

# LISTENING, SPEAKING & CRITICAL THINKING 1

## PEOPLE

## UNIT 1

UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about business people in South Africa.
<b>Listening skills</b>	Understand key vocabulary; take notes.
<b>Critical thinking</b>	Choose information for an ideas map.
<b>Grammar</b>	Use subject pronouns and possessive adjectives; use the verb <i>be</i> .
<b>Speaking skill</b>	Introduce and start a talk.
<b>Speaking task</b>	Talk about a famous person from your country.
<b>Teacher development</b>	Help your students become better at <b>choosing information for an ideas map</b> .

### UNLOCK YOUR KNOWLEDGE

#### Background note

The photo shows a celebrity being interviewed by journalists at a red-carpet event. The man in the photo could be a famous actor, musician or sportsman. The journalists are taking photos of the celebrity and asking questions. They could be asking the man questions about his career.

#### Lead-in

Ask students to name some people they think are interesting. Create a list of five people that most of the class agree are interesting. List the names on the board and elicit short descriptions of who the people are, encouraging topics from the unit, such as *age, job, where the person is from*, etc.). Allow students to use the internet if needed. Further the conversation by analyzing the types of people who were listed as interesting. Questions could include: *What jobs do they have? Why are they interesting? What makes somebody interesting?*

page 15

*Possible answers:*

- 1 A crowd of photographers, a celebrity
- 2 People are taking photos / asking questions / interviewing the celebrity
- 3 *Answers will vary.*

### WATCH AND LISTEN

#### Learning objectives

- Listen and identify main ideas in a video about small businesses in South Africa
- Listen and identify detailed information
- Complete a set of inferences about the information in the video
- Practise talking about clothing and small businesses

**Exercise 1** page 16

*Answers will vary.*

**Exercise 2** page 16

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

**Exercise 3** page 17

1; 3; 4; 6

**Exercise 4** page 17

**1** sews   **2** colourful   **3** Four   **4** advice   **5** United States

**Exercise 5** page 17

**1** workers   **2** difficult   **3** business   **4** popular

**Exercise 6** page 17

*Answers will vary.*

## LISTENING 1

### Learning objectives

- Understand key vocabulary for family and jobs – *student, sister, manager*
- Gain awareness of, and identify word stress in, multi-syllable words
- Listen and understand main ideas and detailed information in a conversation about families
- Use a table to organize notes from listening
- Describe personal information in a discussion

### Lead-in

Remind students that when you know somebody, and others don't, you should introduce that person. You may want to model by introducing a student to the rest of the class. Then, ask students to name situations where you introduce somebody (e.g. *in class, at a job, hanging out with new friends*, etc.). You may want to categorize these into formal and informal situations.

#### Exercise 1 page 18

Answers will vary.

#### Exercise 2 page 18

**family:** brother, sisters, family, mother, father

**jobs:** doctor, student, engineer, managers


#### Exercises 3–4 page 19

1 introduce (3) 2 please (1) 3 Peru (2) 4 Turkey (2)  
5 twenty (2) 6 eighteen (2) 7 study (2) 8 business (2)  
9 computer (3) 10 college (2)

#### Exercise 5 page 19

1 Nehir: Turkey 2 Carlos: Peru 3 Koko: Japan

### Be flexible

 With a **stronger group**, ask students to close their books while they listen for the first time. Tell them to take notes about the different speakers and write down details about them. Then students compare their notes with a partner and discuss Exercise 5 in pairs. Students can then use the notes to answer questions in Exercise 6 before listening again to check their answers.

#### Exercise 6 page 20

1 b 2 a 3 c

#### Exercise 7 page 20

1 T 2 T 3 T

4 F; She has a brother.

5 F; His father is an engineer / His mother is a doctor.

6 F; He wants to study Computer Science.

#### Exercise 8 page 20

**student 1:** 2 19 3 Turkey 4 one brother 5 study Business

**student 2:** 1 Carlos 2 19 3 Peru 4 None mentioned  
5 study Computer Science

**student 3:** 1 Koko 2 18 3 Sapporo, Japan  
4 None mentioned 5 study English

#### Exercises 9–10 page 21

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Use subject pronouns and possessive adjectives to write about people – *This is her book. They're managers. He's from Brazil.*
- Use the verb *be* accurately to talk about yourself – *Is your school in Cairo? No, it isn't. Are your parents in business? Yes, they are.*


#### Exercise 1 page 22

1 She 2 They 3 I 4 It 5 They 6 We

#### Exercise 2 page 22

2 his 3 her 4 their 5 our

### Optional activity

 Divide the class into teams. Play Carlos's part from audio 1.2. (With a more advanced class, play the whole track again.) Ask the teams to write down all the subject pronouns and possessive adjectives they hear on a piece of paper. The team which has all the words from the audio wins. Write the words on the whiteboard as a class and check understanding. Ask students to name the noun that each pronoun or possessive adjective refers back to. Also, review the parts of the contractions, e.g. *I'm = I am; She's = She is*, etc.

#### Exercise 3 page 23

1 Her 2 your 3 your 4 He 5 Their 6 Its 7 I; my  
8 We; our

#### Exercise 4 page 24

1 Who's 2 name is 3 old is 4 isn't 5 She's 6 I'm not  
7 I'm 8 're not 9 They're 10 We're

**Exercise 5** page 24

2 is not / isn't 3 is / 's 4 Are 5 am 6 Are  
7 are not / aren't 8 is / 's 9 is / 's 10 Are 11 are / 're

**Exercise 6** page 24

Answers will vary.

## LISTENING 2

### Learning objectives

- Understand key vocabulary for jobs – *businessman, teacher, scientist*
- Listen to identify syllables and word stress in key vocabulary for jobs
- Listen and understand main ideas and detail in two student presentations about famous people
- Listen and complete a set of detailed notes
- Synthesize information from two sets of notes in a discussion

### Lead-in

Help students with the vocabulary necessary to talk about jobs. For each job listed on page 25, list a short job description. Use the pictures as needed. Give students the sentence frame to help them. For example,

works with (A teacher works with students.; A writer works with words. etc.)

Challenge students to add one or more sentences to each of the descriptions.

**Exercise 1** page 25

Answers will vary.

**Exercise 2** page 25

Possible answers:

a writer b teacher c businessman d businesswoman  
e scientist f chef

**Exercise 3** page 26

Answers will vary.

**Exercise 4** page 26

1 writer (2) 2 teacher (2) 3 businessman (3)  
4 businesswoman (4) 5 chef (1) 6 scientist (3)

**Exercise 5** page 26

1 Nadiya Hussain 2 chef; writer; TV presenter  
3 Salman Khan 4 scientist; teacher

**Exercise 6** page 26

**Nadiya Hussain:**

**family:** husband; two sons; daughter

**famous for:** wonderful desserts

**other information:** Answers will vary.

**Salman Khan:**

**family:** father; mother; wife; son; daughter

**famous for:** his free school, the Khan Academy

**other information:** Answers will vary.

**Exercise 7** page 27

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

**Exercise 8** page 27

**Student A:** Ursula Burns; the US; first African-American female CEO of a large company in the US; mother, Olga Burns

**Student B:** Larry Page; the US; started Google with a friend; father, Carl Page / mother, Gloria Page

### Optional activity



Prepare ten flashcards with photographs of famous people and a very brief description of who they are, where they are from, what they do and what they are famous for. Choose famous people who are familiar to students, e.g. currently in the news or of historical importance. You may want to use one or two people that students are familiar with from the Unit Lead-in activity. A volunteer chooses a flashcard and reads the information about the famous person. Help the student with any unknown vocabulary. The rest of the class ask *Yes/No* questions about the famous person. Model simple questions, e.g. *Is it a man?*, *Is he an actor?*, *Is he American?*, etc. The student with the card can only answer *yes* or *no*. The student who correctly guesses the identity of the famous person wins. To make it more competitive, you can put students into teams and assign points for each correct guess.

## CRITICAL THINKING

### Learning objectives

- Identify the main ideas in an ideas map
- Apply your understanding of an ideas map to organize your notes
- Create an ideas map about a famous person

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Choosing information for an ideas map** is an important skill for students because: (1) Ideas maps can help students realize what they already know about a subject; (2) They are a useful way of organizing information; (3) They can help students realize they know more than they think they do.

### BE CONFIDENT

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

*Create an ideas map with the following question at the centre of the ideas map: 'Why is critical thinking important?'*

### Lead-in

Go through the instructions with the class and focus on the speaking task. Explain that the following sections of the unit will help students to prepare to tell their group about a famous person from their country.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

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

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

### BE FLEXIBLE

An activity that you could do at the end of this lesson is to display all the 'ideas maps' in a class gallery (e.g. by sticking them all on the board). The information at the centre (i.e. the person) should be covered up. Students then look at the other information and guess who the person is.

**Exercise 1** page 28

**1** Nadiya Hussain **2** Home; Job; Family

**Exercises 2–5** page 29

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- Did you create your own ideas map before the lesson? Was this useful? Did it improve the quality of your teaching in the lesson?
- Ask colleagues to also create an ideas map for the question in *Be confident*, either on paper or electronically. Compare your answers.

### BE COLLABORATIVE

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

## PREPARATION FOR SPEAKING

### Learning objectives

- Use adjectives and *from + noun* to describe nationality – *Eunseong Kim is a famous Korean scientist. Ana García is from Mexico. Karim Abdel Aziz is an Egyptian actor.*
- Form job titles from nouns and verbs – *manage > manager, act > actor, art > artist*
- Use phrases for introducing people and starting presentations – *I'm going to tell you about Ana García. Ana García is a famous Mexican chef. This is Haruki Murakami.*
- Use word and sentence stress correctly in sentences about famous people.

**Exercise 1** page 30

**1** Egyptian **2** Emirati **3** Japanese **4** Turkish  
**5** American **6** Omani

**Exercise 2** page 30

**1** South Korean **2** Mexico **3** Egyptian **4** Japan  
**5** Chinese **6** American **7** Omani **8** Emirati

**Exercise 3** page 31

**Verb + -er/-r:** dancer, singer, painter, manager, player, presenter, teacher

**Verb + -or:** director

**Noun + -er:** gardener, photographer, driver, engineer, designer

**Noun + -ist:** journalist

**Exercise 4** page 31

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

## Optional activity



Students work in pairs and use the sentence structures from Exercise 4 to make new sentences about famous people they know. Students don't have to write these down. Ask students to make as many sentences as they can in three minutes. As a class, ask each pair to demonstrate their best sentences to the other students.

### Exercise 7 page 32

- 2 Karim Abdel Aziz is a famous actor.
- 3 Carmen Suleiman's a famous singer.
- 4 Karim's father is Mohammed Abdel Aziz.
- 5 He's a film director.
- 6 Karim's aunt is Samira Muhsin.
- 7 She's an actor.

### Exercises 8–9 page 32

Answers will vary.

## SPEAKING TASK

### Learning objectives

- Prepare for a presentation by reviewing and adding to your notes
- Prepare an introduction
- Give a presentation on a famous person
- Listen and take notes on presentations about famous people
- Decide and justify why you would like to meet a famous person

### Exercises 1–6 page 33

Answers will vary.

## RESEARCH PROJECT

### Create a documentary about a famous person.

Divide the class into groups and ask each group to pick a famous person. Tell them that they have to find out about that person's childhood, career and personal life, including video clips and photos. They could search for that person's website or look for information in online newspapers. Social networking sites also often have pages about famous people. Students could use online tools to record and share their research.

Students then use this information to film or record a documentary about that person. To plan the documentary, students will need to create a script or storyboard. They will also have to think about who will direct and record the video, who will do the editing and who will do the presenting.

## CLASSROOM APP

### Exercises 1–2

Answers will vary.

### Exercise 3

1 My mother is a teacher. 2 I like your car. 3 She's my sister. 4 They study with me. 5 Maria lost her book.

### Exercise 4

1 is 2 are not 3 is 4 are you 5 what is

### Exercise 5

1 businesswoman 2 chef 3 mother 4 businessman  
5 family 6 teacher 7 father 8 student

### Exercise 6A

1 -or 2 -ist 3 -er 4 -er 5 -tist

### Exercise 6B

Answers will vary.

## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about deserts.
<b>Listening skill</b>	Use visuals to predict content.
<b>Critical thinking</b>	Use visuals in a talk.
<b>Grammar</b>	Use <i>there is / there are</i> ; use adjectives.
<b>Speaking skill</b>	Describe visuals.
<b>Speaking task</b>	Describe photos of a place you want to visit.
<b>Teacher development</b>	Help your students become better at <b>using visuals in a talk</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The photo shows Exit Glacier, located in Kenai Fjords National Park, Alaska, the USA. It is one of the most popular glaciers that is accessible by road. The photo was taken from one of the trails during spring or autumn. In the photo, we can see the icy glacier in the background, with a grassy field full of wild flowers in front of it.

## Lead-in

Write the seasons for your country on the board. Then briefly show a picture to represent each season and give a short weather description. Invite students to name the season.

page 37

- 1 snow and ice; colourful flowers; grass; trees and shrubs
- 2 There is snow very close to colourful flowers, grass, trees and shrubs. The two areas are very different but right next to each other.
- 3 *Answers will vary.*

## WATCH AND LISTEN

## Learning objectives

- Listen and identify main ideas in a video about desert climates
- Listen and identify facts and figures
- Complete a set of inferences about the information in the video
- Practise talking about deserts

## Exercise 1 page 38

*Answers will vary.*

## Exercise 2 page 38

1 T 2 T 3 T 4 F; A desert is not necessarily flat.

## Exercise 3 page 38

1 very hot 2 does not have 3 There are 4 the equator

## Exercise 4 page 39

1 c 2 a 3 b

## Exercise 5 page 39

1 difficult 2 rain 3 fruits and vegetables 4 careful

## Exercise 6 page 39

*Answers will vary.*

## LISTENING 1

## Learning objectives

- Understand key vocabulary for seasons – *cold, autumn, snow*
- Use visuals to understand a topic before you listen
- Gain awareness of and identify sentence stress
- Listen to and understand main ideas and details in a talk about a country's climate
- Describe weather and places in photographs

## Lead-in

Tell students Listening 1 is a classroom conversation that is focused on the photos on page 41. Ask students to look at the photos and describe them in pairs. Elicit ideas as a class.

### Exercise 1 page 40

1 hot 2 cold 3 snow; weather 4 spring  
5 autumn 6 temperature

### Exercise 2 page 40

Answers will vary.

### Exercise 3 page 41

1 Answers will vary. Note that all of these photos are of Japan.

2 a 3 a 4 b

5 a summer b winter c autumn d spring

6 a hot b cold c cool d cool / warm

### Exercise 4 page 42

1 Take a look at the photos.


2 They are all from one place.

3 There's a beautiful beach next to a big lake.

4 It's winter, and there's a mountain.

5 It's hot and there's sand.

#### Be flexible

 To give more practice with sentence stress, ask students to go back to Exercise 1 on page 40 and read the sentences out loud. Students work in pairs and underline the stressed words in each sentence. Challenge them to identify the stressed words as nouns, adjectives or verbs. Then ask students to take turns saying the sentences, stressing the underlined words. Ask **more advanced students** to circle the stressed syllables in the underlined content words. Check the answers as a class. Ask volunteers to say the sentences out loud, correcting the sentence stress if necessary.

### Exercise 5 page 42

All four

### Exercises 6–7 page 42

1 hot 2 snow 3 cold 4 autumn 5 red; orange

6 spring 7 warm

### Exercise 8 page 43

Answers will vary.

## LANGUAGE DEVELOPMENT

#### Learning objectives

- Name seasons – *spring, summer, autumn*
- Use nouns and adjectives correctly to name types of weather – *I'm happy when it's sunny. We get a lot of storms in April. It's windy in autumn.*
- Name seven different colours – *white, black, orange*
- Use phrases to ask and answer questions about colour – *What colour is your family's car? It's red.*

- Use *there is/are* to talk about seasons, weather and places – *There are extreme temperatures in the winter. There's a lot of wind. There's a river.*

### Exercise 1 page 44

a winter b summer c spring d autumn  
e the rainy season f the dry season

### Exercise 2 page 44

Answers will vary.

### Exercise 3 page 45

From the top to the bottom row of the table, the picture numbers are: 3, 6, 2, 5, 1, 4


### Exercise 4 page 45

1 sunny 2 cloud 3 rainy 4 storms 5 snow 6 windy

### Exercises 5–6 page 45

Answers will vary.

#### Optional activity

 Prepare a worksheet with questions like: *Do you like to stay inside when it's sunny? Do you like to go outside when it's windy? Do you like to stay at home and read when it's rainy? Are you afraid when it's stormy?*, etc. Students mingle with the rest of their classmates and ask the questions. After five minutes, ask students to share their findings with the class.

### Exercise 7 page 46

orange 6 red 2 green 5 white 1 yellow 4 blue 3 black 7

### Exercise 8 page 46

1 blue; green 2 white 3 green; red; orange  
4 yellow; white 5 white; black; grey 6 Answers will vary.

### Exercise 9 page 47

**Countable nouns:** river; rock; town; cloud; temperature

**Uncountable nouns:** water; wind; sand

### Exercises 10–11 page 47

1 There's a 2 There's 3 There are 4 There's  
5 There's a 6 There are 7 There are 8 There's

## LISTENING 2

#### Learning objectives

- Understand key vocabulary for landscapes – *desert, forest, island*
- Listen and identify the main ideas and details in two presentations about landscapes and seasons

- Listen and note details in a table
- Synthesize information from a talk about a country's climate and two presentations about landscapes and seasons in a discussion

### Lead-in

Point out the photos from Exercise 2. Ask students to guess where the photos could have been taken. Allow two to three minutes for discussion, then ask the pairs to share their ideas with the class. Tell students that they will find out from the Listening where two of the photographs were taken.

#### Exercise 1 page 48

- 1 a autumn b spring or summer c summer  
d spring or winter
- 2 It is sunny in all the photographs.
- 3 blue; green; orange; yellow; white; grey; red


#### Exercise 2 page 48

- 1 mountain 2 forest 3 island 4 sea 5 sky
- 6 desert 7 park

#### Exercise 3 page 49

- 1 b 2 a 3 c and d

### Be flexible

 With a **more advanced class**, ask students to close their books and take notes while they listen. Students then use their notes to answer the questions.

#### Exercise 4 page 49

- 1 a spring b Turkey c forest d beautiful
- 2 a another b autumn c cold d park

#### Exercise 5 page 49

**Daniela:** *white building; blue sea and sky*  
**Altan:** *red and orange trees*

#### Exercise 6 page 49

*Answers will vary.*

## CRITICAL THINKING

### Learning objectives

- Understand how visuals support content in a presentation
- Evaluate the best season to visit a place
- Evaluate and choose photographs for a talk
- Apply your ideas about a place to describe photos

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Using visuals in a talk** is an important skill for students because: (1) Visuals make a talk more interesting; (2) They can be a quick and easy way of presenting a lot of information and data; (3) Using visuals makes the process of preparing a talk more interesting, so the outcome should also be better.

### BE CONFIDENT

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

*Think of talks and presentations that you have been to, and ask yourself the following questions:*

- 1 What kind of visuals had the biggest impact on you? Are there any you can still remember?
- 2 How did speakers use visuals effectively within their talk?
- 3 How did speakers use visuals poorly within their talk?

### Lead-in

Go through the instructions with the class and focus on the Speaking task. Explain that the following sections of the unit will help them to prepare to describe photos of a place they want to visit. Point out that to give an interesting talk, you need time to ask and answer questions, take notes, plan and prepare. Emphasize that because the Speaking task for the unit focuses on a visual, it's very important to find an engaging and interesting photo.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 50–51.

- 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


Depending on your class, Exercises 3 and 4 could be done digitally. Since many of your students may already be in an online group, they could post the photos and text there.



### Exercise 1 page 50

1 snow next to flowers, trees, shrubs and grass 2 spring or summer 3 cold / cool / sunny 4 blue; white; green; orange; yellow; red 5 *Answers will vary.*  
6 cold; snow; weather; spring; summer; sunny; temperature

#### Optional activity

 Allow students to select a few photos before they choose the one for the Speaking task. Students then work in small groups and use the questions from Exercise 1 to evaluate the photos. Students discuss which photo is the most interesting; they can help each other select the best one for the task.

### Exercises 2–5 page 51

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- How confident are you about integrating the students' digital lives with their 'real' lives? (see *Be flexible* section.) Since the two are closely linked for many young people, this is an important consideration in your teaching. If you would like to do this, but do not feel confident, consider what training or additional support you might need.
- What was your students' level of 'world knowledge'? Did different students have different levels of knowledge? Knowing this can help you plan better for future sessions.

### BE COLLABORATIVE

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

## PREPARATION FOR SPEAKING

### Learning objectives

- Use phrases for introducing photographs and starting presentations – *Good morning everybody. I'm going to talk about Samsun. OK, so here's a photo of the park.*
- Identify appropriate places for syllable stress and pauses in sentences
- Use adjectives with correct word order to describe seasons, weather and places – *There's a big mountain. There are white clouds in the sky. It's a sunny day.*

### Exercise 1 page 51 and Exercises 2–3 page 52

- a Good morning, everybody.
- b I'm going to talk about two photos of a place in spring.
- c OK, so here's my first photo.
- d Hello, everybody! I'm Altan.
- e I'm from Samsun. Samsun is in Turkey.
- f Here's my first photo.
- g Here's another photo of the park.

### Exercise 4 page 52

OK, // so today I want to talk about a place with extreme temperatures. // Take a look at the photos. // What seasons do you see?

### Exercise 5 page 52

*Answers will vary. Suggested answer:*

In photo 1, there is snow on a mountain (Mount Fuji in Japan). There are red leaves on the trees. It is autumn.  
In photo 2, people are hiking on a mountain. They are very high up. There are white clouds in the blue sky.

### Exercise 6 page 53

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

### Exercise 7 page 53


*Answers will vary.*

### Exercise 8 page 54

*Possible answers:*

- 1 There are white clouds in the sky.
- 2 It's a snowy day in winter.
- 3 There are some big mountains in Switzerland.
- 4 It's a sunny day in spring.
- 5 The trees are orange and red in the autumn.
- 6 It's a beautiful beach.

#### Optional activity

 Students work in pairs and underline the stressed words in each sentence. Check their answers as a class. Allow students a couple of minutes to practise saying the sentences by stressing only the content words. Monitor and give feedback on sentence stress. The stressed words are:

1 white; clouds; sky 2 snowy; day; winter 3 mountains; Switzerland 4 sunny; day; spring 5 trees; orange; red; autumn 6 beautiful; beach

### Exercise 9 page 54

- 1 It's sunny in the photo.
- 2 There are white clouds.
- 3 There's a big mountain.
- 4 The people are happy.
- 5 There's a green forest.
- 6 It's a rainy day.

## SPEAKING TASK

### Learning objectives

- Prepare for a talk by reviewing and adding to your notes
- Give feedback on another student's talk
- Respond to feedback on your talk
- Describe photos in a talk about a place you want to visit
- Listen and take notes on presentations about places
- Respond to feedback on your notes

**Exercises 1–6** pages 55–56

*Answers will vary.*

## RESEARCH PROJECT

### Become a weather forecaster.

Divide the class into groups and ask them to research ways to monitor the weather in different places around the world. For example, one group could do an internet search for 'weather in London', another group could search for 'weather in Sydney' and another group 'weather in Mumbai'. Students could note information on how hot/cold the temperature is, how windy it is and whether it is raining/snowing, etc.

Each group could present the information they have found to the rest of the class as a weather forecast. They can see examples of weather forecasts on video-sharing websites, and could film and upload their own forecasts to the same or a similar website. Each group could also create a blog with the weather report for their chosen place and update this daily over the course of a week.

## CLASSROOM APP

### Exercise 1

*Answers will vary.*

### Exercise 2

**1** winter **2** stormy **3** black **4** rainy **5** dry **6** sunny  
**7** green **8** Spring

### Exercise 3

**1** is, rain **2** are, rivers **3** are, trees **4** is, town **5** is, sand

### Exercise 4

**1** temperature **2** island **3** mountain **4** autumn  
**5** spring **6** weather **7** water **8** desert

### Exercise 5

*Answers will vary.*

### Exercise 6A

**1** white, sand, beach **2** men, black, snow **3** beautiful, trees, Japan **4** a, green, mountain **5** snowy, weather, very

### Exercise 6B

*Answers will vary.*

## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about a kite festival in Australia.
<b>Listening skills</b>	Listen for main ideas.
<b>Critical thinking</b>	Understand surveys.
<b>Grammar</b>	Use the present simple.
<b>Speaking skill</b>	Use prepositions to talk about when things happen.
<b>Speaking task</b>	Interview students for a survey.
<b>Teacher development</b>	Help your students become better at <b>understanding surveys</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The photo shows two Egyptian men in traditional clothes, sitting on camels. The photo is taken in front of the pyramids in Giza, Egypt. The younger man is looking at his mobile phone. The photo shows how traditional and modern lifestyles can exist together.

## Lead-in

Point out that the word *lifestyle* is a compound word, made from two words put together. Share short definitions of both words: *life = part of somebody's experience* and *style = a way of doing something*. Then show some photos of people, and with students, list short descriptions for their possible lifestyles. For example, a photo of a businesswoman = *busy, wakes up early*, etc.

page 59

**1** Two men riding camels. One is also looking at a phone.

**2–3** *Answers will vary.*

## WATCH AND LISTEN

## Learning objectives

- Listen and identify main ideas and details in a video about a festival
- Complete a set of inferences about the information in the video
- Practise talking about festivals

**Exercise 1** page 60

*Answers will vary.*

**Exercise 2** page 60

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

**Exercise 3** page 60

1; 3; 4; 5

**Exercise 4** page 61

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

**Exercise 5** page 61

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

**Exercise 6** page 61

*Answers will vary.*

## LISTENING 1

## Learning objectives

- Understand key vocabulary for lifestyle – *play computer games, exercise, watch TV*
- Gain awareness of rising and falling intonation in open and closed questions and answers
- Listen and understand *where, who* and *why* in a discussion
- Listen and understand details
- Discuss healthy lifestyles

## Lead-in

Point out that the Listening has multiple speakers and students will have to listen closely to track the different speakers. Tell them that Listening 1 is about the lifestyle of one group of people. Ask students to discuss in pairs what they think the lifestyles of the people on pages 62 and 63 are like. After five minutes, elicit ideas from the class.

**Exercise 1** page 62

Answers will vary.

**Exercise 2** page 62

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

**Exercise 4** page 63

1 down 2 down 3 down 4 up 5 down 6 up

**Exercise 5** page 64

1 b 2 c 3 c

**Exercise 6** page 64

1 F; It is morning. 2 T 3 F; Abdul sleeps six or seven hours a night. 4 T 5 T 6 F; Sandra does not exercise.

**Exercise 7** page 65

Answers will vary.

**Be flexible**

With a **more advanced** class, invite students to write tips for a healthy lifestyle. Give students ten minutes to brainstorm in pairs. Then ask students to write their tips on a shared document to display for the whole class. Ask students to rank the tips in order, from most important to least important, and discuss their opinions in small groups.

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

- Use the present simple to describe things people usually do – *They go to work at 8:30. She goes to work at 8:30. She doesn't work at weekends.*
- Use present simple questions to ask about things that people do – *Do you cook? Yes, I do. Does he cook? No, he doesn't. Where do they live?*
- Use common collocations to describe lifestyles. *I have a coffee. I don't make breakfast.*
- Ask and answer questions about lifestyle using collocations and present simple questions – *Do you eat out at restaurants? Yes, I do. Where do you do your homework? At the library.*

**Exercise 1** page 66

1 have 2 gets up; goes 3 doesn't eat; has; starts 4 doesn't go 5 works 6 takes; walks 7 make 8 does; exercises 9 plays; goes 10 don't like

**Exercise 2** page 67

1 Do you exercise? 2 Do you do homework? 3 Which computer games do you play? 4 Do you watch TV in the evening? 5 Who do you text at the weekend? 6 Where do you live? 7 What do you study at university?

**Exercise 3** page 68

1 Do; don't 2 Does; does 3 Do; do 4 Does; doesn't

**Exercise 4** page 68

1 Where do they live? 2 What does she study? 3 Where do you work? 4 When does he go to bed? / What time does he go to bed? 5 Who do you study with?

**Exercise 5** page 68

1 Do you cook food for your family? 2 Do you do homework? 3 What do you do at home? 4 Where do you go with friends? 5 What smartphone do you like?

**Exercise 6** page 68

Answers will vary.

**Exercise 7** page 69

2 make 3 play 4 go 5 get 6 take 7 watch

**Exercise 8** page 70

2 eat 3 have 4 watch 5 play 6 go 7 do

**Exercises 9–10** page 70

Answers will vary.

**Optional activity**

Prepare paper slips with collocations from the table: *chat online, eat out at restaurants, eat at home, have coffee with friends, have dinner with friends, go out with friends, go to the cinema, do homework, go to the gym, play sports and play computer games.* Prepare enough slips for several pairs or groups. Cut the slips into halves and ask each pair or group to match the collocations. At the end, ask each pair or group to say one collocation and write it on the whiteboard. To make it more competitive, ask the groups to work quietly and raise a hand when they think they are finished. The group that correctly completes all the collocations first wins.

**LISTENING 2****Learning objectives**

- Understand key vocabulary for lifestyles – *busy, parents, study*
- Listen and understand *where, who* and *why* in a discussion
- Listen and note details in a questionnaire
- Synthesize information from two discussions about lifestyle

## Lead-in

Ask students if they have been stopped on the street before to answer questions for a survey, or to hear about a group or organization's work. Discuss that this is a way for businesses, organizations and researchers to get information. You may want to point out that often most people have a name tag or other item that shows they are working for or belong to an organization. This helps people on the street know who they are.

### Exercise 1 page 71

Answers will vary.

### Exercise 2 page 71

1 study 2 gym 3 go out 4 parents 5 café 6 busy

### Exercise 3 page 72

1 Excuse me. / I'd like to 2 Can I have / Sure. No problem.  
3 Sorry / I'm afraid I don't.

### Exercise 5 page 72

1 c 2 a 3 a

### Exercise 6 page 73

A1 Y B1 study C1 Y C2a goes to a gym C2b Y  
C2c Y C2d N C3a on Saturday afternoons C3b a café

### Exercise 7 page 73

Answers will vary.

## CRITICAL THINKING

### Learning objectives

- Use an ideas map to organize ideas from a survey
- Create an ideas map to plan a lifestyle questionnaire
- Write questions for a survey, using an ideas map

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Understanding surveys** is an important skill for students because: (1) Surveys are frequently used for gathering academic research data; (2) Surveys are also a common business tool for getting information, such as customer feedback; (3) Students sometimes find it hard to know what questions to ask and the language that is required.

## BE CONFIDENT

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

*Imagine you wanted to find out more about the teaching of critical thinking in your educational institution. Think about these questions:*

- 1 Who would you ask?
- 2 What questions would you ask?
- 3 How long would your survey be?
- 4 How would you distribute it?

## Lead-in

Go through the instructions with the class and focus on the Speaking task. Explain that the following sections of the unit will help them to prepare to interview students for a survey. Encourage students to look back at the questionnaire on page 73 as they write their questions for Exercises 4 and 5. Point out that students will want some simple Yes/No questions, so that the survey answers are easy to collect.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

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

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

### BE FLEXIBLE

When doing Exercise 4, students could write just two to three questions, and then share them with others to check that they are going in the right direction. Using feedback to improve a survey is a common technique, and it may be helpful to make students aware of this.

### Exercises 1–2 page 74

#### Bottom left bubble:

**Topic:** Work / Study

**Information:** Work or study? What job? What do you study?

### Right bubble:

**Topic:** Lifestyle

**Information:** Busy lifestyle? How do you relax? Exercise? Go to a gym? Go to the cinema? Go out with friends? When? Where?

### Be flexible

 Challenge **advanced students** to think of other topic ideas on lifestyle, e.g. *sleep/eating habits*, etc. They could add them to the ideas map and generate details.

**Exercises 3–5** page 75

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following points:

→ If you have time, create a short survey based on what you thought about in *Be confident*. Try and get your colleagues to complete it.

→ Which aspect of the lesson did the students find more challenging: the conceptual (i.e. the content and subject matter) or the linguistic (i.e. forming the questions)? Understanding the strengths and weaknesses of your class will help you prepare better in the future.

### BE COLLABORATIVE

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

## PREPARATION FOR SPEAKING

### Learning objectives

- Use correct prepositions in time phrases – *at 1:00 pm, in the evening, on Wednesday*
- Pronounce third-person present simple verbs correctly

**Exercise 1** page 76

**2** at 6:00; in the morning **3** in the evening


**4** on Wednesdays **5** at 3:00; in the afternoon

**6** on Saturdays

**Exercises 2–3** page 76

**1** at **2** at **3** at **4** on **5** On **6** at **7** On **8** at **9** in  
**10** on **11** On **12** in **13** On **14** in

### Be flexible

 Ask **lower-level students** to listen to the recording about Rabia one more time and follow the text as they listen. Students take turns saying the sentences in pairs. Allow a couple of minutes for practice. Monitor and give feedback on the pronunciation of the time expressions.

**Exercise 5** page 77

texts 1; sleeps 1; needs 1; goes 1; studies 2; watches 2; chooses 2

**Exercise 6** page 77

**2** /z/ **3** /əz/ **4** /z/ **5** /əz/ **6** /s/ **7** /z/ **8** /s/

## SPEAKING TASK

### Learning objectives

- Prepare for an interview about lifestyle by reviewing and adding to survey questions
- Ask and answer questions using polite phrases
- Conduct an interview about lifestyle and take notes
- Present the results of your interview

**Exercises 1–5** page 78

*Answers will vary.*

## RESEARCH PROJECT

### Create a lifestyle podcast.

Tell students that they are going to create a lifestyle podcast. Different groups in the class could think about a different topic, e.g. sport and exercise, technology use, holiday destinations or food. Students can use online tools to share the information that they find with the rest of their group.

Each group should create a short, two-minute podcast about their chosen topic. The podcast could include interviews with teachers or other students, a discussion, or advice. Students will need to plan the recording, record the podcast and then edit it. They can search online for free audio-editing software/apps. They could then share their podcast with the class to listen to and comment on.

## CLASSROOM APP

### Exercises 1–2

*Answers will vary.*

### Exercise 3

1 does not start / doesn't start 2 gets up 3 do not have / don't have 4 do, exercise 5 does, work

### Exercise 4

1 play 2 have 3 watches 4 eat 5 chats

### Exercise 5

1 gym 2 busy 3 exercise 4 parents 5 homework  
6 sleep 7 study 8 go online

### Exercise 6A

1 at 2 in 3 on 4 at 5 on

### Exercise 6B

*Answers will vary.*

UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about Shanghai.
<b>Listening skill</b>	Listen for detail.
<b>Critical thinking</b>	Interpret maps and directions.
<b>Grammar</b>	Use prepositions of place; use the imperative.
<b>Speaking skill</b>	Give and ask for directions.
<b>Speaking task</b>	Ask for and give directions in a university town.
<b>Teacher development</b>	Help your students become better at <b>interpreting maps and directions</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows the skyscrapers in the financial centre of London. There is a mix of old buildings and modern skyscrapers. The skyline is full of cranes, which suggests further construction and development in other parts of the city.

### Lead-in

Ask students to think of a place they would like to visit. Allow them about five minutes to make notes about the place, e.g. its name, location, what can people do there, etc. Students work in small groups and tell each other about the place. Model the first sentence, *I would like to visit ....* Ask volunteers to share ideas with the class.

page 81

**1** The photo shows the London skyline. There are a lot of tall buildings in different shapes.

**2–3** *Answers will vary.*

## WATCH AND LISTEN

### Learning objectives

- Listen and understand the main ideas in a video about cities
- Listen and understand detailed information
- Complete a set of inferences about the information in the video
- Practise talking about changes in cities

**Exercise 1** page 82

*Answers will vary.*

**Exercise 2** page 82

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

**Exercise 3** page 83

**1 T 2 T 3 F;** He takes photos two times a year.

**4 F;** The city looks very different today.

**Exercise 4** page 83

**1 ten 2 important 3 changes 4 different**

**Exercise 5** page 83

**1 cities 2 fast-growing 3 like 4 a lot**

**Exercise 6** page 83

*Answers will vary.*

## LISTENING 1

### Learning objectives

- Understand key vocabulary for places – *building, location, safe*
- Listen and identify stressed words in directions
- Listen and identify main ideas in a presentation about an app
- Listen and understand details

### Lead-in

Prepare between three and five slides with photographs of objects, both singular and plural, and close and far away. Display each slide and describe the objects, using sentences starting with *this, that, here and there*. Then display the slides again and elicit the sentences from students.

**Exercise 1** page 84

**1 location 2 library 3 safe 4 directions 5 building 6 map**



**Exercise 2** page 85

1 this 2 here; there 3 there 4 here

**Exercise 3** page 85

Yes, the words are stressed.

**Exercise 4** page 85

1 to locate people or places 2 in a phone app  
3 Possible answers: school; library; park; home; neighbourhood; streets; people; school bus

**Exercise 5** page 85

1 c 2 c 3 c

**Exercise 6** page 86

1 T 2 T 3 T

4 F; The map shows the locations of three children.

5 F; One daughter is opposite the library, and one daughter is by the school bus.

6 F; The teenagers do like the app.

**Exercise 7** page 86

Answers will vary.

**Be flexible**

For a **more advanced class**, expand this activity into a debate. Ask small groups to debate the question: *Should people track their friends and family?* Students then create a T-chart to list the positives and negatives. Spur both sides of the debate by adding questions, for example, *What age is it OK for you to not be tracked? Do adults need to be tracked? What are some situations where it's good for people to know where you are? Why do some people not want to be tracked? When could it be dangerous to be tracked?* Then expand the conversation to the whole group. Encourage students to use examples to justify their thinking.

**Exercise 1** page 86

1 factory 2 train station 3 fountain 4 bridge 5 bank  
6 museum 7 park 8 monument 9 university 10 library

**Exercise 2** page 88

1 library 2 bank 3 monument 4 factory 5 museum  
6 university 7 train station 8 fountain

**Exercise 3** page 88

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

**Be flexible**

For **lower-level students**, or those who need additional speaking practice, provide an opportunity to role play the dialogues and practise pronunciation. Model pronunciation and intonation for them by playing audio 4.3 again. Pause after each conversation. Ask students to repeat the questions and answers as they hear them on the recording. Then students work in pairs and practise the short dialogues from the audio. Monitor and give feedback on the pronunciation of the vocabulary for places.

**Exercise 4** page 88

a behind b over c in front of d between e in  
f on the left; next to g by h opposite

**Exercise 5** page 88

1 in front of 2 next to / by 3 behind 4 between  
5 on the left / right 6 in 7 over 8 opposite

**Exercise 6** page 89

1 out of 2 go / turn left 3 Go / Turn right 4 up  
5 around 6 along 7 over 8 over 9 through  
10 by / next to / opposite 11 go / turn right 12 into

**Exercise 7** page 90

1 Go / Turn 2 Walk / Go 3 Go / Turn 4 Enter  
5 Don't forget 6 Go / Turn

**Exercise 8** page 90

1 Turn the map the other way, please!  
2 Look for the café on South Road.  
3 Do not / Don't enter the building on Main Road.  
4 Don't go along York Street to the gym.  
5 Do not / Don't go east on West Park Street.  
6 Don't turn left on Sun Street.

**Exercise 9** page 90

Answers will vary.

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

- Name common places in a city – *fountain, library, monument*
- Understand prepositions of place – *by, behind, between*
- Use prepositions of movement and place to describe a route through a city – *Go through the square. Go along the road. Go around the fountain.*
- Use the imperative form of the verb to give directions – *Turn left. Go down Main Road.*

## LISTENING 2

### Learning objectives

- Understand key vocabulary for cities – *shopping centre, playground, toilets*
- Understand a map
- Listen and understand *where, who* and *why* in a discussion about directions
- Listen and complete detailed directions
- Synthesize ideas from discussions about directions

### Lead-in

Prepare students for Listening 2 by asking pairs to write directions from the campus to well-known nearby places (e.g. parks, museums, other campus buildings, etc.). Then ask students to compare their directions to those given by online navigation sites. Invite discussion and reflection. Ask: *Which directions are easier to follow, yours or the phone's? Why?*

### Exercises 1–2 page 91

Answers will vary.

### Exercise 3 page 92

A

### Exercise 4 page 92

1 T 2 T

3 F; The supermarket is between the bus station and the toy shop.

4 F; The playground is next to the shoe shop.

5 F; Entrance 3 is on East Street. 6 T

7 F; The toilets are next to the stairs. 8 T

### Exercise 5 page 93

1 c 2 b 3 a

### Exercise 6 page 93

1 cinema 2 out of; left 3 supermarket

4 east; right; next 5 toilets 6 opposite; next

### Exercise 7 page 93

Answers will vary.

## CRITICAL THINKING

### Learning objectives

- Identify phrases used to give locations in directions
- Use a map to identify a route and directions
- Evaluate which routes on a map are the most direct

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Interpreting maps and directions** is an important skill for students because: (1) It is a core life skill; (2) Students often lack confidence when doing this 'in public' so need more practice in terms of language; (3) Some students will have problems with spatial awareness, so need help in grasping the concepts.

### BE CONFIDENT

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

*Think about a route which you walk or drive regularly. Which way do you normally go? Why? Are there alternative routes? What are the advantages/disadvantages of each?*

### Lead-in

Go through the instructions with the class and focus on the Speaking task. Explain that the following sections of the unit will help them to ask for and give directions in a university town. Then tell students they will prepare for this task by using Map 3 on page 92 to give directions.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

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

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

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

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

### BE FLEXIBLE

Show the relevance of what they are learning by getting the students to think about your educational institution. Ask them the best way to get from one place to another. In order to tell them whether or not they are correct, you may need to work this out for yourself. If time permits, ask students in pairs to ask and explain how to get from one part of the institution to another, e.g. *Can you tell me how to get from the library to the cafeteria?*

**Exercise 1** page 94

**2** in this **3** there; on your right; next to **4** here; behind  
**5** at **6** opposite; next to

**Exercises 2–3** page 94

Go in entrance 1. At path A, turn left. Go along path A. When you get to the food court turn right. It's there. It's behind the shoe shop.

**Exercises 4–5** page 94

Answers will vary.

**UNLOCK TEACHER DEVELOPMENT****BE REFLECTIVE**


Think about the following points:

- Discuss with colleagues (either face-to-face or electronically) the *Be confident* questions. Compare and contrast your responses.
- Think about your own physical and spatial relationship with the educational institution you work in. Think about how you move between rooms and areas. Understanding the space in which you work can help you have a deeper understanding and connection with it.

**BE COLLABORATIVE**

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

**Optional activity**

 To practise listening to and using the imperatives, play *Simon says* with the class. In the game, one player takes the role of 'Simon' and gives instructions using imperatives, e.g. *Pick up your pen., Stand up., Turn around., Close your book.,* etc. The other players follow the commands only if they are preceded by the phrase *Simon says ....* Students are eliminated from the game if they do not follow the instructions immediately, misunderstand the instructions or follow instructions that are not preceded by the phrase *Simon says ....* The last student in the game wins. Model the game first, then allow volunteers to take over.

**Exercise 2** page 95

**1** opposite **2** in **3** through **4** in front of; right **5** at  
**6** along **7** next to **8** on; behind

**Exercise 3** page 96

- 1** Where's the supermarket?
- 2** Is the Physics building near here?
- 3** How do I get to the Language Centre?
- 4** Can you tell me how to get to the History building?
- 5** I'm looking for the Maths building. Is it near here?

**Exercise 5** page 96

**1** Where **2** to get **3** near here **4** How

**Exercise 6** page 97

- a** Can you tell me how to get to the History building, please?
- b** Is the Physics building near here?
- c** How do I get to the Language Centre?

**Exercise 7** page 97

- 1** Excuse me! Where's the student centre, please?
- 2** Excuse me! I think I'm lost. How do I get to the Chemistry building?
- 3** Excuse me! Can you tell me how to get to the supermarket?

**Exercise 8** page 97

**1** up **2** up **3** down

**PREPARATION FOR SPEAKING****Learning objectives**

- Listen and give directions with prepositions of movement and place
- Use correct word order in questions asking for directions
- Practise asking for directions
- Listen and understand questions used for asking directions
- Use correct sentence stress and intonation in questions and answers about directions

**Exercise 1** page 95

**2** Go; turn; follow **3** Go; go

## SPEAKING TASK

### Learning objectives

- Ask for directions and identify locations on maps
- Give accurate directions to places on maps

#### Exercises 1–3 page 98

Answers will vary.

#### Exercise 4 page 99

University of Beta

1 B 2 E 3 D 4 A 5 C

#### Exercise 5 page 100

University of Alpha

1 D 2 C 3 E 4 B 5 A

## RESEARCH PROJECT

### Create a TV advertisement for a city.

Ask students to think about a city they know which is good to visit. They will need to find out about this city, e.g. things to do there, famous buildings, etc. They could do research online to find information.

Tell the class that they will be filming a TV advert to appeal to tourists visiting the city. They could do this as a whole class or in groups. Ask them to plan the advertisement by creating a script and/or storyboard. They will also have to think about who will direct and record the video, who will do the editing and who will present or narrate the advert. If different groups are creating advertisements, the class could vote on which city they would most like to visit.

## CLASSROOM APP

### Exercises 1–2

Answers will vary.

### Exercise 3

1 museum 2 park 3 bridge 4 monument 5 bank  
6 library 7 factory 8 fountain

### Exercise 4

1 go, bridge 2 next to 3 Turn right 4 next to  
5 opposite

### Exercise 5

- 1 to watch films with my friends. , a playground for children. , a map.
- 2 so I go to a shopping centre. , when I use a really large car park. , I go to the food court.
- 3 but I can't find the building. , since it is a safe place.

### Exercise 6A

- 1 Enter the car park on 12th Street.
- 2 Walk down Park Avenue to get to the bank.
- 3 Turn left at the corner and go over the bridge.
- 4 Go behind the library.
- 5 Go around the fountain and the toilets are on the left.
- 6 Turn right when you get to the museum.

### Exercise 6B

Answers will vary.

## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about a dangerous job.
<b>Listening skills</b>	Use your knowledge to predict content; listen for opinions.
<b>Critical thinking</b>	Identify criteria.
<b>Grammar</b>	Use <i>have to</i> ; use <i>should</i> ; use comparative adjectives.
<b>Speaking skills</b>	Compare people; ask for and give opinions and reasons; make a decision.
<b>Speaking task</b>	Choose a person for a job.
<b>Teacher development</b>	Help your students become better at <b>identifying criteria</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The photo shows firefighters at a training facility. The firefighters are spraying water on an aircraft fire.

## Lead-in

Create an ideas map to brainstorm information students think about before they apply for a job. Include *interest, pay, hours, skills needed, location and benefits, like a gym or travel expenses*. Then ask students to rank the items listed, based on how important each item is to them personally. You may want to spur the conversation by asking students to think about how important it is for them to work with people, be in a big city, be famous / have recognition and other factors.

page 103

**1** firefighters / firefighting **2** *Answers will vary.*  
*Suggested answers:* dangerous; difficult; interesting  
**3** *Answers will vary.*

## WATCH AND LISTEN

## Learning objectives

- Listen and identify the main idea in a video about working on a building
- Listen and understand details
- Organize inferences about the information in the video
- Practise talking about dangerous jobs

**Exercise 1** page 104

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

**Exercise 2** page 104

- 1** The building is very tall.  
**2** This building has a beautiful view.  
**3** The man has a very dangerous job.  
**4** These men work together.

**Exercise 3** page 105

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

**Exercise 4** page 105

**1** F; It's 800 metres tall. **2** T  
**3** F; The men clean 24,000 windows. **4** T

**Exercise 5** page 105

**1** have a dangerous job **2** need special training  
**3** has many offices **4** is very famous

**Exercise 6** page 105

*Answers will vary.*

## LISTENING 1

## Learning objectives

- Understand key vocabulary for careers advice – *advice, job, help*
- Gain awareness of weak forms of *have to*
- Listen and understand main ideas in a discussion about careers advice
- Listen and take detailed notes on opinions
- Give personal opinions on jobs
- Evaluate the skills needed for jobs

## Lead-in

On the board, invite students to list people they talk to for advice on important decisions. Discuss the benefits of talking to somebody who knows them well versus talking to somebody they don't know. Then ask pairs or small groups to think of a time when they asked somebody for advice on an important decision, and reflect on the experience. Prompts could include, *What advice did you ask for? What did they say? Did it go well? Should you listen to others or make your decisions on your own? Discuss with a partner.*

### Exercise 1 page 106

1 work 2 earns 3 job 4 helps 5 boring 6 hard  
7 advice

### Exercise 2 page 107

Answers will vary.

### Exercise 3 page 107

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

### Exercise 4 page 108

Answers will vary.

### Exercise 5 page 108

1 weak 2 strong 3 weak 4 weak 5 strong 6 weak  
7 weak

### Exercise 6 page 109

1 b 2 a 3 c 4 a

### Exercise 7 page 110

**Mother:** go to medical school; **Father:** be a doctor or engineer; **Adviser:** get a job

## Optional activity



Students work in pairs and give each other advice on how to improve their English. Monitor and correct expressions giving opinions and advice. At the end, ask students to share their ideas with the class. Make sure students use the expressions from the Skills box on page 109. Write their ideas on the board, then discuss which ones are the most useful.

### Exercise 8 page 110

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Understand the difference between *have* as a main verb and *have to* to describe what is necessary – *She has two jobs. She has to work.*

- Use the correct form of *have to* to describe what is necessary in different situations.
- Use *have to* to describe what is necessary in different jobs – *Teachers have to work very hard. Doctors have to work at night.*
- Use the correct form of *should* in sentences about careers advice – *They should go to medical school. I should not go to medical school.*
- Form comparative adjectives correctly – *bigger, better, more interesting*
- Use comparative adjectives to give your opinions on different subjects and jobs – *I think studying Medicine is more difficult than studying English.*

### Exercise 1 page 111

1 has 2 has to 3 have 4 have 5 has 6 have to

### Exercise 2 page 112

- Students have to read a lot of books.
- My teacher has to walk to school.
- You don't have to study English.
- Teachers don't have to work at night.
- Do we have to learn this grammar?
- What does a nurse have to do?


### Exercises 3–4 page 112

Answers will vary.

### Exercise 5 page 112

- Paul should go to medical school.
- Beatrice should not get a job next year.
- Laura should ask for advice from her friend.
- The students shouldn't miss their classes.

## Be flexible

 Create a stack of note cards with a variety of different jobs with one job per card. If possible, create multiple stacks so that students work in groups of three or four and each group has a stack of cards. One student turns over two cards, reads the jobs out loud and creates a comparison, e.g. *Being a racing car driver is more exciting than being a librarian.* The student must spell the comparative adjective correctly. Then it is the next student's turn. Students should use different adjectives. You may want to brainstorm adjectives with students and list them on the board.

In addition, provide **lower-level students** with a sentence frame for completing the task. For example: *Being a ... is ... than ...*. You may want to point out the grammar of this construction: *being* is the *-ing* form of the verb *be* and both parts of the comparison need to include *being* before the job name. Also, the indefinite article *a* is used before the job name because the comparison is a generalization about the jobs.

**Exercise 6** page 113

12 23 31 42 53 61 71 81 91 103

**Exercise 7** page 113

1 more boring 2 more interesting 3 safer 4 easier  
 5 more difficult 6 nicer 7 bigger 8 smaller 9 better  
 10 more important

**Exercise 8** page 114

1 bigger than 2 easier than 3 safer than 4 more  
 interesting than 5 more boring than 6 better than

**Exercise 9** page 114

Answers will vary.

**LISTENING 2****Learning objectives**

- Understand key vocabulary for choosing a person for a job – *strong, kind, polite*
- Understand an advertisement for a job
- Understand information about two applicants for a job
- Listen and understand the main ideas in a conversation about choosing a person for a job
- Listen and identify details
- Synthesize information from two conversations about careers in a discussion

**Lead-in**

Students work in small groups and discuss any jobs they may have done in the past. Ask students to tell the group what job it was, how they got it and what they had to do. If students have never worked before, ask them to talk about what jobs people in their family have. At the end, ask group members to tell the class about their group members' jobs. Elicit new vocabulary, e.g. *apply for a job, have experience and look for a job*.

**Exercise 1** page 115

Answers will vary.

**Exercise 2** page 115

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

**Exercise 3** page 115

1 University of Yukon / sports centre 2 fitness instructor  
 3 Can teach sport and exercise; is friendly and helpful; has experience; should be strong and fit; know three or more sports; speak English and French

**Exercise 4** page 117

	Student A	Student B
1	man	woman
2	Alan Green	Lucy Lau
3	Portland, Oregon, US	Vancouver, Canada
4	English; French	English; French; Cantonese
5	football; basketball; karate; judo	Zumba; Pilates; yoga; tennis

**Exercise 5** page 117

Answers will vary.

**Exercise 6** page 117

They choose Lucy.

**Exercise 7** page 118

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

**Exercise 8** page 118

Answers will vary.

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

- Understand criteria
- Identify criteria in a job advertisement
- Evaluate candidates for a job
- Use a table to organize and compare information

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

→ **Identifying criteria** is an important skill for students because: (1) It is a key skill in academic life, e.g. deciding what to include in an essay; (2) It is a key skill when trying to get a job, e.g. writing a cover letter to match a job description; (3) For students who are not used to making choices, identifying criteria can be a difficult concept, so practice is needed.

**BE CONFIDENT**

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

*Think about your job. If you had to write a job description for it, what would it look like? What criteria would be used to select the ideal candidate?*

## Lead-in

Go through the instructions with the class and focus on the Speaking task. Explain that the following sections of the unit will help them to prepare to choose a person for a job. Pay particular attention to the directions in Exercise 2: students work in a group to judge each person for the job, based on the criteria. Point out that each group member will only read about one person, take notes, and then tell the group about that person.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 119–121.

- ➔ 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

Ask your class the question in *Be confident* about your job description. It would be interesting to compare their answers with your own.

Find real-life examples of job descriptions in or around your educational establishment – on noticeboards or the institution's website for students or for teachers. Referencing these in your class will make the learning more relevant.

### Exercise 1 page 119

- 1 nurse (at the Sports Centre)
- 2 a person who has experience in a hospital; speaks another language; knows about sport; is a hard worker
- 3 a person who is helpful; likes sport; is friendly
- 4 *Answers will vary.*

### Exercise 2 page 120

*The number of points and the evidence may vary.*

Criteria	Inesh	Morena	Darren
has experience in a hospital	<b>Points:</b> 0 <b>Evidence:</b> still studying, so she isn't working in a hospital yet	<b>Points:</b> 1 <b>Evidence:</b> nurse in a small children's hospital	<b>Points:</b> 2 <b>Evidence:</b> nurse in a big hospital

Criteria	Inesh	Morena	Darren
speaks another language	<b>Points:</b> 2 <b>Evidence:</b> speaks Indonesian, Chinese, Spanish and English	<b>Points:</b> 1 <b>Evidence:</b> speaks Portuguese, Spanish and English	<b>Points:</b> 0 <b>Evidence:</b> speaks only English
knows about sport	<b>Points:</b> 0 <b>Evidence:</b> no evidence	<b>Points:</b> 2 <b>Evidence:</b> runs and does yoga; is strong and fit	<b>Points:</b> 2 <b>Evidence:</b> loves football and basketball and goes to a gym
is a hard worker	<b>Points:</b> 0 <b>Evidence:</b> no evidence	<b>Points:</b> 1 <b>Evidence:</b> she says that she is strong and fit, implies that she works hard	<b>Points:</b> 0 <b>Evidence:</b> no evidence
is helpful and friendly	<b>Points:</b> 1 <b>Evidence:</b> says she is polite and friendly	<b>Points:</b> 1 <b>Evidence:</b> says she is a friendly and helpful nurse	<b>Points:</b> 0 <b>Evidence:</b> no evidence

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following points:

- ➔ Based on what you did in the *Be confident* section, think about areas of your job which you feel you could do better in. How can you improve these areas? Is there training which you could participate in?
- ➔ Look at the Better Learning blog for articles and resources around various topics that may help you to develop these areas: <http://www.cambridge.org/elt/blog>

### BE COLLABORATIVE

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



## PREPARATION FOR SPEAKING

### Learning objectives

- Pronounce comparatives adjectives with weak /ə/
- Pronounce consonant sounds correctly in *have to*, *have*, *has to* and *has*
- Use phrases to ask for and give opinions and reasons about job candidates – *What do you think about Lucy? I think that Lucy is perfect. Another reason is the fitness instructor has to teach popular sports.*
- Use phrases to make group decisions – *Let's review our ideas. So, do we all agree ...? Is everyone OK with this decision?*

**Exercise 2** page 122

1 a 2 d 3 b 4 c

**Exercise 3** page 122

1 more languages 2 more experience 3 better 4 bigger

**Exercise 4** page 123

**A:** What do you think about Lucy?

**B:** I think that she should be the new fitness instructor.

**A:** Why do you think that?

**B:** Because she is a better teacher than Alan. Another reason is the fitness instructor has to teach popular sports.

**Exercise 5** page 123

*Answers will vary.*

**Exercise 6** page 123

we need to make a decision; So, let's review our ideas; Is everyone okay with this decision?

**Exercise 7** page 124

*Answers will vary.*

## SPEAKING TASK

### Learning objectives

- Take part in a discussion evaluating job candidates
- Take part in making a group decision about job candidates

**Exercises 1–4** page 124

*Answers will vary.*

## RESEARCH PROJECT

### Create a training video for an interview.

Ask students to think about different ways people should prepare for interviews. If possible, use a shared document for students to note their ideas. Encourage them to think about how to dress, how to prepare, how to greet the interviewer, what questions the interviewer might ask, how you might answer these questions and what question you might ask.

Tell students they are going to create a short video which teaches people how to prepare for an interview. Different groups in the class could present one aspect of this, e.g. how to dress. Ask them to plan the video by creating a script. They will also have to think about who will direct and record the video, who will do the editing and who will do the presenting. Each group shares their video with the class to discuss and comment on.

## CLASSROOM APP

### Exercises 1–2

*Answers will vary.*

### Exercise 3

1 A chef has to be a good cook. 2 Do you have to go to university to get a good job? 3 Does a musician have to practise every day? 4 A scientist doesn't have to be strong. 5 A good teacher has to be interesting. 6 When you go for an interview, you have to be polite. 7 Does Joleen have to do an interview on Tuesday?

### Exercise 4

1 kinder 2 more interesting 3 better 4 more important 5 worse

### Exercise 5

1 It isn't interesting. 2 The person usually eats good food and exercises 3 They can usually lift heavy things 4 They get a lot of money. 5 It isn't easy to do. 6 They act in a good way. 7 It can help you. 8 It's like others in the same group.

### Exercise 6

1 What do you think about 2 I think that Tom should be 3 Because he 4 I think that Daniel 5 Another reason is 6 Why do you think

### Exercise 7

*Answers will vary.*

UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about a famous house.
<b>Listening skill</b>	Listen for reasons.
<b>Critical thinking</b>	Evaluate ideas.
<b>Grammar</b>	Give an opinion with <i>should</i> .
<b>Speaking skills</b>	Give reasons; ask for and give an opinion; agree and disagree.
<b>Speaking task</b>	Discuss ideas for a new café.
<b>Teacher development</b>	Help your students become better at <b>evaluating ideas</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows Paro Taktsang, also known as the Taktsang Palphug Monastery, Taktsang Goemba or the Tiger's Nest Monastery, in the Paro valley in Bhutan. It is one of Bhutan's most sacred religious sites. It is situated high up on a steep cliff, overlooking a valley. To get to the Tiger's Nest requires a two-hour climb from the bottom of the valley. The trail to the monastery is extremely steep and has lots of twists and turns.

### Lead-in

Ask students to think in pairs about one traditional building and one unusual building. What makes them traditional or unusual? Elicit ideas as a class.

page 127

Answers will vary.

## WATCH AND LISTEN

### Learning objectives

- Listen and understand main ideas and details in a video about a famous inventor's home
- Complete a set of inferences about the information in the video
- Practise talking about special homes

**Exercise 1** page 128

Answers will vary.

**Exercise 2** page 128

1 large 2 important 3 study 4 big

**Exercise 3** page 129

1 T 2 F; Jefferson was important to American history.

3 T 4 F; The grounds around the house are large.

**Exercise 4** page 129

1 40 2 walls 3 convenient 4 study

**Exercise 5** page 129

1 c 2 d 3 a 4 b

**Exercise 6** page 129

Answers will vary.

## LISTENING 1

### Learning objectives

- Understand key vocabulary for buildings – *ceiling, floor, furniture*
- Gain awareness of linking in connected speech
- Listen and identify main ideas in an interview about restaurant design
- Listen for signals *why* and *because* to identify reasons
- Give opinions on colours
- Apply information to decide on the best colour for a restaurant

### Lead-in

To review colours and places, display photos for students to describe the colours, e.g. *red, orange, blue, green*, etc. Correct any mistakes and list colours named on the board.

**Exercise 1** page 130

Answers will vary.

**Exercise 2** page 130

1 wall 2 floor 3 ceiling 4 wood 5 furniture 6 room

**Exercise 3** page 131

c

**Exercise 4** page 131

1 a 2 a 3 b 4 b

**Exercises 5–6** page 132

1 b 2 d 3 c 4 a 5 e

**Exercise 7** page 132*Answers will vary.***LANGUAGE DEVELOPMENT****Learning objectives**

- Name items of furniture – *armchair, chair, lamp*
- Describe furniture, using a range of adjectives and nouns – *a comfortable chair, a leather sofa*

**Exercise 2** page 134*Answers will vary. Suggested answers:***café:** table; chairs; sofa; bookcase; armchair**home:** table; chairs; sofa; lamp; bookcase; armchair**classroom:** desk; table; chairs; bookcase**Exercise 5** page 135

1 plastic 2 metal 3 leather 4 uncomfortable

5 comfortable 6 glass 7 wooden

**Exercises 6–7** page 135*Possible answers:*a glass table; a leather sofa; a plastic chair; a metal desk;  
a wooden bookcase; a metal lamp**Optional activity**

Tell students that they are going to prepare an ideas map of their home. Draw an ideas map of your own home on the board as an example. Use *there is* and *there are* expressions as you explain one room. The model should have *My home* in the middle, and each branch should represent different rooms. Tell students that branching out from each room will be examples of typical furniture in the rooms. After explaining the furniture in one of your rooms, erase the example and tell students to make their own ideas maps. Students work on their ideas maps for 10–12 minutes. Then students explain their ideas maps in small groups.

**LISTENING 2****Learning objectives**

- Understand key vocabulary for buildings and location – *modern, quiet, far*
- Listen and identify main ideas, opinions and details in a conversation about a building
- Evaluate the design of buildings and rooms
- Synthesize information from an interview about restaurant design and a conversation about a building in a discussion

**Lead-in**

Tell students that, just like Listening 1, the speakers in Listening 2 are co-workers. Elicit important skills needed to work together professionally, such as asking for other opinions, being polite, staying on topic in a meeting, etc. Review questions and statements for *Asking for and giving opinions and reasons* (see page 123 of the Student's Book). Then make a list of ways that people politely agree and disagree with each other.

**Exercise 1** page 1361 expensive 2 noisy 3 quiet 4 modern 5 near  
6 far 7 cheap**Exercise 2** page 136*Answers will vary.***Exercise 3** page 137

1 b 2 c 3 b

**Exercise 4** page 138

1 big 2 yellow 3 wood 4 comfortable

**Exercises 5–6** page 138*Answers will vary.***CRITICAL THINKING****Learning objectives**

- Analyze images of cafés
- Evaluate the positive and negative aspects of the design, furniture and location of cafés
- Evaluate different locations for a new café

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Evaluating ideas** is an important skill for students because: (1) Evaluation is one of the six specific critical thinking skills mentioned in Bloom's taxonomy; (2) Students sometimes look for evidence to support what they already think, rather than looking at both sides of an issue; (3) Students need practice in looking at issues from all sides.

### BE CONFIDENT

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

*In a critical thinking survey by Cambridge University Press, teachers were asked to say whether they felt confident in their ability to develop their students' critical thinking skills. Look at the comments below and say whether they are positive or negative responses to this question.*

'I personalize the critical thinking and make it relevant for them.'

'I didn't learn critical thinking myself so don't know what it feels like.'

'You have to do it because it is so important for their academic lives.'

'I'm sometimes not 100% clear what the book wants me to do.'

### Lead-in

Go through the instructions with the class and focus on the Speaking task. Explain that the following sections of the unit will help them to prepare to discuss ideas for a new café.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 139–141.

→ 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 make Exercise 5 more interactive by dividing the class into four groups. Randomly give

them one location (a, b, c or d) and tell them they have to make a case for the café to be there.

**Exercise 1** page 139

1 Café B 2 Café A 3 Café C

**Exercise 2** page 140

Answers will vary. Possible answers:

	positive things	negative things
<b>Café A</b>	It's easy to go there because it is in the centre of the city.	There are too many tourists.
<b>Café B</b>	It's modern. There's a lot of wood.	There aren't many tables. The chairs are not comfortable.
<b>Café C</b>	People can take beautiful photographs.	It's expensive to build. You can't go there when the weather is bad.

**Exercise 4** page 141

Answers will vary. Possible answers:


**a Positive:** It's easy to go there. It's on the road to the capital city. **Negative:** It's far from the centre.

**b Positive:** It's good for travel. **Negative:** The buildings in the town are old. It's expensive.

**c Positive:** It's on the road to the airport. There are many hotels, so many people will come. **Negative:** It's noisy.

**d Positive:** It's quiet. There are a lot of tourists. **Negative:** It's very far from the roads. It's difficult to get to.

### Optional activity

 To provide additional practice with evaluating ideas, pairs of students can draw or create a similar three-column table to note the positive things and negative things of living in an apartment versus living in a house. Allow students up to ten minutes to complete the chart with their reasons. Students then work with another pair and present the reasons to each other. Each group has to decide whether they would prefer to live in an apartment or in a house. Monitor and make sure students give their reasons in complete sentences and support their ideas. Help with grammar and vocabulary for the task. At the end, each group presents their choice to the class and gives their reasons.

**Exercise 5** page 141

Answers will vary.

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

→ Evaluate your own lesson. What were the strengths and weaknesses? What went well and what did not go so well? If you taught the lesson again, what would you do differently?

→ Think again about the *Be confident* section. How would you have answered this question? What other positive or negative comments do you think were found in the survey?

### BE COLLABORATIVE

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

## PREPARATION FOR SPEAKING


### Learning objectives

- Use phrases to ask for and give opinions and reasons about going to different cafés – *I'd like to go to café A because it is in the city. Another reason is that it is outside.*
- Use phrases give opinions about a new school – *I think we should have computers. I don't think we should have a modern building.*
- Give and ask about opinions – *I think we should have big classrooms. What do you think?*
- Use phrases to agree and disagree – *Yes, I agree. I'm not sure. I don't agree.*

### Exercise 1 page 142

People use the underlined phrases to give reasons, give opinions, ask for opinions or to indicate agreement.

### Be flexible

 Ask **more advanced students** to write short dialogues in pairs to role play in front of the class. They should include eliciting an opinion on a building or design, sharing an opinion and agreeing or disagreeing. Ask students to pay attention to their tone of voice, and for the class to listen and note the phrases used to ask for and give opinions, as well as judge whether the person agreed or disagreed politely.

### Exercise 2 page 142

#### Give a reason:

It's near some good roads.

Because the buildings in the centre are very old. They are cold in winter and hot in summer and they're very noisy. They're uncomfortable places.

It's quiet and it's not far from a big road.

It's pretty far from the town.

It's good for travel.

The buildings near the train station aren't cheap.

#### Give an opinion:

It's a good place.

I don't think we should go there.

The train station is good.

I think we should go to the park.

I think we should have a modern design with big windows.

Big windows are good.

#### Ask for an opinion:

What about here?

What do you think?

Why not?

What about the design?

What about you?

#### Agree or disagree:

I'm not sure.

Yes, I agree.

### Exercises 3–5 page 143

Answers will vary.

### Exercise 6 page 144

1 you 2 blue 3 think 4 Mexican food

### Exercise 7 page 144

1 D 2 A 3 D 4 A

### Exercise 8 page 144

Answers will vary.

## SPEAKING TASK

### Learning objectives

- Review your notes to prepare for a discussion.
- Take part in a discussion of ideas for a new café
- Present ideas for a new café
- Evaluate other student's ideas for a new café

### Exercises 1–5 pages 145–146

Answers will vary.

## RESEARCH PROJECT

### Plan and present your ideal home.

Ask each student to record ideas for their ideal home. Encourage them to think about rooms, size, garden, location and interior design (e.g. furniture, colours). Ask them to create a concept board and find images of some of the things they'd like in their ideal home.

Each student presents their concept board for their ideal home to the rest of the class. Ask presenters to give their opinion on items from the concept board and support their thinking with reasons. This can turn into a friendly competition where the class votes for the best house.

## CLASSROOM APP

### Exercises 1–2

*Answers will vary.*

### Exercise 3

1 armchair 2 table 3 bookcase 4 desk 5 sofa  
6 lamp 7 chair

### Exercise 4

1 glass 2 comfortable 3 wooden 4 metal 5 leather

### Exercise 5

1 wooden 2 noisy 3 ceiling 4 expensive 5 quiet  
6 modern 7 floor 8 wall

### Exercise 6A

1 give opinion 2 agree/disagree 3 ask opinion  
4 give opinion 5 give reason 6 ask opinion

### Exercise 6B

*Answers will vary.*

UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about special fruit in Japan.
<b>Listening skill</b>	Listen for numbers.
<b>Critical thinking</b>	Understand pie charts.
<b>Grammar</b>	Use the past simple.
<b>Speaking skills</b>	Introduce a report; talk about surveys.
<b>Speaking task</b>	Report the results of a survey.
<b>Teacher development</b>	Help your students become better at <b>understanding pie charts</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows a display of Japanese cakes in Japan. Japanese-style cakes are very similar to Western-style cakes. Some of the cakes in the photo are chocolate cake, strawberry shortcake, fruit tart cake, roll cakes and choux pastries. Japanese cake is usually presented and sold in individual slices.

### Lead-in

Bring in a variety of delivery menus representing different types of cuisines or alternatively, ask students to look at online menus. Invite pairs to discuss the foods they like and then identify what they would order for lunch. Use this as an opportunity to do an informal assessment on students' pronunciation of numbers and familiarity with food items. Invite students to tell you their order and the cost of their lunch. Make notes as necessary to document weak areas for added focus and instruction.

page 149

Possible answers:

- 1** pastries / cakes / desserts  
**2–3** Answers will vary.

## WATCH AND LISTEN

### Learning objectives

- Listen and identify main ideas and details in a video about luxury fruit in Japan
- Complete a set of inferences about the information in the video
- Practise talking about gifts

**Exercise 1** page 150

Answers will vary.

**Exercise 2** page 150

**1** grapes **2** fruit **3** standing **4** farmer

**Exercise 3** page 150

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

**Exercise 4** page 151

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

**Exercise 5** page 151

**1** expensive **2** rich **3** hard **4** ordinary

**Exercise 6** page 151

Answers will vary.

## LISTENING 1

### Learning objectives

- Understand key vocabulary for food – *meat*, *international*, *dish*
- Listen and discriminate between numbers with *-teen* and *-ty* endings
- Listen and identify the topic of a class discussion
- Listen and understand details and numbers
- Describe and give opinions on food

### Lead-in

Ask the class where they typically buy their food. Is it made in their country? Is it from another country? How often do they eat food from other countries? Elicit ideas and discuss as a class.

**Exercise 1** page 152

Answers will vary.

**Exercise 2** page 152

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

**Exercise 3** page 153

1 70; 17; Seventeen 2 60; Sixteen; 60

3 Thirteen; Thirty; 13 4 15; Fifty; 15; 50

**Exercise 4** page 153

b

**Exercise 5** page 154

1 F; The average person in the UK eats meat once a day.


2 T 3 T 4 T

5 F; Only 20% of the students know how to cook traditional dishes.

**Exercise 6** page 154

1 50/fifty 2 14/fourteen 3 20/twenty

**Be flexible**

 With a more **advanced class**, ask students to close their books and take notes while they listen. Explain that during lectures, we often write down important numbers and use key words to note down what these numbers refer to. Students listen and take notes. Allow students a couple of minutes to compare their notes with a partner. Monitor and check the quality of the notes. Students then use their notes to complete Exercise 6. If necessary, give advice on how students can improve their note-taking skills, e.g. listen to podcast, and take notes while they listen.

**Exercises 7–8** page 154

Answers will vary.

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

- Use regular past simple verbs to complete positive and negative sentences.
- Ask and answer questions in the past simple – *Did both of your parents work? Yes, they did. Did your grandmother cook traditional dishes? Yes, she did.*
- Use irregular past simple verbs in positive and negative sentences – *I ate a big breakfast this morning. We went to a great new restaurant on Friday. She didn't do any cooking.*

- Name different types of food – *pizza, fries, tacos*
- Categorize different types of food – *Pizza is traditional food. Tacos are healthy food. Burgers are fast food.*
- Ask and answer questions about food – *Do you like traditional food? Do you like fast food? Yes, I do. I like fast food because it's easy.*

**Exercise 1** page 155

1 lived 2 cooked 3 did not / didn't cook 4 worked  
5 lived 6 watched 7 did not / didn't help  
8 did not / didn't learn

**Exercise 2** page 156

Answers will vary.

**Exercise 3** page 156

- 2 Did you eat at a fast food restaurant this week?
- 3 Did you cook dinner last week?
- 4 Did you eat a big lunch yesterday?
- 5 Did you eat breakfast today?
- 6 Did you have a meal with friends last week?

**Exercise 4** page 156

Answers will vary.

**Exercise 5** page 157

1 did not / didn't make 2 ate 3 bought  
4 was 5 did not / didn't do 6 came  
7 did not / didn't have; went 8 read

**Exercise 6** page 157

Answers will vary.

**Exercise 7** page 157

- 1 I ate a big breakfast this morning.
- 2 Did you have fish for dinner last week?
- 3 They didn't cook dinner for their family last Sunday.
- 4 I learnt to cook from my father.
- 5 Did Kevin make dinner last night?
- 6 We went to a great new restaurant on Friday.
- 7 Emma didn't like her meal.
- 8 Did you have lunch with your parents yesterday?

**Exercise 8** page 158

Possible answers:

**meat:** chicken; meatballs; sandwich meat

**vegetables:** lettuce; tomato; peppers; olives; salad; onions

**other:** noodles; pasta; tacos; cheese; chips; bread


**Exercise 9** page 158

Possible answers:

1 H (also T – sandwiches are traditional) 2 T  
3 T (also F – fast food) 4 H 5 T 6 F 7 F 8 T




### Optional activity

 Prepare slips of paper with the names of the food pictured on page 158 (*sandwich, noodles, pizza, salad, tacos, chips, burger and pasta*). Then divide the class into teams. Students take turns to choose a slip of paper and describe the food for other teams to guess. Students may name the ingredients, say where the food is popular or how it's made, etc. The team that guesses the food vocabulary word correctly scores a point. Award bonus points for teams that can spell the word correctly. Play until all the words have been used.

**Exercise 10** page 159

Answers will vary.

### Optional activity

 Brainstorm additional questions about food habits and eating trends that students are interested in (e.g. *Do you buy a salad when you go to a fast food restaurant? Do you eat a healthy breakfast?*). Ask individuals to create a list of five Yes/No questions. Students switch questions with a partner to check their grammar and vocabulary, and then ask five other students their questions. Students practise answering with short answers, e.g. *Yes, I do.* or *No, I don't.* Interviewers should record results. With additional time, students can then get into small groups and discuss their results.

## LISTENING 2

### Learning objectives

- Understand key vocabulary for describing food and culture – *culture, home-cooked, enjoy*
- Understand pie charts
- Listen and identify main ideas in a student's report
- Listen and understand details
- Synthesize information from a discussion and a presentation about food

### Lead-in

Explain that the student speaking in Listening 2 has already asked her survey questions, gathered the data and analyzed it. Point out that she put the results in pie charts on page 160. Explain that we often use visuals to show data because it helps us to understand the meaning of the data better.

**Exercise 1** page 159

**1** home-cooked **2** meal **3** healthy **4** favourite  
**5** enjoy **6** culture

**Exercise 2** page 160

**1** fast food restaurants **2** Yes (because most people think food and family meals are important)  
**3** They enjoy it

**Exercise 3** page 161

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

**Exercise 4** page 161

**1** T **2** T **3** T **4** T

**5** F; Traditions about eating have changed.

**Exercise 5** page 161

Answers will vary.

## CRITICAL THINKING

### Learning objectives

- Label sections of pie charts
- Understand information shown in pie charts about changes in food and culture
- Analyze which reasons have caused which changes in food cultures

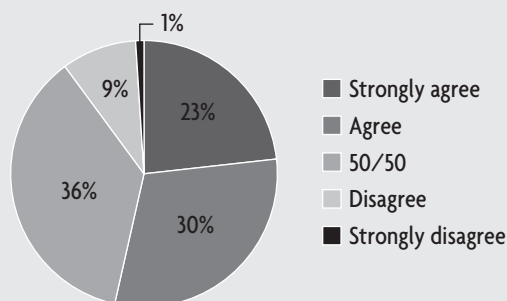
## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Understanding pie charts** is an important skill for students because: (1) Pie charts are a common method for presenting data in many academic subjects, particularly Maths, Science and Engineering, because they are easy to understand; (2) Pie charts are also commonly used in the media and everyday life because of their simplicity.

### BE CONFIDENT

→ Develop this skill by doing the following activity:  
*In the Cambridge University Press critical thinking survey, 1,000 teachers were asked to respond to the statement: 'I believe my students want to develop their Critical Thinking skills.' Their responses are presented in the pie chart below.*



- 1 Quickly summarize the main findings presented in this pie chart.
- 2 What reasons do you think were given by the people who 'agreed' or 'strongly agreed' with the statement?
- 3 What reasons do you think were given by the people who 'disagreed' or 'strongly disagreed' with the statement?
- 4 How would you answer this question for your class(es)? Why?

### Lead-in

Go through the instructions with the class and focus on the Speaking task. Explain that the following sections of the unit will help them to prepare to report the results of a survey. Make sure students understand that the words and phrases in the box on page 162 are for labelling the charts on page 160.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 162–164.

- ➔ 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 are already very familiar with pie charts, extend the skill practice by finding a more complex pie chart for students to analyze, perhaps one related to the academic subject(s) they are studying.

### Exercise 1 page 162

#### Question 1

**a:** fast food sales    **b:** sales from other restaurants

#### Question 2

**a:** eating together is not important  
**b:** eating together is important

#### Question 3

**a:** enjoy food    **b:** don't enjoy food

### Exercise 3 page 163

**1** Types of restaurants; Eating habits; Cooking habits

**2** Possible answers: What type of restaurants do you go to? Do you eat with other people or alone? What type of meals do you eat?

**3** country A: Yes; country B: Yes

**4** country A: More; country B: Less

**5** country A: No; country B: No

**6** Country A: mostly home-cooked food; Country B: most responded with 'home-cooked food'

### Exercise 4 page 164

Possible answers:

**1** Fast food was not available.

**2** Fast food is cheap and easy. International foods or international restaurants are more popular. People eat smaller lunches, such as fast food, which don't take as long. Families are not together because of work hours. People don't know how to cook. Traditional restaurants are more expensive.

**3** People couldn't buy foods from other countries. Families ate big lunches together. Fast food was not available.

**4** Families are not together because of work hours.

**5** Fast food was not available.

**6** Pre-made meals are available at supermarkets. People don't have time to cook.

### Exercise 5 page 164

Answers will vary.

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

➔ How did your students respond to the lesson? Did you feel that they were interested in developing their critical thinking skills?

➔ What aspects of the lesson enabled your students to link this critical thinking focus to their future academic studies?

### BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the pie chart you found in the *Be flexible* section opposite, and the impact it had in the class?

## PREPARATION FOR SPEAKING

### Learning objectives

- Understand and use phrases for introducing a report – *I think this is an interesting topic. There were three questions in my survey. My questions were on the topic of food and culture in France.*
- Pronounce the letter *u* correctly in different words in sentences about food surveys – *question, survey, result*
- Use phrases to present results of surveys using pie charts – *My last question was 'Is eating together with others important?'. So when you look here, 54% percent of all restaurant sales were from fast food places.*

### Exercise 1 page 165

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

### Exercise 2 page 165

1 morning 2 five 3 traditional 4 interesting  
5 everybody 6 fast 7 three 8 good

### Exercises 3–4 page 166

Answers will vary.

### Exercise 5 page 166

Answers will vary.

### Exercise 6 page 166

- 1 my first question was
- 2 You can see here that
- 3 In one survey I read
- 4 My second question was
- 5 My last question was
- 6 So, when you look here

### Exercise 7 page 167

Answers will vary.

## SPEAKING TASK

### Learning objectives

- Review your ideas to prepare for a survey
- Prepare an introduction for presenting the results of a survey
- Report the results of a survey using pie charts

### Exercises 1–6 pages 167–168

Answers will vary.

## RESEARCH PROJECT

### Create an online cookery course.

Show the class some cookery videos on the internet. Divide the class into groups and tell them that each group needs to select a recipe it can make. Students could use a recipe known to them or choose a simple one from a cookbook or website. Each group could share its recipe with the rest of the class. Tell students that each group will make a video demonstrating how to make its recipe and then share these with the class to create a cookery course.

## CLASSROOM APP

### Exercise 1

Answers will vary.

### Exercise 2

1 did, eat 2 worked 3 did, live 4 made, was  
5 Did, buy 6 didn't cost / did not cost 7 Did, help  
8 cooked

### Exercises 3–4

Answers will vary.

### Exercise 5

1 healthy 2 fish 3 vegetables 4 culture  
5 home-cooked 6 favourite 7 meat 8 international

### Exercise 6

- 1 My survey was about healthy food in your country.
- 2 There were three questions in my survey.
- 3 My first question was, 'Is traditional food healthy in your country?'
- 4 So, when you look here, you see 80% of the people said the food was healthy.
- 5 My second question was 'Do people in your country often eat fast food?'
- 6 This chart shows that most people in your country don't eat often eat fast food.

UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about travelling by road.
<b>Listening skills</b>	Listen for definitions; synthesize information.
<b>Critical thinking</b>	Synthesize information for a talk.
<b>Grammar</b>	Use the past simple; use <i>because</i> and <i>so</i> .
<b>Speaking skills</b>	Describe a topic; describe a problem; describe a solution; describe results.
<b>Speaking task</b>	Describe a transport problem, solution and results.
<b>Teacher development</b>	Help your students become better at <b>synthesizing information for a talk</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows a canal in Amsterdam, the Netherlands, on a sunny morning. In the foreground, there are many bicycles, which have been locked to the canal bridge. Amsterdam is famous for its canals, and the photo shows boats and barges – a traditional type of boat used on canals. In the past, boats were the main form of transport in the city, but today, bicycles are the most popular. Many people also use public transport, including trams, metro, buses and ferries. There are also privately owned water taxis and water buses. Some people also drive.

### Lead-in

Do a quick survey to see what transport students used to get to class (see page 178 of the Student's Book for examples). As a class, discuss the reasons for these results. Encourage students to state their opinion and give a reason (e.g. *I think most students walk because they live close to campus. I think most students take the bus because they get cheap tickets.*)

page 171

- The photograph was taken in the Netherlands. Students may be able to guess this from the canal, the bicycles and the style of architecture.
- a** cars; vans    **b** bikes; (canal) boats
- Answers will vary.

## WATCH AND LISTEN

### Learning objectives

- Listen and understand facts and figures about roads in China
- Infer the reasons for building new roads in China
- Practise talking about road transport in your country and China

**Exercise 1** page 172

Answers will vary.

**Exercise 2** page 172

- The city has many roads.
- There is not much traffic in the country.
- The road goes under the mountain.
- There is a long bridge between the mountains.

**Exercise 3** page 173

- 1** T    **2** F; The largest builder of roads is China.
- 3** F; China has over 50,000 miles of highways.
- 4** T    **5** F; The Sidu Bridge is the world's highest bridge.

**Exercise 4** page 173

2; 5; 4; 1; 3

**Exercise 5** page 173

**1** b    **2** c

**Exercise 6** page 173

Answers will vary.

## LISTENING 1

### Learning objectives

- Understand key vocabulary for transport – *bus, metro, passenger*
- Listen and understand years – 1994 (*nineteen ninety-four*), 2017 (*two thousand and seventeen / twenty seventeen*)
- Listen and take notes on the main ideas in a presentation about transport in London
- Listen and understand detailed information
- Describe which forms of transport you use and give reasons

### Lead-in

Write the questions below on the board. Ask students to discuss the questions in pairs about the city or town they live in. Elicit responses from the class.

- 1 *What are the main ways to travel by public transport?*
- 2 *Do you need a ticket to ride?*
- 3 *How do passengers pay?*

### Exercise 1 page 174

1 journey 2 bus 3 taxi 4 metro 5 train  
6 passenger 7 ticket 8 travel

### Exercise 2 page 175

Answers will vary.

### Exercise 3 page 175

1 ticket 2 journey 3 passenger

### Exercise 4 page 175

private: car; taxi  
public: bus; metro; train

### Exercise 5 page 175

Answers will vary.

### Exercise 7 page 176

1 1,435 2 1,749 3 1,949 4 1,953 5 2,017

### Exercise 8 page 176

The year 2017 can be pronounced twenty seventeen or two thousand and seventeen.

### Exercise 9 page 176

Possible answers:

**a** a metro train / the Underground **b** a man **c** a lot of traffic and people **d** somebody using an electronic ticket **e** an electronic gate

### Exercises 10–11 page 177

Possible answers:

- 1 Transport for London and Oyster cards (the electronic tickets)
- 2 takes care of private and public transport in London / takes care of people and passengers (who use transport)
- 3 eight million (three million private cars and taxis, five million public transport)
- 4 It opened in 1863, so it's more than 150 years old.
- 5 a kind of ticket / an electronic ticket

### Exercise 12 page 177

- 1 cars, taxis, buses, trains 2 2003
- 3 (Paper) tickets were slow and/or London was bigger and more people lived and worked there.
- 4 By tapping a credit card; by paying online; by making a mobile payment with your phone

### Exercise 13 page 177

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Use verb phrases to describe journeys on different forms of transport – *take the bus, go by car, go on foot*
- Use the correct form of irregular past tense verbs – *go → went, take → took, run → ran*
- Use *because* to give reasons and *so* to show results in sentences about transport – *He ran to the train station because he was late. I don't like to go by train, so I drive to work.*


### Exercise 1 page 179

1 take 2 go 3 drive 4 go

### Exercise 2 page 179

Answers will vary.

### Be flexible

 Provide additional practice for **lower-level students** with the transport collocations. Create a memory game for students to match verbs with nouns to make the collocations. Write the nine nouns: *bus, train, taxi, ferry, metro, car, bike, motorbike, foot* on cards. Then write nine verbs / verb phrases on more cards to match each noun.

Groups place the cards with the words facing down. Players take turns and uncover two pieces of paper at a time. If the halves match, they take the halves and score a point. If the halves do not match, the player puts the pieces of paper back in the same place. Students play until they match all the collocations.

**Exercise 3** page 179

1 sat 2 took 3 went 4 drove 5 ran

**Exercise 4** page 180

1 took 2 ran 3 sat 4 drove 5 went

**Exercise 5** page 180

1 d 2 a 3 c 4 b 5 e

**Exercise 6** page 180*Answers will vary.*

## LISTENING 2

### Learning objectives

- Understand key vocabulary for transport problems and solutions – *accident, idea, pavement*
- Gain awareness of sound and spelling relationships in common consonant clusters – *wh /w/, ck /k/, ph /f/*
- Recognize words and phrases which signal definitions of new words while listening
- Listen and understand definitions of new words in a presentation about transport problems and solutions
- Listen and take detailed notes
- Synthesize information from two presentations in a discussion

### Lead-in

As a way to anticipate the discussion in Listening 2, invite students to talk with a partner about a problem with transport in a city they are familiar with. After students talk, ask students to record the problem their partner discussed on one side of a T-chart. If possible, use a shared document so students' work can be displayed. Analyze the problems. Are they the same? What causes these problems? Then as a class, brainstorm solutions and add them to the other side of the T-chart.

**Exercise 1** page 181*Answers will vary.***Exercise 2** page 181

1 idea 2 traffic 3 petrol 4 problem 5 accident 6 pavement


**Exercises 3–4** page 182*Answers will vary.***Exercise 5** page 182

1 the cars can't move 2 air pollution 3 people can use bicycles for free 4 sharing a ride with other people

**Exercise 6** page 183

1 traffic 2 cars 3 time 4 petrol 5 expensive 6 smog 7 bike-sharing programmes 8 car sharing 9 idea 10 self-driving 11 accidents

### Be flexible

 With a **more advanced class**, ask students to close their books and take notes in their notebooks rather than in the template in Exercise 6 on page 183. Ask students to compare their notes, and then use them to complete the task in Exercise 6. Monitor and give feedback on the quality of the notes. If necessary, point out any spelling mistakes and ask students to find the correct spelling in the Glossary. Point out places where abbreviations may be helpful for faster note-taking.

**Exercise 7** page 183

1 too many cars 2 build a metro system 3 fewer cars on the road 4 people don't like walking on pavements 5 inside moving pavement 6 People get exercise, feel comfortable and don't drive.

**Exercise 8** page 184

1 Because everyone uses a car. 2 They are slow and expensive and they cause pollution. 3 free bicycles and car sharing 4 Dubai 5 build a metro system / inside moving pavements

**Exercise 9** page 184*Answers will vary.*

## CRITICAL THINKING

### Learning objectives

- Remember and organize information from notes about transport problems and solutions in different cities
- Analyze transport problems, solutions and their results in a city
- Apply solutions to transport problems from other cities to the problems of a new city and predict their results
- Suggest new solutions to transport problems in a city and predict their results
- Evaluate solutions to transport problems in a city and choose the most effective solution

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Synthesizing information for a talk** is an important skill for students because: (1) A talk (or presentation) is a common form of assessment, so students need as much practice as possible; (2) Too often, students rely on one source of information, which makes the talk less interesting and too one-sided; (3) Students need encouragement to integrate as many sources as possible into their work.

### BE CONFIDENT

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

*Imagine you were going to give a talk about why critical thinking is important. What kind of sources would you include? Where would you find your background information? How could you make it as interesting as possible?*

*Would your answers to these questions change, depending on your audience? For example, if it were colleagues, parents or students?*

### Lead-in

Go through the instructions with the class and focus on the Speaking task. Explain that the following sections of the unit will help them to prepare to describe a transport problem, solutions and results.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 185–186.

- 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

Students could also research traffic-related problems in your own location. Personalizing the subject matter is a good way to engage lower-level students. This could be an extension or homework task. A further suggestion is to watch a video of a very effective talk which uses different source materials.

### Exercise 1 page 185

**Listening 1: problem:** paper tickets very slow; **solution:** Oyster cards / credit cards / mobile payments / pay online; **result:** walk through gates faster

**Listening 2: problem:** traffic means it takes more time and petrol to travel around the city; too many cars in Dubai; people don't like to walk on the pavements outside; **solution:** free bicycles for people to use; car sharing; a self-driving car; build a metro; inside moving pavement or a moving walkway; **results:** there aren't as many cars; it can help stop accidents; fewer cars on the road; people get exercise, feel comfortable and don't drive

### Exercise 2 page 185

#### Group A:

- 1 Traffic problems and solutions for the Santa Fe district of Mexico City
- 2 Too many cars on the road; pollution is bad; businesses have to pay a lot for car parks; people have to spend a lot of time driving to work (and so they feel tired at work) and spend a lot of money on petrol; no trains or high-speed buses or metro system
- 3 Sharing transport, such as car-sharing or bicycle-sharing
- 4 *Answers will vary.*

#### Group B:

- 1 Traffic problems in Melbourne
- 2 Public transport is not very good; people spend many hours in traffic – this is bad for their health.
- 3 self-driving cars
- 4 *Answers will vary.*

### Exercises 3–4 page 186

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following points:

- Did it work well in your class when you separated students into groups A and B? This can sometimes be challenging with lower-level students, or when students are not familiar with doing this. If it was difficult, think how you could do this more effectively next time.
- Prepare and deliver the talk which you planned in the *Be confident* section. Get feedback from your colleagues, not only about the content but about how you delivered it.

### BE COLLABORATIVE

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

## PREPARATION FOR SPEAKING

### Learning objectives

- Use words and phrases to describe a current topic or situation – *more and more, this means, with all of*
- Use past simple verb forms to describe a situation that used to be a problem – *Each passenger waited to buy a ticket, and then they went to the gate. This took a long time and more people started to live and work in London, so we needed a faster ticket system.*
- Pronounce *-ed* verb endings correctly when talking about the past
- Gain awareness of ways to describe solutions and results
- Use phrases to evaluate solutions and explain results – *I think it was a good solution. Why? Because ... That means ...*

### Exercise 1 page 186

1 More and more   2 This means   3 because  
4 With all of   5 This is

### Exercise 2 page 186

1 waited   2 went   3 put   4 opened   5 took   6 took  
7 started   8 needed   9 was

### Exercise 3 page 187

went; put; took; was

### Exercises 4–5 page 187

happened /d/	changed /d/	visited /ɪd/
guessed /t/	needed /ɪd/	waited /ɪd/
asked /t/	helped /t/	showed /d/
watched /t/	opened /d/	started /ɪd/

### Exercises 6–7 pages 187–188

Answers will vary.

### Exercise 8 page 188

- 1 They had to build a metro line.
- 2 People could cycle for free.
- 3 The cities started car sharing for workers.
- 4 There is a moving walkway.
- 5 The Oyster card is faster than paper tickets.
- 6 People can tap credit cards to pay.

### Exercise 9 page 188

- 1 There was no public transport, so people had to drive everywhere. One solution was car sharing. That way, there were fewer cars and workers felt better.
- 2 There are a lot of bad drivers, so there are a lot of accidents. One solution is self-driving cars. So, these cars are safer because there are fewer accidents.
- 3 It took a long time because people waited to buy tickets and go through the gate. So Transport for London started Oyster cards. The result is that it is very fast and easy.

### Exercise 10 page 189

Answers will vary.

## SPEAKING TASK

### Learning objectives


- Prepare to speak by organizing your notes
- Give a talk describing a transport problem in a city, the most effective solution and its result
- Listen and ask questions to understand another student's talk
- Evaluate solutions for transport problems in cities in a discussion

### Exercises 1–6 pages 189–190

Answers will vary.

## RESEARCH PROJECT

### Research and share how transport may change in the future.

 Divide the class into groups. Ask some groups to research different types of transport being used today. Ask the other groups to research future types of transport. Each group could think about what is good and bad about the different types of transport.

Determine the best way for the class to share the information which they have collected. Consider asking students to create and record video or audio presentations for the class to listen to and take notes on. Students could then vote on which form of future transport they would most like to use. Students could use an online voting system. Search for 'voting software' to view some of these.



## CLASSROOM APP

### Exercise 1

*Answers will vary.*

### Exercise 2

1 go by 2 take 3 ride 4 take 5 drive

### Exercise 3

1 because 2 because 3 so 4 so 5 Because

### Exercise 4

1 train. 2 the pavement. 3 a solution. 4 an accident.  
5 petrol. 6 an idea? 7 a passenger. 8 petrol.

### Exercise 5

*Answers will vary.*

### Exercise 6A

1 a problem 2 a solution 3 results 4 a solution  
5 a problem 6 a solution

### Exercise 6B

*Answers will vary.*