

READING, WRITING & CRITICAL THINKING 1

PEOPLE

UNIT 1

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about people who catch fish in different countries.
Reading skill	Preview a text.
Critical thinking	Collect information.
Grammar	Use nouns and verbs; use subject pronouns; use the verb <i>be</i> ; use possessive adjectives.
Academic writing skill	Write simple sentences.
Writing task	Write a profile.
Teacher development	Help your students become better at collecting information .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a bird's-eye view of the Old Town Square in Prague, the Czech Republic. The medieval square continues to attract tourists and local people alike. Millions of tourists visit it every year to admire the famous Astronomical Clock, its historical buildings and the markets that are often held in the square. Important sporting events are shown on big screens in the centre of the square.

Lead-in

Show students a photo of a family. Write the words *mother, father, brother* and *sister* on the board. After you briefly describe the family members in the photo (e.g. their ages, interests, jobs, etc.), pair students to talk about their family members. Provide sentence frames if needed: *My brother is ... years old. His name is He is a He likes*

page 15

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify main ideas in a video about fishermen
- Listen and identify details about fishing around the world
- Make inferences about the ideas in the video
- Practise talking about fishing and the sea

Exercise 1 page 16

Answers will vary.

Exercise 2 page 16

1 fourth photo **2** second photo **3** first photo
4 third photo

Exercise 3 page 16

1, 4, 5, 6

Exercise 4 page 17

1 tonnes **2** small **3** nets **4** 10,000

Exercise 5 page 17

1, 3, 4, 5

Exercise 6 page 17

Answers will vary.

READING 1

Learning objectives

- Preview a text
- Understand key vocabulary for profiles – *languages, city, date of birth*
- Skim a profile and identify missing headings
- Scan the profile for facts
- Read and identify details
- Describe facts about yourself

Lead-in

Our personal lives have become public in the age of the internet. Students will read the online profile of a famous cricket player. Before reading, invite students to discuss what information people share online and where they find it. Briefly poll students to ask what social networking sites they use. Then make a list of the typical information they find on these sites: name, age, interests, family, friends, job, etc.

Exercise 1 page 18

- 1 information about a person and their life
- 2 A profile is a short description about somebody's life. You can find these on social networking websites like Facebook.
- 3 a cricket player

Exercise 2 page 18

- 1 city
- 2 languages
- 3 country
- 4 date of birth
- 5 job
- 6 hobbies


Exercise 3 page 20

- 1 Contact information
- 2 My family
- 3 My hobbies and interests
- 4 My life

Exercise 4 page 20

- 1 the United Kingdom
- 2 cricket
- 3 watching cricket and reading
- 4 English
- 5 brother
- 6 info@Mofans.cup.org
- 7 father

Optional activity

 You could encourage students to scan the text quickly by turning this activity into a race. Make sure students start at the same time and ask them to close their books as soon as they have found all the correct options. Make a note of the first three or four finishers. Check the first finishers' answers. The first finisher with all the correct answers is the winner.

Exercise 5 page 20

- 1 cricket
- 2 Birmingham
- 3 1987
- 4 brothers
- 5 Munir Ali

Exercise 6 page 20

Answers will vary.

READING 2

Learning objectives

- Understand key vocabulary for people – *unusual, live, interested in*
- Scan the text to identify facts and complete a profile
- Read and understand detail
- Synthesize information from a profile and a text about an unusual man in a discussion

Lead-in

The text is about an unusually tall man, but the details show he has a lot in common with everybody else. Invite students to look at the picture of Sultan Kösen on page 22, and name ways Sultan's life may be different from others' (e.g. buying clothing, fitting in cars and through doorways, being looked at / paid attention to, etc.) and ways it may be the same (e.g. has a job/family, likes to travel, etc.).


Exercise 1 page 21

- 1 a
- 2 c
- 3 a

Exercise 2 page 21

- a family
- b normal
- c live
- d interested in
- e music
- f unusual
- g work
- h watch

Be flexible

 Ask **more advanced students** to write sentences using the new vocabulary. Fast finishers could write a couple of gap-fill sentences for a partner to complete with the missing new words.

Help **lower-level students** acquire this vocabulary. Point out the collocations *live in*, *work in* and *is interested in* in the sentences on page 21. Then ask students to generate additional phrases using these forms, e.g. *lives in Jordan*, *works in an office*, *is interested in music*, etc.

Exercise 3 page 23

- 1 Sultan
- 2 Kösen
- 3 Turkey
- 4 Mardin
- 5 one sister and three brothers
- 6 watching TV

Exercise 4 page 23

- 1 is
- 2 lives
- 3 family
- 4 is
- 5 watching
- 6 speaks

Exercise 5 page 23

- 1 People look at him in the street. Normal clothes and shoes are too small.

- 2 Moeen is interested in cricket, reading and playing with his son. Sultan is interested in music.
- 3 You learn the name, job and hobbies of a person. You learn about their family and where the person lives.
- 4 *Answers will vary.*

LANGUAGE DEVELOPMENT

Learning objectives

- Identify male and female family vocabulary – *grandmother, father, son*
- Differentiate between nouns and verbs – *cricket, farmer, live*
- Complete sentences with singular and plural nouns – *Ray has one brother. His brother is a farmer. Fernando has two brothers. His brothers are farmers.*

Exercise 1 page 24


- 1 grandfather 2 brother 3 uncle 4 mother
5 daughter

Exercise 2 pages 24–25

nouns: Pakistan; cricket; languages

verbs: lives; works; is; plays

Be flexible

 Divide the class into teams. Say a word (i.e. either a verb or a noun) from the unit (e.g. *is, has, farmer*). The first team to correctly identify the form by calling out 'noun' or 'verb' wins a point. Meet the needs of **more advanced students** by challenging the class to use the word in a sentence. Students say the sentence and then the class evaluates if the word has been used correctly.

Exercise 3 page 25

- 1 sisters 2 aunt 3 grandfather 4 sons 5 brothers

Exercise 4 page 25

- 1 reads 2 sister 3 languages 4 brothers 5 lives
6 city

CRITICAL THINKING

Learning objectives

- Understand the kind of information needed for a profile
- Collect information for a profile in a table
- Compare information you collected with that of another student

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Collecting information** is an important skill for students because: (1) It is a key stage of the research and writing process; (2) Students need to be aware of how different sources of information can be used to collect data; (3) Students need to develop systems for recording information.

BE CONFIDENT

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

Think about an aspect of teaching the English language, or an academic subject which you are interested in. Imagine that you are going to write about this topic. Identify four or five sources of information which you could use.

Were there any sources you found which you would not use? Why?

Lead-in

Go through the instruction and the writing task carefully with the class. Explain that the following sections of the unit will help them to prepare to write descriptive sentences about somebody in their family.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on page 26.

→ 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 can add an Exercise 4 if you have time, where students have to report back to larger groups (or the whole class) about their partner.

Exercise 1 page 26

- 1 Kösen 2 Mardin (in Turkey) 3 his wife, his mother, his three brothers and his sister 4 farmer
5 watching TV / interested in music 6 Turkish and English

Exercises 2–3 page 26

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following points:

→ Since this may be your first Critical Thinking lesson with this class, think about their attitude towards critical thinking. Did they enjoy it? Were they confused? Did they understand why they were doing this? Knowing this can help you plan better for future critical thinking lessons.

→ Share your thoughts on the questions above with your colleagues. Compare and contrast your experiences.

BE COLLABORATIVE

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

Exercise 3 page 29

A 1 is 2 am 3 am 4 is 5 is 6 is 7 is 8 is

B 1 am 2 am 3 is 4 are 5 is 6 is 7 is 8 are

Exercise 4 page 30

1 am not **2** are not **3** is not **4** is not **5** are not
6 are not

Exercise 5 page 30

My name **is** Ibrahim. My sisters **are** in school in Tunis. He **is** a teacher in Spain. We **are** in Madrid. I **am** at university.

Exercise 6 page 30

1 I'm from Tokyo. **2** We're students in London.

3 It's a big city. **4** You're not tall. / You aren't tall.

5 She's not a student. / She isn't a student.

6 He's a teacher. **7** You're students in my class.

8 It's not a big school. / It isn't a big school.

9 We're not in Mexico. / We aren't in Mexico.

10 I'm not at university.

Exercise 7 page 31

1 Their **2** Her **3** Our **4** My **5** His **6** Its

GRAMMAR FOR WRITING

Learning objectives

- Understand which words are replaced by different subject pronouns – *aunts = they*, *grandfather = he*, *mother = she*, etc.
- Use subject pronouns to complete sentences – *Busan is a city in South Korea. It is a big city. Sarah is a student. She is 18 years old.*
- Use the correct form of the verb *be* to complete sentences describing people – *I am from Busan. Busan is in South Korea. My mother and father are not from Seoul.*
- Correct errors with the verb *be*
- Use contractions with the verb *be* in sentences about people – *I'm from Tokyo. We're students. She's not a student.*
- Use possessive adjectives in sentences describing people – *You are from Egypt. Your school is in Alexandria. Marta and Luis have a sister. Their sister is a teacher.*

Exercise 1 page 27

she: daughter; mother; grandmother

he: brother; father; grandfather

they: sons; aunts; uncles; sisters

Exercise 2 page 27

1 She **2** They **3** He **4** It

ACADEMIC WRITING SKILLS

Learning objectives

- Write simple sentences with correct word order (subject + verb) – *Sultan is from Turkey. His life is not easy. He watches TV.*
- Punctuate simple sentences correctly with capital letters and full stops.

Exercise 1 page 32

1 My grandfather's name is Zhong Shan.

2 He is 59. **3** He is a doctor.

4 He is from Hong Kong. **5** He has two daughters.

6 He lives with my mother and father.

Exercise 2 page 33

1 My name is Gustavo. (*capital M*)

2 I am from Ecuador. (*capital I; full stop*)

3 I am 19. (*capital I; verb; full stop*)

4 My father's name is Marcus. (*capital M; verb*)

5 She is a teacher. (*capital S; verb; full stop*)

6 He has two sons. (*capital H*)


7 My brother's name is Paulo. (*capital M*)

8 He / She is a doctor. (*subject; full stop*)

9 She **is** in Canada. / She **lives/works** in Canada.
(capital S; verb; full stop)

10 Paulo's hobbies **are** playing with his son and watching TV. (verb; full stop)

Optional activity

 Ask students to identify the subjects and verbs in simple sentences from Section 4 of the reading text on page 19. Students make a list of the subjects and verbs for each of the sentences in the paragraph. Make it into a competition to see which pairs complete the activity first and correctly.

Answers:

Subjects: I (x6), My brothers, names, My father, He, His father

Verbs: 'm, am (x2), speak, play, are, is (x3), like

WRITING TASK

Learning objectives

- Plan the information you will use in a profile about your family
- Draft your profile
- Review and revise the content and structure of your profile
- Review and revise the use of language in your profile

Exercises 1–5 pages 33–34

Answers will vary.

RESEARCH PROJECT

Create a profile or article on an interesting person.

Ask partners to pick a famous sportsperson or other person they are interested in. Monitor so students don't choose the same person. They should research the person and create a profile. Encourage students to use the categories from Moeen Ali's profile on page 19. Alternatively, students could create a text, like the one about Sultan Kösen, about a fascinating person. The main purpose is for students to focus on somebody they are interested in and can learn about while practising the grammar and vocabulary from the unit. Allow students to use pictures to create the profile. Share with the class on a blog or other online tool.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 job, hobbies 2 city, languages 3 live, work
4 watch, music

Exercise 3

Answers will vary.

Exercise 4

1 nouns 2 verbs 3 nouns 4 nouns 5 verbs

Exercise 5

1 brothers / sisters 2 people / women 3 uncle / aunt
4 grandmother / brother 5 job / hobby

Exercise 6

- 1 Moeen Ali is a cricket player.
- 2 She lives in Jordan.
- 3 My brother works on a farm.
- 4 I speak Urdu.
- 5 My father is from India.
- 6 He plays cricket.
- 7 It's an unusual day!
- 8 My daughter is interested in music.

UNIT OBJECTIVES

Watch and listen	Watch and understand a video about the Taiga forest.
Reading skill	Scan to find information.
Critical thinking	Categorize information.
Grammar	Use nouns and adjectives; use noun phrases; use prepositional phrases.
Academic writing skills	Use correct word order; use correct punctuation.
Writing task	Write about the weather.
Teacher development	Help your students become better at categorizing information .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows cherry blossoms in Japan. The cherry trees blossom in the spring from late March until late April or even early May, depending on the area and the weather. Japan is known all over the world for its cherry blossoms, and they are an important part of Japanese culture. International and local tourists visit Japan in the spring to admire the pink blossoms in the parks and gardens.

Lead-in

Ask: *What's the weather today? Is it hot/cold/sunny/rainy?* Show the class newspaper or internet weather forecasts and look at the weather symbols for your city and other cities. Elicit what the symbols mean. Pre-teach the following vocabulary: *hot, warm, cold, sunny, windy, rainy, cloudy* (and any other words that are useful for your teaching context).

page 37

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify the main ideas in a video about the weather in a forest
- Listen and understand details
- Complete a set of inferences about the ideas in the video
- Practise talking about cold places

Exercise 1 page 38

Answers will vary.

Exercise 2 page 38

1 F; This part of the Earth is cold.

2 T 3 T 4 F; The trees can live in cold temperatures.

Exercise 3 page 39

1, 2, 3, 5

Exercise 4 page 39

1 south 2 cold 3 30% 4 snow

Exercise 5 page 39

1 winter 2 near 3 difficult 4 flowers

Exercise 6 page 39

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for weather and seasons – *warm, spring, winter*
- Preview photos, title and subtitles to predict the detail in an article about a cold place
- Scan and identify figures about the people and weather described in the article
- Read and complete a summary of the article
- Describe your feelings about the place in the article
- Describe what you do in cold weather

Lead-in

Tell students they are going to read a travel article about a very cold city. Invite them to look at the pictures and say what they think the article will discuss. Make a list of questions students want to know about this place. Encourage them to think like the writer and traveller, i.e. *You are in Yakutsk to learn about the city and people there. What questions do you ask? What do you want to know about life in a cold place?*

Exercise 1 page 40

1 b 2 a 3 c

Exercise 2 page 40

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

Exercise 3 page 40

Answers will vary.

Exercise 4 page 40

1 T 2 T 3 F; Summer is warm in Yakutsk.
4 F; Svetlana has a café in Yakutsk.

Exercise 5 page 42

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


Exercise 6 page 42

1 Svetlana 2 Yakutsk 3 cold 4 spring 5 warm

Exercise 7 page 42

Answers will vary.

Optional activity

 To extend the discussion, give students time to prepare their responses to the questions in Exercise 7. You could also put them into new pairs or small groups. Suggest further questions and discussion points, e.g.:

What is the average summer temperature in your country?

What is the average winter temperature in your country?

Is life easier in the winter or the summer? Why? Is a change in weather good? Why / Why not?

Circulate and provide follow-up questions as needed to provoke further discussion (e.g. *What do people enjoy doing in the summer/winter in your country?*). At the end, give feedback on students' ideas and language (consider both range and accuracy).

READING 2

Learning objectives

- Preview three texts about Cuban weather
- Understand key vocabulary for weather – *dry, rainfall, season*
- Scan and identify figures about the weather described in the article
- Read and make notes on weather in different seasons
- Identify and predict the original context of the text
- Synthesize information from an article about a cold place and three texts about weather in Cuba in a discussion

Lead-in

Ask students how they find out about the weather in places they want to visit. Then share a variety of travel websites and books with descriptions of the climate. Students can note the type of information included (e.g. temperature, rainfall). Point out that these resources are often used for planning trips and deciding when to go. Then look at weather websites that give forecasts for upcoming days. Emphasize the difference in how these resources are used. Give students a variety of scenarios and get them to determine which resource they would use for each (e.g. *you want to plan a trip to Fiji; you want to know the best season to visit Fiji; your trip to Fiji is next week and you want to check the weather; you are in Fiji and you want to know tomorrow's weather.*)

Exercise 1 page 43

Answers will vary.

Exercise 2 page 43

1 c 2 a 3 b

Exercise 3 page 43

1 rainfall 2 season 3 dry 4 climate

Exercise 4 page 44

1 cloudy 2 rainy 3 sunny 4 windy

Exercise 5 page 45

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

Exercise 6 page 45

dry season: November to April; average temperatures between +22 °C and +25 °C; average rainfall 62 mm; windy and sunny

rainy season: May to October; average temperatures between +26 °C and +28 °C; average rainfall 146 mm; cloudy

Exercise 7 page 45

Answers will vary. Possible answers:

- 1 April or May; dry weather and warm temperatures
- 2 the dry season and the rainy season
- 3 the internet; guide books; tourist information brochures
- 4 Answers will vary but may include: so they can plan activities, what to wear, etc.

Be flexible



To extend the discussion, give students time to prepare their responses to the questions in Exercise 7. You could also put them into new pairs or small groups. For **fast finishers / stronger students**, you can suggest further questions and discussion points, e.g.:

Is the weather in Cuba good for farmers? Why? / Why not?

Would you like to go to Cuba? Why? / Why not?

Is the weather in your country good or bad for tourists? Why? / Why not?

Is the weather in your country good or bad for farmers? Why? / Why not?

LANGUAGE DEVELOPMENT

Learning objectives

- Identify opposite adjectives – *difficult > easy; cold > hot; sunny > cloudy*
- Identify nouns and adjectives in sentences
- Complete sentences with correct adjectives – *In Yakutsk, life is difficult in winter.*
- Form adjective + noun phrases – *warm summers, high rainfall, cold winters*
- Correct mistakes with noun phrases

Exercise 1 page 46

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

Exercise 2 page 46

1 **noun:** café; **adjective:** warm

2 **noun:** October; **adjective:** rainy

3 **noun:** climate; **adjective:** good

4 **noun:** Summers; **adjective:** hot

5 **noun:** Winters; **adjective:** cold

Exercise 3 page 46

1 difficult 2 happy 3 sunny 4 cold 5 cloudy

Exercise 4 page 47

1 cold winters 2 dry season 3 high rainfall

4 warm summers

Exercise 5 page 47

1 Cuba has a rainy season.

2 Yakutsk has a cold autumn.

3 In summer, we have sunny weather.

4 The dry season is windy.

5 In spring, the rainfall is high.

CRITICAL THINKING

Learning objectives

- Categorize information about seasons in Yakutsk in a table
- Analyze the seasons in your city or town
- Add information about the seasons in your city or town to a table

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Categorizing information** is an important skill for students because: (1) It is the next logical stage of the research and writing process (after collecting information); (2) Developing this skill can help students with learning English, e.g. learning vocabulary; (3) The use of tables in this way is common across many academic subjects.

BE CONFIDENT

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

Below is a list of words. How many groups of three can you make? For example, 'medicine', 'doctor' and 'hospital' are all connected to health; 'ball', 'mall' and 'small' all rhyme. You can use a word in more than one group.

aircraft	ball	bird	bus	car	deer	doctor
fish	hospital	mall	medicine	nurse		
office	rain	school	small	student	sun	
	teacher	train	wind			

Lead-in

Go through the instruction and the writing task carefully with the class. Explain that the following sections of the unit will help them to prepare and write factual sentences about the weather in their city or town.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 48–49.

- 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 could also ask students to think about weather in other places. This would also extend their world knowledge. This could be done in the lesson, or as a piece of home/project work.

Exercise 1 page 48

season	months	average temperature
winter	December, January, February	-42 °C
spring	March, April, May	-21 °C
summer	June, July, August	+20 °C
autumn	September, October, November	-21 °C

Exercise 2 page 49

1 yes 2 yes 3 cold 4 September, October, November 5 cold but warmer than winter

Exercises 3–5 page 49

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following points:

- With your colleagues, share three groups which you created in the *Be confident* that you think are particularly interesting. Ask them to do the same.
- How did your students feel when you asked them to do the critical thinking exercises? Were they confident, or were they nervous about doing it? Why?

BE COLLABORATIVE

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

GRAMMAR FOR WRITING

Learning objectives

- Complete prepositional phrases in sentences – *Svetlana is from Yakutsk. Yakutsk is in Russia. It is warm in summer.*
- Answer questions using prepositional phrases – *Where are you from? I'm from England. How long is the winter in your country? Winter lasts six months in my country.*
- Add missing commas after prepositional phrases to a paragraph
- Use correct word order in sentences with prepositional phrases

Exercise 1 page 50

1 in 2 in 3 between 4 in; about 5 for

Exercise 2 page 50

Answers will vary. Possible ways to form the sentences are:

- 1 I am from 2 It is warmest in ... (months).
- 3 The winter in my country is from ... (month) to ... (month).
- 4 The average temperature in May is 5 The weather is nice in ... (month).

Exercise 3 page 51

1 In the dry season 2 in the dry season

Exercise 4 page 51

1 sentence 1 2 between

Exercise 5 page 51

1 in July 2 In the rainy season, 3 in the dry season

Exercise 6 page 51


Dubai is a great place to visit. From November to March, many people go to the beach. The weather is good. In these months, the temperatures are between +24 °C and +35 °C. From January to March, Dubai has a rainy season, but it does not rain a lot. Summer is from April to October. In summer, Dubai is very hot. People do not go outside. In this season, the temperatures are too high.

Exercise 7 page 52

- 1 In October, it is windy.
- 2 The weather is good in summer.
- 3 In Cuba, the climate is good.

- 4 In autumn, the average rainfall is 34 mm.
- 5 The winters are cold in Yakutsk.
- 6 The average temperature in summer is +20 °C.
- 7 In the dry season, the average rainfall is 62 mm.

Be flexible

 Help **lower-level students** by making this activity interactive and visual. Before the lesson, write each word in the first one or two sentences in Exercise 6 on separate large pieces of paper and ask a matching number of students to stand in front of the class. Give each student one word (or comma) to hold up and ask the rest of the class to tell their classmates to move into the right positions to show the correct sentence order. As the class thinks through this process, reiterate their decisions or provide guidance as needed (e.g. *OK, so I see the first word begins with a capital letter, and the comma follows a noun, the object of the preposition*).

(e.g. *Summer is a dry season*). Lastly, ask students to link a subject with an adjective (e.g. *Spring is warm*). Students can write sentences on a shared document or share out loud. Correct verb forms and parts of speech as needed. Repeat for additional practice.

Exercise 3 page 54

- 1 It is spring in March, April and May.
- 2 It rains in spring, summer and autumn.
- 3 The coldest months are December, January and February.
- 4 The warmest months are June, July and August.

Exercise 4 page 54

- 1 In January, the weather is cold in **Russia**.
- 2 The average temperature is +21 °C in **July**.
- 3 In the rainy season, the average rainfall is 146 mm in **Cuba**.
- 4 The weather is sunny in **summer**.
- 5 In **Dubai**, **August** is a hot month.

ACADEMIC WRITING SKILLS

Learning objectives

- Use correct word order in sentences with adjectives or nouns after *be* – *Tuesday is sunny in Cuba. There are two seasons in Cuba.*
- Use capital letters for proper nouns – *June, New York City, Rodrigo*
- Use commas after prepositional phrases and in lists – *In summer, we go swimming. It is going to be windy on Monday, Wednesday, Thursday and Saturday.*


Exercise 1 page 53

Answers will vary.

Exercise 2 page 53

- 1 Ice skating is popular in Russia.
- 2 There are two seasons in Cuba.
- 3 It is rainy in April.
- 4 It is hot in Cuba.
- 5 The summers are warm.
- 6 It is dry in August.
- 7 In winter, it is windy.

Optional activity

 List or display nouns, noun phrases and adjectives from the first two units on the board. Ask students to pick a subject, and then tell them to link it with a noun (e.g. *Moeen Ali is a cricket player*). Share examples. Repeat so students choose a different subject, and then link it with a noun phrase

WRITING TASK

Learning objectives

- Draft sentences about your city or town
- Review and revise the content and structure of your sentences
- Review and revise the use of language in your sentences

Exercises 1–6 pages 55–56

Answers will vary.

RESEARCH PROJECT

Research the weather in a place to visit.

Divide the class into small group. Ask students to use the internet to access weather information for a place they would like to visit. Students will collect information to give a general overview of the climate and seasons, including average temperature/rainfall or number of days of rain per month. The group must select the best time of year to visit. The groups then present their information to the class. As a class, vote on the best place to visit.

CLASSROOM APP

Exercises 1-2

Answers will vary.

Exercise 3

1



2



3



4



5



6



7



8



Exercise 4

- 1 Adjective – hot, Noun – month
- 2 Adjective – nice, Noun – night
- 3 Adjective – fun, Noun – day
- 4 Adjective – interesting, Noun – weather
- 5 Adjective – average, Noun – temperature
- 6 Adjective – beautiful, Noun – flowers

Exercise 5

- 1 June is a warm month.
- 2 September has rainy days.
- 3 Spring is a beautiful season.
- 4 The Mediterranean has nice winters.
- 5 Winter is an unpopular season.
- 6 Sunny days are fun.

Exercise 6

- 1 It is dry in September.
- 2 In Cuba, the weather is nice.
- 3 Children are happy in the summer.
- 4 July is sunny in my country.
- 5 Life is fun in the summer.
- 6 Children are sad on a rainy day.

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about visiting Toronto on holiday.
Reading skill	Annotate a text.
Critical thinking	Choose relevant information.
Grammar	Use time expressions; recognize parts of a sentence; use the present simple.
Academic writing skill	Write about main ideas and details.
Writing task	Write about the life of a student in your class.
Teacher development	Help your students become better at choosing relevant information .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows two people sitting at a table in the courtyard of the Green Tangerine Restaurant and Café in Hanoi, Vietnam. The café is located in the Old Quarter of Hanoi and is famous for its unique atmosphere. The couple in the photo seem to be having lunch followed by coffee. The woman is reading a book or looking for information in a book.

Lead-in

Ask students about a typical working day in their country:

What time do people usually get up?

What time do they start/finish work?

When do they have breakfast/lunch/dinner?

Put students in pairs and get them to ask and answer similar questions for a typical student in their country. Monitor, then ask one pair to report back to the class. You could pre-teach *lecture* /'lektʃə/ (a formal talk on a serious or specialist subject given to a group of people, especially students), *seminar* /'semɪnɑː/ (an occasion when a teacher or expert and a group of people meet to study and discuss something) and *timetable* /'taɪm,teɪbəl/ (a list of the times when lessons in school happen).

page 59

- 1** In a café **2** They are looking at a book and eating.
3–4 Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify main ideas in a video about the CN Tower in Toronto
- Listen and identify numbers
- Complete a set of inferences about the video
- Practise talking about towers and holidays

Exercise 1 page 60

Answers will vary.

Exercise 2 page 60

- 1** You can see the city from the top of the CN Tower.
- 2** Toronto is on the shore of Lake Ontario.
- 3** This is the main pod of the tower that people visit.
- 4** Five people are walking on the outside of the CN Tower.

Exercise 3 page 61

2, 4, 5, 6

Exercise 4 page 61

1 1976 **2** 360 **3** 160 **4** 116

Exercise 5 page 61

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

Exercise 6 page 61

Answers will vary.

READING 1

Learning objectives

- Use images to preview the topic of a book review about a tribe
- Understand key vocabulary for lifestyle – *get up, cook, breakfast*
- Read and identify main ideas
- Scan and identify detailed information
- Discuss the lifestyle of the Kombai people

Lead-in

Preview the quotes about the book on page 63 and discuss the purpose of them in getting the reader interested in the book. Point out the large print at the beginning of the text and discuss how those questions engage the reader. You may want to discuss the format of book reviews (that they summarize a book and give interesting details, so readers will want to buy the book). If possible, look at simple reviews of books that students are familiar with for more examples.

Exercise 1 page 62

Answers will vary.

Exercise 2 page 62

a hunter; a jungle; a tree house

Exercise 3 page 62

a dinner **b** get up **c** meet **d** breakfast **e** swim
f cook **g** lunch **h** travel

Exercises 4–5 page 64

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

Exercise 6 page 64

- 2** Rebecca Moore
- 3** Kombai women
- 4** Kombai men; Kombai women; Kombai children
- 5** Kombai men; Kombai women; Kombai children
- 6** Kombai men; Kombai women
- 7** Kombai men; Kombai women; Kombai children
- 8** Rebecca Moore

Exercise 7 page 64

- 1** Possible answer: Maybe it is safer to live in the trees. Maybe it floods and they need to live in the trees.
- 2** They teach their children to cook, hunt and swim.
- 3** Answers will vary.

READING 2

Learning objectives

- Understand key vocabulary for routine – *afternoon, busy, timetable*
- Preview a student's timetable
- Annotate key words and phrases in a description of a student's routine
- Scan for key information in a text about a student
- Synthesize information from a book review about a tribe and a description of a student's routine in a discussion

Lead-in


To lead in to Reading 2, about the daily routine of a university student, you could discuss the following questions with individual students / the whole class:

*How is your day/week going? Are you busy?
Do students work too hard in your country?
Do students need more holidays?*

Exercise 1 page 65

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

Optional activity

 Preview vocabulary *morning, afternoon* and *evening* from Reading 2 with students. Ask partners to assign times to each part of the day (e.g. morning 6 am to 12 pm) Review *am* and *pm*. Then ask students to use vocabulary from Reading 1 (*get up, breakfast, lunch, dinner*) in sentences with the parts of the day. Ask students to compare when they get up, have breakfast, lunch and dinner, using the vocabulary in complete sentences. For example, *I get up at 8 am in the morning*. You may want to plan ahead for this activity and get information from students, so you can make it into a scavenger hunt activity, e.g. *Find somebody who gets up at 7 am in the morning. Find somebody who has lunch at 1 pm in the afternoon*, etc.

Exercise 2 page 65

Answers will vary.

Exercise 3 page 66

noun: timetable; **verb:** relax; **adjective:** busy
part of the day: morning, afternoon, evening
part of the week: weekday, weekend

Exercise 4 page 66

- 1** T **2** F; The timetable and text are from a diary.
- 3** T **4** F; Abdullah's weekend is on Friday and Saturday.

Exercise 5 page 68

Possible answers:

Paragraph 1: student; busy timetable; five courses

Paragraph 2: gets up at 6 am; studies every evening

Paragraph 3: three classes every morning

Paragraph 4: afternoon; study group; English class; Arab history

Paragraph 5: evening; studies in the library; relaxes with friends; Camera Club

Paragraph 6: weekend; time to relax

Exercise 6 page 68

1 on Thursday evening **2** Cairo **3** busy **4** three **5** gym
6 morning **7** early **8** five **9** Thursday **10** Engineering

Exercise 7 page 68

1 Thursday evenings and weekends; goes to the cinema and to Camera Club; takes photographs; relaxes with friends and family

2–4 Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Recognize verb + noun collocations for free-time activities – *play video games, study English, have breakfast.*
- Complete verb + preposition collocations in sentences about free time – *You go to the gym every day. My sister cooks dinner for my family. Abdullah studies in the library.*
- Understand vocabulary for study by area – *Physics > Science; English > Languages; History > Arts and Humanities*
- Spell the names of subjects correctly
- Use time expressions to describe routine – *I do my homework every week. She has an English class on Sunday night. They swim at 3 pm in the afternoon.*

Exercise 1 page 69

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

Exercise 2 page 69

1 meets **2** take **3** go **4** have **5** eats **6** relax
7 cooks **8** do

Be flexible



Write the words of the collocations from the Vocabulary box or Exercise 2 on page 69 on separate index cards. Hand out the cards to students and ask them to find the person with the matching word to complete the collocation. Then collect the cards. Ask each set of partners to take a card from the set; the class then competes to list as many collocations as possible for their word. Check the collocations students create. Provide additional challenge for **more advanced students**. Ask them to identify the form of the collocation, e.g. *verb + noun* or *noun phrase* or *verb + preposition*.

Exercise 3 page 70

Arts and Humanities: Literature; History; Art and Design

Business: Economics; Management

Science: Maths; Physics; Biology; Geography; Chemistry

Languages: English; Arabic

Exercise 4 page 70

Answers will vary.

Exercise 5 page 71

1 Geography **2** English **3** Physics **4** Chemistry
5 History **6** Biology **7** Economics

Exercise 6 page 71

1 on; at **2** In **3** On; at **4** in **5** On; at **6** on **7** in
8 at **9** At

Exercise 7 page 71

Answers will vary.

CRITICAL THINKING

Learning objectives

- Answer questions about a student's routine
- Ask questions about another student's routine and complete a timetable
- Evaluate and choose the most important information about a person

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Choosing relevant information** is an important skill for students because: (1) It is the next logical stage of the research and writing process (after categorizing information); (2) They might think that all research information has the same value and importance, which is clearly not true; (3) A problem area when writing essays is including irrelevant information which does not answer the question.

BE CONFIDENT

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

Look at the website for your educational institution. Think about whether there is any information there which is not relevant. Why is it not relevant?

Lead-in

Go through the instruction and the writing task carefully with the class. Explain that the following sections of the unit will help them to prepare to write factual sentences about the life of a student in their class.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 72–73.

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

BE FLEXIBLE

Exercise 4 can be done with the whole class. Students leave their books open. Everybody circulates and looks at the timetables. They should tick what they think are the most important facts. Finally, each student looks at the facts which have the most ticks, and says whether they agree.

Exercise 1 page 72

- 1 Taha 2 Cairo University
3 Physics, Maths, English, Engineering, Arab History

- 4 6 am 5 Every weekday morning: Physics, Maths, Engineering; Monday and Wednesday afternoon: English; Thursday afternoon: Arab History
6 On Sunday afternoon
7 In the evenings, from Sunday to Wednesday
8 On Thursday evenings, and at the weekends

Exercises 2–4 pages 72–73

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- Were you able to teach this lesson more effectively by thinking about your own weekly timetable beforehand?
- How well did your students understand Bloom's taxonomy? If they are still unclear about how it works, you might want to clarify their understanding in subsequent lessons. You can do this by specifically referencing Bloom's six areas when they do an activity of that type in the Critical Thinking section.

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. If you did the activity in *Be flexible*, tell a colleague how it went and whether it was successful.

GRAMMAR FOR WRITING

Learning objectives

- Identify different types of simple sentence structures – subject + verb + object; subject + verb + prepositional phrase; subject + verb + object + prepositional phrase
- Form the third person singular of verbs – *travels, goes, studies*
- Choose the correct present simple verb forms to complete a paragraph about a student.
- Ask and answer questions in the third person singular – *What does your partner do on Saturdays? She goes to the zoo. What does your partner study? She studies Animal Biology.*

Exercise 1 page 73

1 b 2 a 3 d 4 c

Exercise 2 page 74

1 b 2 a 3 d 4 c

Exercise 3 page 75

2 travels 3 goes 4 studies 5 stays 6 has

Exercise 4 page 75

1 is 2 is 3 studies 4 gets up 5 eats 6 meets
7 has 8 studies 9 goes 10 is

Exercise 5 page 75

Answers will vary but should use third person singular verb forms.

ACADEMIC WRITING SKILLS

Learning objectives

- Identify main ideas and details in paragraphs
- Add details to paragraphs

Exercise 1 page 76

Main idea: Abdullah has three classes every weekday morning.

Details: He gets up at 6 am every day. Then he has Physics from 8 am to 9 am, Maths from 9:15 am to 10:15 am and Engineering from 10:30 am to 11:30 am.

1 a 2 b


Exercise 2 page 76

Main idea: At the weekends, Abdullah relaxes with friends.

Details: Sometimes, he goes to the cinema. He enjoys his busy life.

Answers will vary. Possible answer: He also likes taking photographs.

Be flexible

 Provide guided support for **lower-level students**. Ask small groups to write a detail sentence for one of the paragraphs from the text on page 67. For example, give them the main idea from Paragraph 2: *Abdullah is a busy student*. Then project their sentences on a shared document or get students to read them out loud, and as a class evaluate if they add more detail to the main idea. Give feedback and guidance as you relate each sentence back to the main idea to determine if it fits.

WRITING TASK

Learning objectives

- Draft sentences about your partner's timetable and lifestyle
- Review and revise the content and structure of your sentences
- Review and revise the use of language in your sentences

Exercises 1–6 pages 77–78

Answers will vary.

RESEARCH PROJECT

Create a short magazine article.

Explain to your students that they are going to research and write about a culture or people they are interested in. Encourage them to think of their writing as a short magazine article. Divide the project into three parts: (1) First, students should research and gather information about the culture, on how people spend their free time or time at the weekend, and how they spend time on weekdays at work or school. Include other relevant topics from the unit, such as family, friends, food, meals, education and sport; (2) Second, students should choose two or three topics to write about. Ask them to write main idea sentences and identify the details to include. Encourage students to find pictures to illustrate the ideas; (3) Lastly, Ask students to draft their paragraphs and present their information. You may want to let students review each other's work and give feedback. They can create a poster, a web page or other document to share their research.

CLASSROOM APP

Exercises 1–2

Answers will vary.

Exercise 3

1 morning 2 relaxing 3 evening 4 breakfast 5 swim
6 travelling 7 cook 8 during the week

Exercise 4

1 with 2 to 3 in 4 plays 5 takes
6 get 7 have 8 with

Exercise 5

1 C, in 2 on 3 on 4 C 5 in 6 at 7 C

Exercise 6

1 detail 2 main idea 3 main idea 4 detail
5 detail 6 main idea

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about <i>cenotes</i> in Mexico.
Reading skill	Read for main ideas.
Critical thinking	Classify topics and key words.
Grammar	Use noun phrases with <i>of</i> ; use <i>there is / there are</i> ; use articles.
Academic writing skills	Use capital letters for cities, country names and nationalities; write topic sentences.
Writing task	Write facts about your country.
Teacher development	Help your students become better at classifying topics and key words .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows Pamukkale, in southwest Turkey. Pamukkale is the most visited tourist attraction in Turkey. The terraces are made of limestone, a type of stone left behind by the natural hot springs. The limestone steps contain warm pools of water where visitors can bathe. The pools are naturally heated and reach a temperature of 36 °C. Pamukkale used to be a Greco-Roman spa city, called Hierapolis. Today, Hierapolis-Pamukkale is a UNESCO World Heritage site.

Lead-in

Play a matching game. Write the two columns below on the board. (Take this opportunity to pre-teach *capital* and *country*.) In pairs, students match the capitals to the correct countries. Ask pairs to raise their hands as soon as they have finished. The first pair to match them all correctly wins.

Country /'kʌntri/	Capital /'kaptl/
France	Ottawa
Morocco	Jakarta
Turkey	Tokyo
Indonesia	Canberra
India	Rabat
Japan	Paris
China	New Delhi
Canada	Beijing
Australia	Ankara

Answers

France, Paris; Morocco, Rabat; Turkey, Ankara; Indonesia, Jakarta; India, New Delhi; Japan, Tokyo; China, Beijing; Canada, Ottawa; Australia, Canberra

page 81

1 Pamukkale in Turkey **2-4** Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and identify the main ideas in a video about a place in a Mexican forest
- Listen and understand details
- Complete a set of inferences about the place in the video
- Practise talking about special places

Exercise 1 page 82

Answers will vary.

Exercise 2 page 82

1 There is a monkey in the forest. **2** There is a space in the trees. **3** Plants are growing in the water. **4** A man is swimming in the water.

Exercise 3 page 83

2, 5, 6

Exercise 4 page 83

1 trees **2** special **3** Water **4** animals **5** cold

Exercise 5 page 83

1 very **2** need **3** is **4** dangerous

Exercise 6 page 83

Answers will vary.

READING 1

Learning objectives

- Preview the texts and identify topics
- Understand key vocabulary for places – *lake, mountain, forest*
- Scan and annotate ideas in a text about an old map
- Scan and identify countries and continents
- Read and understand details
- Talk about maps

Lead-in

List the names of the texts that students have read so far from each unit and get them to match them to the type of text (an online profile, a short biography, a travel article, weather websites, a book review and a short report on a student). Preview Reading 1 on page 86 with students and ask them to identify the text type (a history book). Notice with students the name of Figure 4.3 on page 86. Preview the language, calling attention to the past tense verbs and the proper nouns which are used to discuss and give factual information on this topic.

Exercise 1 page 84

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

Exercise 2 page 85

1 c 2 b

Exercise 3 page 85

1 Muhammad al-Idrisi / King Roger II of Sicily 2 Tabula Rogeriana 3 Norway, Spain, Italy, India and China 4 the Mediterranean Sea; the Indian Ocean; the river Nile

Exercise 4 page 85

continents: Asia, Europe, Africa

countries: Spain, Norway, Morocco, China, France, England, Italy and India

Exercise 5 page 85

1 F; he was Moroccan / from Morocco.

2 F; it is written in Arabic. 3 T 4 T 5 T

Exercise 6 page 87

1 He used information from earlier Arab and Greek maps, and from explorers.

2 *Possible answer:* Where people at that time thought mountains, rivers, lakes, seas and countries were.

3 *Answers will vary.*

READING 2

Learning objectives

- Understand key vocabulary for places – *island, capital, beach*
- Read and identify topics and main ideas in a text about the Maldives
- Give opinions on tourism in the Maldives
- Synthesize information from a text about an old map and the Maldives in a discussion

Lead-in

Compare and contrast this text with that in Reading 1. Point out to students that it is also a factual text. Review the information on the right side and again notice the proper nouns the text uses to give factual information. You may want to say a detail and have students identify what it is, e.g. *rufiyaa* = *currency*, *Malé* = *capital*, etc. Point out the layout of the text and discuss the purpose of the different side bars, photos and map.

Exercise 1 page 87

Answers will vary.

Exercise 2 page 87

a tourist b modern c island d beach e capital f famous g popular h international

Exercise 3 page 89

1 **topic:** where the Maldives are; **information:** in the Indian Ocean, near Sri Lanka

2 **topic:** the population; **information:** 440,000 people

3 **topic:** the capital city; **information:** Malé, airport, harbour

4 **topic:** languages; **information:** English and Dhivehi

6 **topic:** a young Maldivian's home; **information:** island south of Malé, simple life

7 **topic:** traditional food; **information:** delicious fish soup called *garudiyaa*


8 **topic:** hobbies and sport; **information:** swimming and diving

Exercise 4 page 90

1 for their good climate, beautiful beaches and warm seas

2–3 *Answers will vary.*

Be flexible

 Extend the discussion for **more advanced students** to include research and analysis. Invite students to research additional information they would like to know before answering Question 2

*Do you want to visit the Maldives? Why / Why not?. Use this information to justify their answers. Encourage them to incorporate information from Unit 2 on weather and do related research on the climate of the Maldives. You may want to assign questions for partners or small groups to research and report back on. Then build on Question 3 *Why do people travel to different countries? What's important to know about a country?.* Have students generate a list of questions they think are important to answer before travelling.*

LANGUAGE DEVELOPMENT

Learning objectives

- Identify noun phrases with *of* – *the history of Japan, a world history of maps, the currency of the United States*
- Use noun phrases with *of* to answer questions – *What country is Lisbon the capital of? Lisbon is the capital of Portugal.*
- Use vocabulary for places to label a landscape – *hill, mountain, sea, valley*

Exercise 1 page 90

1 d 2 a 3 c 4 b

Exercise 2 page 90

1 Lisbon is the capital of Portugal.


2–4 *Answers will vary. Possible answers:*

2 ... is the capital of my country. / The capital of my country is ...

3 ... is the currency of my country. / The currency of my country is ...

4 ... and ... are the main languages of my country. / The main languages of my country are ... and ...

Be flexible

 Provide **lower-level students** with oral practice using noun phrases with *of* and questions on familiar topics. Invite partners to ask and answer the following questions:

Who is the author of your favourite book?

What is the name of your favourite song?

What kinds of food do you like?

What type of work do people in your country do?

Encourage students to think of additional questions that use noun phrases with *of*. List them on the board for students to ask and answer.

Exercise 3 page 91

1 sea 2 mountain 3 desert 4 hill 5 cliff 6 beach
7 field 8 forest 9 farm 10 valley

CRITICAL THINKING

Learning objectives

- Identify key words relating to different topics in a text about the Maldives
- Classify words about topics relating to your country
- Review your lists and amend as necessary

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

➔ **Classifying topics and key words** is an important skill for students because: (1) They often find English word order challenging; (2) Students' writing will become more coherent if they follow these patterns; (3) This knowledge can also help with students' reading, as they can understand text structure better.

BE CONFIDENT

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

The six components of Bloom's taxonomy all have specific 'active verbs' associated with them. Two examples for each topic are given in the table. Write three more from the list for each topic.

appraise calculate classify combine compare
demonstrate judge memorize observe
paraphrase prioritize quote rank
role play solve summarize use write

Topic	Key words
Remember	examine, name
Understand	explain, predict
Apply	discover, produce
Analyze	contrast, select
Evaluate	decide, recommend
Create	construct, plan

Lead-in

Go through the instruction and the writing task carefully with the class. Explain that the following sections of the unit will help them to prepare to write facts about their country.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 92–93.

- 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 can extend Exercise 1 by asking students to add more words to the three topics. Sharing words they already know with their classmates is empowering and helps build vocabulary in an effective way.

Exercise 1 page 92

geography: islands; climate; Indian Ocean, near Sri Lanka

language: English; Dhivehi

industry: tourism; fishing; currency

Exercise 2 page 92

capital: Malé; modern city; international airport; big harbour

population: 440,000; small islands

Exercises 3–5 page 93

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following points:

- Compare your answers to the *Be confident* section with a colleague who also did the task. Did you have the same answers?
- How easily were your students able to understand this critical thinking point? Is there anything you could have done more effectively?

BE COLLABORATIVE

Your development is more meaningful when it's shared. See page 14 for ideas on how to peer-collaborate. Why not tell a colleague how you adapted your teaching of the material to meet your students' needs?

GRAMMAR FOR WRITING

Learning objectives

- Write the correct form of *there is* or *there are* in sentences – *There is a beautiful park in my city. There are many tourist resorts in the Maldives.*
- Correct errors with *there is* and *there are* in sentences about places – *There are many languages in London. In Thailand, there are many islands. There is a big river in my city.*
- Use *a, an, the* and zero article appropriately in sentences about places – *a lake, an ocean, the United Kingdom, Chile*
- Correct mistakes with *a, an, the* and zero article in sentences about places.

Exercise 1 page 94

1 There are 2 There are 3 There are 4 There is
5 There is

Exercise 2 page 94

Correct sentences: 1, 4, 6 **Incorrect sentences:** 2, 3, 5, 7, 8

Exercise 3 page 94

- 2 There **are** mountains in Switzerland.
3 There **are** many parks in Tokyo.
5 There **are** many people in Buenos Aires.
7 **There** are many lakes in Italy.
8 There **is** a big river in my city.

Optional activity

Practise *there is / there are* by saying a noun phrase and asking students to put it in a sentence with the correct form. For example: *an airport in Malé = There is an airport in Malé. 440,000 people in the Maldives = There are 440,000 people in the Maldives.*

Exercise 4 page 95

1 a 2 an; the 3 Ø 4 Ø; Ø 5 the 6 The 7 the
8 Ø; a

Exercise 5 page 96

- 1 I come from India. (*zero article: country*)
2 Paris is **a** popular city with tourists.
3 There is **a** very tall building in Abu Dhabi.
4 I go to **a** university in Dublin.
5 **The** United Kingdom is in Europe. (*zero article: continent*)
6 I live by **a** big lake.
7 **The** Ural mountains are in Russia.
8 He studies in **the** United Kingdom.
9 Turkey is a beautiful country. (*zero article: country*)
10 There is **a** big mountain near my city.

Exercise 6 page 96

Answers will vary.

ACADEMIC WRITING SKILLS**Learning objectives**

- Spell adjectives of nationality correctly – *Chinese, Indian, Egyptian*
- Punctuate sentences about countries and nationality
- Identify topic sentences in two paragraphs
- Choose topic sentences for paragraphs
- Write a topic sentence for a paragraph

Exercise 1 page 97

nationality: Chinese, Indian, Egyptian, Saudi, Emirati, Algerian, Japanese, Thai, Turkish, French, British, Canadian

Exercise 2 page 97

- 1 I am from **Cairo**.
- 2 There are many beautiful beaches in **Portugal**.
- 3 The climate is good in the **Maldives**.
- 4 There are four main islands in **Japan**.
- 5 Chicken is very popular in **Malaysia**.

Exercise 3 page 98

- 1 The Maldives are islands in the Indian Ocean.
- 2 Tourism and fishing are very important businesses in the Maldives.

Exercise 4 page 99

- 1 b
- 2 a

Exercise 5 page 99

Answers will vary.

WRITING TASK**Learning objectives**

- Draft three paragraphs about your country
- Review and revise the content and structure of your paragraphs
- Review and revise the use of language in your paragraphs

Exercises 1–5 pages 99–100

Answers will vary.

RESEARCH PROJECT**Write and post an online travel review.**

Ask your class which places they have visited on holiday. They can be either national or international destinations. Place students in pairs or small groups based on their travel destinations. Working in pairs or groups, students will write an entry for a travel review blog. They can comment on and rate places to eat and stay and write about the climate, nearby nature spots, beaches, parks and entertainment. Each pair or group will post to a site. Use travel review sites that you or your students are familiar with. Based on your students, determine the number of paragraphs to include. Ask students to focus on paragraph organization in their reviews. Students should submit their written reviews to you before posting so they can be revised as needed. Encourage students to later check the sites to see any comments their reviews get.

CLASSROOM APP**Exercises 1–2**

Answers will vary.

Exercise 3

- 1 tourists, beach
- 2 map, river
- 3 island, ocean
- 4 famous, seas

Exercise 4

- 1 Niigata is a city on the coast of Japan.
- 2 Zadie Smith is the author of my favourite book.
- 3 Nelson Mandela was the president of South Africa.
- 4 Polish is the main language of my country.
- 5 The map shows parts of Australia.
- 6 Spring is a nice time of year.

Exercise 5

- 1 cliff
- 2 field
- 3 sea
- 4 forest
- 5 hill
- 6 farm

Exercise 6

- 1 is
- 2 are
- 3 are
- 4 is
- 5 is
- 6 are
- 7 is
- 8 are

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about a mine.
Reading skill	Read for detail.
Critical thinking	Analyze and evaluate opinions.
Grammar	Use adjective phrases; use <i>must</i> and <i>have to</i> ; use the pronoun <i>you</i> .
Academic writing skills	Join sentences with <i>and</i> ; write emails.
Writing task	Write an email about a job.
Teacher development	Help your students become better at analyzing and evaluating opinions .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows two builders, high up on some scaffolding. The men in the photograph could be builders or scaffolding engineers. Working at height is extremely dangerous and requires special training for all the workers and engineers involved. The men in the photo are wearing safety clothing and equipment, such as hard hats, gloves, and harnesses that protect them from falls.

Lead-in

Ask: *How many jobs do you know in English?* Give students one minute to write down as many jobs as they can (see jobs vocabulary in the wordlist for this unit on page 123). For feedback, ask how many they wrote down, and ask one or two pairs to share their lists with the class. Ask if anybody has a job that nobody has mentioned yet. Invite students to define jobs that others are unfamiliar with.

page 103

1 The men are building a skyscraper. They are builders.

2–4 *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and identify the main ideas in a video about a mine
- Listen and understand details
- Identify correct inferences about work in the Bingham mine
- Practise talking about mining and dangerous jobs

Exercise 1 page 104

Answers will vary.

Exercise 2 page 104

1 c 2 d 3 a 4 b

Exercise 3 page 104

1 T 2 F; The mine produces enough copper wires for all the homes in the USA and Mexico.

3 T 4 F; The trucks work 24 hours a day.

Exercise 4 page 105

1 largest **2** one mile **3** small **4** stronger

Exercise 5 page 105

1, 2, 4, 5

Exercise 6 page 105

Answers will vary.

READING 1

Learning objectives

- Preview the texts to identify the source
- Understand key vocabulary for job adverts – *fit, pay, friendly*
- Scan job advertisements to identify key information
- Read and understand detailed information
- Give personal opinions on the jobs in the texts

Lead-in

Share some job ads with the class; print them out to bring in or find them online. Look at several examples and notice the types of information they include. With students, make a list of this information (i.e. job title, pay, hours, location and skills needed). Then categorize the job ads into areas, such as medicine, education, etc. Invite students to brainstorm other jobs that fit into these categories.

Background note

The Chinese Yuan Renminbi (CNY) is the currency of China.

The Indian Rupee (INR) is the currency of India.

The Japanese Yen (JPY) is the currency of Japan.

Exercise 1 page 106

1–3 Answers will vary.

Exercise 2 page 106

b

Exercise 3 page 106

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

Exercise 4 page 107

1 nurse **2** teacher **3** China **4** India

5 FlyHigh (Air Transport Company) **6** INR 200,000 per journey **7** JPY 320,000 per month **8** full time

Exercise 5 page 107

1 T **2** F; The teacher has to teach grades 1–3. **3** T **4** T

5 F; They are paid per journey. **6** T

Exercise 6 page 109

1 The pilot and nurse; The people they work with speak different languages. It's necessary for them to talk with their customers.

2 Answers will vary.

READING 2

Learning objectives

- Understand key vocabulary for jobs – *interesting, company, gym*
- Scan three emails to find key information about jobs
- Read and identify main ideas
- Read and identify details
- Synthesize ideas from job advertisements and emails about jobs in a discussion


Lead-in

Ask students to make a short list of people they routinely email. Then ask them to share greetings and closings they use when they email. You may want to ask students to look through their emails for ideas. Contrast the appropriate ways to greet and close a more formal email to a teacher or manager with those used with friends. Point out other differences in register in informal emails, such as the use of contractions, all capitals and exclamation marks for emphasis. Give examples as needed and elicit additional examples from students.

Exercise 1 page 109

Answers will vary.

Optional activity

 Use a Venn diagram for students to sort email greetings and closings into the correct category: *Formal, Informal/Friendly* and *Both*. In addition, invite students to evaluate some sentences you have given them for their level of formality. You may want to preview sentences from the reading and point out the use of contractions, exclamation marks and other language features discussed in the Lead-in that are used in friendly or informal emails. Include some more formal sentences that do not use contractions and would be appropriate for a formal email to a teacher, manager or another person. Students can determine if sentences are appropriate for *Formal, Informal/Friendly* or *Both* situations.

Exercise 2 page 109

Answers will vary.

Exercise 3 page 109

a engineer **b** company **c** high school **d** good at
e gym **f** great **g** interesting

Exercise 4 page 111

1 fitness instructor **2** 12 **3** software engineer **4** £4,150
5 Suncheon, South Korea **6** 10; 12

Exercise 5 page 111

c

Exercise 6 page 111

1 A **2** D **3** E **4** A **5** D

Exercise 7 page 111

1–2 Answers will vary.

3 Possible answer:

type of job; employer; where the job is situated; hours; pay; experience required; languages required; qualifications required; responsibilities in job

LANGUAGE DEVELOPMENT

Learning objectives

- Write sentences about different jobs using vocabulary for related activities and places – *A farmer grows food and looks after animals on a farm. A manager manages people in a company.*
- Choose correct adjective phrases to complete sentences about jobs – *Nurses have to be kind and helpful.*
- Choose correct prepositions to complete adjective phrases in sentences about jobs – *Nurses must be good with people.*

Exercises 1–2 pages 112–113

A jobs	B activities	C locations
1 A farmer	grows food and looks after animals	on a farm.
2 A manager	manages people	in an office. in a company.
3 A doctor	gives people medicine	in a hospital.
4 A journalist	writes news stories	in an office.
5 A software engineer	makes software for computers	in a company. in an office.
6 A football player	plays sport in a team	in big cities.
7 A school teacher	teaches children	in a school.
8 A fitness instructor	teaches people to do exercises	in a gym.
9 A nurse	takes care of sick people	in a hospital.
10 A language teacher	teaches languages	in a school.


Exercise 3 page 113

1 healthy and strong 2 very intelligent 3 friendly
4 strong

Exercise 4 page 113

1 with 2 with 3 with 4 at 5 at

Be flexible

 Challenge **more advanced students** by asking them to analyze the language used in job ads. Ask partners to pick one or two jobs and use the internet to search for job ads for that job. Students note adjective and adjective phrases that are used in the ad. Encourage students to use a dictionary as needed to understand these words. Then ask students to share their findings with another pair. As a class, discuss which adjectives and adjective phrases were used most often. Which skills are most desirable?

CRITICAL THINKING

Learning objectives

- Use Likert scales to evaluate yourself
- Analyze jobs and match them with characteristics
- Evaluate your partner's questionnaire results and choose a job for them

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

➔ **Analyzing and evaluating opinions** is an important skill for students because: (1) They may already be familiar with this concept (e.g. through surveys they have done), but may not have a good understanding of it; (2) Analyzing and evaluating tools, such as Likert scales, are used for research in many academic subjects, especially sciences; (3) Such scales are also commonly used in the business world (e.g. for marketing or customer feedback).

BE CONFIDENT

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

When Cambridge University Press recently conducted a critical thinking survey among English teachers, they used Likert scales to gather data. Below are some of the survey statements which teachers had to respond to. They used the same scale as on page 114. Give your response to these statements.

'It is important to me that I develop my students' critical thinking skills.'

'I believe my students want to develop their critical thinking skills.'

'I feel confident in my ability to develop my students' critical thinking skills.'

Lead-in

Go through the instruction and the writing task carefully with the class. Explain that the following sections of the unit will help them to prepare to write an email describing a job for another student.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 114–115.

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

BE FLEXIBLE

A potential extension to Exercise 4 is that students should give evidence and reasons for their answers to Exercise 1, and to explain why they gave the score they did.

Exercise 1 page 114

Answers will vary.

Exercise 2 page 115

1 very healthy 2 fit and strong 3 good with people
4 very intelligent 5 kind and helpful 6 good with children
7 very good at football 8 good at Maths
9 good at writing 10 good with computers 11 good with animals
12 good at languages

Exercise 3 page 115


Answers may vary. Possible answers:

- 2 manager = good with people
- 3 doctor = very intelligent
- 4 journalist = good at writing
- 5 software engineer = good with computers
- 6 football player = very good at football
- 7 school teacher = good with children
- 8 fitness instructor = fit and strong
- 9 nurse = kind and helpful, good with people / children
- 10 language teacher = good at languages

Exercise 4 page 115

Answers will vary.

Optional activity

 Guide students in interpreting the results from the Likert scale. Ask the class for their thoughts on the best ways to analyze the information from their partner's answers to Exercise 1. One way to approach the activity is for students to note which statements their partners answered *agree* (4) or *strongly agree* (5) for. Then students can find the job descriptions from Exercise 3 that best match those preferences. Share with students that there is more than one way to approach this task. Discuss different ways to best match their partner to a job based on their responses. Then point out that while the Likert scale is useful, it gathers information in numerical data, which does not allow for details and additional information to be collected. As a result, students may need to ask their partner follow-up questions to the Likert scale.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following points:

- Share your results from the *Be confident* section and explain why you gave the scores that you did.
- If you answered any of those questions with a low score (i.e. a 1 or a 2), think about how you could improve this score.

BE COLLABORATIVE

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

GRAMMAR FOR WRITING

Learning objectives

- Use the pronoun *you* to rewrite sentences
- Correct mistakes with the form of *must + verb* and *have to + verb* in sentences about jobs – *Teachers must be good with people. Farmers have to be good with animals.*
- Use correct word order in sentences with *not have to* – *Farmers do not have to be good with computers. A language teacher does not have to be good at Maths.*

Exercise 1 page 116

- 1 A football player **must** be strong and healthy. (*delete 's' from 'must'*)
- 2 Pilots have **to** work at night.

- 3 A manager **has to** be helpful.
- 4 Teachers must **be** good with people.
- 5 A software engineer **must be** good at Maths. (*delete 'to' after 'must'*)
- 6 Farmers have **to** be good with animals.
- 7 Journalists **must be** good at writing. (*delete 'to' after 'must'*)
- 8 A language teacher must **be** good at speaking and writing.

Exercise 2 page 117

- 1 A farmer does not have to be good with people.
- 2 A software engineer does not have to be patient and kind.
- 3 Nurses do not have to be good with animals.
- 4 You do not have to be strong.
- 5 A French teacher does not have to be good at Maths.
- 6 You do not have to be good at French.

Exercise 3 page 117

- 1 You must have three years' experience.
- 2 You are kind and good with people.
- 3 You have a university education.
- 4 You speak Chinese. 5 You speak Turkish.

Exercise 4 page 117

Email A: *You have to get up early in the morning. You have to be very friendly and good at sport. You don't have to work on Fridays.*

Email B: *You must have studied Computer Science at university, and you have to have two years' experience. ... you must know some Norwegian.*

You don't have to speak Norwegian a lot ...

Email C: *You have to teach English and French to grades 10 to 12.*

You don't have to speak Korean ...

You have to work many hours every day.

ACADEMIC WRITING SKILLS

Learning objectives

- Use *and* to join information in sentences about characteristics and skills – *You are friendly and good with people. The pay is good and the job is interesting.*
- Rewrite emails, adding key features: greeting, contractions and a closing

Exercise 1 page 118

- 1 You must be intelligent and good with people.
- 2 You have to be healthy and strong.
- 3 Football players have to be fit, and you are fit.
- 4 The job is to teach English, and you are an English and French teacher.
- 5 You have to be good at Maths and friendly.

Exercise 2 pages 119–120

Answers will vary.

WRITING TASK

Learning objectives

- Use a planner to create a list of details for an email about a job
- Draft an email recommending a job to your partner
- Review and revise the content and structure of your email
- Review and revise the use of language in your email

Exercises 1–6 pages 120–122

Answers will vary.

RESEARCH PROJECT

Create your own CV.

Tell students that if they want a good job, then it is important to write a good Curriculum Vitae, or CV – a description of your education, qualifications and previous work experience you send to an employer when you are trying to get a job. (In American English it is known as a *résumé*.) Inform the students that CVs are often in document form but in order to make their CV different, they are going to make a video or audio file to practise speaking about themselves. Tell the students to think about their skills, hobbies, educational history, qualifications and adjectives to describe themselves. They could also write their CV using a CV template or writing software as an alternative. This project is completed individually, but consider asking students to post their work online for their classmates to review and comment on.

CLASSROOM APP

Exercises 1–2

Answers will vary.

Exercise 3

1 friendly 2 pay 3 medicine 4 healthy 5 interesting
6 company 7 great

Exercise 4



Exercise 5

1 very good 2 great at 3 very good 4 very strong
5 fit and healthy 6 good with

Exercise 6

1 compound 2 simple 3 compound 4 simple
5 simple 6 compound 7 simple

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about homes and buildings in Singapore.
Reading skill	Predict content using visuals.
Critical thinking	Analyze data.
Grammar	Use pronouns; use adjectives; compare quantities; use comparative adjectives.
Academic writing skills	Write compound sentences with <i>but</i> ; spell words with double consonants correctly; write supporting sentences and details.
Writing task	Write a comparison of two buildings.
Teacher development	Help your students become better at analyzing data .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows the skyline of Singapore. The city has often been named as one of the fastest-developing cities in the world. Its development is often compared to that of Dubai and Hong Kong, with skyscrapers and modern architecture taking over the skyline. Architecturally, Singapore is a mixture of old and new styles. Modern hotels and shopping centres have been built next to colonial buildings and *shophouses* – a traditional type of building in Southeast Asia.

Lead-in

Ask: *Where are we now?* (in a college/school/university building). Ask students to describe it (a/an old/modern/new/big/small building). *What do you think of this building?* Then ask: *How many different buildings were you in / did you go into yesterday?* Give students one minute to write down as many buildings as they can. For feedback, ask them how many they wrote down and get one or two pairs to share their lists with the class. These could include: *house, apartment (US) or flat (UK), bus/train station, shopping mall/centre, school, shop, restaurant, leisure centre, library, post office, etc.*

page 125

Answers will vary.

WATCH AND LISTEN

Learning objectives

- Listen and understand main ideas in a video about Singapore
- Listen and identify details about Singapore
- Complete a set of inferences about Singapore
- Practise talking about places to visit and homes

Exercise 1 page 126

Answers will vary.

Exercise 2 page 126

1 2 3 4

Exercise 3 page 127

1 T 2 F; it's the second busiest

3 F; they live in apartments 4 T 5 T

Exercise 4 page 127

1 technology 2 Space 3 above shops 4 80%
5 modern

Exercise 5 page 127

1 close 2 shopping 3 plane 4 home

Exercise 6 page 127

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for buildings – *garden, plastic, tall*
- Use visuals to make predictions about the content of a text about buildings
- Scan the text to identify key information about different buildings
- Identify the main ideas
- Read and understand details
- Give opinions on buildings and homes

Lead-in

Show students the word *expert* in the subtitle and elicit the meaning. If students do not know the word, then define *expert*. Ask: *What kind of expert do you think will be in the interview?*

Exercise 1 page 128

Answers will vary.

Exercise 2 page 128

a window **b** roof **c** plastic **d** garden **e** wall
f tall **g** glass **h** wood

Exercise 3 page 129

Answers will vary. Most common answers will be a and c.

Exercise 4 page 130

Japanese roof house: windows are different sizes; rooms are narrow

Vietnamese 'garden home': has glass walls; has a small garden on the roof

Exercise 5 page 130

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

Exercise 6 page 130

1 F; Professor Chan's favourite home designs are Japanese.

2 T

3 F; Professor Chan says it is important to build houses that are good for the Earth.

4 T **5** T **6** F; In Amsterdam, one architect put mirrors on the walls.

Exercise 7 page 131

1 Answers will vary. **2** Answers will vary, but may include: building with gardens; energy saving designs

Optional activity

 Give students the following questions to answer in pairs:

Which house design from the magazine on page 129 do you prefer? Why?

What are popular building materials in your country? (You may want to show pictures of additional building materials for this if necessary, e.g. concrete, brick, steel, etc.)

What types of homes, e.g. apartments, houses, etc. are popular in your country?

Ask one or two pairs to report back to the class.

READING 2

Learning objectives

- Understand key vocabulary for buildings – *buildings, expensive, apartment*
- Scan the text to identify key information about different buildings
- Read and understand details
- Describe skyscrapers
- Synthesize ideas from two texts about different kinds of buildings in a discussion

Lead-in

Contrast this text type with the printed interview from Reading 1. Ask students to identify the questions in this text, but point out how these are used as headings to organize the information, rather than as actual questions asked to a person. Preview some of the content from the text with students. Read a sentence and ask students to identify which heading they think it falls under.


Exercise 1 page 131

Answers will vary.

Exercise 2 page 131

a expensive **b** buildings **c** cheap **d** apartment
e cost **f** lift

Be flexible

 Engage **lower-level students** by activating prior knowledge and using visuals to support the vocabulary and content students will see in Reading 2. Invite students to share experiences and information on skyscrapers they have visited. Make a list of the buildings they are familiar with and preview pictures of them. With students, notice the design and comment on the look. You may want to include The Shard in London, Federation Tower in Moscow and others from around the world (see page 137 for additional buildings). Then, list unit vocabulary for students to use to describe the skyscrapers (*garden, wall, roof, glass, window, expensive, lift, building, etc.*). Pair students and ask each student to describe a skyscraper for the other to guess, based on the description.

Exercise 3 page 133

1 Dubai 2 492 3 546 4 101 5 31 6 3,900,000,000

Exercise 4 page 133

1 What are skyscrapers?; What are some famous skyscrapers?; How much money do skyscrapers cost?; What is inside a skyscraper?

2 **Paragraph 1:** very tall buildings, usually more than 300 metres

Paragraph 2: the Empire State Building, Shanghai World Financial Center, One World Trade Center, Burj Khalifa

Paragraph 3: very expensive, cost more than other buildings

Paragraph 4: floors, lifts, shopping centres / malls

Exercise 5 page 133

1 One World Trade Center. *Answers will vary.*


2–3 *Answers will vary.*

Exercise 1 page 134

1 The Burj Khalifa 2 One World Trade Center

3 Skyscrapers 4 The Shanghai World Financial Center

Optional activity

 Ask students to make a list of the pronouns from each reading and identify the noun they refer to. Point out that in some sentences *it* does not refer to an object but is used to make a point: *It is very important to build houses which are good for the Earth.* Pronouns and antecedents (the noun the pronoun refers to) from Reading 1 include: *I really like Japanese designs (I = Michael Chan); It is simple and very small inside (It = roof house); It is a garden home (It = house); But, in fact, it is a house (it = garden); It keeps your house warm in winter (It = wood); They also use metal and glass (They = architects).*

If needed, give students additional examples to review *he/she*.

Exercise 2 pages 134–135

1 shopping centre 2 apartments 3 garden; roof
4 stairs 5 entrance; exit 6 windows 7 ceiling
8 car park 9 walls 10 lifts

Exercise 3 page 135

1 car park 2 lift 3 entrance 4 stairs 5 exit
6 an apartment 7 walls 8 windows

Exercise 4 page 135

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

Exercise 5 page 135

1 expensive 2 beautiful/modern
3 modern/beautiful 4 traditional 5 cheap 6 ugly

LANGUAGE DEVELOPMENT

Learning objectives

- Understand referencing across sentences with pronouns *it* and *they* in sentences from a text about skyscrapers
- Complete sentences with vocabulary for buildings – *car park, roof, shopping centre*
- Identify opposite adjectives – *big > small; traditional > modern; expensive > cheap*
- Complete sentences with correct adjectives – *It is expensive to build skyscrapers. Buildings with glass look ugly. It is hard to find a traditional apartment in the city.*

CRITICAL THINKING

Learning objectives

- Identify data described by a paragraph in a table
- Research and analyze information about two buildings you are interested in
- Answer questions to compare two buildings

UNLOCK TEACHER DEVELOPMENT

BE INFORMED

→ **Analyzing data** is an important skill for students because: (1) In the modern world, 'big data' is an increasingly common phenomenon which students need to be aware of; (2) The analysis of data (whether quantitative or qualitative) is common in all academic subjects; (3) Students often find it difficult to look at data deeply.

BE CONFIDENT

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

These charts contain the results of the Cambridge University Press critical thinking survey of 1,019 English teachers. They relate to the three statements looked at previously in the Be confident section in Unit 5.

Analyze the data and identify (a) what are the main findings, and (b) what your recommendations would be, based on these findings.

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

1 = strongly disagree; 5 = strongly agree

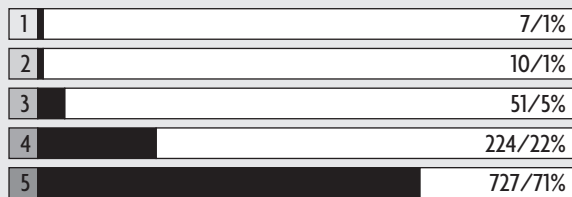


Figure 2: Responses to the statement, 'I believe my students want to develop their Critical Thinking skills'.

1 = strongly disagree; 5 = strongly agree

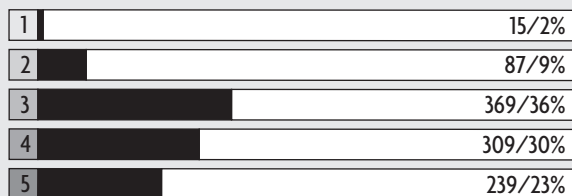
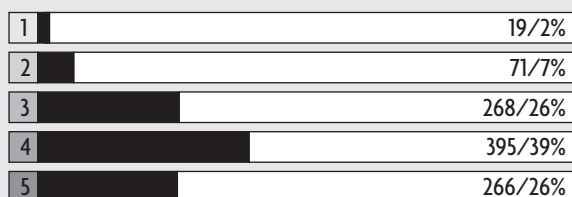


Figure 3: Responses to the statement, 'I feel confident in my ability to develop my students' Critical Thinking skills'.

1 = strongly disagree; 5 = strongly agree



Lead-in

Go through the instruction and the writing task carefully with the class. Explain that the following sections of the unit will help them to prepare to write a comparison of two buildings.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 136–137.

- 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 1 could be done as a jigsaw activity. In pairs, Student A looks at page 136 only, and Student B looks at page 133 only. Student A must complete the exercise only by asking Student B questions.

Exercise 1 page 136

1 F 2 D 3 E 4 B 5 C

Exercises 2–4 pages 136–137

Answers will vary.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- If you did the *Be flexible* exercise, how did it work? Was it effective? Could you do it again in a different situation?
- How much 'world knowledge' did students have? Did they know about the other buildings mentioned in Exercise 3, or did you have to direct them towards this information?

BE COLLABORATIVE

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

GRAMMAR FOR WRITING

Learning objectives

- Use correct word order in sentences comparing quantities – *Skyscrapers cost more money than other buildings. The garden home in Saigon has more rooms than the roof house. The Shanghai World Financial Center has fewer lifts than One World Trade Center.*
- Correct errors with comparative adjectives in sentences about buildings – *The roof house is smaller than the garden home. One World Trade Center was more expensive than the Burj Khalifa. The Burj Khalifa was less expensive than One World Trade Center.*


Exercise 1 page 138

- 1 The Burj Khalifa has more floors than Taipei 101.
- 2 The Burj Khalifa has more visitors than the Shanghai World Financial Center.
- 3 The Shard has more stairs than the British Museum.
- 4 The Louvre Museum has more lifts than the British Museum.
- 5 One World Trade Center cost more money than the Burj Khalifa.
- 6 The Burj Khalifa cost less money than One World Trade Center.
- 7 The Shanghai World Financial Center has fewer lifts than One World Trade Center.

Exercise 2 page 139

- 1 The Louvre museum is more popular **than** the British Museum.
- 2 The SM Mall of Asia is more modern **than** the Istanbul Cevahir. (*delete 'of'*)
- 3 The Country Club Plaza is **smaller than** the Istanbul Cevahir.
- 4 Modern buildings are **more beautiful** than traditional buildings. (*'beautiful' has more than two syllables*)
- 5 The Burj Khalifa **is taller than** One World Trade Center.
- 6 Wood is more expensive **than** plastic.
- 7 This street is **busier** than the main road. (*delete 'many'*)
- 8 Many buildings in London are **older** than buildings in New York. (*'old' has one syllable*)
- 9 The traffic in the city is **worse** than the traffic in the village. (*'bad' is irregular*)

Be flexible

 Ask **more advanced students** to write an adjective on a slip of paper and the name of two (local) places on two other separate slips. They then give the slips to a partner and ask him/her to make a comparative sentence using the words. Encourage students to think about meaning as well as grammatical accuracy.

ACADEMIC WRITING SKILLS

Learning objectives

- Use *but* to connect ideas in compound sentences about buildings – *One World Trade Center is tall, but the Burj Khalifa is taller. The Istanbul Cevahir has more cinemas than the SM Mall of Asia, but the SM Mall of Asia has more shops.*
- Correct spelling mistakes in words with double consonants – *shopping, bigger, running*
- Choose supporting sentences to add detail and examples after topic sentences about buildings
- Write supporting sentences for topic sentences about buildings

Exercise 1 page 140

- 1 The Metro Centre has more floors than the Country Club Plaza, but the Country Club Plaza has more restaurants.
- 2 The Istanbul Cevahir has more cinemas than the SM Mall of Asia, but the SM Mall of Asia has more shops.
- 3 The Metro Centre is more modern than the Country Club Plaza, but the Country Club Plaza is bigger.
- 4 The SM Mall of Asia is bigger than the Country Club Plaza, but the Country Club Plaza is older.

Exercise 2 page 141

What are malls?

Malls are big buildings for shopping. They are near big cities. Sometimes they are inside skyscrapers. Many cities have more than one mall. Malls have restaurants and cinemas. The restaurants are bigger than restaurants in the city. Some malls also have gyms and swimming pools.

The Southdale Center in Minnesota in the United States was the first mall in the world. It is popular today but there are bigger malls in America, Europe, the Gulf and Asia.

Exercise 3 page 142

1

- ✓ They are usually more than 300 metres tall.
- ✓ Many countries build skyscrapers so tourists go there.
- ✓ There are many skyscrapers in Asia, the Gulf, the Americas and Europe.

2

- ✓ The Burj Khalifa has more lifts than One World Trade Center or the Shanghai World Financial Center.
- ✓ It has 57 lifts.
- ✓ One World Trade Center has 54 lifts, but the Shanghai World Financial Center has fewer.

Exercises 4–5 page 143

Answers will vary. Possible answers:

- 1 They are usually more than 300 metres tall.
- 2 My favourite example is a house in Saigon, Vietnam. It is a 'garden home'.

WRITING TASK

Learning objectives

- Review your ideas about buildings and research additional details
- Draft your paragraph
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

Exercises 1–5 pages 143–144

Answers will vary.

RESEARCH PROJECT

Propose a new building for the campus.

Divide the class into teams and ask students to identify one building on campus they think needs a better design. Invite students to discuss how people use the building, its location, the best design for the location, 'green' designs, materials, cost and other information from the unit. Invite students to create a concept board with pictures of buildings that they like. From that, ask them to create a short description about their proposed building. Students should include adjectives for buildings, number of floors, lifts and the materials the building will be made out of. Ask students to present their concept boards and proposed buildings to the class. Vote on which idea the students like best.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

- 1 cost 2 expensive 3 cheap 4 window 5 wood
6 glass

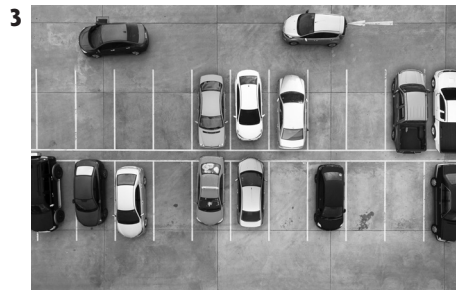
Exercise 3

Answers will vary.

Exercise 4

- 1 She 2 They 3 They 4 He 5 It

Exercise 5



5



6



Exercise 6

1 No 2 Yes 3 Yes 4 No 5 No 6 No 7 Yes 8 Yes

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about goat's cheese.
Reading skills	Skim a text; take notes.
Critical thinking	Generate ideas.
Grammar	Use countable and uncountable nouns; use <i>can</i> and <i>cannot</i> ; use subject—verb agreement; use determiners <i>a</i> , <i>an</i> and <i>some</i> .
Academic writing skills	Understand error correction marks; write concluding sentences.
Writing task	Write about popular food in your country.
Teacher development	Help your students become better at generating ideas .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a fruit and vegetable market in Yangon, Myanmar. The woman in the photo is selling fruit and vegetables, including limes, different types of tomatoes, ginger, carrots and chilli peppers. It's a typical temporary street stall where sellers sell local fruit and vegetables. Yangon – the largest city in Myanmar – is famous for its busy and colourful markets, which attract local people and tourists alike.

Lead-in

Tell the class what you had for breakfast today, e.g. *I had a cup of tea, toast with jam and a banana.*
Ask: *What did you have for breakfast today?*
Give students one minute to tell their partners.
For feedback, ask one or two pairs to tell the class.

page 147

1 selling fruit and vegetables at a market **2** tomatoes, beans, limes, carrots, ginger, chillies **3** *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and identify the main ideas in a video about a goat's cheese
- Listen and understand details
- Complete a set of inferences about the ideas in the video
- Practise talking about traditional foods

Exercise 1 page 148

Answers will vary.

Exercise 2 page 148

1 village **2** fruit **3** farm **4** cheese

Exercise 3 page 149

1, 3, 4, 6

Exercise 4 page 149

1 fruit, vegetables, bread, meat and cheese **2** goat's cheese **3** at the door **4** more than two quarts **5** in another room **6** one to three weeks

Exercise 5 page 149

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

Exercise 6 page 149

Answers will vary.

READING 1

Learning objectives

- Understand key vocabulary for food and drink – *honey, prepare, type*
- Skim a text to identify the main topics
- Read and identify the main ideas in each paragraph in a text about tea
- Read and make a set of detailed notes about tea in different countries
- Scan the text for key information
- Discuss tea in your country and around the world

Lead-in

Create or project a KWL chart (see below) for students to complete about what they *know* about tea or what they *want* to know. Then revisit it after the reading to list what they *learnt*. Ask guiding questions to help facilitate completing the chart: *What is tea? What kinds of tea are there? How do you drink your tea? Why do people drink tea? When do people usually drink tea?*

K (know)	W (want to know)	L (learnt)

Exercise 1 page 150

Answers will vary.

Exercise 2 page 150

a bread **b** same **c** different **d** types **e** honey
f drinks **g** prepares

Exercise 3 page 151

1 F; The text compares how people from different places drink tea. **2** T

3 F; There are many/four kinds of tea **4** T

Exercise 4 page 151

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

Exercise 5 page 153

Russia: Use a special kettle called a samovar; like drinking tea with lemon; sometimes drink with some sugar or jam

Turkey: Use two kettles: one for the water and one for the tea; drink with some sugar; drink with some sugar

Arab countries: Make with cardamom, ginger, milk and sugar

United Kingdom: Add some milk and sugar; usually eat biscuits with their tea

Exercise 6 page 153


1 Malaysia (Kuala Lumpur is the capital city) **2** Russia

3 Turkey **4** Kuala Lumpur / Malaysia

Exercise 7 page 153

Answers will vary.

Optional activity

 Conduct a quick class survey on students' favourite drinks, e.g. *Do you prefer hot or cold drinks? What is your favourite cold drink?* Record the results on the board and ask students to analyze the results. Elicit sentences such as: *Coffee is more popular than tea.*, etc.

READING 2

Learning objectives

- Understand key vocabulary for food – *meat, vegetables, fish*
- Preview a text and identify the source and topic
- Scan the text for key information
- Read and understand details about different cuisines
- Describe your food preferences
- Synthesize information from a text about tea and a guide to international cuisines in a discussion

Lead-in

Ask students how they choose a restaurant. List different apps, websites or other tools available to students for finding local restaurants. Then take a look at a website or guidebook that describes the food and cuisines available in the city or region you are located. Invite students to share additional information about the types of food and cuisines available in the area.


Background note

- The Arab world is made up of the Arabic-speaking countries of North Africa and western Asia.
- Australia, officially the Commonwealth of Australia, is the sixth largest country in the world by area, with 7.7 million square kilometres (2.9 million square miles). Its capital is Canberra; its largest city is Sydney and its population is approximately 24.7 million.
- Cambodia, officially known as the Kingdom of Cambodia, is in Southeast Asia. The capital city is Phnom Penh, the official language is Khmer and the population is approximately 16.3 million.

Exercise 1 page 154

Answers will vary.

Be flexible

 Use a two-column chart. Ask pairs to create a list of cuisines they are familiar with (from your local area or their home countries), and then list typical foods and their ingredients from the cuisine. Use a cuisine from the list on page 156 as an example. Use one that the students are familiar with.

Cuisine	Food
Mexican	Tamales (fried tortillas, tomatoes, chicken, cheese) Guacamole (avocado, lime, onions, tomatoes)

Support **lower-level students** with this activity by having them find pictures online of the different foods. Circulate to give guidance with vocabulary. To help students acquire food names, you may want them to label pictures or sort new words into a chart according to food group, e.g. *bread, meat, fruits and vegetables*, etc.

Exercise 2 page 153

1 students 2 types of food

Exercise 3 page 154

1 d 2 c 3 b 4 a 5 e

Exercise 4 page 155

1 b 2 a

Exercise 5 page 155

- 1 F; American should come before Arab.
- 2 F; *Shawarma* is a savoury meat dish.
- 3 F; *Amok trey* is a Cambodian dish.
- 4 F; You can get kangaroo meat in Australian restaurants.
- 5 T 6 T 7 F; Kangaroo burgers are served on a type of bread.

Exercise 6 page 155

1 in many Arab countries 2 *shawarma* and kangaroo burgers 3 crocodile and kangaroo 4 Arab and Cambodian 5 Australian and Cambodian

Exercise 7 page 157

Answers will vary.

LANGUAGE DEVELOPMENT

Learning objectives

- Name types of food and drink – *rice, dates, milk*
- Identify and evaluate different qualities of food and drink
- Correct mistakes with countable and uncountable nouns – *honey, vegetables, bread*
- Correct mistakes with *can* and *cannot* in sentences about food – *You can get many delicious vegetable dishes. I cannot eat spicy food.*

Exercise 1 page 157

1 milk 2 dates 3 jam 4 chillies 5 rice 6 honey
7 spices 8 almonds 9 water 10 onion 11 yoghurt
12 coconuts


Exercises 2–3 page 158

Answers will vary.

Exercise 4 page 159

1 Honey **is** sweet. 2 correct 3 Milk **is** good for children.
4 Fish **is** tasty. 5 correct 6 Water **is** served in a glass.

Optional activity

 First, ask students to correct the incorrect sentences from the exercise (1. *Honey is sweet.*) Then challenge students to replace the noun in each sentence with another countable or uncountable noun to match the correct verb and create a new sentence (1. *Cake is sweet.*) Alternatively, or for additional practice, ask students to write a sentence about the food and drinks pictured on page 157. Exchange with a partner and correct any mistakes.

Exercise 5 page 159

1 U 2 C 3 C 4 C 5 U 6 U 7 C 8 C 9 U 10 C
11 C 12 C

Exercise 6 page 159

1 can have 2 cannot smell 3 can come 4 cannot eat
5 can be

CRITICAL THINKING

Learning objectives

- Complete an ideas map about *shawarma*
- Develop ideas maps for two popular foods from your country

UNLOCK TEACHER DEVELOPMENT

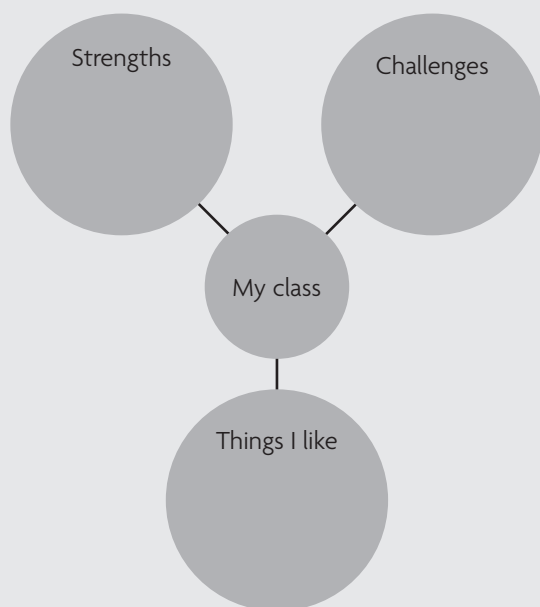
BE INFORMED

→ **Generating ideas** is an important skill for students because: (1) This is the basis for all academic creation; (2) Students often find it very difficult to start this process and need advice on how to do this; (3) The skill of brainstorming or using an ideas map, as a way of generating ideas, is also very useful in the workplace.

BE CONFIDENT

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

Think about your class, using the ideas map below. You can add other circles which may be relevant for your situation.



Lead-in

Go through the instruction and the writing task carefully with the class. Explain that the following sections of the unit will help them to prepare to write descriptive sentences about popular food in their country.

UNLOCK TEACHER DEVELOPMENT

BE READY

Look at the Critical Thinking section in the Student's Book on pages 160–161.

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

- Are your answers true for all students in your class?
- How can you adapt your teaching or the material to meet your students' needs?

BE FLEXIBLE

If your students come from the same country, an alternative way of doing Exercise 2 would be to ask them to think about dishes from their specific region.


Exercise 1 page 160

made of meat; **served with** vegetables in a pita; **tastes** savoury

Exercises 2–3 page 161

Answers will vary.

Be flexible

 Extend the activity to provide additional practice and visual support for **lower-level students**. Invite them to create a poster or magazine spread for each dish. Encourage them to go online to find a picture of the dish, and then a separate picture for each ingredient to explain what the dish is made of. Ask students to share their work in small groups. Students listen and record any new names of food or ingredients they hear. Challenge them to identify if the ingredient is countable or uncountable. Consider categorizing ingredients students share in a two-column chart for the class showing countable and uncountable nouns.

UNLOCK TEACHER DEVELOPMENT

BE REFLECTIVE

Think about the following questions:

- Did colleagues who also completed the ideas map in *Be confident* come up with the same ideas as you?
- What can you do about the challenges which you identified in your ideas map?

BE COLLABORATIVE

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

GRAMMAR FOR WRITING

Learning objectives

- Use the correct form of present simple verbs to complete sentences about foods – *They are popular dishes. This yoghurt is tasty. It is a popular dish.*
- Identify and correct mistakes with verb forms in sentences about food
- Correct mistakes with *a*, *an*, and *some* in sentences about food – *Add some honey to the dish. A famous dish from Italy is risotto. Jambalaya is an American dish.*

Exercise 1 page 162

1 prepare 2 uses 3 is 4 is 5 is 6 are


Exercise 2 page 163

Correct: 2, 5 Incorrect: 1, 3, 4, 6

Exercise 3 page 163

- 1 Korean restaurants **serve** rice with meat and vegetables.
- 3 Latin American chefs **use** many different kinds of vegetables in their dishes.
- 4 Kangaroo burgers **are** served on a type of bread.
- 6 French vegetable soup **is** delicious.

Optional activity

 Ask students to write gapped sentences and give them to a partner to complete with the correct verb forms, e.g. *A kangaroo burger ... (is) good for you. Vegetables ... (are) healthy.*

Exercise 4 page 164

- 1 At **(some)** Arab restaurants, you can find delicious meat dishes.
- 2 The curry is served with **(some)** rice. *(delete 'a')*
- 3 Some famous **dishes** in New Orleans **are** jambalaya and gumbo.
- 4 French chefs add **an apple/apples** to this dish.
- 5 Korean chefs prepare many dishes with meat. *(delete 'a')*
- 6 Australians like eating crocodile meat. *(delete 'a')*
- 7 There are **(some)** vegetables in Korean kimchi.
- 8 A popular dish in Latin America is chicken soup.

ACADEMIC WRITING SKILLS


Learning objectives

- Understand error correction codes and correct errors in a student paragraph
- Relate topic sentences to concluding sentences
- Write concluding sentences for paragraphs about food and restaurants

Exercise 1 page 164

2 [MW] are 3 [WP] with 4 [G] be 5 [CL] Mexican 6 [P] it

Optional activity

 Provide students with practice using a dictionary to look up and choose the correct word when correcting spelling and grammar usage mistakes. If possible, use an English student's dictionary as an example. Write or project sentences with common spelling and homophone mistakes using *then/than*, *are/our*, *their/there/they're*, *to/two/too* and *by/buy*. Ask students to look up the words to verify the correct choice for the sentence. Review dictionary usage (finding the words alphabetically; reading the definition and example sentence before selecting the word; looking at whether a noun is singular or plural; and other grammar and usage information).

Exercise 2 page 165

- 1 There are many tasty dishes, but this is one of the best.
- 2 If you like meat dishes, you will enjoy your meal at an Arab restaurant.

Exercise 3 page 165

Answers will vary.

WRITING TASK

Learning objectives

- Draft two paragraphs about popular foods from your country
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

Exercises 1–6 page 166

Answers will vary.

RESEARCH PROJECT

Write your own menu.

After dividing the class into teams, tell the students that they are going to write a menu of popular dishes. These can be ones from the unit, and/or other ones from their own country. The menu should be divided into starters, main courses and desserts (you might need to explain these terms), with several options for each course. Students can design the menu and add pictures of the dishes. They can also add details such as what the dish is made of or served with. They should then share their menus and choose what they would most like to eat from them.

CLASSROOM APP

Exercise 1

Answers will vary.

Exercise 2

1 bring 2 kinds of 3 make 4 not the same 5 food
6 food that you eat at one time

Exercise 3

Answers will vary.

Exercise 4

1 **Uncountable** – meat; **Countable** – eggs
2 **Uncountable** – chicken; **Countable** – dishes
3 **Uncountable** – sugar; **Countable** – apple
4 **Uncountable** – pasta; **Countable** – cookies
5 **Uncountable** – bread; **Countable** – chillis

Exercise 5

1 can get 2 cannot order 3 cannot eat 4 can be
5 can sit 6 cannot give

Exercise 6

1 SP 2 CL 3 WP 4 P 5 MW 6 G

UNIT OBJECTIVES	
Watch and listen	Watch and understand a video about metros.
Reading skill	Work out meaning from context.
Critical thinking	Collect and analyze data.
Grammar	Use superlative adjectives; use quantifiers; use subject–verb–object sentence order; link sentences with pronouns.
Academic writing skill	Give reasons with <i>because</i> and results with <i>so</i> .
Writing task	Write a paragraph explaining the results of a survey.
Teacher development	Help your students become better at collecting and analyzing data .

UNLOCK YOUR KNOWLEDGE

Background note

The photo shows a bird's-eye view of the Taksin bridge in Bangkok, Thailand, and the surrounding areas. The bridge crosses the Chao Phraya River. It is used by the Bangkok SkyTrain, which is one of the fastest ways to travel around the city. There are also buses, cars, mopeds and taxis crossing the bridge. There is a lot of traffic. The taxis in Bangkok are painted in bright colours, including pink, yellow and blue. On the river, we can see water taxis, ferries and boats.

Lead-in

Elicit the meaning of *public transport* and ask: *What kinds of public transport are there in your town / city?* Give students one minute to write down as many types of transport as they can. For feedback, ask one or two pairs to share their lists with the class, e.g. *buses, taxis, trains, coaches, trams, ferries, cable cars, rickshaws*, etc. Give a point for every correct item and give an extra point to a student who has a correct item nobody else has listed.

page 169

1 by boat; by car; by train; by motorbike; on foot
2 and **3** *Answers will vary.*

WATCH AND LISTEN

Learning objectives

- Listen and identify the main ideas in a video about underground railways
- Listen and identify numbers and details
- Complete a set of inferences about underground travel
- Practise talking about transport in cities

Exercise 1 page 170

Answers will vary.

Exercise 2 page 170

1 underground **2** on **3** busy **4** metro station

Exercise 3 page 170

1 T **2** F; The oldest underground system is in London. **3** T
4 F; Tokyo has the busiest underground system. **5** T

Exercise 4 page 171

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

Exercise 5 page 171

1 traffic **2** faster **3** usually **4** helpful

Exercise 6 page 171

Answers will vary.

READING 1

Learning objectives

- Preview a text to identify type and purpose
- Understand key vocabulary for transport – *traffic, train, metro*
- Skim the survey to identify the main topics
- Scan the survey to find key information
- Read and understand details about the survey and responses
- Read and identify synonymous words from their context in the survey
- Describe and evaluate different forms of transport in your town

Lead-in

Bring in or show online examples of surveys. Then write the name of the survey and next to it write the information the survey is created to get. For example, *census = information about the people in a country, size of family, employment, education, etc.* List other surveys that students may be more familiar with, such as *a campus survey, customer service follow-up, etc.* Then make a list of the typical information that surveys collect: *age, gender, job, etc.*

Background note

The SkyTrain, officially known as the Bangkok Mass Transit System, is an elevated railway system. It has 35 stations and two lines that run for a total of 38.7 kilometres (24 miles).

Exercise 1 page 172

- 1 a questionnaire / a survey
2 to get information from people

Exercise 2 page 172

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

Exercise 3 page 174

Topics: 2, 4 and 6

Exercise 4 page 174

- 1 32–53 2 15–45 minutes 3 metro 4 motorbike 5 Yes

Exercise 5 page 174

- 1 F; There is a place for people to write their suggestions.
2 T 3 F; The purpose is to see how people in Bangkok travel and how they feel about transport in Bangkok.
4 F; She sometimes takes the bus. 5 F; She thinks more metro lines should be added.

Exercise 6 page 175

- 1 occupation 2 survey 3 walk 4 kind(s) 5 gender

Exercise 7 page 175

Answers will vary.

READING 2

Learning objectives

- Use your knowledge to complete a table showing the type of information that would appear in different reports
- Preview a text to identify type, topic and author
- Understand key vocabulary for transport – *drive, prefer, ride*
- Scan a report for figures and add to a pie chart
- Read and complete a summary of a report
- Read and understand details
- Synthesize information from a survey and a report about transport in Bangkok in a discussion

Lead-in

Revisit the list you created of surveys and the information students collected from Reading 1. For each survey you listed, discuss the purpose of the survey and how the information may be used. For example, *A census gathers information so the government knows the population for planning. Customer service surveys are for improving the business, etc.* Discuss also what kind of text is used for presenting information from a survey, and what kind of graph could be used.

Exercise 1 page 176

weather report: information about the weather

news report: information about the news

Possible answers: school report: information about your grades; traffic report: information about traffic

Exercise 2 page 176

- 1 b 2 c 3 a

Exercise 3 page 177

- 1 prefer 2 takes 3 spends 4 report 5 results
6 drives 7 ride

Exercise 4 page 178

bicycle 2%, car 23%, tuk-tuk 8%, motorbike 14%, bus 18%, SkyTrain 21%

Exercise 5 page 179

1 transport 2 takes 3 take 4 drive 5 traffic
6 motorbikes


Exercise 6 page 179

1 over 8 million 2 a public form of transport 3 23%
4 more than 1 hour every day 5 almost 35%

Exercise 7 page 179

1 car; *Answers will vary.* 2–3 *Answers will vary.*

Be flexible

 Point out that the report is a formal text and its purpose is to share the results of the survey. Challenge **more advanced students** to do a quick online search of 'transport survey results' and compare the text on page 178 to the language and features used in other reports. Ask students to list examples of collocations and other features from reports that show the purpose and formal nature of the text (percentages, facts, figures, graphics, examples from the study, and collocations to explain results, such as *results of*, *prefer x to y*, *spend more than*, etc.).

5 quantifier: Many; **noun:** people


6 quantifier: Not many; **noun:** people

7 quantifier: Most; **noun:** people

Exercise 3 page 181

1 Many / Most / A lot of 2 Not many / A few
3 Some 4 Not many / A few 5 Not many / A few
6 Many / A lot of / Most 7 No 8 All

Optional activity

 Draw a pie chart divided into sections of different sizes on the board and write sentences using *some*, *not many*, etc. in a list beside it. Ask students to match each sentence to the correct slice of the pie chart. Draw another pie chart with different-sized sections and label these with different kinds of drink, e.g. *tea*, *coffee*, *cola*, *water*, *juice*, *milk*. Then ask students to write sentences using the quantifiers to describe it, e.g. *A few people like water. Not many people like milk.*, etc.

Exercise 4 page 182

- 1 We take a bus to school.
- 2 Malai travels to work by train.
- 3 Sunan takes the metro to the city.
- 4 Many people get to work by motorbike.
- 5 My children get to school by bike.
- 6 Suni takes a taxi to the shop.

Exercise 5 page 182

1 rides 2 take 3 ride 4 takes 5 drives

LANGUAGE DEVELOPMENT**Learning objectives**

- Use superlative adjectives to complete sentences about transport in Bangkok.
- Identify quantifiers and nouns in sentences about transport – *Most people in Bangkok drive their own cars. Not many people cycle to work or school. Many people take the SkyTrain.*
- Describe people's use of transport in London using quantifiers
- Use correct word order in sentences with transport collocations – *Many students take the metro to work. I cycle to school. People travel to work by bus.*
- Use the correct verb in sentences with transport collocations – *ride a motorbike, take a taxi, take the bus*

Exercise 1 page 180

2 the longest 3 the hottest 4 the busiest 5 the most important
6 the shortest 7 the worst 8 the prettiest
9 the best 10 the biggest

Exercise 2 page 181

- 1 quantifier:** Most; **noun:** people
2 quantifier: Some; **noun:** people
3 quantifier: Not many; **noun:** people
4 quantifier: A few; **noun:** people

CRITICAL THINKING**Learning objectives**

- Analyze the questions from a survey and match them to the responses
- Identify information that can be represented in a pie chart
- Label a pie chart with information from a survey

UNLOCK TEACHER DEVELOPMENT**BE INFORMED**

→ **Collecting and analyzing data** is an important skill for students because: (1) Students are not likely to have had experience of collecting data before, but it is an important skill for academic and work life; (2) As such, students may be unfamiliar with the different ways that data can be collected and presented; (3) Students may also not know how to discuss and analyze their data in essays.

BE CONFIDENT

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

The two pie charts below were generated from a survey done by Cambridge University Press among English teachers. Over 1,000 respondents were asked to give their response to the two statements. Look at the pie charts, and write one short paragraph which summarizes the main findings.

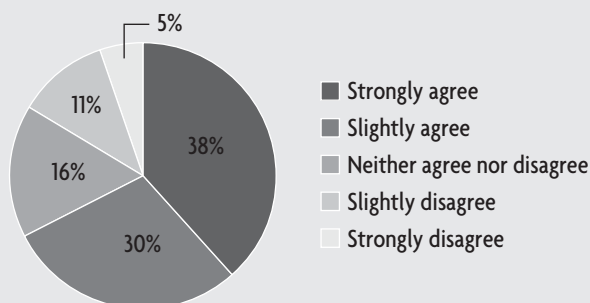


Figure 1: Responses to the statement, 'I have all the material I need to develop my students' critical thinking skills'.

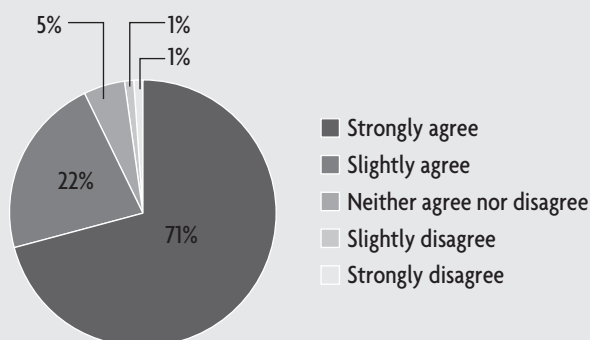


Figure 2: Responses to the statement, 'It is important to me that I develop my students' critical thinking skills'.

Lead-in

Go through the instruction and the writing task carefully with the class. Explain that the following sections of the unit will help them to prepare to write a paragraph explaining the results of a survey about transport.

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

As an extension task, students could create a pie chart for what they think the results would be in their own country or home town. Alternatively, they could do this for their school or class. As a longer project task, they could do a survey to gather actual data.

Exercise 1 page 183
paragraphs 2 and 3

Exercise 2 page 183
1 b 2 c 3 a

Exercise 3 page 183
Seventeen percent take the train.
Eight percent take the bus.
Two percent take a water taxi.
One percent cycle to work.
Seven percent walk to work.
Three percent take a taxi to work.
Sixty-two percent drive to work.

Exercise 4 page 183
train 17%, bus 8%, water taxi 2%, cycle 1%, walk 7%, taxi 3%, car 62%

Optional activity

Provide support for students to complete these critical thinking tasks and analyze data. First, ask students to create a two-column chart to list the seven types of transport and their corresponding percentages. They should then rank the transport in order from least popular to most popular. Point out that when working with data, before analyzing it, it is best to organize it. Next, ask students to rank the sections of the pie chart from smallest to biggest, 1–7. Ask students to compare their information with a partner before they complete the exercise and record the information on the pie chart.

Be flexible

For **more advanced students** who are ready for a challenge, ask them to represent the same data from the pie chart in a bar graph. They can then present the information to the class. As a class, discuss which is the best way to represent the information.

Exercise 5 page 184

- 1 by car / They drive.
- 2 by bus / by train / on foot; They take the train / take the bus / walk.
- 3 They cycle / take a taxi / take a water taxi.

Exercise 6 page 184

Answers will vary.

UNLOCK TEACHER DEVELOPMENT**BE REFLECTIVE**

Think about the following questions:

→ How communicative were the students in Exercise 6? Whilst some classes might be very interested in this question and share their ideas well, others might not. If the latter, is there anything you could have done differently to make them talk more?

→ How much progress do you feel your class have made in critical thinking throughout the course? Have you changed the way in which you have taught them critical thinking? If so, how?

BE COLLABORATIVE

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

GRAMMAR FOR WRITING**Learning objectives**

- Differentiate between objects and prepositional phrases
- Correct mistakes with word order and prepositions in sentences about travel
- Link sentences using pronouns to avoid repeating nouns – *Many students ride motorbikes. They are not expensive. The pie chart shows the most popular types of transport in Bangkok. It shows the percentage of people who use each type of transport to get to work or school.*

Exercise 1 page 184

2, 4

Exercise 2 page 185

- 2 Juan drives a car to university.
- 4 Many people ride bikes to work in London.
- 5 People in Bangkok often take the SkyTrain.

Exercise 3 page 185

- 1 In Abu Dhabi, **people drive cars** to work.
- 2 Not many people in Ankara take **taxis to work**.
- 3 Workers in Seoul take the train **to work**.
- 4 Most students **ride motorbikes to school**.
- 5 Some students in Paris take **the bus to university**.

Exercise 4 page 185

1 d 2 a 3 e 4 c 5 b

Exercise 5 page 186

1 It 2 She 3 They 4 They 5 It

ACADEMIC WRITING SKILLS**Learning objectives**

- Use *because* and *so* to connect reasons and results in sentences about transport – *People prefer buses to tuk-tuks because buses cost less money. People take public transport so they don't have to drive themselves.*

Exercise 1 page 187

1 b 2 e 3 c 4 a 5 d

Exercise 2 page 187

Answers will vary.

WRITING TASK**Learning objectives**

- Prepare sentences for a paragraph explaining the results of a survey about transport
- Draft your paragraph
- Review and revise the content and structure of your paragraph
- Review and revise the use of language in your paragraph

Exercises 1–7 pages 187–188

Answers will vary.

RESEARCH PROJECT

Plan an exhibition on types of transport used in different parts of the world.

Explain that students will be setting up an exhibition on transport to showcase different types of transport used throughout the world. Groups will pick a city or an area of the world to focus on and will be responsible for a poster or video presentation on popular types of transport there.

Students should include pictures, a description of the types of transport and a discussion on the positives and the negatives of each type. As a class, determine how long the presentations should be, other content to include and if others outside of the class will be invited to the exhibition. Consider inviting specialists, city planners or others to attend and share information.

CLASSROOM APP

Exercises 1–2

Answers will vary.

Exercise 3

- 1 I like to bike to work.
- 2 It takes a long time to drive in the morning.
- 3 I wrote a paper about popular jobs in the UK.
- 4 I pay someone to drive me to the airport.
- 5 In my small city, there are not a lot of ways to travel.
- 6 I'm late because the underground is not on time today.
- 7 The information from my survey is very interesting.

Exercise 4

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

Exercise 5

1 bus / metro 2 car 3 bike / motorbike
4 by bus / by bike 5 metro 6 bike 7 taxi / bus

Exercise 6

1 because 2 so 3 Because of 4 because
5 so 6 because of