.*
- Use correct stress in signposting phrases

Exercise 1 page 32

- 1 Keeping animals in zoos helps to protect them; it educates people about animals. We should support zoos.
- 2 Zoos protect animals; they educate our children; modern zoos are comfortable and in good condition.

3 Many endangered species (e.g. the giant panda, the snow leopard) are kept safe in zoos. The speaker learnt about exotic animals as a child after being taken to the zoo. Animals in zoos now have large areas which resemble their natural habitat.

4 Visit zoos; give financial support.

Exercise 2 page 32

1 c 2 b 3 a

Exercise 3 page 33

Possible answers:

- 1 I think that zoos are sometimes good for animals. For example, they breed endangered animals and release them into the wild.
- 2 You can see many exotic animals in zoos, such as lions, tigers and elephants.
- 3 Animals are sometimes unhappy in zoos. For instance, animals kept in cages that are too small show behaviour that isn't natural, like walking up and down in their cages repeatedly.

Exercise 4 page 33

Possible answers:

- 1 It's often said that animals should not be used in medical testing.
- 2 It's believed that dolphins are as smart as humans.
- 3 It's widely known that if insects continue to die out, it will affect the human food chain.

Optional activity

Ask each student to write one sentence in their notebook about anything in the unit that is related to threats to animals. Give them a few minutes, monitoring and helping when necessary. Ask students to write their sentences on the board. As a whole class, decide which of the phrases in Exercise 4 is the best one to use with each sentence. Some of the sentences might not work with all of the phrases. For example, *Polar bears often get killed when they go near towns* is a fact, not a general belief, so using *It's believed that ...* isn't appropriate. The best phrase for this sentence is *It's widely known that ...*

Other possible sentences:

Loss of sea ice habitat is a great danger to polar bears. (Any of the three phrases would be OK here).
Climate change is a threat to many animals. (It is widely known that ... is the best choice here since the statement is a universal belief).

Exercise 5 page 33

2 example 3 Another 4 summarize 5 short

SPEAKING TASK

Learning objectives

- Prepare for a presentation by reviewing and adding to your notes
- Make notes for an introduction and write a concluding statement
- Plan how to signpost supporting details
- Give and respond to feedback on a presentation
- Give a presentation about human threats to an endangered species

Exercises 1–7 page 34

Answers will vary.

RESEARCH PROJECT

Give a lecture on the most endangered species in the world.

Divide the class into groups and ask each group to investigate the most endangered species. Students can search for 'the top-ten endangered species in the world'. Give each group one of the animals listed and ask them to find out about their behaviour, diet, their natural environment and other interesting facts. Students could use online tools, such as a wiki, to share their initial research with the rest of the class.

Each group will then prepare a 15-minute presentation, including time for questions. Students could develop the wiki further with their final research and refer to this during their presentation, create slides using presentation software and produce a leaflet to email to the rest of the class.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 connected **2** analytically **3** supportive **4** involved
5 protect **6** environment **7** abandon **8** communicative

Exercise 3

1 don't have to **2** should **3** need to **4** might
5 ought to **6** mustn't **7** have got to **8** could

Exercise 4

1 welfare **2** survive **3** issue **4** conditions
5 depend on **6** melt **7** source **8** threat

Exercise 5

Answers will vary.

Exercise 6

1 First / First of all **2** Another point is that / Furthermore
3 For example / For instance **4** In short / To summarize

Exercise 7

It's believed that; First; Furthermore; For example; Finally

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about offshore wind farms.
Listening skills	Listen for explanations; listen for counter-arguments.
Critical thinking	Make counter-arguments.
Grammar	Use modals to express future possibility.
Speaking skills	Link ideas with transition words and phrases; talk about advantages and disadvantages; give counter-arguments.
Speaking task	Take part in a debate about allowing a new wind farm near your town.
Teacher development	Help your students become better at making counter-arguments .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a solar power station in Visonta, Hungary. There are hills, fields and a lake in the background. The photovoltaic solar panels convert energy from the sun into electricity. Using renewable energy, such as solar power, wind energy, hydropower, geothermal energy or biomass, can reduce the amount of carbon a country uses. These energy sources are cleaner and less polluting than traditional fossil fuels like oil, coal and gas. The main disadvantages of green energy are that it can be expensive to set up, and some people think it looks ugly in the natural landscape.

Lead-in

Start the lesson by asking students how their country produces its energy. For example, does it use mainly fossil fuels (such as oil, coal and gas)? Elicit ideas from the class and take notes on the board. On the left-hand side, write down any suggestions for traditional sources (but do not label the list) and on the right-hand side write down any alternative forms suggested (again, do not label the list). Once the students have given you all of their ideas, ask them to look at the list and to tell you what each side of the board represents (if you only have notes on one side of the board, add one or two ideas of your own on the other side). Elicit the answer using the information on the board. Then ask the class to discuss in pairs or small groups whether the question of sourcing energy is an issue in their country. Allow a minute for discussion, then elicit ideas from the class.

As a follow-up task, you could find images online using your search engine. Do a search on 'energy sources' and scroll through the different pictures, using a digital projector. As you do so, elicit the different types of energy sources displayed and ask the class whether they are considered traditional or alternative.

page 37

1 *Answers will vary.*

2 nuclear energy, oil, coal, natural gas, wind, geothermal, hydropower

3–4 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and understand main ideas in a video about offshore wind farms
- Listen and identify figures
- Practise talking about alternative energy and saving energy

Exercises 1–2 page 38

Answers will vary.

Exercise 3 page 39

1 T

2 F; The ship made it possible to build the turbines in the middle of the sea/water.

3 T

4 F; It was difficult to build the turbines in windy weather.

5 T

Exercise 4 page 39

1 12 **2** 175 **3** 120 **4** 3,000 **5** 500,000

Exercise 5 page 39

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for the environment – *alternative, environmental, resource*
- Use visuals to identify topic and details before you listen
- Gain awareness of linking sounds /j/ and /w/ in connected speech
- Identify main ideas and details in a lecture about hydroponic agriculture
- Take notes to complete a summary
- Listen and understand language signposting different types of explanations – *Hydroponics means growing plants in water*
- Give opinions and evaluate issues related to environmentally-friendly food production

Lead-in

Explain to students that when farming is done carelessly, it can threaten the environment. Elicit examples (land conversion and habitat loss, wasteful water consumption, pollution). Put students into small groups and assign each group an example threat. Each group should discuss how unsustainable farming causes their particular threat and come up with some possible solutions to prevent it. To prepare them for the listening, focus on wasteful water consumption and tell them they will hear about a company that has found a solution to this problem.

Exercise 1 page 40

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



Exercise 2 page 41

- 1 The topic of the lecture is growing fruits and vegetables using sunlight and seawater.
- 2 The first photo shows a man picking tomatoes in a greenhouse. The picture/diagram shows how seawater has its salt removed so it can be used to grow fruits and vegetables.
- 3 Solar power is used on this farm.

Exercise 3 page 41

1 w 2 j 3 j 4 w

Optional activity

  Write the following on the board and ask the students to try and say them out loud in pairs or small groups, comparing the difference between the two:

/du:/ /a:/ /hæv/ /taɪm/ (= *do I have time*, with each word articulated individually)

/dəwaɪhævtɑɪm/ (= *do I have time*, spoken naturally with the connecting /w/ sound and weak form in the word *do*)

Monitor the students as they practise saying the phrases out loud, giving feedback as appropriate. Note down the names of one or two students who are pronouncing the two examples well. Then call on one or more of these students to model the pronunciation of each example, and then ask the class which example sounds the most natural.

Exercise 4 page 42

1 water 2 in extreme climates 3 solar power
4 greenhouse 5 no pesticides 6 around the world
7 can help solve the global food problem 8 not known

Exercise 5 page 42

2 f 3 a 4 e 5 b 6 c

Exercise 6 page 43

1 100 2 sun 3 (sea)water 4 160 5 10,000
6 environment

Exercise 7 page 44

1 d 2 a 3 c 4 b

Exercise 8 page 44

1–2 *Answers will vary.*


3 *Possible answers:* It's expensive. It involves a lot of work. It requires a lot of technical knowledge.

LANGUAGE DEVELOPMENT

Learning objectives

- Record words with negative meanings by prefix in a table – *unnecessary, irresponsible, impossible*
- Add the correct negative prefixes to words in sentences about environmental issues
- Use modal verbs to express different degrees of certainty about the future of environmental issues – *Farming in the desert will/might/could solve the problem of the world food crisis.*

Exercise 1 page 45**in-:** incorrect**dis-:** disadvantage**ir-:** irresponsible**im-:** impossible**Exercise 2** page 451 ir 2 un 3 dis 4 in 5 un 6 im 7 in 8 dis
9 un 10 dis**Optional activity**

 Draw five circles on the board. Write a prefix in each circle. Start with *un-* and ask the students what negative words can be formed with it. They should start by looking at the words in Exercises 1 and 2 on page 45. For each word, draw a line outward from the circle and write the word at the end of the line, like an ideas map. After they've given the words from the exercises, they should think of any other words they know that can be made negative with *un-*. Follow the same procedure for the rest of the prefixes. Ask for volunteers to come to the board to complete the diagrams. If the students need extra help, give them the root words and they can match them to the correct prefixes.

Possible answers: *un-*: limited, necessary, known, able, employed, familiar. *in-*: expensive, correct, complete, active, experienced. *im-*: possible, polite, patient. *dis-*: advantage, approve, agree, respect. *ir-*: responsible, replaceable.

Exercise 3 page 46

1 may 2 could 3 might

Exercise 4 page 46

- 2 Not using fossil fuels might/could/may reduce climate change.
- 3 Taxing fossil fuels will reduce the use of cars.
- 4 Using solar energy won't lead to any environmental disasters.

Exercise 5 page 46

Answers will vary.

LISTENING 2**Learning objectives**

- Understand key vocabulary for power sources – *benefit, pollute, affordable*
- Use your knowledge to predict the main ideas in a debate about nuclear power
- Take notes on speakers' opinions on the issue of nuclear power and their reasons
- Listen and identify details
- Listen and identify counter-arguments
- Synthesize information from a lecture about hydroponic agriculture and a debate about nuclear power in a discussion

Lead-in

Ask students to predict the answers to the following questions. They can listen to the debate to see if their answers are correct. (Answers: 1 a 2 b 3 b)

- 1 When can people return to live near Fukushima, Japan, following the 2011 nuclear disaster?
a 20 years after b 50 years after c 10 years after
- 2 How many major nuclear accidents have occurred in the last 30 years?
a 30 b 3 c 13
- 3 Turbines are dangerous for:
a plants b birds c planes

Exercise 1 page 471 benefits 2 risks 3 long-term 4 disasters
5 affordable 6 opponent 7 pollute**Exercises 2–3** page 48

Possible answers:

advantages: green, clean, cheap, unlimited**disadvantages:** expensive, dangerous**Exercise 4** page 49**Emma****For or against?:** against**Reasons:** accident will have long-term effect on environment; building power plants pollutes the air; expensive**Jack****For or against?:** for**Reasons:** safe; doesn't pollute; always enough of it; cheap; can provide a huge amount of electricity; selling electricity helps the economy; makes a country less dependent on oil and gas; wind and solar energy can't solve climate change and are expensive**Exercise 5** page 49

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

Exercise 6 page 50

- 1 nuclear power is a big risk
- 2 nuclear power does not pollute the air

Exercise 7 page 50**1 Possible answers: Similarities:** Both are green; both are unlimited; and both require advanced technology.**Differences:** Hydroponics is safe; nuclear energy is dangerous. Nuclear power is more expensive than hydroponics.**2–3 Answers will vary.**

CRITICAL THINKING

Learning objectives

- Organize your notes on speakers' arguments and counter-arguments in a table
- Evaluate your position on an issue by listing advantages and disadvantages in a table
- Choose which arguments to use in a presentation
- Anticipate opposing points of view and prepare counter-arguments

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Making counter-arguments** is an important skill for students because: (1) A common challenge for students is that they present their argument 'in a vacuum', i.e. they do not consider the issue from all possible angles; (2) Having empathy and understanding other people's positions, needed to effectively counter-argue, is an important skill in the academic world, as well as in real life; (3) Acknowledging other people's arguments can actually strengthen the speaker's own argument, as it helps to show they have considered all points of view – sometimes students think this is a sign of weakness, when it is quite the opposite.

BE CONFIDENT

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

The leader of your educational institution has decided that the first lesson every day will be a compulsory one-hour session on critical thinking. Think of the advantages and disadvantages of doing this.

- 1 Decide what your position is: Overall, I am **for/against** this decision.
- 2 The leader of your educational institution has asked you to email and say what you think. What three arguments would you make in support of your position?
- 3 What counter-arguments to an opposing position would you give to make your argument stronger?

Lead-in

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

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 51–52.

- 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

It can be useful sometimes to talk to your class about their actual critical thinking process. After doing Exercise 2, you could ask them to feed back about how/why they decided who they agreed with (Emma or Jack), and then how the conversation with their partner proceeded.

Exercise 1 page 51

	for / against nuclear power	arguments	counter-arguments
Emma	against	<ol style="list-style-type: none"> 1 There are very few accidents caused by nuclear power plants. 2 Nuclear power doesn't pollute the air. 	<ol style="list-style-type: none"> 1 If there is an accident, it will be huge. 2 Machines that build the power plants pollute the air.
Jack	for	<ol style="list-style-type: none"> 1 Nuclear power is a big risk. 2 It's expensive to build the plant. 3 Solar and wind energy are greener than nuclear energy. 	<ol style="list-style-type: none"> 1 There have only been three major nuclear accidents in the last 30 years. 2 Once the plant is there, it's inexpensive to produce energy. 3 Wind turbines aren't friendly for birds.

Exercise 2 page 51

Answers will vary.

Exercise 3 page 52

Possible answers:

advantages: safe, affordable, unlimited source of energy

disadvantages: ugly / takes up space, bad for wildlife/ birds, expensive

Exercises 4–5 page 52

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following points:

→ When you make decisions in the classroom, how often do you consider the opposite points of view? Do you think you could/should do this more?

→ The ability to develop empathy and understanding of others' positions is a key item in the Cambridge Framework for Life Competencies (www.englishprofile.org/cflc), especially regarding the 'emotional development' competency. You might consider finding out more about this, if you think it would be useful in your 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 reflective* section, and their outcome?

PREPARATION FOR SPEAKING

Learning objectives

- Choose correct transition words and phrases for sequencing ideas, comparing and contrasting, adding ideas and summarizing – *first of all, on the other hand, in short, overall*
- Use words and phrases used to describe advantages and disadvantages in sentences about sources of energy – *The good thing about wind power is ..., The second drawback of solar energy is ..., There are many pros of solar energy...*
- Make counter-arguments using linking words and phrases – *yet, but, that's completely true*

Exercise 1 page 53

- 1** Also **2** On top of that **3** And yet **4** First of all
5 In addition

Exercise 2 page 54

- 2** And yet
3 First of all
4 Second
5 overall
6 comparison
7 addition
8 the other hand

Exercise 3 page 54


- 1** A **2** D **3** A **4** A **5** D **6** D

Exercise 4 page 55

Possible answers:

- 1** it is dangerous.
2 they don't pollute the environment.
3 it's unlimited.
4 it pollutes the environment.

Be flexible

 Provide **lower-level students** with an opportunity to use language for discussing advantages and disadvantages with a familiar topic. Using a familiar topic for the content allows students to focus on acquiring the academic language. Put students into small groups. They should brainstorm advantages and disadvantages of living in their town. When they are finished, ask the first group to tell you one advantage, using a sentence with one of the phrases from Exercise 3. The next group should give you another advantage, using a different phrase. Continue in this way until all of the phrases have been used. If students still have more advantages, they can now use repeat phrases. Follow the same process with disadvantages. Give each group that gives a correct sentence a point. The group with the most points wins.

Exercise 5 page 55

Possible answers (the rest will vary):

- 2** that's completely true **3** yet **4** but

Exercise 6 page 55

Answers will vary.

SPEAKING TASK

Learning objectives

- Prepare to persuade others in a discussion about wind power by reviewing and adding to your notes
- Choose language to present arguments and counter-arguments
- Evaluate your arguments and add additional support
- Take part in a group discussion about whether or not to build a wind farm near a town

Exercises 1–7 pages 55–56

Answers will vary.

RESEARCH PROJECT

Create an advert to sell 'green' energy sources.

Divide the class and ask them to think about alternative, 'green' sources of energy. Examples could be solar, tidal, geothermic, wind, hydroelectric and biomass. Give each group one of these to research in depth. Ask students to think about how that way of sourcing energy works, its advantages, and compare it to the process of getting energy from fossil fuels such as oil, gas and coal. Ask each group of students to produce a video to advertise their way of sourcing 'green' energy, using media of their choice, in order to 'sell' it to people. Videos can be uploaded to a video-sharing website.

CLASSROOM APP

Exercises 1–2

Answers will vary.

Exercise 3

1 incorrect **2** responsible **3** impossible **4** unable
5 advantage **6** unlimited

Exercise 4

1 will **2** will **3** could **4** will **5** will not **6** will
7 could **8** will

Exercise 5

1 solutions **2** provides **3** environmental **4** crisis
5 long-term **6** risks **7** benefits **8** Opponents

Exercise 6

- 1** to compare and contrast ideas
- 2** to add another idea
- 3** to explain a sequence of ideas
- 4** to summarize ideas
- 5** to compare and contrast ideas
- 6** to add another idea

Exercise 7

Answers will vary.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the air travel revolution.
Listening skill	Listen for rhetorical questions.
Critical thinking	Evaluate problems and propose solutions.
Grammar	Use comparative and superlative adjectives.
Speaking skills	Give recommendations; expand on an idea.
Speaking task	Give a presentation on a transport problem and suggest solutions to solve the problem.
Teacher development	Help your students become better at evaluating problems and proposing solutions .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a busy motorway junction in Shanghai, China, from above. Some of the problems with modern forms of transport are traffic jams and increased levels of air pollution, which can cause health problems. Pollution from cars, motorbikes and planes also has an impact on climate change. In the UK, more people use cars now than they did 50 years ago and, nowadays, fewer people travel by bus, bike or on foot. More people can also afford to take long plane journeys than they could in the past.

Lead-in

Explain the term 'car culture' (when the daily lifestyle of a particular place is built around using cars). Ask the students to discuss the following questions in small groups:

Are you from a 'car culture'? If yes, how does that affect the culture of your city? (*people have less contact with each other because they're isolated in cars, people might work in a city other than where they live, people are less active so more overweight, only people with enough money own a car*) If you're not from a car culture, what term would you use to define it? Ask them to think of a similar term to describe where they're from. (*metro culture, cycling culture*) How does it affect the culture of your city? (*people interact more because they're together on the metro, people get more exercise because they walk a lot, people are stressed because they have to wait for the train*)

page 59

Possible answers:

- 1 Modern transport causes pollution. More people are on the road causing congestion. People spend more time commuting. Public transport isn't good enough.
- 2 There are more cars on the road. Cars are more environmentally friendly. Safety and roads have improved. Air travel is cheaper and more popular.
- 3 Electric cars will become more common. There will be driverless vehicles / high-speed trains / space travel for tourists.

WATCH AND LISTEN

Learning objectives

- Listen and complete a summary of a video about the air travel revolution
- Listen and identify details
- Practise talking about transport

Exercises 1–2 page 60

Answers will vary.

Exercise 3 page 61

1 smaller 2 closer 3 business 4 commercial
5 busiest 6 larger

Exercise 4 page 61

1 in no time 2 Asia 3 sound 4 3,500 5 2016 6 over

Exercise 5 page 61

Answers will vary.

LISTENING 1

Learning objectives

- Listen and identify stressed syllables in nouns and verbs with the same form – *decrease, record, permit*
- Understand key vocabulary for fear of flying – *crash, cure, extreme*
- Listen and identify the main ideas in a radio programme about the fear of flying
- Listen and complete a detailed set of notes
- Evaluate the usefulness of tips for overcoming the fear of flying
- Listen and identify details
- Differentiate rhetorical questions from regular questions
- Practise talking about phobias

Lead-in

In order to get the students talking about the topic, ask them the following questions: *Would you like to be a flight attendant? What do you think flight attendant training consists of? What are the pros and cons of being a flight attendant?*

Exercise 1 page 62

a 2 b 1 c increase (noun); increase (verb)

Exercises 2–3 page 62

1 record 2 records 3 permit 4 permit 5 presents
6 present

Exercise 4 page 63

1 extreme 2 compare 3 crash 4 avoid 5 cure
6 consists of 7 scared 8 Safety

Exercise 5 page 64

Answers will vary.

Exercise 6 page 64

1 b 2 a 3 a 4 a

Exercise 7 page 64

1 reduce 2 engines 3 wings 4 normal 5 damaged
6 Avoid 7 flying 8 driving

Exercise 8 page 65

Answers will vary.


Exercise 9 page 65

1; 4; 6

Exercise 10 page 65

1 rhetorical 2 rhetorical 3 rhetorical 4 regular
5 regular 6 rhetorical 7 regular

Be flexible

 Provide a creative writing opportunity for students to demonstrate rhetorical questions. Put students into pairs. **(For a mixed group, pair a higher-level student with a lower-level student.)** Give each pair a random object that you have nearby, such as a pen, paper clip, cup, glass, eraser, mobile phone or mouse. Give each pair five to ten minutes to write and rehearse a short radio advertisement for the object. Tell the students that the advert must include at least one rhetorical question. Monitor the class as they write and rehearse their advertisements, giving feedback as appropriate. Then ask each pair to perform their advertisement while the rest of the class tries to identify the rhetorical question(s).

Exercise 11 page 66

1 Answers will vary.

2 Possible answers: The most common phobias are about spiders, snakes, heights, open spaces and dogs.

3 Possible answers: Phobias can be cured by experiencing them in safe environments or by being exposed to the phobia for a long period of time.

LANGUAGE DEVELOPMENT

Learning objectives

- Understand key vocabulary for describing problems and solutions – *control, serious, figure out*
- Form comparative and superlative adjectives – *fast, faster than, the fastest*
- Identify stress in adverbial phrases used for modifying comparative and superlative adjectives
- Identify the form of phrases modifying comparative and superlative adjectives – *by far the most affordable, absolutely the healthiest, considerably more expensive*
- Complete sentences about transport, using comparative or superlative adjectives
- Use comparative and superlative adjectives and adverbials to describe transport in a city – *The underground is much faster than the bus. Driving is definitely the most expensive type of transport.*

Exercise 1 page 67

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

Exercise 2 page 68

Answers will vary.

Exercise 3 page 69

Adjective	Comparative form	Superlative form
safe	safer	the safest
comfortable	more comfortable	the most comfortable
healthy	healthier	the healthiest
dangerous	more dangerous	the most dangerous
thin	thinner	the thinnest
slow	slower	the slowest
relaxing	more relaxing	the most relaxing
noisy	noisier	the noisiest

Exercise 4 page 69

2 (far) 3 considerably 4 (much) 5 (definitely) 6 (lot)
7 considerably 8 absolutely

Exercise 5 page 69

1 1; 3; 4; 5; 6; 7

2 2; 8

3 1 a lot 2 by far 3 considerably 4 much
5 definitely 6 a lot 7 considerably 8 absolutely

4 The words either mean 'very much' or 'a lot' or indicate certainty (definitely, absolutely).


Exercise 6 page 70

1 most direct 2 calmer 3 most serious
4 most comfortable 5 faster 6 more affordable
7 most appropriate 8 safer

Exercises 7–8 page 70

Answers will vary.

Be flexible

 Challenge **advanced students** with an opportunity to think on their feet and generate comparative and superlative forms. Write some adjectives on small slips of paper (one adjective per slip) and put them into a bowl or a hat. Divide the students into teams. One student from the first team should come to the front of the room and select a slip of paper at random. They have to think of one transport-related sentence using a comparative form and one using a superlative form of the adjective they have selected. You can use the sentences in Exercise 7 as examples, but the students' sentences must be different. Give a point for each correct sentence. The team with the most points at the end wins.

LISTENING 2

Learning objectives

- Understand key vocabulary for cycling – *injure, respect, convenient*
- Listen and understand main ideas in a presentation about cycling to work
- Listen and identify details
- Listen and take detailed notes on recommendations and results in a table
- Listen and identify phrases used to make recommendations
- Make recommendations about transport in a city
- Synthesize information from a radio programme about the fear of flying and a presentation about cycling to work in a discussion

Lead-in

Put the students into small groups. Tell them to imagine they are City Council members. Because of increasing traffic congestion, the city wants to encourage residents to cycle to work. Ask students to suggest three ways to encourage people to cycle to work. If you want to take the discussion further, elicit the suggestions from the groups, take the best ones and assign one to each group. The group can discuss any problems their suggestion may pose, and possible solutions.

Exercise 1 page 71

a convenient b pass c injure d respect e solve
f fine g prevent h break the law

Exercise 2 page 71

Possible answers:

- 1 People cycle because it's cheap, good for your health, and in some places faster than driving.
- 2 Cycling is good for your health. It's cheaper than driving or using public transport. It's environmentally friendly. It's faster in busy places. It's easy to park a bike.
- 3 It's dangerous. Drivers can be rude or aggressive. It's not enjoyable in bad weather. Equipment can be expensive. It's difficult.

Exercise 3 page 72

1 to make the city more bicycle-friendly and/or to make it easier for people to cycle to work
2 a safety b storage c convenience

Exercise 4 page 72

2; 4; 5; 6; 9; 10

Exercise 5 page 72

recommendations	possible results
1 give fines to drivers who drive in a cycle lane	prevent cars from hitting cyclists; save lives
2 wider cycle lanes	allows more bicycles to pass at the same time
3 add more cycle lanes	prevent cars from hitting bicycles; save lives
4 parking garages should have sections for bicycles	keep bicycles safe and dry while people are working
5 put cycle racks on buses	people wouldn't have to cycle at night or in bad weather people who live far from work could cycle part of the way to work and take public transport the rest of the way


Exercise 6 page 73

1; 3; 5; 7; 8

Exercise 7 page 73

Answers will vary.

Optional activity

 Each pair from Exercise 7 should decide on their best idea and present it to the class. The class can then vote on the best three proposals. You could divide the class into three groups and tell them to further develop one of the proposals. *What exactly would be involved? What other considerations might there be? Which interested parties should be consulted? How much might the proposal cost if carried out? What research must be carried out in order to present a more detailed proposal?* Tell each group that they must research the proposal in more detail for the next lesson using English language websites (as far as possible). They must then present the more detailed outline of the proposal during the next lesson. Give the groups five to ten minutes to finalize their proposal at the start of the next lesson, then invite each group to present their ideas in under five minutes. Once each proposal has been presented, the class should vote on which was the best. Give each student two votes (to avoid the problem of them voting for their own proposal).

Exercise 8 page 73

- Possible answers:* An accident while flying is likely to be more serious than while cycling. People understand how bicycles work, but not how planes work. People feel in control on a bicycle. The thought of dying in a plane crash is more terrifying. There are no disaster movies about cycling.
- Answers will vary.

CRITICAL THINKING

Learning objectives

- Use a table to organize your notes on transport problems, solutions and predicted results
- List problems and propose solutions to transport problems in your city
- Predict the results of solutions to transport problems in your city
- Decide which solutions are the best

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

➔ **Evaluating problems and proposing solutions** 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); (3) 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.

BE CONFIDENT

➔ Develop this skill for yourself by doing the following activity. (Note: this is the same activity as students are asked to do in Exercises 3–5.)

Think about the transport problems in your city or country. Write a list of the problems.

- Choose a transport problem. Write it in the *problems* column of the presentation planning table below.
- What are some possible solutions to the problem? Write them in the *proposed solutions* column.

problems	proposed solutions	predicted results

- What do you predict the results would be of each solution? Write your ideas in the *predicted results* column above.
- Which solution do you think is best? Circle it.

Lead-in

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

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 74–75.

- 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

It may be interesting – and instructive – for students to compare their work in Exercises 3–5 with what you did. This act of sharing can be motivating for weaker / more reluctant students and shows that you are fully engaged in the critical thinking aspect of this course.

Exercise 1 page 74


Possible answers:

problems	proposed solutions	predicted results
cycling is dangerous	give fines to drivers who drive in a cycle lane wider cycle lanes add more cycle lanes	prevents cars from hitting bicycles; saves lives
people don't have anywhere to store their bicycles when they're at work	parking garages should have sections for bicycles	keeps bicycles safe and dry while people are working
riding a bicycle to work is inconvenient	put cycle racks on buses	people wouldn't have to cycle at night or in bad weather

Exercises 2–5 pages 74–75

Answers will vary.

Optional activity

 Give students a list of solutions that some cities have tried in order to solve their transport problems. Put students into groups and assign each group one or two solutions. Each group should discuss the possible results of their solution(s). They can then discuss whether their city has implemented this solution. If yes, does it work well? If no, could it work? Possible transport solutions: *bike sharing scheme, ferry system, company shuttles to take employees to work, charging a congestion tax for cars who drive in the busiest parts of a city, taxi-sharing scheme.*

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- Did you come up with similar or different points to your students for the task in the *Be confident* section? How do you explain any differences?
- How did it feel doing a student book activity? Did it allow you to develop empathy with your students at all – to see things from their point of view? Going forward, if you have time, it may be useful and interesting to actually do more student book activities yourself before teaching them in the class.

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 reflective* section, and their outcome?

PREPARATION FOR SPEAKING

Learning objectives

- Use phrases for giving recommendations about what should be done about problems caused by eating while driving – *I think it would be better if they closed drive-through restaurants.*
- Use phrases for expanding on ideas to support your opinions on the problems caused by eating while driving – *This is because they only encourage drivers to buy food and eat it while they drive.*

Exercise 1 page 76

Answers will vary.

Exercise 2 page 76

2 I think it would be better if 3 I think it would be much better if 4 The best thing would be 5 I'd suggest that

Exercise 3 page 77

b 1 c 4 d 2

Exercise 4 page 77

Answers will vary.

SPEAKING TASK

Learning objectives

- Prepare to give a presentation on a transport problem in a city and suggested solutions
- Prepare to use phrases to make suggestions
- Make notes about how you will expand on your ideas with reasons and examples
- Respond to feedback from other students on your presentation
- Give a presentation on a transport problem in a city and suggested solutions

Exercises 1–5 page 78

Answers will vary.

RESEARCH PROJECT

Create a presentation about a city's transport system.

Divide the class into groups and give them a list of the top ten cities in the world for transport. Ask groups to research their assigned city's transport system and prepare a presentation on why it is listed in the top ten. Ask them to consider the various modes of transport the city offers, their environmental impact and their convenience and reliability. Students can use online tools such as a wiki to share information on this topic. Once students have researched the different stages, ask them to use presentation software to create a presentation including pictures, narration, sound effects and music. The class can then vote for the best presentation, based on how clear it is, how interesting it is and the quality of information presented. There are free online voting systems to enable this. Search for 'voting software' to view some of these.

Top ten cities for transport (according to Lonely Planet in 2017): 1. Hong Kong 2. Zurich 3. Paris 4. Seoul 5. Prague 6. Vienna 7. London 8. Singapore 9. Stockholm 10. Frankfurt

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 trouble 2 impact 3 method 4 solve 5 figure out
6 control 7 serious 8 influence

Exercise 3

1 bigger 2 most interesting 3 more relaxing
4 a lot slower 5 the noisiest 6 by far 7 scarier
8 faster

Exercise 4

1 prevent 2 convenient 3 avoid 4 fine 5 scared
6 injured 7 safety 8 compared

Exercise 5

Answers will vary.

Exercise 6

1 From my own experience, 2 This is because
3 Last week, 4 Personally,

Exercise 7

- 1 In my opinion, public transport should be free. This is because it would encourage people not to drive, so there would be less traffic and pollution. Personally, I prefer to drive to places when I'm with friends because it's cheaper than taking the subway.
- 2 I'd like to see the minimum driving age increased to 21. The reason for this is that it is too dangerous for teenagers to drive. From my own experience, I can tell you that they drive too fast and often don't focus on the road.
- 3 I'd suggest we pass a law that people have to wear bike helmets. This is because the law will save lives. Personally, I sometimes don't bother with things like helmets unless I'm told that it's the law!

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about the Chinese tradition of moon cakes.
Listening skills	Identify cause and effect; listen for opinions.
Critical thinking	Create a convincing argument.
Grammar	Use dependent prepositions.
Speaking skills	Be polite in a discussion; use adverbs for emphasis; use phrases with <i>that</i> .
Speaking task	Take part in a discussion about whether special occasions have become too commercial.
Teacher development	Help your students become better at creating a convincing argument .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows the Yi Peng Festival in Chiang Mai, Thailand. The festival is celebrated at the end of the rainy season, on the night of the full moon in November. As part of the celebrations, it is a tradition to release lanterns into the night sky. The flames in the lanterns represent knowledge. During this time, in other parts of Thailand, people celebrate the Loy Krathong Festival, where people float boats shaped like lotus leaves in rivers and ponds. This custom is meant to bring people good luck and fortune.

Lead-in

Ask students to think about customs they share with their families. These can range from special holidays such as New Year's Eve or Ramadan to gathering together for weekly dinners with their extended family. The students should also think about whether these customs have changed over the past 50 years or so. They should consider the following aspects of the customs: food, clothing, gifts given and received, music, dancing, games.

Once the students have thought individually, put them into small groups. The groups should briefly describe the customs on their list and whether or not they've changed over the past 50 years.

page 81

1 The photo is of Chiang Mai, Thailand. This is the tradition of launching sky lanterns to celebrate the full moon in the 12th month of the Thai calendar, as part of the Yi Peng festival.

2–3 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and understand main ideas in a video about Chinese traditional moon cakes
- Listen and identify the order of stages in a process
- Listen and understand details
- Practise talking about food and special occasions

Exercise 1 page 82

1 A harvest is the time of year when crops are cut and collected.

2–3 *Answers will vary.*

Exercise 2 page 82

1 Hong Kong; celebrated by Chinese people across the world **2** butter and sugar **3** wrap the filling in a thin layer of pastry **4** pastry; filling; decoration

Exercise 3 page 83

1 People get together with family and friends to watch the moon, admire the lights and eat the traditional sweet of this festival.

2 Moon cakes. They are so named because the festival takes place during the full moon.

3 No, the recipe is quite complicated.

Exercise 4 page 83

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

Exercise 5 page 83

1 The Mid-Autumn Festival is celebrated by Chinese people across the world.

2 Chinese people don't make moon cakes at home – the recipe is too complicated.

3 Moon cakes have sweet or savoury fillings.

4 The decorations on top of moon cakes can be Chinese letters or patterns, like flowers.

5 After the moon cakes are made, they are left for the pastry to soften.

Exercise 6 page 83

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for customs in the modern world – *multicultural, die out, generation*
- Listen and understand main ideas in a podcast
- Listen and complete a set of detailed notes
- Listen and identify phrases used to signal cause and effect – *Due to ..., The reason for this is ..., That's why ...*
- Identify causes and effects in sentences about cultural traditions
- Gain awareness of the pronunciation of /d/ and /t/ at the end of words in connected speech
- Talk about traditions and customs in your country and abroad

Lead-in

Show students the table below and ask them to copy it onto paper. Students will conduct a survey with their classmates. Note that when asking questions, students will need to turn the 'Find somebody who ...' statements into questions (*Do you give cards for birthdays?*). If necessary, elicit all questions before students begin asking each other. For each question, students should find somebody who answers *yes*. The students should do their best to ask one question per classmate. If they get an answer of *yes*, encourage them to ask questions to find out more information (*Which restaurant? What do you order?*).

find somebody who ...	name	more information
eats in restaurants at least twice a week		
eats dinner at a dining-room table most evenings		
gives cards for birthdays, anniversaries, etc.		
eats a home-cooked meal on special holidays		
plays games with family members		

Exercise 1 page 84

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

Exercise 2 page 85

1 A tradition is a custom or way of behaving that has continued for a long time in a group of people or a society.

2 Answers will vary.

Exercise 3 page 85

1 an anthropologist and author 2 whether traditions are adapting to the modern world or dying out

Exercise 4 page 85

a (shaking hands)

Exercise 5 page 86

Effects of modern technology on traditions

	old tradition	new tradition
preparing holiday food	people spent a lot of time and effort preparing special meals for celebrations	we prepare food more quickly because of modern kitchens and supermarket food
recipes	people used cookery books	people find recipes on the internet
where people eat holiday meals	at home	sometimes at restaurants

Exercise 6 page 87

1 That's why 2 because 3 due to 4 This is because 5 because

Exercise 7 page 87

1 Anthropology, in a general sense, is the study of humanity. I know that's not very exact. That's why we have many types of Anthropology, like Linguistic anthropology and Social anthropology.

2 Some traditions die out because our way of life changes.

3 Now, due to developments in technology, people spend more time interacting with other people over the internet.

4 But now we don't have to work so hard. This is because we have modern kitchens and supermarket food.

5 In the United States, on Thanksgiving, which is one of the biggest celebrations, many families go to restaurants because they don't want to spend their holiday working in the kitchen.

Exercise 8 page 87

1 Because 2 That's why 3 This means that 4 because
5 Because of


Exercise 9 page 88

1 effect 2 spent 3 lot and 3-4 but not 5 sent
important 6 don't and

Exercise 10 page 88

Answers will vary.

Be flexible

 For more **advanced students** who can independently apply the skill of connecting /t/ and /d/ sounds at the end of words, ask them to write down their own answers to the questions in Exercise 10. They should mark the letters that shouldn't be pronounced clearly due to connected speech and then practise saying their sentences to a partner.

Adapt this activity for **lower-level students** by asking them to write their answers and then find three examples of where the sounds are not pronounced clearly. Encourage them to use online dictionaries to check the spelling of words and verify the sounds before they share aloud. Providing specific numbers and limiting the number of items or choices can make many tasks more approachable for struggling students.

Exercise 2 page 89

Answers will vary.

Exercise 3 page 90

1 celebration 2 acceptable 3 agreement 4 political
5 frightens 6 specialize

Exercise 4 page 90

1 harmless 2 useful; reliable; careful 3 enjoyable
4 thoughtful

Exercise 5 page 90

Answers will vary.

Exercise 6 page 91

1 to 2 to 3 about 4 with 5 about 6 to
7 about 8 at


Exercise 7 page 91

Answers will vary.

Exercise 8 page 91

1 in 2 to 3 about 4 for 5 by 6 for

Be flexible

 Provide **lower-level students** with an activity to practise using dependent prepositions and speaking more spontaneously. Write some verbs and adjectives that are followed by dependent prepositions on slips of paper and put them in a bowl or a hat. Ask a student to select one and ask another student in the class a question, using the word they selected and the correct preposition. Invite the students to evaluate if the expression is correct after the student poses the question. Then a different student answers the question and he or she is the next one to select a slip of paper and ask a question. You can do this as a whole-class activity or divide the students into groups if the class is large.

LANGUAGE DEVELOPMENT**Learning objectives**

- Organize words with common suffixes by part of speech
- Use the correct word forms to complete sentences
- Choose the correct dependent preposition to use after particular verbs – *adapt to, talk about, benefit from*
- Use verbs with dependent prepositions to ask and answer questions
- Use the correct dependent prepositions after adjectives

Exercise 1 page 89

adjective: digital, hopeful, political, professional, successful, unbelievable, unforgettable, useless

verb: digitize, frighten, organize, recognize, specialize, weaken

noun: agreement, celebration, communication, connection, excitement

LISTENING 2**Learning objectives**

- Understand key vocabulary for gift-giving customs – *behaviour, commercial, obligation*
- Listen and identify the main ideas in a discussion about gift-giving customs
- Listen and take detailed notes on arguments about the commercialization of special occasions
- Listen and identify phrases for signposting opinions, agreeing and disagreeing – *Personally, I...; I couldn't agree more.; I'm not convinced.*
- Synthesize ideas from a podcast about customs in the modern world and a discussion about gift-giving customs

Lead-in

Tell the students to imagine they have been invited to a graduation party. The graduate has requested that people not buy gifts or give money, but instead create something the graduate can remember each guest by. The 'gift' can be anything that doesn't cost money. Give students a few minutes to think of something. Then they can pretend they are at the party, mingling and asking each other what gift they gave the graduate. If your class needs some extra help, you can brainstorm ideas with them first.

Possible ideas: *sing a song, recite a poem, draw a picture, give a photograph of you with the graduate*

Exercise 1 page 92

1 obligation 2 graduate 3 personal 4 behaviour
5 thoughtful 6 occasions 7 event 8 commercial

Exercise 2 page 92

- 1 Possible answers: anniversary; graduation; wedding; engagement; new baby; passing a test
2 Answers will vary.

Exercise 3 page 93

b

Exercise 4 page 93

Answers will vary.

Exercise 5 page 93

yes	no
1 giving gifts is an obligation	1 giving a gift shows you were thinking of somebody
2 have to spend money – could spend on more important things	2 graduation gifts are practical – young people need gifts and money
3 better to spend time with a person than to spend time shopping	3 gifts remind people of the person who gave the gift
4 too much focus on opening gifts	

Exercise 6 page 93

Answers will vary.

Exercise 7 page 94

2 seems 3 agree 4 disagree 5 not convinced
6 why not 7 don't agree

Exercise 8 page 94

Answers will vary.

CRITICAL THINKING

Learning objectives

- Organize and analyze arguments about the commercialization of special occasions in a table
- Organize ideas about the commercialization of special occasions in your own country in a table
- Evaluate arguments about the commercialization of special occasions in your country and list supporting ideas

UNLOCK TEACHER DEVELOPMENT

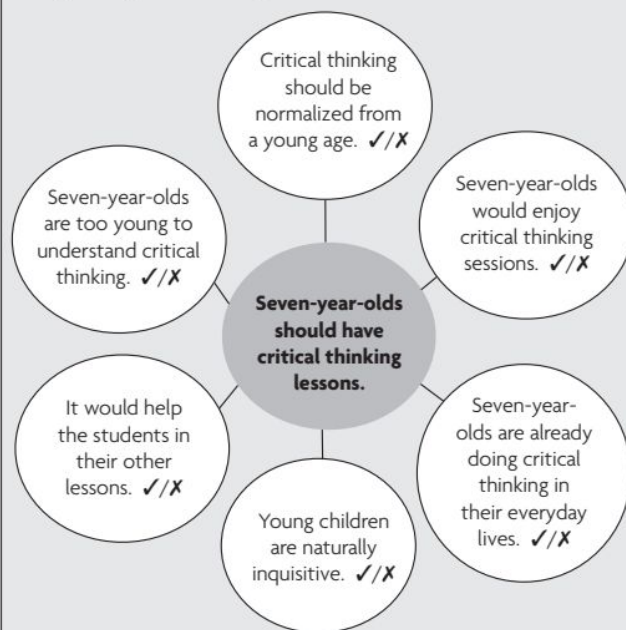
BE INFORMED

→ **Creating a convincing argument** is an important skill for students because: (1) There is a common misunderstanding about what constitutes a 'convincing' argument, and it is important that students have the correct tools to be able to do this; (2) One misapprehension is to think that if somebody uses complicated words, or says something very forcefully, their argument must be correct; (3) Students need to develop the skill to examine an argument's underlying evidence and reasons, in order to evaluate its strength.

BE CONFIDENT

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

Look at the following arguments about whether seven-year-olds should be taught critical thinking. Do you agree or disagree with them?



For the arguments which you have ticked, and agree with, how could you make them more convincing? Can you think of any other points to support your position?

Lead-in

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

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 95–96.

- ➔ 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 doing Exercise 4, an optional extension would be to get students to revise/recycle what they learnt about counter-arguments in Unit 2. Can they think of any counter-arguments to the three reasons given?

Exercise 1 page 95

Answers will vary for ✓ or ✗.

	argument
Special occasions have become too commercial.	giving gifts is an obligation
	have to spend money – could spend on more important things
	better to spend time with a person than to spend time shopping
Special occasions have not become too commercial.	giving a gift shows you were thinking of somebody
	graduation gifts are practical – young people need gifts and money
	gifts remind people of the person who gave the gift

Exercises 2–4 pages 95–96

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- ➔ Compare your responses in the *Be confident* section with a colleague. Do you agree or disagree with each other on the points?
- ➔ Based on the responses to the questions in the *Be confident* section, are there any changes which you would advocate at the place where you teach?

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?

PREPARATION FOR SPEAKING

Learning objectives

- Use phrases for being polite in a discussion – *You may be right, but ..., What do you think? Excuse me, can I say something?*
- Use adverbs to emphasize your opinions – *I strongly believe that people spend too much money on gifts. Yes, that's completely true. It's absolutely not true.*
- Use emphatic stress on adverbs to emphasize your opinions – *I completely agree that holidays have become too commercial. I absolutely disagree that we should stop giving gifts on Mother's Day. I really think that we should give fewer gifts.*
- Use phrases followed by *that* to express the opinions of yourself and others – *I think that ..., many people believe that ..., I doubt that ...*

Exercise 1 page 97

- 1 I see your point 2 You may be right, but
 3 I understand, but 4 I'm sorry to interrupt, but
 5 I disagree

Exercise 2 page 97

Answers will vary.

Exercises 3–4 page 98

Answers will vary.

Exercise 5 page 98

- 1 strongly 2 absolutely 3 really 4 completely

Exercise 6 page 99

1 P 2 O 3 P 4 O 5 P 6 O 7 P 8 O

Exercises 7–8 page 99

Answers will vary.

SPEAKING TASK

Learning objectives

- Prepare for a group discussion about the commercialization of special occasions by reviewing your notes and adding new information
- Plan the language you will use to make arguments and acknowledge other arguments
- Respond to feedback on your performance in a discussion
- Give feedback on others' performances in a discussion
- Take part in a discussion about the commercialization of special occasions

Exercises 1–6 pages 99–100

Answers will vary.

RESEARCH PROJECT

Discuss customs and traditions with students in another country.

Ask the class to think about their own customs and traditions. You could ask them to think about special foods, culture, time of year and why they are important. Students can use online tools to share their ideas with each other. Tell the class they will be contacting students in other countries to find out about customs and traditions in those countries. You can search for 'international school collaboration' in advance to explore the options for doing this. Students can send audio/video messages to other students or set up online live video sessions to discuss customs and traditions.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 less 2 en 3 ment 4 able 5 ize 6 al 7 ion 8 ful

Exercise 3

1 about 2 to 3 by 4 about 5 for 6 at
7 with 8 for

Exercise 4

1 thoughtful 2 generation 3 anniversary 4 obligation
5 interact 6 behaviour 7 graduate 8 occasions

Exercise 5

Answers will vary.

Exercise 6

1 your point 2 interrupting 3 interrupt 4 opinion
5 Excuse me 6 right

Exercise 7

1 I disagree 2 I see your point 3 I'm sorry to interrupt
4 What's your opinion? 5 You may be right

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about tackling the problem of obesity in children.
Listening skills	Listen for attitude; identify references to common knowledge.
Critical thinking	Brainstorm and evaluate ideas using an ideas map.
Grammar	Understand and use phrasal verbs.
Speaking skills	Use problem–solution organization; present persuasively.
Speaking task	Give a presentation to a group of students about an idea for a health product or programme.
Teacher development	Help your students become better at brainstorming and evaluating ideas using an ideas map .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows people practising t'ai chi on a rooftop in Shanghai, China. T'ai chi is a form of exercise that involves slow movements and deep breathing. T'ai chi is a low-impact exercise and is suitable for people of any age and fitness. It is said to reduce stress and anxiety and increase flexibility and energy levels. In addition to regular exercise, people who want to stay fit and healthy should follow a healthy diet and not smoke.

Lead-in

Write the word *diet* on the board and elicit its meaning(s) from the class. The word has three distinct meanings, the first two of which are related to food. Students do not need to know the third meaning for the purposes of this unit.

- 1 the food and drink usually eaten or drunk by a person or group: *Diet varies between different countries in the world.*
- 2 an eating plan in which somebody eats less food, or only particular types of food, because they want to become thinner or for medical reasons: *The doctor put me on a low-salt diet to reduce my blood pressure.*
- 3 a particular type of thing that you experience or do regularly, or a limited range of activities: *The TV only offers a diet of comedies and old films every evening.*

Elicit from the class whether people in their country have, generally speaking, a healthy diet. Encourage discussion where there is disagreement. At this stage, keep the discussion fairly general. Students will have the opportunity to discuss their own attitude towards diet and fitness later. You could also ask them what can happen when people have a poor diet.

page 103

1 Possible answers: The people are doing t'ai chi. T'ai chi is a form of Chinese exercise that involves a series of slow movements. It makes your muscles stronger, makes you more flexible, improves balance and can reduce stress.

2–3 Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify the main ideas in a video about the health problem of obesity in children
- Listen and complete a set of notes with figures
- Listen and understand details
- Practise talking about childhood health

Exercises 1–3 page 104

Answers will vary.

Exercise 4 page 105

1; 2; 4; 5

Exercise 5 page 105

1 1975 2 19% 3 1 in 10 4 1.6% 5 1 in 5 6 60%

Exercise 6 page 105

Some answers are paraphrased.

- 1 being overweight or obese than being underweight
- 2 be more active
- 3 a sandwich with a protein filling and salad.
- 4 crisps
- 5 help children control their weight / control what they eat at lunch

Exercise 7 page 105

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for health – *illness, overweight, habit*
- Listen and understand main ideas in a podcast about why some people live a long life
- Listen and complete detailed notes on opinions
- Listen and use speakers' intonation to understand their attitudes
- Listen for adjectives and rhetorical questions which communicate a speaker's attitude
- Understand fixed phrases referring to common knowledge – *There is no doubt that ..., Everyone knows that ..., Most people think that ...*
- Evaluate and discuss healthy and unhealthy lifestyles

Lead-in

Tell students they're going to interview classmates about their daily lifestyles. In small groups, ask students to brainstorm interview questions. (Possible questions: *What do you eat on a typical day? What foods do you avoid eating? What do you do for physical activity every day? Do you spend a lot of time watching television or playing video games?*) They can also ask each other about their family genes (*Do people in your family tend to live long? If yes, do you think it's because they have healthy lifestyles or healthy genes?*) Once the groups have thought of questions, students should walk around the classroom and interview each other. When everyone has finished, ask for volunteers to share interesting information they have learnt. Take a class vote on whether students think a healthy lifestyle or good genes are more important for a long life.

Exercise 1 page 106

a unhealthy **b** work out **c** prove **d** illness
e overweight **f** habit

Exercise 2 page 106

Possible answers:

- 1** Photos **a** and **c** show people eating an unhealthy and healthy diet. Photos **b** and **d** show people being active and inactive.
- 2** A lifestyle of not being active and eating unhealthy food can lead to obesity and health problems. Leading a healthy lifestyle is much better for us.
- 3** Your genes affect how likely or unlikely you are to get certain diseases, like diabetes. Having an unhealthy lifestyle increases the chance of getting these diseases.

Exercise 3 page 107

- 1** No, they don't. Some older people may have eaten an unhealthy diet or not exercised regularly.
- 2** Genes are more important than lifestyle for having a long life.


Exercise 4 page 107

- 1** it's great news!
- 2** the key to a healthy life is to enjoy yourself.
- 3** get too worried about healthy eating and exercise!
- 4** genes are more important than our lifestyle.
- 5** exercise and eat well.
- 6** it's always better to have a healthy lifestyle.
- 7** bad health habits increase the chances of getting a serious illness.
- 8** be careful and look after myself because I don't know if I have good genes!

Exercise 5 page 108

- 1** excited: the speaker's voice goes up and down a lot
- 2** certain: emphasis on *no question* and *happy people live longer*
- 3** critical of people for getting worried: emphasis on *ridiculous*
- 4** certain/sarcastic: emphasis on *certainly*
- 5** serious/neutral: voice doesn't go up and down much

Optional activity

 Ask students to read the Skills box and to discuss in pairs what kinds of clues can help us decide what a speaker is thinking or feeling. Allow a few minutes for discussion, then elicit ideas from the class.

(Possible answers include: *the language people use, intonation, body language and whether or not the speaker maintains eye contact.* Note that to a certain extent, all of these suggestions may be culturally specific. You could ask your students to discuss ways that people in their culture show agreement and disagreement, then ask them to contrast this with another culture that they know about.)

Exercise 6 page 109

- Extract 1:** Positive; speaker's voice goes up at the end.
Extract 2: Negative; speaker's voice goes down at the end, using a positive adjective with sarcastic intonation.
Extract 3: Negative; using a rhetorical question.
Extract 4: Negative; using a rhetorical question; voice doesn't go up and down a lot; question ends on a falling tone, which suggests that the speaker doesn't expect an answer.
Extract 5: Positive; intonation goes up and down.

Extract 6: Negative; voice doesn't go up and down much; doesn't stress *great*, but stresses *some* and *I* (after *but*).

Exercises 7–9 page 110

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Identify and work out the meaning of phrasal verbs in context – *come down with, take up, try out for*
- Use phrasal verbs in a discussion about healthy lifestyles
- Use adjectives to describe well-being – *cultural, physical, emotional*

Exercise 1 page 111

2 came down with **3** take up **4** try out for **5** give up
6 sign up (for) **7** join in **8** get over

Exercise 2 page 111

Answers will vary.

Exercise 3 page 112

1 come down with **2** give up **3** sign up (for) **4** join in
5 try out (for) **6** get over **7** take up **8** cut down on


Exercise 4 page 112

1 given up **2** get over **3** signed up **4** taken up
5 tried out **6** cut down on

Exercises 5–6 page 112

Answers will vary.

Be flexible

 Support **lower-level students** with the meaning of phrasal verbs by acting out the meanings in a game of Charades. Divide the class into teams. Write some phrasal verbs on separate slips of paper, fold them and put them in a hat or bowl. Students can come to the front of the room, select one, and act out the phrasal verbs. (You may want to first display the list of phrasal verbs and give students or pairs up to five minutes to discuss ways to act out them out. This will also help them more readily identify the answers.) The first team to call out the correct answer wins a point. For a bonus point, give the team about one minute to think of a sentence using the phrasal verb.

Exercise 7 page 113

1 emotional **2** social **3** intellectual **4** personal
5 Physical **6** cultural **7** educational

LISTENING 2

Learning objectives

- Understand key vocabulary for health and well-being – *relax, stress, treatment*
- Listen and identify the topics of four presentations about programmes to improve your health
- Listen and take detailed notes on the benefits of four health programmes
- Synthesize information from a podcast about why some people live a long life and four presentations about health programmes in a discussion

Lead-in

Hold a class discussion. Ask students what the benefits of physical activity are in addition to improving physical health (can lead to improved self-confidence, better concentration, ability to work on a team and get along with others, can reduce pain and build bone strength).

Exercise 1 page 114

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


Exercise 2 page 115

Answers will vary.

Exercise 3 page 116

1 taekwondo **2** a football club **3** a cycling tour
4 acupuncture

Optional activity

 For homework, ask students to research holidays that focus on health and fitness. These can include cycling tours, yoga retreats, extended walking tours, multi-day rafting or kayaking trips, or anything else that interests them. They can research what the holiday consists of, what countries it takes place in, a sample daily itinerary and what the benefits of this type of holiday are. The students can present their findings in small groups. The groups can discuss whether they would ever want to take a holiday like this, and why they think these types of holiday are growing in popularity.

Exercise 4 page 116

Programme 1: improves health and well-being; improves concentration; makes you feel good about yourself; improves confidence; reduces stress

Programme 2: improves social life; improves intellectual performance; improves physical fitness; improves team-building skills

Programme 3: exercise; fascinating cultural experience; improves memory and thinking skills

Programme 4: reduces pain; helps people lose weight

Exercise 5 page 116

Answers will vary.

CRITICAL THINKING

Learning objectives

- Organize your notes about the benefits of a health programme into an ideas map
- Discuss and evaluate different ideas for health programmes
- Add the benefits of the health programme you discussed to an ideas map

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Brainstorming and evaluating ideas using an ideas map** is an important skill for students because: (1) Ideas maps can help students to identify what they already know about a subject, and to realize they know more than they think they do; (2) They are a useful way of organizing information when students are listening and have to be selective in what they write down; (3) Ideas maps can be particularly useful in showing the connections between the topic, main ideas and details.

BE CONFIDENT

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

Watch the video, '21st Century Skills', by Ceri Jones at the Cambridge Better Learning Conference. Looking at just the section from 04:05 to 08:35, take notes using an ideas map on the presenter's ideas about 21st Century Skills: www.youtube.com/watch?v=lv92oyTFAAk. Review your ideas map and add any ideas from your own teaching. Do you agree with everything you have written in your ideas map? Why / Why not?

Lead-in

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

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 117–118.

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


BE FLEXIBLE

When doing Exercise 2, encourage the students to be as open-minded and inventive as possible. One of the main advantages of using an ideas map is that it can encourage new, interesting and innovative ideas. They should not 'edit' themselves too much at this stage.

Exercises 1–4 pages 117–118

Answers will vary.

Optional activity

 Tell students they will contribute to several ideas maps about the benefits of health-related activities. If space allows, students should spread out around the room. Give each student a large piece of paper to tape to the wall, a marker to write with, and a health-related activity to write in the main circle of their ideas map (examples of health-related activities: *spending time with friends, vegetarian diet, team sports*). Each student should begin their ideas map with their assigned activity in the middle circle. They should add one benefit to an outside circle. Students should then move to the ideas map on their right, look at the new activity, and add one benefit to an outer circle. After filling in one outer circle on each map, students should move to the next map. The ideas maps are complete when they each have five or six outside circles. When they are finished, tell students to go to their original ideas maps. They can discuss with a partner what ideas they like the best and why.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

➔ Look back at the ideas map which you created. Is it still clear to you? Do the notes help you remember the key points? If the answer is 'no', then you may need to rethink the way in which you take notes using an ideas map.

➔ Did your students find it easy or difficult to come up with new and original ideas by themselves? Some students find it easy to do this, whilst others find it very challenging. How can having an awareness of this help you plan future sessions more effectively?

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 video and ideas you generated in the *Be confident* section opposite, and their outcome?

6 it has been shown to improve your concentration and make you feel good about yourself

7 the date of the first free introductory class

Exercise 2 page 119

specific information about the place, time, etc. 4

background information about the programme 3

introduction of the solution 2

Exercise 3 page 120

2 check out 3 join 4 learn; visit

Exercise 4 page 120

1 Imperatives often make the listener want to take action.

2 Imperatives are used in the presentations because the presenters want to persuade the listeners to do something – sign up for a course, group, etc.

Exercise 5 page 120

2 Buy one and get one free.

3 Hurry and purchase a ticket now.

4 Don't forget that our shops are open on Sundays.

5 Register for our course before it's too late!

PREPARATION FOR SPEAKING

Learning objectives

- Identify the key content features of a problem–solution presentation about a health programme
- Understand the organization of a problem–solution presentation about a health programme
- Use imperative verb forms to write persuasively – *Buy our new product! Be kind to your body. Join us.*
- Use positive adjectives which make a message more persuasive – *exciting, terrific, fascinating*

Exercise 1 page 119

1 to engage the audience and make them think about the topic

2 to make listeners think about their own problems; as it is likely that many people would answer 'yes' to some of them, this sets up the presentation as a solution to the audience's problems

3 focusing on work, feeling stressed, wanting to get more exercise

4 taekwondo

5 to try to make the reader believe it is common knowledge that taekwondo is helpful

Be flexible

Provide **advanced students** with the opportunity to analyze authentic persuasive language and deepen their understanding of imperatives and adjectives. The task is for students to find examples of the use of imperatives and adjectives in advertisements, and to consider how effective they are. Students can then rewrite a version of the advertisement without using any imperatives or adjectives and compare the effectiveness of this against the original. Invite students to discuss the following questions: *Which version is more honest? Which version is more persuasive? What effect do imperatives have? What is the effect of adjectives?*

This can be done as a homework assignment. If internet access is available in class, you could also do this during lesson time. This would give you the opportunity to discuss the language used in advertisements in more detail with your students and give guidance to make this task appropriate for **lower-level students**. The task may also provide insight into students' interests as illustrated by the advertisements they decide to look at. This can then help inform your choice of tasks and extra materials in future lessons.

Exercise 6 page 121

1 new; exciting 2 social; intellectual; physical, team-building 3 terrific; fascinating; cultural; best 4 interested; alternative 5 traditional (Chinese) 6 great; easy

Exercise 7 page 121

Answers will vary.

SPEAKING TASK

Learning objectives

- Prepare to give a presentation on a health programme by reviewing your notes and adding new information
- Organize the content of a presentation on a health programme
- Prepare persuasive language to use in a presentation
- Respond to feedback on your presentation by making it more persuasive
- Give a presentation on a health programme

Exercises 1–7 pages 121–122

Answers will vary.

RESEARCH PROJECT

Create an interactive menu.

Ask students to brainstorm healthy foods. In groups, students can then think about creating a menu which includes these healthy foods. Each group could use online tools to write a blog entry to share their menu with the rest of the class.

The menus can be used to create a class website (search for 'create free website'). Students can upload pictures, video and audio clips to add information about each menu item, e.g. calories, fat and alternative choices. This website can be promoted around the learning environment.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 out 2 on 3 for 4 into 5 over 6 up 7 up 8 with

Exercise 3

1 physical 2 emotional 3 cultural 4 personal 5 social 6 educational 7 intellectual

Exercise 4

1 work out 2 habit 3 unhealthy 4 Participating 5 performance 6 treatment 7 reduce 8 mental

Exercise 5

Answers will vary.

Exercise 6

- 1 to attract the listeners' attention
- 2 to introduce a solution
- 3 to give background information
- 4 to give specific information about the programme

Exercise 7

Introduce the problem(s) with rhetorical questions. Introduce the solution. Give background information about the solution. Give specific information about the solution.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about a boy with a prosthetic hand.
Listening skills	Understand references to earlier ideas; understand lecture organization.
Critical thinking	Summarize information using <i>Wh-</i> questions.
Grammar	Use passive verb forms.
Speaking skills	Preview a topic; organize ideas; explain how something is used.
Speaking task	Give a presentation about an invention or discovery which has changed our lives.
Teacher development	Help your students become better at summarizing information using <i>Wh-</i> questions.

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a replica of a very early computer called 'Difference Engine No 2'. It was designed by the British computing pioneer Charles Babbage (1791–1871) between 1847 and 1849. It would have weighed around 15 tonnes and been 2 metres tall. It was able to perform a complex series of calculations automatically and print the results. The replica was built by the Science Museum in London, the UK; construction began in 1985, this main section was completed in 1991, and the entire model in 2000. Difference Engine No 2 was never constructed in Babbage's lifetime, because it was too expensive and difficult to make at that time.

Some of the most important inventions and discoveries in the last 20 years have been digital television, Wi-Fi, Bluetooth, GPS systems, LED lightbulbs, MP3 players, hybrid cars, social media networks, e-readers, instant messaging, digital cameras and smartphones.

Lead-in

Tell students the wheel was invented around 3,500 BCE and the internet was invented thousands of years later. In small groups, ask students to brainstorm everything they can think of that was invented in between those years. The students can rank the top ten in order of importance and write their lists on the board.

page 125

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and complete a summary of a video about a boy with a prosthetic hand
- Listen and understand details
- Practise talking about the ideas emerging from the video

Exercises 1–2 page 126

Answers will vary.

Exercise 3 page 127

1 prosthetic / new **2** expensive **3** college **4** 3D
5 normal **6** successful **7** new / prosthetic

Exercise 4 page 127

- Holden Mora is seven ~~17~~ years old.
- Jeff Powell built the hand using instructions from the internet ~~his professor~~.
- The printer builds the parts in under 24 ~~44~~ hours.
- Holden can ~~cannot~~ hold things with his artificial hand.
- Jeff Powell ~~Holden~~ is now raising money to build hands for other kids.
- Holden hopes other children ~~teachers~~ can have the best kind of hands, too.

Exercise 5 page 127

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for inventions – *design, develop, device*
- Listen and identify the order of main ideas in a museum tour about inventions
- Listen and complete a set of detailed notes about inventions
- Understand referencing to ideas which were mentioned earlier
- Understand the use of weak and strong forms of small words in sentences
- Evaluate and explain the importance of different inventions

Exercise 1 page 128

1 designed 2 Scientific 3 discover 4 invented
5 device 6 develop 7 diagram 8 technology

Exercise 2 page 129

1 d (invented 953) 2 c (invented in the thirteenth century, 1268) 3 a (invented in the ninth century) 4 b (invented 1206)

Lead-in

Ask students to speculate what people did before the items in Exercise 2 were invented. For example, how did people with poor vision see clearly before glasses were invented? They'll only hear the answer to one invention (the fountain pen) in Listening 1. For the others, the discussion can come from speculation.

Exercise 3 page 129

1 d 2 c 3 a 4 b

Exercise 4 page 130

1 pen 2 953 3 Africa 4 ink 5 glasses 6 thirteenth
7 Italy 8 read 9 twelfth 10 Turkey 11 engineer
12 gardens 13 farms 14 car 15 ninth 16 China
17 scientists 18 live

Exercise 5 page 130

1 953 2 the Middle/Dark Ages 3 glasses
4 (the invention of) gunpowder

Exercise 6 page 131

1 and; and the; to 2 The; of; the 3 The; a; to; in a
4 of the; of


Exercise 7 page 131

1 b 2 c 3 a

Exercise 8 page 132

Answers will vary.

Be flexible

 Ask students to write down their answers to the questions in Exercise 8. They should then note in their answers the small words that are not usually stressed (*a, an, the, do, does, to, from, at, of*). They can read their answers to a partner, sometimes stressing the small words and sometimes not. They can discuss with their partner how the different stress changes the meaning of the word and the sentence.

Provide more guidance with this task for **lower-level students**. If possible, ask students to write their answers onto a shared document to display to the class. Then students can take turns reading their sentences to the group, choosing either to stress the small words or not. Ask the class to first identify any stressed words they hear and then discuss how the meaning changes when the word is stressed (or not).

Exercise 9 page 132

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Understand three different meanings of *make* – *force, cause* and *produce*
- Identify the meaning of *make* in collocations – *make a comparison, make a decision, make a difference*
- Recognize passive verbs – *The digital computer was invented in 1936. The first glasses were held in front of the eyes. It was first used for watering gardens.*
- Describe inventions and discoveries, using passive verb forms

Exercise 1 page 133

2 F 3 C 4 P 5 C 6 F

Exercise 2 page 133

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

Exercise 3 page 134

1 were brought 2 was made 3 were invented; were held / balanced; were developed 4 was (first) used
5 was invented; were written

Exercise 4 page 134

- 2 The law of gravity was discovered by Isaac Newton in the seventeenth century.
- 3 The first computer chip was invented in the 1950s.
- 4 The first smartphone was created after 1997.
- 5 Penicillin was first discovered in 1928 by Alexander Fleming.

Exercise 5 page 135

1 was discovered 2 was invented 3 designed 4 were developed 5 was written 6 was created 7 download 8 were sent 9 was taken 10 developed


Exercise 6 page 135

1 ~~were created~~ was created 2 ~~is discovered~~ was discovered 3 ~~was print~~ was printed 4 ~~was wrote~~ was written 5 no error 6 ~~was invented~~ invented

Exercise 7 page 135

Answers will vary.

Be flexible

 Provide **advanced students** with an opportunity to identify passive verb forms in authentic texts. For homework, ask students to search online for an article about important inventions. They should find a short article that looks interesting to them. They should read the article and underline all instances of the passive voice and all instances of the active voice. In class, they can share their articles in small groups and explain why the passive voice was used in some sentences. You may want to provide additional challenge by asking students to use the passive verb forms they found in their own sentences to discuss the inventions from the unit.

For **lower-level students**, provide more controlled practice. Use the transcript from Listening 1 instead of an article and ask students to identify four passive verb forms (e.g., *is called*, *were brought*, *was made*, *were invented*). Ask students to share aloud examples and challenge them to find more passive verb forms as you verify they are on track. Then contrast the passive voice sentences with active voice sentences from Listening 1 and invite students to share their thoughts on why the passive voice was used.

LISTENING 2**Learning objectives**

- Understand key vocabulary for technology – *install*, *industry*, *app*
- Listen and understand the organization and main ideas in a lecture about the history of smartphone apps
- Listen and complete a set of detailed notes
- Identify phrases which signpost the organization of ideas in a lecture – *We'll start by discussing ...*, *We will then discuss ...*, *I'd like to start by talking about ...*
- Synthesize information from a museum tour about inventions and a lecture about the history of smartphone apps in a discussion

Lead-in

Tell students to imagine they're planning a weekend trip to a city they've never been to before. In small groups, ask them to brainstorm the various things they'll need to know in order to plan their weekend (how to get there, the weather, good restaurants, things to do, opening and closing times of places). Now tell them to imagine their trip is taking place before the invention of computers and smartphones. They should discuss how they will find out the information they need to know. When they are finished, tell them they can now plan the trip using their smartphones. They should discuss which apps they would use for each aspect of the planning.

Exercise 1 page 136

1 access 2 app; install 3 create 4 users 5 product 6 industry 7 allow

Exercise 2 page 136

1 and 3 Answers will vary.

2 At the time this book was published, 25 billion apps were downloaded every year.

Exercise 3 page 137

a 2 b 3 c 1

Exercises 4–5 page 137

Answers will vary.

Exercise 6 page 137

Possible answers:

1 internet 2 checking emails 3 sending texts 4 first app store 5 internet browsers 6 180 billion

7 go to bookshop or library – guidebooks; get audio books; get maps; look up directions on computer, print them; pack CDs, camera, torch, list of phone numbers and addresses; passenger reads directions; ask for directions if you get lost

8 read reviews; book hotel with travel app; use GPS; use music app; listen to podcasts

9 software engineers 10 helpless 11 patient

Exercise 7 page 138

2 We will then discuss 3 I'd like to start by talking a little bit about 4 I'm going to briefly talk about 5 Now I'd like to mention 6 In the next part of the lecture, I'll discuss

Exercise 8 page 138

Answers will vary.

Optional activity

👤 If some of your students have smartphones, you could ask them to research ways that their phones could be used to help them learn English, both inside the classroom and outside. Tell them that they should focus on three aspects of smartphone use:

- 1 useful apps designed specifically for students of English
- 2 apps that provide useful practice, but which were not designed primarily for students of English (e.g. English language news apps, podcast apps, etc.)
- 3 ways that they can use their smartphones as the basis of discussion tasks (e.g. taking photographs of things they see during the week to discuss in class, taking photographs of their family to describe in class)

Students should be ready to talk about their ideas during the next lesson, and to recommend particular apps and tasks to the other students in the class.

What is your response to these questions about critical thinking?

- 1 Why is critical thinking important for both 'academic' and 'real' life?
- 2 What are the best strategies for developing your students' critical thinking skills?
- 3 Where is the best place for critical thinking skills to develop?
- 4 When should students first start to learn about critical thinking?
- 5 Who should be responsible for developing critical thinking skills?
- 6 How should students apply what they learn about critical thinking in the classroom to real life?

CRITICAL THINKING

Learning objectives

- Use *Wh-* questions to complete an ideas map about an invention from the Listening sections
- Use *Wh-* questions to create an ideas map about one of four inventions
- Suggest ideas for another person's ideas map

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

➔ **Summarizing information using *Wh-* questions** is an important skill for students because: (1) Taking a question-based approach to research can help students identify rich, interesting and relevant background information; (2) Adopting this approach should also result in your students' writing being more argumentative and less descriptive; (3) This process is also very structured and focused, and leads on directly from their ideas maps (see Unit 5).

BE CONFIDENT

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

Lead-in

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

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 139–140.

- ➔ 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 5 could be done as a 'doughnut' activity. Half the class form the 'inner ring' of the doughnut, and hold up their books showing their ideas map. The other half form the 'outer ring' of the doughnut, and give feedback. After 60 seconds, the outer ring moves one place to the left, and gives feedback to the next student. After four or five turns, the inner ring and outer ring swap places. Then repeat.

Exercises 1–5 page 139–140

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following points:


→ Share your answers to the questions in the *Be confident* section with your colleagues, perhaps via a discussion app. Could the questions be used as part of staff training on critical thinking?

→ Did most students talk about one of the inventions suggested in Exercise 3, or did they come up with their own one? Reflecting on this can tell you something about how confident students are in coming up with their own ideas.

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 the *Be flexible* exercise went, and its outcome?

Be flexible

 Provide **lower-level students** with support and practice in using phrases to explain how something is used. Write the phrases from the box in Exercise 4 on the board. Write one invention on the board (for variety, use different inventions than the ones in Exercises 4 and 5). Ask a volunteer to give an example sentence using one of the phrases (*The aeroplane is useful for travelling a long distance in a short time.*). Put a tick next to that phrase so it's not used again. Ask the next volunteer to use the same invention with a different phrase (*Without the aeroplane, people would still have to travel by ship to cross the ocean.*). Continue with the same invention until all the phrases have been used, and then repeat the process with a new invention. In this way, you provide targeted support for **lower-level students** in generating academic language while thinking on their feet.

PREPARATION FOR SPEAKING

Learning objectives

- Use phrases in the introduction to a presentation to signpost organization of ideas – *I'd like to begin my talk by looking at ..., After that, I'm going to explain ..., Then, I'll discuss ...*
- Understand the organization of information in a presentation
- Use phrases to explain how a device is used – *GPS allows us to find our way. The mobile phone helps people stay in touch.*

Exercise 1 page 141

2; 3; 5

Exercise 2 page 141

Answers will vary.

Exercise 3 page 142

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

Exercise 4 page 143

1 allows us **2** helps people to **3** are useful for
4 makes it **5** Without

Exercises 5–6 page 143

Answers will vary.

SPEAKING TASK

Learning objectives

- Review and organize your notes in sequence to prepare for a presentation about an invention
- Prepare an introduction which previews your presentation
- Select language to explain how your invention is used
- Give a presentation on an invention
- Take part in a discussion to evaluate the importance of an invention

Exercise 1–5 page 144

Answers will vary.

RESEARCH PROJECT

Invent and present a new mobile app.

Ask students to brainstorm all the different things mobile apps can do. Examples may include: giving driving and walking directions, paying bills, paying people you owe money to, producing and editing films, creating music or editing photos. In groups, ask students to think about what else they wish there was a mobile app for.

Each group should design a new mobile app which allows them to do these new things. The assignment should include a description of the app's main purpose, how it works, who will find it most useful, and what image it will show on a smartphone screen. Each group can present their invention and vote for the best one.

CLASSROOM APP

Exercises 1–2

Answers will vary.

Exercise 3

1 contribution 2 attempt 3 decision 4 improvements
5 public 6 progress 7 comparison 8 difference

Exercise 4

1 was invented 2 were taken 3 wrote 4 was discovered
5 were sent 6 built

Exercise 5

1 User 2 diagram 3 scientific 4 industry 5 install
6 technology 7 device 8 access

Exercise 6

1 making 2 Without 3 make it 4 to stay cool
5 help people to

Exercise 7

Answers will vary.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about College of Art graduate, Christopher Raeburn.
Listening skills	Take notes on main ideas and detail; identify auxiliary verbs for emphasis.
Critical thinking	Create a purpose statement; evaluate interview questions.
Grammar	Make predictions and talk about expectations for the future.
Speaking skills	Ask for opinions and check information; ask follow-up questions.
Speaking task	Take part in an interview to find attitudes about uniforms and dress codes.
Teacher development	Help your students become better at creating a purpose statement and evaluating interview questions .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows fashion models walking down a catwalk, with British model Cara Delevingne at the front, while people in the audience watch and take photos on their phones. The photo was taken during London Fashion Week, which showcases fashion designers from around the world.

Fashion changes with time and usually reflects popular culture. For example, fashion can be influenced by celebrities, advertising, television shows, athletes, musicians, books, music and even politics. Young people often want to wear different clothes from their parents to show that they are young, new and modern.

Lead-in

Ask the class to write down the names of any designer-branded clothes that they are wearing (e.g. Levi's, Calvin Klein, Anita Dongre). For any shop-branded clothes (e.g. Esprit, H&M, Gap), they should write down the name of the store where the item was bought. Give the students a strict time limit of one minute to do this and tell them not to look at any of their labels – they must do the task from memory. Then ask the students to work in pairs and compare their lists. Invite comments from the class of which brands of clothing are the most popular.

page 147

1 Possible answers: The people in the photo are modelling clothes on a catwalk as part of a fashion show.

2–5 Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and understand the main idea in a video about a fashion designer
- Listen and understand details
- Listen and identify the meaning of unfamiliar words and phrases from their context in the video

Exercise 1 page 148

Answers will vary.

Exercise 2 page 148

1 England **2** England **3** recycled

Exercise 3 page 149

he uses recycled materials

Exercise 4 page 149

1 T 2 F; Christopher uses other spare military materials, like parachute material. **3 F;** Christopher employs local people in England to make his clothes. **4 T 5 T 6 T 7 F;** Christopher gets the ideas for his designs firstly from the original fabric or piece of clothing. Then he adds ideas he gets from other places.

Exercise 5 page 149

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

Exercise 6 page 149

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for fashion – *design, fabric, practical*
- Use visuals to predict the topic of a discussion about fashion
- Listen and complete the outline of a discussion about fashion
- Listen and note speakers' opinions in a table
- Understand and use full forms of auxiliary verbs for emphasis
- Gain awareness of unstressed vowel omission – *every /'ev-ri/, family /'fæm-li/, several /sev-rəl/*
- Express personal opinions on fashion


Lead-in

Put students in pairs. Tell them they will hear the term 'smart fabrics' in the discussion about clothes of the future. Give them a few minutes to think about what that term might mean. With their partner, they should think of a definition for 'smart fabric' and at least one example of a piece of clothing that could be designed using smart fabric.

Exercise 1 page 150

1 fabric 2 local 3 useless 4 convert 5 Smart
6 practical 7 focus on 8 design

Be flexible

 Provide **advanced students** with the opportunity to be creative, think on their feet, and showcase their skills in front of the class. Ask the students to get into pairs (A and B) and tell them that they are going to perform a series of 60-second role plays. You will call out the number of one of the statements from Exercise 1. Student A must read out the statement, Student B must respond and then the two students together must improvise a dialogue for 60 seconds. They must continue talking until you call out the next number for Student B to read out. Continue like this until you have called out all of the numbers, then quickly elicit summaries of some of the role plays from the class. You may want to model this task with a student as an example.

The most successful statements for this activity are: 3, 6 and 8. The other statements can also be used, although they may demand a little more thought when setting a context for the dialogue.

Exercise 2 page 150

Answers will vary.

Exercise 3 page 151

1 future 2 community 3 environmentally
4 conditions 5 energy 6 electricity 7 Smart 8 kill
9 temperature 10 sports 11 ill 12 lights 13 dress
14 colour

Exercise 4 page 152

type of clothing	adjective(s)	speaker's opinion (P or N)
eco-clothes	interesting	P
fabrics <i>which</i> regulate body temperature	amazing	P
fabrics <i>which</i> prevent people from getting ill	cool	P
dress made of lights	(not very) practical useless	N

Exercise 5 page 152

- 1 a I've been reading about fashion of the future.
b I have been reading about fashion of the future.
- 2 a That's amazing. b That is amazing.
- 3 a I agree that it's not very practical.
b I do agree that it's not very practical.
- 4 a I think it'll be interesting.
b I do think it'll be interesting.

Exercise 6 page 153

- 1 I do believe they can be used to make sports clothing.
- 2 It does seem we have a lot of ideas for the future of fashion.
- 3 I do agree.
- 4 I do like the idea of clothes which help people with health problems.
- 5 She does buy a lot of clothes.

Exercise 7 page 153

1 interesting 2 typically 3 temperature 4 finally
5 different

Exercises 8–9 pages 153–154

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Understand the meaning of common idioms – *over the top, give me a hand, keep an eye on*
- Use *will* and *going to* to talk about predictions and expectation for the future – *In the future, we'll probably wear clothes which can regulate body temperature. It's about future fabrics and how we're going to use them.*
- Use the future continuous to talk about predictions and expectation for the future – *A few years from now, we'll probably be using this fabric to charge our phones. In the future, we're going to be wearing clothes which regulate our temperature.*


Exercise 1 page 154

- 1 give me a hand 2 not really into 3 are up for
4 I'm not a fan of 5 over the top 6 keep my eye on
7 go for it

Exercise 2 page 154

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

Be flexible

 Once the class is clear as to the meaning of the idioms in Exercises 1 and 2, ask the students to look at them again and underline those they would feel most comfortable using. They should then practise using these during a discussion with a partner (either one of the discussion tasks from the book, or a topic of their own choice). The aim of the discussion is to try and sound as natural as possible when using the idioms.

Support **lower-level students** in acquiring these forms by providing the first line of a dialogue for partners to create the response to and then role play. Instruct students to use one of the idioms in their response. In this way, you give guidance with additional contexts to use the idioms in and traction with producing them (e.g. *Are you a fan of homework? / I'm not a fan.; I'm thinking about going to graduate school. / Go for it!; Can you watch my laptop for a second while I get a coffee? / Sure. I'll keep my eye on it.*)

Exercise 3 page 155

- 1 will be printing / are going to be printing
2 will be wearing / are going to be wearing
3 won't be using / aren't going to be using;
will be doing / are going to be doing
4 will be making / is going to be making;
will be living / is going to be living

Exercises 4–5 page 156

Answers will vary.

LISTENING 2

Learning objectives

- Understand key vocabulary for fashion – *collection, style, individual*
- Listen and understand the main ideas in an interview with a fashion designer
- Listen and take detailed notes to complete an outline form of an interview
- Listen and understand details
- Make inferences about the ideas in the interview
- Synthesize information from a discussion and an interview about fashion

Lead-in

Put students into small groups. Write the following questions on the board for discussion: *Have you ever travelled somewhere where you stood out because of how you were dressed? If yes, explain. If no, where is a place you might travel to where your style of dress would probably be very different from the local people? Give groups about five minutes to discuss the questions and then ask students to tell you anything interesting that came up in their conversation. Finally, tell them they will hear an interview with Aysha Al-Husaini, a Muslim fashion designer who grew up in New York. Ask students if they think she stood out because of how she dressed.*

Exercise 1 page 156

- a admire b modest c unique d collection
e individual f combine g confidence h style

Exercise 2 page 157

Answers will vary.

Exercise 3 page 157

- 1 She's a talented fashion designer. 2 Qatar
3 unique designs that combine traditional Muslim fashion with French chic

Exercise 4 page 158

Possible answers:

- 1 growing up in New York 2 problems dressing in modest way 3 tried to combine culture with fashion 4 Muslim clothes 5 people think of *burkas* 6 teachers – how to create fashion without miniskirts and sleeveless shirts?
7 fashion = more than showing body 8 style = traditional chic 9 young designers reusing traditional styles
10 popular outside the US – Doha, Dubai, etc.

Exercise 5 page 158

- 1 F; Aysha grew up in New York.
- 2 DNS 3 T 4 DNS 5 T 6 T 7 T
- 8 F; In China and India, you can see that many traditional styles are being reused by young designers.
- 9 F; Aysha receives requests for her clothes from women in Malaysia and Singapore and she might open stores there some day.


Exercise 6 page 159

- 1 Yes – the host says that Aysha's collection made a great impression on the audience at Fashion Week in Doha.
- 2 Yes – Aysha says that she had problems with dressing modestly and that her friends thought her clothes were strange.
- 3 No – Aysha says she thinks that there's a misunderstanding of Muslim clothes and that most people only think of a *burka*.
- 4 No – when she started at design school, her teachers asked her how she was going to stay in the fashion business if she wouldn't design miniskirts or sleeveless shirts.
- 5 Yes – the host says that her collection made a great impression at Doha's Fashion Week, she sells her collection in big cities, and she gets requests from other countries where she may also open stores.

Exercise 7 page 159

Answers will vary.

Optional activity

 Tell students they will research a fashion designer for homework. Tell them about Fashion Forward Dubai, which is the biggest fashion event in the Middle East. They should go to the Fashion Forward Dubai website and find a designer that interests them. Then they should do further biographical research on the designer. They should find out where the designer is from, what type of clothes he/she designs and what his/her design influences are. Students can then be put into small groups to share their information. You can also ask them to compare their designer with Aysha Al-Husaini.

CRITICAL THINKING

Learning objectives

- Analyze purpose statements for interviews and identify the most useful one
- Discuss the topic of dress codes
- Write a purpose statement for an interview about attitudes to uniforms and dress codes
- Evaluate the effectiveness of interview questions against a set of criteria
- Create a list of questions for an interview
- Evaluate and improve your questions for an interview

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Creating a purpose statement** and **evaluating interview questions** are important skills for students because: (1) Students may have very little experience of conducting interviews, and so need to understand the basics; (2) Along with good interview questions, creating a purpose statement can help ensure the quality of the interview and therefore the greater likelihood that it will produce the data desired; (3) Creating a clear purpose statement and developing good, clear questions can help increase students' confidence in conducting interviews, which is crucial, as they may be nervous or anxious about doing them.

BE CONFIDENT

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

Imagine that you are going to interview a world expert on critical thinking.

- 1 Write a short (30–40 words) statement beginning, 'The purpose of this interview is...', to show what the goal of your interview would be.
- 2 Write a list of specific questions (around three to five) you would ask him or her about critical thinking.

Lead-in

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

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 160–162.

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

BE FLEXIBLE

As an optional 'at home' or 'project' task, get students to actually ask relevant people (e.g. teachers, parents, the principal) the questions they create in Exercise 6. This would make the task more realistic, and take critical thinking outside of the classroom. Take feedback at the beginning of the next lesson after they have done this work.

Exercise 1 page 160

Statement 1 states an incorrect goal. The goal of the interview isn't to explore fashions from around the world.

Statement 2 has more than one sentence.

Statement 3 is best because it is one sentence, it clearly states the goal, and it uses the qualitative phrase *learn about*.

Exercise 2 page 160

Possible answers:

- 1 A dress code is a set of rules about what types of clothes students or employees must wear and/or aren't allowed to wear.
- 2 Reasons for dress codes include: it makes sure that people look professional; in schools, dressing appropriately shows respect; it makes sure that people dress modestly

Exercise 3 page 160

Answers will vary.

Exercise 4 page 162

1 c 2 a 3 e 4 d 5 b

Exercises 5–6 page 162

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- ➔ Look again at the list of questions which you wrote in the *Be confident* section. What would your answers to these questions be? Ask a colleague (either in person or electronically) their responses.
- ➔ If your students did the *Be flexible* task suggested, what happened? What did they discover? Is there any practical impact which this research could have on your educational institution?

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?

PREPARATION FOR SPEAKING

Learning objectives

- Use indirect questions to ask about opinions – *Do you think that most people know much about Muslim clothes? Can you tell me how you feel about Muslim fashion?*
- Use indirect questions to check your understanding – *Do you mean that Muslim women sometimes have a hard time finding fashionable clothes? Are you saying that there is a need for fashionable clothes for Muslim women?*
- Use phrases and follow-up questions to ask for more information – *Can you explain why you decided to design fashions for Muslim women? Could you expand on that point? You mentioned that when you were a teenager, your friends thought you dressed strangely in the summer. How did you feel about that?*
- Express opinions on fashion and ask follow-up questions

Exercise 1 page 163

- 1 Are you saying that 2 How do you feel about
3 Would you say that 4 Can you tell me

Exercise 2 page 163

Possible answers:

- 1 What do you think is the best way to dress for a job interview

- 2 Would you say that I should wear a suit even if I don't usually wear one
- 3 Are you saying that my skills are less important than what I look like
- 4 Do you mean that you're really going to wear jeans and a T-shirt to your job interview

Exercise 3 page 164

Possible answers:

- 1 Can you explain why you're planning to do that?
- 2 Could you expand on that point?
- 3 What do you mean by 'too young'?
- 4 Can you tell me more about that?
- 5 Why do you think that students do better when they wear a uniform?

Exercises 4–6 page 165

Answers will vary.

SPEAKING TASK

Learning objectives

- Review your questions and make them polite to prepare for your interview on attitudes to uniforms and dress codes
- Respond to feedback from another student on your questions
- Conduct an interview on attitudes to uniforms and dress codes
- Take part in an interview on attitudes to uniforms and dress codes as an interviewee

Exercises 1–8 page 166

Answers will vary.

RESEARCH PROJECT

Design and present clothes for the future.

Ask students to think about different environments that people live in, e.g. indoor, rainy or hot. Now ask them to think about different types of clothing and accessories for different parts of the body like hats, jackets, watches, trousers and bags. Then ask them to imagine how these clothes could be designed to help people in their environment, e.g. a hat may have a cooling system to help people keep cool, or a watch could be a communication device.

Students could use online tools to share ideas. In groups, ask students to design and present an item of 'smart' clothing or an accessory like the ones they have been thinking about. As an additional activity, one group could interview another group about their design and upload this using online tools to share audio recordings.

CLASSROOM APP

Exercises 1–2

Answers will vary.

Exercise 3

1 a hand 2 over 3 into 4 up 5 for 6 on 7 of

Exercise 4

1 plan 2 prediction 3 prediction 4 prediction 5 plan
6 prediction

Exercise 5

1 practical 2 collection 3 fabric 4 modest 5 convert
6 unique 7 local 8 admire

Exercise 6

- 1 Can you explain why you feel that way?
- 2 Why do you think that fashion is so popular?
- 3 What you mean by 'fashionista'? What do you mean by fashionista?
- 4 How did you feel about that?
- 5 Can you tell me more about your style?

Exercise 7

- 1 Can you explain why you feel that way?
- 2 Could you expand on that point?
- 3 What do you mean by 'hipster'?
- 4 So, why do you think that so many people are interested in fashion?
- 5 Can you tell me about how you first got interested in fashion?

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about workshops for entrepreneurs.
Listening skill	Understand paraphrases.
Critical thinking	Evaluate arguments.
Grammar	Use conditional sentences.
Speaking skills	Use gerunds as subjects to talk about actions; present reasons and evidence to support an argument; use paraphrases.
Speaking task	Take part in a discussion about whether young people should be allowed to have credit cards.
Teacher development	Help your students become better at evaluating arguments .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a luxury car driving through a modern city. Like jewellery and designer clothes, people often buy luxury cars to show that they are wealthy. Some people also think it is worth spending money on designer clothes and cars because they are better quality or because they like them, whereas other people prefer to spend their money on other things.

Lead-in

Write some common sayings about money on the board. Discuss their meanings. Ask students to discuss in small groups whether they agree or disagree with the sayings and if they know of any additional ones they can share with the class.

Examples of common sayings: *Money can't buy happiness. Money makes the world go round. The best things in life are free. Money doesn't grow on trees. A fool and his money are soon parted. You have to spend money to make money.*

page 169

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and understand main ideas in a video about workshops for entrepreneurs
- Listen and understand detail
- Practise talking about different kinds of businesses

Exercises 1–2 page 170

Answers will vary.

Exercise 3 page 171

1 equipment / machinery **2** products / things **3** children
4 iPad **5** computer servers **6** locations / places

Exercise 4 page 171

1 F; TechShop attracts people who like to work for themselves.

2 DNS

3 F; Most people at TechShop like to build / make things.

4 F; Some of the inventors are now selling their products online / in stores.

5 T

6 F; The success of TechShop shows that many people without a lot of money have great ideas.

Exercise 5 page 171

Answers will vary.

LISTENING 1

Learning objectives

- Understand key vocabulary for money – *save money, afford, debt*
- Listen to the introduction to a podcast about millionaire lifestyles and predict the content of the podcast
- Listen and identify main ideas
- Listen and complete a set of detailed notes with numbers and percentages
- Identify phrases that signal paraphrases – *that is, to put it another way, in other words*
- Identify paraphrases in sentences
- Gain awareness of silent letters in English sound and spelling relationships – *debt, answer, yacht*
- Explain and justify your opinions on advice from a podcast
- Take part in a discussion to evaluate advice from a podcast

Lead-in

Write the phrase *financially savvy* on the board. Explain that it means being smart about how to save and spend money. Tell students they are going to work together to write a list called 'Ten tips for being financially savvy'. Begin brainstorming ideas as a group (don't borrow money if you don't have to, only buy new clothes when you need them, limit your holidays). Then put them into small groups and ask the groups to agree on five tips for being financially savvy. Once the groups have done this, ask for volunteers from each group to come to the board and write their five tips. As a whole class, vote on the best ten tips.

Exercise 1 page 172

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

Exercise 2 page 172

Answers will vary.

Exercise 3 page 173


Possible answers:

1 Richer people live very ordinary lives and not lavish ones. 2 *Wealthy* means 'rich'. 3 the behaviour of wealthy people

Exercise 4 page 173

Answers will vary.

Optional activity

 You could also set up Exercise 4 as a pair work ranking activity. Ask the students to work on their own and number the statements 1–8: 1 = the truest, 8 = the least true. When they have finished ranking the statements, ask them to discuss their ranking in pairs and to agree on a common ranking.

Exercise 5 page 173

The following are true, according to the podcast: 2; 3; 4; 5; 7

Exercise 6 page 173

1 75 2 50 3 20 4 65 5 average 6 86

Exercise 7 page 174

- 1 live within your means / don't spend more money than you have
- 2 show off / showing other people that they might be wealthy
- 3 frugal / careful about how she spends her money
- 4 was economically disadvantaged / didn't have much money

Exercise 8–9 page 175

1 yacht 2 sign 3 designer 4 debt 5 doubt
6 answer

Exercises 10–11 page 176

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Use collocations with *pay* and *money* to complete sentences – *borrow money, pay in cash, spend money*
- Use the zero conditional to talk about general facts, truths and habits – *If people have a lot of money, they are happier*
- Use the first conditional to talk about real possibilities – *If we save a little money each month, we'll be able to afford a holiday in the summer*
- Use conditional sentences to give advice – *If you want to be rich, save a lot of money!*

Exercise 1 page 177

1 make money 2 pay in cash 3 pay off 4 pay a fine
5 lose money 6 borrow money 7 save money
8 owe money 9 raise money 10 spend money

Exercise 2 page 178

1 A 2 T 3 T 4 A

Exercise 3 page 178

- 1 If you want to save money, ~~you~~ don't buy lots of expensive things.
- 2 If you have time, ~~listened~~ listen to this podcast.
- 3 If I have money, I always ~~bought~~ buy new clothes.
- 4 If you ~~will~~ pay off all your debts, you will be happier.
- 5 If I lose my job, I ~~will~~ look for a new one.

Be flexible



Turn this error-correction activity into a game by adopting the easy-first procedure, a technique that works especially well when you have two or more short exercises together. Write the question numbers on the board and ask the students to complete the exercise in teams. When the teams have finished answering the questions, ask the first team to choose the number of a question that they are sure they can answer correctly. If the team answers the question correctly, circle the question number with the team's colour and move on to the next team. Continue like this until all of the questions have been answered. The team with the most numbers at the end is the winner. The group work in this activity supports **lower-level students** and engages them in reflecting on and evaluating their work.

Exercise 4 page 179

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

Exercise 5–6 page 179

Answers will vary.

LISTENING 2

Learning objectives

- Understand key vocabulary for financial support for students – *encourage, minimum wage, responsible*
- Use the introduction to a discussion about whether university students should be paid for good grades to predict the arguments
- Listen and note the main arguments for and against students being paid
- Listen and take detailed notes on figures
- Identify the opinion of speakers in a discussion
- Synthesize information from a podcast about millionaire lifestyles and a discussion about whether college students should be paid for good grades

Lead-in

Ask *Do you think paying students for getting good grades will help them stay at university?* Allow a few minutes for students to share their ideas with the class. Ask *What are some ways to keep students at university until they graduate?* Give students a few minutes to discuss with a partner and then ask them to share their ideas with the class.

Exercise 1 page 180

1 encouraged 2 minimum wage 3 responsible
4 manage 5 decision 6 sense 7 services

Exercise 2 page 181

Answers will vary.

Exercise 3 page 181

Possible answers:

for: 1 encourages students to finish education and get a good job

2 shows students that they're treated like adults

3 gives students a sense of responsibility

4 students choose to study rather than going to work

5 gives students an option: stay at university and be paid or minimum-wage job

6 not all parents interested in education; need to show students a reason for studying

against: 1 won't solve problems / reduce drop-out rates; will just cover them up

2 money better spent on student services and advisers to help students manage their time better

3 sends the wrong message

4 students will take easy courses for good grades

Exercise 4 page 181

1 760; Students in Denmark are paid €760 a month to attend university.

2 6; Students receive the payments for a maximum of six years.

3 18; Students receive the payments starting at the age of 18.

4 25; The dropout rate at Dr Hassan's university is over 25%.

Exercise 5 page 182

1 b 2 a 3 b


Exercise 6 page 182

- 1 I understand that many students drop out of university because of financial problems. ...~~However~~ will paying students really encourage them to continue?
- 2 I can see your point, ~~but~~ we have already spent a lot on student services.
- 3 I realize that students need encouragement to stay at university, ~~but~~ are we going in the right direction?

Exercise 7 page 182

Answers will vary.

Be flexible

 Provide challenge for more **advanced students**. Ask them to create a role play using vocabulary and ideas from the unit. Put students into pairs. Student A is a university student who is thinking about dropping out. Student B is an adviser who is trying to convince the student to stay at university. The student should give several reasons why he/she can't stay at university and the adviser should try to give solutions to each problem. Encourage students to use new vocabulary from the unit in their role play. Ask students to write their role play down (about eight to ten lines of dialogue is enough), rehearse it, and then perform it for the class or for another pair.

Adapt the activity for **lower-level students** by first brainstorming ideas for them to base their dialogue on. Use a two-column chart and with students, list problems on one side and possible solutions on the other.

CRITICAL THINKING

Learning objectives

- Organize information from notes about paying students for good grades into arguments and supporting details
- Read and understand the financial difficulties young people face
- Evaluate the advantages and disadvantages of allowing young people to have credit cards
- Organize your ideas about credit cards for young people into arguments and supporting details

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Evaluating arguments** is an important skill for students because: (1) When researching any topic, students will come across arguments in favour and arguments against, and they need to know how to deal with this situation; (2) Having a logical and structured approach to this can help students more easily identify what their own opinion is; (3) This approach can help students identify, and therefore address, counter-arguments. This will strengthen their own argument.

BE CONFIDENT

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

- 1 Look at the following arguments about whether universities should set critical thinking entry exams for students. Are they for or against this position?
 - 1 'It is important to formally assess a student's ability to think critically.'
 - 2 'An exam is not the appropriate mechanism to evaluate a student's ability to think critically.'
 - 3 'Critical thinking is important for university study, and so should be assessed like other subjects – through an exam.'
 - 4 'Critical thinking should be assessed by looking at the student's written work and by interviewing them.'
- 2 Can you think of any other arguments in favour of or against this position? What is your own personal view?

Lead-in

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

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 183–184.

- ➔ 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

You need to think carefully about your class in this section, both as a whole and also as a collection of individuals. Depending on their age/background, students may have very limited understanding of how credit cards work; on the other hand, it is possible they already have credit card debt and financial management difficulties. It is also possible that wealthy students do not need credit cards, or that less wealthy students may depend on them. In any case, you need to treat the subject sensitively.

Exercise 1 page 183

arguments which support the position	arguments which oppose the position
<p>Argument 1: pay students to encourage them to finish their education</p> <p>Supporting detail: in Denmark, university students are paid to go to university.</p>	<p>Argument 1: money would be better spent on student services</p> <p>Supporting details: students drop out due to stress and poor time management advisers can help students learn to manage their time better, and they'll be more likely to graduate</p>
<p>Argument 2: gives students a sense of responsibility</p> <p>Supporting details: young people often choose to work and make money instead of staying at university gives students the choice to work for minimum wage or stay at university not all parents are interested in education; need to show students a reason for studying</p>	<p>Argument 2: sends the wrong message</p> <p>Supporting details: some students will take easy courses to get high grades should reward excellent schools and teachers, not students</p>

Exercise 2–5 pages 183–184

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- ➔ Did any of your students find the content focus of this unit difficult or challenging? If so, why? Is there anything you could have done differently either before or during the lesson to make things easier or better?
- ➔ Now that you are at the end of this coursebook, how would you assess the progress your students have made in terms of their critical thinking? Is there anything which you would do differently if or when you taught this 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 flexible* section, and their outcome?

PREPARATION FOR SPEAKING

Learning objectives

- Use gerunds as subjects to focus on an action – *Doing small jobs for money teaches children how to be responsible.*
- Describe money-related issues in sentences with gerunds as subjects
- Use phrases to present reasons and evidence to support an argument – *One effect of being a couple is that it's easier to save money. Because of that, students will do better at university and will be more likely to graduate. Due to the high cost of living, we had to move out of the city.*
- Use paraphrases to clarify your ideas – *Millionaires often have simple lifestyles. That is, they don't buy a lot of expensive things. I can't afford to buy a new car right now. In other words, I don't have enough money for a car.*

Exercise 1 page 185

- 1 Learning should be about studying new things and improving yourself.
- 2 Saving money is not easy if you have bills to pay.
- 3 Reading books about millionaires is not a good way to get rich.
- 4 Teaching children about money should start at an early age.

Exercise 2 page 185

- 2 Teaching children to save money is very important.
- 3 Paying children to study can encourage them.
- 4 Giving children money at an early age can spoil them.
- 5 Learning about money is difficult when you're a child.
- 6 Not having much money makes it difficult to start a family.

Exercise 3 page 186

Answers will vary.

Exercise 4 page 186

- 1 As a result
- 2 One effect of
- 3 Due to
- 4 In my experience
- 5 As a consequence of
- 6 Because of that

Exercise 5 page 187

Answers will vary.

SPEAKING TASK

Learning objectives

- Prepare to speak by reviewing and adding to your notes
- Evaluate the strength of your arguments and improve them by adding support where possible
- Take part in a discussion about whether young people should be allowed to have credit cards

Exercises 1–5 page 188

Answers will vary.

RESEARCH PROJECT

Create an eBook to help people budget their finances.

Divide the class into groups. Ask each group to search online for 'budget your finances'. Give each group a different area to focus on, e.g. how to save money, how to create a budget, why it is important to budget. Students should make notes of their findings.

Tell the class they will be creating a class eBook using the information they have gathered (you can find guides and eBook software by searching for 'create eBook'). Each group will write a different section based on their research area, including information, advice and explanations of any specialist financial vocabulary. They will then combine their sections in an eBook which can be shared with the class.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

- 1 raising
- 2 saving
- 3 make
- 4 in cash
- 5 fine
- 6 owe
- 7 spent
- 8 off

Exercise 3

- 1 will move
- 2 like
- 3 become
- 4 feel
- 5 snows
- 6 gets

Exercise 4

- 1 millionaire
- 2 debt
- 3 afford
- 4 payment
- 5 decision
- 6 manage
- 7 encouraged
- 8 minimum wage

Exercise 5

Answers will vary.

Exercise 6

- 1 As
- 2 to
- 3 of
- 4 As
- 5 experience

Exercise 7

Answers will vary.