

UNLOCK

LISTENING & SPEAKING SKILLS
TEACHER'S BOOK

3

Matt Firth

B1

English
Profile

WITH
DVD

UNLOCK

LISTENING & SPEAKING SKILLS

3

Matt Firth

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107681545

© Cambridge University Press 2014

Content and images which are © Discovery Communications, LLC are reproduced here under license.

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014

Printed in the United Kingdom by Latimer Trend

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-68728-8 Listening and Speaking Student's Book 3 with Online Workbook

ISBN 978-1-107-68154-5 Listening and Speaking Teacher's Book 3 with DVD

ISBN 978-1-107-61526-7 Reading and Writing Student's Book 3 with Online Workbook

ISBN 978-1-107-61404-8 Reading and Writing Teacher's Book 3 with DVD

Additional resources for this publication at www.cambridge.org/unlock

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The worksheets, role-play cards, tests, and tapescripts at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages that carry the wording '© Cambridge University Press' may be copied.

CONTENTS

Your guide to <i>Unlock</i>	4
Teaching tips	9
UNIT 1 Animals	12
UNIT 2 Customs and traditions	20
UNIT 3 History	29
UNIT 4 Transport	38
UNIT 5 Environment	46
UNIT 6 Health and fitness	54
UNIT 7 Discovery and invention	62
UNIT 8 Fashion	69
UNIT 9 Economics	77
UNIT 10 The brain	85
Review tests answers and audio scripts	91
Review tests	98
Additional speaking tasks and model language	118
Acknowledgements	128

UNLOCK UNIT STRUCTURE

The units in *Unlock Listening and Speaking Skills* are carefully scaffolded so that students build the skills and language they need throughout the unit in order to produce a successful Speaking task.

UNLOCK YOUR KNOWLEDGE

Encourages discussion around the theme of the unit with inspiration from interesting questions and striking visuals.

WATCH AND LISTEN

Features an engaging and motivating *Discovery Education™* video which generates interest in the topic.

LISTENING 1

Provides information about the topic and practises pre-listening, while listening and post-listening skills. This section also includes a focus on a pronunciation feature which will further enhance listening comprehension.

LANGUAGE DEVELOPMENT

Practises the vocabulary and grammar from Listening 1 and pre-teaches the vocabulary and grammar from Listening 2.

LISTENING 2

Provides a different angle on the topic and serves as a model for the speaking task.

CRITICAL THINKING

Contains brainstorming, categorizing, evaluative and analytical tasks as preparation for the speaking task.

PREPARATION FOR SPEAKING / SPEAKING SKILLS

Presents and practises functional language, pronunciation and speaking strategies for the speaking task.

SPEAKING TASK

Uses the skills and strategies learnt over the course of the unit to produce a presentational or interactional speaking task.

OBJECTIVES REVIEW

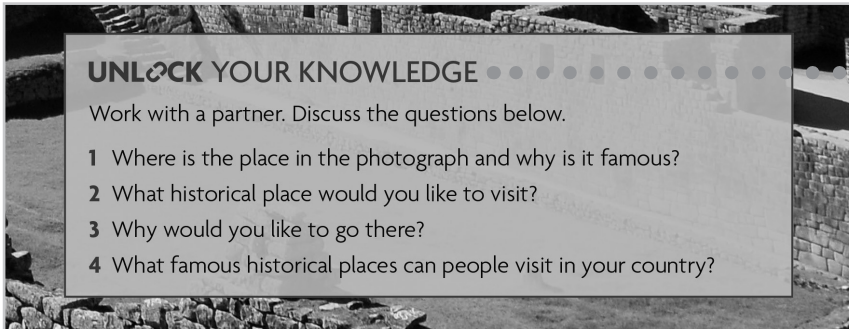
Allows learners to assess how well they have mastered the skills covered in the unit.

WORDLIST

Includes the key vocabulary from the unit.

This is the unit's main learning objective. It gives learners the opportunity to use all the language and skills they have learnt in the unit.

UNLOCK MOTIVATION



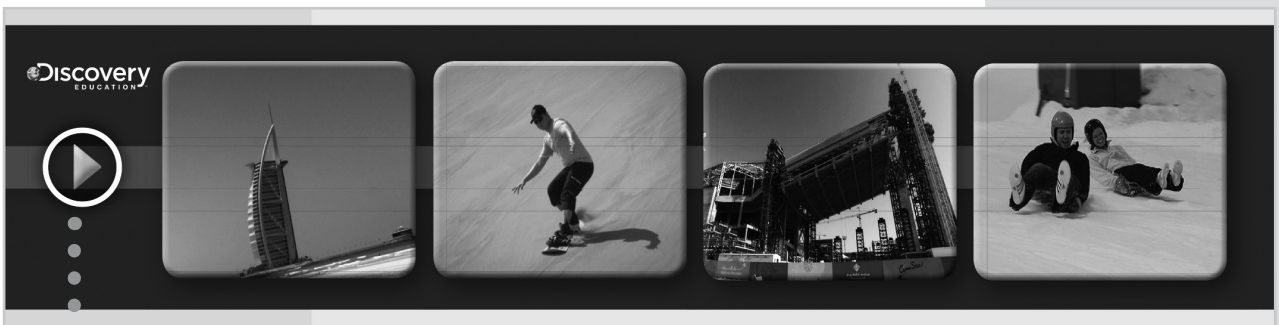
UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 Where is the place in the photograph and why is it famous?
- 2 What historical place would you like to visit?
- 3 Why would you like to go there?
- 4 What famous historical places can people visit in your country?

PERSONALIZE

Unlock encourages students to bring their own knowledge, experiences and opinions to the topics. This **motivates** students to relate the topics to their own contexts.



DISCOVERY EDUCATION™ VIDEO

Thought-provoking videos from *Discovery Education™* are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

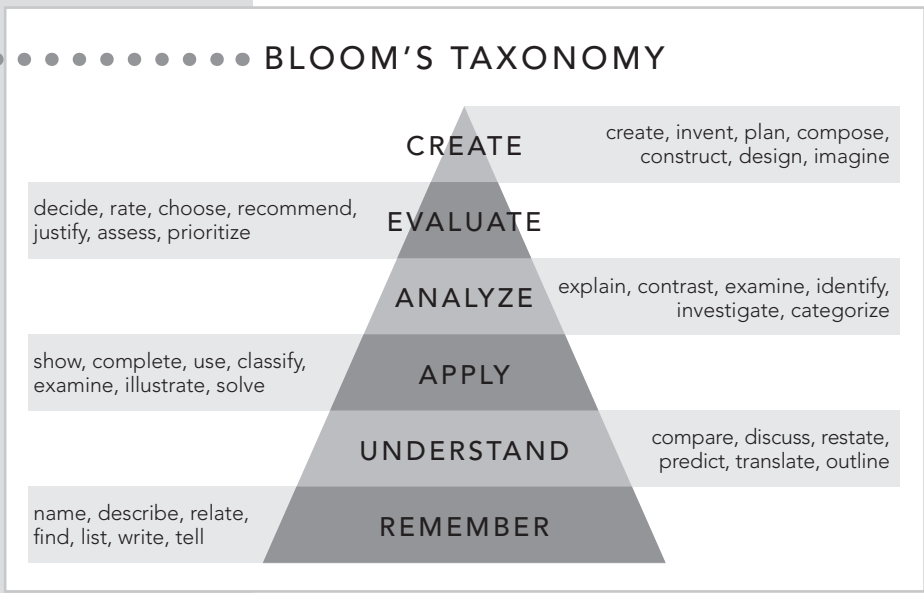
“ The video was excellent! It helped with raising students’ interest in the topic. It was well-structured and the language level was appropriate.

Maria Agata Szczerbik,
United Arab Emirates University,
Al-Ain, UAE

”

UNLOCK CRITICAL THINKING

BLOOM'S TAXONOMY



“ [...] with different styles of visual aids such as mind maps, grids, tables and pictures, this [critical thinking] section [provides] very crucial tools that can encourage learners to develop their speaking skills.
 Dr. Panidnad Chulerk, Rangit University, Thailand ”

BLOOM'S TAXONOMY

The Critical thinking sections in *Unlock* are based on Benjamin Bloom's classification of learning objectives. This ensures learners develop their **lower- and higher-order thinking skills**, ranging from demonstrating **knowledge and understanding** to in-depth **evaluation**.
 The margin headings in the Critical thinking sections highlight the exercises which develop Bloom's concepts.

LEARN TO THINK

Learners engage in **evaluative and analytical tasks** that are designed to ensure they do all of the thinking and information-gathering required for the end-of-unit speaking task.

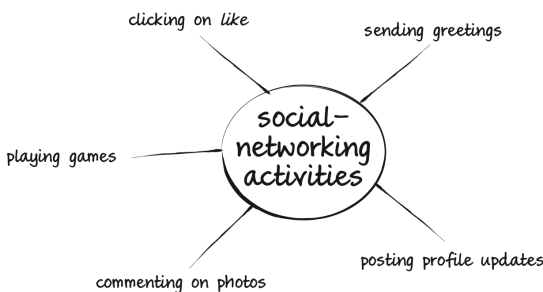
CRITICAL THINKING

At the end of this unit you are going to do the speaking task below.

How has modern technology changed the way we interact with each other? What are the positive and negative aspects of this influence?

UNDERSTAND

1 Look at the ideas map. What is the main focus?



2 Work with a partner. Add extra examples to the ideas map.


3 Work with another pair. Take turns to explain your extra examples.

UNLOCK RESEARCH

THE CAMBRIDGE LEARNER CORPUS 

The **Cambridge Learner Corpus** is a bank of official Cambridge English exam papers. Our exclusive access means we can use the corpus to carry out unique research and identify the most common errors that learners make. That information is used to ensure the *Unlock* syllabus teaches the most **relevant language**.

THE WORDS YOU NEED

Language Development sections provide vocabulary and grammar-building tasks that are further practised in the  Workbook. The glossary provides definitions and pronunciation, and the end-of-unit wordlists provide useful summaries of key vocabulary.

 LANGUAGE DEVELOPMENT

Word families

You can develop your academic vocabulary by working on word families. When you record a new word in your notebook, make sure to write down any other forms from its word family.

- 1 Complete the table below. Sometimes there is more than one possible answer. Use a dictionary to help you.


noun	verb	adjective	adverb

PRONUNCIATION FOR LISTENING

Connected speech: weak forms

When we speak fluently, some words are not usually pronounced in a strong or clear way. These are usually auxiliary verbs (*has, was, do, etc.*), modals (*would, can, etc.*), prepositions (*to, for, etc.*) and other small words (*and, you, etc.*).

When small words are not pronounced clearly, we call this a 'weak form'. These words are pronounced with a /ə/ sound.

- 4  Listen to extracts from the discussion. Notice the pronunciation of the highlighted words.
- Has the professor sent us the list of possible topics to choose from?
 - OK, we can do that.
 - Some of them are human and some are animals.

ACADEMIC LANGUAGE

Unique research using the **Cambridge English Corpus** has been carried out into academic language, in order to provide learners with relevant, academic vocabulary from the start (CEFR A1 and above). This addresses a gap in current academic vocabulary mapping and ensures learners are presented with carefully selected words which they will find essential during their studies.

PRONUNCIATION FOR LISTENING

This unique feature of **Unlock** focuses on aspects of pronunciation which may inhibit listening comprehension. This means that learners are primed to understand detail and nuance while listening.

“ The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary.

Colleen Wackrow,
Princess Nourah Bint Abdulrahman University, Al-Riyadh, Kingdom of Saudi Arabia

UNLOCK SOLUTIONS

FLEXIBLE

Unlock is available in a range of print and digital components, so teachers can mix and match according to their requirements.

The screenshot displays the Cambridge Learning Management System (LMS) interface. At the top, it says 'CAMBRIDGE LEARNING MANAGEMENT SYSTEM'. Below that, the 'UNLOCK' logo is visible, followed by 'Unlock Reading & Writing Skills 1 Online Workbook'. A class expiration date of '8 Oct, 2015' is shown. The main content area is titled 'Class content: Unlock Reading & Writing Skills 1' and includes navigation icons for Content, Blog, Chat, Forum, Wiki, and Writing activity. The current exercise is 'EXERCISE 1: PREVIEWING', which asks users to 'Look at the photographs and complete the sentences.' Two exercises are shown: 1. 'In an Indian wedding the bride has her [] painted with henna.' and 2. 'In a Chinese wedding the bride and groom drink []'. At the bottom, there are buttons for 'Check', 'Show answers', and 'Start again'.

UNLOCK ONLINE WORKBOOKS

The **UNLOCK ONLINE** Workbooks are accessed via activation codes packaged with the Student's Books. These **easy-to-use** workbooks provide interactive exercises, games, tasks, and further practice of the language and skills from the Student's Books in the Cambridge LMS, an engaging and modern learning environment.

CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)

The Cambridge LMS provides teachers with the ability to track learner progress and save valuable time thanks to automated marking functionality. Blogs, forums and other tools are also available to facilitate communication between students and teachers.

UNLOCK EBOOKS

The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education™* videos embedded, the eBooks provide a great alternative to the printed materials.

The screenshot shows a digital interface for 'UNIT 1 PLACES'. The background is a high-angle photograph of a dense city skyline, likely Hong Kong. At the top, it says 'UNIT 1' and 'PLACES'. Below the title, there are three circular buttons: 'UNLOCK YOUR KNOWLEDGE', 'LEARNING OBJECTIVES', and 'GO' with a right-pointing arrow. A hamburger menu icon is visible in the top right corner.

1 Using video in the classroom

The *Watch and listen* sections in *Unlock* are based on documentary-style videos from *Discovery Education*TM. Each one provides a fresh angle on the unit topic and a stimulating lead-in to the unit.

There are many different ways of using the video in class. For example, you could ask learners to listen to the audio track of the video without viewing the images and ask learners what the video is about. Then show the whole video and check whether the learners were correct. You could ask learners to reconstruct the voiceover or record their own commentary to the video. Try not to interrupt the first viewing of a new video, you can go back and watch sections again or explain things for struggling learners. You can also watch with the subtitles turned on when the learners have done all the listening comprehension work required of them. For less-controlled listening practice, use the video for free note-taking and ask learners to compare their notes to the video script.

See also: Goldstein, B. and Driver, P. (2014) *Language Learning with Digital Video*, Cambridge University Press, and the *Unlock* website www.cambridge.org/unlock for more ideas on using video in the classroom.

2 Teaching listening skills

Learners who aim to study at university will need to be comfortable listening to long, complex listening texts in a number of different genres. The listening texts in *Unlock Listening & Speaking Skills* provide learners with practice in the different listening sub-skills and also provide topic-related ideas and functional language needed for the *Speaking task*. Every unit focuses on one key listening skill, which is highlighted in a box, as well as various sub-skills so that learners build on their listening skills throughout.

Before listening for the first time, use the *Preparing to listen* skills boxes to draw on learners' background knowledge and expectations of the listening text. Use the *While listening* skills boxes to focus students on listening sub-skills. Use the *Pronunciation for listening* activities to raise awareness of pronunciation features which can help listeners decode speech. Learners have an opportunity

for reflection on what they have listened to in the *Discussion* activities.

3 Teaching pronunciation

Unlock features *Pronunciation for listening* and *Pronunciation for speaking* sections. In *Pronunciation for listening*, learners focus on aspects of pronunciation which can enhance their listening comprehension, such as linking words, intonation, strong and weak forms in connected speech, homophones, etc. This will help learners to obtain more meaning from the listening text and in real life. Encourage learners to try using these pronunciation features in their own speaking so that they will be primed to hear them.

In *Pronunciation for speaking*, learners focus on aspects of pronunciation which they can put into practice in the *Speaking task*, such as consonant clusters, vowel sounds, connected speech, sentence stress and using intonation and tone. Practise pronunciation with your learners by recording them and giving feedback on the clarity, pace and stress in the *Speaking task*. Encourage your learners to record themselves and reflect on their own pronunciation.

4 Teaching speaking skills

Learners work towards the *Speaking task* throughout the unit by learning vocabulary and grammar relevant for the task, and then by listening to the key issues involved in the topic. Learners gather, organize and evaluate this information in the *Critical thinking* section and use it to prepare the *Speaking task*. *Unlock* includes two types of *Speaking task* – presentational and interactional. In the presentational tasks, learners will be required to give a presentation or monologue about the topic, often as part of a team. The interactional tasks require learners to role-play or interact with another person or persons.

There is an *Additional speaking task* for every unit in the Teacher's Book. This can be used as extra speaking practice to be prepared at home and done in class or as part of an end-of-unit test/evaluation. The *Additional speaking task* is also available on the Online Workbook. See section 8 for more details.

If your learners require IELTS test practice, point out that the discussion questions in the *Unlock your knowledge* sections provide practice of *IELTS Part 1 and 3* and the *Speaking tasks* provide practice of *IELTS Part 2*. Set the *Speaking task* as a timed test with a minimum time of two minutes and grade the learners on their overall fluency, vocabulary and grammar and the quality and clarity of their pronunciation.

5 Managing discussions in the classroom

There are opportunities for free discussion throughout *Unlock Listening & Speaking Skills*. The photographs and the *Unlock your knowledge* boxes on the first page of each unit provide the first discussion opportunity. Learners could be asked to guess what is happening in the photographs or predict what is going to happen or they could investigate the questions for homework in preparation for the lesson.

Throughout the rest of the unit, the heading *Discussion* indicates a set of questions which can be an opportunity for free speaking practice. Learners can use these questions to develop their ideas about the topic and gain confidence in the arguments they will put forward in the *Speaking task*.

To maximize speaking practice, learners could complete the discussion sections in pairs. Monitor each pair to check they can find enough to say and help where necessary. Encourage learners to minimize their use of L1 (their first language) and make notes of any error correction and feedback after the learners have finished speaking.

An alternative approach might be to ask learners to role-play discussions in the character of one of the people in the unit. This may free the learners from the responsibility to provide the correct answer and allow them to see an argument from another perspective.

- **Task checklists**

Encourage your learners to reflect on their performance in the *Speaking task* by referring to the *Task checklist* at the end of the unit. The checklists can also be used by learners to reflect on each other's performance, if you feel that your learners will be comfortable doing so.

- **Additional speaking tasks**

There are ten Additional speaking tasks in the Teacher's Book, one for each unit. These provide another opportunity to practise the skills and language learnt in the unit.

- **Model language**

Model language in the form of functional expressions and conversation gambits follow the *Additional speaking tasks* to help learners develop confidence in their speaking ability by providing chunks of language they can use during the *Speaking task*. Photocopy the *Model language* and hand this to your learners when they plan and perform their writing task. Make sure learners practise saying them before they begin their task.

6 Teaching vocabulary

The *Wordlist* at the end of each unit includes topic vocabulary and academic vocabulary. There are many ways that you can work with the vocabulary. During the early units, encourage the learners to learn the new words by setting regular review tests. You could ask the learners to choose, e.g. five words from the unit vocabulary to learn. Encourage your learners to keep a vocabulary notebook and use new words as much as possible in their speaking.


7 Using the Research projects with your class

There is an opportunity for students to investigate and explore the unit topic further in the *Research projects* which feature at the end of each unit in the Teacher's Books. These are optional activities which will allow your learners to work in groups (or individually) to discover more about a particular aspect of the topic, carry out a problem-solving activity or engage in a task which takes their learning outside the classroom.

Learners can make use of the Cambridge LMS tools to share their work with the teacher or with the class as a whole. See section 8 for more ideas.

8 Using UNLOCK digital components: Online Workbook and the Cambridge Learning Management System (LMS)

The Online Workbook provides:

- additional practice of the key skills and language covered in the Student's Book through interactive exercises. The  symbol next to a section or activity in the Student's Book means that there is additional practice of that language or skill in the Online Workbook. These exercises are ideal as homework.
- *Additional speaking tasks* from the Teacher's Books. You can ask your learners to carry out the *Additional speaking tasks* in the

Online Workbook for homework. Learners can record their response to the task and upload the file for the teacher.

- a gradebook which allows you to track your learners' progress throughout the course. This can help structure a one-to-one review with the learner or be used as a record of learning. You can also use this to help you decide what to review in class.
- games for vocabulary and language practice which are not scored in the gradebook.

The Cambridge LMS provides the following tools:

- **Blogs**

The class blog can be used for free writing practice to consolidate learning and share ideas. For example, you could ask each learner to post a description of their holiday (or another event linked to a topic covered in class). You could ask them to read and comment on two other learners' posts.

- **Forums**

The forums can be used for discussions. You could post a discussion question and encourage learners to post their thoughts on the question for homework.

- **Wikis**

In each class there is a Wiki. You can set up pages within this. The wikis are ideal for whole-class project work. You can use the wiki to practise process writing and to train the students to redraft and proofread. Try not to correct students online. Take note of common errors and use these to create a fun activity to review the language in class.

See www.cambridge.org/unlock for more ideas on using these tools with your class.

How to access the Cambridge LMS and setup classes

Go to www.cambridge.org/unlock for more information for teachers on accessing and using the Cambridge LMS and Online Workbooks.

9 Using Unlock interactive eBooks

Unlock Listening & Speaking Skills Student's Books are available as fully interactive eBooks. The content of the printed Student's Book and the Student's eBook is the same. However, there will be a number of differences in the way some content appears.

If you are using the interactive eBooks on tablet devices in the classroom, you may want to consider how this affects your class structure. For example, your learners will be able to independently access the video and audio content via the eBook. This means learners could do video activities at home and class time could be optimized on discussion activities and other productive tasks. Learners can compare their responses to the answer key in their eBooks which means the teacher may need to spend less time on checking answers with the whole class, leaving more time to monitor learner progress and help individual learners.

10 Using mobile technology in the language learning classroom

By Michael Pazinas, Curriculum and assessment coordinator for the Foundation Program at the United Arab Emirates University.

The presiding learning paradigm for mobile technology in the language classroom should be to create as many meaningful learning opportunities as possible for its users. What should be at the core of this thinking is that while modern mobile technology can be a 21st century 'super-toolbox', it should be there to support a larger learning strategy. Physical and virtual learning spaces, content and pedagogy all need to be factored in before deciding on delivery and ultimately the technological tools needed.

It is with these factors in mind that the research projects featured in this Teacher's Book aim to add elements of hands-on enquiry, collaboration, critical thinking and analysis. They have real challenges, which learners have to research and find solutions for. In an ideal world, they can become tangible, important solutions. While they are designed with groups in mind, there is nothing to stop them being used with individuals. They can be fully enriching experiences, used as starting points or simply ideas to be adapted and streamlined. When used in these ways, learner devices can become research libraries, film, art and music studios, podcast stations, marketing offices and blog creation tools.

Michael has first-hand experience of developing materials for the paperless classroom. He is the author of the Research projects which feature in the Teacher's Books.

1

ANIMALS


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE


Background note

The photo shows animals working. In this picture, a team of dogs are pulling the sledge. This particular breed of dog is called a husky, and they are very fast and powerful. They are found in the arctic, in regions such as Alaska, Canada, Scandinavia and Russia.

- 1  Students discuss the questions in pairs. Allow a minute for discussion, before inviting feedback the class.


Possible answers

The dogs are huskies. Their job is to pull sledges in northern regions, such as Alaska, Scandinavia or Russia.

- 2  Ask the students to work together in pairs or small groups and think of other working animals and the types of task these animals perform. Allow 3–4 minutes for discussion and then invite feedback from the class. During the feedback, you could also ask the class which one animal they think can perform the greatest number of tasks.

Possible answers

Answers will vary, but examples of working animals include hunting, herding sheep, guiding the blind, carrying things and searching for people.

- 3  If your class are mostly from the same country, quickly elicit ideas from the whole group. If you have students from a number of different countries or regions, ask them to form small groups with at least two different nationalities in each group. Allow up to two minutes for discussion, then invite feedback from the class.

WATCH AND LISTEN

Video script

This is the South African savannah: a huge open area of grassland in the east of the country. Warm air from the Indian Ocean brings plenty of rainfall and a land full of life.

Here you will find lions and rhinos, zebras, elephants and giraffes, and a South African gazelle called the springbok, all living in one of the world's great natural wildlife parks.

Wildlife vets like Jana Pretorius work hard to protect South Africa's animal species. Jana moves 6,000 animals across the country each year, taking them back to places where they used to live and helping to increase the population.

It is thanks to people like Jana that South Africa leads the world in wildlife conservation, with 10% of the country set aside for the protection of wildlife. Today, Jana and her team have to find, capture, and relocate a male giraffe which is five and a half metres tall.

Jana flies over the savannah in a helicopter, searching for the giraffe. The helicopter flies low over the trees, travelling at 160 kilometres an hour. When Jana finds the giraffe she will have to shoot it with a sedative dart. The sedative is very strong. One teaspoon of it would kill 25 people.


On the ground, Jana's team travel in trucks. It is their job to control the giraffe after Jana has sedated it. This is very dangerous work. It takes Jana an hour to find the giraffe herd. She isolates the tallest male and shoots him with the sedative dart.

The team need to get to the giraffe and keep it in the open. If Jana doesn't give the giraffe the antidote quickly enough, it will die.

Everything goes well. Jana wakes the giraffe up and the team gets the animal on the truck. It will now travel 800 kilometres to its new home, while Jana flies off to her next job.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

- 1  Give students one minute to read the information and be ready to explain what the organization does. Elicit a brief explanation from one of the students. With a stronger class, you could ask the students to read through the text and pay special attention to the words in bold. With a partner, they should then take it in turns to try and explain the meanings of the bolded words.

- 2 Allow the students two minutes to match the words with the definitions either individually or with a partner (stronger students may need less time).

Answers

1 herd 2 capture 3 wildlife conservation 4 sedate
5 savannah 6 relocate

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 3 Students watch the video and decide which animals are mentioned.

Answers

lions, rhinos, zebras, elephants, giraffes and gazelles

- 4 Ask the class to read the three captions for each photo and to decide with a partner which are the best. Then play the video a second time and ask the students to check their answers. Elicit the answers from the class.

Answers

1 b 2 a 3 b 4 c

UNDERSTANDING DETAIL

- 5 Ask students to read statements 1–8 first, and decide whether they might be true or false. Then play the video again for them to check their answers.

Answers

1 T 2 T 3 F 4 T 5 T 6 F 7 F 8 F

DISCUSSION

- 6 Students discuss the questions in pairs. Allow 3–5 minutes for discussion, then quickly elicit two or three ideas for each of the four questions from the class.

LISTENING 1

Optional activity

Students often like discussing TV programmes they remember from their childhood, and this provides a good opportunity to personalize the next section. Ask students to think of some TV programmes they remember from their childhood that involved animals. In groups of three, the students should take it in turns to describe one of the TV programmes they thought of, but not to say its name. The other students should try and guess the name of the programme. Allow up to five minutes for the discussion, then quickly elicit the names of all of the TV programmes described from the class.

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Give the students three minutes to complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

b lab
c take care of
d vets
e feed
f poisonous
g emergencies
h specialization
i results
j harmless

USING VISUALS TO PREDICT CONTENT

- 2 Allow a minute for the students to complete the task individually. Elicit suggestions from the class, but do not feed back at this point.
- 3 **1.1** Students complete the task individually. Quickly elicit the answers from the class.



Answers

1 c 2 b 3 a

PRONUNCIATION FOR LISTENING

Language note



We use a special intonation pattern when reading out items in a list. Each item has a rising tone until the final item. The final item has a falling tone. This indicates to the listener that the list is finished. Examples of this are given in the next listening task. However, do not be surprised if some students find the differences in intonation hard to distinguish. Some people find it difficult to detect differences in intonation (listening in their own, or in a second language).

- 4  **1.2**  Tell the students that they are going to hear two clips from a radio programme, and that their task is to listen carefully to the intonation of the lists. First, ask the students to read the extracts and the rules so that they know exactly what they have to do.


Play the recording once and ask students to quickly compare ideas with a partner. Then, play the recording again and tell the students to check their answers. Elicit the completed rules from the class.

Answers

- 1 The speaker pauses between each animal in the list, and stresses each word. In this example, the last word in the list has rising intonation. This means that the speaker thinks this **is not** a complete list
- 2 The speaker pauses between each activity in the list. In this example, the **last** activity has falling intonation. This means that the speaker **doesn't want** to add more examples and the list is **finished**.

- 5  **1.2**  Play the recording again and ask students to repeat the sentences. Allow 1–2 minutes and carefully monitor the students to check that each pair is using the appropriate intonation pattern.

Optional activity



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

WHILE LISTENING

LISTENING FOR DETAIL

Optional activity

Ask the students to read the box on taking notes. If you feel comfortable talking about yourself in class, choose a topic that might interest your students based on one aspect of your life (e.g. *How I became a teacher / My first job / My studies*, etc.). Tell the students that you are going to talk about the topic for two minutes and that they should take notes. Give an informal talk, then ask the students to compare their notes in small groups. During their discussions, they should focus on similarities and differences in their note-taking style. For example, did they write full sentences? Did they use any abbreviations?

- 6  **1.3**  Ask the students to read through the notes first. Then, play the recording and ask the students to complete the notes.

Answers

Specializations

- 1 **small animals**
- 2 **large animals**
- 3 exotic animals

Vet studies


- 1st & 2nd yr. **basic sciences**
- 3rd yr. **lab work**
- 4th yr. **work with a vet**

Emergencies

- food poisoning, e.g. **chocolate** can poison cats & dogs
- **snake bites**

Tips for vet sts.


- think about it **carefully**
- **get experience** e.g. animal shelter, zoo, etc.

- 7  Teach the word *abbreviation* (= the short form of a longer word or phrase). Students complete the task individually or in pairs. Quickly go through the answers with the class.

Answers

- 1 e
- 2 d (e.g. is an abbreviation of the Latin phrase *exempli gratia*)
- 3 b
- 4 c (= and so on)
- 5 a (the symbol & is called an *ampersand*. It is based on a joining of the letters e and t, which spell et, the Latin word for *and*.)

POST-LISTENING

- 8  Give the students up to two minutes to complete the task individually or in pairs. Quickly go through the answers with the class.

Answers

1 b 2 a 3 b 4 b

DISCUSSION


- 9 Give the students 3–5 minutes to discuss the questions in small groups, then elicit one or two ideas for each question from the class.

LANGUAGE DEVELOPMENT

WORD FAMILIES


Optional activity

Ask the students to read the explanation box and to quickly look through the table below. Ask them if they notice anything about some of the parts of speech (the noun / verb / adjectival / adverbial form of each word). Elicit the fact not all word families have parts of speech for each word, and that there are sometimes more than one noun form and more than one adjectival form. Point out that it is useful to note down the different parts of speech, and that it is also important to know how to use these words. Elicit other ways of recording vocabulary effectively. One example would be to write down the words in a sentence that illustrates the meaning, or that contrasts the meanings of, for example, two different noun forms: *The continued **survival** of the **survivors** depends on how quickly the emergency services are able to reach them.* You could point out that while it may seem like a great deal of effort to write down an example sentence for each word, the students can easily find good examples online and simply copy and paste these into their smartphone notepad (or similar device).

- 1  Give the students up to 10 minutes to complete the task individually or in pairs. Remind them that they can use dictionaries, and point out that many good dictionaries are available for free online (for example, by typing *Cambridge dictionary* into a search engine). If some students finish early, ask them to either go online and find examples of these words in use, or to write down sentences of their own illustrating the use of the words. Elicit answers from the class. If any students have written example sentences, elicit examples of these and comment as appropriate.

Answers


noun	verb	adjective	adverb
abandonment	abandon	abandoned	
abuse	abuse	abused / abusive	abusively
analysis	analyze	analytical	analytically
benefit / benefactor / beneficiary	benefit	beneficial	beneficially
communication	communicate	communicated / communicative	communicatively
debate	debate	debated / debating / debateable	debatably
	domesticate	domesticated / domestic	domestically
environment		environmental	environmentally
involvement	involve	involved	
survivor / survival	survive	survivable / surviving	
treatment	treat	treatable / treated	

- 2  Give the students 5–10 minutes to complete the task individually and then check their answers with a partner. Go through the answers with the class.

Answers

- 2 Domestic/Domesticated; survive
3 abandon
4 treatment
5 environmental
6 communicate
7 involved
8 beneficial
9 debate
10 abusive

MODALS FOR OBLIGATION AND SUGGESTIONS

- 3  Ask the students to read the information in the box and to complete the task individually. Give the students up to two minutes, then elicit the answers from the class.

Answers

- 1 obligation
2 recommendation
3 obligation
4 recommendation

- 4 👤 Give the students two minutes to complete the task individually and then check their answers with a partner.

Answers

- We can use *need to*, *have to*, *must* and *have got to* to express obligation. This means things that you believe are important and necessary, or the things that are required by a school or a formal authority.
- We can use *should*, *shouldn't* and *ought to* to make a recommendation.

- 5 👥 Ask students to complete the task in pairs.

Answers

1 a 2 a 3 b 4 a

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 👥 Challenge the students to complete the task in under one minute.

Answers

1 c 2 b 3 e 4 i 5 g 6 h 7 d 8 f 9 a

- 2 👥 Challenge the students to complete the task in under three minutes (two minutes in the case of a stronger class).

Answers

1 Zoology	5 conditions
2 protect	6 issue
3 humane	7 domesticated
4 suffer	8 search

PREDICTING CONTENT

- 3 👥 Elicit one reason in favour of using animals for work and one reason against from the class. Then give the students four minutes to list as many reasons for or against as they can. Go through the answers with the class. Begin by calling on the student sitting furthest away from you to give one reason for using animals for work, then quickly ask each student in turn to give a different idea until all ideas are exhausted. Repeat the same procedure for question 2. Finish off by getting a show of hands of those in favour and those against.

- 4 🎧 1.4 👤 Students complete the exercise and check which of the ideas suggested during the class feedback session for Exercise 3 are mentioned.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5 🎧 1.4 👥 Play the recording again. Students complete the task individually and then check their answers with a partner. You could ask them to try and complete the table using their own ideas and what they remember from the first playing of the recording. Then, they check their answers during the second playing. Go through the answers with the class.

Answers

	protection	building	transport	war
dogs	✓		✓	
horses		✓	✓	✓
elephants		✓	✓	✓
camels			✓	✓

LISTENING FOR OPINION

- 6 🎧 1.4 👥 Ask students to discuss the possible answers to questions 1–6 in pairs. Then play the recording a third time and ask the students to complete the task in pairs.

Answers

1 A 2 K 3 A 4 K 5 K 6 A

POST-LISTENING

CONTRASTING IDEAS

Language note

We use linkers (*but*, *yet*, *on the contrary*, *even though*, *however*, etc.) to contrast ideas and help the audience understand our point of view.

- 7 👤 Ask the students to complete the extracts. Go through the answers with the class.

Answers

1 Yet / But / However
 2 Yet / But / However
 3 Even though
 4 On the contrary

- 8 Students complete the task individually and then check their answers with a partner. Go through the answers with the class.

Answers

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

DISCUSSION

- 9 Give students three minutes to complete the task individually in preparation for Exercise 10.
- 10 Give the students five minutes to discuss their ideas in small groups, and tell each group to be ready to provide a brief summary of the arguments put forward. Then ask the first group to summarize their discussion. Ask each group in turn if they have anything to add that hasn't already been said.

CRITICAL THINKING

APPLY

- 1 Students read the introduction to this section. Then put them into small groups and ask them to see how many places and situations they can list in two minutes. One person in each group should act as secretary. After two minutes, tell the secretaries to put their pens down and find out which group has the most ideas. Ask that group to present their ideas, then elicit any other suggestions from the rest of the class.

Possible answers

Answers may include circuses, zoos, animal shows, safaris, tourism, and animals used in television and film.

- 2 Ask students to read the question, then lead a class discussion on the problems faced by working animals. Keep the discussion fairly fast paced, bringing it to a conclusion when ideas start to run out.
- 3 Students complete the task individually or in pairs. Allow 2–3 minutes, then go through the answers with the class.

Answers

- 1 against 2 for 3 against 4 for 5 for
6 against 7 for 8 against

CREATE

- 4 Students complete the task in pairs. Tell them that they should find examples to support the arguments made in Exercise 3, not arguments to support their own ideas. Allow up to five minutes for students to think of an example for each argument, then elicit ideas for each from the class.

SPEAKING

PREPARATION FOR SPEAKING

OPENING STATEMENTS

Language note

In law, an opening statement is made by each side at the start of a trial. During their opening statements, which are usually quite brief, the two sides in a case outline their version of the facts to the judge and/or jury. In a debate, the opening statement serves a similar purpose. Each side presents their main argument to the audience before going into greater detail during the debate. In a trial, the judge or jury decide on a party's guilt (in criminal law) or liability (in civil law). In a debate, the audience decide on the winning side by voting for the debating team that had the best arguments.

- 1 1.5 Ask the class to guess what an opening statement is. Elicit an explanation of the term 'opening statement' from the class (see Language note above). Tell the students to quickly read the four questions so that they know what to listen out for. Play the recording and ask the students to answer the questions. At the end of the recording, ask the students to check their answers with a partner. Elicit the answers from the class.

Answers

- 1 Keeping animals in zoos helps to protect them; it educates people about animals. We should support zoos.
- 2 Zoos protect animals; they educate our children; modern zoos are comfortable and in good condition.
- 3 Many endangered species (e.g. the giant panda, the snow leopard) are kept safe in zoos; speaker learnt about exotic animals as a child after being taken to the zoo; animals in zoos now have large areas which resemble their natural habitat.
- 4 A summary and a recommendation to visit zoos or give financial support.

- 2 1.5 Ask the students to read the notes in the box to find out how 'signposting language' is used during public speaking. Then ask the students to read the 12 examples of signposting language. Play the recording again and ask the class to circle the examples of signposting language that they hear. Quickly go through the answers with the class.

Answers

2, 7, 10, 12

- 3 Give the students two minutes to complete the task in pairs. Elicit the answers from the class.

Answers

1 1, 2 2 3, 6, 7 3 8, 10

Language note

Learners of English often stress syllables that would usually be unstressed. This is especially true of words that contain the schwa sound, which is the unstressed vowel sound (as in *mother*), written as the /ə/ symbol in the International Phonetic Alphabet (IPA). When grammar words such as *of*, *some*, *a*, *the* and *to* are said together with other words, the vowel sound in each becomes weak. Compare the stressed forms of *to* and *the* with their unstressed forms when used as part of a sentence:

to /tu:/ *the* /ði:/

to the shops /təðə'ʃɒps/

When used in normal everyday speech, there are no artificial pauses between the words. They run together, and the vowels in the grammar words that link them become weak.

PRONUNCIATION FOR SPEAKING

- 4 1.6 Do the first extract together as a class. Point out that the words in the signposting phrases run together. The phrases are pronounced as one speech unit, or 'chunk'. It is important that your students hear and understand this, as many learners of English overstress individual words, which can be distracting and lead to misunderstandings. Play the rest of the recording and ask the students to underline the stressed syllable in each signposting expression.

Answers

2 For example

3 Another point is that

4 To summarize the main points

5 Finally

- 5 1.6 Play the first extract again and then repeat the phrase *First of all*. Signal to the class that they should repeat it. Repeat the phrase, again asking the class to repeat it back. Continue until you are satisfied that most people are pronouncing it correctly. Repeat this procedure for each of the extracts.

- 6 Ask the students to read the information box on introducing examples. Then ask them to complete the arguments with their own examples.


- 7 Ask the students to read the information box on expressing general beliefs. With a higher-level class, you could point out that it makes your argument even stronger if you can attribute the claim being made to a particular source (e.g. *It's believed that animals suffer from being kept in cages. A recent article in Psychology Today suggested that animals in zoos are less happy than those in the wild*).

Ask the students to think of a topic that interests them and about which they have an opinion. For example, sport, fashion, computers or books. Then ask them to work in pairs and complete the three sentences with their own ideas about their chosen topic. Ask the students to write the sentences down. Monitor the pairs as they work, giving feedback as appropriate. Give the students 2–3 minutes to complete the sentences, then elicit ideas from the class, giving feedback on the language used. You could encourage discussion by inviting students to comment on the statements made.



SPEAKING TASK

PREPARE


- Remind the class of the debate topic: Using animals for entertainment should be banned. Ask them to decide if they are for or against using animals for entertainment, and give them five minutes to take notes to support their opinion.
- Give the students five minutes to develop their three strongest arguments. If they have access to the internet, you could give them 10–15 minutes to research the topic online.

- 3  Give the students 5–10 minutes to sketch out their final notes according to the outline in the box. Encourage them to write their ideas in note form so that when they refer to them during their talk they will sound more fluent. You could point out that it is often very dull to listen to someone reading prepared sentences out loud. Using notes encourages a more natural delivery, although may require more preparation and confidence.

PRACTISE

- 4  Students complete the task in pairs, each reading their statement out once. Remind the students that their statements should be about two minutes long. Tell students to time each other and to say when two minutes have passed, at which point the student speaking must finish off his or her statement. Allow up to five minutes for the complete task.
- 5  Give the students five minutes to give each other feedback and up to five minutes to make any changes to their outline notes based on the feedback they are given.

PRESENT

- 6  Students present their opening statements in groups of three. You could try to make sure that both sides of the debate are represented in each group by getting a show of hands for or against the statement and organizing the groups accordingly. Allow up to 10 minutes for the delivery of the opening statements and encourage follow-up discussion.

Optional activity

You could ask each group to decide which member of their group gave the best opening statement. Those students then give their opening statements to the whole class. Once each student has given their opening statements, the class then vote (either on paper or by a show of hands) for the person they think gave the best statement. This can be beneficial in several ways. It can give the student elected to speak in front of the class a huge confidence boost, whether or not they win the final vote; it shows the other students that speaking in front of a class in English is possible, and may encourage the quieter students to be more forthcoming; finally, it gives all members of the group the chance to participate in three aspects of a genuine debate, giving the opening statements, listening to and following arguments presented, and voting on the best speaker.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 98–99 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 118 for an Additional speaking task related to this unit.

Put students in groups of four and focus them on the job advert. Then, ask them to read their role (A, B, C or D). Point out that students A and B are interviewers who work for the zoo. Students C and D would like the job. Put students A and C together, and students B and D together, to conduct the interviews. After five minutes, swap pairs so that A and D are working together, and B and C are working together. They repeat the interviews. Then, ask students A and B who they would choose to fill the job position.

RESEARCH PROJECT

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

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

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

2 CUSTOMS AND TRADITIONS


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Background information

The photo shows people selling fresh flowers, fruit and vegetables at one of Bangkok's floating markets. Bangkok, the capital of Thailand, has many canals, and only recently have these been renovated and cleaned, allowing these traditional marketplaces to open and begin trading again.

 Allow 4–5 minutes for students to discuss the questions in pairs and then invite feedback from the class. Select one pair and ask them for a summary of their responses.

WATCH AND LISTEN

Video script

Japan is an island nation made up of a group of islands surrounded by the sea. The island of Japan has a population of just under 130 million people. This population is falling as people age, and fewer and fewer babies are born.

In Japan, the average life expectancy is 79 for Japanese men, and Japanese women live even longer with an average age of 86.

On the main island of Honshu is a small town called Toba. Here, a 2,000-year-old tradition is being kept alive by a group of women who are in their 80s. They are *ama* divers. *Ama* means a sea person.

Ama are normally women. This is because the Japanese believe that women have more fat in their bodies which helps keep them warm in the cold water. Diving keeps them fit and feeling young.

Many of this generation have been diving since they left school in their teens. The women free dive without tanks of oxygen, but they wear white clothing which is meant to protect the women from shark attacks. The *ama* believe sharks don't like the colour white.


ama divers used to dive for pearls, but due to large pearl farms this practice is now no longer profitable. *Ama* now dive mainly for seafood.

Meanwhile, all over Japan, people are celebrating the arrival of spring and the cherry blossom, or *sakura*. Cherry blossom is a national symbol of Japan. The flowers are white or pink.

During the spring, there are programmes every day on TV that tell people when the flowers will arrive. When they arrive, everyone in the towns, cities and countryside joins in the celebrations. People go to parks and gardens to look at the flowers. They take lots of photos on their phones and cameras. People eat and drink under the trees, and celebrations carry on well into the night.

PREPARING TO WATCH



UNDERSTANDING KEY VOCABULARY

-  Give the students 3–5 minutes to read the sentences and match the words with the definitions, either individually or with a partner.

Answers

- a alive
- b generation
- c pearl
- d identity
- e dive(d)
- f life expectancy
- g blossom
- h die out

PREDICTING FROM VISUALS

-  Students work together in small groups. Ask them to do task 1 as a guessing task, each taking it in turn to describe a photograph while the other students guess which is being described.
-  Play the video for students to check their ideas.

Answers

The first two photographs show the *ama* pearl divers of Japan. The last two photographs show the Cherry Blossom festival, also in Japan.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Ask the students to read the questions and to try and guess the answers with a partner before watching the video. Then play the video again for students to check.

Answers

1, 2, 4, 5, 6, 8

UNDERSTANDING DETAIL

- 5 Students complete the task individually and check their answers in pairs. Do not give feedback at this point.
- 6 Play the video again for students to check.

Answers

1 F 2 T 3 T 4 F 5 T 6 F 7 F 8 F

DISCUSSION

- 7 Put students into groups for this discussion. Allow about three minutes for this, before inviting feedback from the class.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Allow 2–3 minutes for students to complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

- 1 many different cultures
- 2 no longer exists
- 3 do things together
- 4 get used
- 5 made for the first time
- 6 cause it to change
- 7 human culture and society
- 8 an important date in the past

PREDICTING CONTENT

- 2 **2.1** Students complete the task individually. Go through the answers with the class. Ask them what an *anthropologist* is

(someone who scientifically studies humans and their customs, beliefs and relationships). They should be able to guess this from the word *anthropology* in the previous task and from the advert.

Answers

- 1 an anthropologist
- 2 traditions in the modern world
- 3 Sunday, 1300 GMT

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 **2.2** Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

A shaking hands
(the other pictures show: B playing board games, C listening to the radio, D watching television, E sending greetings cards, F preparing food)

LISTENING FOR DETAIL

- 4 **2.2** Ask the students to answer the questions from what they can remember of the recording. Then play the recording a second time and ask the students to check their answers.

Answers

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

PRONUNCIATION FOR LISTENING

Language note

We usually pronounce a /t/ or /d/ sound if it is in the final position in a word, and if it is followed by a vowel sound. However, we don't always pronounce /t/ or /d/ if it is followed by a consonant sound.

- 5 **2.3** Ask the students to underline the final /t/ and /d/ sounds that they think that they will be able to hear in each sentence. Then play the recording and ask the students to check their answers. Ask the students to briefly discuss any differences between their original

guesses and what they actually heard. Then play the recording again to give the students a second opportunity to listen carefully to the sounds. Elicit from the class the final /t/ and /d/ sounds that were heard clearly and go through the answers together. If the class found it difficult to distinguish the sounds, play the recording a third time.

Answers

Students should be able to hear the yellow highlighted sounds clearly. These are /t/ or /d/ sounds followed by a vowel sound. The green highlighted /t/ and /d/ sounds are less easy to hear.

- 6 2.4 Ask students to practise saying the sentences in small groups. They should repeat the sentences a few times each.

POST-LISTENING

Language note

During a talk, a speaker can talk about **causes**. To introduce causes, a speaker can use phrases like: *Due to ...*, *The reason for this is ...*, *because ...*, etc. In addition, the speaker can also introduce **effects**, using phrases like *That's why ...*, *This means ...*, etc. Understanding phrases to talk about cause and effect can help students organize notes during a lecture.

- 7 2.5 Students complete the task individually. With a stronger class, you could ask the students to complete the gaps using the words presented in the language box before playing the recording.

Answers

- 1 That's why
- 2 because
- 3 due to
- 4 The reason for this is
- 5 This means

- 8 Do the first question with the class to make sure they understand what they have to do. Then ask the students to work in pairs and answer questions 1–5.

Answers

- 1 As a child, I lived in Japan, Thailand and Egypt.
That's why I decided to study Anthropology.
- 2 Some traditions die out because our way of life changes.

3 Now, due to developments in technology, people spend more time playing games on their phones.

4 But now we don't have to work so hard. The reason for this is we have modern kitchens and supermarket food.

5 You can find any recipe you want on the internet. This means that many people don't need recipe books any more.

- 9 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

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

DISCUSSION

- 10 Elicit some national traditions from the class and ask the students which of these are still important for their country. Encourage class discussion for 1–2 minutes, then ask the students to discuss the questions in small groups. Allow five minutes, then ask the first group to report back to the class. Ask the second group if they discussed anything that hasn't already been said, and continue around the groups. Ask questions to encourage class discussion. If a group makes a potentially contentious statement, ask the class if they agree with what has been said, and why.

LANGUAGE DEVELOPMENT

SUFFIXES

- 1 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class. Challenge the class to complete the task in under a minute.

Answers

- 2 verb 3 adjective 4 verb 5 noun 6 noun
- 7 noun 8 verb

- 2 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

1 celebration 2 acceptable 3 equipment
4 political 5 shorten 6 specialise/specialize

Language note

Words such as *specialize* can be spelled with both *-ise* and *-ize* in British English (*specialise*; *specialize*). In American English, usually the *-ize* ending is used. You could point out to the class that although both are used in British English, it is important to be consistent (i.e. try not to use both *-ise* and *-ize* endings in the same text).

- 3 Students read the notes on suffixes with meaning and complete the task individually. Elicit the answers from the class. Make sure that the students are clear on the rules a–c about suffixes.

Answers

a -ful b -less c -able

Language note

The suffixes *-able* and *-ible* both mean ‘can be’, or ‘suitable for’. If we don’t change the root word, then we use *-able*. But if we change the root word, (e.g. *eat* → *edible*) then we use *-ible*.

The suffix *-able/ible* can be affixed to several verbs to form a new word.

- 4 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class. Point out that if we want to add the *-able/ible* suffix to a verb ending in *-y*, then we need to change the *-y* to an *i*.

Answers

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

- 5 Give the students 2–3 minutes to discuss the task in pairs or small groups, then elicit ideas from the class. Encourage discussion where there is disagreement, asking the students to support their ideas with examples.

DEPENDENT PREPOSITIONS

- 6 Students read the information box on dependent prepositions and complete the task individually. Elicit the answers from the class.

Answers

2 with 3 in 4 to 5 about 6 for

- 7 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class. You could point out to students that *listen for* (more commonly: *listen out for*) is correct in some contexts. If you listen (out) for something, then you are making an effort to hear a noise that you are expecting. For example, *Would you listen out for the phone while I’m in the garden.*

Answers

2 to 3 for 4 from 5 of; on

- 8 Students complete the task in pairs. You could also do this as a group activity. Tell the students to begin with the question(s) that they find the most interesting. Allow 3–5 minutes for discussion. Invite the students to share any particularly interesting points or observations that came up during their discussions. Encourage class discussion where possible.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class. As a follow-up task, you could ask the students in pairs or groups to discuss any of the sentences that apply to them, or which reflect something similar to their own lives. For example, were any of the students badly behaved as children? Do they use social-networking sites to keep in touch with friends? Or, more interestingly, do any of them *not* use social-networking sites?

Answers

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

USING YOUR KNOWLEDGE

- 2 Elicit ideas from the class, but do not feed back yet on whether their suggestions are correct or not. Try to get at least three ideas concerning modern ways of behaving. Other suggestions might include the use of smartphones (for texting, playing games or using other apps), downloading music rather than buying physical media and a greater tendency to find work away from the place in which a person grew up.
- 3 2.6 Students complete the task individually. Quickly elicit the answers from the class.
- 4 Students complete the task in small groups. Ask each group to appoint a secretary to summarize the discussion for the class at the end of the task. Allow up to five minutes for discussion. Elicit a summary of the discussion from the first group, then invite the other groups to add any further points not already covered.

Optional activity

Write the following on the board: *Facebook, LinkedIn*. Ask the class what the two have in common (they are both social-networking sites) and what is different between them (LinkedIn is more commonly used as a professional network, whereas Facebook is used for both personal and professional social networking). Elicit other social networks from the class (suggestions may include, among others, Xing (professional networking), Bebo (general, popular with children), Myspace (general, popular with musicians, lost a lot of users to Facebook), Twitter (general, micro-blogging) and Flickr (mainly used for sharing photos). Find out whether there are any social networks that are particular to their region, or especially popular with people from their country. Ask the class to outline the main uses of the different social networks and find out who uses which social network(s), and for what.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5 2.7 Students complete the task individually. Quickly elicit the answers from the class.

Answers

Social networking and behaviour on social networks, such as sharing photos; posting 'happy birthday' on people's walls; using the 'like' button.

- 6 2.7 Elicit the answer to the first question from the class. Students then complete the task in pairs. Quickly elicit the answers from the class.

Answers

- 1 because it's too easy to do
- 2 because the friend didn't enjoy the actual experience
- 3 posting photos/videos online is fine, it's acceptable
- 4 people want to boast – they want to appear to be having a good life
- 5 the speaker is against sharing information online
- 6 the speaker is talking about the benefits, when you live far from family

POST-LISTENING

Language note

We can use signposting phrases (*in my opinion, I think that ..., I believe that ..., etc.*) so that the listener knows we are going to give an opinion.

We can use phrases like *I could not agree more, or I'm not convinced* to make it clear that we agree or disagree with something.

- 7 2.8 Students complete the task in pairs. With a stronger group, you could ask the students to try and complete the phrases from memory, and then listen to the recording to check their work and complete any unfinished phrases. Go through the answers with the class. Note that in informal situations, *I could not agree more* would often be contracted to *I couldn't agree more*.

Answers


- 2 pointless
- 3 agree
- 4 disagree
- 5 convinced
- 6 Personally
- 7 agree


- 8 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

signposting an opinion	agreeing	disagreeing
It seems ... to me.	I couldn't agree more.	It seems pointless to me.
What about ...?	I totally agree.	I completely disagree.
Why not ...?		I'm not convinced.
Personally, I		I don't agree.
I think that ...		

DISCUSSION

- 9  Give the students up to five minutes to discuss the task in small groups, then elicit ideas from the class. Encourage the students to support their ideas with examples from their own experiences of social networking. Quickly elicit one or two ideas from each group. If the group seems keen to discuss their ideas further, allow a few more minutes for class discussion. Try to keep the discussion lively by limiting the time each student has to speak and respond to the points made. If possible, try to elicit ideas for discussion from the quieter students. Avoid agreeing and disagreeing with the students. Instead, encourage the students to support their ideas and question each other's ideas where there is disagreement in the group.

- 5  Ask students to team up with a new pair of students and give the groups up to five minutes to complete the task. Monitor the groups as they discuss their work. If you have time, you could invite one group to draw their ideas map on the board and use it as the basis of a class discussion.


ANALYZE

- 6 Quickly elicit the answers from the class.

Answers

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

EVALUATE

- 7  Give the students 5–10 minutes to discuss the questions in small groups. Encourage them to use examples from their own experience and to use the language used when discussing advantages and disadvantages. Monitor the groups giving feedback during or at the end of the task as appropriate. When the discussions seem to be quieting down, give the students a few moments to finish what they have to say, then quickly elicit 2–3 ideas from each group. If there is time, invite the class to comment on the points each group makes.



CRITICAL THINKING

UNDERSTAND


- 1 Ask the class to look at the ideas map and to identify its main topic.

Answer

social-networking activities


- 2  Elicit one extra idea from the class. Ideas could include, among others, posting news stories, advertising jobs, inviting people to parties, publicizing events or getting in touch with old friends with whom you have lost contact. Give the students 2–3 minutes to complete the task in pairs.
- 3  Give the students up to five minutes to complete the task in small groups.

APPLY

- 4  Ask the two pairs in each group to swap partners so that each student is working with a new partner. One student in each pair should prepare an ideas map on 'new ways of communicating' and the other should prepare an ideas map on 'traditional ways of communicating'. Give the students 2–3 minutes to prepare their ideas maps. Then ask them to go through their ideas maps with their partners, making changes according to their partners' ideas.

SPEAKING

PREPARATION FOR SPEAKING

- 1  Ask the class to read the information box. If necessary, explain *interrupt* (to stop someone speaking because you want to say something). You could invite the students to give you some suggestions as to how we can interrupt politely. Give feedback as appropriate, but avoid too much comment as examples will be given in Exercise 1. Then ask the students to complete the task individually and check their answers in pairs.

Answers

1 I'm sorry to interrupt
 2 You may be right but
 3 Yes I understand but
 4 But what about
 5 I see your point
 6 I disagree

- 2 👤 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class. You could add further suggestions from the group.

Answers

- b what about
 c I disagree; I completely disagree
 d I see your point; (yes) I understand, but; you may be right, but

- 3 👤 Give the students their roles, and ask them to read the instructions individually. You could check that the students have understood their roles by asking Student A: *Do you think social networking is good or bad?* (good) Student B: *Do you think social networking is good or bad?* (bad). Then give the students 3–5 minutes to complete the task in pairs. Remind them that they should stick to their roles, whether or not they agree with them. You could give them a few moments at the end of the task to give their real opinions, to say how much they agree with the opinions they expressed during the task. Quickly elicit the key arguments made by Students A and B around the class.
- 4 👤 Ask the students to read the explanation box and to find out how they can make their points more strongly when discussing their ideas. You could write *I agree* on the board and ask the class how to make the phrase on the board sound stronger by eliciting 'I strongly agree' or 'I totally agree'. Note that 'I really agree' is much less common, but not incorrect. Ask the students to complete the task, quickly elicit the answers from the class when they are finished.

Answers

signposting an opinion	agreeing	disagreeing
I strongly believe that ... I'm absolutely convinced that ... I really think that ...	I totally agree. Yes, that's completely true. That's definitely right. It's absolutely true.	I'm really not convinced. I completely disagree. It's absolutely not true. I'm totally against ...

PRONUNCIATION FOR SPEAKING

- 5 🎧 2.9 👤 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class. If several students are having difficulty hearing the stressed words, play the recording again.

Answers


- 1b completely
 2b really
 3b strongly
 4b absolutely

- 6 👤 Students complete the task in pairs, taking it in turns to say the sentences out loud and giving each other feedback. Monitor the pairs, making sure that they correctly stress the adverbs. Try to listen to each student speak at least once if possible.
- 7 👤 Students complete the task individually. Elicit two or three suggestions from the class once they are ready, then go on to Exercise 8.
- 8 👤 👤 Give the students 3–5 minutes to discuss their ideas in pairs or small groups. Finish off by eliciting some more ideas from the students. Invite the class to comment on any particularly interesting opinions.
- 9 👤 Ask the class to read the explanation box. You could elicit complete sentences from two or three students to help set up the next activity. If so, let the students know whether their suggested sentences are correct or incorrect, but avoid giving too much feedback at this stage as the students will be given another opportunity to make their own sentences in Exercise 10. Once the language point and task are clear, students should complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

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

- 10 👤 Students complete the task individually. Set a strict time limit of three minutes (two for a stronger class) to encourage students to complete the task quickly.

- 11  Give the students up to five minutes to discuss their ideas in pairs or small groups. Tell them that they do not need to go through all of their completed phrases. They should focus on the ideas that interest them the most. Finish off by eliciting some of the ideas discussed from the students. Invite the class to comment on any particularly interesting or surprising opinions.

Language note

Although it is possible to start a sentence with *I disagree that*, the phrase *I disagree with* is much more common. The following sentences each express similar ideas, but in a slightly different way.

- *I disagree with* using social networks. (= Social networks should not be used.)
- *I disagree that* using social networks is a good idea. (= Using social networks is a bad idea.)
- *I disagree with* the notion that using social networks is a good idea. (= Using social networks is a bad idea. / The idea that using social networks is a good idea is wrong.)



Note that the following sentence is not possible
~~*I disagree that*~~ using social networks.

SPEAKING TASK

Optional activity

If you are teaching a relatively young group, it may be that the modern technology referred to during this unit will not appear especially modern to your students, who will probably have grown up with email, Skype, smart phones, social networking and the internet. To make this task more interesting to them, the students could ask the discussion question to a parent, grandparent or older relative or friend as a homework task in preparation for the discussion. Ideally, they would interview someone who grew up before the invention of the internet and mobile/ smartphones, but who has since had experience of communicating using new technologies. At the start of the next lesson, the students could then get together in pairs and compare notes from their interviews, using these as a basis for their ideas maps.

PREPARE

- 1  Give the students up to five minutes to draft their ideas maps in pairs. If you set the optional homework task above, ask the students to use the notes they took during their interviews as the basis for their ideas maps.
- 2  Set a strict time limit of two minutes for this task. Then, elicit examples of positive and negative aspects from the class. You could put these in a table on the board. For example:


positive aspects	negative aspects
<i>We are always able to contact friends and colleagues.</i>	<i>We are often disturbed by calls, texts or emails.</i>
<i>We can do much more with our phones than simply make phone calls.</i>	<i>Phones go out of date very quickly, and it can be expensive to upgrade.</i>


Quickly elicit as many ideas for each side as possible. You could keep things lively by going round the class and asking students for positive and negative aspects in turn. Complete the table as the students give you their ideas.

Some students may disagree as to whether something is positive or negative, but avoid commenting at this stage – simply complete the table with the students’ suggestions.


As a follow-up class discussion, you could ask the class whether they all agree with the ideas expressed. Try to elicit the idea that what is a positive aspect for some people could be negative for others, or that some aspects could be both positive and negative, depending on the circumstances. An obvious example would be that smartphone ownership means that many of us are now constantly available, and always able to check and respond to emails, phone calls, text messages and social-networking notifications, etc.

PRACTISE

- 3  Give the students 5–10 minutes to discuss their opinions in small groups. Remind them to use the language presented earlier in the unit on agreeing and disagreeing. Monitor the groups as they discuss their ideas maps, giving feedback as appropriate and taking notes to use as the basis of a class feedback session at the end of the task. You could try to draw the discussions to a conclusion when they seem to be coming to an end by asking each group to take a vote on whether the effects of modern technology have been largely negative or largely positive. This could then lead to a wider class debate, but beware of asking the students to repeat too many of the arguments that they may already have expressed several times by now. If possible, pick up on one or two especially interesting points that you heard as you monitored the group discussions and encourage the class to debate these ideas in more depth.

- 4  Give the students 3–5 minutes to discuss the questions in small groups. When the groups have finished, ask them to consider how they might improve their performance next time. Give them up to two minutes to discuss this second question in their groups, and tell them to be ready to offer some practical suggestions to the rest of the class.

DISCUSS

- 5  Put students in different groups to repeat the discussion task.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 100–101 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 119 for an Additional speaking task related to this unit.

Put students in small groups of three or four. Give them the questions and allow a minute for them to make notes. Students then discuss the ideas. Allow five or six minutes for the interaction and monitor to make sure students are taking turns equally. Students then report back on their group's discussion to the rest of the class.

RESEARCH PROJECT

Discuss customs and traditions with learners in another country.

Ask the class to think about their own customs and traditions. You could ask them to think about special foods, culture, time of year and why they are important. Students can use the tools on the Cambridge CLMS to share their ideas with each other.

Tell the class they will be contacting students in other countries to find out about customs and traditions in those countries. You can search for 'international school collaboration' in advance to explore the options for doing this. Students can send audio/video messages to other students or set up online live video sessions to discuss customs and traditions.

3 HISTORY


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Background note

The photograph shows the ruins of Machu Picchu, a 15th-century Inca site in Peru. This 'lost city' is located 2,430 metres above sea level and was originally built in around 1450. It was abandoned a hundred years later, and only discovered in 1911. It is now one of the most famous tourist sites in the world, and a symbol of the great Inca civilization.

 Ask students to discuss questions 1–4 in pairs. Give the students two minutes, then quickly elicit one place that from each student that they would like to visit. Find out which historical places the students suggested from their own country. Write the suggestions from their own country on the board, then finish off by asking the students to rank the places in order of interest to foreign tourists.

WATCH AND LISTEN

Video script

In the dry Atacama Desert in Peru, the sands reveal treasures more valuable than gold: the objects and remains of an ancient Peruvian people called the Chiribaya.

Hundreds of years ago, the dry air and sand of the desert naturally preserved and mummified the dead bodies of the Chiribaya people. For archaeologists, these mummies are silent and powerful witnesses of ancient history.

The Chiribaya people lived in southern Peru, in a valley from the Pacific coast to around 40 kilometres inland. At one time, there were 30,000 people living in the valley, but not much is known about the culture of the Chiribaya people. Their simple buildings made of mud and sticks did not survive.

Everything archaeologists know about the Chiribaya comes from their tombs. They have discovered many treasures buried with the mummies, such as gold cups, earrings and decorations.

However the archaeology has brought thieves looking for gold.

"Greedy, greedy people. Just tomb after tomb.

They would just get the mummy bundles or get the mummies and the word was that the gold was inside the mouth so they would separate the skull from the rest of the body and crack the skull. It's just awful and annoying that we can't stop it."


Archaeologists must work fast to beat the thieves. A new tomb has been discovered. Inside the tomb is a complete mummy, wrapped in a striped blanket, with an offering of llama feet in a basket to represent food.

In a laboratory, the archaeologists unwrap the body. The head has grey hair. They then remove the body's blankets. This mummy was a very old man. The way his body was preserved shows he was an important member of Chiribaya society.

It is the job of archaeologists to help reveal the secrets of the Chiribaya people. However, because of the destruction of the mummies by treasure hunters, many mysteries of these ancient people will never be solved.

PREPARING TO WATCH


UNDERSTANDING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs.

Answers

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

Optional activity

 Challenge the students to be the first, either individually or in pairs, to write a grammatically correct sentence or short paragraph using all six words from Exercise 1. As soon as the first student is ready, they should raise their hand and give you the sentence. If it is correct, the student has 'won'. If not, tell the other students to carry on writing their sentences and tell the student with the incorrect sentence to correct it for you to look at later. Continue like this until you have a correct sentence. Finish by correcting the incorrect sentences as a class. Give the student who wrote the sentence being corrected the first chance to correct it. With a weaker class, you may prefer to do this optional task following Exercise 7.

PREDICTING CONTENT FROM VISUALS

- 2 Give the students up to two minutes to discuss the task in pairs, then elicit ideas from the class. Encourage the students to support their ideas with evidence from the photographs.
- 3 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

The person in the photograph is an archaeologist; she is working in the Atacama desert, examining a mummy.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students complete the task individually and compare their answers in pairs. Students watch the video again to check their answers.

Answers

1 archaeologists 2 tombs 3 buried 4 treasures
5 discover 6 laboratory 7 preserved

- 5 Students complete the task individually and compare their answers in pairs. Elicit the ideas from the class; with a stronger class, you could also ask them to try and remember what information is given about each of the topics mentioned in the video.

Answers

2, 4, 5, 6

UNDERSTANDING DETAIL

- 6 Students complete the task individually. Quickly go through the answers with the class. With a stronger group, you could ask the students to rewrite the false sentences to make them correct (or to correct them orally).

Answers

1 T 2 F 3 F 4 T 5 T

DISCUSSION

- 7 Give the students 2–3 minutes to complete the table together. Put a copy of the table on the board and open this task up as a class discussion. Encourage the students to support their ideas with examples by asking questions such as *Why do archaeologists have to be fit? Why might they need a good sense of humour? Why is creativity important for archeologists?*

As a follow up, you could ask the students if they know of any archaeologists from books or films, and how realistic the portrayal of fictional archaeologists is. Probably the most well known fictional archeologist is Indiana Jones, originally portrayed in the movie *Raiders of the Lost Ark* (1981). More recently, films such as *The Mummy* and *Tomb Raider* have also featured archaeologists as action heroes.

- 8 This question follows on naturally from the class discussion in Exercise 7, so finish off this section by asking the class for a show of hands: *Who would like to be an archeologist? Who wouldn't?* Then elicit reasons from the class.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1 g 2 j 3 d 4 c 5 a 6 e 7 h 8 f 9 b 10 i

USING YOUR KNOWLEDGE



- 2 Students complete the task in small groups. Give them up to three minutes to tell each other what they know about the historical finds, then go through the answers with the class and try to elicit some information about each of the finds.

Answers

1 D 2 A 3 E 4 B 5 C

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3  3.1  Students complete the task individually. Quickly elicit the historical finds discussed.





Answers



They discuss the Terracotta Army, the Rosetta Stone, and Tutankhamen's tomb.

PRONUNCIATION FOR LISTENING

Optional activity

Before doing Exercise 4, ask the students to read the information box on connected speech. If you feel comfortable occasionally using the students' first language during the class, you could demonstrate weak forms by giving them a sentence in their language and asking them to say it quickly and naturally, as if it were part of a conversation. Encourage the students to notice that not all words are pronounced as clearly in sentences as they would be when said out loud as individual words. This might help focus weaker students on what they need to listen out for in Exercise 4.




- 4  3.2  Students complete the task individually. As a follow up, you could ask them to write the /ə/ sound above the vowels where it can be heard in the highlighted words. You could also ask them to say the words individually, and notice the difference in pronunciation between when they are said as part of a sentence and when they are said individually.
- 5  3.3  Give students 2–3 minutes to practise the pronunciation in pairs or small groups. Then go through each sentence with the whole group. Begin by modeling sentence 1, then gesture to the class to get them to repeat what you said. Repeat the first sentence a few times, then quickly elicit the sentence from individual students. If a student does not pronounce the weak forms correctly, get them to repeat the sentence again. If the student still gets it wrong, get the whole class to model the sentence again. Repeat in this manner until the student says the sentence correctly, then go on to the other sentences and repeat the procedure.

- 6  3.1  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class.

Answers

Who was the ruler?	King Ptolomy V	Emperor Qin Shi Huang	King Tutankhamun
How many years old is the historical find?	More than 2,000 years old	More than 2,000 years old	About 3,500 years old
When was it discovered?	1799	the 1940s	1922
What did we learn from this?	Learned about hieroglyphics, about ancient Egyptian beliefs and culture	How the Chinese army was organized and what weapons they used	About life in ancient Egypt and their religious beliefs


POST-LISTENING


- 7  3.4  Students listen to the recording and focus on the expressions used to show that a person is paying attention.
- 8  Students complete the task individually or in pairs. As a follow-up task, you could ask the students to role-play the dialogues in pairs. The most likely answers are below. However, depending on the intonation, some of the phrases could have other functions as well. For example, 'uhuh' could also be used to show understanding, and possibly even to show agreement.

Answers

- I think so; Yes you're right; That's a good idea; Yes, exactly
- Uhuh; What do you think?
- I see; Yes, I know what you mean

DISCUSSION

- 9  Remind the students of some of the historical places that were discussed at the start of the unit. Give students up to three minutes to take notes on one of the historical places they have visited.


- 10  Students complete the task in small groups. Tell them to take it in turns to say just a few words about the place they have visited. The other group members should try to find out as much additional information as possible by asking questions.

Optional activity

You could turn Exercises 9 and 10 into a competitive game to be played in groups. For Exercise 9, ask each student to write down five bullet point notes on their historical place. For example, notes on Mount Rushmore could be:

- 1 It is in South Dakota, USA.
- 2 It features gigantic sculptures of the heads of four US presidents.
- 3 It was sculpted as a way of promoting tourism.
- 4 The original idea was to feature western heroes, not US presidents.
- 5 It was completed between 1927–1939.


The students should then get in to groups, but not show each other their notes. Each student takes a two-minute turn. During their turn, the student should briefly introduce the historical place. The other students then have to ask questions. If a student asks a question that can be answered from the notes, that student gets a point. When each student has taken a two-minute turn, the winner is the person who got the most points.

- 11  Ask the students to get into groups of 3–5. If possible, students should each speak about a different historical place – so they should check which place each person will be talking about when forming their groups. Give each student a minute to explain to their group why their place is the most important. If two or more students have the same place, they should work together. The group then votes on the most important place. The vote should be based on how persuasive the arguments were, not just their own personal tastes.

LANGUAGE DEVELOPMENT


SYNONYMS

- 1 Ask the students to read the explanation box on synonyms and to find out why they are important. Elicit the answer from the class (they can help us avoid repeating the same word or phrase, and this helps us make what we say sound more interesting).

 Tell the students that the highlighted words can be divided in to two sets of synonyms: words similar to *army* and words similar to *discovered*. Ask the students to complete the two sets on their own. Quickly go through the answers with the class. With a stronger class, you could do this exercise as class work. However, there is a fair amount of text to process – so make sure that each student has time to read and understand the whole paragraph.

Answers

1 soldiers 2 found

- 2  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class. Note that synonyms aren't always mutually replaceable. Here, *king* and *ruler* are used as variations of each other, but in other contexts this wouldn't be appropriate or possible.

Answers

1 ruler 2 young 3 plenty (of)

RELATIVE CLAUSES

Language note

There are two types of relative clause: *defining* (also called *identifying* or *restrictive*) and *non-defining* (also called *non-identifying* or *non-restrictive*).

Defining relative clauses make it clear what person or thing we are talking about (e.g. *The history book **which I borrowed from the library** was very useful*).

Non-defining relative clauses simply give us more information about the person or thing that we are talking about (e.g. *Tutankhamun, **who ruled Egypt 3,500 years ago**, died when he was 18*). This type of relative clause is more formal than defining relative clauses, and is not often used in normal speech.

As the listening exercise demonstrates, defining relative clauses follow immediately after the noun. They are not separated by commas when written down, and there is no pause or change of intonation in speech. Conversely, non-defining relative clauses are separated by commas in writing, and by pauses or changes in intonation when spoken.

It is important for your students to see and hear the difference between the two types of clause. This will help them sound more natural when speaking, and will also help them punctuate their sentences correctly.

- 3 Students complete the task in pairs.

Answers

1 a, c
2 b, d

- 4 3.5 Students listen to the recording. Ask them to read the sentences as they listen, and notice the pauses at the commas.
- 5 Students complete the task individually or in pairs.

Answers

1 who 2 which 3 where (or in which) 4 which (or that)
5 who (or that) 6 where

- 6 Students complete the task in pairs. Monitor the students as they take it in turns to say the sentences. You could finish off by modeling the sentences at random for the class to repeat, every now and again calling on a particular student to say the sentence alone.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and check their answers in pairs. Go through the answers with the class. Allow 3–5 minutes for the students to complete the task. If some students finish early, ask them to choose the three most useful new words for them, and to write down a sentence using each. You can check these sentences as you monitor one of the later activities.

Answers

1 b founded c period
2 a defences b Middle Ages c protected
3 a Empire b ruled c took over

- 2 Students complete the task in pairs. If you think that the students may not be sure of the answers, you could prompt them with very simple questions (e.g. *What countries do you know in the Middle East? What large cities do you know in the Middle East? What type of person usually has Roman numerals, e.g. II, after his or her name?*). Do not tell the class whether their answers are correct or not, as the answers will be revealed during the next task.

As an alternative to the above procedure, you could also do this task as a class exercise if you are fairly sure that at least one of the students will know the answers. If so, ask your students to close their books. You should then display a copy of the picture at the top of page 59 on an overhead projector. Ask the class what area is being displayed. If they tell you that it is the Middle East, ask them to focus on the shaded area and tell them that this is an empire that no longer exists. Elicit the term *Ottoman Empire* if possible, then ask the class questions 1–3. If one or more students seem particularly knowledgeable, encourage them to give more information (as long as this is likely to be interesting or useful to the rest of the class).

- 3 3.6 Students listen and check their answers. Quickly go through the answers with the class.

Answers

1 Algeria, Armenia, Azerbaijan, Bulgaria, Egypt, Greece, Iraq, Yemen
(This is not an extensive list. At its height, the Ottoman Empire also included Albania, Bahrain, Bosnia and Herzegovina, Croatia, Cyprus, Eritrea, Georgia, Hungary, Iran, Israel, Jordan, Kosovo, Kuwait, Lebanon, Libya, Macedonia, Moldova, Montenegro, Oman, Qatar, Romania, Russia, Saudi Arabia, Serbia, Slovakia, Slovenia, Sudan, Syria, Tunisia, Turkey, the United Arab Emirates (UAE), Ukraine.)
2 Istanbul
3 A sultan (ruler) of the Ottoman Empire – a military ruler

WHILE LISTENING

LISTENING FOR DETAIL

- 4 3.7 Ask the students to go through the questions in pairs and try to guess whether the answers are true or false. Even if they have no idea, they should still decide on an answer. This will help make sure that they have read and understood the questions before listening to the recording. You could then elicit the answers from the class, but do not confirm whether or not they are correct. The students should then listen to the recording and check their answers. Quickly go through the answers with the class.

Answers

1 F 2 T 3 T 4 F

- 5 3.7 Before you play the recording a second time, first ask the students to try and complete the notes individually from memory. Set a strict time limit of two minutes, then play the recording a second time. The students should check their ideas and complete any remaining gaps. Quickly go elicit the answers from the class.

Answers

1432 – Mehmed II born
1453 – captured Constantinople
53 days to take over the city
– hired engineers to develop modern weapons
he broke the city walls
– after taking over the city – moved the capital to Constantinople
– rebuilt the city – univs. and colleges
– invited edu. men to live in the city
1451–1481 – ruled the Ottoman Empire
1481 – Mehmed died
Constantinople = Istanbul (capital until 1922)

Optional activity

Write this abbreviation on the board: e.g. Tell the students that it is a well-known abbreviation, and is common in both formal writing and in note-taking. Ask the students what it means (*for example*). Then write this on the board: yrs. Tell the students that this abbreviation is often used in note-taking, and ask them to guess what it means (*years*). Then ask the class to identify the two abbreviations in the notes and to tell you what the full forms are. The two abbreviations are *univs.* (*universities*) and *edu.* (*educated*). Ask the students how they can tell that these are abbreviations (they have a full-stop after them, and are not complete words).

POST-LISTENING

LISTENING FOR TEXT ORGANIZATION FEATURES

Language note

When we describe events from the past, we often use sequence words (*next, then, finally, etc.*). These words help listeners understand the order that events happened.

- 6 Allow up to two minutes for the students to complete the task individually and then check their answers in pairs. Point out that the first question has been done as an example. Quickly go through the answers with the class

Answers

2 During 3 After that 4 Meanwhile 5 Eventually

DISCUSSION

- 7 Students complete the task individually. Set a strict time limit of two minutes, or 90 seconds for a stronger class.
- 8 Students complete the task in small groups. Tell the students that they should each talk for a minute, and that the person to their left should ask them a question related to their topic. The student should then answer the question and invite further questions from the rest of the group. The groups should repeat this procedure until everyone has explained their ideas.

CRITICAL THINKING

ANALYZE

- 1 Tell the students to quickly underline the facts individually. Elicit the answers from the class. You could first ask them how many facts they have found. There may be some differences of opinion as to what constitutes a single 'fact'. For example, some may say that *at 21 he led an army of 200,000 men and 320 ships to take over the city of Constantinople* is one fact, some may say two and some may say three.

Answers

He was sometimes referred to as 'Mehmed the Conqueror'
He was born in 1432
At the age of 21, he led an army of 200,000 men and 320 ships to take over the city of Constantinople

- 2 Students complete the task individually and check their answers in pairs. Elicit the answers from the students. You could first ask how many of the opinions are given (two).

Answers


b, c

Optional activity

It is quite common for students to offer contentious opinions as fact. It is important to find ways of getting them to understand the difference between fact and opinion, to be able to identify the two when they read articles or watch TV and to be able to distinguish between fact and opinion during their own writing and discussion work.

Tell students that they are going to do some critical thinking work in the area of fact and opinion. Ask them to write down six facts individually. They should then work in small groups and read their facts out.

The other students should decide whether each fact is indeed a fact, or whether it is an opinion. Where the group agree that an opinion has been given instead of a fact, they should try to rewrite the (subjective) opinion as an (objective) fact. Tell them to be ready to give feedback on the activity to the class. Give the students 3–5 minutes to discuss their facts, then ask each group in turn if any of the ‘facts’ were actually opinions. This may give rise to some interesting discussion. When you have got feedback from each group, ask the groups to discuss the difference between facts and opinions, and why it is important to be able to distinguish the two. Give the students another minute or so to discuss this, then lead a class feedback session.



- 3  Students complete the task in pairs. Quickly go through the answers with the class.

Answers

1 O 2 F 3 F 4 O 5 O 6 F

The first statement (*Mehmed II is the most famous ruler in history*) could be seen as a *incorrect* statement of fact, rather than an opinion. Your students might try to argue that someone either is ‘the most famous’ or they aren’t (although it would be extremely difficult to establish whether or not one particular historical person is really the ‘most famous’). Conversely, whether or not a ruler is ‘the greatest’ is more clearly a matter of opinion. If this issue is raised by your students, you could ask them to change the words ‘most famous’ to ‘greatest’ and then ask them whether the statement is one of fact or opinion.

CREATE

- 4  Students complete the task individually or in pairs. With a stronger class, have the students complete the task individually. You could ask them to try and think of a person that might not be immediately obvious to the rest of the class, this would help avoid too many students choosing the same person. If your students are struggling to think of how to complete the *why?* section, ask them to think of one famous event that their historical figure was involved in, or a decision that the person took, and why they acted as they did.
- 5  Students complete the task individually or in pairs. With a stronger class, have the students complete the task individually. Point

out that the opinions could be either broadly critical of the fact or broadly in favour (for or against). To encourage the students to analyze the facts from different perspectives, you could ask them to write at least one opinion for and one opinion against each fact. You could model this by saying the following (or similar).


Fact: Neil Armstrong was the first person on the moon.

Opinion for: Putting someone on the moon was important for our knowledge of space.

Opinion against: Putting someone on the moon was a waste of money; the money could have been spent helping poor people.

- 6  Students complete the task in pairs.

EVALUATE

- 7  Ask students to form new pairs, so that each student is sitting with someone new. The students then take it in turns in their pairs to discuss the questions. Give the students two minutes each to answer questions 1–3. When the time has elapsed, tell the first student in each pair to quickly finish off so that their partner can begin their turn. Give the pairs another two minutes. Finish off by quickly asking each student who their first partner talked about, and what was the most interesting fact they learned or opinion they heard.

SPEAKING

PREPARATION FOR SPEAKING

TALKING ABOUT PAST EVENTS

Optional activity

Ask the class to close their books. Then tell them that they are going to read about an explorer, and that they should try to guess who that explorer might be. Elicit from the class the names of some famous explorers. If they can’t think of any, then you could widen the question to include adventurers in general (both from history and fictional). Elicit one or two facts about each one, plus one opinion.

The explorer in the text may not be as well known as some others, so your students may not guess the name. This is fine – the purpose of this introductory activity is to focus the students’ attention on the topic, not to find out how much they know about different explorers.

- 1 3.8 Give the students up to five minutes to complete the task. When most of the class seem to be ready, ask them to quickly complete or check their tables with a partner.

Answers

regular verbs	irregular verbs
travelled	did
crossed	were
visited	was
lasted	went
returned	took
missed	set off
described	left
died	wrote
helped	saw

PRONUNCIATION FOR SPEAKING

- 2 Students complete the task individually. They will have the chance to discuss the pronunciation further in Exercise 3.
- 3 3.9 Students listen to the recording and complete the task in pairs or small groups. Tell them that they must all agree on the correct pronunciation of each *-ed* ending. Give them 2–3 minutes to discuss the pronunciation. Quickly find out from each group whether or not they all agree on the correct pronunciation. If there is disagreement, play the recording again.

Answers

travelled /ɪd/	missed /t/
crossed /t/	described /d/
visited /ɪd/	died /d/
lasted /ɪd/	helped /t/
returned /d/	

TALKING ABOUT TIME

- 4 Give the students 2–3 minutes to complete the task individually. You could point out that questions 1–12 includes both synonyms and definitions, and that some of the answers include short phrases and not only one word synonyms. When most of the class is ready, ask the students to quickly compare their answers with a partner.

Answers

2 century 3 medieval 4 then 5 the 1300s 6 at the age of 7 at that time 8 a short while later 9 recent 10 late 11 mid 12 early

- 5 Ask the students to read the language notes on the different ways of saying years. Then give them up to two minutes to say the sentences out loud in small groups. Quickly elicit the correct pronunciation of the sentences from the class, calling on students at random. If a student does not say the sentence correctly, model the sentence and ask the student to repeat it. If the student is still struggling, get the whole class to say the sentence and then call on a different student.
- 6 Ask the students to read the opinions on being a confident speaker. Quickly elicit from the class situations in which they have had to speak publicly. How did they feel? How did it go? How would they feel now about speaking in public? Give the students 3–5 minutes to discuss the task. Tell them to think of a piece of useful advice for each situation.

Optional activity



Ask students to read each of the opinions (a–d), and to ask which one of those (if any) most applies to them. Assign one of the situations to each corner of the room, and ask the students to go to the appropriate corner. Students who are unable to decide which situation most applies to them, or to whom none of the situations apply, should go to the centre. Then give each group up to five minutes to discuss how these situations apply to them (in the case of those students in the four corners) and what they can do to overcome the problem. Ask them to try and think of at least 3–5 specific pieces of advice. The students in the centre of the room should discuss each of the situations in more general terms, and think of at least one specific piece of advice for each one.

- 7 Students complete the task in small groups. If you have done the optional activity for Exercise 6, you may skip this task.


SPEAKING TASK

PREPARE


- 1 Give the students a strict time limit of three minutes to write short notes on 3–5 historical figures or events. Tell them that their notes should include information about both men and women. Alternatively, you could tell the male members of the group to take notes about women only (or about events that largely concerned women, or in which women played an important role), and the women to take notes about men (or about events that largely involved men).

- 2  Students complete the task in small groups. Give them 3–5 minutes to share their ideas and to decide on which topic would be the most interesting.
- 3  Give the students 5–10 minutes to complete the task individually and to prepare a five-minute presentation. Tell them to take notes, rather than writing full sentences. This will help make the presentation feel more natural. Tell them that the presentations should be fairly informal and conversational rather than overly formal and rehearsed. You could say that students more used to public speaking could give a more formal presentation if they want, but that the key to this task is to keep things interesting for the audience.

PRACTISE

- 4  Students complete the task in pairs. Allow up to 15 minutes: five minutes for each presentation and roughly two minutes for feedback and discussion following each presentation. To make the final presentations tighter, you could tell the students that the second version of their presentations should only be four minutes long (rather than five) and that during this practice stage, they should also give the following feedback: *What would I have liked to have heard more about? What information could be left out?*

PRESENT

- 5  Students complete the task in small groups. Tell them that they have a strict time limit of four minutes, and that you will warn them when they have only one minute left. This will help keep the presentations tighter, and will encourage the groups to complete the task at roughly the same time. You could also give the students up to a minute to answer any questions. To ensure that there are some questions, and to encourage the students to listen to each other's presentation, you could say that following each presentation, the person to the left of the speaker must ask a question related to the talk.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 102–103 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 120 for an Additional speaking task related to this unit.

Put students in groups of three. Focus them on the topic of the discussion and ask them to read about their individual roles (A, B or C). Allow them one or two minutes to prepare and make notes. Then ask them to discuss the topic. Allow up to 10 minutes for the interaction, then ask them to report back to the whole class about what they discussed.

RESEARCH PROJECT

Create an audio story about a famous person in history.

Explain to your students that they will be writing a story about a famous person from the past. Ask them to think about someone outside their own country. They should research where that person was born, their nationality, their early life and why they were famous. Students could use the blog in the Cambridge LMS to show what they have learnt.

Students will write a story about their chosen famous person and record this as an audio file. They can add music and sound effects (search for 'free sound effects'). The story can then be uploaded to the forum on the Cambridge LMS for other students to listen to (audio recordings should be saved as 128kb mp3 files). Students could also write a task for other members of the class to complete based on their audio story.


4 TRANSPORT

Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

BMW cars can reach speeds of up to 270 kilometres per hour. Through a combination of modern technology and high power, the company ensures that their cars are some of the fastest and cleanest on the road.

UNLOCK YOUR KNOWLEDGE

 Allow 4–5 minutes for students to discuss the questions in pairs and then invite feedback from the class. Select one pair and ask them for a summary of their responses.

WATCH AND LISTEN

Video script

How can you make an environmentally friendly car that still drives at fast speeds? Cars that run on diesel fuel rather than petrol are often considered dirty and old-fashioned.

However, German car-maker BMW has developed the technology to make diesel engines cleaner, bringing them into the 21st century.

Old diesel engines were made of iron and were very heavy, but the new BMW engine cases are made of aluminium and are 40% lighter. This makes their cars much more efficient, as they can travel further on less fuel.

The BMW factory in Austria makes 700,000 engines a year, but the engines are fitted inside the cars five hours away in Germany.

The BMW factory in Germany is one of the most modern in the world. Almost every process is automated.

The cars are assembled by huge robots.

This is the exhaust unit.


The engine and exhaust are added to the chassis and suspension. Robot carts take them to the final part of the factory line.

At this stage, the engine is combined with the body of the car. This only takes 80 seconds. The BMW factory can produce 44 cars an hour.

The last part of the process is attaching the badge to the finished car.

PREPARING TO WATCH




USING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs. Tell the students to underline or highlight the most useful new phrases, and to record these in their vocabulary books.

Answers

- environmentally friendly cars
- run on diesel fuel
- considered to be old-fashioned
- fuel-efficient cars
- aluminium cases
- engines are fitted inside
- robotic arms
- reach speeds of up to

PREDICTING CONTENT


-  Give the students a few minutes to discuss the task in pairs, then elicit ideas from the class. Encourage students to support their ideas with evidence from the photographs and sentences.
-   Students watch the video and check their answers to Exercise 2.

Answers

- The video is about the production of BMW cars.
- It focuses on new, environmentally friendly diesel engines.
- The video suggests that cars that run on diesel fuel rather than petrol are often considered dirty and old-fashioned.

WHILE WATCHING



UNDERSTANDING MAIN IDEAS

- 4  Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 a 2 b 3 c



UNDERSTANDING DETAIL

- 5   Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 40% 2 700,000 3 44 4 270

DISCUSSION

- 6  Give the students 30 seconds to rank the features individually.
- 7  Students complete the task in small groups. Tell them to agree on a group ranking. Where there is strong disagreement, each student should say why they think that the feature in question is or isn't especially important, or should be given a particular position in the list. Give students a few minutes to decide on a common ranking, then elicit the top and bottom two features from each group. You could try to get the class to agree on the top three, encouraging discussion where there is disagreement.

LISTENING 1

PRONUNCIATION FOR LISTENING

Optional activity

Write these words on the board.

fast, quickly, make, passenger, use

Tell the class that *fast* is an adjective. Then ask the class what type of word each of the others is. The last word is *use*. Your students will probably correctly identify it as a verb, but may not be so quick in realizing that it is also a noun. If the students only identify one of the two possible parts of speech, try to elicit the other by saying *Yes, it's a verb. But is that all?* When you have elicited the fact that *use* is both a verb and a noun, ask your students in pairs to think of a sentence illustrating each use. Ask them to repeat their sentences to each other, and to notice the difference in pronunciation. Monitor the class as they do this, giving feedback as appropriate. Note one pair that have a good set of sentences that are correctly pronounced. Give the students a minute or so to write and repeat their sentences, then call on one pair to say their sentences to the class. Establish that *use* as a verb is pronounced /ju:z/, whereas as a noun it is pronounced /ju:s/. Tell the class that although some words have the same form when they are a noun or a verb, the pronunciation is often different.



fast (most frequently an adjective, although it can also be a verb or a noun)

quickly (adverb)

make (verb, although it can also be a noun)



passenger (noun)

use (verb and noun)

- 1  4.1  Students complete the task individually. You could ask them to try and answer the questions in pairs first and then check their answers against the recording.


Answers

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

- 2  4.2  Students complete the task individually. Again, you could ask them to answer the questions in pairs first and check their answers against the recording.


Answers

1 research 2 researching 3 decreased 4 decrease
5 presented 6 present 7 transport 8 transport

- 3  Give the students up to two minutes to practise saying the sentences in small groups.

PREPARING TO LISTEN


UNDERSTANDING KEY VOCABULARY

- 4  Give the students three minutes to complete the task individually and then check their answers in pairs.

Answers



1 d 2 g 3 b 4 e 5 f 6 c 7 h 8 a 9 j 10 i

USING YOUR KNOWLEDGE

- 5  Give the students five minutes to discuss their ideas in small groups, and tell each group to be ready to provide a brief summary of the ideas discussed. As three of the four questions concern plane travel, tell the class that those students who have never flown should instead describe the longest trip that they have even taken by some other means of transport. Elicit one or two short anecdotes from each group, then lead a brief class discussion to find out which form of transport the students think is the most dangerous. If there is much disagreement, encourage further discussion by asking the students to support their ideas with examples, stories or other information that they might have. If the class have internet access, you could give them a few minutes to quickly research the topic online and to find out which form of transport is the most dangerous statistically, either in their own country or worldwide). The answer to which form of transport is the most dangerous will be answered in the next listening task.

WHILE LISTENING




LISTENING FOR MAIN IDEAS

- 6   Students complete the task individually. With a weaker group, or if the vocabulary is likely to be problematic, you could ask the students to read the questions and to try to guess the answers before listening to the recording. If so, the students should then check their answers against the recording.

Answers



1 b 2 a 3 a 4 c

LISTENING FOR DETAIL

- 7  Students complete the task in pairs. You could also ask them to discuss any other ideas they have on how to reduce a fear of flying. Give the students a few minutes to discuss their ideas, then quickly establish with the class which tip most people think is the most useful. You could also ask whether anyone has overcome their own fear of flying, and how they were able to do this.
- 8   Students complete the task individually. Quickly go through the answers with the class.

Answers

1, 4, 6

- 9  Students complete the task individually. You could set this up competitively, and tell the students to complete the summary as fast as possible and to raise a hand once complete. Once the first student has raised their hand, tell the class that they have 30 seconds to complete the text. Tell the student who first completed the text to quickly check their work to make sure that all of the words are in the right place. Then ask that student to read the whole text aloud. If they make an error, tell them to stop and invite another student to take over – starting with the correct word. Continue like this until you have gone through the whole text.
- 10  Play the recording again for students to check their answers.



Answers

1 reduce 2 engine 3 wings 4 normal 5 damaged
6 avoid 7 flying 8 driving

POST-LISTENING

Optional activity

Ask students to read the information box and to discuss in pairs or small groups the kinds of situations in which rhetorical questions are useful. Elicit ideas from the class. These may include (among others) political speeches, advertising, debates and presentations. More generally, some of the uses of rhetorical questions include entertaining, persuading, informing, educating, shocking, and calling people to take action.

- 11  4.3  Students complete the task individually. Quickly go through the answers with the class.




Answers

1, 2, 3, 6 are rhetorical questions

Optional activity


Put students into pairs. Give each pair a random object that you have nearby, such as a pen, paper clip, cup, glass, board rubber, mobile phone or a mouse, etc. Give each pair 5–10 minutes to write and rehearse a short radio advertisement for the object. Tell the students that the advert must include at least one rhetorical question. Monitor the class as they write and rehearse their advertisements, giving feedback as appropriate. Then ask each pair to perform their advertisement while the rest of the class try to identify the rhetorical question(s). You could play them one or two short radio advertisements to give them an idea of the kind of language that is used on the radio. You can find examples of radio and TV advertisements that include rhetorical questions online by typing *advertisements with rhetorical questions* into your search engine.

DISCUSSION

- 12    Ask the students to look at the picture of the spider. Then ask them to close their books and to quickly share with a partner how they feel when they see spiders. Ask them if they know the word that means fear of spiders (arachnophobia). Then ask them to get into groups of 3–5 and give them 3–5 minutes to discuss the questions. Tell them that they can also discuss their own fears if they wish. If so, they should decide with the group whether these personal fears are normal, or whether they are so extreme that they could be described as a phobia. When the students have finished their discussions, quickly elicit one or two ideas from each group.

LANGUAGE DEVELOPMENT

TALKING ABOUT ACHIEVEMENT

- 1  Students complete the task individually and check their answers in pairs.



Answers

b concentrate c method d control e challenge
f goal g relax h get over i completed j positive



Optional activity

You could point out one or two of the collocations in sentences 1–8, and then ask the students to identify the others. If your students are not sure what a collocation is, give this example from the text (e.g. the *right attitude*) and tell them that a collocation is the combination of words formed when two or more words are often used together in a way that sounds correct.

Examples of collocations from the text include: *right attitude*, *stay positive*, *long time*, and *emergency exit*. Point out that it is useful to highlight these combinations of words when they read texts, as it will help them to use English more naturally.



- 2   Ask the students to work with a new partner, and give them 2–4 minutes to discuss the questions. If you feel comfortable talking about yourself in class, you could set this task up by giving your own (brief) answers to one or more of the questions. Ask the class if anyone heard about any unusual achievements or goals. Give some of the students the opportunity to briefly outline some of the things they heard, then go on to the next task. If you have time, you could try to establish what the most common goals are, and what advice students have to help their peers stay positive when faced with challenges.

COMPARING THINGS

- 3  4.5  Students complete the task individually and compare their answers in pairs. You could ask them to try and answer the questions in pairs first and then check their answers against the recording. Quickly elicit the answers from the students.

Answers

2 far; dangerous 3 considerably 4 much 5 definitely

- 4   Students complete the task in pairs. If you think that the students may find this task challenging, have them work in small groups rather than in pairs.

Answers

1 sentences 1, 3, 4, 5
2 sentence 2
3 1 a lot 2 by far 3 considerably 4 much 5 definitely
4 they all mean 'very much' or 'a lot'

- 5 👤 Students complete the task individually and compare their answers in pairs. You could do the first one with the class as an example; this may help remind them that the correct form (in this case, *better*) may be very different to the adjectives in brackets (in this case, *good*).

Answers

1 better 2 faster 3 most comfortable 4 better
5 most interesting 6 more convenient 7 best

- 6 👤 Give the students a few minutes to complete the task individually. Monitor the students as they work, giving feedback as appropriate. When the students seem to be finishing off, ask them to quickly finish the question they are working on and to get together with a new partner.
- 7 👤 Students complete the task in pairs. This could generate a lot of useful discussion, so allow up to five minutes for this task. Monitor the students during the discussion and take notes on their use of language (both correct and incorrect). When the students have finished their discussions, give some examples of some of the especially good language that you heard. Pick out some of the typical errors that students are making (in grammar, vocabulary and pronunciation) and elicit corrections from the class where possible.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 👤 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1 experience 2 hit 3 convenience 4 overtake
5 injured 6 respect 7 heavy fine 8 lanes
9 break the law 10 prevent

USING YOUR KNOWLEDGE

- 2 👤 Students discuss the questions in pairs. You could also ask them to think of some solutions to the disadvantages (e.g. *cycling to work can make you sweaty, so employers should provide showers*). Give the students a few minutes to discuss the questions, then elicit suggestions from the class.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 🎧 4.6 👤 👤 Ask the students to read the list of options and agree with a partner on the most likely answers. They should then listen to the recording, complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1, 3, 5, 6, 7, 8 (the answers are given in a different order in the recording)

LISTENING FOR DETAIL

- 4 🎧 4.6 👤 👤 Play the recording again. Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers

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



- 5 🎧 4.7 👤 👤 Ask students to read through the notes in pairs and to think of likely words or phrases that could be used to complete the gaps. Elicit some ideas from the class, but avoid commenting at this stage. Play the recording and ask the class to check their ideas and complete the gaps according to the interview. After the recording has finished, give the students a few more moments to complete the gaps and then go through the answers with the class.

Answers

1 wider 2 separate 3 fines


POST-LISTENING

LISTENING FOR TEXT ORGANIZATION FEATURES



- 6  4.7  Students complete the task individually. Quickly go through the answers with the class.

Answers

1, 3, 4, 6, 7

- 7  Ask the students to discuss, in pairs or small groups, their own experiences of cycling in their city. Students that have not cycled much should talk about someone they know who has. The students should then discuss what could be done to improve things for cyclists in their city. Encourage the students to use language from Exercise 6. Encourage them to learn and use the phrases that they feel most comfortable with. This will help them sound more natural during the discussion task. Give the students 2–4 minutes to discuss the question. Monitor the groups and give feedback during and after the exercise as appropriate.

DISCUSSION

- 8  Give the students up to three minutes to take notes on the questions. If you have time, and the students have access to the internet, you could give them a few minutes extra to research the topic online.
- 9  Students complete the task in groups. Appoint a chair and a secretary for each group, ideally students who have not yet spoken much during the class. The chair should start the meeting and confirm its aims. They should then ensure that everyone gets an equal chance to put forward their views. The secretary should take notes on what is said, and is responsible for correctly noting down the three proposals agreed upon. Give the students up to 10 minutes to complete the task, then invite the secretaries to outline the groups' proposals. When the secretaries outline their proposals, you could make short notes on the board. The class should then decide on the best three proposals. If there is no clear consensus, you could tell the students that they are each allowed three votes. One student per proposal should then quickly outline why their proposals should be carried forward. The class can then vote with a show



of hands. Repeat this procedure until all of the proposals have been voted on.

Optional activity



If the class have voted on the best three proposals, you could divide the class into three groups and tell them to further develop the proposal. What exactly would be involved? What other considerations might there be? Which interested parties should be consulted? How much might the proposal cost if carried out? What research must be carried out in order to present a more detailed proposal? Tell each group that they must research the proposal in more detail for the next class using English language websites (as far as possible). They must then present the more detailed outline of the proposal during the next class. Give the groups 5–10 minutes to finalize their proposal at the start of the next class, then invite each group to present their ideas in under five minutes. Once each proposal has been presented, the class should vote on which was the best. Give each student two votes (to avoid the problem of them voting for their own proposal).

CRITICAL THINKING

ANALYZE




- 1  Ask students to quickly read through the list and to tell you which of the two actions are carried out by pedestrians rather than by drivers (3 and 8). If necessary, explain that *jaywalking* is the action of crossing a street unlawfully. Then ask students to go through the list again and to decide which of the actions are illegal in their country. If they are unsure of the answers, you could ask them to research the questions online as a homework task and to report back during the next class.
- 2  Students complete the task in pairs. You could ask them to rank them in order. Give the students 2–3 minutes to decide on the order, and encourage them to discuss the reasons behind their decisions (e.g. *Most people listen to music while driving, so I don't think that it can be very dangerous*). You could quickly establish with the class which one action they think is the most dangerous, and which is the least dangerous.
- 3 Ask the students to quickly read through the report. Elicit reactions from students showing obvious signs of surprise (if none do, then call on two or three students at random). Ask the students to explain why they are/are not surprised by the report. You could point out that *texting* refers to sending (sms) text messages using a mobile phone.

APPLY

- 4  Give the students two minutes to take notes on the question. Tell them to assume that the question refers to the use of handheld mobile phones, and not to using hands-free technology to make calls or send texts.
- 5  Ask students to form new groups and to first discuss their own attitude towards doing this. Is this illegal? If so, what are the possible punishments? If not, should it be? Give the students a few minutes to discuss their own ideas, then elicit a quick summary from each group. The groups should then discuss their ideas for solving the problem. Allow up to five minutes for further discussion, then ask each group to report back to the class.

SPEAKING

PREPARATION FOR SPEAKING

- 1  **4.8**  Ask the class to read the information box. Then ask them to listen to the recording and discuss the ideas presented in pairs. Quickly elicit the most popular opinions from the class. You could also ask the students whether they have any other ideas as to how to deal with the problem of eating while driving.
- 2  Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers


- 2 I think it would be better if
- 3 I think it would be much better if
- 4 The best thing would be to

Language note

The conjunction *that* is often missed out in these phrases.


- 1 I don't think (**that**) the government should do anything about it.
- 2 I think (**that**) it would be better if they closed drive-through restaurants.
- 3 I think (**that**) it would be much better if drivers weren't allowed to eat or drink while they drive.

If your students ask you why *that* is missing, you can tell them that this is a common feature of relatively informal speaking and writing.

- 3  Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers


a 3 b 1 c 4 d 2


- 4  Students complete the task individually or in pairs. Quickly elicit the answers from the class. Alternatively, simply elicit the answers directly from the class.

Answers

talking about a personal experience: *From my own experience; Personally* giving a reason: *the reason for this is; this is because*


Optional activity

 Ask students to read the explanation box. Then give them a strict time limit of two minutes to quickly write down four examples from their own lives (using the Past simple, Past continuous, Present perfect and a sentence including *never*). The students should then go through these with a partner to check that they are all correct. Each partner should then ask one follow-up question for each sentence. Allow 3–5 minutes for discussion, then elicit examples from the class.

- 5  Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.



Answers

1 have; eaten 2 went 3 have had (*had is also possible*)
4 Have; (ever) travelled 5 had 6 have; seen
7 was driving; rang


- 6  Give the students up to five minutes to complete the task. Quickly elicit any particularly interesting examples from the class. Was anyone surprised by what they learned about their partner?

SPEAKING TASK


PREPARE

- 1  **4.9**  Ask the class whether or not they text and walk. Then play the recording and elicit from the class whether or not they think that it is dangerous to text and walk. Elicit examples of the kinds of accidents that can happen from the class. You could point out that some smartphone apps have been designed that


use the camera to display what is happening in front of the person texting on their screen display. Have they ever used such an app? Would such an app be useful?

- 2  Put the students into groups of four. Either allocate roles or ask them to decide on these with the group. Give them a minute to read and understand their roles. Tell the students to really learn the roles, so that they do not have to refer to the card. Ask them to try and become that person as far as possible. What is the person's name? What are their hopes, dreams or fears? This may sound a little over the top, but it will help to create a light atmosphere and ease people into their roles, some of which may include ideas and attitudes very different to the students' own. Then give them up to five minutes to do the role-play. Monitor the groups and give feedback at the end. There is no real need to elicit ideas or summaries at the end of this task, as each group will have heard similar arguments and attitudes.

PRACTISE

- 3  Give the students two minutes to complete the task in pairs. Two minutes will be enough, as each partner will be playing the same role and will have similar ideas.

DISCUSS

- 4  Ask students to form new groups of four. Students should not be working with anyone from Exercise 2. As they have already discussed these questions twice in their roles, you could tell them to discuss their own ideas – rather than those written on their role cards. Give them 3–5 minutes to discuss their opinions and to suggest some concrete solutions. Be careful not to let this speaking task last for too long, as the students will have already discussed the topic at some length. Quickly elicit suggestions from the class, reminding them that they only need make suggestions that have not already been put forward.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 104–105 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 121 for an Additional speaking task related to this unit.

Put students in groups of four. Focus them on the discussion topic and their role card (A, B, C or D). Allow up to two minutes for them to make notes, and then ask them to begin their discussion. Give 10 minutes for the discussion, and then ask each group to report their opinions to the whole class.

RESEARCH PROJECT

Create a presentation to show how a car is made.

Divide the class into groups and ask them to brainstorm how they think cars are made. Ask students to think about materials, processes and design. Then ask them to search 'how cars are made'. Students can use tools on the wiki on the Cambridge LMS as a central place to share information on this topic.

When students have researched the different stages, ask them to use presentation software to create a presentation including pictures, narration, sound effects and music. The class can then vote for the best presentation, based on how clear it is, how interesting it is and the quality of information presented. There are free online voting systems which allow you to do this. Search for 'voting software' to view some of these.

5

ENVIRONMENT

Learning objectives


Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE


Background note

The photo shows a range of solar panels, which collect and generate energy from sunlight.

Optional lead in

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

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

 Students discuss questions 1–3 in small groups. Give the students up to three minutes, then quickly elicit suggestions from some of the groups. You could finish off by asking the class whether or not their country is too dependent on traditional sources of energy, and what the consequences of this might be in both the short and long term. If the country exports fossil fuels, what might the long-term effects of an increased use of alternative energy across the world be?

WATCH AND LISTEN

Video script

In the east of Russia, nine hours from Moscow, lies one of the most active volcanic regions on earth: Kamchatka. The Kamchatka region is as big as California, but only 400,000 people live there, surrounded by 300 volcanic sites.

Volcanologist Sasha Ovsyannikov has worked in the volcanoes of Kamchatka for 35 years.

Among the most active volcanoes in the region is Mutnovsky. It was formed 45,000 years ago when four smaller volcanoes collapsed, into one vast volcano cone. It is 1.5km across.

Sasha is checking the activity in the volcano. It could explode at any moment, releasing dangerous clouds of ash and gas into the air. But Sasha feels no fear.

"You cannot help but fall in love with volcanoes because they are like living things. They live their own lives and each erupts in its own way. Like people, volcanoes are all different"

He takes samples of rock and gas from the volcano to see whether Mutnovsky is about to erupt. Sasha works with scientists at a volcano institute. They check Sasha's rock samples and monitor the 19 big volcanoes in the region and try to predict the next eruption.


The volcanoes of Kamchatka are a threat to the aircraft that cross the region. Ash from an eruption can rise 14km above the ground and travel thousands of kilometres. The rock and dust in the ash can damage a plane's engine and cause it to crash.

Sasha and his colleague fly to another volcano 100km away, called Karymsky, to investigate how active it is. When they arrive, everything seems calm, but suddenly, without warning, Karymsky erupts. An explosion of this size is very unusual. A week later, Sasha and his pilot decide it is safe enough to fly over the crater of Karymsky.

Thanks to the work of Sasha and other scientists, the world's airlines will be warned immediately if Karymsky, or any other volcanoes in Kamchatka, are likely to explode again soon.


PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the students.

Answers




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

- 2  Give the students two minutes to complete the task in pairs. Elicit the answers from the class.

Answers

1 releases 2 surrounded 3 exploded 4 ash
5 erupted 6 regions 7 sample 8 monitored



PREDICTING CONTENT FROM VISUALS

- 3  Students complete the task in pairs. Encourage them to study the pictures carefully. Even if they are not sure where the photographs were taken, or what is happening in the photographs, they should try to guess.
- 4   Students watch and check their answers.

Answers

The video focuses on the work of a volcanologist (a person who studies volcanoes) in Russia.

UNDERSTANDING MAIN IDEAS



- 5   Ask the students to read the eight words in the box and to try and remember which ones were mentioned in the video. Then play the clip a second time and ask them to complete the summary and compare their answers in pairs. Elicit the answers from the class.

Answers

1 volcanic 2 California 3 volcanologist
4 ash 5 samples 6 volcano

WHILE WATCHING


UNDERSTANDING DETAIL

- 6   Ask the students to read the sentences and to decide from memory whether they are true or false. Play the clip again and ask the students to check their answers. Quickly go through the answers with the class. With a stronger group, you could ask the students to rewrite the false sentences to make them correct (or to correct them orally).

Answers

1 T 2 T 3 T 4 F 5 T 6 T 7 T 8 F

DISCUSSION

- 7  Give the students 2–3 minutes to discuss the questions. You could also ask the groups to discuss any volcanoes they know of that have erupted, either recently or well-known historic eruptions. Elicit some ideas for each question from some of the groups.

LISTENING 1

PRONUNCIATION FOR LISTENING

Optional activity

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



/duː/ /ʌɪ/ /hæv/ /tʌɪm/ (= do I have time, with each word articulated individually)

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

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

This is worth trying even if your students are not used to working with the IPA. It is very likely that students will be able to work out the pronunciation, especially if they are working in pairs or small groups. Students often enjoy working out puzzles, codes and other challenges – and this is a good way of introducing the IPA to your students.

If your students enjoy this task, you could recommend that they note down the phonetic spelling of some of the words they learn during the lesson. Good dictionaries include IPA spelling, and with a little practice, your students will find that they can learn the different sounds very quickly. This will help the students learn the correct pronunciation of new words, and will be a useful tool for students as they become more advanced language learners.

- 1  5.1  Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class. You could ask them to repeat the sentences in their pairs, and to try and sound as natural as possible.

Answers

1 /w/ 2 /r/ 3 /r/ 4 /w/

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 2 Students complete the task individually or in pairs. Point out that the words in bold are especially important, and will be used in a lecture later on in the unit. Elicit the answers from the class.

Answers

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

PREDICTING CONTENT FROM VISUALS

- 3 Give the students around two minutes to discuss the questions. Remind them to base their ideas on the vocabulary they have been working with as well as the pictures on page 91. Quickly elicit some ideas from the class, but do not comment on whether or not they are correct.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 4 5.2 Students complete the task individually. You could ask the students to read the questions and to try to guess the answers before listening to the recording. If so, the students should then check their answers against the recording. Quickly go through the answers with the class.

Answers

1 sea water
2 in extreme climates
3 solar power
4 no chemicals
5 can help solve the global food problem

LISTENING FOR DETAIL

- 5 5.3 Students complete the task individually. You could ask the students to discuss the possible answers in pairs before listening to the recording. It will be difficult for your students to guess correctly, but this will help ensure that they are well prepared for the second part of the lecture. Quickly go through the answers with the class.

Answers

1 (only) 100 metres
2 sun
3 (sea) water
4 160
5 (up to) 10,000
7 environment

POST-LISTENING

LISTENING FOR TEXT ORGANIZATION FEATURES

- 6 Ask the students to read the information box. Students then complete the task individually.

Answers

1 d 2 a 3 c 4 b

DISCUSSION

- 7 Students complete the task in small groups. Encourage them to explain their ideas fully. For example, why do they think that it is/ isn't important to eat organic food? Allow up to five minutes for discussion, then elicit ideas from the class.

You could open the feedback session up as a class discussion on attitudes towards food. Do the people who live in the students' country generally have a good diet? Is it possible to generalize, or does diet change depending on the area or socio-economic group (= income and status in society)? How has diet changed over the years? Who in the class is able to cook for themselves, and what ingredients do they like to use/dishes do they like to prepare? You could also take a more global approach, and ask the class which countries they think have the best diet and which countries have the worst.

LANGUAGE DEVELOPMENT

NEGATIVE PREFIXES

Language note

You can often guess the meaning of new words if you know the meaning of their prefixes. For example, *de-* means 'remove or take away'. So, *desalination* means 'without salt' and *decaffeinated* means 'without caffeine'.

- 1 Students complete the task individually and compare their answers in pairs.

Answers

prefix	examples
un-	unknown unbelievable uncertain unlimited
in-	incorrect indirect inexperienced
im-	immodest immature
ir-	irresponsible
il-	illegal
dis-	disapprove disadvantage
de-	deactivate decaffeinated defrost
mis-	misunderstand misplace misspell mistreat
anti-	anti-government anti-clockwise anti-war

- 2 Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class.

Answers

1 misspell 2 unbelievable 3 disadvantage
4 uncertain 5 illegal 6 irresponsible 7 inexperienced
8 misunderstood

MODALS TO EXPRESS OPINIONS

Language note

Modal verbs such as *can*, *might* and *must* can be used to show a level of certainty about an idea.

You could remind your students of some or all of the following aspects of modals when used to express opinions or things that are possible:

- They have no third person -s:
He might go to the cinema tonight. (NOT *He mights go to the cinema tonight.*)
- Questions, negatives, short answers and tags are made without *do*.
He shouldn't be allowed to run a business. (NOT *He doesn't should be allowed to run a business.*)

- They use the infinitive without *to*:

I might phone her tonight.

I must phone her tonight.

I should phone her tonight.

I could phone her tonight.

- 3 Ask the students to read the information box, and to discuss the difference between the two sentences in pairs.

Answers

1 is stating a fact

2 is altering the message by recognizing that this may or may not be true

- 4 Elicit suggestions from the class.

Answers

The modal verbs *could* and *may* can be used without changing the meaning.

Using *will* would make this a certain statement.

- 5 5.4 Students complete the task individually. Quickly go through the answers with the class.

Answers

1 may

2 could

3 might

- 6 Students complete the task in pairs. Quickly go through the answers with the class.

Answers

a 1 b 2 c 2 d 1

- 7 Students complete the task individually or in pairs. Point out that more than one modal may be possible in one or more of the sentences. Elicit the answers from the class.

Possible answers

2 Not using fossil fuels **might/could/may reduce** global warming.

3 Taxing fossil fuels **will reduce** the use of cars.


4 Using solar energy **will not/cannot lead to** environmental disasters.

LISTENING 2

PREPARING TO LISTEN



UNDERSTANDING KEY VOCABULARY

Optional activity

 Ask students to close their books. Draw a quick sketch of a wind farm on the board (use the one on page 95 as a model) and elicit the term 'wind farm' or 'wind energy' from the class. If they suggest that the drawing is a windmill, tell them that they are close – but you have drawn something that produces energy, not flour. Then put the students into small groups and ask them to discuss the following questions.




- Does your country use wind farms for energy?
- What are the advantages and disadvantages of wind farms?
- Would you support greater use of wind farms instead of more traditional sources of energy?
- Would you be happy to have a wind farm near your home?

Give the students up to five minutes to discuss the questions, then elicit ideas from each group. You could open this up to a class discussion, or a debate.

-  Ask the students to read the text and to decide which arguments they agree with most. Elicit ideas from the class. If you haven't already done the optional introduction above, you could open this up to a class discussion. If so, encourage the students to support their arguments with examples. If internet access is available, you could give them a few minutes to research the topic further online before discussing their ideas.
-  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.



Answers

2 risk 3 provides 4 long-term 5 disasters
6 environmentally friendly 7 source 8 affordable
9 opponents 10 pollute

-  Give the students 3–5 minutes to discuss their ideas and take notes in small groups. Quickly elicit ideas from the class, but do not comment in too much detail at this stage.
-  **5.5**  Students listen to the recording and compare their ideas. Quickly go through the advantages and disadvantages as discussed in the recording with the class.

WHILE LISTENING


LISTENING FOR DETAIL

-  **5.5**  Students complete the task individually. Quickly elicit the answers from the class. With a stronger class, you could ask them to try and answer the questions from memory and then check their answers against the recording.

Answers

1 a, c 2 a, b, d 3 a, d


POST-LISTENING

-  Ask the students to read the information box and to quickly read the three extracts to find examples of the language of counter-arguments. Elicit suggestions from the class. Then ask the students to complete the task individually or in pairs.

Answers

1 the idea that nuclear power is a big risk
2 the idea that nuclear energy does not pollute the air
3 the idea that solar or wind energy are greener than nuclear energy

DISCUSSION

-  Ask the class the following question: *In this country, who would decide on whether or not to build a nuclear power plant? The government? The local council? Someone else?* Elicit ideas from the class, and try to get the class to agree on who is responsible for these decisions. If no one knows, ask them to find out for the next class by using an English-language search engine. Remind them that most search engines can be set to return results in English only, and that this can be a useful way of developing their English-language skills outside of class. Then tell the class that they should imagine that they are in a country where decisions concerning the building of nuclear power plants are left to local councils, rather than national government. Stage the task as follows. Tell the students to take out a piece of paper and a pen, and to work alone. Tell them to write down either 'I am for nuclear power' or 'I am against nuclear power' on the paper. They should not discuss this with anyone else at this stage.

Give them two minutes to make notes individually on why they are for/against.

Put the students in to groups of 4–5. Appoint one person to chair the meeting and a secretary to minute the meeting (= take notes). The chair and secretary can also contribute to the meeting. Try to make sure that you have a good balance of male and female chairs and secretaries across all groups. Students discuss their ideas in their groups.

When everyone has spoken and discussed each other's ideas, the chair should get the group to reach a decision on which the whole groups can agree. When a decision has been reached, the chair should summarize the decision to make sure that everyone is clear on what has been decided. Once agreed, the secretary should note down the decision taken.

The secretaries then present the decision taken to the class.

CRITICAL THINKING

UNDERSTAND

Background note


Farmers, scientists, politicians and other stakeholders have debated a number of ways of how to feed a growing world population in a changing climate. Experts say that food production will have to increase by at least 60% by 2050 to feed a world population of (by then) over 9 billion.

Genetically modified (GM) crops are one possible solution. Other ideas include using drought-protecting chemicals to protect crops from high temperatures, printing food (artificial meat and chocolate have already been produced this way), using synthetic biology to produce life from scratch, using 'forgotten' grains and other foods from hundreds of years ago that are more tolerant to poor conditions, and finding ways to encourage the human race to evolve to be smaller.

Since the dawn of agriculture, farmers have used cross-breeding techniques to grow stronger, healthier crops. This process is very slow, and it can take years to reach the desired goal. GM techniques can be used to achieve the same goal far more quickly. Rather than cross-breeding different strains of crops, scientists take a desirable gene from one plant and insert it into another. This technology has proven very controversial and many governments have banned the sale of GM food for human consumption. This is true of the UK, although meat from animals reared on GM crops is widely available. In the US, GM food has been available for human consumption for years, although must be clearly labelled.

It is important for your students to understand that GM crops and organic crops are not opposites as such. Organic crops can be most helpfully compared to crops grown using pesticides. It is possible to buy meat from animals that have not been fed GM food, but which is not organic because these animals were reared on crops grown using chemical pesticides. Likewise, the majority of non-GM food destined for human consumption is not organic, as it has been grown using such pesticides.


This is an area which can arouse passionate, but often ill-informed, debate. If there is time available, it would be worth encouraging your students to research the topic in English either before they debate the subject (to make their arguments more informed) or after they discuss the issues covered in this section (to see whether anything they read makes them change their mind on the topic).

-  Students complete the task in pairs or groups of three. Tell them to pay special attention when answering questions 2 and 3, which may not be as straightforward as they first seem (see background notes above). Allow three minutes for discussion, then elicit ideas from the students. Make sure that by the end of the discussion, the students are clear on the answers to questions 1 and 2. They may need to further research question 3, as this will depend on local laws. However, note that some countries ban the sale of GM food to humans but not for animal feed, so it may be that the meat available in the shops has been reared on GM food.

Answers

- 1 food which comes from an organism that has been altered by scientists in a laboratory
- 2 Organic food comes from plants which have grown naturally without chemicals or any other artificial treatment.

APPLY

-  Students complete the task in pairs or groups of three. In countries which ban the sale of GM food for human consumption, there is no need to do question 3. In such countries, you could modify question 3 to *Would you mind eating food that has been genetically modified? Why/Why not?* Allow up to two minutes for discussion, then quickly elicit some ideas from the class.

ANALYZE

- 3 👤 Students complete the task individually and check their answers in pairs. Quickly elicit answers from the students.

Answers

1 positive 2 negative 3 negative 4 positive

CREATE

- 4 👤 Students complete the task individually. It would be useful if the students could spend some time researching this topic online before deciding whether or not they agree with the arguments, or what possible counter-arguments there might be.

EVALUATE

- 5 👥 Students complete the task in small groups. Allow 5–15 minutes for the discussion, depending on the level of preparation and research that the students have done. If the students are basing their ideas on their own gut feelings, five minutes should be enough.

SPEAKING

PREPARATION FOR SPEAKING

LINKING IDEAS

- 1 👤 Tell students that this task focuses on words and phrases used to link ideas. Ask them to quickly read the words/phrases in the box for examples. Then give the students up to five minutes to complete the task. When the students are ready, ask them to quickly complete or check their answers with a partner.

Answers

2 However 3 First of all 4 Secondly 5 overall
6 comparison 7 well as that 8 the other hand

- 2 👤 Students complete the task individually and check their answers in pairs. Do not go through the answers at this stage; ask the students to go on to Exercise 3.

- 3 👤 Students complete the task individually and check their answers in pairs.

Answers

explaining a sequence of ideas	comparing and contrasting ideas	adding another idea	summarizing ideas
To begin with First of all Secondly Next Finally Firstly	However On the other hand In comparison Despite that In contrast Although but	As well as ... Also What's more And In addition	Overall All in all To sum up

- 4 👤 Students complete the task individually and check their answers in pairs.

Answers

1 Also 2 Firstly; What's more 3 In addition
4 Despite that 5 To sum up

TALKING ABOUT ADVANTAGES AND DISADVANTAGES

- 5 👤 Students complete the task individually and check their answers in pairs.

Answers

1 advantages 2 disadvantages 3 advantages
4 advantages 5 disadvantages 6 disadvantages


- 6 👤 Give the students 3–5 minutes to complete the task individually. Monitor the class as they write their sentences down, giving feedback as appropriate.
- 7 👤 Students complete the task individually and check their answers in pairs. Allow up to two minutes for discussion, then quickly elicit one answer for each question from the class.

SPEAKING TASK



PREPARE

- 1 👥 Tell the students that following the town council's decision to build a nuclear power plant, the town has been granted city status and an increased budget. The members of the newly formed city council must now decide how to use the extra money. Ask them to read


the notes in the box and then to get in to groups of four and decide on their roles.

- 2  Tell the students to make sure that they have read, understood and internalized their roles. Their job is to really become that person during the next speaking task. Give them up to three minutes to make notes based on how they think that their character would act.

PRACTISE

- 3  Students complete the task in groups of three. Make sure that they are now working only with students who will be playing the same role. If it is not possible to have groups of three, one or more groups can be slightly larger. Tell them to discuss the advantages and disadvantages from their own perspective, but also to try and anticipate what the other characters will say. You could give them some more time to consider the other characters' possible views in more depth, in which case they could first quickly read the other role cards to find out more about the other roles. Allow up to 10 minutes for the groups to prepare this task in depth, ready for Exercise 5.
- 4  Encourage the students to assess their performance objectively, and to invite and give constructive criticism from the other group members.

DISCUSS

- 5  Put students in to groups of four, each student with a different character. Appoint one person to chair the meeting and a secretary to minute the meeting (= take notes). The chair and secretary can also contribute to the meeting. Try to make sure that you have a good balance of male and female chairs and secretaries across all groups. Monitor the groups and take notes for later class feedback. Try not to intervene in the group discussions unless you hear a very basic error that needs to be corrected immediately. Tell the students that they have up to 10 minutes for group discussion, by which time they must reach a decision for the secretary to present to the class. Give them a two-minute warning before the 10 minutes are up.
- 6 The secretaries then present the decision taken to the class.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 106–107 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 122 for an Additional speaking task related to this unit.

Put students in small groups and focus them on the discussion topic. Give them up to three minutes to make notes on the ideas before giving them the chance to discuss them. Allow up to 10 minutes for the interaction, and then ask each group to report back to the whole class.

RESEARCH PROJECT

Create an advert to sell 'green' energy sources.

Divide the class and ask them to think about alternative, 'green' sources of energy. Examples could be solar, tidal, geothermic, wind, hydroelectric and biomass. Give each group one of these to research in depth. Ask students to think about how that way of sourcing energy works, its advantages, and compare it to the process of getting energy from fossil fuels such as oil, gas and coal.

Ask each group to produce a video to advertise their way of sourcing 'green' energy, using media of their choice, in order to 'sell' it to people. Videos can be uploaded to a video-sharing website.

6

HEALTH AND FITNESS

Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Background note


The photo shows people doing T'ai chi in Shanghai. T'ai chi is a Chinese martial art which is said to have many health benefits. People perform a series of slow movements which help their posture and breathing.

Optional lead in

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

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

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

 Give the students 2–3 minutes to discuss the questions in pairs, then elicit ideas from the class. You could also ask whether the students think that it would really be desirable to live to be 100 years old.

WATCH AND LISTEN

Video script

Rian Gonzales is a 39-year-old computer programmer from California. He is overweight.

To help lose weight he has run six marathons. His goal is now to participate in the Malibu triathlon. A triathlon is a fitness event where participants swim, cycle and run. The Malibu triathlon consists of: an 800-metre swim, a 30-kilometre bike ride and a six and a half kilometre run.

The hardest part of the triathlon for Rian will be the swim. He is afraid of the water because he almost drowned as a child.

He hires a swimming coach to help him train. Soon he can swim twice as far as he was able to a week ago. To help in the cycling section of the triathlon, Rian goes to a specialist shop and gets some professional cycling clothes and shoes to wear. Rian is given a bike to ride made of carbon fibre and aluminium, which is very light. He goes out cycling and soon feels a lot more comfortable on the bicycle.


A week before the triathlon, Rian collects his wetsuit. This will keep him warm when he does the triathlon sea swim. He puts on the wetsuit and goes training with a friend. He swims 400 metres in the ocean, half the distance he needs to swim in the competition. He is almost ready to take part in the triathlon.

The day of the triathlon arrives. Rian is nervous but he gets ready to enter the water. The triathlon starts and he begins the swim. He gets out of the water and starts the cycling part of the race. The bike ride is tough.

Rian runs the third part of the triathlon. Finally, he finishes the race. His friends meet him at the end. Rian has now accomplished the goal of finishing his first triathlon, and hopes to do many more in the future.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

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

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 2 Give the students 1–2 minutes to discuss the task in pairs, then elicit ideas from the class. Encourage the students to support their ideas with evidence from the photos.
- 3 Students watch and check their answers in pairs.

Answers

1 b 2 a 3 c 4 a

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to complete the summary from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 lose weight 2 triathlon 3 swim 4 drowned
5 clothes 6 shoes 7 light 8 wetsuit 9 sea 10 swim
11 bike (bicycle) 12 runs

UNDERSTANDING DETAIL

- 5 Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 F 2 DNS 3 F 4 T 5 F 6 T 7 DNS 8 F 9 T 10 DNS

DISCUSSION

- 6 Students complete the task in small groups. For question 1, you could also ask the students whether they would be interested in entering at least one of the triathlon events (running, cycling or swimming).

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

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

USING YOUR KNOWLEDGE

- 2 Give the students 2–4 minutes to discuss the questions in small groups. You could also ask them to discuss which photograph best represents their own lifestyle. Quickly elicit ideas from the class. Although it is clear that both lifestyle and genes affect health to some extent, there is no need to encourage the students to come to this conclusion at this stage (although they may well do so anyway). More information will be provided in the listening task.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 **6.1** Students complete the task individually. You could ask the students to discuss the possible answers before listening to the recording. Quickly go through the answers with the class.

Answers




1 Not always – some older people may have smoked or never exercised regularly.
2 Genes may be more important than lifestyle when it comes to a long life.

Optional activity

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

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



LISTENING FOR ATTITUDE

- 4  Give the students up to two minutes to discuss the statement in pairs. Remind them that they must give reasons for their opinions. You could also do this task as a group activity.
- 5  **6.2**  Ask students to read the opinions and to decide in pairs whether or not the speakers agree with the statement in Exercise 4. Play the recording. Give students the opportunity to change their answers, then elicit the answers from the class.

Answers

Speaker A: agrees
Speaker B: agrees
Speaker C: disagrees
Speaker D: disagrees

PRONUNCIATION FOR LISTENING

- 6  **6.3**  Ask the students to read the information and then to read the five sentences. Before playing the recording, ask the students to decide individually or in pairs how each speaker feels. Give them 1–2 minutes to decide, then tell the students that they are going to hear each speaker say their sentences. Tell students to play close attention to the intonation and to check their answers. Do they still agree with their first thoughts? Quickly go through the answers with the class. You could then play the recording again, stopping after each speaker and asking the class how they would describe the speaker's intonation (e.g. uncertain, positive, cynical, etc.).

Answers

- 1 positive/enthusiastic (wide pitch range, emphasis on *great*)
- 2 certain (emphatic stress on *no question* and *happy people live longer*)
- 3 certain, and against getting worried (stress on *ridiculous*)
- 4 cynical (doesn't have wide pitch range in first sentence; question ends on falling tone, which indicates that the speaker isn't really seeking an answer)
- 5 uncertain (flat pitch range throughout, doesn't stress *great*, but stresses *but*)

POST-LISTENING




Language note

As the explanation box says, phrases such as *Everyone knows that* and *Most people think that* are often used by speakers or writers who wish to make their arguments stronger. However, such phrases can be misused.

Speakers sometimes use such phrases when they want to make their own opinions sound more authoritative. It is often impossible to really know what 'most people' think, unless the speaker has access to extensive data from, for example, opinion polls (which can still give a very inaccurate picture of a population's opinions).

When misused, these kinds of phrases are often referred to as *weasel words* – words that someone says either to avoid answering a question clearly or to make someone believe something that is not true (or which cannot be proven).

Students should be very careful when using these kinds of phrases, especially when it comes to presenting arguments during debates or writing academic essays and papers. Wherever possible, students should refer to research and evidence to support their arguments. Simply claiming that 'everyone knows' something may give the impression that the student has based his or her arguments on their own subjective understanding of a topic rather than objective research. If these phrases are to be used, it is better for students to use them only when discussing objective fact rather than subjective opinion.

- 7  Students complete the task in pairs. Give them 2–4 minutes to discuss the extent to which they agree with the statements. In each case, the student should say why they agree/disagree. Quickly elicit some ideas from the class. You could ask the students to research one or more of the claims as an internet homework task. If so, you could ask them to prepare a very short talk on their findings for the next class.
- 8  Give the students 3–5 minutes to complete the task individually. Monitor the students as they write, giving feedback as appropriate.
- 9  Students discuss their ideas in small groups. Encourage the students to question each other's statements. How can they be certain? Are the claims they are making objective fact or subjective opinion? What research could be done to make their claims more reliable? Give the students 5–10 minutes to discuss their ideas, then elicit examples from the class. Encourage class discussion, especially whenever a potentially contentious statement (a statement that other people might disagree with) is made.

LANGUAGE DEVELOPMENT

PHRASAL VERBS

Language note

A phrasal verb is a phrase that consists of a verb with a particle (a preposition or adverb or both), the meaning of which is different from the meaning of its separate parts. *Look after*, *work out* and *make up for* are all examples of phrasal verbs.

Sometimes the meaning can be understood by looking at both (in some cases, all) parts of a phrasal verb. However, sometimes the meaning is not obvious. This is especially true of phrasal verbs that have more than one meaning, such as *work out*.

1 to happen or develop in a particular way: *Let's hope this new job **works out** well for him.*

2 to exercise in order to improve the strength or appearance of your body: *Huw **works out** in the gym two or three times a week.*

3 to be the result of a calculation: *In fact the trip **worked out** cheaper than we'd expected.*

- 1 Ask students to read the explanation box and to complete the exercise individually. Quickly elicit the answers from the students.

Answers

2 brought up 3 take up 4 take over 5 give up

- 2 Students complete the task individually and check their answers in pairs. The first one has been done for them as an example. Quickly elicit the answers from the students.

Answers

b give up c take up d bring up e take over

- 3 6.4 Students complete the task individually and check their answers in pairs. With a stronger class, you could ask them to try and complete the task in pairs before listening to the recording. Quickly elicit the answers from the students.

Answers

1 on 2 over 3 up 4 down 5 on 6 out

- 4 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

a break down b went on c get on (with)
d make out e get over f sign up (for)

- 5 Give the students up to 10 minutes to complete the task in pairs. Ask them to take it in turns to answer each question, and to ask each other further questions based on their answers. This is a personal task, and could generate a lot of useful discussion, so allow it to run for as long as the students seem engaged. Monitor the students during the discussion and take notes on their use of language (both correct and incorrect). When the students have finished their discussions, give some examples of some of the especially good language that you heard. Pick out some of the typical errors that students are making (in grammar, vocabulary and pronunciation) and elicit corrections from the class where possible.

TALKING ABOUT PREFERENCES

- 6 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 no
2 the new sushi place
3 no
4 stay at home and study

- 7 Students complete the task in pairs. Ask them to read the role cards and to begin as soon as they are ready. Monitor the class and take notes for later classroom feedback.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

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

USING YOUR KNOWLEDGE

- 2 Students complete the task in pairs. Ask them, to briefly discuss what they know about each of the treatments. Elicit the answers from the class, and ask the students what they can tell you about each treatment. Do not comment in detail at this stage, as more information will be given in the next listening exercise.

Answers

1 B 2 D 3 C 4 A

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 6.5 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 meditation 2 aloe vera 3 aromatherapy
4 acupuncture

LISTENING FOR DETAIL

- 4 6.5 Students complete the task individually or in pairs. Quickly elicit the answers from the class. With a stronger class, you could ask them to try and complete the task in pairs before listening to the recording a second time to check their answers.

Answers

	meditation	aloe vera	aromatherapy	acupuncture
poor concentration	✓			
stress	✓		✓	
sleep problems			✓	
being overweight				✓
skin problems		✓	✓	
stomach problems		✓		

DISCUSSION

- 5 Give the students up to five minutes to discuss the questions in small groups. Tell the students to support their answer to question

4 with examples if possible. You could give them some time to research question 4. If so, encourage the class to look at authoritative websites that give objective facts rather than discussion forums which are open to anyone, and which are often unedited and unmoderated. As a follow up to question 4, you could ask the students if they can think of examples as to when alternative therapies might actually be harmful (e.g. a homoeopathist could diagnose sugar pills as a way of treating a serious condition, when it would actually be in the patient's best interests to seek the advice of a qualified doctor).

- 6 Students complete the task and discuss their ideas in pairs or small groups.

Answers

Adjectives: new, free, best, fresh, natural, delicious, full, clean, wonderful, special, big, bright
Verbs: make, get, see, love, come, feel

CRITICAL THINKING

UNDERSTAND


- 1 Students complete the task in pairs or small groups. For the first question, you could ask the students to close their eyes as you read the advertisement aloud. They should then discuss the images and ideas that come to mind with a partner/in their groups. Invite brief feedback from two or three groups.

Optional activity



Students choose their least favourite of the two advertisements and redraft it to make it more appealing. Tell the class that they will present their advertisements in five minutes, after which the class will clap according to how much they enjoyed the advertisement. The group with the loudest/longest clap wins. The teacher plays the role of 'clapometer' to judge the winning group. Tell students to keep their advertisements simple, as they will get the opportunity to write a more detailed advertisement in the next task.

- 2 Students decide on the two products with a partner.
3 Students complete the exercise individually.
4 Students complete the task in pairs. Encourage them to support their ideas with examples from their own experience of successful advertisements. Give the students 2–3 minutes to discuss their ideas, then quickly elicit some suggestions from the class.


APPLY

- 5  Students complete the task in small groups (there should be an even number of groups). This is best done as a discussion task, with two people in each group taking detailed notes for use during Exercise 6. Allow five minutes for discussion.

CREATE

- 6  Students complete the task in small groups. They do not need to complete the advertising campaign, but they should have an overall concept by the end of their discussions. Emphasize to the class that they are discussing an advertising campaign, not just one possible advert. An advertising campaign would usually involve the use of mixed media (internet, TV, radio, podcasts, cinema, posters, newspapers and magazines, etc.).
- 7  One of the students who took notes during Exercise 5 from each group should swap places with a student from another group. That student presents their group's ideas and invites questions, suggestions and observations. The new group then do the same with their ideas. Allow 5–10 minutes for discussion, then ask the students who swapped places to go back to their original groups. Those students should then give details of the other group's ideas to their own group.

Optional activity


 Students plan a detailed advertising campaign based on their earlier discussions. In class, the students should decide what kind of media they would like to use, which magazines/websites, etc. they should target (and why) and who will be responsible for which part of the campaign. They then divide up the work and prepare their campaign as a homework task. For example, two students could write a radio script for a 30-second 'spot', one could design a poster, another could design a newspaper advertisement, etc. Encourage the students to play to their strengths, so a student with good design skills should be responsible for the poster, students interested in drama could script a TV advertisement, etc. Tell the students to be ready to present their ideas during the next class. In the following class, the students present their ideas to their groups for feedback, make any amendments necessary and then present each section of the campaign to the rest of the class. Any sections of the campaign that involve acting should be acted out for the class, with a follow-up commentary being given by the student(s) responsible for that section of the campaign.

If you have computers or tablets available in the class, this could also be done during class time.

SPEAKING


PREPARATION FOR SPEAKING

PROBLEM–SOLUTION ORGANIZATION

- 1  Students complete the task in pairs. Allow plenty of time for discussion, then elicit the answers from the class.

Answers

- 1 to engage the audience and make them think about the topic
- 2 to make them think about their own problems – these are all yes/no questions, and it is likely that many people would answer 'yes' to some of them. This sets up the advert as a solution to the audience's problems.
- 3 feeling tired, feeling stressed, problems concentrating
- 4 meditation
- 5 to try and make it 'common knowledge' that everyone knows that meditation is helpful
- 6 yes, to increase energy and happiness levels
- 7 the name of the place offering classes, the price of an introductory class, and the time.
- 8 an imperative verb form – it's used to give a suggestion or an instruction to the audience

- 2  Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers

- specific information about the place, time, etc. 4
- background information about the treatment 3
- rhetorical questions to attract the listeners' attention 1
- introduction of the treatment 2

USING IMPERATIVES TO PERSUADE

Language note

Persuasive language can be used for a number of purposes. In this unit, we have seen such language used in advertisements to encourage consumers to believe that they need or want a particular product. Earlier in the unit, we saw examples of how persuasive language can be used to help forward a convincing argument. Examples of this kind of language can also be found in political propaganda, public speaking and academic writing.

The kind of persuasive language we use will depend on its purpose. Imperatives are generally not appropriate in academic discourse as they tend to encourage subjectivity. However, they are extremely useful in advertising. This is because imperatives encourage the potential customer to do something


quickly; imperatives can also make people feel that they have no other choice but to buy the product or service advertised.

In sentences like *Buy now!*, *Call today!*, and *Visit our website!*, the verb forms *buy*, *call* and *visit* are called imperatives. Positive imperatives have the same form as the bare infinitive (the infinitive without *to*). Negative imperatives are constructed with *do not/don't* (e.g. *Don't delay!*).

Note that we don't use a subject with imperative sentences. For example, we say *Buy now!* not *You buy now!*


It is interesting to note that this form of the verb is also used for giving orders, and that the word *imperative* means 'important or urgent'. This sense of importance or urgency can be used very successfully by advertisers.

As well as being used to give orders or to persuade, imperatives are also used to give advice or instructions, to make offers and suggestions, and to express good wishes towards people (e.g. *Have a nice day!*).

- 3  Students complete the task individually or in pairs. Quickly elicit the answers from the class.


Answers

2 Visit 3 Imagine 4 Call; Let 5 join 6 Learn

- 4  Students complete the task in pairs. Allow two minutes for discussion, then elicit the answers from the class. You could also ask the class for examples of other times that the imperative is used.

Answers

- 1 Imperatives are often used to give commands or instructions. They can also be used to give suggestions or invitations to do something. In adverts, they can give the impression that the advert is talking directly to the listener.
- 2 Adverts want people to act. Imperative forms are used when you want someone to take action (i.e. to buy something). Imperatives do not offer the listener a choice (compared with *please could you ...?*). Also, imperatives are not used to give information (compared with *Did you know that ...?* or *We'd like you to ...*).

- 5  Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers


- 1 Buy our new product.
- 2 Buy one, get one free.
- 3 Hurry and book (a ticket) now.
- 4 Don't forget that our shops are open during the holidays.
- 5 Join our courses before it's too late!

Optional activity

A useful language-awareness task is to get your students to find examples of the use of imperatives in authentic advertisements, and to consider how effective they are. Students can then rewrite a more 'honest' version of the advertisement without using any imperatives and compare the effectiveness of this against the original.


This can be done as a homework assignment. If internet access is available in class, you could also do this during class time. This would give you the opportunity to discuss the language used in advertisements in more detail with your students, as well as giving you an interesting insight into their interests as illustrated by the advertisements they decide to look at. This can then help inform your choice of tasks and extra materials in future lessons.

USING ADJECTIVES

- 6  Students complete the task individually. Quickly elicit the answers from the class.

Answers

1 natural; whole 2 simple; effective 3 healthy
4 warm; fresh 5 great; easy


- 7  Elicit the answer to question 1 from the class. Students discuss question 2 in pairs, then elicit suggestions. Give the students two minutes to write down as many adjectives that are typical of advertisements in pairs. Your students may not have seen many English-language advertisements, so you can ask them to write down the kinds of adjectives that would most likely be found in advertisements. Ask one pair to read their list out loud, and write the words on the board. Then go around the class adding to the list. Examples of some of the most common adjectives used in advertising are given in the answer key.




Answers

1 positive
2 students' own answers
3 You could tell the class that *new, better, best, free, delicious, full, sure, clean, wonderful, special, fine, real, bright, extra, safe, and rich* are among the top 20 most used adjectives in advertising.


SPEAKING TASK

PREPARE


- 1  Students complete the task in pairs. Allow 2–3 minutes for discussion, then quickly elicit ideas from the class.

- 2  Give the students a minute to decide on their product in pairs.
- 3  Give the students two minutes to decide on the appropriate images and adjectives. Try to keep the pace fairly quick; as soon as you see that students are running out of ideas, you should begin eliciting suggestions from the class.
- 4  Give students 10–15 minutes to complete the task in pairs. This is quite a demanding task, encourage the students to think carefully about each of the four points and how they should be approached in their adverts. You could point out that many people are extremely cynical about these kinds of therapies, so they will need to work hard to win these people over. Ask the class to have their adverts ready for discussion by the end of the task. Should any groups finish early, you could give them a selection of advertisements or similar products to compare against their own ideas. Alternatively, they could find examples of such adverts online.

PRACTISE

- 5  Give the students five minutes to complete the task together with another pair. Tell the students that they will have the opportunity to make some changes to their adverts following feedback from the other pair. When each pair has presented their advert, give the students a few minutes to make any changes.

PRESENT

- 6  Students complete the task in small groups. If at least one person in every two groups has a smartphone, that person can use their phone to record the presentation. As a follow-up task, the students who made the recordings should edit them and email the final video to you ready for you to play during the next class. Most modern smartphones have simple editing software built in to their operating systems.

Finish off by eliciting comments from the class on the adverts they heard. Were there any particularly persuasive adverts? Did any adverts succeed in changing their mind about a particular product? This stage can either be carried out following the initial group work, or following your showing of the edited videos.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 108–109 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 123 for an Additional speaking task related to this unit.

Put students in groups of three. Focus them on the topic and explain that they are going to prepare a presentation for a new fitness programme.

Give them up to 10 minutes to plan their presentation, illustrating a typical week under their fitness programme. Encourage students to include details about food and exercise. Then ask students to give their presentation. Ask other groups listening to think of a question to ask after each presentation.

RESEARCH PROJECT

Create an interactive menu.

Ask students to brainstorm healthy and unhealthy foods. In groups, students can then think about two menus. One should be a choice of unhealthy foods and the other should be healthy. Each group could write a blog entry on the Cambridge LMS to share their menus with the rest of the class.

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

7

DISCOVERY AND INVENTION


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Background note

The photos shows Difference Engine No. 2, a very early computer created by Charles Babbage in 1849. It weighed around 15 tonnes, and was 2.5 metres tall. It was able to perform a complex series of calculations automatically.

 Ask the students to take out a piece of paper. Tell them that you are going to ask them a question, and they must write down the first word that comes to mind. Then ask them question 4: *What do you think is the most important invention or discovery in the last 20 years?* Very quickly elicit the answer written down by each student, then ask them to discuss the other questions in pairs or small groups.

Answers

- 1 The photograph shows a computer invented in 1849 by Charles Babbage.
- 2 An expression that means that if you really need to do something, you will think of a way of doing it. If taken more literally, it means that a particular thing is invented because there is a need for it.
- 3 Students' own answers.
- 4 Students' own answers. Encourage them to discuss their reasons for the answers in detail.

WATCH AND LISTEN

Video script

Dubai: famous for its business, modern architecture, great beaches, and shopping centres. The owners of a shopping centre had a dream: to build the best indoor ski resort in the world.

Before then, the only way to ski was on the sand, 'sandski' ... or use snowboards and 'sandboard'!

Building an indoor ski resort was an ambitious plan in a country where the temperature is regularly over 30 degrees centigrade. Ski Dubai has real snow and the world's longest indoor slope. It is built over a shopping centre.

The huge shopping centre is almost 600,000 square metres in size, and has two luxury hotels with 900 rooms, a 14-screen cinema, car parking for 7,000 cars and, of course, the ski resort.

To build Ski Dubai, engineers had to construct some of the ski slopes on the ground, and then move them up to the top of the building.

They started by lifting a 90-metre section of slope 60 metres into the air and fixing it in place.

The section weighs the same as 20 jumbo jets. It took two days to lift and position it in the correct place.

The lift started, but suddenly there was a problem. The computer system crashed and the slope was stuck in the air. However, an hour later the computer was fixed and the lift of the slope continued. Finally, the job was completed and the engineers celebrated the achievement.


However, on innovative projects like this there are always problems. The engineers found that there were problems with the cooling pipes. The welding work was bad and had to be replaced.

The engineers also decided to replace all the rubber pipes under the ski slope. They should not have had metal connectors because if the cooling liquid leaked out, it could have melted the 6,000 tonnes of snow at Ski Dubai. This meant that they had to dig all the pipes out of the concrete, causing a major delay to the project.

Meanwhile, a French company completed the chair lifts which take skiers to the top of the slope. After three months of hard work, Ski Dubai was finally ready and the engineers filled it with snow. It may be 30 degrees outside, but the world's first ski resort in the desert opened successfully.

PREPARING TO WATCH


UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers




- 1 c 2 d 3 e 4 b 5 a 6 f 7 h 8 j 9 i 10 g

USING VISUALS TO PREDICT CONTENT

- 2  Give the students two minutes to discuss the questions in pairs, then elicit ideas from the class. Encourage the students to support their ideas with evidence from the photos. As a follow-up question, you could ask students if it is actually desirable to ski in a hot country. If they are from a hot country, ask them whether there is anywhere that they can ski, or whether they would like to be able to ski in their country.

WHILE WATCHING



UNDERSTANDING MAIN IDEAS

- 3  Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.
- 4   Students complete the task individually and check their answers in pairs. To make sure that they have read and understood the questions, you could ask them to try and guess the answers in pairs before watching the video. Quickly elicit the answers from the class.

Answers

1 shopping mall 2 over 3 in the air
4 computer crashed 5 pipes 6 French


UNDERSTANDING DETAIL

- 5   Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to match the numbers from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

a size of the shopping mall
b hotels
c rooms
d parking spaces
e up in the air
f jumbo jets
g temperature outside


DISCUSSION

- 6  Students discuss the questions in small groups. You could ask them to go in to some depth when answering question 3, and include references to the use of resources, the effect on the environment and the *opportunity cost* (the value of the action that you do not choose, when choosing between two possible options) of such projects. Alternatively, elicit or introduce these concepts during the post-task class feedback. Allow up to five minutes for discussion, then elicit ideas from the students.

LISTENING 1

PREPARING TO LISTEN


UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

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

USING YOUR KNOWLEDGE

- 2  Give the students 2–4 minutes to discuss the questions in small groups. You could also ask them to discuss how life would be different without each of these different inventions. Elicit the answers from the class. You could also encourage some class discussion on how important each of these inventions is, and how the world would be different without any one of them

Answers

A gunpowder B crank shaft C chess D fountain pen

If a student asks what a *crankshaft* is, tell them that the answer will be given in the listening task (a crankshaft is a long metal rod, especially one in a car engine, that helps the engine turn the wheels).

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 7.1 Students complete the task individually. Quickly elicit the answers from the class.

Answers

1 fountain pen 2 chess 3 crank shaft 4 gunpowder

LISTENING FOR DETAIL

- 4 7.1 Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before listening again to check and complete their answers.

Answers

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

PRONUNCIATION FOR LISTENING

- 5 7.2 Ask the students to read the information box. Tell the students that you are going to play a recording that includes lots of weak forms, and ask them to listen carefully to the way that the words with weak forms are pronounced. Play the recording. Students complete the gaps individually and check their answers in pairs.

Answers

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

- 6 7.3 Students complete the task individually.

Answers

1 b 2 c 3 a

POST-LISTENING

- 7 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

1 the year 953 2 the Middle Ages 3 al-Jazari
4 the invention of gunpowder 5 Room 14

DISCUSSION

- 8 Give the students 3–5 minutes to complete the task individually. Monitor the students as they write, giving feedback as appropriate.
- 9 Students discuss their ideas in small groups. Allow about two minutes' discussion time per student.

LANGUAGE DEVELOPMENT

PHRASES WITH MAKE

- 1 Ask students to look at the ideas map and to complete the task individually. Ask the students to quickly check their answers in pairs. Then elicit the answers from the class.

Answers

2 difference 3 mistake 4 sure 5 up my mind
6 friends 7 decision 8 an appointment

- 2 Students complete the task individually or in pairs. The first one has been done for them as an example. Quickly elicit the answers from the students.

Answers

2 force 3 cause 4 produce 5 cause 6 force

PASSIVE VERB FORMS

- 3 Give the students 3–5 minutes to complete the task in pairs. Point out that there may be more than one possible answer.

Answers

2 The Law of Gravity was discovered/developed by Isaac Newton in the 17th century.
3 The first computer chip was developed/invented/made/created in the 1950s.
4 The first smartphone was developed/invented/made/created after 1997.
5 Penicillin was discovered in 1928 by Alexander Fleming.

- 4 Students complete the task individually or in pairs.


Answers

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

LISTENING 2


PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1  Students read the sentences and try to describe what an app is, or does.

Answers




An app is an abbreviation of *application*. It is a piece of software that you can download onto a mobile phone or a computer, which does a particular job.

- 2  Students complete the task individually and check their answers in pairs. Point out that the first one has been given as an example, and is another form of the word *efficiently* from Exercise 1. Elicit the answers from the class.

Answers

2 allows 3 leading 4 install 5 beyond
6 recommended 7 access 8 phenomenon 9 available

USING YOUR KNOWLEDGE TO PREDICT CONTENT




- 3  Students discuss the questions in small groups. If possible, try to form groups that each have at least one or two students with smartphones. You could then ask those students with smartphones to talk briefly about which apps they have on their phones, and why these are so important or useful to them. Allow up to five minutes for discussion, then quickly elicit some ideas for questions 2–5 from the students. When discussing question 2, you could elicit the details of a specific app from the students.
- 4  7.4  Students complete the task individually. You could ask them to put the topics in the most likely order before they hear the introduction, and then to check their ideas against the recording.

Answers

1 c 2 a 3 b



WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5  Students discuss their use of apps in pairs. You could ask them to discuss which ones they personally find most useful, and give one or two examples of each. You could also ask them to discuss their favourite games (if they use their smartphones to play games on).
- 6  7.5  Students complete the task individually and check their answers in pairs.

Answers

mentioned: 2, 3, 4, 5, 8, 9, 11

- 7  7.5  Students complete the notes individually or in pairs. Quickly elicit the answers from the class. With a stronger class, you could ask them to try and complete the notes in pairs before listening to the recording a second time to check their answers.

Answers

first apps used for:

- accessing the internet
- checking emails
- sending texts

second gen. apps


- first app store opened in 2008
- 2011 – 10 billion downloads
- 2012 – est. 30 billion downloads

new apps

- more people use apps than internet browsers
- there is a need for skilled software engineers

POST-LISTENING

LISTENING FOR TEXT ORGANIZATION FEATURES

- 8  Students complete the exercise individually. Elicit the expressions from the class. Remind them that these are the kinds of phrases that they can use to structure their own talks in English, and that they will be given the opportunity to practise this language later in the unit.

Answers

- 2 We will then discuss ...
3 I'd like to start by talking (about) ...
4 I'm going to (briefly) talk about ...
5 Now, I'd like to mention ...
6 In the next part of the lecture, I will discuss ...

DISCUSSION

- 9 Students make notes individually. For students that do not have a smartphone, ask them to recommend a particular piece of computer software (also sometimes now known as apps).
- 10 Students complete the task in small groups. Allow 1–2 minutes per student.

Optional activity

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

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

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

- 3 Students complete the task in small groups. Allow up to five minutes for discussion, then invite feedback from the class.

ANALYZE

- 4 Students complete the task in pairs. Ask the students to write at least one question for each arm of the ideas map. Allow 2–4 minutes for the task, depending on the level of the class. If you have time, and internet access in the class, you could ask the students to research the answers to their questions. To make this research more challenging, you could assign this as a homework task and tell the students that they must not use the internet to find the answers, and to be ready to tell the class how well they were able to complete the task offline.
- 5 Ask the pairs to each join another pair and allow up to five minutes for discussion. Rather than asking the students to show each other their questions, you could ask them to read the questions out and to see which of the two new students can answer first (or, if the students have had time to research the answers to the questions that they wrote, which student can first answer *correctly*). Monitor the groups as they answer each other's questions, then lead a class feedback session.

CRITICAL THINKING

UNDERSTAND

- 1 Ask your class if any of them can remember life without the internet. Depending on their age and location, this may seem an amusing question. If you grew up without the internet, you could ask your students how they think that your life has changed since its creation. How do they think you prepared your classes, kept in contact with friends and colleagues, checked to see what the weather would be like later that day and researched travel destinations? Encourage discussion in the class to get them thinking a little about what things may have been like before the internet, then ask them to discuss the questions in pairs or small groups. Allow up to 5–10 minutes for discussion, and encourage the students to discuss all six questions in depth.
- 2 Students complete the task individually. Set a time limit of 3–5 minutes, depending on the level and enthusiasm of the students.

SPEAKING

PREPARATION FOR SPEAKING

OUTLINING A TOPIC

- 1 **7.6** Students complete the task individually and check their answers in pairs. You could ask them to first try to answer the questions based on what they think should be included in the introduction to a presentation, then check their answers against the recording.
- 2 Give students 3–5 minutes to take brief notes individually, then ask them to each give the introduction to their partner once, who should give feedback. When both students per pair have given their introductions once, they should consider the feedback their partner gave and work this in to a second version of the introduction. Students give their introductions a second time and invite feedback from their partners.

ORGANIZING IDEAS

- 3 Students complete the task individually or in pairs.

Answers

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

EXPLAINING HOW SOMETHING IS USED

- 4 Students complete the task individually and check their answers in pairs.

Answers

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

- 5 Students complete the task individually. Monitor the students as they write their sentences, giving feedback as appropriate.
- 6 Students complete the task in pairs.

SPEAKING TASK

PREPARE

- 1 Students complete the task individually. You could ask them to write down just one invention, then quickly elicit these from each student.
- 2 Students complete the task individually. Ask them to write at least one question for each arm of the ideas map. Allow 2–4 minutes for the task, depending on the level of the class.
- 3 Give the students up to five minutes to discuss their research questions and how they can use the internet most efficiently to find the answers.

After five minutes, elicit search strategies from the students and invite feedback or suggestions from the class. Then either allow time in class for the students to complete their research, or set the research and preparation of Exercise 4 as a homework task. Ask the students to prepare a presentation of 3–5 minutes, depending on the level of the class.

PRACTISE

- 4 Students complete the task in pairs.
- 5 Students complete the task in pairs.

PRESENT

- 6 Ask the students to form new groups of three. Tell them that the groups should not include a pair who have already worked together during this class. Allow up to 3–5 minutes per presentation with 1–2 minutes for follow-up questions and answers. Tell the groups that each of the other students in the group must ask one question following each presentation. Quickly elicit a brief outline of each student's presentation. Then tell them to summarize the presentation in no more than two sentences.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 110–111 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 124 for an Additional speaking task related to this unit.

Put students in groups of four or five. Focus them on the topic of the discussion. Explain that one student in each group should act as the chairperson. This person's job is to encourage other students to brainstorm ideas and give explanations, as well as to make sure that the presentation is planned in time.

Give students 10 minutes to plan their ideas. Go round and monitor to make sure students not only have 10 inventions, but are able to explain why they are important. When students have finished, ask each group to present their ideas to the rest of the class. Allow up to two minutes for each presentation. When each group has finished, round-up with the whole class and see if everyone can agree on the top three inventions of the last 100 years.

RESEARCH PROJECT

Invent and present a new mobile device.

Ask students to brainstorm all the different things mobile devices can do. Examples may include: calling friends and family, producing and editing films, creating music or making photo albums. In groups, ask students to think about what else they wish their mobile devices could do.

Each group should design a new device (which they can draw or piece together from other pictures) which allows them to do these new things. Each group can present their invention and vote for the best one.

There are free online voting systems which allow you to do this. Search for 'voting software' to view some of these.

8


FASHION


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Optional lead in

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

 Students discuss questions 1–3 in small groups. Give the students up to three minutes, then elicit suggestions from some of the groups. Encourage class discussion; try to get a feel of how important fashion is to your students. Ask questions like: *What does your group think about fashion? Which brands are the most popular in your group? Does your group buy mainly designer-branded clothing or shop-branded clothing?* When discussing question 3, you could ask the students if there was ever a 'golden age' of fashion? Would they like to see a revival of some earlier fashions, such as the clothes that were popular in the 1960s or the 1980s?

WATCH AND LISTEN

Video script

Fashion is important to a lot of people, but many of the clothes that are fashionable today didn't start as fashion items. Some clothes start as something practical and become fashionable as more people start to wear them.

For example, today, Missoni is a famous fashion house, known for its bold, bright patterns. But Missoni didn't start by making fashionable clothes.

Ottavio Missoni started Missoni fashion when he was young. He was an international athlete and made the tracksuits for the 1948 Olympics.

After his sporting career was over, he opened a workshop making woollen tracksuits. The Missoni family started making clothes with wool and now design other fashionable clothes.

Tracksuits also became fashion items and are popular because of the comfortable fit and fun colours.

Other fashion clothes started as sports clothes too. In the 1970s, jogging became popular and people needed more running shoes. By the 1980s, a lot of people owned running shoes and they wore them because they looked good and were comfortable. Celebrities started wearing them too. Running-shoe companies started to design shoes just for fashion and not for running, and they got famous sports stars to promote them.


Another fashion item we see every day is jeans. Jeans were invented by Levi Strauss. His first business sold tents and wagon covers to miners in California. The miners needed hard-wearing clothes and Strauss invented trousers for them made of canvas. Over the years he improved the design, adding rivets for strength, using a more comfortable denim material and dyeing the trousers dark blue to hide stains.

Up until the 1950s and 60s, jeans were worn by manual workers, like cowboys and steel workers, but they became really popular when movie stars such as Marlon Brando and James Dean started to wear them.

People started wearing jeans, not just for doing hard work, but as everyday clothes. So, the fashionable clothes you wear every day might have started from less stylish beginnings.

PREPARE TO WATCH


UNDERSTANDING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs.

Answers

1 tracksuits 2 denim 3 fashionable 4 patterns
5 woollen 6 practical 7 workshop 8 stains

PREDICTING CONTENT

-  Give the students 3–5 minutes to complete the task in pairs. Elicit a few suggestions from the class, but do not comment in detail at this stage.

- 3 Students complete the task individually. Give the students a short time to discuss the questions following the recording, then elicit the answers from the students. Encourage class discussion, especially concerning question 1 where there might be some disagreement between students.

Answers

- 1 Student's own answers, but could focus on things like jeans, sportswear, boots. The point in the video is that clothes originally designed for practicality often become fashionable.
- 2 for running/jogging, but also they can be worn for everyday use, because they have a comfortable fit
- 3 In the video, it suggests that they became popular in the 1980s because they looked good, were comfortable, and celebrities started to wear them.
- 4 They were invented for miners in California who needed hard-wearing clothes which also hid stains – they were worn originally by manual workers like cowboys and steel workers.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students complete the summary individually and check their answers in pairs. With a stronger group, you could ask the students to first try and complete the summary from memory before checking their suggested answers against the recording.

Answers

- 1 stylish 2 Olympics 3 fit 4 jogging 5 celebrities
6 material

UNDERSTANDING DETAIL

- 5 Ask the students to read the sentences and to decide from memory whether they are true or false. Play the clip again and ask the students to check their answers. Quickly go through the answers with the class. With a stronger group, you could ask the students to rewrite the false sentences to make them correct (or to correct them orally).

Answers

- 1 T 2 F 3 T 4 DNS 5 T 6 F 7 F 8 DNS

DISCUSSION

- 6 Students discuss questions 1–5 in small groups. Give the students 3–5 minutes, then elicit ideas from some of the groups. If some of the questions have already been discussed during earlier tasks, you could ask the students to choose three questions to discuss.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Optional activity

Ask the students to get into pairs (A & B) and tell them that they are going to perform a series of 60-second role-plays. You will call out the number of one of the statements from Exercise 1. Student A must read out the statement, Student B must respond and then the two students together must improvise a dialogue for 60 seconds. They must continue talking until you call out the next number for Student B to read out. Continue like this until you have called out all of the numbers, then quickly elicit summaries of some of the role-plays from the class.

The most successful statements for this activity are: 1, 2, 5 and 6. The other statements can also be used, although they may demand a little more thought when setting a context for the dialogue.

Answers

- 1 b 2 c 3 d 4 a 5 g 6 h 7 e 8 f 9 i



USING VISUALS TO PREDICT CONTENT

- 2 Ask the students to look at the photos and to try to guess what the focus of the discussion will be. Elicit ideas from the class, but do not comment at this stage.
- 3 Give the students 5–10 minutes to read the predictions and discuss those that might come true. Ask them to give their reasons. For example, if they think that clothes will be able to reduce pain, how might this work? Why would it be desirable? Who could benefit from pain-reducing clothing? Why might this be preferable over conventional medicine, surgery and physiotherapy? Elicit some

ideas from the class, but do not comment on whether or not they are correct. As a follow-up discussion task, you could ask the students to discuss in more detail those predictions that they think will not come true (e.g. why will they not come true?).

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 4  8.1  Students complete the task individually. Quickly go through the answers with the class.

Answers



4, 6, 8, 9

PRONUNCIATION FOR LISTENING

Language note



Elision is when we do not pronounce a particular sound in a word, because it is affected by the following sound. Exercise 5 focuses on vowels that are unstressed when they appear between a consonant and /l/ or /r/, but there are many other examples of this phenomenon.

Elision is one aspect of assimilation, which refers to the way a sound is affected by the sounds around it. This can cause the sound to disappear completely, or it can have a less drastic impact such as making a usually voiced sound become voiceless. For example, the /nd/ sound in *handbag* usually becomes something closer to an /m/ sound in rapid speech, so rather than saying /hændbæg/ we may say /hæmbæg/. In fact, to most people, the first pronunciation sounds overly articulated, and therefore rather artificial.



- 5  8.2  Students complete the task individually. You could ask the students to say the sentences out loud in pairs and discuss the possible answers before listening to the recording. If so, remind them not to overly articulate the words. They should try to sound as natural as possible. Go through the answers with the class. You could play each sentence individually so that the students can hear them again as you give them the respective answers.

Answers

1 library 2 cameras 3 temperature 4 environmentally
5 different


- 6  8.2  Students then complete the task in pairs or small groups. If the class finds this aspect of pronunciation for listening difficult, have them work in groups of at least three.

LISTENING FOR DETAIL

- 7  8.1  Students complete the task individually or in pairs. With a stronger group, you could ask the students to try and answer the questions from memory first and then check their answers against the recording.

Answers



1 a 2 b 3 b 4 b 5 c

- 8  Ask the students to cover up definitions a-e with a piece of paper and to discuss the possible meanings of the words and phrases in bold. Elicit ideas for the definitions, but do not comment too much at this stage. Ask the students to look at a-e and to complete the task in pairs.

Answers


1 c 2 a 3 e 4 b 5 d

POST-LISTENING

- 9  8.3  Students complete the task individually and check their answers in pairs.

Answers

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

- 10  Students complete the task in pairs. If the class find pronunciation difficult, or have difficulty in producing appropriate stress and intonations patterns, have them work in groups of three. Give them two minutes to practise the sentences, then go through the answers with the class. As you go through the answers, you could model the correct pronunciation again and get the class to repeat the sentences after you until you are satisfied that everyone is stressing the correct words.

- 11 👤 Students complete the task in pairs. Once you have gone through the answers, get the pairs to repeat the sentences until they are sure that they are able to pronounce them correctly. You could then go through the sentences a second time with the class, modeling the correct stress and asking the class to repeat the sentences in a chorus.

Answers

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

DISCUSSION

- 12 👤 Students complete the task in pairs. Note that question 3 could be understood on several levels:

- Why do some particular people have to be fashionable? (e.g. celebrities)
- Why do some people like to be fashionable?

You could either go through these different meanings with your students, or allow them to interpret the sentence as they wish.

👁 LANGUAGE DEVELOPMENT

IDIOMS AND FIXED EXPRESSIONS

Language note

An idiom is a fixed expression that cannot easily be understood from looking at its individual words. For example, in the expression *Can you give me a hand?* the speaker does not literally want the other person to give him or her a hand, the speaker is simply asking for help. The entire expression has a fixed meaning that is understood by most people. These kinds of fixed expressions are referred to as *idioms*, a term used to refer to fixed expressions that people approve of.

A cliché is a saying or remark that is very often made and is therefore not original and not interesting. It is a saying that has been so overused that it is no longer fresh. These sayings can be phrases that are

especially common or fashionable at any one time (e.g. *to be honest*), they can be proverbs (e.g. *don't put all your eggs in one basket*), they can be similes (e.g. *As daft as a brush*) or they can be single words (e.g. *Whatever*). The word cliché is used to refer to fixed expressions that many speakers and writers do not approve of.

It is not always easy to know whether something is an acceptable fixed expression, or whether it is considered a cliché. As a rough guide, the more colourful or idiomatic an expression is, the more likely it is to be a cliché. However, this is a rather blunt definition. To a certain extent, whether or not something is to be considered a cliché will be down to the judgment of the individual.

When choosing idiomatic language to teach, we should consider very carefully whether this language is still actively used (e.g. *As far as I'm concerned*), or dated expressions that are less likely to be in active use (e.g. *It's raining cats and dogs*, etc.). It is always tempting to include examples of this language in our lessons as they can be fun to teach, and our students often enjoy learning them. However, we do them a disservice if we actively teach them to use clichés. Idiomatic language that is not clichéd is useful for our students to know and use. However, clichéd language should be, as one old joke has it, *avoided like the plague!*

- 1 👤 Students discuss the possible meanings in pairs. Elicit some ideas from the class, but do not feed back in detail at this stage.
- 2 👤 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

- a As far as I'm concerned
- b at long last
- c just for the fun of it
- d mad about
- e and all that
- f give me a hand
- g dying to
- h as long as

Optional activity

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

TALKING ABOUT THE FUTURE

Language note

There are many ways of talking about the future in English. Exercises 1–4 illustrate some of the most common. The notes below offer a brief explanation together with some more examples. More information and examples can be found online by typing *talking about the future* into a search engine.

When we know what is going to happen in the future, for example when something has already been decided, or when something is obviously going to happen, we usually use the *present tense*.

We often use the Present continuous for plans we have made (e.g. *I'm leaving this afternoon*).

We often use *be going + infinitive* for plans we have made, especially when talking informally (e.g. *We're going to the cinema tonight*).

We also use *be going + infinitive* where we can see that something will obviously happen, or that it is very likely (e.g. *It's going to rain*).



We can use the Present simple for timetables and schedules (e.g. *The train leaves at 7:54 in the morning*).

We use *will* for decisions made at the time of speaking (e.g.

A: *The motorway is closed this morning.*


B: *OK, we'll take the scenic route.*

Will is also used to make predictions (e.g. *You'll have a great time!*) and to make offers and promises (e.g. *I'll write soon*).

- 3   Students complete the task individually or in pairs. Elicit the answers from the class.


Answers

2 will 3 are playing 4 will 5 is leaving 6 is going to

- 4  Students complete the task individually and check their answers with a partner. Elicit the answers from the class.

Answers

a we are having (present continuous)
b arrives (present simple)
c it's going to rain (going to)
d I'll be (will)

- 5  Students complete the task individually and check their answers with a partner.


Answers

1 am flying / am going to fly
2 starts
3 are going to be
4 will stay

LISTENING 2

PREPARING TO LISTEN




UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers with a partner. Elicit the answers from the class.

Answers



a admired b modest c unique d collection
e individual f combine g confidence h trend

USING YOUR KNOWLEDGE

- 2    Give the students 2–4 minutes to discuss the questions in pairs or small groups. Elicit ideas from the class. You could first organize the groups by asking those who like the clothes in the picture to stand on one side of the room and those who don't like them on the other. Students should then arrange themselves into pairs or small groups with including at least one student from each side of the room.




WHILE LISTENING

LISTENING FOR MAIN IDEAS



- 3  8.4  Students complete the task individually and check their answers with a partner. Elicit the answers from the class.

Answers

1 She is a fashion designer.
2 Qatar
3 unique designs which combined tradition Muslim fashion with French chic

- 4  8.5   Ask the students to guess which of the topics will be mentioned before listening to the recording. Then play the recording and ask them to check their answers.

LISTENING FOR DETAIL


- 5  8.5  Students complete the task individually and check their answers with a partner. Elicit the answers from the class. Again, you could first ask the students to try and guess what the answers will be before they listen to the next part of the interview.

This will be especially useful for weaker students, and will help ensure that they have first read and understood the statements.

Answers


1 F 2 T 3 T 4 DNS 5 T 6 T 7 T 8 F 9 F

DISCUSSION

- 6  Students complete the task in small groups. If you feel that the class has already covered some of these questions, ask the groups to choose the two or three questions that most interest them. Allow 3–5 minutes for discussion, then briefly elicit feedback from each group.


CRITICAL THINKING

APPLY

- 1  Students complete the task individually and check their answers with a partner.

Answers


1 F 2 F 3 F 4 A 5 A 6 F

- 2  Students tick the opinions individually and discuss their answers with a new partner. Allow up to five minutes for the students to explain their answers in detail. Then quickly elicit one or two thoughts on each question from the class. This is a good opportunity to encourage class discussion, although this may depend on the students' own experience of wearing a uniform either at work or at school. You could also set this task up as a group task.

Language note

The term *devil's advocate* is used to describe someone who pretends, in an argument or discussion, to be against an idea or plan that a lot of people support, in order to make people discuss and consider it in more detail. It is most commonly used in the expression *to play devil's advocate*: *I don't really believe all that – I was just playing devil's advocate*. Playing devil's advocate is a good way to test the strength of the opposing arguments.


ANALYZE

- 3  Ask the students to read the dialogue. You could ask them to briefly discuss whether or not they agree with B's argument in pairs.

Quickly elicit comments on the way the point of view is raised and on the strength of the argument.

Answers


Speaker B accepts A's point of view, but then raises a counter-argument, giving an example.

- 4  Students complete the task individually. Point out that there is sometimes more than one possible answer.

Possible answers


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

EVALUATE

- 5  Remind students of the expression *to play devil's advocate*. Ask them to first read the opinions individually and write 'A' (=agree) or 'D' (=disagree) by the side of each argument. Then give them 1–2 minutes to think of one alternative point of view for each of the opinions they agree with. Once they are ready, ask the students in pairs to take it in turns to choose one opinion they agree with and then to give an alternative point of view. Allow 3–5 minutes for this part of the task, then quickly elicit one alternative point of view for each opinion (if possible – it may be that all of the class disagree with one or more of the opinions). You could also ask the students to think of alternative points of view for those opinions with which they disagree.


SPEAKING

PREPARATION FOR SPEAKING

- 1  Ask the students to read the information box on indirect questions and then to answer the questions individually. Give them 2–4 minutes to complete the exercise, depending on their level, then ask them to compare their ideas in pairs. Elicit the answers from the class.

Answers



1 questions e, g
2 questions a, c, e, g

- 2  Students complete the task individually and check their answers with a partner.

Answers


- 1 What do you think 2 Would you say that
3 Don't you agree 4 Do you mean that

FOCUSING ON INFORMATION THAT FOLLOWS

- 3  8.6  Students complete the task individually and check their answers with a partner. Point out that the first question has been done as an example. You could tell the students that this kind of language is useful for two reasons: it gives the speaker a little more time to think about what it is they want to say; it helps prepare the listener for what is about to be said.



Answers

- 2 Let me give you an example
3 As far as I'm concerned
4 My feeling is this
5 What I think it that
6 Another thing is that

- 4  8.6 Play the recording again and elicit the reason for the short pause from the class.


Answers


To create a gap between the focusing phrase and the real content.

- 5  Students complete the task in pairs. Give the students up to three minutes for the role-play, then elicit some of the opinions and arguments expressed from the class.
- 6  Students complete the task in pairs. Give the students up to three minutes for the role-play. You could briefly elicit one or two further opinions.



SPEAKING TASK

PREPARE


- 1  Ask the class to read the notes at the top of the page and to find out what the speaking task is (to take part in an interview to find out attitudes towards uniforms and dress codes). Allow 3–5 minutes for the students to complete the task in small groups. Quickly elicit one or two ideas for each of the three questions.

- 2  Students complete this stage of the task individually. Have two students take the same role if necessary, in which case they should prepare the task together. Give the students two minutes to take notes. Ask the interviewers to prepare some interesting questions and to be ready to follow up any answers with further questions. Tell the interviewees to be ready to give detailed answers, explaining and justifying their opinions with examples and further detail where possible.

PRACTISE

- 3  Students complete this stage of the task in pairs (A + B; C + D). Allow 5–10 minutes for the interview, depending on how well prepared the students are/the level of the class. Elicit brief summaries of the discussions from one or two sets of pairs.
- 4  Students complete the task in pairs. Remind the class that the criticism should be constructive, so that their partners have a good idea as to where and how they can improve. At the end of the feedback session, give the students 1–2 minutes to amend their notes ready for the next interview.

DISCUSS

- 5  Students complete the task in pairs. Allow 5–10 minutes for the interview, then elicit brief summaries of the discussions from one or two sets of pairs.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Training tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 112–113 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 125 for an Additional speaking task related to this unit.

Put students in groups of four. Explain that they are going to take part in a TV discussion show on the theme of fashion. Ask students to read their role cards (A, B, C or D) and to make notes on their information for two minutes.

Next, put students together to role-play the discussion. Allow the interaction to continue for up to 10 minutes. Go round and monitor students' abilities to ask for and give opinions and information.

RESEARCH PROJECT

Design and present clothes for the future.

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

Students could use tools on the Cambridge LMS to share ideas. In groups, ask students to design and present an item of 'smart' clothing or an accessory like the ones they have been thinking about. As an additional activity, one group could interview another group about their design and upload this to the forum on the Cambridge LMS as a podcast. (Search for 'how to create a podcast', for more information. Audio recordings should be saved as 128kb mp3 files.)


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.


It is the Chinese New Year and Sun Feng is going back to his village to celebrate. When he left home, his daughter was a baby and he hasn't seen her for a year. He misses her.

It is one of the many sacrifices he has made by moving to Shanghai, following the economic dream of millions of Chinese people hoping for a better life.

UNLOCK YOUR KNOWLEDGE

 Students discuss the questions in small groups. For question 3, you could ask students to extend the discussion to the kinds of things people their age like to spend money on. Allow five minutes for discussion, then elicit ideas from the class. Encourage discussion, especially if any potentially contentious statements are made.

PREPARING TO WATCH**UNDERSTANDING KEY VOCABULARY**

-  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class.

Answers

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

WATCH AND LISTEN**Video script**

During the last few decades, an economic revolution has taken place in China. In Chinese cities, economic regulations have been relaxed and people are buying, selling and building to make money.

The result is the biggest economic migration in world history, as tens of millions of Chinese move from the countryside to urban areas in search of wealth and success.

Sun Feng came to Shanghai from his village a year ago. He is not alone: of a population of 20 million, over three million people in Shanghai are migrant workers. However, the only job he could find was one of the most dangerous in the city.



He is a window cleaner, washing the city's skyscrapers. It is terrifying work.

Sun Feng would like to buy a car, but the ones in this showroom are a fantasy for him. He must save the small amount of money he earns to feed his wife and baby daughter back in his home village.


High above the Shanghai streets at night, Sun Feng is still hard at work. Many Chinese companies want their windows cleaned at night so their workers are not disturbed during the day.

Sun Feng is unsure about the rich new world full of luxuries he has found in Shanghai. He believes that if China continues to develop economically, the country will lose some of its traditional, simple culture.

USING VISUALS TO PREDICT CONTENT

-  Give the students 3–5 minutes to discuss the task in pairs, then elicit ideas from the class. Encourage the students to support their ideas with evidence from the photographs and the extract from the video.
-  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.


WHILE WATCHING**UNDERSTANDING MAIN IDEAS**

-  Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 to earn money to feed his wife and baby daughter back in his home village
 2 a window cleaner
 3 no, it is dangerous
 4 once a year


UNDERSTANDING DETAIL

- 5  Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 T 2 T 3 F 4 F 5 T 6 T


DISCUSSION

- 6  Give the students up to five minutes to discuss the questions in small groups, then elicit ideas from the class. Encourage sensitive discussion on this issue. Some of your students may have strong pro- or anti-immigrant feelings, so make sure to keep the discussion reasoned. Ask the students to support their views with evidence and concrete examples rather than anecdotal second-hand views and received wisdom. You may have the children of immigrant workers in your class, in which case they may be prepared to share some of their own experiences with the class.

LISTENING 1

PREPARING TO LISTEN


UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 results of this survey 2 save money 3 Luxury cars
4 invested all his money 5 can't afford to 6 loan
7 debt to pay 8 wealthy 9 worth a lot of money
10 waste your money

USING YOUR KNOWLEDGE



- 2  Students complete the task in pairs. Allow 2–4 minutes for discussion, then elicit ideas from the class. You could first ask the students what they understand by the term *millionaire* (see language note below).

Language note

Most dictionaries define a *millionaire* as a person whose assets (money and property) are worth at least one million pounds, dollars or euros, etc. However, the term *millionaire* is often used more colloquially to refer to a very rich person, usually one who earns lots of money as well as being asset rich. In countries such as the UK, this can be an important distinction as it is quite possible for someone to be asset rich (e.g. because they own a house in central London, where property prices have risen dramatically over the past few decades) but who does not earn the kind of income that would finance the typical view of a millionaire lifestyle.


Although the term *millionaire* is most closely associated with relatively strong currencies such as the pound, the dollar and the euro, countries with other currencies often use versions of the term to refer to very rich people. For example, the term *Millionär* was in common use in Austria before it became part of the eurozone (the economic region made up of countries that have adopted the euro as currency), and was used to mean very rich. This was despite the fact that a person who has assets of at least one million Austrian schillings was worth 20 times less than someone who had assets of at least one million British pounds.

It would be worth finding out from your students what they understand by the term *millionaire* in English, whether or not they use a similar term in their first language, and how that term is defined.


- 3  9.1  Students listen to the recording and discuss the questions in pairs or small groups. Set a strict time limit of two minutes for the discussion, then quickly elicit ideas from the class. Point out that *wealthy* means 'rich' – but it can also mean the feeling of having what you need. For example, a person doesn't have to have lots of money to feel wealthy if he or she has lots of friends, a good family, a comfortable place to live, etc.



WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 4  Give the students three minutes to discuss the statements in small groups and decide which ones are true. Encourage them to explain their reasoning in detail. Why do they think that a particular statement is/is not true? Elicit ideas from the class and ask the students to support their answers with examples where possible.


Optional activity

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

- 5  9.2  Students complete the task individually and check their answers in pairs.

Answers

The following are true, according to the recording: 2, 3, 4, 5, 7.

- 6  Give the students 2–3 minutes to discuss their ideas in pairs, then elicit suggestions from the class.

PRONUNCIATION FOR LISTENING

Language note

Silent letters are those letters that do not correspond to any sound when the word is said out loud. These are a feature of many languages, although English is noted as having a particularly high number of silent letters. This can create difficulties for both native and non-native speakers of English, as it makes it more difficult to spell certain words.


Your students might be interested to know why there are so many silent letters in English.

Consonant clusters are sometimes simplified where once they were pronounced in full (e.g. there used to be a silent *th* in *Christmas*).



Compound words are sometimes simplified to make them easier to pronounce. As with consonant clusters, the spelling often stay the same (e.g. *cupboard*, which contains a silent *p*, but was once fully articulated as *cup* and *board*).

Letters have been inserted into the spelling at different periods of the development of modern English. For example, the silent *b* in *debt* was deliberately inserted to reflect the word's Latin origin (*debitum*) via Old French. Some of the silent *h* sounds that are common in English words such as *ghost* were inserted by Dutch-speaking typesetters, reflecting the spelling of their own first language.

Other changes in pronunciation can also leave some letters redundant. For example, the *gh* was once pronounced in words such as *light*, but is no longer spoken.

- 7  Students complete the task in pairs. Point out that the bolded words all contain letters that are not pronounced. You could



elicit some or all of the sentences from the students, although this would pre-empt the next task. One way to deal with this would be to elicit the sentences from individual students and then ask the rest of the class whether or not they think that the sentence was correctly pronounced. Where the class disagrees, invite another student to try. Do not comment on whether or not the pronunciation is correct, but tell the students that they will hear the correct pronunciation in the next listening task. They can then see which student (if any) pronounced the sentence(s) correctly.

- 8  9.3  Students listen to the sentences and discuss the correct pronunciation of the words in bold in pairs or small groups. Elicit the correct pronunciation of the bolded words from the class. Once the class is clear on which letters are silent, you could play each sentence one last time, stopping at the end of each sentence and inviting the class to repeat the sentence until you are certain that everyone is pronouncing them correctly.

Answers

1 surprising 2 yacht 3 exactly 4 designer 5 debt
6 doubt 7 answer


LISTENING FOR DETAIL

- 9  9.2  Students complete the task individually. With a stronger group, you could ask the students to try to answer the questions from memory before checking their answers against the recording.

Answers


1 75% (not half)
2 Half (not 60%)
3 65% (not 33%)
4 86% (not 68%)
5 married (not single)

POST-LISTENING

- 10  Students complete the task individually or in pairs. Quickly go through the answers with the class. You could also deal with this question quickly as a class activity.

Answers



1 b 2 c

- 11  Students complete the task individually or in pairs. Quickly go through the answers with the class. You could also deal with this question quickly as a class activity.

Answers

1 a 2 c

DISCUSSION


- 12  Students complete the task individually. You could ask them to put the five statements into the order in which they most agree with them: 1 = agree with the most; 2 = agree with the least. Give the students five minutes to take notes in preparation for the discussion.
- 13  Students complete the task in small groups. Allow 5–10 minutes for the discussion, monitor the groups and take notes for later feedback. Elicit ideas from the class, focusing on what each group thinks is the most important lesson. You could lead a class discussion in which the class tries to agree on which is the single most important lesson.

LANGUAGE DEVELOPMENT

COLLOCATIONS WITH PAY, SAVE AND MONEY


Language note

Collocations are combinations of words formed when two or more words are often used together in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning. It is useful for your students to learn collocations as it will help them express their ideas much more naturally. For example, a non-native speaker may describe traffic as being *strong*. However, the correct collocation is *heavy traffic*, a combination of words that is not necessarily immediately obvious to learners, but which is typical of native speakers of English. It is useful for students to record the most common collocations around particular verbs or nouns, as learning collocations thematically can help them remember the most important word combinations.

- 1  Students complete the task individually or in pairs. Quickly go through the answers with the class.

Answers


save time; energy
pay attention; someone a visit; a fine
spend; make; earn **money**

- 2  Students complete the task individually. Quickly go through the answers with the class.

Answers


1 spent 2 making 3 save 4 paying 5 pay 6 lost
7 save 8 borrowed 9 save 10 paid

CONDITIONAL SENTENCES

- 3  Ask the students to read the information box on conditional sentences and to complete the task individually or in pairs. Elicit the answers from the class.

Answers

a 1, 4 b 2, 3

- 4  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class.

Answers

1 If you want to spend money, don't buy lots of expensive things.
2 If you have time, listen to this radio programme.
3 If I have money, I always buy new clothes.
4 If you pay off all your debts, you will be happier.

Optional activity

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

- 5 Students complete the task individually and discuss their answers in pairs.

Optional activity

If you have a larger class, you could make the exercise last a little longer by adding these sentences.

If you are happy, ...

If you need to lose weight, ...

If you want to pass your English exam, ...

If you learn the common collocations, ...

If you can't sleep, ...

If you lose your mobile, ...

If you can't drive, ...

If you lose touch with friends, ...

If you have a credit card, ...

If you travel regularly, ...

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1 i 2 h 3 g 4 c 5 d 6 e 7 f 8 a 9 j 10 b

USING YOUR KNOWLEDGE

- 2 Students listen to the introduction to the discussion and complete the table in small groups. You could also ask them to first brainstorm as many ideas for or against and then decide on the best ones. If so, remind your students that during the first part of a brainstorming session the aim is to get as many ideas as possible, good or bad. Students should not comment on each other's ideas at this stage, they should simply note them down. Once a brainstorming session has led to lots of ideas, the merits of these ideas can then be discussed in detail. Allow 5–10 minutes for detailed discussion, then ask each group to give you their best idea for and their best idea against. Continue like this, noting the ideas on the board. Go back to the first group and repeat the procedure until all of the best ideas have been collected.

WHILE LISTENING

LISTENING FOR CONTRASTING VIEWPOINTS

- 3 Students complete the task individually. Quickly elicit the answers from the class.

Answers

1 F 2 A 3 A

- 4 Students complete the task individually. With a stronger group, you could ask the students to try to answer the questions from memory before checking their answers against the recording.

Answers

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

POST-LISTENING

- 5 Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers

1 b 2 a 3 b


- 6 Students complete the task individually or in pairs. Elicit the answers from the class and remind the students that this kind of language is useful in discussions as it helps prepare the listener for what the speaker is about to say.

Answers

1 I understand; I can see your point; I realize that
2 However; but; but




DISCUSSION

- 7 Give the students up to three minutes to take notes on the questions. You could remind them of the arguments for and against that were discussed earlier, and ask them to look at these again and decide which ones they most agree with. Point out that good answers to questions 2 and 3 are especially important in preparing a discussion, and will make their opinions sound much more authoritative and persuasive.

- 8  Students complete the task in small groups. As this discussion should lead to a clear decision, you could appoint a chair and a secretary for each group. The chair should start the meeting and confirm its aims. They should then ensure that everyone gets an equal chance to put forward their views. The secretary should take notes on what is said, and is responsible for correctly noting down the final decision. Give the students up to 10 minutes to complete the task, then invite the secretaries to present the groups' decision. Appointing a chair and a secretary helps give a discussion a more formal tone, and is more likely to lead to a clear decision on which the whole group can agree.


CRITICAL THINKING

UNDERSTAND


- 1  Students complete the task in pairs. Give the students up to five minutes to discuss the questions, then quickly elicit some ideas from the class. Once you have an overview of the different attitudes represented by the class, you could lead a class discussion based on question 4.
- 2  **9.6**  Students complete the task individually. Quickly elicit the answers from the class.

Answers

Joseph: against, children should be taught that it's their responsibility to do work as family members
Karen: against, children shouldn't think that they receive money from their parents
Robert: for, it's good to give children a little money – it teaches them about maths.


- 3  Students complete the task in small groups. Monitor the discussions and take notes on the students' language for later feedback. Allow 2–4 minutes discussion time, then lead a brief feedback session based on the language you have noted. You could also briefly elicit some opinions based on what the students have heard.

ANALYZE

- 4  Give the students 2–4 minutes to take notes on their roles. You could also ask them to anticipate the arguments that their partner is likely to put forward during the discussion,


and to prepare brief notes on possible counterarguments.

CREATE

- 5  Students complete the task in pairs. Allow up to five minutes for discussion. Remind them to use conditional language and the language used when presenting and discussing opinions. Monitor the groups and give feedback on the students' language at the end of the task.


SPEAKING

PREPARATION FOR SPEAKING

- 1  Ask the class to read the explanation box and to complete the task individually or in pairs. Elicit the answers from the class.


Answers



- 1 Learning
- 2 Saving money
- 3 Reading books about millionaires
- 4 Teaching children about money

- 2  Students complete the task individually or in pairs. Point out that the first question has been done as an example. Elicit the answers from the class.


Answers

- 2 Paying children to study can encourage them.
- 3 Learning about money is difficult when you're a child.
- 4 Giving children money at an early age can spoil them.
- 5 Teaching children to save money is very important.


- 3  Students complete the task in pairs. Ask them to write the sentences down, monitor the pairs and give feedback as appropriate. Try to review at least one sentence written by each pair and give any necessary corrections. Then elicit one correct sentence from each pair.

- 4  **9.7**  Ask the students to read the phrases first. Students then complete the task individually. Quickly elicit the answers from the class.

Optional activity





 Exercise 4 presents some useful language for asking for more information. There are other ways to do this.

Ask the class to give you an example of another expression that could be used to ask for more information. Give feedback and continue asking until you have elicited one correct alternative phrase (e.g. *You really think so?*). Then point out that without even speaking there are other ways to ask for more information, or to show that you don't understand. Elicit one of these ways from the students. If necessary, give an example (e.g. frowning). You could tell the students that some of these non-linguistic ways may be culturally specific, and that a common example of body language in one country may not be understood, or may be understood differently, in another country. Students then work in pairs or small groups and think of other linguistic and non-linguistic ways of asking someone to explain more. Give the students five minutes to think of ways of asking someone to explain more, elicit suggestions from the class and give feedback.



- 5  Students complete the task in small groups. Remind them that they should ask each other to explain their reasons. Monitor the discussions and take notes on the students' language for later feedback. Allow 5–10 minutes discussion time, then elicit some opinions from the students. Ask them to explain their reasons using some of the language presented earlier in the unit. You could also ask the students to explain their ideas further by using facial expressions and body language.

SPEAKING TASK**PREPARE****Optional activity**


Ask the class to read the topic of the debate and to quickly decide for themselves whether or not teenagers should have credit cards. Then tell the students that you are going to ask those who believe that teenagers should have credit cards to raise their hands, and those who think that they should not to raise their books. Tell them to be ready with a decision, and that on the count of three they should raise their hands or books. Countdown from three, and comment briefly on the result.

- 1  Ask the students to read the news story and to find out why the topic of allowing teenagers to have credit cards is a matter of public debate (many teenagers get into debt). Elicit the answer, then ask students to discuss the questions in small groups. You could also ask them to discuss the benefits of having a credit card, and the difficulties encountered by not having one. Allow five minutes for discussion, then elicit ideas from the class. If not already discussed during the feedback session, you could ask those with a credit card to tell you how different their lives would be if they did not have one.
- 2  Give the students three minutes to write notes on as many advantages and disadvantages of giving teenagers credit cards as they can.
- 3  Students complete the task in pairs. Allow 2–4 minutes for this discussion.
- 4  Students complete the task individually. Allow up to five minutes for the students to take detailed notes.

PRACTISE

- 5  Ask the students to form groups of four. Allow 10 minutes for detailed discussion. Remind the students to give reasons and examples, and to ask the other students in their groups to explain their reasons in more detail (when more detail is needed).
- 6  Students complete the task in their groups. Remind the class that their discussion should be constructive, and that the students should each be left with a clear idea as to their strengths and those aspects of their language of discussion that could be improved.

DISCUSS

- 7 and 8  Students complete the task in new groups. Allow 5–10 minutes for discussion, then ask one person from each group to present their group's opinions.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 114–115 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 126 for an Additional speaking task related to this unit.

Put students in groups of four or five. Introduce the debate topic. Students have been asked to contribute to a discussion to create ideas for new ways to raise taxes. Focus students on the questions and allow up to two minutes for them to make notes.

Then, allow up to 10 minutes for students to discuss their ideas. It may be helpful for each group to appoint a chairperson, to ensure that everyone gets a chance to speak.

When the students have finished, round up by getting feedback from the whole class.

RESEARCH PROJECT

Create an eBook to help people budget their finances.

Divide the class into groups. Ask each group to search for 'budget your finances'. Give each group a different area to focus on, e.g. how to save money, how to create a budget, why it is important to budget. Students should make a note of their findings – they could use tools on the Cambridge LMS, for example the blog or wiki, for this.

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

10 THE BRAIN

Learning objectives


Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Optional activity

Draw a sketch of a human brain on the board, or display one on a projector. Elicit the topic of the lesson from the class (the brain). Give the class 60 seconds to discuss what they know about the brain in pairs. Then ask the students if any of them could talk for 60 seconds on their own about the same topic. Encourage one student to be a 'volunteer'. Tell that student that you would like them to talk about the brain without pausing, without repeating any words and without going off-topic. Ask the other students to 'challenge' if they hear the speaker do any of these three things. If a student correctly challenges, they continue speaking on the topic. As soon as 60 seconds have passed, ask the students to work in groups of four and to try the activity themselves. Each student in each group of four should have the chance to begin one of these topics:

- the brain
- the mind
- intelligence
- personality.

 Students discuss the questions in pairs or small groups. Allow five minutes for discussion, then elicit ideas from the class. Encourage class discussion and try to establish the difference between the mind and the brain.

WATCH AND LISTEN

Video script

Kate, a psychology student, is taking part in an experiment to test her brain's ability to respond to pain. She is going to be burned on her forearm without any painkillers.

Her Professor, Tor Wager, places a metal plate the temperature of a very hot cup of coffee on her forearm. It is an uncomfortable experiment, designed to investigate the placebo effect.

The placebo effect occurs in the brain when a person is told that something will improve their health, or a painful condition, and they get better. However, nothing has actually been given or done to them to physically alter their condition.

Doctor Wager thinks that the power of suggestion actually produces a physical change in the brain, which is why placebo medicines can seem to have the same effects as real drugs.

His plan is to look for changes in the part of the brain that senses pain while Kate is burned with the metal plate. Kate enters a scanner. The professor burns her arm again and the scanner records her brain activity while she is in pain.


Professor Wager then puts a cream on Kate's skin. He tells her that it is a powerful pain killer, but the lotion is a placebo. It is body cream, with nothing in it to stop the pain from the burns. Kate enters the scanner again and she is burned at exactly the same temperature as before.

This time, however, there is not as much activity in the pain centre of her brain. Kate actually feels a lot less pain, even though the lotion on her skin is not a painkiller.

The experiments show that the human brain's ability to recognize pain is flexible, as it can physically respond to a placebo by changing its signals. It seems the placebo effect really can work.

BEFORE WATCHING


UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs.

Answers

1 experiment 2 respond 3 burned 4 seem to
5 painkiller 6 ability 7 occur 8 alter

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 2  Give the students 3–5 minutes to discuss the questions in pairs, then quickly elicit ideas from the class. When eliciting ideas, first establish what the placebo effect is, and then encourage brief discussion on questions 2 and 3. Remind the students to support their ideas with examples where possible. Do not feed back in detail at this point, as these questions will be dealt with in the video.

- 3 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

- 1 A placebo is a substance which doctors give patients. The patient is told that it is a medicine, although it may actually be something simple with no medical properties at all. The patient may then feel that he or she is getting better, simply because he or she has taken a (fake) medicine. This is called the 'placebo effect'.
- 2 Some people think that placebo medicines can be effective, if the patient really believes that they are medicines.
- 3 Students' own answers.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students complete the task individually and compare their answers in pairs. Quickly elicit the answers from the class.

Answers

1, 3, 4, 6

- 5 Students discuss the questions in pairs. Quickly elicit the answers from the class.

Answers

- 1 That the brain's ability to recognize pain is flexible.
- 2 Yes.
- 3 The brain can respond to a placebo, and change the amount of pain you feel.

UNDERSTANDING DETAIL

- 6 Students complete the task individually. With a stronger group, you could ask the students to try to answer the questions from memory before checking their answers against the recording.

Answers

1 F 2 T 3 F 4 T 5 T 6 T 7 F 8 T

DISCUSSION

- 7 Give the students up to five minutes to discuss the questions in small groups, then elicit ideas from the class.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 f 2 c 3 a 4 i 5 d 6 b 7 h 8 e 9 j 10 g

USING YOUR KNOWLEDGE

- 2 Students complete the task in pairs. Allow up to five minutes for discussion, then elicit ideas from the class. When discussing question 3, encourage the students to tell you why they think that the people they suggest are geniuses.

- 3 10.1 Ask the students to read the options carefully. They should then complete the task individually and check their answers in pairs. You could point out that Dr Anderson might well be a genius, too – but that we don't have that information.

Answers

1 b 2 c

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 4 10.2 Ask the students whether they think that the brains of geniuses are different from those of ordinary people. You could also elicit possible answers to questions 3 and 4, but do not comment in detail at this stage. Students complete the task individually and check their answers in pairs.

Answers

- 1 There is no evidence to suggest that geniuses have different brains.
- 2 Being active and doing things can help develop the brain.
- 3 It is a theory that if you spend at least 10,000 hours doing something, then you will be successful at it.
- 4 Working hard: he says genius is 1% inspiration and 99% perspiration.

PRONUNCIATION FOR LISTENING

Language note

Listening for a rising or falling tone at the end of a question can tell us if the speaker is checking information and wants a 'yes/no' answer, or if the speaker is asking for more detailed information.

- 5 10.3 Ask the students to read the notes on *intonation in questions*. They should then complete the task individually and check their answers in pairs.

Answers

1 ↗ 2 ↘ 3 ↗ 4 ↘

- 6 Give the students up to two minutes to discuss their ideas in pairs. You could ask them to practise saying the yes/no questions when answering question 3. Then elicit suggestions from the class. If the students seem unclear about the correct pronunciation of the sentences, play the two dialogues again, stopping after each question so that the students can repeat in chorus.

Answers

1 1, 3
2 2, 4
3 rise

- 7 Give the students time to practise saying the questions out loud. Monitor the class. You could ask students at random to repeat any one particular sentence. Give visual feedback (e.g. a frown for 'incorrect' and a nod for 'correct'), but do not comment in detail.

- 8 10.4 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 falling 2 falling 3 rising 4 rising 5 falling 6 rising

LISTENING FOR DETAIL

- 9 10.2 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 T 2 F 3 T 4 DNS 5 F 6 DNS 7 T 8 F

POST-LISTENING

- 10 Ask the students to read the information box on understanding paraphrase. You could elicit from the class situations in which it might be useful to paraphrase. Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

a determined by our genes
b determined ... by our environment
c exceptional
d if you put 10,000 hours into something

DISCUSSION

- 11 Students discuss the questions in pairs. Allow 3–5 minutes for discussion, then elicit ideas from the class.

LANGUAGE DEVELOPMENT

COLLOCATIONS WITH MIND

- 1 Students complete the task individually or in pairs. You could do the first question with the class as an example.

Answers

1 comes to mind 2 make up your mind
3 mind your own business 4 speak your mind
5 bear/keep in mind 6 Do you mind

- 2 Students complete the task with a new partner. Set a time limit at the start of the activity of five minutes to discuss the questions in detail (10 minutes with a stronger class). Monitor the class and give feedback at the end. You could elicit some suggestions for the questions that seemed most interesting to your students, or pick up on some of the things you heard while monitoring the students' discussions and use these as the basis of a class discussion.
- 3 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

1 Never mind 2 something/anything on your mind
3 changed my mind 4 mind what you say

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

muscles – g
active – c
require – b
decisions – a
solve – i
promotes – e
stimulates – d
efficiently – f
beneficial – h

- 2 Students discuss the sentences in pairs. Allow 2–4 minutes for discussion, then elicit suggested answers from the class. Do not comment in detail at this stage.
- 3 Students complete the task individually or in pairs. Elicit suggestions from the class, but do not comment in detail at this stage.
- 4 10.5 Students complete the task individually. Quickly elicit the answers from the students.

Answers

1 b 2 c

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5 10.6 Ask the students to read the tips and to decide which are the most likely four. Students then check their ideas against the recording. Quickly go through the answers with the class.

Answers

mentioned: 2, 6, 7, 8

LISTENING FOR DETAIL

- 6 10.6 Students complete the task individually.

Answers

1 T 2 DNS 3 T 4 T 5 DNS 6 F 7 F 8 F 9 T

POST-LISTENING

- 7 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

2 All in all 3 To sum up 4 In conclusion 5 Finally

- 8 Students answer the question individually or in pairs. Elicit suggestions from the class.

Answers

1 To make our argument clearer, and remind the listener of our main points.
2 It is usually a summary of the main idea or ideas.

DISCUSSION

- 9 Give the students up to five minutes to discuss the questions in small groups, then elicit ideas from the class.

CRITICAL THINKING

UNDERSTAND

- 1 Ask the students to read the information box on multiple intelligences and to look at the diagram. They should then complete the task individually or in pairs. Quickly elicit the answers from the class, but do not comment too much at this stage. The students will have the chance to explore multiple intelligence theory in more depth in the next tasks.

Answers


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

APPLY


- 2 Students complete the task individually.
- 3 Students compare their answers to Exercise 2 with a new partner and then match the actions (a–g) in Exercise 2 with the intelligences in Exercise 1.

Suggested answers

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

- 4  Give the students 4–8 minutes to discuss the intelligences needed for the different occupations. You could ask them to first take brief notes individually and then to use these as the basis of their pair work. Go through the suggested answers for all of the occupations with the class, encouraging further discussion where possible.



EVALUATE

- 5  Give the students up to 4–8 minutes to discuss the questions in small groups, then elicit ideas from the class. For question 3, you could ask the students to discuss (either with their groups or during a class discussion) the kinds of language tasks that might be best suited to their own intelligences. With a very strong group, you could ask the class to look at one or two pages from one of the units of this book and discuss the different ways that the exercises could be presented to cater for their different intelligences.

SPEAKING



PREPARATION FOR SPEAKING

ASKING FOR ADVICE

- 1  **10.7**  Point out that the first question has been done as an example. Students complete the task individually or in pairs. Elicit the answers from the students.


Answers



- 2 what can we do to
3 What do you suggest for this
4 Do you think we ought to
5 What should we do

- 2  **10.7**  Students complete the task individually or in pairs. Elicit the answers from the class. If the students seem unclear about the correct intonation of the sentences, play the recording again, stopping after each sentence so that the students can repeat in chorus. You could also call on individual students at random to repeat one or more of the sentences. Remind them to focus on producing the correct rising or falling intonation.

Answers





- 1 ↘ 2 ↘ 3 ↘ 4 ↗ 5 ↘

- 3  Allow 5–8 minutes for the students to complete the task in pairs or small groups. Ask them to discuss the questions in detail, and tell them to be ready to put forward a series of practical suggestions for learners of English at the end of their discussions. Elicit ideas from each group, reminding the groups that they only need make suggestions that have not already been made (or add something to those suggestions).

- 4  **10.8**  Ask the students to read the explanation box on modal verbs. Students complete the task individually. Elicit the answers from the class.




Answers

- 2 Make sure that you 3 It would be a good idea to
4 It might be good to; make sure 5 You should
6 You ought to



- 5  **10.8**  Students complete the task individually or in pairs. Elicit the answers from the class. If the students seem unclear about which word is stressed, play the recording again, stopping after each sentence so that the students can repeat in chorus. You could also call on individual students at random to repeat one or more of the sentences. Remind them to focus on stressing the correct word, as well as their pronunciation in general.
- 6  Give the students three minutes to complete the sentences and write them down in pairs. Ask the students to include a wide variety of activities that accurately reflect their country's culture (both past and present) and history, as well as including visits to well-known areas of natural beauty.
- 7  Students compare their ideas in small groups. You could ask them to come up with a definitive programme. Depending on the class time available, you could ask the groups to think of a set of activities for a person staying 1, 2, 3, 7 or 14 days. Tell the students not to try to cram in too much, and that the visitors will need to take breaks – and will also want to eat! You could also ask them to suggest restaurants and cafés, or to say what kind of food the visitor should sample during their stay.

SPEAKING TASK

PREPARE

- 1  Ask the students to read the role-play topic and to rank the seven intelligences as they apply to their own learning styles: 1 = most important, 2 = least important. For example, someone who likes to do lots of group work probably has a strong interpersonal intelligence. However, someone with a stronger intrapersonal intelligence would probably prefer to work alone. Give the students 1–2 minutes to complete the ranking, then quickly elicit from each student their strongest and weakest intelligence. You could then suggest ways that you might incorporate this new knowledge into your lesson planning.
- 2  Ask the students to stay in the same pairs and to each choose a role. Give them three minutes to take notes on their roles individually.
- 3  Students complete the task in pairs. Allow 2–4 minutes for the discussion.

PRACTISE

- 4  Set a time limit of five minutes for the students to practise their role-play in pairs.
- 5  Set a time limit of five minutes for the students to complete the task in pairs. When the students have finished, quickly elicit summaries and/or suggestions from the groups. You could ask them to focus on ideas that have not already been discussed with the class.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Training tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 116–117 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 127 for an Additional speaking task related to this unit.

Put students in groups of three. Focus students on the discussion topics in the box. Ask students to choose two topics each. Give them two minutes to make notes on their topics. Then, students take turns to speak about one of their topics for between one and two minutes. The other students listen and ask questions at the end to find out more about what advice the speaker would give on the topic. They can also give their own opinion on the topic. This continues until all students have spoken about their two topics.

RESEARCH PROJECT

Create a video about a famous genius.

Divide your class into groups and explain that each group will be responsible for creating a video explaining the life of a genius, e.g. Albert Einstein, Galileo Galilei, Leonardo da Vinci, Johann Wolfgang von Goethe, Ludwig van Beethoven, Stephen Hawkins, Marie Curie, Émilie du Châtelet. Students could find out what was special about these people and why they are considered geniuses.

Each group will use their research to create a video to present to children. Students will first need to create a script or storyboard. They will also have to think about who in the group will work the camera, who will direct the video, who will edit it, and who will present or narrate the information. The videos could then be uploaded to a video-sharing website and promoted to local schools.

REVIEW TESTS ANSWERS AND AUDIO SCRIPTS

The *Review tests* are designed to be used after the students have completed each unit of the Student's book. Each *Review test* checks students' knowledge of the key language areas and practices the listening skills from the unit. The *Review tests* take around 50 minutes to complete but you may wish to adjust this time depending on your class or how much of the Student's book unit you covered.

Review tests can be given as homework as general revision. *Review test* audio is accessed from the Cambridge LMS. Use the *Additional speaking tasks* at the end of the Teacher's Book or in the Online Workbook to test your students' speaking skills. Photocopy one test for each student. Students should do the tests on their own. You can check the answers by giving students their peers' papers to mark or correct the papers yourself. Keep a record of the results to help monitor individual student progress.

REVIEW TEST 1 ANSWERS

- 1 convinced 2 relocated 3 survive
4 communicate 5 poisonous 6 harmless 7 environment
8 treated 9 realize 10 conditions
- 1 F 2 F 3 F 4 T 5 T 6 F 7 F 8 F 9 T 10 T
- 1 analysis 2 environmental 3 communication
4 involvement 5 abuse
- 1 involved 2 abuse 3 analysis 4 environmental
5 communication
- 1 T 2 F 3 F 4 T 5 F

REVIEW TEST 1 AUDIO SCRIPTS

1.1

- | | | |
|----------------------|----------------------|----------------------|
| 1 <u>convinced</u> | 5 <u>poisonous</u> | 9 <u>realize</u> |
| 2 <u>relocated</u> | 6 <u>harmless</u> | 10 <u>conditions</u> |
| 3 <u>survive</u> | 7 <u>environment</u> | |
| 4 <u>communicate</u> | 8 <u>treated</u> | |

1.2

It's not that I don't like dogs, more that I don't really have any strong feelings about them. Many people say that you're either a cat person or a dog person. I'm neither. I guess you could say that I'm a people person. I'm certainly not an animal person. They're OK, but I'd never spend the day at the zoo – not when there are so many other things to do. I went as a kid, but not now. People say that having animals brings all kinds of benefits, but I'm not convinced. I guess I'm the wrong person to ask about animals. We did have a dog when I was a child, his name was Buster. But we relocated to America for a year and left it with our neighbours, who took care of it. I'm sorry to say that I didn't really think about him while I was away. Anyway, it became ill and died shortly after we returned. Actually, I did feel upset about that. I remember when we came back from America – the dog was so happy to see me. He remembered me – maybe he even missed me. He was running around the house, so excited when he saw me after a year. Maybe that was his way of communicating with me. I really enjoyed playing with him, and taking him to run in the park. But after Buster

died, my parents asked if we should get another dog. I said no. At that time, I was becoming more interested in playing with friends, or even playing on my computer. Buster was the last pet I ever had. I don't think it was an especially sad experience, but I can't imagine getting another pet. Maybe if my son wants one when he's older, but so far he's not shown any interest in animals. If we did ever get a pet, I'd like to think we'd find an abandoned cat or puppy. I'm certainly not into exotic animals – certainly nothing poisonous, or too far removed from its natural environment like a snake or a reptile. Something fairly harmless, like a cat or a rabbit or something similar. There are already enough badly treated animals around without us encouraging pet shops to breed more. I realize that an animal raised in poor conditions might be more difficult to look after. But if we ever do get another pet, I'd like it to be one that really does need a new home.

REVIEW TEST 2 ANSWERS

- 1 What was so good about Austria?
2 There are great summers, and spring is just amazing.
3 Was it a festival or was it something else?
4 What happens in this festival – what are the people doing?
5 People wear a lot of different things.
- 1 F 2 F 3 T 4 T 5 F 6 T 7 F 8 F 9 F 10 F
- 1 identity 2 generations 3 alive 4 traditional 5 behaviour
- 1 useless 2 traditional 3 careful 4 enjoyable 5 celebration
- 1 social 2 throughout 3 anniversary 4 affect 5 global
- 1 T 2 F 3 T 4 T 5 F

REVIEW TEST 2 AUDIO SCRIPTS

2.1

- 1 What was so good about Austria?
- 2 There are great summers, and spring is just amazing.
- 3 Was it a festival or was it something else?
- 4 What happens in this festival – what are the people doing?
- 5 People wear a lot of different things.

2.2

- A:** So, tell me about your time in Austria. How was it?
B: It was great. Really nice. I really enjoyed working there. I'd love to go back one day. But, you know, it's great to come back to London, too!
- A:** What was so good about Austria? I've never been there.
B: Well lots of things. The weather's wonderful. There are great summers, and spring is just amazing. It's hot, but you can always go walking in the mountains. And autumn and winter are nice too. They are cool, but it snows, and you can go skiing everywhere. There is always something to do. Did you look at any of the photos I sent you?
- A:** Yes, some of them. The countryside looks fantastic. And I saw some photos with lots of people wearing crazy masks. Was it a festival or was it something else?
B: Oh yes, that was the *Mullerlaufen*. Yes, it's a traditional festival, or carnival. It happens every four years, so I was really lucky to see it. And it takes place in the Martha villages, in the countryside.
- A:** The *Muller* – what? The Martha villages? What are they?
B: It's a name given to five villages in the eastern part of Austria. The first letter of each village spells the word *Martha*.
- A:** Oh, right. M-A-R-T ... hang on, there are six letters in *Martha*.

- B:** OK, well, one of the villages is a place called Thaur, with a 'TH'. And I was working in Rum.
- A:** You were working in a room?
- B:** No, Rum. That's the name of a village – the 'R' village.
- A:** Oh, I see. Sorry, this is complicated!
- B:** Anyway, the masks are worn by the *Mullers*.
- A:** The Mullers. So they're a family, right?
- B:** No, no. The Mullers represent the four seasons. They each wear wooden masks. Spring is the youngest, then summer, autumn and finally winter. And they all have different characters, and look and behave in different ways.
- A:** It sounds interesting. So what happens in this festival – what are the people doing?
- B:** Well, it's really more like a carnival – because the people are on the streets wearing special clothes, and there is special food and dancing.
- A:** And everyone takes part?
- B:** Oh sure, yes. Old and young – everyone in the family comes out and enjoys themselves!
- A:** That's good. It's good when traditions can be kept alive, and not left to die out.
- B:** Yes. In the smaller villages, the dress tends to be very traditional. Each village expresses its own identity through the costumes they wear.
- A:** What are the costumes made of?
- B:** Well, some are very simple, but some are very complicated – with jewels and pearls. And in the larger towns, it's more like Halloween in America. People wear a lot of different things in this festival.
- A:** You mean, like ghosts and monsters?
- B:** Well, no ... I meant that, in America, people wear lots of different things at Halloween – like superhero costumes or ... you can even see people dressed as food, like hamburgers or pizza! I mean that in this Austrian festival, *Mullerlaufen*, people wear lots of different kinds of clothes. Anything, really. It's all very colourful.
- A:** So did you dress up?
- B:** Me? No. This festival is more for the villagers, really, and the tourists can interact, but don't get dressed up. I just watched and took lots of photos!
- A:** OK, I think I'll need to check your blog again!

REVIEW TEST 3 ANSWERS

- 1 1 We've got to give a presentation about a person **from** history.
2 Plato said **that** she **was** one of the greatest poets he had read.
3 She **was** a British women's rights activist who lived in the late 1900s.
4 **Have** you heard of her?
5 **That was** the start of the equal rights movement in America.
- 2 1 F 2 T 3 F 4 F 5 F 6 T 7 T 8 T 9 F 10 T
- 3 1 rulers 2 ancient 3 significant 4 period 5 exchange
- 4 1 which 2 where 3 who 4 where 5 which
- 5 1 She **found discovered** the treasure while digging in her garden.
2 He sent his **warriors soldiers** across Europe, conquering every country in their path.
3 At the time of his death, he was the oldest **emperor ruler** the world had ever known.
4 There are **plenty lots** of books there to keep you busy. You should be able to find everything you need.
5 So just how many of these **old ancient** statues are there on the island?
- 6 1 decade 2 late 3 medieval 4 at the age 5 at that time

REVIEW TEST 3 AUDIO SCRIPTS

3.1

- We've got to give a presentation about a person from history.
- Plato said that she was one of the greatest poets he had read.
- She was a British women's rights activist who lived in the late 1900s.
- Have you heard of her?
- That was the start of the equal rights movement in America.

3.2

- Gemma:** OK. So we've got to give a presentation about a person from history. What do you think, Susan?
- Susan:** I'm really not sure. What do you think, Gemma? Do you think it has to be a famous person?
- Gemma:** Well, no, it should be someone who we can find lots of information about. Someone interesting who is worth giving a presentation about!
- Susan:** Yes. And I thought it'd be better if we chose someone less well known. Not someone who everyone knows. Then our presentation will be more interesting, I think. That way, maybe someone might actually learn something for once!
- Gemma:** So who did you have in mind?
- Susan:** I was thinking about women in history. History is very often about men, you know.
- Gemma:** Is it?
- Susan:** I'm afraid it is. A lot of famous writers, politicians, rulers – all men. But there were women in history, too!
- Gemma:** Well, yes, of course there were!
- Susan:** So, how about Sappho?
- Gemma:** I've never heard of ... her? Was Sappho a woman?
- Susan:** She was, yes. She was a very important woman.
- Gemma:** Was she a politician?
- Susan:** Actually, one of the first published female writers.
- Gemma:** Oh really? And what did she write? When was she published? Two hundred years ago?
- Susan:** No! She was writing more than 2,000 years ago! And she was a poet, and she lived in ancient Greece.
- Gemma:** Oh, I see.
- Susan:** I think that Plato said that she was one of the greatest poets he had read.
- Gemma:** Hmm. OK, but there have been lots more poets since Plato's time. Anyway, I'm not sure I'm interested in poetry. Any other ideas? Anyone more modern?
- Susan:** Emmeline Pankhurst?
- Gemma:** Was she a poet?
- Susan:** No, she was a British women's rights activist who lived in the late 1900s. When she was alive, women in the UK couldn't vote in elections. But she worked and worked. And in the end, the British government gave women the same voting rights as men. Unfortunately, although she had a major, significant effect on British life, she died just before women got the vote.
- Gemma:** Interesting. That reminds me of Rosa Parks. **Have** you heard of her?
- Susan:** I think so, yes. Wasn't she a Black woman living in America?
- Gemma:** Yes, that's right. She lived some time after Emmeline Pankhurst. Actually, it was in the 1950s that she became famous.
- Susan:** Oh yes. And at that period, actually, in 1955, to be exact, Black Americans didn't have equal rights. They had to go to different schools ...
- Gemma:** Yes, and they even had different seats on the buses and trains.
- Susan:** So what did Rosa Parks do?

Gemma: Well, she went on a bus – and she wasn't a young woman, she was in her 40s – and she sat in the seats reserved for Black people – at the back of the bus. Then the bus got full up. And a White man came on and asked Rosa to give him her seat.

Susan: And what happened?

Gemma: Well, she said no! And everyone was shocked – because, of course, a Black person should always give up their seat on a bus to a White person.

Susan: And then?

Gemma: Everyone was shocked, and she was arrested!

Susan: Really?

Gemma: And when the news spread, this made people aware of the real differences between Black and White people, and that actually, life was unfair.

Susan: And that was the start of the equal rights movement in America. All started by one ordinary woman who only wanted to sit on a bus!

Gemma: That's right.

Susan: OK. So why don't we talk about two people – Emmeline Pankhurst and Rosa Parks. Two ordinary women who changed their countries.

Gemma: Good idea. You research Emmeline Pankhurst, and I'll research Rosa Parks. Then we can get together tomorrow, and exchange information.

Susan: Great!

REVIEW TEST 4 ANSWERS

- 1c 2b 3b 4b 5c
- 1F 2F 3T 4F 5T 6T 7F 8T 9T 10F
- 1 research 2 present 3 increase 4 decrease 5 control
- 1 slower 2 better 3 more interesting 4 the most comfortable 5 easier
- 1 relax 2 injured 3 challenges 4 damaged 5 goals
- 1 attitudes 2 convenience 3 achieved 4 fuel 5 turbulence

REVIEW TEST 4 AUDIO SCRIPTS

4.1

A: Hi. Taking a break?

B: Yes. I'm seriously in need of coffee.

A: Great. I'll join you. It's a bit lonely in our office today.

B: Actually, do you mind if I take a quick look at your paper?

A: Sure. I hope you don't need the features section, I tore an article out before coming to work. I want to show it to my wife.

B: Oh, right. What was it about?

A: It was a report. Some people did research into accidents involving children who text while walking. They're really shocking.

B: Yes. I think it would be safer if children didn't text all the time. They're always glued to their phones. They can't concentrate on what's around them.

A: Well, yes. That would be safer. But it's not going to happen. Anyway, we all text – not just kids. In my opinion, we should all be more careful.

B: Maybe, but it's not really enough just to say 'we should all be more careful'. Someone has to do something!

A: Like what?

B: Like make it impossible to text while walking.

A: What? How?

B: Well, I don't know! Maybe they could build a safety feature into the design of the phone. So it doesn't work if it's moving.

A: That's not a safety feature – that's a broken phone! No one would buy a mobile phone you couldn't use while walking. It wouldn't be mobile!

B: Or they could include some safety features that parents could turn on if they wanted.

A: Oh, come on. Most kids would work out how to change the settings in under two seconds!

B: OK. But I've seen kids walking out into the road on the way to school and nearly being hit by cars. I'm worried that one day my kids will cause a crash. Or worse ...

A: I read that road accidents involving children double at 11.

B: Really? My children are that age.

A: Hmm.

B: So why the increase in accidents?

A: Because it's around that age that children get their first mobiles. Their friends all have them, so they want one, too.

B: That's actually got me worried. I bought my kids mobiles as a present for their birthdays so I could keep in touch with them. I thought they'd be safer. Now I'm not so sure.

A: I think it would be much better if drivers were more careful when driving through busy areas. They should look out for kids, you can't expect them to be sensible all the time. They should teach this when you learn to drive.

B: Well, we can't ban using a mobile phone while walking.

A: No, it's not a crime.

B: But we need to decrease the number of accidents. More effort should be made to educate kids in the proper use of mobile phones. Maybe at school?

A: So again, teachers have to work harder? Schools can't control what the kids are doing in their own free time – that's down to the parents.

B: I disagree. Schools should always try to teach kids about the dangers they face outside school hours.

A: Hmm. Well, parents should also do this, too. Anyway, I need to talk to my wife about this when I get home tonight ...

4.2

1 Some people did research into accidents involving children who text while walking.

2 I bought my kids mobiles as a present for their birthdays so I could keep in touch with them.

3 Why the increase in accidents?

4 We need to decrease the number of accidents.

5 Schools can't control what the kids are doing in their own free time – that's down to the parents.

REVIEW TEST 5 ANSWERS

- 1T 2F 3F 4T 5F 6F 7T 8F
- 1 greenhouse 2 irresponsible 3 long-term 4 disagreement 5 extreme 6 diseases 7 climate 8 fuels
- 1 /w/ 2 /r/ 3 /w/ 4 /r/
- 1 ir 2 anti 3 in 4 im 5 mis
- 1 might 2 will 3 can't 4 may 5 could
- 1 disaster 2 disadvantage 3 drawback 4 benefits 5 affordable

REVIEW TEST 5 AUDIO SCRIPTS

5.1

Presenter: And just to remind the listeners at home, you can now join the debate by calling the usual number. And I think we have our first caller. Yes, it's a Mrs Trellis, from Wales. What do you want to say on the subject of climate change, Mrs Trellis?

Mrs Trellis: Well, I'm not sure that climate change is a bad thing, is it? I heard that temperatures might go up because of greenhouse gases. Why is that bad? Everyone likes warmer weather, don't they? I would love to have warm, sunny winters!

Presenter: Well, that's rather an irresponsible attitude, Mrs Trellis. Most experts think that even a small increase in temperature could have catastrophic long-term effects. And of course, climate change doesn't only mean that the temperature will be warmer. It might be colder, or it might be wetter. There will be more hurricanes, more floods, in some countries. And I don't think anyone likes hurricanes! Our next caller ... We have Robert Shaw on the line. Robert, I understand that **you're involved** in climate research?

Robert: Yes, that's right. The point I wanted to make ... I think that these scientific experts ... They often disagree about climate change, don't they? Everyone always has a different opinion.

Presenter: So, you're saying that not all scientists agree that climate change is happening?

Robert: Well, most do agree that it is happening. But there is a lot of disagreement as to whether or not it's a bad thing. The debate **too often** centres around areas of extreme climate, like in Africa. Or tiny islands that will be under water in a few hundred years time. Few people talk about how it will affect most of the world. Like Europe. Or North America.

Presenter: Well, **America and Europe** are just two continents, and it does seem clear that climate change could have catastrophic effects across the globe. As I said to Mrs Trellis, hurricanes and floods are becoming more common in the US. Take New York for example, if you remember Hurricane Katrina or Hurricane Sandy. Next, we have a Ms Tyler on the line. Ms Tyler, what was your comment?

Ms Tyler: Hello. Yes. Well, I'm worried about climate change.

Presenter: OK. And why is that?

Ms Tyler: Well ... the way we abuse the planet is unnatural. And now the planet is fighting back. We don't know for sure, but my understanding is that a warmer planet may lead to new diseases.

Presenter: That is possible. For example, insects like mosquitoes might move to other countries if the temperature is warmer everywhere.

Ms Tyler: Yes. Malaria, for example, is one disease which might become more common. And what about plants? If the climate changes, will plants be able to survive? Will we have enough to eat or drink? We need to do more research.

Presenter: Thank you. We've time for one last email before the news. And it's Saffron from London. Hello, she writes. I'm 12 and I think that climate change is definitely happening. Some of your callers sound very selfish. It's stupid to say that we'll be happier with a warmer climate. It's not just us, it's the whole world. All the presidents and queens and prime ministers should just get together, make things better, and ban fossil fuels. But they never will. And now over to the news desk.

5.2

- 1 I heard that temperatures might go up because of greenhouse gases.
- 2 But there is a lot of disagreement as to whether or not it's a bad thing.
- 3 The debate too often centres around areas of extreme climate, like in Africa.
- 4 Malaria, for example, is one disease which might become more common.

REVIEW TEST 6 ANSWERS

- 1 a 2 a 3 b 4 a 5 b 6 c 7 b 8 a 9 a 10 c
- 2 1 T 2 F 3 T 4 F 5 F 6 T 7 F 8 T 9 T 10 T
- 3 1 out 2 up 3 on 4 up 5 over 6 up 7 out 8 up 9 down 10 over
- 4 1 regularly 2 habit 3 ingredients 4 natural 5 overweight

REVIEW TEST 6 AUDIO SCRIPTS

6.1

Lauren: Hi Mark! I haven't seen you in ages!

Mark: Oh hi Lauren. I know. Mum says we should meet, but ... we never have time.

Lauren: So, how's it going? Mum said you were going to the gym now, is that true?

Mark: Yes, I was talking to mum last week ... Mum is wrong, but I did buy a crosstrainer a while ago, and I'm actually using it at home!

Lauren: A crosstrainer? Is that one of those running machines?

Mark: Not really running. I don't like running. It's more a kind of walking. It gives your body an all-round workout. It's good for everything.

Lauren: I can see that! You must have lost about 5 kilos since I last saw you!

Mark: I've actually lost about 8 kilos of fat and put on three kilos of muscle.

Lauren: Wow. That's great! So, what brought this on?

Mark: I caught myself in the mirror in a shop a few months ago. I thought, hey – that fat person looks like me. Then I realized it was me!

Lauren: Oh dear. But you were never that fat, really.

Mark: Thanks, but I was quite overweight. It just kind of happens, slowly. You get into bad habits.

Lauren: Tell me about it! I've not had any regular exercise since the kids were born. I sometimes go out for walks, but it's not the same as the daily runs I used to have.

Mark: So you've given up running?

Lauren: Not given up. My life is just too busy. I really hope I can go running again soon. Weren't you really fit a few years ago?

Mark: A few? That must have been about 15 years ago now, when I first met my wife ... I felt great. I was doing lots of sport, eating healthily. I had lots more free time then – and used to do loads of swimming and skiing.

Lauren: And then you got an office job!

Mark: Hah! Yes, lots of sitting in front of a computer.

Lauren: So anyway, why the new healthy lifestyle? Is it a new dad thing?

Mark: Possibly, yes. I really do want to get back into shape, but yes – I also want to be fit for Ben. It'll be great when we can go swimming and hiking together. And I want to be in shape by the time that happens!

Lauren: It looks as though that won't be a problem! How much time are you spending on this thing? The cross trainer?

Mark: Every day. About an hour. Sometimes a little more if Ben sleeps in.

Lauren: So you look after him in the morning? Still no nanny, then?

Mark: No. I love spending that time with my son. Anyway, I usually do 15–30 minutes when I wake up, then a quick shower. When Ben's in bed, I do about 45 minutes in front of the TV.

Lauren: So you work out in front of the TV?

Mark: Yeah. Otherwise it'd be boring. I'd like to go to a gym, but they are too expensive. And I don't want to go to a place with lots of really fit people. I would feel bad.

Lauren: Right. Well, it's nice to see that you've found a way to get healthy!

Mark: Yeah. I want to get down to about 75 kilos. Only another 20 kilos to go!

Lauren: Well, next time I come to your house, I'll take a look. Maybe I'll borrow it from you!

Mark: Sorry, I'm not giving it away! I need to exercise every day ... I want to stay healthy!

REVIEW TEST 7 ANSWERS

- 1 T 2 F 3 T 4 T 5 F 6 F 7 T 8 F 9 T 10 T
- 2 1 a 2 a 3 b 4 c 5 c
- 3 1 Y 2 N 3 N 4 N 5 Y
- 4 1 mistake 2 difference 3 discovery 4 mind 5 sure
- 5 1 were discovered 2 was invented 3 developed 4 was sent 5 designed
- 6 1 T 2 F 3 F 4 T 5 F

REVIEW TEST 7 AUDIO SCRIPTS

7.1

Ruth: Hello. A few shows ago we invited our listeners to go to our Facebook page and post stories of old electronic gadgets they just couldn't bear to throw away.

Alan: That's right. And what a response we had! It seems that many of you have attics full of aging laptops and games consoles dating back to the 1980s. So do go to our Facebook page and have a look at the stories and pictures we've been getting. There really are some great tales.

Ruth: Yes, there certainly are. And one of them in particular caught our eye.

Alan: We've invited Jeannie Cordeaux along to tell us about her much-loved device. Jeannie welcome to the show. Or should I say: welcome to the show.

Jeannie: Thanks!

Ruth: Yes. Listeners may have picked up on that clue. Because Jeannie has come in today to tell us about her favourite toy, her 'Speak & Spell'.

Alan: Listeners younger than us may not know what a Speak & Spell is.

Ruth: Or was.

Alan: Jeannie, can you tell us something about it, please?

Jeannie: Of course. The Speak & Spell toys were very popular throughout the 1980s. In fact, they were produced right up until 1992. I've got an original from when it was first launched in 1978. They'd actually developed a more sophisticated model by the time I bought mine, but the great thing about the first edition is ...

Ruth: That's right. Jeannie's model looks like a flat orange box with a handle at the top ... it's about 20 by 25 cm, with a small green screen and a yellow keyboard. There are several educational games included, each of them designed to teach spelling.

Alan: And when did you get yours?

Jeannie: I got mine for my birthday, 1982. It was second hand, but in good condition.

Alan: And it was designed to teach children to spell. How did it achieve that?

Jeannie: By saying words out loud in a voice not far from the one you used when you introduced me.

Alan: Spell 'friends. Spell 'decision'. Spell 'appointment'.

Jeannie: Exactly. But I don't think that the words were as difficult as that.

Ruth: Right, so it was really just a toy.

Jeannie: Yes. And I used to like typing in my name and getting it to say 'Hello Jeannie'!

Ruth: Right. ... and of course, the Speak & Spell was featured in a recent movie?

Jeannie: Yes. It was in the *Toy Story* films. It's a character called 'Mr Spell'.

Ruth: Right yes, I think I've seen that! So Jeannie, I suppose that your spelling must be excellent now, is that right?

Jeannie: Hah! Maybe! But, you know, it was only a toy, so the words were quite simple. And sometimes, I couldn't always understand the instructions because it had an American accent. So my machine would say 'bath' and I would spell 'bath' with two As because of the way it sounded. And of

course, sometimes the American spelling is different from the British spelling – colour for example is spelled C-O-L-O-U-R in British English. But in American English there is no U. So, I'm afraid I often got the answers wrong! But, actually, when I became older, I loved words, and reading, and now my spelling is quite good. So maybe my toy helped after all!

Alan: Now of course, children would have a mobile phone app, or a computer game to play this kind of game.

Jeannie: Yes, and that's fine. I do believe that anything that helps you practise your spelling when you are young is great, in my opinion.

Ruth: Jeannie, thanks very much for coming along to *This Morning*.

Jeannie: It's a pleasure.

7.2

- 1 Yes, there certainly are.
- 2 The Speak & Spell toys were very popular throughout the 1980s.
- 3 It was designed to teach children to spell.
- 4 So it was really just a toy.
- 5 I do believe that anything that helps you practise your spelling when you are young is great.

REVIEW TEST 8 ANSWERS

- 1 F 2 T 3 F 4 T 5 T 6 F 7 F
- 2 1 b 2 c 3 c 4 b 5 c 6 b 7 a 8 b
- 3 1 fashionable 2 cameras 3 different 4 unfortunately 5 interesting
- 4 1 that 2 concerned 3 mad 4 hand 5 fun
- 5 1 it's going to rain 2 arrives 3 are having 4 I'll 5 I'll drive
- 6 1 What do you think 2 How do you feel about 3 Don't you agree 4 Do you mean that 5 I see what you mean

REVIEW TEST 8 AUDIO SCRIPTS

8.1

A: Go to any high street and you'll see people wearing everything from the cheapest lycra tops to the most expensive fabrics. But this year, you're 17.8% less likely to see fashionable clothing than last year. That's according to a new survey published this week. And with me is the woman who did the research, Judy Hubbard. Judy, you say we're now 17.8% less fashionable. How did you come to such a precise figure?

B: Well, it sounds odd, but it *is* the result of information collected from photos we took with our own cameras, photos posted on social networking sites, interviews in the streets and articles we got from magazines.

A: OK. And when did this research begin?

B: We started to collect data from our readers two years ago following a debate on the letters page of *Looks!* magazine. We wanted to know whether or not there really was a general trend away from what might be described as *fashionable* clothing towards cheaper, less attractive designs.

A: And what did your readers think?

B: Well, although our readers *all* stated that they were careful to keep up with fashion, most thought that other people cared much less about fashion two years ago than they did just a few years earlier. They were either earning less, saving more or simply spending their money on things other than clothes.

A: I see. So you started checking the data to see whether the views expressed by your readers were correct?

- B:** That's right. Last year, using all the information available to us, we tried to get an accurate picture about how fashionable Britain was two years ago.
- A:** And how fashionable were we back then?
- B:** On a scale of 100, we stood at about 23.
- A:** 23? That doesn't sound very good.
- B:** Actually, it's rather better than we were expecting.
- A:** And how does that compare to other European countries?
- B:** Unfortunately, we don't have any data for Europe. But the US edition of *Looks!* carried out similar research, and America was slightly ahead of us with a score of 27.
- A:** Right. Still not that great. How do things stand now?
- B:** Well, as you pointed out earlier, we were 17.8% less fashionable last year than two years ago. But, the US was about 2% more fashionable.
- A:** So, a small increase for the US but a rather dramatic fall for us. Why?
- B:** It's difficult to say, but there do seem to be a number of factors. The main one being lifestyle choices.
- A:** Lifestyle choices? What do you mean by that?
- B:** Well, while it is true that most people have less money to spend, that doesn't really account for the general trend away from fashionable clothing.
- A:** Right. So how do you account for the decline?
- B:** Well, it seems that people are getting fatter in the UK. In the 1980s and 90s, many British people were happy to disguise their size by wearing fashionable sportswear.
- A:** So why are things different?
- B:** Basically, we've got so big that it's now very difficult to find nice clothes that fit us. Many people think there's no point going to any of the better clothes stores, because there's nothing for them to buy. And fashion companies don't want to make clothes for very fat people.
- A:** Because it's not great for their image?
- B:** That's right. They're now focusing more on the kinds of things you might see in music videos. So there's a definite gap in the market, and no one seems to have stepped in. And as a result, it's getting more difficult for the larger person to dress with confidence. And unfortunately, the general trend is towards a fatter, less fashionable Britain.
- A:** And what are your predictions for next year?
- B:** Well, I don't think people are going to get thinner, unfortunately. I don't know the future, but perhaps Britain will become more unfashionable.
- A:** Well, that's certainly an interesting point of view. Judy Hubbard, thank you. Back to the studio ...

8.2

- This year, you're 17.8% less likely to see fashionable clothing than last year.
- It is the result of information collected from photos we took with our own cameras ...
- So why are things different?
- I don't think people are going to get thinner, unfortunately.
- Well, that's certainly an interesting point of view.

REVIEW TEST 9 ANSWERS

- 1 c 2 c 3 b 4 a 5 b
- 2 1 F 2 T 3 T 4 T 5 F 6 T 7 F 8 T 9 F 10 T
- 3 1 answer 2 surprising 3 exactly 4 debts 5 doubt
- 4 1 credit card 2 cash 3 lend 4 bill
- 5 1 save 2 paid 3 save 4 pays 5 lent 6 paid
- 6 1 d 2 a 3 e 4 b 5 c

REVIEW TEST 9 AUDIO SCRIPTS

9.1

- Researcher:** Excuse me, would you mind answering a few questions about money and spending?
- Interviewee:** Er ... OK, I'm in a bit of a hurry – actually, I need to catch a train soon.
- Researcher:** It's OK, I won't take long. I just have a few questions.
- Interviewee:** Well, OK. I hope I can answer them, but I need to go in five minutes. Otherwise, I'll miss my train!
- Researcher:** Thank you so much for your time. I'm carrying out some research into the money people spend on travelling to and from work.
- Interviewee:** Right, OK. Sure. That's a good question actually. The train prices went up a lot this year. And it was surprising, because I don't think the quality of the service went up. It's not something I'm very happy about ...
- Researcher:** No, of course. Can I ask which income bracket you fall into? Up to £10,000 a year, £10–25,000, £25–50,000, £50–75,000 or over £75,000?
- Interviewee:** Well, I think ... £25–50,000.
- Researcher:** Great, thanks. And how often do you use public transport? Never, 1–2 times a week, 3 times a week, 4–5 times a week or every day?
- Interviewee:** Well, I use the train every day. Every week day, that is. I don't go anywhere on the weekend, or I use the car.
- Researcher:** So that's about 5 times a week.
- Interviewee:** I think so, yes. Usually.
- Researcher:** Thanks. How important would you say public transport is to you? Extremely important, very important, quite important, not very important or really not very important at all?
- Interviewee:** Well, it's really very important, of course.
- Researcher:** Can you explain why?
- Interviewee:** Why? Well, otherwise, I wouldn't be able to get to work.
- Researcher:** Right. I'll put you down for extremely important, then.
- Interviewee:** Sorry, will this take long? I think I need to run to my train now ...
- Researcher:** Just a few more questions! And what sort of public transport do you use regularly?
- Interviewee:** Well, trains, obviously, as I've just said.
- Researcher:** OK, yes, sorry, you've already said that.
- Interviewee:** Do you have a lot more questions?
- Researcher:** Just a couple more. Could I just ask you generally how much value for money is represented by public transport?
- Interviewee:** Well ... the trains are very expensive, and they are often late, and crowded. And, you know, I have to pay over £4,000 a year commuting to and from work, and that's a lot of money. Unfortunately, I don't have a choice. Because if I drove to work, if I took my car, then I'd be stuck in a traffic jam for hours, and of course, the petrol is getting more and more expensive these days, too.
- Researcher:** And how much of your income is taken up by commuting?
- Interviewee:** I don't know exactly. Quite a lot. It's about 10%. And I think that's too much.
- Reviewer:** Can you explain why you think it's too much?

Interviewee: Well, it wouldn't be so bad if I was guaranteed a seat on the train, but I'm not. I usually have to stand. I earn more than many people, but I'm not especially wealthy. And I can't afford to pay for a seat reservation. I certainly can't afford to travel first class. Look, I use the train to go to work because I have to. I go to work to pay the bills. I earn a reasonable income, and have relatively few debts. It costs me a lot of money to travel to work, it really does. Our public transport system is overcrowded and overpriced. It's always been like that, and I doubt that it will change in the near future.

Researcher: Er, thank you. Could I...

Interviewee: Look, I'm sorry – but I don't really have any more time. My train is here soon!

Researcher: OK. Well, thanks for your time.

Interviewee: That's fine. Bye.

9.2

- 1 I hope I can answer them, but I need to go in five minutes.
- 2 And it was surprising, because I don't think the quality of the service went up.
- 3 **Researcher:** And how much of your income is taken up by commuting?
Interviewee: I don't know exactly.
- 4 I earn a reasonable income, and have relatively few debts.
- 5 It's always been like that, and I doubt that it will change in the near future.

REVIEW TEST 10 ANSWERS

- 1 1 T 2 T 3 F 4 F 5 T 6 F 7 T 8 F 9 T 10 T
- 2 1 change your mind 2 unique 3 talented 4 respond 5 exceptional
- 3 1 ↑ 2 ↓ 3 ↓ 4 ↓ 5 ↑
- 4 1 changed 2 business 3 Never 4 have 5 make 6 bear/keep 7 would 8 speak
- 5 1 occurred 2 intelligent 3 theory 4 ordinary 5 efficiently 6 determine 7 experiments

REVIEW TEST 10 AUDIO SCRIPTS

10.1

Hello, and thank you all for downloading this week's podcast with news and views of all the latest games. So, let's start with a difficult question. Are computer games bad for us? Especially for children? Many people think that computer games are a waste of time, and don't teach you everything. Well, that might be true. But, luckily, not all computer games are the same. One software company has asked the question: What can we do to make computer games more intelligent? How can computer games keep our brains healthy and active? And they have created a new game called *Annie Pond and the Box of Time*. We think it will change your mind about computer games. This is our review. *Annie Pond and the Box of Time* is unique. It's different from the usual action-adventure games that many people play, or simple strategy games like *Angry Birds*. This game features realistic characters, and different puzzles which really train your brain.

So, what happens in this game? Well, firstly, *Annie Pond and the Box of Time*, gives hours and hours of entertainment. You can play it at any time – on your computer, or on your phone – at home, or on the train or bus. And it has a very interesting story which keeps you interested for weeks and weeks.

The main character, Annie Pond, is an extremely talented teenage detective who spends her time solving mysteries. You play Annie Pond, and you are having a boring day, when you suddenly receive an unexpected email. However, this email is very strange. There is no information about who sent the message, and it seems to come from the future. No, not the year 3000, the next century or even next year. According to the date on the email, it was posted next week. The email contains just one sentence: *Don't go to school tomorrow, Annie Pond!* What does it all mean? Annie Pond immediately tries to work out what's going on. The game then takes you all around the world – from Scotland to New Zealand – to solve the mystery. You meet strange and wonderful characters, and and soon find yourself in dangerous and exciting situations.

Overall, in this game, you have to solve about 200 puzzles to unravel the mystery. The puzzles vary in difficulty: as the game continues, the puzzles get more difficult.

Now, we're not going to tell you what the mystery is, because we don't want to say too much. And luckily, this is one game where you can't solve all the mysteries easily in one go. The game is a lot of fun if you don't usually like traditional puzzles. The game has different activities for different types of intelligences. It has puzzles which test your logical intelligence, puzzles which test your musical intelligence, linguistic intelligence, and so on. While this may sound annoying, it does make the game very interesting. You need to respond to the game, and change the way you think. This gives you good brain training.

Finally, this game has exceptional graphics and the story has lots of funny moments, as well as scary ones. But, did it make me feel more intelligent? Well, yes, after a few weeks, it did! I started to think about real-life problems in different ways, and realized that there is always more than one way to solve a problem. Not bad for a computer game!

You can download the game now, and we wish you luck in getting to the end! We give *Box of Time* three out of five stars.

10.2

- 1 Are computer games bad for us?
- 2 What can we do to make computer games more intelligent?
- 3 How can computer games keep our brains healthy and active?
- 4 What does it all mean?
- 5 Did it make me feel more intelligent?

REVIEW TEST 1

Name:

Date:


LISTENING (20 marks)

LISTENING 1

1  1.1 Listen and underline the stressed syllable in each word. 1 mark for each correct answer.

- 1 convinced
- 2 relocated
- 3 survive
- 4 communicate
- 5 poisonous
- 6 harmless
- 7 environment
- 8 treated
- 9 realize
- 10 conditions

LISTENING 2

2  1.2 Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The speaker doesn't like dogs. ____
- 2 He prefers animals to people. ____
- 3 He has never been to a zoo. ____
- 4 He had a pet dog when he was younger. ____
- 5 He wasn't happy when his pet became ill. ____
- 6 He never played with his pet. ____
- 7 He wanted to have another pet. ____
- 8 His son would like a pet. ____
- 9 He doesn't want an exotic pet. ____
- 10 He thinks that people should not buy pets from shops. ____

LANGUAGE DEVELOPMENT (15 marks)

3 Complete the table. 1 mark for each correct answer.

noun	verb	adjective
1 _____	analyze	analytical
environment		2 _____
3 _____	communicate	communicating
4 _____	involve	involved
5 _____	abuse	abused

4 Complete the sentences below with a word from the table in Exercise 3. 1 mark for each correct answer.

- 1 Men need to become more _____ in the raising of their children.
- 2 After years of _____, it now looks as though these poor animals have finally found a new home.
- 3 Ms Graham, what's your _____ of the current situation? How are things likely to develop?
- 4 Unless world leaders are prepared to do something to fight global warming, we really do face an _____ disaster.
- 5 The smartphone is by far the most popular means of _____ ever.

5 Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 Things described as *domestic* are to do with the home or with your own country. ____
- 2 Zoology is the study of plant life. ____
- 3 If you abandon something, then you leave it for a short time. ____
- 4 A savannah is a large area of grassy land in a hot area. ____
- 5 If something is harmless, then it can hurt you. ____

TOTAL ____ / 35

REVIEW TEST 2

Name:

Date:

LISTENING (20 marks)

LISTENING 1

1 **2.1** Listen to the recording. Underline the 't' in each sentence which you can hear pronounced clearly. 1 mark for each correct answer.

- 1 What was so good about Austria?
- 2 There are great summers, and spring is just amazing.
- 3 Was it a festival or was it something else?
- 4 What happens in this festival – what are the people doing?
- 5 People wear a lot of different things.

LISTENING 2

2 **2.2** Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 One of the speakers is living in Austria at the moment. ___
- 2 The main topic of the conversation is about the Austrian countryside. ___
- 3 Martha is the name given to five villages in Austria. ___
- 4 The speaker stayed in a village. ___
- 5 The Mullers are a family in Austria. ___
- 6 The Mullers wear masks made of wood. ___
- 7 During the carnival season, Austrians usually dress up as ghosts and monsters. ___
- 8 In the larger villages, people only wear traditional costumes. ___
- 9 Only old people take part in the carnival. ___
- 10 The speaker took part in the celebration. ___

3 **2.2** Listen again and complete the sentences with the words in the box. You do not need every word. 1 mark for each correct answer.

alive behaviour special traditional generations anniversary identity out complicated

- 1 Each village has a strong _____.
- 2 All the different _____ take part in the carnival.
- 3 The speaker thinks it's good that this local tradition is being kept _____.
- 4 In the smaller villages, you can see more _____ clothes.
- 5 The *Muller* represent the four seasons, and each has a different pattern of _____.

LANGUAGE DEVELOPMENT (15 marks)

4 The words in bold below have the wrong suffix. Correct the mistakes using the word forms in brackets. 1 mark for each correct answer.

- 1 The book didn't help at all. It's totally **using**. _____ (adverb)
- 2 Our region has some very interesting **tradition** music. _____ (adjective)
- 3 We should be **care** to preserve our way of life. _____ (adjective)
- 4 I've had a very **enjoy** time, thanks! _____ (adjective)
- 5 We're going to have a big **celebrate** next month. _____ (noun)

5 Correct the spelling mistakes. 1 mark for each correct answer.

- 1 social _____
- 2 throwout _____
- 3 anniversary _____
- 4 affect _____
- 5 global _____

6 Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 Anthropology is the study of humans. ____
- 2 If you adapt, then you never change. ____
- 3 An event is a thing that happens or takes place. ____
- 4 If you spread something, you extend it over a large area. ____
- 5 If something keeps off, then it is no longer alive. ____

TOTAL ____ / 35


REVIEW TEST 3

Name:

Date:


LISTENING (20 marks)

LISTENING 1


1  3.1 Listen to the recording. Underline the words pronounced as weak forms (/ə/) in each sentence. 1 mark for each correct sentence.

- 1 We've got to give a presentation about a person from history.
- 2 Plato said that she was one of the greatest poets he had read.
- 3 She was a British women's rights activist who lived in the late 1900s.
- 4 Have you heard of her?
- 5 That was the start of the equal rights movement in America.

LISTENING 2

2  3.2 Listen to the recording. Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 The discussion is between two colleagues. ____
- 2 They have been asked to give a presentation about a historical person. ____
- 3 They think that most famous people in the past were women. ____
- 4 Sappho wrote her poems 200 years ago. ____
- 5 Emmeline Pankhurst was one of the first female politicians. ____
- 6 She never voted. ____
- 7 Rosa Parks never wanted to become famous. ____
- 8 She didn't stand up on the bus. ____
- 9 In the 1950s, it was shocking for a Black person to give their seat to a White person. ____
- 10 Gemma and Susan decide not to talk about one historical person. ____

3  3.2 Listen again and complete each sentence with one word. You do not need to use all the words. 1 mark for each correct answer.

- 1 Most _____ in the past were men.
- 2 Sappho lived in _____ Greece.
- 3 Emmeline Pankhurst had a _____ effect on British women.
- 4 In the _____ of 1950s America, Black people did not have equal rights with White people.
- 5 Gemma and Susan promise to _____ information after doing more research.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the sentences with *which*, *where* or *who*. 1 mark for each correct answer.
- 1 Bavaria, _____ is now part of Germany, used to be an independent kingdom.
 - 2 The place _____ you can see the famous Leonardo fresco is in Milan.
 - 3 Victoria, _____ was queen of Great Britain and Ireland and empress of India, died in 1901.
 - 4 The Deutsches Museum, _____ you can see many exhibits from the world of science and technology, is in Munich.
 - 5 The British museum, _____ contains many treasures, is in London.
- 5 For each sentence, choose one word or phrase from the box that can replace one word in the sentence. You do not need to use all the words. 1 mark for each correct answer.

lots army discovered youthful soldiers ancient ruler

- 1 She found the treasure while digging in her garden. _____
 - 2 He sent his warriors across Europe, conquering every country in their path. _____
 - 3 At the time of his death, he was the oldest Emperor the world had ever known. _____
 - 4 There are plenty of books there to keep you busy. You should be able to find everything you need.

 - 5 So just how many of these old statues are there on the island? _____
- 6 Choose the correct word/phrase in each sentence. 1 mark for each correct sentence.
- 1 The 1960s was a very good *decade* / *century* for music.
 - 2 He was born in the *early* / *late* 1800s – in 1896, to be exact.
 - 3 The Middle Ages is also known as the *mid* / *medieval* period.
 - 4 He started playing the piano *at the age* / *at that time* of five.
 - 5 She was very worried about her exams, because *a short while later* / *at that time* she hadn't studied very much.

TOTAL ___ / 35

REVIEW TEST 4

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  4.1 Listen and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 Who are the speakers?
 - a friends
 - b relatives
 - c colleagues
- 2 What are they worried about?
 - a accidents at work
 - b the dangers of texting while walking
 - c problems at school
- 3 Why do road accidents involving children double at the age of 11?
 - a because many children walk to school at that age
 - b because that is when children get their first mobile phone
 - c because 11 year olds can't concentrate very well
- 4 Why did one of the speakers buy mobile phones for his children?
 - a because the school asked him to do it
 - b as a present
 - c because all of the children's friends had mobile phones
- 5 Who do they think should teach children to use mobile phones safely?
 - a schools
 - b parents
 - c both parents and schools

2  4.1 Listen again. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The speakers don't think that texting while walking is a serious problem. ____
- 2 The speakers both agree that mobile phones should include safety features for parents to use. ____
- 3 They think that children will easily learn to switch off a safety feature. ____
- 4 One of the speaker's children caused a car crash. ____
- 5 One of the speakers has children who are around 11 years old. ____
- 6 Children around the age of 11–12 are twice as likely to be involved in car accidents. ____
- 7 One speaker says that most children don't really want a mobile phone. ____
- 8 One speakers says that car drivers should be more careful. ____
- 9 The speakers think that it's not possible to make texting while walking a criminal offence. ____
- 10 They both agree on who should take responsibility for the problem. ____

LISTENING 2

- 3  4.2 Listen to the recording. For each of the bolded words, underline the stressed syllable. 1 mark for each correct answer.
- 1 Some people did **research** into accidents involving children who text while walking.
 - 2 I bought my kids mobiles as a **present** for their birthdays, so I could keep in touch with them.
 - 3 Why the **increase** in accidents?
 - 4 We need to **decrease the number of accidents**.
 - 5 Schools can't **control** what the kids are doing in their own free time – that's down to the parents.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the sentences below with the correct form of the adjectives in brackets. 1 mark for each correct answer.
- 1 In a big city, driving a car is often _____ than riding a bicycle. (slow)
 - 2 It is _____ not to text while walking. (good)
 - 3 That article is rather boring. This one is much _____. (interesting)
 - 4 I find that taking the train is _____ way to travel. (comfortable)
 - 5 It is _____ to take the bus than spend ages trying to find a parking space. (easy)
- 5 Complete the sentences with the correct form of the words from the box. You do not need to use all the words. 1 mark for each correct answer.

injure experience relax crash challenge goal damage safety attitude
--

- 1 A good massage will _____ your tired muscles.
 - 2 He was badly _____ in the crash.
 - 3 Finding a solution to this problem is one of the greatest _____ faced by scientists today.
 - 4 Both the cars involved in the accident looked badly _____.
 - 5 They have set themselves a series of _____ to achieve by the end of the month.
- 6 Each sentence contains a spelling mistake. Correct the wrong word. 1 mark for each correct answer.
- 1 It's often very difficult to change people's attitudes. _____
 - 2 I like the convenience of living so near to work. _____
 - 3 She finally acheived her ambition to visit South America. _____
 - 4 Wood, coal, oil, petrol and gas are all different kinds of fule. _____
 - 5 We might be experiencing some turbalance on this flight due to an approaching electrical storm. _____

TOTAL ___ / 35


REVIEW TEST 5

Name:

Date:

LISTENING (20 marks)

LISTENING 1


1  5.1 Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The radio program is on the topic of the environment. ____
- 2 Mrs Trellis thinks climate change has a negative impact. ____
- 3 The presenter thinks that climate change means that the temperature will only get warmer. ____
- 4 Robert Shaw thinks that scientists don't focus enough on Europe or North America. ____
- 5 The presenter thinks that there are not so many hurricanes now, because of climate change. ____
- 6 Ms Tyler doesn't think that climate change will create medical problems. ____
- 7 Ms Tyler believes that climate change will have an impact on food supplies. ____
- 8 Saffron thinks that the planet is in safe hands. ____

2  5.1 Listen again. Complete the notes with one word in each gap. 1 mark for each correct answer.

One reason that temperatures are going up is because of (1) _____ gases.
The presenter thinks that Mrs Trellis has an (2) _____ attitude.
Even a small rise in temperature could have very bad (3) _____ effects.
Robert Shaw thinks that there is (4) _____ between scientists on the subject of climate change.
He says that scientists are focusing too much on countries which have an (5) _____ climate.
Ms Tyler is worried that there might be an increase in (6) _____ like malaria.
Saffron doesn't believe a warmer (7) _____ is better and says it would be good if fossil (8) _____ could be banned.

LISTENING 2

3  5.2 Listen to the recording. What sound can you hear between the words in bold in each sentence? Write /r/ or /w/. 1 mark for each correct answer.

- 1 I heard that temperatures might **go up** because of greenhouse gases. ____
- 2 But **there is** a lot of disagreement as to whether or not it's a bad thing. ____
- 3 The debate **too often** centres around areas of extreme climate, like in Africa. ____
- 4 Malaria, **for example**, is one disease which might become more common. ____

LANGUAGE DEVELOPMENT (15 marks)

- 4 Use the negative prefixes in the box to make new words. You will not need to use all of the prefixes. 1 mark for each correct answer.

anti il ir de im mis un in

- 1 ___responsible
 - 2 ___clockwise
 - 3 ___experienced
 - 4 ___mature
 - 5 ___treat
- 5 Choose the correct modal verb to express the meaning in the brackets. 1 mark for each correct answer.
- 1 Alternative energy sources *will / might* be cheaper in the future. (a possible future)
 - 2 Burning fossil fuels *will / could* increase global warming. (certainty in the future)
 - 3 Reducing car use *may not / can't* be done easily. (certainty in the future)
 - 4 Further research into renewable energy *will / may* help us in the future. (softer opinion)
 - 5 In the next few years, solar energy *will / could* be the best solution to global warming. (a possible future)
- 6 Unscramble the words in bold. 1 mark for each correct answer.
- 1 There has never been a nuclear **redssait** in this country. _____
 - 2 If we rely only on alternative energy, our economy will be at a serious **sdatagdnvie**. _____
 - 3 The only **rcbadwka** with solar energy is that it is expensive. _____
 - 4 There are many **ebtnfies** to reducing the amount of energy you use. _____
 - 5 In the future, oil will become less **fafrobadel**. _____

TOTAL ___ / 35


REVIEW TEST 6

Name:


Date:

LISTENING (20 marks)

LISTENING 1

1  6.1 Listen to the recording and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 Who are the speakers?
 - a a brother and a sister
 - b a worker and his boss
 - c two friends
- 2 When did the two last see each other?
 - a a long time ago
 - b yesterday
 - c last week
- 3 Why doesn't Lauren take regular exercise?
 - a She is slim and doesn't need to work out.
 - b She has no time.
 - c She has bad knees.
- 4 Why did Mark stop exercising 15 years ago?
 - a He got an office job.
 - b He met his wife.
 - c He had a baby.
- 5 Why does he want to get fit now?
 - a for his job
 - b so he can exercise with his son
 - c for his father
- 6 How much exercise does Mark get a day?
 - a 15–30 minutes
 - b 45 minutes
 - c 60 minutes
- 7 Who looks after Ben in the morning?
 - a Mark's wife
 - b Mark
 - c They have a nanny.
- 8 Why is the cross trainer good for Mark?
 - a He can exercise at home when he wants.
 - b He can watch TV all day.
 - c He doesn't want to go to the gym.

- 9 How much does Mark weigh now?
- 95 kilos
 - 75 kilos
 - 45 kilos
- 10 Why will Mark keep his cross trainer once he's reached his goal?
- No one else wants it.
 - It is too big to move easily.
 - He's worried he might get fat again.
- 2  6.1 Listen again. Are the statements true (T) or false (F)? 1 mark for each correct answer.
- Mark hasn't been to the gym recently. ___
 - Mark hasn't lost any weight recently. ___
 - Mark thinks that he is overweight. ___
 - Lauren doesn't like exercising. ___
 - Mark has been a dad for a long time. ___
 - Mark likes playing with his son. ___
 - Mark doesn't exercise while his son is asleep. ___
 - Mark exercises at different times during the day. ___
 - Mark has an exercise plan. ___
 - Lauren is interested in Mark's cross trainer. ___

LANGUAGE DEVELOPMENT (15 marks)

- 3 Complete the phrasal verbs with one word. 1 mark for each correct answer.
- Hey, you're looking great! Have you been working _____?
 - She's signed _____ for a yoga class, starting next week.
 - I couldn't exercise because I had a bad cold – it went _____ for two weeks.
 - If you want to do a marathon, then you have to give _____ bad foods – sugar, fat, and so on.
 - Exercise has taken _____ his life – he's running and cycling every day!
 - I was brought _____ in a sporty family, so it's not surprising that I became a sports teacher.
 - I couldn't make _____ what the fitness instructor was saying, because the music in the gym was too loud.
 - I'm thinking of taking _____ a new sport – what do you recommend?
 - My car has broken _____ – that's why I'm using my bike.
 - It takes a long time to get _____ a muscle injury.
- 4 Unscramble the words in bold. 1 mark for each correct sentence. _____
- I know I should exercise **rglaerluy**, but I don't have time. _____
 - Eating chocolate is a bad **abhti** which I'd like to stop. _____
 - I always check the **ninedtriegs** before I buy food. _____
 - It's not **uatarln** to stay indoors all day, playing computer games. _____
 - He says he's **worvegeith** but I think he looks fine. _____

TOTAL ___ / 35


REVIEW TEST 7

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  7.1 Listen to the recording. Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 The programme is about old mechanical toys. ____
- 2 The presenters are talking about their own childhood toy. ____
- 3 Jeannie's toy used to be popular in the past. ____
- 4 This toy helped children to learn. ____
- 5 Jeannie bought her toy in a second-hand shop. ____
- 6 You spoke to the toy, and it repeated what you said. ____
- 7 The toy once appeared in a film. ____
- 8 Jeannie had no problem understanding the toy. ____
- 9 Her spelling is very good now. ____
- 10 Children nowadays would probably use a spelling game on a mobile phone. ____

2  7.1 Listen again and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 Why does the male presenter speak like a robot?
 - a because the guest has a toy that sounds similar
 - b to make his co-presenter laugh
 - c because he has forgotten what he is supposed to say
- 2 When was Jeannie's toy first produced?
 - a in the 1970s
 - b in the 1980s
 - c in the 1990s
- 3 How did the machine work?
 - a You said a word, and it showed you the spelling.
 - b It said a word, and you typed it in.
 - c It said a word, and you repeated it.
- 4 Why did Jeannie sometimes find it difficult to understand the toy?
 - a because she words were too difficult
 - b because she was bad at spelling
 - c because the machine spoke with a different accent
- 5 What does she think about computer games and mobile phones?
 - a Children don't use them for learning.
 - b You should only use them when you are young.
 - c They are useful for helping children to learn to spell.

LISTENING 2

- 3  7.2 Listen to the recording. Are the words in bold pronounced as strong form? Write yes (Y) or no (N). 1 mark for each correct answer.
- 1 Yes, there certainly **are**. _____
 - 2 The Speak & Spell toys **were** very popular throughout the 1980s. _____
 - 3 It **was** designed to teach children to spell. _____
 - 4 What **do** you think about that? _____
 - 5 I **do** believe that anything that helps you practise your spelling when you are young is great. _____

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the sentences with the words from the box. You will not need all the words. 1 mark for each correct answer.

believe	discovery	sure	mistake	friends
difference	time	mind		

- 1 Please try not to make the same _____ during your final exam!
 - 2 Can one person really make such a _____ to the world?
 - 3 It was in this room that Marie Curie made her amazing _____.
 - 4 Can you make up your _____ soon? I don't have much time!
 - 5 I need to make _____ the results are correct before sending them in.
- 5 Complete the sentences using the correct form of the verbs in the brackets. Use active or passive forms. 1 mark for each correct answer.
- 1 The diamonds _____ (discover) in 1972.
 - 2 The game _____ (invented) by schoolchildren in Australia.
 - 3 We _____ (develop) the smartphone app as part of a national competition.
 - 4 The first email _____ (sent) in 1971.
 - 5 William Moggridge _____ (design) one of the first laptops in 1979.
- 6 Are the sentences true (T) or false (F)? 1 mark for each correct answer.
- 1 If you recommend something, then you say it is good. ____
 - 2 If a product is available, then you can't buy it yet. ____
 - 3 If your train is delayed then you will arrive sooner. ____
 - 4 A phenomenon is an unusual or surprising event. ____
 - 5 When a product is launched, it is no longer possible to buy it. ____

TOTAL ____ / 35


REVIEW TEST 8

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  8.1 Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The UK is becoming increasingly fashion-conscious. ____
- 2 The idea for the research came from a magazine. ____
- 3 According to the survey, the UK was more fashion-conscious than the US. ____
- 4 People who live in the UK are becoming much larger than they were before. ____
- 5 It is becoming more difficult for overweight people to find good clothes. ____
- 6 Fashion companies are becoming more interested in making clothes for larger people. ____
- 7 Britain will become more fashion-conscious in the future. ____

2  8.1 Listen again and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 Which of these was not used to find out how fashion-conscious the UK was?
a internet posts b sales of clothing c asking people questions
- 2 What did the readers of *Looks!* magazine say?
a that they cared less about fashion than before
b that people still cared about fashion
c that, in general, people cared less about fashion than before
- 3 How fashion-conscious is the UK compared to the rest of Europe?
a less b more c no information available
- 4 What does 17.8% refer to?
a how many people answered the survey
b the decrease in 'being fashionable' from two years ago
c the percentage of people who buy fashionable clothes
- 5 How does Judy Hubbard explain the data she has for the UK?
a people are wearing more sports clothing
b people have less money available
c people are getting fatter
- 6 What are the 'lifestyle choices' that Judy talks about?
a buying clothes b eating more c doing sports
- 7 Why did many British people buy sportswear in the past?
a because it looked good on larger people
b because they were very sporty
c because they were the most fashionable clothes
- 8 What are fashion companies concentrating on now, according to Judy?
a larger people b pop stars c sports people

LISTENING 2

- 3  8.2 Listen to the recording. Complete each sentence with one word. 1 mark for each correct answer.
- 1 This year, you're 17.8% less likely to see _____ clothing than last year.
 - 2 It is the result of information collected from photos we took with our own _____.
 - 3 So, why are things _____?
 - 4 I don't think people are going to get thinner, _____.
 - 5 Well, that's certainly an _____ point of view.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Choose the word that best completes each sentence. 1 mark for each correct answer.
- 1 I'm quite interested in computers, technology, and all *this / that*.
 - 2 As far as I'm *concerned / certain*, digital media is not just the future. It's the present.
 - 3 I read it last year. I wasn't *angry / mad* about it, but my husband thought it was great.
 - 4 I'm not sure I can finish this on my own. Can you give me a *hand / finger*?
 - 5 It's not really my kind of thing, but I still went – just for *fun / funny*.
- 5 Complete the sentences with the most likely future form. 1 mark for each correct answer.
- 1 We'd better take an umbrella. I think *it's going to rain / it rains*.
 - 2 My train *is arriving / arrives* at exactly 9.45.
 - 3 We *have / are having* a party at the end of the semester. It'd be great if you could come.
 - 4 I'm not feeling well – I think *I'll / I'm going to* call in sick.
- A: I'm taking the bus, so may be a few minutes late.
B: The buses don't run on Sunday.
A: OK, *I'll drive / I'm driving* then. See you later!
- 6 Read the discussion between two colleagues. Circle the phrase that best completes each sentence. 1 mark for each correct answer.
- A: (1) *Would you say that / What do you think* is the best way to get to the city centre?
B: I usually take the bus. Then you don't have to worry about parking.
- A: (2) *Would you say that / How do you feel about* the new pedestrian area?
B: I think it's great. There's less noise, more shops and I love the new terrace cafés that have opened since cars were banned. (3) *Don't you agree? / What do you mean?*
- A: I'm not sure. I think it's bad for business. It makes things more difficult for people to deliver goods. It's also now difficult for people who want to do a big shop.
- B: (4) *Do you mean that / What's your opinion about* cars should be allowed back into town?
A: No. But they should certainly be able to park closer than they can now.
- B: (5) *I see what you mean / I disagree*. But I quite like the walk from the bus stop. Especially if you go along the river.

TOTAL ___ / 35


REVIEW TEST 9

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  9.1 Listen to the recording and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 What research is being carried out?
 - a research into who uses public transport
 - b research into whether people like public transport
 - c research into how much people spend on public transport
- 2 What type of transport does the interviewee use?
 - a car and bus
 - b train
 - c car and train
- 3 How often does the interviewee use public transport?
 - a once or twice a week
 - b every day except weekends
 - c every day
- 4 How much money does the interviewee spend on commuting?
 - a more than he would like
 - b a small amount
 - c nothing
- 5 Why is the interviewee generally negative about public transport?
 - a It's too dirty.
 - b It isn't good value for money.
 - c The car is cheaper.

2  9.1 Listen again. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The interviewee has lots of time. ____
- 2 The train prices have increased recently. ____
- 3 The quality of the trains has not increased. ____
- 4 The interviewee thinks it's necessary to use public transport. ____
- 5 The trains are usually comfortable, and the interviewee can get a seat. ____
- 6 Driving to work would be slower than taking the train. ____
- 7 The interviewee sometimes travels first class. ____
- 8 Travelling by train costs a lot of money. ____
- 9 Public transport will get cheaper in the future. ____
- 10 The interviewee doesn't have time to talk any more because his train is about to arrive. ____

LISTENING 2

- 3  9.2 Listen and complete the sentences with words that you hear. 1 mark for each correct answer.
- 1 I hope I can _____ them, but I need to go in five minutes.
 - 2 And it was _____, because I don't think the quality of the service went up.
 - 3 A: And how much of your income is taken up by commuting?
B: I don't know _____.
 - 4 I earn a reasonably income, and have relatively few _____.
 - 5 It's always been like that, and I _____ that it will change in the near future.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the dialogue with the words and phrases from the box. You will not need all the words. 1 mark for each correct answer.

cash fines borrow bills debt lend credit card
--

- 1 Bob: Can I pay by _____?
 - 2 Waiter: Sorry, in _____ only.
 - 3 Bob: Oh dear. Hang on a minute. Er, Rita – can you _____ me any money?
 - 4 Rita: It's OK. I'll pay the _____.
- 5 Choose the correct words. 1 mark for each correct answer.
- 1 You can *save* / *pay* a lot of time if you don't check your email so often.
 - 2 Meral *lost* / *paid* a lot of money to her dentist, but it was worth it.
 - 3 I want to *earn* / *save* money for a new car.
 - 4 He never *pays* / *saves* attention in class.
 - 5 My sister *borrowed* / *lent* me some money to start up my own business.
 - 6 After my presentation, my friend *paid* / *lent* me a compliment and said it was very interesting.
- 6 Match the sentence beginnings to the sentence endings.
- 1 If you want to buy a new house,
 - 2 If you want to be rich,
 - 3 If you want to get a better job,
 - 4 If you wear expensive clothes,
 - 5 If I have money at the end of the week,
- a you need to work hard, every day.
 - b people will think you are rich.
 - c I will buy myself a new shirt.
 - d you have to save a lot of money.
 - e you should send your CV to lots of companies.

TOTAL ___ / 35


REVIEW TEST 10

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  10.1 Listen to the recording. Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 The podcast is about new computer games and software. ____
- 2 The reviewer thinks that some computer games can help you learn. ____
- 3 *Annie Pond and the Box of Time* is the same as any other action game. ____
- 4 You can finish this game very quickly. ____
- 5 Annie Pond is a character in the game. ____
- 6 The game gets easier, the more time you spend on it. ____
- 7 *Box of Time* is good for people who like brain exercises. ____
- 8 The program's images are not very good. ____
- 9 The game is good for people with different styles of thinking. ____
- 10 The reviewer thinks the game helped her become more intelligent. ____

2  10.1 Listen again and complete each sentence with one word or phrase you hear. 1 mark for each correct answer.

- 1 The reviewer thinks that if you don't like computer games, *Annie Pond and the Box of Time* will _____.
- 2 It is a _____ game, different from all the other games.
- 3 The main character in the game is a _____ teenage detective who solves crimes.
- 4 You need to _____ to the game as you play, and it will change the way you think.
- 5 The graphics in the game are _____.

LISTENING 2

3  10.2 Listen to the recording. Does the intonation go up ↑ or down ↓ at the end of each question? 1 mark for each correct answer.

- 1 Are computer games bad for us? _____
- 2 What can we do to make computer games more intelligent? _____
- 3 How can computer games keep our brains healthy and active? _____
- 4 What does it all mean? _____
- 5 Did it make me feel more intelligent? _____

LANGUAGE DEVELOPMENT (15 marks)

4 Complete the collocations with *mind* collocations. 1 mark for each correct answer.

1 A: Are you still going to Stockholm for the summer?

B: No. I've _____ my mind. I've just booked a week in Paris.

2 A: Hi! Oh, what a beautiful bunch of flowers! Who are they from?

B: Mind your own _____!

A: Hey! No need to be like that!

B: I was joking! But I still won't tell you who sent them!

3 A: Sorry I'm late, we were snowed in.

B: _____ mind. We started the meeting without you.

4 A: Charles, do you _____ something on your mind? You've been acting strangely all evening.

B: Oh Fiona! It's James. He called to say the deal's off. I'm so terribly sorry.

5 A: Shall we take this flight or the earlier one?

B: I don't care. But you should _____ up your mind soon or there'll be no seats left.

6 A: Don't forget – you have an exam next month, so you should study.

B: OK, yes. I'll _____ it in mind.

7 A: Excuse me, _____ you mind opening the window?

B: No, of course not.

8 A: I find it difficult to say what I really want to say.

B: I know. You really need to learn to _____ you mind.

5 Each sentence contains one spelling mistake. Correct the spelling mistakes. 1 mark for each correct answer.

1 The accident occured at 11:30 pm. _____

2 Some animals, like dogs or dolphins, are actually quite inteligent. _____

3 There is a new teory that computer games can help you learn. _____

4 Even ordnary minds are capable of doing amazing things. _____

5 We need to find a way to work more effisently. _____

6 I conducted a survey to detemine whether children really do learn languages more quickly than adults. _____

7 There have been many exprements on the human brain. _____

TOTAL ___ / 35

ADDITIONAL SPEAKING TASK 1

Do you like working with animals? Full-time work available over the busy summer season. The position involves feeding the animals, cleaning the animal enclosures and answering visitors' questions. Experience with animals would be an advantage.

Interviewers

Student A: Zoo general manager

You will interview the candidates together with the head zookeeper. You want to find out:

- why they want the job
- what experience they have in working with tourists
- what they think about zoos
- if they'd like a full-time position.

Student B: Head zookeeper

You will interview the candidates together with the general manager. You want to find out:

- what experience they have with animals
- what qualities they feel are important for the job
- if they would be interested in full-time work
- how well they speak English.

Interviewees

Student C

You have applied for a position at the local zoo in the summer holidays. You have little experience with animals, but did once feed your aunt's dog while she was away. You think that zoos are important for research and nature conservation, and would be interested in working full-time after your studies if you are unable to find an office job. Your English is quite good, and last year you worked as a tour guide in your hometown.

Student D

You have applied for a position at the local zoo in the summer holidays. Last year, you worked part-time at a safari park, although you left the job to continue your studies. When you were younger, you believed that all zoos should be closed down because they were an unnatural environment for animals. However, you now think that zoos are beneficial. You would like to work with animals following your studies. Your English is quite good, and you have many English friends.

MODEL LANGUAGE

Expressing obligation and giving suggestions

- You have to love animals to do this job.
- You must have experience of dealing with tourists.
- You should have a positive attitude towards zoos.
- You need to be polite to the visitors.
- You ought to have experience with animals.

Introducing examples

- I have experience working with animals. For example, I used to work at a safari park.
- I think zoos are important. For instance, they are useful for research and nature conservation.
- I think zoos can help endangered animals, such as the giant panda or the leopard.

Contrasting ideas

- Even though I don't have a lot of experience, I would love to do this job.
- I don't have much experience with animals. Yet, I do have experience of working with tourists.
- When I was younger, I didn't like zoos. However, I now think that they are very important.

ADDITIONAL SPEAKING TASK 2

Think of a tradition that is dying out in your country, or everywhere, and discuss these points.

- What are the reasons that this tradition is dying out?
- Should anything be done to preserve it?
- If yes, what? If no, why not?

MODEL LANGUAGE

Identifying cause and effect

Some traditions die out because of new ways of life.

More people are using the internet. That's why families can live further apart.

Now, due to developments in technology, people spend more time playing games on their phones.

But now we don't have to work so hard. The reason for this is that we have modern kitchens and supermarket food.

You can find any recipe you want on the internet. This means that many people don't need cookbooks anymore.

Taking turns in a discussion

What do you think?

I see your point, but ...

I totally agree.

I'm really not convinced.

I'm sorry to interrupt, but ...

You may be right but ...

Phrases with *that* to introduce an opinion or idea

I've heard that ...

Everyone knows that ...

It's a well-known fact that ...

I doubt that ...

I strongly believe that ...

ADDITIONAL SPEAKING TASK 3

The new education secretary has said that schools are not doing enough to prepare students for the workplace. She has suggested stopping the teaching of History after the age of 12 and replacing it with more useful subjects, such as IT or Business Studies.

Student A

You believe that there is no point in teaching History. It should be left for universities to offer to students who wish to follow an academic career. You think that pupils should be encouraged to learn more vocational skills that reflect the needs of industry. If children really want to learn about the past, they can find all the information they could ever need online.

Student B

You are a History teacher and are passionate about your subject. You believe that History is about far more than studying the past. It helps children understand why their country is the way it is, as well as teaching them about other cultures. Studying History also teaches children the difference between facts and opinions, and cause and effect. These skills are important in the workplace.

Student C

You are pleased that, under the new scheme, pupils will still be required to study History until the age of 12. However, you think that children should be free to decide whether or not they should study History beyond that age. Teaching this subject should not be stopped, but it should not be compulsory after the age of 12.

MODEL LANGUAGE

Showing that you are paying attention

I see.

What do you think?

Yes, you're right.

Yes. I know what you mean.

That's a good idea.

Yes, exactly.

Using relative clauses

This is not a subject which many children are interested in.

History can teach you many skills which are useful for your later career.

Sequencing words and phrases

Children can learn about their country. Meanwhile, they can also learn about the difference between facts and opinions, and the importance of cause and effect.

If children study History, then eventually, they will develop a lot of useful skills.

During my time at school, I never studied much History.

ADDITIONAL SPEAKING TASK 4

You have been asked to give your opinion about a new law which will encourage car sharing. This will involve more than one family regularly using the same car, encouraging people to take more passengers, or both. The more people in one car, the less road tax the driver will have to pay.

Student A

You are a self-employed plumber. You rely on your van for work, and have a car for personal use. You think that road tax should be cheaper for people who regularly drive to work with passengers, but people should not be penalized if they drive a vehicle not suitable for taking passengers.

Student B

You sell cars. You think that car sharing is not a good idea. People should be free to drive alone if they want. You are prepared to accept higher road taxes for a second car bought only for personal use.

Student C

You are an environmental activist. You believe that road taxes on all cars should be doubled, and that cars should never be used if they carry fewer than three people (unless in emergencies). You would use the money raised through increased taxes to develop a better public transport system.

Student D

You are a student. You regularly share your car with other students, and could not afford to run it without the shared petrol money. You know that it is possible to share cars, and think that other drivers should be encouraged to do this.

MODEL LANGUAGE

Comparing things

The road tax will be a lot more than I expected.

This is by far the best idea.

This would be considerably more difficult.

Cars are much more comfortable than public transport.

Sharing a car is definitely more practical in a big city than in the country.

Proposing ideas

I think it would be safer if ...

In my opinion, we should ...

I'd like it if ...

(They) ought to ...

The best thing would be if ...

I think it would be much better if ...

(They) should ...

I'd like to see more ...

I'd suggest ...

Expanding on an idea

I don't think the government should do anything about it.

Personally, I ...

This is because ...

From my own experience, ...

The best thing would be to ...

The reason for this is ...

ADDITIONAL SPEAKING TASK 5

The *Love Food, Hate Waste* campaign was launched in 2007 to highlight the problem of food waste in the UK, first identified as a serious problem in 1915. A major source of food waste in the UK is the 6,700,000 tonnes of potatoes, bread, apples and other foodstuffs thrown away by households. Discuss the advantages and disadvantages of these suggestions as to how to reduce household waste, and decide which ones should be pursued.

- Banning *best before* dates.
- Stopping supermarkets selling 'two-for-one' offers.
- Creating new food-packaging sizes.
- Encouraging people to donate unwanted food to food banks.
- Encouraging people to learn to cook more effectively.

MODEL LANGUAGE

Modals to express opinions

Banning *best before* dates is a good idea.

This might be a good solution.

This could be effective.

Supermarkets will not be happy with this solution.

Linking ideas

To begin with, I think supermarkets should ...

On the other hand, we should think about ...

I don't think we waste as much food in comparison with the UK.

As well as that, we should think about ...

Overall, we need to find a solution to ...

Talking about advantages

In my opinion, there are many pros.

Personally, I think that this would have a negative effect.

The good thing about this is that ...

The main benefit of this is that ...

There are many cons of doing this.

The main drawback of this is that ...

ADDITIONAL SPEAKING TASK 6

Many people would like to be healthier and fitter, but never have time to do enough sport or eat properly. Diets come and go; new fitness fashions become very popular and then disappear overnight.

Prepare a new fitness programme:

- include tips on good nutrition
- make it easy to follow
- focus on sports and exercises that everyone can do with minimal equipment and without needing to join a gym
- consider how affordable your ideas are and how easily available the food that you recommend is
- consider the other factors that prevent people from keeping fit
- develop your programme with the needs of an office worker with little free time in mind.

MODEL LANGUAGE

Referring to common knowledge

Everyone knows that ...

We all know that ...

Most people think that ...

There is no doubt that ...

There is no question that ...

Talking about preferences

I'd prefer to exercise and eat well than be unhealthy.

Most people would rather go out and have a pizza with friends than spend time in the gym.

Using imperatives to persuade

Try our new fitness programme.

Buy one, get one free.

Hurry and book (a ticket) now.

Don't forget that our ...

Join our courses before it's too late!

ADDITIONAL SPEAKING TASK 7

You are researchers working for a new TV series about technology. You have been asked to prepare a programme called *Inventions: The top 10*. Your job is to make a list of inventions which could be included on this list. These should be the most important inventions created in the last 100 years. These are inventions that it would be impossible to imagine life without. You should put the inventions in the order of importance (1 = most important) and be prepared to give reasons for your choices.

Prepare a two-minute presentation of your ideas.

MODEL LANGUAGE

Passive verb forms

... was discovered in ...

... was invented in ...

... was brought to ... from ...

... was first made in ...

Outlining a topic

I would like to present ...

I'm going to briefly talk about ...

I'd like to start by ... / First, I am going to talk about ...

We will then ... / Then, I will explain how ...

Organizing ideas

Now, I'd like to mention ...

In the next part of this presentation, I will discuss ...

Explaining how something is used

It allows us to ...

It helps people to ...

It's useful for ...

It makes it easy to ...

Without ..., we wouldn't be able to ...

ADDITIONAL SPEAKING TASK 8

<p>Student A: Robin Soft You are a TV journalist with a gentle approach to interviews. You know little about fashion, and prefer to focus on your interviewees' personal lives. Whenever your interviewees try to talk about fashion, do what you can to get them to talk about something else. Include questions about:</p> <ul style="list-style-type: none"> • their favourite colours • how they get their ideas • what they do to relax. 	<p>Student C: A talented, but unknown, fashion designer You are a talented designer but not very well-known. You see this interview as an excellent opportunity to talk about your work. If all goes well during the interview, you could become more famous. Take every opportunity to tell viewers how good your designs are, and how much happier their lives would be if they wore your clothes.</p>
<p>Student B: Jamie Strong You are a journalist with a tough approach to interviews. You research your subjects thoroughly and have strong views on fashion. You think student C could be successful but is too lazy. You think student D is not as talented as people think and doesn't deserve success. Try to keep the interview focused on fashion and away from the interviewees' personal lives. Include questions about:</p> <ul style="list-style-type: none"> • their work • the clothes they are wearing today • how fashion has changed over the years • the future of fashion. 	<p>Student D: A famous fashion designer You are a well-known fashion designer, but have not had a new idea in years. Your clothes are still popular because you sell them cheaply to retailers, but you know your best days are behind you. Try to keep the programme focused on you as a well-known 'name' rather than your work as a fashion designer. If the interviewers ask too many questions about fashion, the viewers may think Student C is more talented than you.</p>

MODEL LANGUAGE

Asking for opinions

Can you tell me where you get your ideas from?

How did you feel about ... ?

Do you think that ... ?

Many reviewers describe your style as 'traditional chic'. Would you agree with this?

What do you think is the best way to ... ?

Would you say that ... ?

You should look your best. Don't you agree?

Checking information

And what do you think Muslim fashion is?

So are you saying that ... ?

As I understand it, your designs are popular outside the US, is that right?

Do you mean that ... ?

Focusing on the information coming next

The thing is that ...

Let me give you an example ...

As far as I'm concerned, ...

My feeling is this ...

What I think is that ...

Another thing is that ...

ADDITIONAL SPEAKING TASK 9

You are taking part in a debate on how to raise new taxes. The debate focuses on these questions.

How can the government ...

- find new sources of income?
- find ways of saving money?
- be careful not to upset the general population?
- avoid cutting back on essential public services, like schools or hospitals?
- still be popular?

MODEL LANGUAGE

Conditional sentences

If people have a lot of money, they are happier.

If you raise taxes on food, then everyone will notice.

Signalling an opposing point of view

I understand that raising taxes on food will be unpopular. However, ...

I can see your point, but ...

Asking someone to explain more

Why do you disagree with ... ?

Can you explain why ... ?

But what if ... ?

Why do you think that ... ?

What makes you say that ... ?

But why shouldn't we ... ?

ADDITIONAL SPEAKING TASK 10

Work in groups of 3: A, B and C. Student A should give their opinion about one of the three topics below, and talk uninterrupted for up to two minutes. Student B should then paraphrase what A has said, and then add their own views on the topic. C should then paraphrase what B has said, and then should also give their own opinion. If you have time, you could also choose a second topic and repeat the procedure with student B starting, and a third topic with student C speaking first.

Discussion topics

- Brains are more important than beauty.
- Computer games are good for the mind.
- Intelligence isn't the most important thing for success.
- Eating good food can keep the brain healthy.
- Brain-training exercises.
- The importance of sleep.
- Exercising improves your thinking skills.
- Can music improve your brain power?

MODEL LANGUAGE

Paraphrasing

In other words ...

To put it another way ...

That is ...

Phrases with *there*

There is evidence that ...

There have been ...

There are many ways in which ...

Asking for advice

What advice do you have for ... ?

So what can we do to ... ?

What do you suggest for this?

Do you think we ought to ... ?

What should we do when ... ?

Giving advice

You should/ought to ...

It might be a good idea to ...

ACKNOWLEDGEMENTS

Author acknowledgements

Many thanks to Andrew Reid for his excellent feedback and editorial work. Special thanks to Kate Hansford at CUP for overseeing the project and for her patience and support. Thanks to Carmen Konzett for her love, friendship and for always being ready to discuss language teaching. Thanks also to Felix Konzett for all the smiles and laughter and to Connor and Lauren Burnett for the beautiful drawings that brighten up my study.

Matt Firth

Publisher acknowledgements

The publishers are extremely grateful to the following people and their students for reviewing and trialling this course during its development. The course has benefited hugely from your insightful comments, advice and feedback.

Mr M.K. Adjibade, King Saud University, Saudi Arabia; Canan Aktug, Bursa Technical University, Turkey; Olwyn Alexander, Heriot Watt University, UK; Harika Altug, Bogazici University, Turkey; Laila Al-Qadhi, Kuwait University, Kuwait; Tahani Al-Taha, University of Dubai, UAE; Valerie Anisy, Damman University, Saudi Arabia; Anwar Al-Fetlawi, University of Sharjah, UAE; Ozlem Atalay, Middle East Technical University, Turkey; Seda Merter Ataygul, Bursa Technical University, Turkey; Kwab Asare, University of Westminster, UK; Erdogan Bada, Cukurova University, Turkey; Cem Balcikanli, Gazi University, Turkey; Gaye Bayri, Anadolu University, Turkey; Meher Ben Lakhdar, Sohar University, Oman; Emma Biss, Girne American University, UK; Dogan Bulut, Meliksah University, Turkey; Sinem Bur, TED University, Turkey; Alison Chisholm, University of Sussex, UK; Dr. Panidnad Chulerk, Rangsit University, Thailand; Sedat Cilingir, Bilgi University, Istanbul, Turkey; Sarah Clark, Nottingham Trent International College, UK; Elaine Cockerham, Higher College of Technology, Muscat, Oman; Asli Derin, Bilgi University, Turkey; Steven Douglass, University of Sunderland, UK; Jacqueline Einer, Sabanci University, Turkey; Basak Erel, Anadolu University, Turkey; Hande Lena Erol, Piri Reis Maritime University, Turkey; Gulseren Eyuboglu, Ozyegin University, Turkey; Sam Fenwick, Sohar University, Oman; Peter Frey, International House, Doha, Qatar; Muge Gencer, Kemerburgaz University, Turkey; Dr. Majid Gharawi and colleagues at the English Language Centre, Jazan University, Saudi Arabia; Jeff Gibbons, King Fahed University of Petroleum and Minerals, Saudi Arabia; Maxine Gilway, Bristol University, UK; Dr Christina Gitsaki, HCT, Dubai Men's College, UAE; Neil Harris, Swansea University, UK; Vicki Hayden, College of the North Atlantic, Qatar; Joud Jabri-Pickett, United Arab Emirates University, Al Ain, UAE; Ajarn Naratip Sharp Jindapitak, Prince of Songkla University, Hatyai, Thailand; Aysel Kilic, Anadolu University, Turkey; Ali Kimav, Anadolu University, Turkey; Bahar Kiziltunali, Izmir University of Economics, Turkey; Kamil Koc, Ozel Kasimoglu Coskun Lisesi, Turkey; Ipek Korman-Tezcan, Yeditepe University, Turkey; Philip Lodge, Dubai Men's College, UAE; Iain Mackie, Al Rowdah University, Abu Dhabi, UAE; Katherine Mansfield, University of Westminster, UK; Kassim Mastan, King Saud University, Saudi Arabia; Elspeth McConnell, Newham College, UK; Lauriel Mehdi, American University of Sharjah, UAE; Dorando Mirkin-Dick, Bell International Institute, UK; Dr Sita Musigrungsri, Prince of Songkla University, Hatyai, Thailand; Mark Neville, Al Hosn University, Abu Dhabi, UAE; Shirley Norton, London School of English, UK; James Openshaw, British Study Centres, UK; Hale Ottolini, Mugla Sittki Kocman University, Turkey; David Palmer, University of Dubai, UAE; Michael Pazinas, United Arab Emirates University, UAE; Troy Priest, Zayed University, UAE; Alison Ramage Patterson, Jeddah, Saudi Arabia; Paul Rogers, Qatar Skills Academy, Qatar; Josh Round, Saint George International, UK; Harika Saglicak, Bogazici University, Turkey; Asli Saracoglu, Isik University, Turkey;

Neil Sarkar, Ealing, Hammersmith and West London College, UK; Nancy Shepherd, Bahrain University, Bahrain; Jonathan Smith, Sabanci University, Turkey; Peter Smith, United Arab Emirates University, UAE; Adem Soruc, Fatih University Istanbul, Turkey; Dr Peter Stanfield, HCT, Madinat Zayed & Ruwais Colleges, UAE; Maria Agata Szczerbik, United Arab Emirates University, Al Ain, UAE; Burcu Tezcan-Unal, Bilgi University, Turkey; Scott Thornbury, The New School, New York, USA; Dr Nakonthep Tipayasuparat, Rangsit University, Thailand; Susan Toth, HCT, Dubai Men's Campus, Dubai, UAE; Melin Unal, Ege University, Izmir, Turkey; Aylin Unaldi, Bogazici University, Turkey; Colleen Wackrow, Princess Nourah bint Abdulrahman University, Riyadh, Saudi Arabia; Gordon Watts, Study Group, Brighton UK; Po Leng Wendelkin, INTO at University of East Anglia, UK; Halime Yildiz, Bilkent University, Ankara, Turkey; Ferhat Yilmaz, Kahramanmaras Sutcu Imam University, Turkey.

Special thanks to Peter Lucantoni for sharing his expertise, both pedagogical and cultural.

Special thanks also to Michael Pazinas for writing the Research projects which feature at the end of every unit. Michael has first-hand experience of teaching in and developing materials for the paperless classroom. He has worked in Greece, the Middle East and the UK. Prior to his current position as Curriculum and Assessment Coordinator for the Foundation Program at the United Arab Emirates University he was an English teacher for the British Council, the University of Exeter and several private language institutes. Michael is also a graphic designer, involved in instructional design and educational eBook development. His main interests lie in using mobile technology together with attractive visual design, animation and interactivity. He is an advocate of challenge-based language learning.

Text and Photo acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

p.8:(1) © Eric Limon/Shutterstock; p.8: (2) © szefai/Shutterstock; p.8: (3) © Steven Vidler/Eurasia Press/Corbis.

All video stills by kind permission of © Discovery Communication, LLC 2014

Dictionary

Cambridge dictionaries are the world's most widely used dictionaries for learners of English. Available at three levels (Cambridge Essential English Dictionary, Cambridge Learner's Dictionary and Cambridge Advanced Learner's Dictionary), they provide easy-to-understand definitions, example sentences, and help in avoiding typical mistakes. The dictionaries are also available online at dictionary.cambridge.org. © Cambridge University Press, reproduced with permission.

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a multi-billion word computer database of contemporary spoken and written English. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with Cambridge English Language Assessment. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

Typeset by Integra.

UNLOCK

READING & WRITING SKILLS
TEACHER'S BOOK

3

Matt Firth

B1

English
Profile

WITH
DVD

UNLOCK

READING & WRITING SKILLS

3

Matt Firth

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107614048

© Cambridge University Press 2014

Content and images which are © Discovery Communications, LLC are reproduced here under license.

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-61526-7 Reading and Writing 3 Student's Book with Online Workbook

ISBN 978-1-107-61404-8 Reading and Writing 3 Teacher's Book with DVD

ISBN 978-1-107-68728-8 Listening and Speaking 3 Student's Book with Online Workbook

ISBN 978-1-107-68154-5 Listening and Speaking 3 Teacher's Book with DVD

Additional resources for this publication at www.cambridge.org/unlock

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

It is normally necessary for written permission for copying to be obtained in advance from a publisher. The worksheets, role play cards, tests, and tapescripts at the back of this book are designed to be copied and distributed in class.

The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages that carry the wording '© Cambridge University Press' may be copied.

CONTENTS

Introduction	4
Teaching tips	9
UNIT 1 Animals	12
UNIT 2 Customs and traditions	22
UNIT 3 History	30
UNIT 4 Transport	39
UNIT 5 Environment	47
UNIT 6 Health and fitness	54
UNIT 7 Discovery and invention	63
UNIT 8 Fashion	71
UNIT 9 Economics	78
UNIT 10 The brain	85
Review tests answer key	93
Review tests	97
Model answers and additional writing tasks	133
Acknowledgements	143

UNLOCK UNIT STRUCTURE

The units in *Unlock Reading & Writing Skills* are carefully scaffolded so that students are taken step-by-step through the writing process.

UNLOCK YOUR KNOWLEDGE

Encourages discussion around the theme of the unit with inspiration from interesting questions and striking visuals.

WATCH AND LISTEN

Features an engaging and motivating *Discovery Education™* video which generates interest in the topic.

READING 1

Practises the reading skills required to understand academic texts as well as the vocabulary needed to comprehend the text itself.

READING 2

Presents a second text which provides a different angle on the topic in a different genre. It is a model text for the writing task.

LANGUAGE DEVELOPMENT

Practises the vocabulary and grammar from the Readings in preparation for the writing task.

CRITICAL THINKING

Contains brainstorming, evaluative and analytical tasks as preparation for the writing task.

GRAMMAR FOR WRITING

Presents and practises grammatical structures and features needed for the writing task.

ACADEMIC WRITING SKILLS

Practises all the writing skills needed for the writing task.

WRITING TASK

Uses the skills and language learnt over the course of the unit to draft and edit the writing task. Requires students to produce a piece of academic writing. Checklists help learners to edit their work.

OBJECTIVES REVIEW

Allows students to assess how well they have mastered the skills covered in the unit.

WORDLIST

Includes the key vocabulary from the unit.

This is the unit's main learning objective. It gives learners the opportunity to use all the language and skills they have learnt in the unit.

UNLOCK MOTIVATION

UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 Is it better to see animals in a zoo or in the wild? Why?
- 2 Are there more wild animals in your country now or were there more in the past? Why?
- 3 Why do people keep domestic animals in their homes?
- 4 What things do we need animals for?
- 5 Which animals do you think are going to die out in the near future?
- 6 Can we live without animals?

PERSONALIZE

Unlock encourages students to bring their own knowledge, experiences and opinions to the topics. This motivates students to relate the topics to their own contexts.

Discovery
EDUCATION



DISCOVERY EDUCATION™ VIDEO

Thought-provoking videos from *Discovery Education™* are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

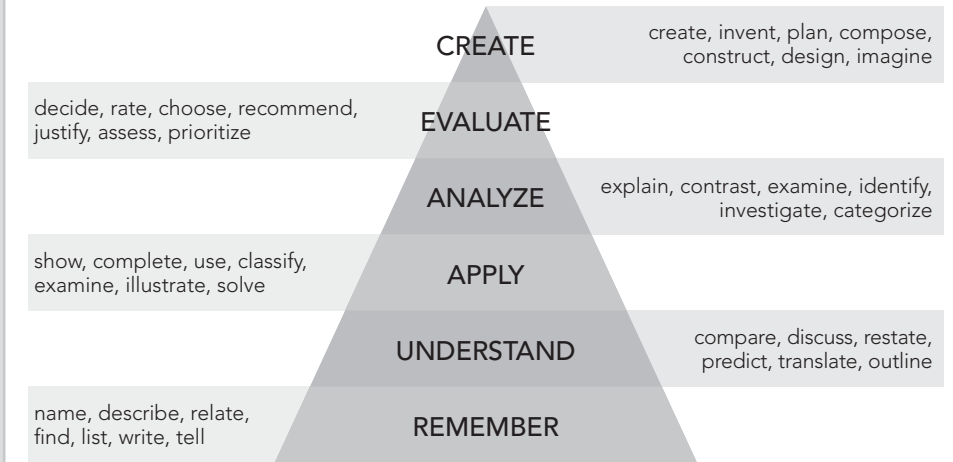
“ The video was excellent! It helped with raising students’ interest in the topic. It was well-structured and the language level was appropriate.

Maria Agata Szczerbik,
United Arab Emirates University,
Al-Ain, UAE

”

UNLOCK CRITICAL THINKING

BLOOM'S TAXONOMY



“ The Critical thinking sections present a difficult area in an engaging and accessible way.

Shirley Norton,
London School of
English, UK ”

BLOOM'S TAXONOMY

The Critical Thinking sections in *Unlock* are based on Benjamin Bloom's classification of learning objectives. This ensures learners develop their **lower- and higher-order thinking skills**, ranging from demonstrating **knowledge and understanding** to in-depth **evaluation**.

The margin headings in the Critical Thinking sections highlight the exercises which develop Bloom's concepts.

LEARN TO THINK

Learners engage in **evaluative and analytical tasks** that are designed to ensure they do all of the thinking and information-gathering required for the end-of-unit writing task.

CRITICAL THINKING

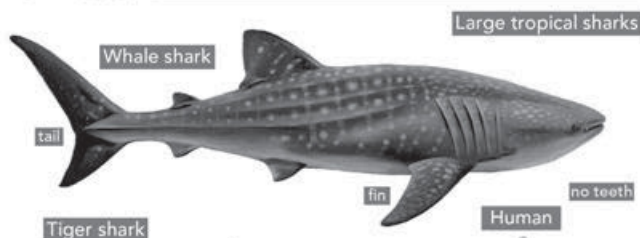
Organizing information

Organizing information from a diagram is an important critical thinking skill.

ANALYZE

1 Look at the diagram of the two sharks and the boxes in Exercise 2. Write a sentence for each feature to explain how the sharks are similar or different.


- 1 Size: _____
- 2 Colour: _____
- 3 Skin pattern: _____
- 4 Mouth: _____
- 5 Fins and tail: _____

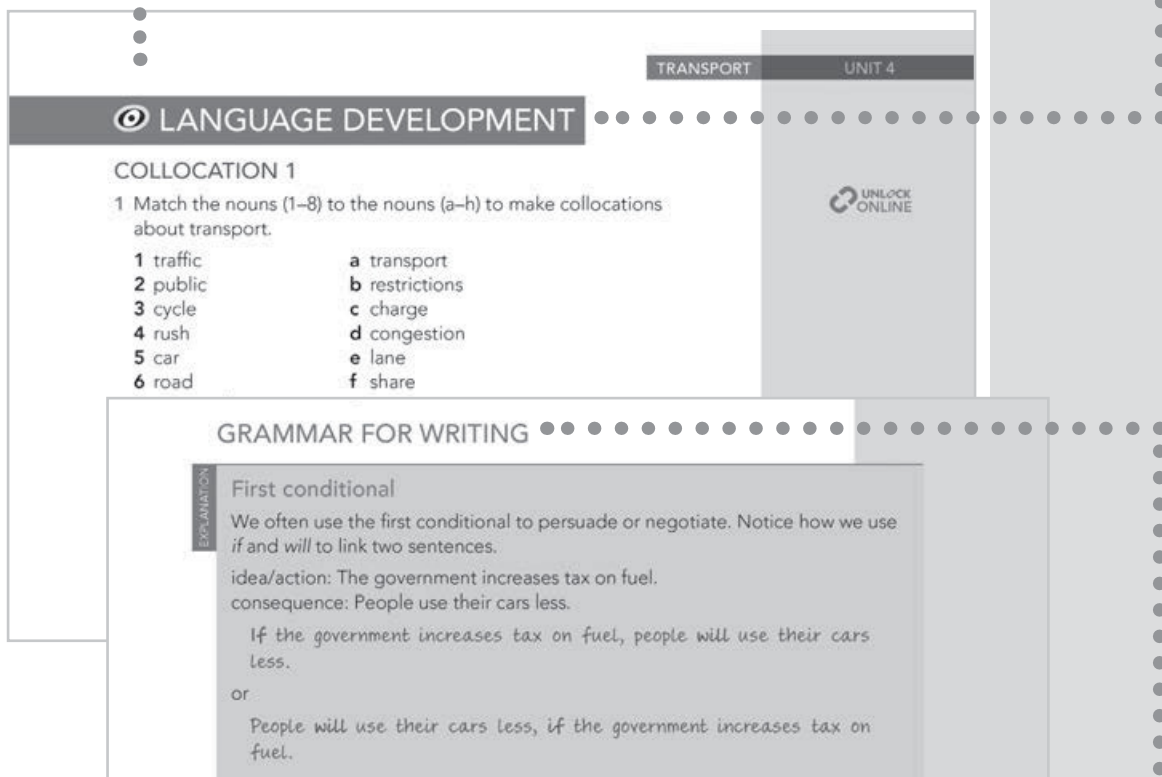


THE CAMBRIDGE LEARNER CORPUS

The **Cambridge Learner Corpus** is a bank of official Cambridge English exam papers. Our exclusive access means we can use the corpus to carry out unique research and identify the most common errors learners make. That information is used to ensure the *Unlock* syllabus teaches the most **relevant language**.

THE WORDS YOU NEED

Language Development sections provide vocabulary and grammar building tasks that are further practised in the  Workbook. The glossary and end-of-unit wordlists provide definitions, pronunciation and handy summaries of all the key vocabulary.



The screenshot shows a digital interface for 'LANGUAGE DEVELOPMENT' and 'GRAMMAR FOR WRITING'. The 'LANGUAGE DEVELOPMENT' section is titled 'COLLOCATION 1' and contains a matching exercise about transport. The 'GRAMMAR FOR WRITING' section is titled 'First conditional' and includes an explanation and examples of sentence structures.

TRANSPORT UNIT 4

LANGUAGE DEVELOPMENT

COLLOCATION 1

1 Match the nouns (1–8) to the nouns (a–h) to make collocations about transport.

1 traffic	a transport
2 public	b restrictions
3 cycle	c charge
4 rush	d congestion
5 car	e lane
6 road	f share

GRAMMAR FOR WRITING

EXPLANATION First conditional

We often use the first conditional to persuade or negotiate. Notice how we use *if* and *will* to link two sentences.

idea/action: The government increases tax on fuel.
consequence: People use their cars less.

If the government increases tax on fuel, people will use their cars less.

or

People will use their cars less, if the government increases tax on fuel.

ACADEMIC LANGUAGE

Unique research using the **Cambridge English Corpus** has been carried out into academic language, in order to provide learners with relevant, academic vocabulary from the start (CEFR A1 and above). This addresses a gap in current academic vocabulary mapping and ensures learners are presented with carefully selected words they will find essential during their studies.

GRAMMAR FOR WRITING

The grammar syllabus is carefully designed to help learners become good writers of English. There is a strong focus on sentence structure, word agreement and referencing, which are important for **coherent** and **organized** academic writing.

“ The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary.

Colleen Wackrow,
Princess Nourah Bint Abdulrahman University, Al-Riyadh, Kingdom of Saudi Arabia

UNLOCK SOLUTIONS

FLEXIBLE

Unlock is available in a range of print and digital components, so teachers can mix and match according to their requirements.

UNLOCK ONLINE WORKBOOKS

The **UNLOCK ONLINE** Workbooks are accessed via activation codes packaged with the Student's Books. These **easy-to-use** workbooks provide interactive exercises, games, tasks, and further practice of the language and skills from the Student's Books in the Cambridge LMS, an engaging and modern learning environment.



CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)

The Cambridge LMS provides teachers with the ability to track learner progress and save valuable time thanks to automated marking functionality. Blogs, forums and other tools are also available to facilitate communication between students and teachers.

UNLOCK EBOOKS

The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education™* videos embedded, the eBooks provide a great alternative to the printed materials.



1 Using video in the classroom

The *Watch and listen* sections in *Unlock* are based on documentary-style videos from Discovery Education™. Each one provides a fresh angle on the unit topic and a stimulating lead-in to the unit.

There are many different ways of using the video in class. For example, you could use the video for free note-taking practice and ask learners to compare their notes to the video script; or you could ask learners to reconstruct the voiceover or record their own commentary to the video. Try not to interrupt the first viewing of a new video, you can go back and watch sections again or explain things for struggling learners. You can also watch with the subtitles turned on when the learners have done all the listening comprehension work required of them.

See also: Goldstein, B. and Driver, P. (2014) *Language Learning with Digital Video* Cambridge University Press and the *Unlock* website www.cambridge.org/unlock for more ideas on using video in the classroom.

2 Teaching reading skills

Learners who aim to study at university will need to be comfortable dealing with long, complex texts. The reading texts in *Unlock Reading & Writing Skills* provide learners with practice obtaining meaning quickly from extensive texts. Discourage your learners from reading every word of a text line-by-line and instead focus on skimming and scanning:

- Skimming – help promote quick and efficient reading. Ask learners to pass quickly over the text to get the basic gist, an awareness of the organization of the text and the tone and intention of the writer.
- Scanning – help learners locate key data and reject irrelevant information in a text. Ask learners to run their eyes up, down and diagonally (from left to right) across the text looking for clusters of important words. Search for names, places, people, dates, quantities, lists of nouns and compound adjectives.

The reading texts in *Unlock Reading & Writing Skills* demonstrate different genres such as academic text, magazine article or learner essay.

The *Reading between the lines* sections make learners aware of the different conventions of each genre. Understanding text genre should help prepare learners for the kind of content to expect in the text they are going to read. Ask learners to use *Reading 2* as a writing frame to plan their sentences, paragraphs and essays for the *Writing task*.

3 Managing discussions in the classroom

There are opportunities for discussion throughout *Unlock Reading & Writing Skills*. The photographs and the *Unlock your knowledge* boxes on the first page of each unit provide the first discussion opportunity. Learners could be asked to guess what is happening in the photographs or predict what is going to happen, for example. Learners could investigate the *Unlock your knowledge* questions for homework in preparation for the lesson.

Throughout the rest of the unit, the heading *Discussion* indicates a set of questions which can be an opportunity for free speaking practice. Learners can use these questions to develop their ideas about the topic and gain confidence in the arguments they will put forward in the *Writing task*.

To maximise speaking practice, learners could complete the discussion sections in pairs. Monitor each pair to check they can find enough to say and help where necessary. Encourage learners to minimise their use of their own language and make notes of any error correction and feedback after the learners have finished speaking.

An alternative approach might be to ask learners to role-play discussions in the character of one of the people in the unit. This may free the learners from the responsibility to provide the correct answer and allow them to see an argument from another perspective.

4 Teaching writing skills

Learners work towards the *Writing task* throughout the unit by learning vocabulary and grammar relevant for the *Writing task*, and then by reading about the key issues involved in the topic. Learners gather, organise and evaluate this information in the *Critical thinking* section and use it to prepare the *Writing task*. By the time

learners come to attempt the *Writing task*, they have done all the thinking required to be able to write. They can do the *Writing task* during class time or for homework. If your learners require exam practice, set the writing task as a timed test with a minimum word count which is similar to the exam the learners are training for and do the writing task in exam conditions. Alternatively, allow learners to work together in the class to do the writing task and then set the *Additional writing task* (see below) in the Teacher's Book as homework.

Task and Language Checklists

Encourage your learners to edit their written work by referring to the *Task checklist* and *Language checklist* at the end of the unit.

Model answers

The model answers in the Teacher's Book can be used in a number of ways:

- Photocopy the *Writing task* model answer and hand this to your learners when you feedback on their writing task. You can highlight useful areas of language and discourse structure to help the learners compose a second draft or write a response to the additional writing tasks.
- Use the model answer as a teaching aid in class. Photocopy the answer and cut it up into paragraphs, sentences or lines then ask learners to order it correctly.
- Use a marker pen to delete academic vocabulary, key words or functional grammar. Ask learners to replace the missing words or phrases. Learners can test each other by gapping their own model answers which they swap with their partner.

Additional writing tasks

There are ten *Additional writing tasks* in the Teacher's Book, one for each unit. These provide another opportunity to practice the skills and language learnt in the unit. They can be handed out to learners or carried out on the Online Workbook.

5 Teaching vocabulary

The *Wordlist* at the end of each unit includes topic vocabulary and academic vocabulary. There are many ways that you can work with the vocabulary. During the early units, encourage the learners to learn the new words by setting regular review tests. You could ask the learners to

choose e.g. five words from the unit vocabulary to learn. You could later test your learners' use of the words by asking them to write a short paragraph incorporating the words they have learned.

Use the end-of-unit *Wordlists* and the *Glossary* at the back of the book to give extra spelling practice. Set spelling tests at the end of every unit or dictate sets of words from the glossary which follow spelling patterns or contain common diagraphs (like *th, ch, sh, ph, wh*) or prefixes and suffixes (like *al-, in-, -tion, -ful*). You could also dictate a definition from the Glossary in English or provide the words in your learner's own language to make spelling tests more challenging.


6 Using the Research projects with your class

There is an opportunity for students to investigate and explore the unit topic further in the *Research projects* which feature at the end of each unit in the Teacher's Books. These are optional activities which will allow your learners to work in groups (or individually) to discover more about a particular aspect of the topic, carry out a problem-solving activity or engage in a task which takes their learning outside the classroom.

Learners can make use of the Cambridge LMS tools to share their work with the teacher or with the class as a whole. See section 5 above and section 8 on page 11 for more ideas.

7 Using UNLOCK digital components: Online workbook and the Cambridge Learning Management System (LMS)

The Online Workbook provides:

- additional practice of the key skills and language covered in the Student's Book through interactive exercises. The  symbol next to a section or activity in the Student's Book means that there is additional practice of that language or skill in the Online Workbook. These exercises are ideal as homework.
- End-of-unit *Writing tasks* and *Additional writing tasks* from the Teacher's Books. You can ask your learners to carry out both *writing tasks* in the Writing tool in the Online Workbook for homework. Then you can mark their written work and feed back to your learners online.
- a gradebook which allows you to track your learners' progress throughout the course. This can help structure a one-to-one review

with the learner or be used as a record of learning. You can also use this to help you decide what to review in class.

- games for vocabulary and language practice which are not scored in the gradebook.

The Cambridge LMS provides the following tools:

- Blogs

The class blog can be used for free writing practice to consolidate learning and share ideas. For example, you could ask each learner to post a description of their holiday (or another event linked to a topic covered in class). You could ask them to read and comment on two other learners' posts.

- Forums

The forums can be used for discussions. You could post a discussion question (taken from the next lesson) and encourage learners to post their thoughts on the question for homework.

- Wikis

In each class there is a Wiki. You can set up pages within this. The wikis are ideal for whole class project work. You can use the wiki to practice process writing and to train the students to redraft and proof-read. Try not to correct students online. Take note of common errors and use these to create a fun activity to review the language in class. See www.cambridge.org/unlock for more ideas on using these tools with your class.

How to access the Cambridge LMS and setup classes

Go to www.cambridge.org/unlock for more information for teachers on accessing and using the Cambridge LMS and Online Workbooks.

8 Using *Unlock* interactive eBooks

Unlock Reading & Writing Skills Student's Books are available as fully interactive eBooks. The content of the printed Student's book and the Student's eBook is the same. However, there will be a number of differences in the way some content appears.

If you are using the interactive eBooks on tablet devices in the classroom, you may want to

consider how this affects your class structure. For example, your learners will be able to independently access the video and audio content via the eBook. This means learners could do video activities at home and class time could be optimised on discussion activities and other productive tasks. Learners can compare their responses to the answer key in their eBooks which means the teacher may need to spend less time on checking answers with the whole class, leaving more time to monitor learner progress and help individual learners.

9 Using mobile technology in the language learning classroom

By Michael Pazinas, Curriculum and assessment coordinator for the Foundation Program at the United Arab Emirates University.

The presiding learning paradigm for mobile technology in the language classroom should be to create as many meaningful learning opportunities as possible for its users. What should be at the core of this thinking is that while modern mobile technology can be a 21st century 'super-toolbox', it should be there to support a larger learning strategy. Physical and virtual learning spaces, content and pedagogy all need to be factored in before deciding on delivery and ultimately the technological tools needed.

It is with these factors in mind, that the research projects featured in this Teacher's Book aim to add elements of hands-on inquiry, collaboration, critical thinking and analysis. They have real challenges, which learners have to research and find solutions for. In an ideal world, they can become tangible, important solutions. While they are designed with groups in mind, there is nothing to stop them being used with individuals. They can be fully enriching experiences, used as starting points or simply ideas to be adapted and streamlined. When used in these ways, learner devices can become research libraries, film, art and music studios, podcast stations, marketing offices and blog creation tools.

Michael has first-hand experience of developing materials for the paperless classroom. He is the author of the Research projects which feature in the Teacher's Books.

1

ANIMALS

Learning objectives

Before you start the Unlock your knowledge section, ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.

- 5 Endangered animals include the blue whale, the giant panda, the great white shark and the white rhinoceros. Do not spend too much time on this question as it will be discussed in greater detail later in the unit.
- 6 A world without animals is unimaginable. The consequences for the global ecosystems, economies and societies would be severe, in many cases catastrophic.

UNLOCK YOUR KNOWLEDGE

Lead-in

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

Learners discuss the questions in pairs. If you have a class with different nationalities, ask them to work with someone from a different region or country. If time is short, ask the learners to choose the 3 or 4 questions they find most interesting. Allow 3–5 minutes for discussion and then invite feedback from the class. Raise your hand to indicate when you would like the discussion to stop. This will allow the learners time to finish off their sentences and is less abrupt than simply asking them to stop talking. When the class is silent, ask for a summary of one pair's discussion of question 1. Invite comment from the class. Continue through to question 6. Keep the discussions brief.

Possible answers

- 1 Many people think it is better to see animals in the wild because they can then be appreciated in their natural habitat. However, seeing animals in a zoo means that people who cannot travel can still see animals from other parts of the world.
- 2 Answers will vary.
- 3 People keep domestic animals for companionship; some research has suggested that stroking a cat can reduce stress; dogs can help owners feel more secure when walking or living alone; pets can help children develop a sense of responsibility.
- 4 Many regions rely on animals for heavy work, such as pulling ploughs or transporting goods or people. Animals can provide materials such as wool, suede and leather. Animals also provide meat and dairy produce, such as milk and cheese.

Optional activity

As a follow-up activity, have the pairs/groups research their answers to questions 2 and 5 online to see to what extent their suggestions are correct. They could also research question 4 to see if they can find any uses not suggested by the class. This could be done in class (if internet access is available) or as a homework task.

WATCH AND LISTEN

Videoscript

SHARKS

The great white shark is known for its size. The largest sharks can grow to six metres in length and over 2,000 kilograms in weight. Great white sharks are meat-eaters and prey on large sea creatures like tuna, seals and even whales. Great whites have also been known to attack boats. This researcher is lucky to escape with his life when a shark bites into his boat. Three people are killed on average each year by great white sharks.

This is False Bay, South Africa, one of the best places in the world to see a great white. The sharks come to hunt the 60,000 seals that live here. In order to find fish, the seals have to cross the deep water of the bay – this is where the sharks wait. Great whites are expert hunters and take prey by surprise from below. They wait underneath the seals and then swim up and crash into them at 40 kilometres per hour, killing them with one bite.

These scientists are trying to find out how sharks choose what to attack. Will a shark attack something that looks like food? See how the sharks react when researchers put carpet in the shape of a seal in the water. At high speeds the shark can't tell the difference.



Can a shark choose between a plant and a fish? When scientists put tuna and seaweed in the water, the shark bites into both. Even though sharks eat meat, if a plant looks like an animal, the shark attacks.

Will a shark prefer to eat a human or a fish? When the shark has a choice between humans and tuna, it is the fish that attracts the shark's attention. Great white sharks clearly prefer fish to humans.

The research these scientists are doing shows that great white sharks are dangerous hunters which will attack anything that looks and acts like a fish. Unfortunately, that means humans can also get bitten by mistake.

PREPARING TO WATCH


USING YOUR KNOWLEDGE TO PREDICT CONTENT

-  Learners discuss the questions in pairs. Allow 5 minutes for discussion and then invite feedback from the class. Don't comment on learners' answers at this point as the questions will be answered when you play the video in Exercise 2.
-  Play the video and then go through the answers with the class. Allow 10 minutes for this.

Answers

- The great white shark.
- The largest great white sharks can grow to 6 metres in length and over 2,000 kilograms in weight.
- Large sea creatures like tuna, seals and even whales.
- Sharks usually attack humans by mistake.
- Yes, they do sometimes.

UNDERSTANDING KEY VOCABULARY


-  Learners work individually. Give them 3–5 minutes and then go through the answers with the class. Explain *prey* if necessary by telling the learners that mice are the prey of cats and owls and eliciting the possible prey of sharks (suggested answers will vary). Ask the learners to quickly complete the paragraph using the words in the box and to check their answers with a partner (3–5 minutes). Quickly go through the answers with the class.

Answers

- dangerous
- hunters
- attack
- prey
- mistake
- fatal

WHILE WATCHING



UNDERSTANDING MAIN IDEAS

-  Before you play the video again, you could ask the learners to read the three possible topics, and to choose which topic they would

find the most interesting. Get a quick show of hands for each, then play the clip and ask the class to circle the actual topic. Allow 5 minutes for this exercise.

Answer c


UNDERSTANDING DETAIL

-   Allow the learners 2 minutes to match the sentence halves either individually or with a partner (stronger learners may need less time). Play the video a second time and tell the learners to check their answers. Quickly go through the answers with the class.

Answers

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


MAKING INFERENCES

-  Point out that it is important to be able to *infer* (=to form an opinion or guess that something is true because of the information that you have) answers to questions, as such answers will not always be provided explicitly. Tell the learners to answer the questions according to what they now know about sharks. Refer them to the Video script in the Student's Book, if they would like to review the information provided in the video. Give them 3 minutes to complete the activity and encourage them to discuss as many ideas as possible. Monitor the class and take notes on language use. Go through the possible answers with the class and give feedback on the language notes you took during the learners' discussions.

Possible answers

- The narrator says that at high speeds the shark can't tell the difference between a seal and a carpet in the shape of a seal. The narrator later says that great white sharks are dangerous hunters which will attack anything that looks and acts like a fish. From this, we can infer that perhaps the shark mistook the boat for a seal, a fish or whale.
- The narrator says that in order to find fish, the seals have to cross the deep water of the bay. From this we can infer that seals risk swimming in the bay because they need to hunt for food.
- The video doesn't answer this question specifically. However, given the choice, animals are more likely to eat their natural prey. As humans are not the natural prey of sharks, sharks will prefer to eat fish.

DISCUSSION


- 7  Ask learners to work with a different partner and give them 1 minute to discuss questions 1 and 2. Elicit ideas from the class. Then ask the pairs to join with another pair and give them a further 2 minutes to discuss question 3 in small groups. Elicit ideas from the class.

Possible answers

- 1 There are 60 shark attacks reported each year, mainly in warm water, so how much we should worry depends on where we are swimming.
- 2 Great white sharks are now rarer than tigers, with only 3,500 left, so perhaps they should be protected.
- 3 Research into animal behaviour is useful to prevent cruelty to animals and to monitor population size to see whether they are endangered. Studying animals for medical research helps the development of human medicine.

Possible answers

Endangered animals: blue whale, giant panda, Chinese alligator, great white shark, Indian elephant, white rhinoceros, Arabian oryx, sea turtle
Extinct animals: *Tyrannosaurus rex*, woolly mammoth, dodo, Caspian tiger, sabre tooth tiger, woolly rhinoceros, Asiatic lion, Arabian ostrich

- 2  Tell the learners to quickly scan the factsheet and give them a strict time limit of 90 seconds to add any animals that they have not already included in the table. Go through the answers with the class.

Answers

Oryx, seals, tigers, crocodiles, whales, tuna, sharks


READING 1

PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT


Optional lead-in

On the board, write the words *China* and *Oman*, with plenty of space between each. Write the word *oryx* next to *Oman* and connect the two words with a short line. Do the same with the words *Chinese alligator* and *China*. Ask the class if anyone has heard of either of these animals. It is unlikely that many (if any) will have. Ask the class why so few people have heard of these animals (=possibly because they are endangered, and therefore extremely rare).

- 1  Ask the learners to complete the first column of the table with all the endangered animals they can think of. Then ask them to complete the second column with the names of all the extinct animals that they can think of. Go through the answers with the class. Where there is uncertainty as to whether an animal is either endangered or extinct, note the name of the animal in question. You could ask the learners to check online as a homework research task, using English language websites.

WHILE READING

READING FOR MAIN IDEAS

- 3  With a strong class you could ask learners to decide on the best order for the ideas before they read the text. Then tell them to quickly read the text and to match the main ideas with the paragraphs in which they are mentioned. Set a time limit of 1 minute, and tell them that they need only match the ideas to the paragraphs; they do not need to understand everything at this stage. Go through the answers with the class. Encourage discussion on any differences between learners' initial suggestions and the actual order of the paragraphs.


Answers

1C 2A 3D 4B

Reading for the main ideas


Ask the learners to read the box. Then ask them how many main ideas there should be in each paragraph and where we would normally find them.

READING FOR DETAIL

- 4  Tell the learners that they only need to decide in which paragraphs they would find the answers. They do not need to find the actual answers yet. Tell them to do this task individually, and then to check their answers with a partner. Set a time limit of 3 minutes (2 minutes for a stronger class).

Answers

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


- 5  Learners read the factsheet again and find the answers individually. Allow 4–5 minutes for them to complete the task. Then check the answers quickly with the whole class.

Answers

- 1 Humans.
- 2 Their habitats are destroyed.
- 3 For food, for fur to make coats, and skin to make bags and shoes, for sport, to make medicines and teas from their bones.
- 4 Whales, tuna and sharks.
- 5 We can take care not to pollute natural areas and refuse to buy any products which are made from animals' body parts.
- 6 Governments can make it against the law to hunt, fish or trade in endangered species.
- 7 They can provide funding for animal sanctuaries and zoos where endangered animals can be bred and then released back into the wild.

READING BETWEEN THE LINES


WORKING OUT MEANING FROM CONTEXT

- 6  Ask the learners what they do if they can't understand a word when they are reading a text in English. Elicit ideas from the class. Point out that working out meaning from context is an essential skill, and is one of the ways we learn not only a second language, but also our first. This may also be an important skill to develop when it comes to preparing for an end of course exam. Tell the learners to read the last paragraph of the factsheet and to underline the words and phrases that mean the same as the words in bold. Do the first sentence with the class. Then tell the learners to do the rest individually and to check their answers in pairs. Allow 5 minutes in total for this activity.

Answers

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

DISCUSSION

- 7  Learners work in pairs or small groups. If possible, have them work with a new partner. Allow 2–3 minutes for the discussion. Elicit answers from two or three pairs/small groups and encourage class discussion of question 2.

Answers will vary.

Optional activity

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

READING 2

PREPARING TO READ


USING VISUALS TO PREDICT CONTENT

Optional lead-in

Ask learners to close their books. Draw a quick outline of the British Isles (=a group of islands off the coast of northwestern Europe that include the islands of Great Britain, Ireland and over six thousand smaller islands). Elicit the names of the five countries in your map on the board: Scotland, Northern Ireland, Ireland, Wales, England.

Background note: The United Kingdom or The British Isles?

There is often confusion about these two names. Some people use England, the United Kingdom and Great Britain synonymously but this is incorrect. Great Britain (GB) comprises Scotland, England and Wales. The United Kingdom (UK) comprises Great Britain and Northern Ireland. The term *British Isles* is a purely geographical term.


- 1  Allow learners 5 minutes to complete the task in pairs. Quickly elicit some ideas from the class but do not spend too much time at this stage to avoid pre-empting the work which follows.

Answers

- 1 squirrels 2 and 3 Answers will vary.

WHILE READING


SKIMMING

- 2  Ask the class to skim the article and find 3 reasons why the red squirrel is losing the battle for survival.

Answers

Red squirrels are smaller and weaker than grey squirrels. The parapox virus is fatal to red squirrels. They are affected by the loss of their natural woodland habitat.

READING FOR MAIN IDEAS

- 3  Remind learners that at this stage they do not need to understand all the words in the text. They only need to find the answers to the 3 questions. Allow them 3–4 minutes to complete the task individually (stronger classes may be able to complete this in under 2 minutes). Go through the answers quickly with the class. Ask the class what type of text it is, and elicit the term *article*. Tell the learners to pay close attention to the structure of the texts throughout the course. It would be useful for them to note down, or highlight, useful chunks of language as they work with these texts. The language can then be adapted for use in the learners' own essays.

Answers


- 1 Fewer than 140,000.
- 2 The grey squirrel.
- 3 Grey squirrels are larger and therefore stronger. They live on the ground so they are not so badly affected by loss of habitat, they use food provided by humans and they are not killed by the parapox virus.

READING FOR DETAIL

Language note

You might want to tell your learners that we can talk in general about a subject in two ways:

- 1 Grey squirrels are more common than red squirrels. (Using the plural noun and no article.)
 - 2 The grey squirrel is more common than the red squirrel. (Using the singular noun and the definite article.)
- 1 is more informal and conversational than 2, which is more academic and often written rather than spoken.


- 4  Learners read the text again and complete the summary individually or in pairs (this should take about 3 minutes). With stronger classes, tell the learners to complete the summary first and then to check their answers against the text. Go through the answers quickly with the class.

Answers

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

READING BETWEEN THE LINES


MAKING INFERENCES FROM THE TEXT

- 5  Elicit the meaning of *inference*, reminding the learners that they first encountered the term in Exercise 6, page 17. Learners answer the questions individually, referring back to the text as necessary, and check their answers with a partner (4–6 minutes in total). Go through the answers with the class.

Possible answers

- 1 Because they damage trees, they eat humans' waste food and they carry a virus that kills red squirrels.
- 2 Red squirrels.
- 3 Perhaps for nostalgic reasons, because they see them as traditionally 'British'.
- 4 Because they are islands, and the sea acts as a natural defence against alien species.

DISCUSSION

- 6  Learners discuss question 1 in pairs (2 minutes). Get a quick show of hands for each of the three options. Then ask if anyone thinks that Britain shouldn't bother trying to save red squirrels (if anyone agrees with this idea, find out why). Put the learners into groups of 4 and ask them to discuss questions 2 and 3. Conduct a class feedback session and encourage learners to give examples of similar problems in either their own country or in another country.

Answers will vary.

Optional activity

With stronger groups you might want to introduce other terms similar to *introduced animal species* such as *non-indigenous species* and *invasive species* (though these do not only refer to those that have been deliberately introduced). Such plants and animals threaten native wildlife by competing with them for the same ecosystem.

Background note: Introduced species

Introduced species are often successful because they have no natural predators. Examples of introduced animal species that have caused problems include: the American signal crayfish (in the UK), the cane toad (in Florida, USA), the dromedary camel (in Australia) and the common raccoon (in Germany and France). For a more complete *list of introduced species*, type list of introduced species into your search engine.

LANGUAGE DEVELOPMENT

ACADEMIC ADJECTIVES 1

- 1 Give learners 2–3 minutes to complete the exercise individually and to check their answers in pairs. Go through the answers quickly with the class. Then ask learners in pairs to try using some of the adjectives in a sentence (e.g. *The red squirrel is now endangered in the UK, because the grey squirrel is so aggressive*). Allow a maximum of 2 minutes. Then elicit some ideas from the class. Give feedback as appropriate.

Answers

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

Comparative adjectives

Ask learners to read the box. If you have a strong class, you could ask them what form of the adjective is used if there are more than 2 things (we use the superlative form).

Language note

As the table shows, one-syllable adjectives normally have comparatives ending in *-er*, e.g. *tall/taller*. Some two-syllable adjectives also take *-er* in their comparative form, especially adjectives that end with an unstressed vowel, e.g. *clever/cleverer*. Two syllable adjectives ending in *-y* have *-ier* e.g. *happy/happier*.

With many two-syllable adjectives, both *-er* and *more* are possible. However, the structure *more* is now more common than *-er*. You could ask your learners to research current common usage by looking for examples of two-syllable adjectives in news websites. Other websites may also be useful for this task, but the constantly updating nature of news websites makes them an excellent source of information on how language is used today. Online corpora can also be useful for such tasks. You can find online corpora by typing *English corpus* into your search engine.

- 2 Tell the learners to complete the task individually. Allow enough time for most of the class to complete the task. Then tell them to check their answers with a partner. Go through the answers with the class. Challenge the class to complete this exercise in under 2 minutes.

one-syllable adjective	two- (or more) syllable adjective	two-syllable adjective ending with -y
adjective + <i>-er + than</i>	<i>more + adjective + than</i>	adjective + <i>-ier + than</i>
2 smaller than	4 more common than 5 more endangered than 6 more aggressive than	8 healthier than

- 3 Tell the learners to complete the sentences using comparative forms from the table, either individually or in pairs (4–5 minutes).

Possible answers

- The red squirrel is smaller and weaker than the grey squirrel.
- Grey squirrels are generally healthier than their smaller cousins because they are not affected by the parapox virus.
- Great white sharks are more endangered than tiger sharks, which are not at risk of extinction.
- Whale sharks are less aggressive than tiger sharks and do not attack humans.


CRITICAL THINKING

At this point in each unit learners are asked to begin to think about the Writing task they will do at the end of the unit (2 comparison paragraphs, *Compare and contrast the two sharks in the diagram*). Give them a minute to read the box and to look at the diagram below it.

ANALYZE

Organizing information


Ask learners to read the box and point out that texts are not the only source of information. Organizing information from a diagram is an important critical thinking skill. Tell the learners that they will be writing formal sentences, paragraphs and essays throughout the course.

- 1  This exercise is designed to prepare learners for the Writing task at the end of the unit. Tell them to complete the exercise individually (7–10 minutes), and to compare their sentences with a partner (3–5 minutes). They should make any corrections necessary. Elicit 5 sentences from the class, inviting alternative suggestions and giving feedback as appropriate.

Possible answers

- 1 The whale shark is larger than the tiger shark.
- 2 Both sharks have the same grey colour and a lighter underside.
- 3 The tiger shark has stripes on its back and the whale shark has dots.
- 4 The whale shark has a larger mouth but the tiger shark has many sharp teeth.
- 5 The whale shark has a longer tail and wider fins but the fin on the back of a tiger shark is larger in relation to its body size.

EVALUATE

- 2  Give the learners 4–5 minutes to complete the task individually. Quickly check through the answers with the class.


Answers


- 1 the tiger shark 2 the whale shark 3 the tiger shark 4 the whale shark 5 the tiger shark 6 the tiger shark 7 The tiger shark eats human-sized animals only but the whale shark eats very small animals so it will not mistake humans for its normal prey.

WRITING

GRAMMAR FOR WRITING

Word order

 Tell the learners to read the box and to compare the usual word order in English with that of their first language. Ask them to compare their ideas with a partner, and to discuss any typical word order errors that people learning their first language(s) sometimes make.

- 1  Learners complete the exercise individually (7–10 minutes) and check their answers with a partner. Go through the answers carefully with the class.

Answers

subject	verb		prepositional phrase	
1 The tiger shark	doesn't hunt		in fresh water.	
linker	subject	verb	adjective	
2 However,	the whale shark	isn't	aggressive.	
subject	verb	object	prepositional phrase	
3 The tiger shark	has	markings	on its skin.	
subject	verb	object	verb	object
4 The whale shark	has	a large mouth and	eats	plankton

Optional activity

If it seems that further practice is needed, tell the learners to choose 5 sentences from the earlier texts and to label the different parts of grammar.

Using *and*, *or*, *but* and *whereas*


Tell the learners to read the box and point out that joining sentences is an important feature of academic writing in many languages, not just English. You could ask them to discuss any differences in use between *and*, *or*, *but* and *whereas* with a partner. If you have access to the internet, they could go to a news website, or any other website you know of that has good examples of contemporary usage, and ask them to search for instances of *and*, *but* and *whereas* online. You could then ask them to work in pairs, to try to identify any general patterns and be ready to discuss their ideas with the class.

Language note

Depending on the level of the group, it may be easier at this stage to simply say that the word *whereas* is more formal than *but*. However, with a stronger group you might want to say that *whereas* is used to balance two ideas that contrast, but which do not contradict each other. It is a fairly formal word, and has a high frequency in academic and other formal texts. *But* is often used to join two clauses in a similar way to *whereas*. However, the clause following *but* often contains a surprising contrast. Compare the two sentences:


The red squirrel is under threat, whereas the grey squirrel is thriving.

The red squirrel is much loved in the UK, but has been known to attack humans.

- 2  Give learners 5 minutes to complete the task individually. They should then compare their ideas with a partner. Go through the answers carefully with the class, giving further support where necessary (see Language note above).


Answers

- 1 a Has two positive sentences.
b The two positive sentences have been joined with *and*.
c The sentences have been joined with *and* and the unnecessary repeated subject (the tiger shark) and verb have been removed.
- 2 *And* joins two positive sentences. *Or* joins two negative sentences.

- 3  Learners complete the exercise individually and compare their ideas with a partner. Allow up to 5 minutes for this task, including the pairwork discussion. Go through the answers quickly with the class.

Answers

- 1 The whale shark is light blue and has dots on its body.
- 2 The tiger shark is dark blue and has a stripe pattern on its body.
- 3 The tiger shark eats large sea creatures and is dangerous to humans.
- 4 The whale shark is not aggressive or dangerous to swim with.
- 5 The tiger shark is not an endangered or protected species.
- 6 The whale shark is an endangered species and protected from fishing.

- 4  Tell the learners to read the example sentence and to notice the use of *whereas*. Then ask them to replace *whereas* with *but*, and elicit ideas about possible differences in nuance. If necessary go back over the information in the language box above. Once learners are clear about the differences, ask them to complete the exercise individually using *whereas* or *but* (4–5 minutes). If you highlighted the difference between *but* and *whereas* in the box above, as learners complete the task, ask them to find examples where either word could be used, as well as examples where only one of the words sounds correct. Learners then discuss their ideas in pairs. Go through the possible answers together, allowing time to discuss any differences in nuance when using *whereas* or *but* in any of the sentences.

Possible answers

The whale shark is light blue and has dots on its body whereas the tiger shark is dark blue and has a stripe pattern on its body.

The tiger shark eats large sea creatures and is dangerous to humans but the whale shark is not aggressive or dangerous to swim with.

The tiger shark is not an endangered or protected species whereas the whale shark is an endangered species and is protected from fishing.

Using *both* and *neither*

Ask the learners to read the box and ask questions to check that they have understood the concept and the form.

Does the grey squirrel carry the parapox virus? (Yes)


Does the red squirrel carry the parapox virus? (Yes)

So - Both the red squirrel and the grey squirrel carry the parapox virus.

Is the grey squirrel found in the far north of Scotland? (No)

Is the red squirrel found in the far north of Scotland? (No)

So - Neither the grey squirrel nor the red (squirrel) are found in the far north of Scotland.

- 5  Learners complete the exercise individually or in pairs (allow 3 minutes). Monitor their work as they complete the sentences, clearing up any confusion. Go through the answers with the class.

Possible answers

1 Both the red (squirrel) and the grey squirrel have long tails. OR Both red (squirrels) and grey squirrels have long tails.

2 Neither the red (squirrel) nor the grey squirrel live on the Isle of Man. OR Neither red (squirrels) nor grey squirrels live on the Isle of Man.

3 Neither species of squirrel are meat-eaters. OR Neither red (squirrels) nor grey squirrels are meat-eaters.

4 Neither the grey nor the red squirrel is an endangered species.

5 Both species of squirrel live in forests. OR Both red (squirrels) and grey squirrels live in forests.

Optional activity

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

ACADEMIC WRITING SKILLS

Punctuation

Ask learners to read the box and emphasize that punctuation is an extremely important part of writing clear, efficient texts. Ask questions to check that they have understood the concepts. Use this as an opportunity to clear up any confusion concerning the use of full stops, capital letters and commas. Be aware that their use may be very different in the learners' first language, so there may be some interference from the learners' first and other languages. For more information on interference from learners' other languages, as well as lots of useful examples and teaching tips, see *Learner English: A Teacher's Guide to Interference and Other Problems (2nd Edition)* (CUP 2001).

Optional lead-in

Ask the learners to close their books, and have or write the first sentence from Exercise 1 on the board (=however the whale shark has to be protected in countries in asia like taiwan and the philippines because it is so slow and easy to catch). Put the learners into small groups and ask them to punctuate the sentence. Ask the groups if any of them are 100% certain that they have the correct punctuation. If one of the groups is certain, invite one person in that group to correct the sentence on the board. Ask the class if any of the groups have punctuated the sentence differently and lead a discussion on any difficulties learners have with punctuation (this could also be done in small groups if learners are reluctant to discuss problems they have with punctuation). Then ask the learners to read the Punctuation box again and to check how they punctuated the sentence. Make sure the sentence on the board is correctly punctuated. Then ask the learners to do the remaining sentences in small groups. Allow 5 minutes for the learners to complete and discuss the remaining sentences.

- 1 Learners work individually. Monitor their work and offer help where necessary. Then go through the answers with the class, writing each sentence on the board as you go through them. Allow 10–15 minutes for this.

Answers

- 1 However, the whale shark has to be protected in countries in Asia like Taiwan and the Philippines because it is so slow and easy to catch.
- 2 The whale shark is a large, slow-moving fish with wide fins, a long tail and huge mouth.
- 3 This gentle giant is not dangerous to humans, and divers can swim with it, touch it and even ride on its back fin.

- 4 It does this by ram feeding, which means it swims fast to force water and animals into its mouth.
- 5 It uses this mouth to eat very small plants and animals like krill, plankton and algae.

Paragraph structure

Tell the learners to read the box, and stress how important clear paragraph structure is in written English. As will be discussed in later units, each paragraph should begin with a clear topic sentence, which is then developed with examples and illustrations. There should only be **one** main idea per paragraph. This is fundamental to academic writing, but is something that learners find difficult if it is not addressed at paragraph level before they are required to write complete essays.

- 2 Learners complete the exercise individually. Quickly go through the answer with the class.

Answers

2, 5, 4, 3, 1

WRITING TASK

WRITE A FIRST DRAFT

- 1 Ask the learners to read the introduction and conclusion of the essay *Compare and contrast the two sharks in the diagram*. They then use their notes from the Critical thinking and Writing sections above to complete the first draft of the 2 supporting paragraphs. Allow up to 20 minutes for this first stage.

EDIT

- 2 & 3 Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If the class is comfortable with peer reviews, tell them that they will be checking each other's work once they have checked their own, so they must make sure it is as good as it can be before passing it on to a partner to review. Then ask them to swap their work with a partner and review each other's work. They should amend their work as necessary before going on to the next stage. Allow 10–15 minutes for the peer review, depending on the level of the class.

4 & 5 👤 Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow 10–15 minutes, depending on the level of the class.

As this is the first full essay the learners write, it is important to allow them to work steadily and at their own pace. Inevitably, some learners will finish this task sooner than others. Have some useful supplementary work available.

Answers

Model answer: see page 133 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 97 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Educate people about endangered species in your region.

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

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

Learners should make a documentary film to answer the questions. Learners should include footage of endangered species, and overlay the footage with their answers to the questions.

2 CUSTOMS AND TRADITIONS

Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.


UNLOCK YOUR KNOWLEDGE

Lead-in

Find out from the class which learner has had the most recent birthday by asking these questions: *Is it anyone's birthday today? Have any of you had a birthday this week? Who has had a birthday recently?* If appropriate, ask the learner with the most recent birthday if they did anything to celebrate: *What did you do to celebrate?* Then ask the class *Who will be the next learner to celebrate a birthday? What will you do to celebrate?* Finally tell the learners to *Find one person whose birthday is nearest to yours and sit with that person.*

Background note: Name days and birthdays

Useful information on the celebration of name days, birthdays and official birthdays (e.g. Britain's Queen Elizabeth II has both an official birthday and an actual birthday) can be found by going to your search engine and typing in *birthday*.

- 1  Ask the learners to discuss question 1 in pairs. Allow up to 2 minutes for discussion. Then elicit ideas from the class. Ask the learners to work in pairs and discuss questions 2 and 3. Encourage them to discuss their own experiences of birthdays and other celebrations. Give them 3 minutes to discuss the questions.

Answers

1 a wedding in China 2 and 3 Answers will vary.

WATCH AND LISTEN

Background note

The term *cultural awareness* is often used in English language teaching to describe the process of sensitizing our learners to the impact that behaviour resulting from socialization into a particular culture has on language use and communication. It is useful for learners to be aware not only of English-speaking cultures, but also of the cultures of other groups with whom they may use English as a lingua franca, as well as their own cultures. Cross-cultural interaction when using English as a lingua franca is a rapidly developing area of research. While it is important to avoid clichés and stereotypes when discussing foreign cultures, it is probably true to say that we all exhibit evidence of culturally-conditioned behaviour. Awareness of this can help our learners better understand the influence that cultural attitudes towards, for example, work, art, social class, age and sex can have on the ways in which people communicate.

Videoscript

CUSTOMS AND TRADITIONS

Dagestan is a land of towering mountains, rushing rivers and ancient stone villages. Dagestan is an amazing mix of ethnic and cultural diversity. About thirty-five separate groups live side by side in this republic, which is the size of Scotland or the UAE.

Dagestan is the southernmost region of the Russian Federation, where the people speak an amazing 12 languages. Traditions are respected all over Dagestan, and particularly in the rural areas, where little has changed for generations.

These women are making traditional Dagestani carpets. Everything is done by hand, with designs that are hundreds of years old. All the materials are local, from the wool used to make thread to the dyes made from local roots and vegetables. The carpets are sold around the world and can be seen in many major museums.



Respecting the elderly members of the community is very important in Dagestani culture. Older people are local leaders in the special system of family networks in Dagestan.

The population is growing fast in Dagestan. People have large families.

Even though many Dagestanis now live outside the country, it is common for people to return to their family home when they get older. Most Dagestanis say they would like to be buried in their home village in the mountains, as their families have been for hundreds of years.

PREPARING TO WATCH

USING VISUALS TO PREDICT CONTENT



- 1  Ask the learners to discuss question 1 in pairs. Encourage them to go into some detail by asking *Why do you think that? What clues are there? Where else might it be?* Elicit suggestions from the class. Then ask the learners to discuss the other 4 questions in their pairs. Again, encourage them to go into detail. Allow 4 minutes for discussion. Then elicit 2 or 3 ideas for each question but don't give the correct answers yet as the learners check their work in Exercise 2.
- 2  Play the video and ask the learners to check their answers. Then ask the class to try to agree on the best description of the topic.

Answers

- 1 1 Dagestan 2 a rural area 3 a traditional region
4 carpet making, agriculture 5 extended families
2 c

WHILE WATCHING



UNDERSTANDING MAIN IDEAS

- 3   Before you play the video again you could ask the learners to work individually and put the ideas in the order in which they remember hearing them. Then ask them to check their answers with a partner and to try to agree on the order. Play the video again and ask the class to check their first answers with a partner and to make any changes necessary. Go through the answers with the class. Allow 10 minutes (including the third viewing).

Answers

- 1b languages 2e traditional industry 3d family networks
4f marriage 5g migration

UNDERSTANDING DETAIL


- 4   Ask the learners to read sentence 1 and tell you if it is correct or not (=no, Dagestan is the same size as Scotland). Tell them that each of the statements contains a factual mistake. Ask the learners to correct the statements individually and to check their answers with a partner. Then play the video

a final time and ask the class to check their answers. Go through the answers quickly with the class. Allow up to 10 minutes, including a final viewing of the video.

Answers

- 1 Dagestan is the same size as Scotland.
2 Dagestan is in the Russian Federation.
3 12 languages are spoken in the region.
4 Carpet-making is done by hand.
5 Older people are local leaders.
6 The population of Dagestan is growing.
7 Dagestanis want to be buried in their home village in the mountains.


LISTENING FOR KEY INFORMATION

- 5  Ask the class to close their books and tell you what they can remember about carpet-making in Dagestan. Elicit suggestions and write any key vocabulary that comes up on the board. Then ask the learners to do Exercise 6 in pairs. Go through the answers quickly with the class. If necessary, play the video again. However, beware of playing it too often with stronger classes. Allow up to 5 minutes (up to 10 minutes if playing the video again).

Answers

- a traditional c local e wool f thread g vegetables
i museums

MAKING INFERENCES

- 6  Learners discuss the questions in pairs. Allow 2 minutes for discussion. Then quickly go through the answers with the class.

Possible answers

- 1 Perhaps because they are handmade and the designs haven't changed over the centuries.
2 More jobs are available in Russia and Ukraine than in Dagestan.

DISCUSSION

- 7 Learners discuss the questions in pairs. If possible, try to have learners sitting either with someone from a different country or region, or with someone who has spent a fair amount of time in a different country or region. Allow up to 5 minutes. Then lead a class feedback session.

READING 1

Background note

Most cultures have some form of wedding ceremony in which two people commit to remain faithful to each other for life. One of the most common forms of such a commitment is marriage, which in most cultures involves the uniting of one woman with one man. Other examples of similar institutions include the civil partnership, which in some countries is available to couples of the same sex. Marriages and civil partnerships are usually intended to be life-long partnerships, and can only be ended on death, dissolution (i.e. divorce) and annulment, which is when the marriage is deemed not to have ever existed.

One famous example of an annulment was the English King Henry VIII's 1527 appeal to the Pope for an annulment of his marriage with Catherine of Aragon on the grounds that the marriage was against the biblical prohibition of a union between a man and his brother's widow (Catherine had been married to Henry's elder brother, Arthur, who had died). This was refused, leading to the English Reformation. On 23 May 1533, five months after Henry married Anne Boleyn, his earlier marriage was annulled by the Archbishop of Canterbury.



If you think it would be appropriate, you could ask the class about any famous historical marriages or divorces in their countries.

PREPARING TO READ

Optional lead-in

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

SCANNING TO PREDICT CONTENT


- 1  Learners work individually. Challenge them to find all the words in under a minute. Remind them that they need not read and understand the text; all they need do at this stage is to find the words in the box.
- 2  Learners work individually and then check their answers with a partner. Go through the answers with the class. Allow 5 minutes for this. Challenge the learners to do the task in under 5 minutes if possible, and to let you know when they have found all of the answers.

Answers

1 Japan and India 2 Brazil and India and sometimes in Japan 3 Brazil 4 Japan 5 India


WHILE READING

READING FOR MAIN IDEAS


- 3  Learners complete the task individually and then check their answers with a partner. Allow 5 minutes for this exercise. Again, you could challenge the learners to do the task in under 5 minutes if possible, and to let you know when they have found the answers.

Answer e table manners

Optional activity

 If you have a mix of nationalities in your class or if many of your learners have lived in different countries, you could divide the class into small groups and assign each group a country from the reading (Brazil, Japan or India). Ask the groups to discuss differences and similarities between their own cultures and what they have read about the target culture. Give them 3–5 minutes discussion time and then ask each group to report back. Finish by asking the class if they know anything else about the three cultures represented in the text, e.g. *What else do you know about Brazilians?*

READING FOR DETAIL

- 4  Learners complete the exercise individually and then check their answers with a partner. Quickly go through the answers with the class.

Answers


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

Reading for detail

Ask learners to read the box. You could ask them to tell you about times when they have looked for key words in texts in English or in their own languages.

READING BETWEEN THE LINES

MAKING INFERENCES FROM THE TEXT


- 5  Learners discuss the questions in pairs or small groups. Allow up to 5 minutes for discussion. Encourage the learners to discuss

the questions in depth and to think of possible examples, using the text as a starting point, e.g. *Why might it be useful for a foreigner to know that Indians do not like to say 'no'?* Go through the answers with the class, eliciting any examples that the learners may have discussed.

Answers

- 1 It may look as if you are paying or bribing them.
- 2 It may make them feel their action is inappropriate.
- 3 So they know if you are the boss and how much respect to show you.
- 4 In case they upset or annoy you.
- 5 To show respect to your hosts and to impress clients in a business situation.

DISCUSSION


- 6  Learners discuss the questions in pairs or small groups. Allow 3–5 minutes for discussion. Finish off by asking the group what people should know about the customs of the country in which the class is taking place so if you are teaching in Oman, for example, ask the class what foreigners should know about Omani customs.

Answers will vary.

READING 2

PREPARING TO READ


UNDERSTANDING KEY VOCABULARY

- 1  Learners complete the exercise individually and check their answers with a partner. With very strong groups, tell the class to cover the definitions on the right and to go through the 7 words with a partner to see how many they can define. They should then compare their ideas with the definitions on the right, and complete the task.


Answers

1f 2d 3h 4b 5i 6a 7c 8e 9g

PREVIEWING

- 2  Learners discuss the questions with a partner. Set a strict time limit of 1 minute. Then quickly elicit ideas from the class. Avoid commenting on any of the ideas at this stage,

as the learners will read the text to find the answers for themselves in Exercise 3.


- 3  Learners read the text and check their answers. Tell the learners to focus on the answers to the 3 questions in Exercise 2. Remind them that they do not need to understand all the words at this stage.

Answers

- 1 The average age of people who get married in the UK is about 30.
- 2 About a hundred guests are invited.
- 3 Yes, attitudes to marriage are changing and they have been changing over the last 20–30 years.


WHILE READING

SKIMMING

- 4  Tell the learners to tick (✓) the best description from what they can remember of the text. You could then ask them to quickly read through the text a second time and check their answer. You could also turn this in to a competitive game by telling the learners to raise their hands as soon as they are sure they know the answer.

Answer a

READING FOR DETAIL


- 5  Learners correct the factual mistakes individually. They could then check their answers with a partner. With a stronger group, tell the learners to correct the sentences with page 40 covered. They should then check their answers by reading the text again. Allow up to 5 minutes for this task. Then go through the answers quickly with the class.

Possible answers

- 1 Weddings in the UK are expensive and take a long time to organize.
- 2 Most people get married at about 30.
- 3 All couples have to sign a marriage certificate.
- 4 Divorced men and women cannot always remarry in a church.
- 5 When a couple get engaged, the man gives the woman a ring.
- 6 The bride's father gives his daughter away and the bridesmaids help her with her dress.
- 7 After the wedding ceremony, the guests give wedding presents for the couple's new home.
- 8 Nowadays, the couple's parents pay for the reception and the couple pay for everything else.

READING BETWEEN THE LINES


UNDERSTANDING DISCOURSE

- 6  Tell the class to quickly find the number 16 in the text and to read the sentence in which it is written. Then tell them to look at question 1 and to tell you to what the word *this* refers in the sentence they have just read (=the age of [legal] marriage). Then tell them to do the rest of the questions individually and to check their answers with a partner.

Answers

- 1 the age of (legal) marriage
- 2 a marriage certificate
- 3 the remarriage of divorced men and women
- 4 getting engaged

DISCUSSION

- 7  Learners discuss the questions in pairs or small groups. Encourage them to discuss their personal experiences of any weddings they have attended. How different were these weddings from each other, or from the weddings they have just read about? Allow 5 minutes for discussion, taking notes on the language you hear as the learners share their ideas. Elicit some example answers from the class and give feedback on the language you noted during the discussions.

Answers will vary.


LANGUAGE DEVELOPMENT

Avoiding generalizations

Ask the learners to read the box. While they read you might like to write on the board the following quote from Alexandre Dumas, the French dramatist and novelist (1802-1870): 'All generalizations are dangerous, even this one.' This clever little quote neatly illustrates the problem with generalizations, and will give your learners something to think about as they work on improving their written English! Tell learners that if they make broad generalizations and skip over details that should be included in their work, this can give the impression that they have not put in the thought and research necessary to form, support and explain their ideas. If your learners are unused to academic writing, either in English or in their first

language, this needs to be highlighted. Generalizations can significantly reduce the quality of their work, and are likely to leave a negative impression on the reader.

The Student's Book gives some useful tips on avoiding generalizations. If you think that your learners could benefit from more work on avoiding generalizations, you can find information online by typing *avoiding generalizations in academic English* into your search engine.

- 1  Learners rewrite the 5 sentences individually and then compare their answers in pairs. Allow 4 minutes for the task. Then go through the answers with the class.

Answers

- 1 We tend to tip the waiter in restaurants.
- 2 Weddings tend to be less common these days.
- 3 Birthdays can be important.
- 4 Blowing your nose in public can be rude in Japan.
- 5 Shaking hands tends to be how most people greet you in India.

Adverbs of frequency


Ask the learners to read the box. They should be familiar with frequency adverbs but the position of them with the verb *be* can cause problems.

Adverbs of frequency tell us how often something happens and as the box illustrates, they can be used to help avoid generalizations (e.g. *sometimes, often, rarely*). However, remind learners that they can also be used to make generalizations, rather than to avoid them (e.g. *always, never*).

Compare the following examples:

- 1 You **always** say that!
- 2 You **often** say that!

The first example is clearly not literally true, and is an example of an adverb of frequency being used to make a generalization. The second example is probably more accurate, and the adverb of frequency makes the sentence less general and closer to the truth.

- 2  Learners rewrite the 5 sentences individually and compare their answers in pairs. Allow 4 minutes for the task. Then go through the answers with the class.


Answers

- 1 The bride's family usually pays for the wedding.
- 2 People often go for picnics in the countryside at weekends.
- 3 Professionals can sometimes get upset if you don't use their correct title.
- 4 Cultural knowledge is frequently important in business situations.
- 5 It is usually best to arrive on time for an appointment.

ACADEMIC ADJECTIVES 2

Academic adjectives


In academic language, it is important to write clearly and use appropriate adjectives. For example, the sentence *Illiteracy is a **serious** problem in this country* is more likely to be found in an academic text than *Illiteracy is a **bad** problem in this country*. Exercise 3 helps illustrate the differences between words that would be found in an academic text and their more colloquial equivalents.

- 3  Learners rewrite the 7 sentences individually and compare their answers in pairs. Allow 5 minutes for the task and then go through the answers with the class.

Answers

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

Optional activity


 Ask the learners in small groups to think about cultural stereotypes and to discuss positive and negative things that people say about the British (e.g. that they are polite, that they have bad teeth). Allow 2 or 3 minutes for discussion and then elicit ideas from the class. Write some of the examples on the board, and ask the class whether these statements are true of all British people. Elicit ways that the statements can be made more accurate, e.g. *The British are polite* could become one of the following: *People say that the British are polite; The British are seen as being polite; People in Britain have a reputation for politeness, but sometimes they can seem a little cold.*

You can personalize this task by asking the learners to discuss positive and negative things that people say about people from their own country.

CRITICAL THINKING


Give the learners a minute to read the Writing task they will do at the end of the unit (3 descriptive paragraphs, *Describe the laws and traditions concerning weddings in your country. Have there been any changes in recent years?*) and keep it in mind as they do the next exercises.

ANALYZE

- 1  Learners complete the task individually and then compare their answers in pairs. Go through the answers with the class. Allow 10 minutes for the whole task.

Answers

1 16 with parental permission, 18 without parental permission 2 about 30 3 marriage certificate 4 registry office or church 5 father (for permission) 6 ring 7 100 8 the bride's father 9 the groom's father 10 the groom's surname 11 hotel 12 a meal 13 speeches 14 honeymoon

- 2  Learners read the last paragraph of Reading 2 on page 40 and discuss in pairs what has changed. Allow 2 minutes for the reading and discussion. Then do a brief class feedback.

Answers

The way people propose has changed. It is now old-fashioned for the groom to ask the bride's father for permission to marry his daughter, and sometimes the woman will ask the man to marry her, rather than the man asking the woman.

The locations have changed. People may marry in many different places, e.g. at a town hall or a hotel or even a on tropical beach. Who pays for the wedding has also changed. These days the couple pay most of the costs.



It is now quite common for married women to keep their maiden name rather than taking the husband's surname.

Optional activity

This activity is particularly suited to younger learners who may not have given marriage much thought. It will also help prepare weaker learners for the Writing task. Tell the learners to read the Writing task (*Describe the laws and traditions concerning weddings in your country. Have there been any changes in recent years?*) again and in pairs or small groups to discuss the ideas that could go into the 3 descriptive paragraphs. Give them 5–10 minutes to discuss their ideas and to take notes. Tell them that they do not need to write full sentences but they should rather focus on the more general ideas, vocabulary and short phrases that could go into the final writing task.

You could also do this as a pyramid task. Once the pairs or small groups have discussed their ideas and taken notes, put each pair/group together with another pair/group and ask them to compare their ideas. If appropriate (e.g. if the class is big enough, or if more fluency practice is needed) repeat this stage. Then lead a class discussion, inviting ideas from each group.

APPLY


- 3  Learners work in pairs and discuss weddings in their countries. They then add notes in the 3rd column (Your country) of the table.
- 4  Learners circle in a different colour in column 3 the customs and traditions in their

countries that have changed recently. You could then ask them to say how things have changed.

WRITING


GRAMMAR FOR WRITING

Optional lead-in

 Find two texts on the same topic. The topic need not necessarily be weddings. You could try to find another topic that will also engage your learners. Both texts should be correctly written. However, one should be rather dull, the other more interesting. Give the learners the two texts to read and discuss in pairs or groups of 3, but do not tell them where you got the texts from or who the intended audience is. Instead, ask them to discuss which text is more interesting, and why. Tell them to go into as much detail as possible when analyzing and comparing the two texts. Allow 5 minutes for discussion. Then lead a class feedback session noting down the differences in style. Do not comment too much at this stage, as the next task will cover some of the ideas your learners are likely to have identified.


Adding detail for interest

Ask the learners to read the box. If you did the Optional lead-in above, remind them about why they found one text more interesting than the other. Was it to do with the amount of detail?

-  Learners complete the task individually. Then ask them to compare their answers in pairs. Allow 2 minutes for the task. Then go through the answers with the class.

Answers

1e 2d 3b 4c 5a

-  Do the first sentence with the class. Then ask the learners to complete the next 2 sentences individually and compare their answers in pairs. Allow 2 minutes for the task and then go through the answers with the class. As more than one answer may be possible, elicit any alternative suggestions that the learners may have. Give feedback as appropriate, commenting on how likely/correct the alternative suggestions are.


Possible answers

- 1 After the ceremony, there is often a large wedding reception with hundreds of guests.
- 2 The man may give an expensive diamond ring to his fiancée to show they are engaged.
- 3 At the reception, the guests usually bring wrapped wedding gifts for the bride and groom.

ACADEMIC WRITING SKILLS


Essay structure

Ask the learners to read the box. You might want to go into more detail about the structure and purpose of each of the parts of an essay. An essay should have an introduction, a number of main body paragraphs (often 3) and a conclusion. The introduction should begin with an interesting sentence to introduce the topic, and should include a clear thesis statement that outlines what the writer will argue or express in the essay. Each main body paragraph should start with a topic sentence that contains one main idea. The rest of the paragraph should then support or argue against that idea using illustrations and examples. The final paragraph is the conclusion, which should briefly restate the main ideas of the body paragraphs and then restate the thesis statement. The essay should end with an appropriate final sentence, for example a prediction based on what has been discussed in the essay. However, the conclusion should not introduce any new arguments used to support the initial thesis statement.

-  Tell the learners to read the essay question and model introduction and answer the question.


Answers

1 the law concerning marriage 2 typical wedding customs and traditions 3 how weddings have changed in recent years


-  Learners complete the task individually (15–20 minutes) and compare their answers in pairs, making any amendments that might be necessary (5–10 minutes).


WRITING TASK

WRITE A FIRST DRAFT

-  Learners use their notes from the Critical thinking and Writing sections above to write the 3 paragraphs for their essay *Describe the laws and traditions concerning weddings in your country. Have there been any changes in recent years?* Monitor and help with any problems. Allow 10–15 minutes for this.

EDIT

2 & 3  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.

4 & 5  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Optional activity

Learners could complete the task for homework. If the learners write their essays on a computer, encourage them to use an English language spelling and grammar checker to proofread the first draft. If the task is done as a homework task, tell the learners to keep a copy of the first draft and then to work through the task and language checklists before writing a second draft. If possible, the learners should email their essays to you in e.g. Word/Pages format so that you can give feedback using track changes and comments. Extensive feedback is extremely useful at this stage. Once the learners have received useful feedback from the teacher for one or two essays, their essay writing skills will soon start to improve.

Answers

Model answer: see page 134 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 101 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Find a way to share different cultural traditions within your country.

Divide the class into groups asking them to think about their own cultural traditions. They can list and discuss them. Then ask them to think of other minority groups of people within their country and to research, compare and contrast the traditions of these other cultures.

Learners could interview people from other countries in their educational environment or use video conferencing to interview people from other cultures outside their country. Classes can create a slideshow presentation about the people they have researched.

3


HISTORY

Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.


UNLOCK YOUR KNOWLEDGE

Lead-in (1)

 Have a slide with the following words ready (or write them on the board): *a tennis ball, a mobile phone, an electric guitar, a Roman coin, a newspaper from last year, a Coca-Cola bottle, a dinosaur bone, a dress once worn by Princess Diana, a CD*. Ask the learners which ones they would expect to find in a museum, and why. This can also be done as a pair or group work activity followed by a class feedback session. Point out to learners that although museums are often associated with ancient artefacts (such as the Roman coin in the list above), there are so many different types of museums that good arguments could be made for finding all of the above items in one museum or another. As an extension, you could encourage the learners to discuss the type of museum in which the items in the list would be found, and whether or not they would be interested in visiting such a museum.

Lead-in (2)

For a shorter warmer, simply ask the class what is the strangest/oldest/most valuable/smallest/biggest etc. thing they have ever seen in a museum. Elicit a few ideas from the class, encouraging discussion.

 Learners discuss the questions in pairs or small groups. Monitor to check that they are using correct language, giving feedback during or after the task as appropriate. Allow 5 minutes for the task and then lead a class feedback session.

Answers will vary.

WATCH AND LISTEN

Videoscript

ARCHAEOLOGY

Wonderful artwork, ancient writing, and huge stone monuments. These are the remains of ancient Egyptian civilization which have amazed the world for centuries.

Egyptology was born in 1799, when the ancient Egyptian writing system – hieroglyphics – was first translated. Today, the archaeological season in Egypt starts in October, when a small number of archaeologists are allowed to start excavations. It is illegal to excavate or remove artefacts without permission, and security is tight.

These are the tombs of the ancient kings of Egypt. Down the dark passages, there are many clues about ancient Egyptian society. Complicated rituals surrounded death, and fantastic treasure was buried for use in the afterlife. Hidden underground, these painted tombs and fragile artefacts have been preserved by the dry air of the desert.

Before any discoveries can be made, there is always a large amount of earth and sand to move first. In the ancient city of Thebes, a team of archaeologists work to remove the sand that has hidden a tomb for two and a half thousand years. It is a time-consuming task but the site is so delicate, heavy machinery is not allowed and the earth must be moved by hand.

On the other side of the river Nile, in the Valley of the Kings, another team of archaeologists use the latest X-ray equipment to examine a mummy. The equipment can show the age, gender and cause of death of the mummy without damaging the fragile remains. The excavation is examined very closely. Every new artefact must be carefully recorded and nothing can be moved until it is photographed and preserved by experts. Every year, archaeologists continue to look for more evidence of this advanced culture under the hot Egyptian sun.

PREPARING TO WATCH

USING VISUALS TO PREDICT CONTENT


- 1 You could write the following phrases on the board: *The first one...; I'm pretty sure that...; I think that's...; That has to be...; That's obviously...; The one on the right could be...*

Then ask the learners to look at the photos from the video. Elicit possible answers to the 3 questions from the class. Encourage class discussion and speculation on the possible answers. Allow 3–5 minutes before going on to Exercise 2.

Answers

- 1 The Valley of the Kings in Luxor, Egypt
- 2 They are doing archaeology: excavating and cataloguing archaeological finds.
- 3 Many people are interested in ancient Egypt because there are many remains, which are extremely old and very well preserved.

UNDERSTANDING KEY VOCABULARY



- 2  Learners complete the sentences individually and then compare their ideas with a partner. Allow 3 minutes (including the pair work) and then quickly check the answers with the class.

Answers

- 1 hieroglyphics 2 archaeologist 3 remains 4 tomb
- 5 excavation 6 artefact



WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 3   Tell the class to close their books. Say that you are going to play a short video and ask them what they think will be included. Elicit ideas. Then tell them to open their books and compare what was just discussed with the main ideas listed in Exercise 3. Play the video and tell the learners to number the main ideas (a–f) in the order in which they hear them. Allow 10 minutes for this exercise.

Answers


- 1a the archaeological season
- 2e excavation on the site
- 3c ancient Egyptian kings
- 4f the Valley of the kings
- 5d modern X-ray equipment
- 6b examining and recording

- 4   Learners match the sentence halves and then check their ideas with a partner. Play the video a second time and ask the learners to check their answers. Then go through the answers quickly with the class. Allow 5 minutes for this exercise.

Answers

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


MAKING INFERENCES

- 5  Give the learners 5 minutes to discuss the questions in pairs or small groups. Invite ideas from each group, but tell the groups they need only add any points that have not yet already been made. This will avoid repetition and keep things more interesting and less predictable for the rest of the class.

Possible answers

- 1 It is autumn so it is then cool enough to begin work in the desert.
- 2 The artefacts and ruins are very delicate.
- 3 Thieves steal from archaeological sites.
- 4 A lot of information can be found by studying an object where it was buried. This information might be lost or the artefact might fall apart if it was removed before it had been recorded, photographed, and preserved.

DISCUSSION

- 6  Learners work in pairs, ideally with people they have not worked with before. Then do feedback with the class. Allow up to 5 minutes for discussion or less if you feel discussion is drying up.


Possible answers

- 1 Answers will vary. If learners are slow coming up with ideas, ask them to do some research for homework. If Internet access is available, a list of historical sites can be found by typing *world heritage* into your search engine.
- 2 Historical sites have great educational value. They can often give people a more vivid experience of former cultures than is possible from books or the Internet. Such sites are also important tourist attractions, and can benefit both a country's reputation and its economy.

READING 1

PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1  Put the learners into new pairs or small groups to keep things fresh. Give them 3–5 minutes to discuss the questions. Encourage

them to use examples from their own experience if possible.

Possible answers

- 1 Science museums, maritime museums, natural history museums, military museums, open-air museums, zoos, art galleries
- 2 Museums inspire and stimulate young minds and help children learn together in an informal environment.
- 3 Hands-on activities, audio-visual and interactive exhibits, actors in historical costumes and play areas make museums fun.

UNDERSTANDING KEY VOCABULARY

- 2 You could tell the learners not to look at the definitions (1–9) yet but just to look at the words and to put a tick next to the words they know, a cross next to the words they don't know and a question mark next to the words they can guess. Once they have considered the words, they should go through them with one or two other people and try to turn all of the crosses and question marks into ticks. They should then check their answers by matching the words in the box with the definitions. Do a quick class feedback. Alternatively just ask the learners to work individually and then check the answers with the class.

Answers

1 fossils 2 archaeology 3 exhibit 4 natural history 5 exhibition 6 ancient 7 field 8 knight 9 sword

WHILE READING

SCANNING TO FIND INFORMATION

- 3 Learners complete the task individually. This is a scanning activity, so stress that they do not need to read or understand every word. Set a limit of 60–90 seconds, depending on the level of the group. Quickly go through the answers with the class.

Answers

1B 2C 3D 4A

- 4 Elicit ideas from the class.

Answers

The museums produced the brochures to advertise their exhibitions and services to the public.

SKIMMING

- 5 Learners complete the task individually and check their answers with a partner. If they disagree on any of the answers, tell them to show each other the part of the text in which that answer can be found. Allow 5–10 minutes to complete the task, including pair discussion. Then go through the answers with the class.

Answers

1B 2C 3D 4A 5C 6D 7A

READING FOR DETAIL

- 6 Learners complete the task individually and check their answers with a partner. With stronger groups, tell the learners to answer the questions from memory first and then to read through the texts again to check their answers. Then go through the answers quickly with the class. Allow 3–5 minutes, depending on the level of the group.

Answers

1c 2c 3a 4b

READING BETWEEN THE LINES

IDENTIFYING PURPOSE AND AUDIENCE

- 7 Encourage the learners to discuss the merits of each possible answer. They should then choose one answer for each question, based on their understanding of the text. This can be done either as pair work or in small groups. Allow 5 minutes for discussion. Then go through the answers quickly with the class.

Answers

1a 2c 3b 4c

Identifying purpose and audience

Ask learners to read the box. With a stronger class you might want to expand on this and tell learners that the writer-reader relationship is a two-way relationship. Writers must consider why they are writing a particular text, and who the likely readers will be. Readers must try to think about the writer's purpose in writing that text. A basic empathy between writer and reader will help the reader get more out of a text, and will also help the reader when it comes to understanding difficult vocabulary and sentence structures. Once the reader has some appreciation

of what the writer's intentions were, the reader will be probably be prepared to invest more in trying to understand a text and as a result will find the reading process much more rewarding. Questions that help learners identify the writer's purpose include:

- 1 Read the title. Why do you think the writer wrote this text?
- 2 What is the writer's point of view? Why did the writer adopt this point of view?
- 3 Did the writer explicitly state his/her purpose?
- 4 Did the writer achieve his/her purpose? How effective was the text?
- 5 Was the writer able to influence your response to the text? How?
- 6 Which examples from the text best support your ideas about the writer's purpose?


Optional activity

Remind the class that a writer will always have a purpose for writing. Ask them what the author's purpose was in the following situations:

- 1 You have read an article, and enjoyed reading it very much.
- 2 You have read an article and have learned something from it.
- 3 You have read an article and as a result have changed your opinion about the topic.

The author's purpose may have been to 1 entertain, 2 inform/educate, 3 persuade/influence. You could point out that a writer will often have more than one purpose in writing, e.g. to educate and persuade; to entertain, educate and persuade.

DISCUSSION


- 8  Learners discuss the questions in pairs or small groups. Encourage them to share their experiences. If appropriate, ask them to discuss the worst/most boring/most pointless museum they have visited, as well as their more positive experiences. Lead a quick class feedback session. Try to call on learners who were discussing any particularly entertaining stories during the pair/group work stage. Allow up to 5 minutes for the task.

Answers will vary.

READING 2

PREPARING TO READ

UNDERSTANDING KEY VOCABULARY


- 1  Learners complete the exercise alone and check their answers with a partner. Alternatively, they could use the same procedure as outlined in Understanding key vocabulary Exercise 2 (page 30 above). Quickly go through the answers with the class.

Answers

- 1 tuition 2 ongoing discussion 3 compulsory 4 less obvious 5 economic benefits 6 knowledgeable 7 beyond

WHILE READING

SCANNING TO FIND INFORMATION

- 2  Tell the learners to quickly scan through the essay on page 58 and count the number of times the word *should* appears in each paragraph. Tell them to raise their hands as soon as they are sure they have the correct number of *shoulds*. Wait until two or three learners have finished, then elicit the number of *shoulds* in each paragraph from the first learner to have their hand up. Ask the other learners if this is the correct number. If yes, go on to question 2. If no, elicit the correct number from the class. Then ask them to tell you what they think the answer to question 2 is but avoid commenting on their answers yet. Allow 5–10 minutes for questions 1 and 2 and a further 5–10 minutes for the reading and follow up discussion with the whole class of question 3. Ask learners to justify their answers. This text is quite a personal piece of writing rather than an objective academic text. Point out to the learners that there are times when a more personal approach is appropriate (e.g. in a blog or in a newspaper column), and times when a more objective approach is preferred (e.g. in an academic essay or paper to be published in an academic journal). You could ask the learners to scan the text for examples of subjective, personal writing (examples include *it seems to me*; *we should*; *I would say*).

Answers

- 1 Paragraph A: 3 Paragraph B: 1 Paragraph C: 1 Paragraph D: 1
2 The writer thinks we should teach History.

- 3 Learners work individually and then compare their answers with a partner. Go through the answers with the class.

Answers

- 1C 2D 3B 4A

READING FOR DETAIL

- 4 Learners complete the chart individually and check their answers with a partner. Go through the answers quickly with the class. Allow 5 minutes including the feedback.

Answers

- 1 We should focus on Maths and English.
2 Science benefits the economy.
3 This knowledge creates better citizens.
4 Pupils learn about culture.
5 Pupils improve reading and writing skills.

- 5 Do this as a class discussion. The writer includes more reasons in favour of teaching History than against because he/she supports the teaching of History and wants to strengthen the case by putting forward more arguments that support his/her opinion.

READING BETWEEN THE LINES

MAKING INFERENCES FROM THE TEXT

- 6 Ask the learners to read through the 5 claims. From memory, they should quickly decide on whether the writer would agree or disagree with each. They should then check their answers against the essay, underline the sections that support them and discuss their answers briefly with a partner. Allow 5 minutes for the task.

Answers

- 1 disagree 2 agree 3 disagree 4 agree 5 disagree

Optional activity

Put each pair of learners together with another pair and ask them to discuss their thoughts on the 5 statements. This could also be done as a pair work activity, but it is good for the learners to

take part occasionally in slightly larger discussions. Allow 5–10 minutes for the task and then ask each group to report back on their ideas to the class.

DISCUSSION

- 7 Learners discuss the 2 questions in pairs or small groups. Allow 3–5 minutes.

Answers will vary.

Background note

Your learners might be interested to know that in 2012, the most popular subjects at UK universities were Law, Design, Psychology, Business Management, Computer Science, English, Medicine and Social Science.

Optional activity

As a research task, learners could choose two or three UK universities and find out what subjects they offer. Which subjects seem to be the most popular? Are there any differences in the subjects offered in the UK and those offered in the learners' country?

LANGUAGE DEVELOPMENT

ACADEMIC VOCABULARY

- 1 Learners complete the 5 pairs of sentences individually and then check their answers with a partner. Go through the answers with the class. You could point out that *research*, *document* and *display* can all be used as both nouns and verbs. Challenge the learners to try and finish this exercise in under 3 minutes.

Answers

- 1 research 2 financial 3 document 4 period 5 display

Making suggestions

Tell the learners to read the box and be prepared to deal with the grammar of *should* + infinitive without *to*, adjective + infinitive with *to* and *-ing* forms as nouns. Point out that when used to make suggestions, *should* and *ought to* are very similar:

- *History should be taught in schools.*
- *History ought to be taught in schools.*

Both terms can be used to make suggestions, and can usually replace each other. You could ask the class to look at the 3 different ways to make suggestions in academic essays and to tell you which one they think is the most objective (=the least influenced by personal feelings or opinions) and which is the least. Point out that when writing in most academic contexts, it is important to remain as objective as possible. Of the different ways outlined in the box, *Teaching History in schools is a good idea* is probably the least objective, and *It is important to teach History in schools* is probably the most objective.

You could point out that *must* has a similar meaning to *should* and *ought to*, but is much stronger. It expresses the idea that something is absolutely necessary, rather than simply a very good idea or strong suggestion. You could give these sentences as examples and elicit the difference in meaning:

- *History should/ought to be taught in schools.*
- *History must be taught in schools.*

In an academic context, the example using *must* seems much more subjective than the example using *should/ought to*.


Making suggestions in academic essays

With a stronger group, you could present some alternative ways of making suggestions in academic English. You could also point out that while *should* is quite common in essays written at school and in English language exams, such as IELTS, later on in their academic careers learners will need to consider ways of writing in a more objective style. *Should* suggests a value judgment, which can detract from the objectivity of an essay, in favour of a more subjective approach. Compare the following:

- *History is of crucial importance and should be taught in schools.* (=the writer's personal, subjective opinion).
- *History is of crucial importance. Evidence suggests that children who study History beyond the age of 14 are better able to articulate their opinions, have a stronger sense of cultural identity and achieve better in other research based courses.* (=the writer's opinion supported by research).


Other ways to make suggestions in academic essays include:

One way to deal with this issue would be to...;
Another way to address this problem is to...;
This can be solved by...;
The evidence strongly suggests that...

- 2  Allow up to 5 minutes for learners to do this exercise and then go through the answers with the class.

Answers

- 1 a It is important to pay to visit museums.
b Paying to visit museums is a good idea.
- 2 a It is important to protect ancient objects from theft.
b Protecting ancient objects from theft is a good idea.
- 3 a It is important to learn from past mistakes.
b Learning from past mistakes is a good idea.

- 3  Ask the learners to do this exercise alone. Allow 3–5 minutes, depending on the level, then go through the answers with the class.

Answers

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

Optional activity

As a research task, you could ask the class to find examples of academic essays and note down other ways that writers can introduce suggestions. Examples of academic writing can be found on the Internet, and *Google Scholar* is a good collection of essays and other examples of academic writing. You can also find *Cambridge Language IELTS sample candidate writing scripts and examiner comments* online, another useful source for both learners and teachers.

CRITICAL THINKING

Optional lead-in

Give each learner two pieces of card/paper, one green and one red, about 5cm x 5cm. Ask the learners to read the Writing task in the box, and to consider the arguments that they have read so far, both for and against. Ask those who agree that museums should be free to hold up the green card. Quickly count the number who agree that museums should be free. Then ask those who think that we should have to pay for museums to hold up the red card. Quickly count the learners and then elicit reasons from both sides. Avoid too much comment at this stage as the arguments will be considered in more depth in the next exercises.

Give the learners a minute to read the Writing task they will do at the end of the unit (a balanced opinion essay, *Should museums be free or should visitors pay for admission? Discuss.*) and keep it in mind as they do the next exercises.

Organizing ideas

Ask the learners to read the box. Tell them that it is very important for ideas to be well organized in an academic essay, otherwise the writing will appear unstructured and difficult to follow. You could also point out that it is worth taking a few minutes at the start of a written exam to draft a quick outline of the essay, including details on which arguments will go where.


ANALYZE

Optional lead-in

Elicit ideas from the learners as to where they might be able to find arguments for and against the topic of the Writing task. If few ideas are suggested, ask the learners to discuss their ideas in pairs and then elicit ideas from the class.

Some possible answers are:


Essays on the subject (it is often possible to find good examples of academic essays through your search engine); newspaper opinion columns; news websites; museum websites; transcripts of parliamentary debates.

- 1  Tell the learners to read the opinions a–f and to decide which people think that museums should be free, and which people think that visitors should pay for admission. Allow 1 minute for this task, then go through the answers with the class.

Answers

- 1 People should pay to visit a museum.
- 2 Museums should be free.
- 3 People should pay to visit a museum.
- 4 Museums should be free.

EVALUATE

- 2  Tell the learners to complete the table with the opinions from Exercise 1 and then to check their answers with a partner. Allow up to 5 minutes for this. If some learners finish early, ask them to discuss which arguments they think are strongest, and why, with a partner. Quickly invite feedback on this after first going through the answers to Exercise 2 with the class.

Answers


- b The public should help pay for the staff, security and building costs.
- c It makes History so much more interesting than reading about it in a book.
- d The state should keep its treasures safe from theft and maintained in good condition.

WRITING

GRAMMAR FOR WRITING

Stating opinions

Ask the learners to read the box. Point out that these notes apply to a more personal style of writing, such as that required in some English language exams, rather than the more formal style that would be suitable for an academic essay.


- 1  Go through the first example with the class. Then ask the learners to complete the exercise alone and check their answers with a partner. Allow 5–10 minutes, depending on the level of the class, and then go through the possible answers with the class. When discussing the suggested answers, point out that many variations are possible. Invite alternative suggestions from the class and give feedback as appropriate.

Possible answers

- 2 A number of people suggest that museums should make people pay for entry.
- 3 It seems to me that it would be better to teach foreign languages instead of History.
- 4 Some people feel that students should be made to learn History.
- 5 I would say that we need to make museums more interesting for young people.

Linking contrasting sentences

Ask the learners to read the box. While it is important for learners to vary their language to avoid repetition, be wary of modelling clichéd language. Point out that phrases such as *but*, *however* and *although* are all common in written English. However, more idiomatic phrases such as *on the other hand* can sound predictable if used too often in the same text. The construction *On the one hand ... on the other hand* is best avoided altogether. To show contrast with the previous sentence or idea, it is enough simply to use *On the other hand* as a synonym for *However* at the start of a sentence.

- 2  This is a very useful language awareness exercise that encourages learners to notice patterns so try to do such tasks as often as possible and make sure you allow enough time for the learners to benefit from them. Tell the learners to study the 5 sentences on their own and to notice any patterns. If necessary, go through the first 2 sentences with the class so that the learners understand exactly what

they have to do. Then ask them to go through the remaining 3 sentences alone and to compare their ideas with a partner. Go through the answers carefully with the class. Keep a record of what they have problems with.

Answers


- 1 no comma
- 2 a comma before the linking word *although*
- 3 a full stop before the linking word and a comma after it
- 4 a full stop before the linking phrase and a comma after it
- 5 a capital letter for the linking word at the start of the sentence and a comma after the first part of the statement

Optional activity

Punctuation can cause difficulties at this level, especially if the learners' first language has a very different system, so you could ask learners to look for examples of formal writing online and notice the punctuation patterns. Tell them to bring any useful examples of language they have found to the next class. This will give you time to prepare some more detailed exercises that address the learners' specific needs based on the notes you made of their problems with Exercise 2. It will also give the learners further valuable noticing practice. Allow 5–15 minutes on this, depending on how detailed the post-task class feedback session is. You can find examples of academic writing by typing *academic papers* into your search engine.

Optional lead-in

Tell the learners to close their books. Write the example sentence 1 on the board (*Museums are free but they cost a lot of money to maintain*). Ask the learners to rewrite the sentence using the word *although*. Give them enough time to do this. Then ask them to open their books and compare what they wrote with the example in Exercise 3.

- 3  Learners work individually to rewrite the sentences. Point out that more than one answer is possible. Allow 3–5 minutes, and then ask them to compare their ideas with a partner. Go through the answers quickly with the class, eliciting alternative suggestions and giving feedback as appropriate.

Answers

- 2 Although museums are free to allow all children to visit them, many children never go to one/a museum.
- 3 Although it is a good idea for governments to pay for museums, there are many other more important things that a government should spend its money on.

- 4 Although some museums may be quite boring for children, nowadays many of them are very interactive.
- 5 Although museums are great places for schools to visit, sometimes they are very expensive.

ACADEMIC WRITING SKILLS


Writing an introduction

Tell the learners to read the box and to find out what a thesis statement is.

Elicit from the class the importance of the thesis statement in an essay. If the class is struggling, ask the following questions to help them understand the function of the thesis statement:

- 1 Where is the thesis statement in the learner essay? (= in the introduction)
- 2 Does the thesis statement tell you what the writer thinks? (=yes)
- 3 Does the thesis statement tell you what the writer's conclusion is? (=yes)
- 4 Does the thesis statement tell you why the writer came to that conclusion? (=yes)
- 5 Is the thesis statement a vague, general sentence or a detailed and specific sentence? (=detailed and specific)

Once you are sure that the learners understand exactly what a thesis statement is, go on to the Exercise 1.

- 1  Ask the learners to do the exercise quickly, alone. Remind them of the importance of a clear thesis statement in formal and academic writing. Set a strict time limit of 2 minutes, 90 seconds for a stronger group, and then go through the answers with the class.

Answers

a2i b3ii c1iii


- 2 Elicit the answer from the class.

Answer

a2i


WRITING TASK

WRITE A FIRST DRAFT

- 1  Learners use their notes from the Critical thinking and Writing sections above to write their essay *Should museums be free or should visitors pay for admission? Discuss*. By this stage, they will have had the opportunity to rehearse their ideas and to study the structure


of the essay. Give them 5 minutes to write the Introduction from page 66, and 15–20 minutes to write the 2 main paragraphs. Monitor the class carefully, and when it seems that most people have finished or are finishing, give them 2 minutes more to complete the paragraphs. Ask those learners who have finished to check that the paragraphs have clear topic sentences that are then developed further, and make sure their work leads in to it well.

EDIT

2 & 3  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.

4 & 5 Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early (e.g. part of the Review test for this unit on page 91 or the Additional writing task for this unit on page 119).

Optional approach to the Writing task

 In earlier units, learners have been encouraged to give each other feedback on their writing task before writing the final draft. Now might be a good time to find out what each learner is capable of when working alone. Rather than guiding the learners through Exercises 1–5 in class, you could present the Writing task (Exercises 1–5) in one of the following three ways:

1 Semi-exam conditions Set a time limit of 45 minutes for learners to complete Exercises 1–5 on their own with no further resources. Then tell them to hand their essays in for correction (or email them to you if they have written the essays using a computer). If using email, tell the learners to save the essay using the following filename: *Surname_First name_Museums_essay* and to write *Museums essay* in the subject line of the email.

2 Open learning Set a time limit of 45–60 minutes, and allow the learners to use whatever resources they have available (e.g. dictionaries, grammar books, the Internet etc.). They should then submit the essays for correction as above.

3 Homework task Tell the learners that they can decide whether to set themselves the challenge of writing the essay under semi-exam conditions, or whether they would like the support of a dictionary, the Internet and their class notes etc.

Answer

Model answer: see page 135 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 105 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Recreate a scene from local history.

Explain to your learners that they are going to research a period of local history. Ask them to find out about the people of the time including trade, government, traditions and culture, food, clothing, household objects, technology, education and health.

With this information, learners may want to create a museum exhibition with information, food or historical artifacts with descriptions. They can supplement this with posters, websites and informative videos.

4

TRANSPORT

Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.


Background note: Underground trains

You might point out that the London Underground train system is also called *The Tube*, the Paris underground system is called *The Metro*, as are other underground systems in various parts of the world, and New York underground train system is usually referred to as *The Subway* (in British English, a *subway* is a passage under a road or railway for people to walk through).

UNLOCK YOUR KNOWLEDGE

Lead-in


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


- 1  Learners work in pairs and brainstorm modes of transport. You could ask them to think about private and public transport. Do a quick feedback with the class. Allow 3–5 minutes.

Possible answers


Air: plane, helicopter, seaplane, glider, microlight;
Sea: rowing boat, ferry, motorboat, yacht, canoe, ship;
Land (private): car, motorbike, bicycle, scooter, lorry;
Land (public): bus, train, underground (train), coach, tram, trolleybus

Optional activity

 An alternative approach to Exercise 1 would be to tell the learners in pairs to write down as many forms of transport as they can in 90 seconds. Tell them that they will get one point for each form of transport that no one else thinks of. The winning team is the pair with the most points. Ask the first pair to read their list slowly, and ask the class to call out if they have written down the same form of transport. Award points for any forms of transport no one else has thought of, e.g. a helicopter, a skateboard, a space shuttle etc. Repeat this procedure with each pair. Ask the learners to total their scores and declare one pair the winner. This activity should take around 5 minutes.

- 2  Learners answer the questions individually or in pairs. Do feedback with the class. You could find out which mode of transport is the most popular.

Optional activity

 Ask the learners to work in small groups and discuss any modes of transport that they would never use, and why? For example, I would never travel in a submarine because I don't like the idea of being underwater. Quickly elicit ideas from each group.

WATCH AND LISTEN

Videoscript

INDIAN TRANSPORT

For a country with a population of 1.2 billion, there are only 13 million cars in India. Some traditional forms of transport have been in use in India for centuries. Water taxis take thousands of passengers along the river Ganges every day. The wooden boats they use are handed from father to son, and the boatmen repair them themselves.

Ox carts have been traditionally used for transport, especially in rural India. In recent years, some cities have banned the movement of ox carts and other slow-moving vehicles on the main roads because of traffic problems.

Bicycles are a common mode of travel in much of India. More people can now afford to own a bicycle than ever before. In 2005, more than 40% of Indian households owned a bicycle. But for long journeys, public transport is essential and India's public transport systems are among the most heavily used in the world.

Railways were first introduced to India in 1853. By 1947, there were forty-two rail systems. In 1951, the systems were nationalized as one unit, becoming one of the largest networks in the world. With 65,000 kilometres of rail routes and 7,500 stations, the railway network in India is the fourth biggest in the world after Russia, China and the USA. Indian trains carry over 30 million passengers and 2.8 million tonnes of freight daily. Indian Railways are the world's biggest employer, with over 1.4 million staff. Generally, Indian Railways are very efficient, but trains do run late, and sometimes it's hours rather than minutes. However, at the moment, they are a much better option than a traffic jam.

PREPARING TO WATCH

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1 You could put the learners into groups of 3 and ask them to discuss the answers to questions 1–6. Tell the groups to decide on the answers and get a quick show of hands for the different answers. Avoid commenting at this stage as learners will check their answers in Exercise 2.
- 2 Learners watch the video and check their answers. Quickly go through the answers with the class. Allow 10 minutes for Exercises 1 and 2 including feedback.

Answers

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

WHILE WATCHING

LISTENING FOR KEY INFORMATION

- 3 Play the video again while the learners complete the exercise individually. They should then check their answers with a partner. Go through the answers with the class. Allow up to 10 minutes for this exercise.

Answers

1 centuries 2 passengers 3 father 4 rural 5 ban
6 transport 7 afford 8 systems 9 stations
10 freight 11 efficient

UNDERSTANDING DETAIL

- 4 Learners complete the table individually and then check their answers in pairs or small groups. Elicit ideas from the class and comment on any particularly original or surprising ideas (e.g. ideas not given below). Allow 10 minutes for this task, including discussion time and feedback.

Possible answers

	mode of transport	advantages	disadvantages
1	water taxis	environmentally friendly	need a river
2	ox carts	inexpensive	cause traffic congestion
3	bicycles	inexpensive	dangerous in traffic
4	trains	large rail network	can be late

DISCUSSION

- 5 Learners discuss the 2 questions in pairs or small groups. Allow 3 minutes for discussion and then elicit ideas from the groups. Try to get at least one idea from each of the groups.

Answers will vary.

READING 1

PREPARING TO READ

USING VISUALS TO PREDICT CONTENT

- 1 Learners discuss their answers in pairs. Tell them to try to work out the answers in under a minute. Then go through the answers with the class. As there has been a lot of pair and group work so far, you could elicit ideas from the class rather than having the learners first discuss their ideas with a partner.

Background note: Gridlock

You could point out that extreme traffic congestion is known as *gridlock*. In such a situation, no traffic can move due to continuous queues of traffic blocking intersecting streets, bringing traffic to a complete standstill. Gridlock can occur during periods of peak traffic, when the entire traffic infrastructure fails completely. This is especially true of large cities and towns where cars are one of the main means of transport and is made worse, as well as more dangerous, when there is inadequate provision for buses, ambulances, police cars and other such vehicles.

Answers

- 1 The problem is traffic congestion.
- 2 The vehicle in the second photograph is an electric car. It could be a solution because it would cause less pollution and be quieter than cars are now.
- 3 Its transport system has been designed to reduce traffic congestion.


UNDERSTANDING KEY VOCABULARY

- 2 Ask the learners to complete the exercise individually and then check their answers in pairs. Go through the answers with the class. Allow 3 minutes for the exercise. You could then tell the learners that they are going to read a text that includes the words in the box and ask them what they think the text will be about. Elicit ideas, then go on to Exercise 3.

Answers

- 1 outskirts 2 route 3 commuting time
4 traffic congestion 5 major issue 6 vandalism
7 carbon-neutral 8 vehicle 9 rapid transit


WHILE READING**READING FOR MAIN IDEAS**

- 3  Give the learners 2 minutes to read the text quickly and ask them to put their hands up as soon as they have the answers to the 5 questions. Elicit the answers to the questions, ideally from the first 5 learners with their hands up (one answer from each learner).

Answers

- 1 A Personal Rapid Transit system
2 Masdar City is carbon-neutral. It will get all of its electricity from renewable energy sources.
3 There will also be an underground metro system and a Light Rail Transit system.
4 The cost is substantial.
5 The PRT system is powered by solar energy. The podcars are pulled by magnets along the route and are controlled wirelessly.


READING FOR DETAIL

- 4  Ask the learners to complete the exercise individually and then check their answers in pairs. Remind them to use no more than 3 words in each gap. Go through the answers with the class. Allow 3–5 minutes for the exercise.

Answers

- 1 traffic congestion/jams 2 45 minutes
3 the environment / renewable energy sources
4 not allowed 5 public transport
6 global financial crisis


READING BETWEEN THE LINES**MAKING INFERENCES FROM THE TEXT**

- 5  Learners answer the 3 questions in pairs or small groups if you have an uneven number of learners. Allow a very short time for discussion. Then elicit ideas from the pairs/groups once it looks as though most learners have the answers.

Possible answers

- 1 The global financial crisis meant the government ran out of money and had to delay the project.
2 The PRT has no driver or guards so vandals could easily damage the podcars.
3 If there was a problem with the software, the pods could crash. Podcars could hit people or be a target for robbers or vandals.


DISCUSSION

- 6  Learners discuss the 3 questions in pairs or small groups. Allow 3–5 minutes for discussion. Then elicit ideas from the pairs/groups. Encourage class discussion, especially when learners offer opposing ideas. If all or most of the learners are from (or live near) the same city, take a vote on question 3.

Answers will vary.**Optional activity 1**

Ask the class if any of them have read a book or seen a film that gives a fictional vision of how people might deal with the problem of traffic congestion in the future. Films include *Bladerunner* and *Brazil*, both of which feature flying cars in virtual traffic lanes high above the ground. Ask them to work in groups of 5 and to discuss any visions of future transport that they have seen or read about. They should make brief notes on each one, and then rank them, with 1 being the most likely to become a reality. They could also discuss which of these forms of transport/solutions to traffic congestion they think are best, and why. Allow 5–10 minutes for discussion and then ask each group to report back to the class.


Optional activity 2

 Tell the learners that there are many examples of academic essays, scientific research papers and government-related documents online that deal with the issue of possible solutions to current traffic congestion. Ask the learners in pairs to discuss what keywords they would use to find this information, what search engine they would use and whether they know of any websites (other than a search engine) that might be useful. Allow the learners 2–4 minutes to plan their research and then elicit suggestions from the class. If you have internet access in class, give the learners 20 minutes to conduct their research in pairs. Then ask each pair to report back. When eliciting suggestions from the class, tell them that they need only discuss ideas not already put forward by another pair. This task could also be set as an individual research task for homework.

READING 2

PREPARING TO READ

USING VISUALS TO PREDICT CONTENT

- 1  Pair the learners with someone they have not yet worked with during the lesson. Ask them to discuss the first 2 questions in their new pairs. Allow a couple of minutes for discussion. Then elicit ideas from the group. Avoid commenting as this will be the topic of the reading which follows. Tell the learners to quickly scan the essay (no more than 90 seconds) and to see what solutions are mentioned. Go through the answers quickly with the class.

Answers


- 1 The photographs show bicycle lending, a gas-powered bus and an underground train in London, UK.
- 2 Building bridges and tunnels under the city, congestion charging, a park and ride system (= people park their cars in car parks on the edges of cities and then take buses to the city centre), a monorail, an underground railway, a PRT system, trams, trolley buses, road pricing, bus lanes. Building more roads with wider lanes, building tunnels and bridges, increasing fuel tax, introducing tolls (=making people pay to travel on certain roads), encouraging other forms of transport (e.g. cycling), persuading people to use buses.

Using visuals to predict content

Ask the learners to read the box and tell you what sort of visuals can be particularly helpful, e.g. photographs, graphs, tables.

WHILE READING

SKIMMING

- 2  Ask the learners to complete the exercise individually and then discuss their answers in pairs. Where learners have different answers from their partners, encourage them to support their choice of title by referring to the text. Allow a short time for discussion. Then elicit the correct answer from the class. If the class is not sure why the answer is correct, ask one or more of the learners who had the correct answer to support their choice with


references from the text. This is an important skill, and will be useful when it comes to supporting their thesis statements and topic sentences when writing essays.

Answer b

- 3 Quickly elicit the 4 effects from the class. If the answers don't come quickly, give the learners 60 seconds to look back at the text and find the answers.

Answers

Traffic congestion causes stress, reduces productivity, means that emergency services are caught in traffic and wastes fuel (which contributes to global warming).


- 4  Ask the learners to complete the exercise individually and then check their answers in pairs. Remind them to use only one word in each gap. Allow 3–5 minutes for the exercise. Once most learners have completed the table, go through the answers with the class.

Answers

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

READING BETWEEN THE LINES


MAKING INFERENCES FROM THE TEXT

- 5  Learners answer the 3 questions in pairs. Allow 3–5 minutes for discussion. Then elicit the answers from the class.

Possible answers

- 1 Health problems caused by stress may include high blood pressure, headaches, heart attacks and depression.
- 2 A government would not want an unpopular tax because people might not vote for them at the next election.
- 3 Many people think that only the poor (who cannot afford a car) use buses.

DISCUSSION

- 6  Learners discuss the questions in pairs. If possible, try to have learners sitting with someone from a different city or region. Allow up to 5 minutes. Then lead a class feedback session.

Answers will vary.

Optional activity

Elicit from the class when it might be useful to summarize a piece of text. Suggestions could include writing an abstract of a research paper, taking notes on a longer paper as part of your research for an essay or writing a short blog entry based on a piece of longer research. Ask the learners to individually write a summary of Reading 2 in *exactly* 100 words (contractions such as *can't* count as two words). Before they begin writing, they should first discuss what parts of the text should remain and how they can best summarize the text in exactly 100 words so that the key points still remain. Set a strict time limit of 10 minutes, including discussion time, and then ask the learners to compare their summaries in pairs. If you have access to one, or can create one, you could also ask the learners to display their summaries on a class wiki for peer correction. If the learners know that their written work will get a wider audience than just the teacher, they will often respond by putting more effort into the first draft.

LANGUAGE DEVELOPMENT

COLLOCATION 1

- 1 Elicit the meaning of *collocation* from the learners (=a word or phrase that sounds natural and correct when it is used with another word or phrase). If this might be too difficult, or if they are slow in answering, then write the word *traffic* on the left hand side of the board and the words *congestion* and *transport* underneath each other on the right. Then ask the learners which one of the two words on the right collocates with *traffic* (=congestion). Learners then complete the exercise individually and check their answers in pairs. Encourage them to discuss the meanings of the collocations they suggest. Then go through the answers with the class. Allow 5 minutes for the exercise.

Answers

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

- 2 Learners complete the sentences individually and check their answers with a partner. Allow 2–3 minutes. Then go through the answers with the class.

Answers

1 traffic congestion 2 public transport 3 cycle lane
4 Parking restrictions 5 rush hour 6 car share
7 road rage 8 congestion charge

ACADEMIC SYNONYMS

- 3 Learners replace the verbs with their synonyms individually and check their answers with a partner. Allow 2–3 minutes and then go through the answers with the class.

Answers

1 require 2 attempt 3 select 4 realize 5 organize
6 consider 7 prevent 8 convince

CRITICAL THINKING

Give the learners a minute to read the Writing task they will do at the end of the unit (a problem-solution essay, *Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions. Which of the solutions is the most suitable?*) and keep it in mind as they do the next exercises.

ANALYZE

- 1 Learners work in pairs and read about the first problem. They then discuss the 3 remaining problems. Elicit ideas from the class and then go through any answers below which have not already been suggested by the class. They may well come up with different problems from the ones in the Student's Book.

Possible answers

- 2 Although there is a bus service joining the residential and economic areas, this may increase the congestion on the main route into and out of the city centre as the buses have to make frequent stops.
- 3 The fact that the majority of people start and finish work at the same time means that there is a lot of congestion as everyone is going into the city or going home at the same time.
- 4 There is a junction with traffic lights at one end of the bridge, which may also cause/add to the congestion problems.

APPLY

- 2 Learners complete the exercise individually, depending on their answers to Exercise 1 above. They then compare their suggestions with a partner. Remind them that they will use their ideas in an essay later, so they should pay close attention to their spelling and grammar. Monitor the class as they write, giving feedback and suggesting corrections as appropriate. Allow 10 minutes for the exercise. Then go through the learners' ideas with the whole class.

Possible answers

- 2 Cycling: It is far too hot to expect people to cycle. It can be dangerous.
- 3 Park and ride system: Such a system is designed to keep traffic out of the centre but the problem is getting to the centre not getting around the centre.
- 4 Banning cars: The problem is getting to the centre, not getting around the centre.
- 5 Underground: Expensive as the network would have to go under the river.
- 6 More roads: Expensive because it would require new bridges.
- 7 Fuel tax: Unpopular with the public. People may buy cheaper fuel in a neighbouring country or city.
- 8 Car share: Difficult to set up and run. Not always a practical solution.
- 9 Buses: They would still use the crowded road. Buses have an image problem with the public.
- 10 Trains: Would require a bridge and a railway line to be built so tickets would be expensive to cover the cost.
- 11 Rapid transit system: This would also be expensive because it would need bridges and vehicles. There may be safety problems.
- 12 Ferries: These cause queues as cars wait to board. They don't run very frequently.
- 13 Relocate the residential area: This is an expensive, long-term solution. Many people may not want to live next to an industrial area.

WRITING

GRAMMAR FOR WRITING

First conditional

The *if + will + infinitive* construction is sometimes referred to as the first conditional. It is used when talking about a real possibility that a particular condition will happen in the future, and what the reaction to that condition will be. We use the Present simple to talk about the possible future condition. For example, *If the train is delayed, I will be late for my meeting.*


A conditional sentence consists of two clauses, an *if* clause and a main clause:

If the government increases tax on fuel, people will use their cars less.

If the *if* clause comes first, a comma is usually used. However, if the *if* clause comes second, there is no need for a comma:


People will use their cars less if the government increases tax on fuel.

APPLY

- 1  Learners answer the questions individually. Ask them to check their answers with a partner and if necessary go through the grammar notes again together. Elicit the answers from the class and check whether the learners have any questions about conditional clauses. Once you are sure that the learners have understood the grammar notes, go on to Exercise 2. Allow up to 5 minutes for this including time for the learners to go through the grammar notes a second time if necessary.

Answers

1a 2b 3 *can* changes to *be able to* when it follows another modal verb (*will*).

- 2  Learners complete the exercise individually and then check their ideas with a partner. Allow 3–5 minutes for the learners to write the five sentences. Then go through the answers with the class.

Answers

- 1 If we move the offices and schools next to the houses, we will have fewer traffic problems.
- 2 If we have a ferry over the river, fewer people will use the bridge.
- 3 If we increase the price of fuel, fewer cars will use the roads.
- 4 If we change the office hours, the cars will not all use the road at the same time.
- 5 If we build a railway line, people will be able to use the train instead of their cars.

Using *if...not* and *unless*

Point out that *if ... not* and *unless* both mean *except if*:

Take the bus unless you can get a lift. (=if you can't get a lift. / except if you can get a lift.)

Try to get a lift. If not, take the bus. (If you can't get a lift / Except if you can get a lift, take the bus.)

if not is always followed by a comma:

I hope to get the job. If not, I'll look for something else.


Unless is often preceded by a comma, but not always.

I'll be back this evening, unless there's a train strike.

I'll be back this evening – unless there's a train strike.

I'll be back this evening unless there's a train strike.

The comma is often left out and is sometimes replaced by a dash. It might be best simply to tell your learners that they should use a comma before *unless* when it is used to mean *except if*, but not to be surprised if they see examples where there is no comma.


- 3  Learners answer the questions individually. Ask them to check their answers with a partner and if necessary go through the grammar box again together. Elicit the answers from the class and check whether the learners have any questions. Allow up to 10 minutes for this exercise, including time to go through the grammar box a second time if necessary.

Possible answers

- 1 The traffic won't improve unless we build more roads. OR If we don't build more roads, the traffic won't improve.
- 2 Pollution won't be reduced if we do not use cleaner transport. OR Unless we use cleaner transport, pollution won't be reduced.
- 3 People won't get to work on time unless we provide a solution. OR If we don't provide a solution, people won't get to work on time.
- 4 We won't solve the traffic problem if we don't build houses closer to the business areas. OR Unless we build houses closer to the business areas, we won't solve the traffic problem.
- 5 Unless the city invests in a PRT, there won't be less congestion. OR If the city doesn't invest in a PRT, there won't be less congestion.


ACADEMIC WRITING SKILLS

Optional lead-in

 Ask the learners to close their books and discuss what should go into the conclusion of an academic essay. Give them a minute or two to discuss their ideas.


Writing a conclusion

Ask learners to read the box. Remind them that their personal opinion on the question must also be stated in the introduction in the form of a thesis statement. The writer states their opinion in the introduction and supports that opinion with illustrated arguments in the main body. The conclusion then brings together all the points from the main body and shows how these support the initial thesis statement, which should be restated. The writer can then make a final comment (such as some speculation as to what might happen in the future), but no new information in support of the thesis statement should be included in the conclusion.

- 1  Learners complete the exercise individually and check their ideas with a partner. Allow up to 5 minutes for this exercise and then go through the answers with the class.

Answers

1 ci 2 biii 3 aii


- 2  Ask the learners to quickly read the sentences again and to underline or highlight the phrases used to introduce opinions and conclusions. Set a time limit of a minute and then go through the answers with the class.

Answers

- 1 To sum up, In conclusion, Overall
- 2 In my opinion, I would say that, It is my view that


WRITING TASK

PLAN


- 1  Ask the learners to read the title of the problem-solution essay *Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions. Which of the solutions is the most suitable?* They should review the problems and solutions they discussed earlier in the Critical thinking and Writing sections and choose the 3 they think are most important. Then they should complete the essay plan with notes. Allow 5–10 minutes for the exercise. When the learners seem to be finishing their notes, ask them to work with a partner and go through their notes together, making any changes necessary. Go through the learners' ideas with the whole class.


Answers will vary.

WRITE A FIRST DRAFT

- 2  Ask the learners to write the 3 paragraphs in groups of 3. If possible, try to make sure that each group has a good balance of stronger and weaker learners (i.e. make sure that no one group is significantly stronger or weaker than the other groups). They could either produce one essay together (in which case, appoint a writer but stress that all 3 learners should contribute to the essay), or they could each write the essay individually based on the ideas they discuss in their groups. Allow 15–20 minutes for this exercise.

EDIT

3 & 4  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.

5 & 6  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Answers

Model answer: see page 136 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 109 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Improve the transportation in your area.

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

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

5


THE ENVIRONMENT


Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.

UNLOCK YOUR KNOWLEDGE

Lead-in

 Ask the learners in pairs to discuss the single most important environmental issue that either affects their country now, or which might affect their country in the future. Give the learners 2 minutes to discuss their answers and then put pairs together to discuss their ideas. Allow 3–5 minutes for discussion. Then go on to Exercise 1.

-  Learners discuss the questions in pairs or small groups. If some of these issues have already been discussed during the lead-in, ask them to focus on the question or questions that most interest them. Tell them to go into as much detail as possible, offering possible solutions where they can. Allow 3–5 minutes for the exercise. Then lead a brief class discussion.

Answers will vary.

Background note: Climate change

It is difficult to think of a country that is not experiencing some degree of environmental change. Whereas in the 1980s and 1990s, the impact of climate change was more commonly discussed in terms of its effect on developing countries, increasingly all countries are having to face up to the realities of our changing climate. Parts of the UK were hit by a series of floods in 2012 and many countries regularly face drought (=long periods with no rain). Countries such as Austria, where skiing is a major industry, are responding to the retreating glaciers by building ski runs at altitudes previously unheard of. There is a growing consensus that climate change is a reality.

WATCH AND LISTEN

Videoscript

GLOBAL WARMING

The frozen glaciers of Alaska have remained unchanged for millions of years. But now the ice is melting and the impact on our environment will be huge. These ice sheets start life as snow, turn to glaciers, and eventually crash into the sea. A single glacier can move up to a metre every hour.

An astonishing 20,000 trillion tonnes of ice move across Alaska every day. Alaska's 100,000 glaciers are under threat of disappearing because they are very sensitive to the effects of global warming. To understand why, adventurer Will Gadd is going where few have gone before: to follow one of the melt streams running through the glacier.


These fast rivers of freezing water are formed as glaciers melt, and they are an important measure of its health. Every glacier is in balance. The amount of snow falling in winter must equal the amount that melts in the summer. If that balance changes, the glacier will disappear. Right now, that's what's happening. These glaciers are melting faster than they are growing.

Alaskan glaciers have been here for over three million years. They are currently losing ice at the rate of eighty billion tonnes a year. It's the end of the road for this glacier as it tumbles off the mountains and into the sea.

Alaska's glaciers are retreating at an increasing rate. Every year, 19 trillion tonnes of melt water are pouring away and not being replenished. As the glaciers melt away, it's the rest of the world that's affected. Alaskan glaciers are melting so fast, they are accounting for ten per cent of the world's rising sea levels. It's the most dramatic transformation this area has undergone since the ice age and shows how global warming is changing our environment. It's hard to believe all this could soon be gone.

PREPARING TO WATCH

USING YOUR KNOWLEDGE TO PREDICT CONTENT

-  Do this either as a pairwork or as a class activity. If pairwork, allow 2–3 minutes for discussion and then elicit the answers from the

class. As a class activity, elicit ideas from the class. Make sure that a good variety of learners are able to share their ideas. You could ask some follow-up questions, such as *Has anyone ever been to a glacier? What kind of sports can you do on glaciers in mountainous regions?* (in some countries, for example Austria, it is possible to ski on glaciers all year round).

Answers

- 1 A large mass of ice which moves slowly, usually down a slope or valley.
- 2 At the North and South Poles and in mountain ranges (on Earth), and on Mars.
- 3 It is melting and falling into the sea.
- 4 Probably global warming.

UNDERSTANDING KEY VOCABULARY

- 2 Give the learners one minute to complete the exercise individually, and then go through the answers with the class.

Articles

After you have gone through the answers, ask the learners if they notice the differences in the articles taken by the nouns 1–6. Point out that while most take the indefinite article (=a), *environment* takes the definite article (=the) and *global warming* is a mass/uncountable noun and does not take an article at all.

Answers

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

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 3 Learners watch the video and complete the exercise individually. Go through the answers with the class. With a stronger group, you could ask them to complete the gaps with the best answers before they watch the video to see if they were right. Allow 10 minutes for this exercise.

effect vs. affect

You could point out the difference between the noun *effect* (=a change, reaction, or result that is caused by something) and the verb *affect* (=to influence someone or something, or cause them to change).

Answers

- 1 glaciers 2 formed 3 melt 4 effects
5 global warming 6 environment

UNDERSTANDING DETAIL

- 4 Learners complete the exercise individually and check their answers with a partner, completing the gaps in the labels.

Answers

- 1 snow 2 one 3 streams 4 eighty 5 crashes

MAKING INFERENCES

- 5 Learners complete the exercise in pairs. Allow 3 minutes for discussion. Then elicit ideas from the groups.

Answers

- 1 Global warming means that the ice is melting faster than the snow replacing it. The amount of snow that falls on the glacier in winter is not enough to replace the ice that melts in higher temperatures in summer.
- 2 No.
- 3 They have been there for three million years.

DISCUSSION

- 6 Learners discuss the 3 questions in pairs or small groups. Allow 3 minutes for discussion. Then elicit ideas from the groups. Try to get at least one idea from each group.

Possible answers

- 1 Most scientists agree that global warming is probably affected by human activity.
- 2 Individuals, corporations, governments, in fact everyone has a responsibility.
- 3 They can reduce carbon emissions and invest in alternative energy sources.
- 4 We can buy fewer products, use local products and services, use less energy and recycle materials.

READING 1

PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1 Learners discuss the 4 questions in pairs or small groups. Allow 3 minutes for discussion. Then elicit ideas from the pairs or


groups. Try to get at least one idea from each of them.

Answers

- 1 It has melted (away).
- 2 76 years.
- 3 Some water has stayed as a lake but most has flowed into the sea.
- 4 Sea levels are rising.

WHILE READING

READING FOR MAIN IDEAS

- 2  Give the learners 2 minutes to quickly read through the text and order the main ideas individually. Go through the correct order together with the class.


Answers

- 1c 2b 3d 4a

Optional activity

With a stronger group, you could ask them to try and put the main ideas in the most likely order with a partner, then to quickly read through the text to see if they were right. If you try this, start them off by asking *Which of the 4 main ideas is most likely to come at the end?* (=a solution to the problem). This will help them think about the possible structure of the text which was dealt with in Unit 4.


SCANNING TO FIND INFORMATION

- 3  Give the learners 2–3 minutes to complete the gaps with the best answers. Then ask them to read the leaflet a second time to see if they were right. Go through the answers with the class.


Answers

- 1 CO₂ levels
- 2 Global sea levels
- 3 mangrove forests
- 4 global temperatures
- 5 agriculture
- 6 extinction
- 7 coral reefs

Scanning to find information

 Ask the learners to read the box and to find what example is given when we might need to scan to find information (=in an examination). Ask them to discuss in pairs other situations in which they might need to find detailed information quickly in a text. Allow a couple of minutes for discussion. Then quickly go around the class and elicit as many ideas as possible.

READING FOR DETAIL

- 4  Ask the learners to complete the exercise individually and then check their answers in pairs. Remind them to use no more than three words in each of the gaps. Go through the answers with the class. Allow 3–5 minutes for the exercise.

Answers

- 1 Argentina
- 2 The Northwest Passage
- 3 food/agriculture
- 4 asthma
- 5 greenhouse gases
- 6 cut down trees
- 7 renewable energy


READING BETWEEN THE LINES

IDENTIFYING PURPOSE

- 5 Elicit the answer from the class.

Answer c

DISCUSSION

- 6  Learners discuss their answers to the 3 questions in pairs or small groups. Allow a very short time for discussion. Then elicit ideas from the groups once it looks as though most learners have the answer.


Answers

- 1 It will be an important global shipping route. At the moment ships have to sail via the Panama Canal to get between the Atlantic and the Pacific Oceans.
- 2 Solar panels are most effective in direct sunlight as there is a higher concentration of photons in this type of light, so they are not ideal in overcast or wintry conditions. Wind power requires a lot of wind so the turbines are installed on mountains or near the coast, and some people complain they are ugly.
- 3 Unless global warming has an immediate effect on our way of life, there is little to motivate us to do more to prevent global warming.

READING 2

PREPARING TO READ

PREVIEWING


- 1  Learners answer the 3 questions in pairs or small groups. Allow 2–3 minutes for discussion and then elicit ideas from the groups as soon as it looks as though most learners are ready. Avoid giving the correct answers at this stage,

as the learners will read the journal and find the answers for themselves in Exercise 3.

Possible answers

- 1 Trees absorb CO₂ and produce O₂ which helps reduce global warming. They also maintain biodiversity, which can help provide food and medicines. Trees also prevent erosion and landslides and so reduce flooding.
- 2 People cut down trees for fuel, timber and to clear land for agriculture or construction.
- 3 The climate will become warmer. There will be many fewer animal species, more soil erosion and more flooding. There will be less fresh water.

UNDERSTANDING KEY VOCABULARY


- 2  Ask the learners to complete the exercise individually and then check their answers in pairs. Allow 2 minutes for the exercise. Then quickly go through the answers with the class.

Answers

1d 2i 3a 4g 5h 6c 7e 8b 9f

WHILE READING


READING FOR MAIN IDEAS

- 3  Learners complete the summary individually and then check their answers in pairs. Allow 3–5 minutes for the exercise. Then quickly go through the answers with the class.

Answers

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

READING FOR DETAIL


- 4  Do this either with learners working individually or as a class activity. If learners work individually, allow 2–3 minutes for discussion and then elicit the answers from the class. As a class activity, go straight to eliciting ideas from the class.

Answers

1 palm oil *not* olive oil 2 2–3 years *not* 10 3 UK *not* USA
4 destroys *not* protects 5 carbon dioxide *not* oxygen
6 large-scale *not* small-scale

READING BETWEEN THE LINES


MAKING INFERENCES

- 5  Ask the learners to form new pairs or small groups, and to discuss the 3 questions. Allow 3–5 minutes for discussion. Then elicit ideas from the class.

Possible answers

- 1 The writer is suggesting these are large-scale business operations, not small subsistence farms.
- 2 The trees will become fire risks so they will need to be cut down.
- 3 There may be many plant and animal species which remain undiscovered in the rainforests. These could provide new medicines and crops, if they do not become extinct first.


DISCUSSION

- 6  Ask the learners to work with a new partner and to discuss the 3 questions in pairs. If you began the lesson with the Optional lead-in, your learners may already have discussed question 3. If so, this will give them the chance to consider the question in more depth and to use some of the vocabulary presented in this unit. Allow 3–5 minutes for discussion and then lead a class discussion.

Answers will vary.

LANGUAGE DEVELOPMENT


ACADEMIC VOCABULARY

- 1  Learners complete the exercise individually and check their answers with a partner. Allow 2–3 minutes and then go through the answers with the class.

Answers

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

TOPIC VOCABULARY

- 2  Elicit the meaning of *collocation* from the class. If necessary, remind them that collocations are words that sound natural and

correct when used with another word. Ask the learners to complete the exercise individually, without looking back at the reading texts. Allow 2 minutes and then ask the learners to try and complete any gaps with a partner. Once it looks as though the learners have got as far as they can, ask them to look back at the texts on pages 91 and 94 to check their answers and to complete any missing collocations. Quickly go through the answers with the class.


Answers

1 renewable energy, fossil fuels 2 Global warming, greenhouse gases 3 natural environment, human activity 4 Deforestation, climate change 5 logging, rainforest 6 Subsistence farming 7 environmental disasters

CRITICAL THINKING

Give the learners a minute to read the Writing task they will do at the end of the unit (a cause-effect essay *Outline the human causes of climate change. What effects will these have on the planet?*) and keep it in mind as they do the next exercises.

Optional lead-in


 This is a fun way of preparing the learners for the Writing task. Ask the learners to read the description of the writing task for this unit. On the board, write: *increasing demand for beef – increasing levels of methane*. Tell the learners that intensive cattle production has led to increased amounts of methane, which is one of the contributing factors to climate change. Then ask them to make notes on as many examples of how human activity is changing the climate as they can in two minutes. Ask all of the learners to stand and form a horseshoe shape around the class. Tell them that you will ask one learner to read out one example of human activity, and the next learner has to say how that is affecting the planet. For example, the first learner might say 'We are increasing livestock production', the next learner could continue with 'This has led to increased methane, which contributes to climate change'. Continue round the class until all ideas are exhausted. As soon as a learner is unable to think of a new idea, or think of how the example of human activity given is affecting the planet, tell them to sit down. The winner is the last learner standing.

If you think your learners will need more preparation for the above exercise, use it as a follow-up to Exercises 1 and 2 instead.

Selecting



Ask the class to read the box. Point out that it is important for learners to be selective to make sure that the information included in their essays is relevant to the title. They should avoid focusing on one or two key words in an essay title and simply writing everything they know about the topic. The information they include, as well as the way in which they use that information, will depend on the specific wording of the title. A classic mistake that learners make is not answering the specific essay title. An essay will always have a particular focus, and learners must be sure they understand what is required before they start selecting their material. An essay will lose marks for containing information that is irrelevant. When researching an essay, learners are bound to come across a certain amount of interesting material. However, this material should only be included if it helps the learner respond to the essay title.

EVALUATE

-  Learners complete the exercise in pairs. Allow 2–3 minutes and then go through the answers with the class.

Answers

Causes: factory emissions, deforestation, petrol cars, an increase in the population, power stations, livestock
Effects: melting glaciers, storms, rising sea levels, loss of habitat, species extinction, flooding, droughts

-   Learners complete the exercises in pairs or small groups. Monitor the groups and take notes on their language for feedback at the end of the exercise. Remember to take notes on good use of language as well as on any errors that need to be addressed. Allow 5–10 minutes for discussion and then elicit suggestions from the class. If you began this section with the Optional lead-in above, don't spend too much time covering ideas already discussed. Instead, use this as a quick reinforcement exercise to help learners remember the ideas they suggested during the lead-in. Give the class feedback on the language notes you took while you monitored the group discussions. Again, remember to both praise good language use as well as correcting errors. When correcting errors, as far as possible try to elicit the corrections from the learners. This can be done either orally, e.g. *During your discussions, several learners said X. What should they have said?* or on the board by writing the error down and eliciting

the corrections. It is a good idea to anonymize the errors, especially with mixed ability groups or where learners are concerned about losing face. Do this by constructing a new sentence that includes the error you heard. Then elicit the corrections from the class.

2 Possible answers

Causes: heating homes and buildings; growing, transporting and cooking food; travelling (e.g. by car, plane, bus and train); treating water to make it drinkable; heating water, transporting water into homes; manufacturing, using and transporting products.

Effects: The cost of insurance will rise as the weather becomes more extreme. Water availability will become a problem as temperatures rise. Tropical diseases like malaria will spread north into northern Europe and the north of the USA. Low-lying islands will become submerged if sea levels rise.

3 Possible answers

Solutions: Reduce greenhouse gas emissions by reducing the number of cars, power stations and factories that use energy generated by burning fossil fuels. Invest in alternative, non-polluting energy sources. Use less transport and energy in manufacturing. Reduce the number of livestock on farms. Plant more trees.

Optional activity

If you did not use the Optional lead-in above, you could use it here.

WRITING

GRAMMAR FOR WRITING

Cause and effect

Ask the class to review their notes on the Critical thinking exercise they have just done and what they discussed if you began or ended that section with the Optional lead-in. Remind them that what they discussed during those exercises was cause and effect: the causes of certain problems and their effect on the environment. Then ask them to read the Cause and effect box. You could ask them to close their books after they have studied the box and elicit the cause of the habitat destruction referred to in it (=deforestation).

Language note

In academic writing it is considered bad style to repeat words too often so it is very useful for learners to have a wide range of functional language, such as the variety of ways of writing about cause and effect presented here.

- 1 Give the learners 1–2 minutes to complete the exercise individually and check their answers with a partner. Go through the answers with the class.

Answers

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

- 2 Give the learners 2 minutes to complete the exercise individually and check their answers with a partner. Go through the answers with the class.

Answers

1 results 2 due 3 causes 4 caused 5 result 6 result 7 lead

Optional activity

If you think your learners need more practice with the language of cause and effect, you could refer them back to the environmental issues they discussed at the start of the unit and write cause and effect sentences for each, using the structures outlined in the Cause and effect box.

Using *because* and *because of*

You might want to tell learners the following:

- *Because* can be used at the beginning of a clause before the subject and the verb.
- *Because of* can be used before either a noun or a pronoun.

Compare the following:

- *Forests are being cut down to provide land for food because the population is growing at such a rapid rate.* (NOT ... *because of the population is growing at such a rapid rate.*)
- *The glaciers are melting because of global warming.* (NOT *The glaciers are melting because global warming.*)


Many people still believe that it is incorrect to start a sentence with *Because*. However, this usage is both common and acceptable, and is typically used for rhetorical effect in both spoken and written English, e.g. *Because humans are so selfish, the planet is dying.*

- 3 Give learners 2 minutes to complete the exercise individually and check their answers with a partner. Go through the answers with the class.

Answers


1 because of 2 because 3 because of 4 because of 5 because 6 because of 7 because of

ACADEMIC WRITING SKILLS

- 1  Give learners 2–3 minutes to complete the exercise individually and check their answers with a partner. Go through the answers with the class.

Answers

1 a c 2 b d 3 two 4 three


- 2  Give the learners 2 minutes to complete the exercise individually and check their answers with a partner. Go through the answers with the class.

Possible answers


- 1 using fossil fuels, deforestation, an increase in the population
- 2 species extinction, melting glaciers
- 3 a number of ways
- 4 Rising sea levels, flooding
- 5 in three main ways


WRITING TASK

WRITE A FIRST DRAFT

- 1  Ask the learners to read the title of the essay *Outline the human causes of climate change. What effects will these have on the planet?* and the introduction and conclusion. They should then write the 2 paragraphs about the human causes of climate change and their effects using the ideas they worked on in the Critical thinking and Writing sections above. Monitor and help with any problems. Allow 10–15 minutes for this.

EDIT

- 2 & 3  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.

- 4 & 5  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Answers

Model answer: see page 137 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 112 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

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

Divide the class and ask them to find out:

- 1 what fossil fuels are
- 2 why fossil fuels cause global warming
- 3 how fossil fuels are used by the learners in their homes and school
- 4 what the alternatives are for fossil fuels in their environment.

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

6

HEALTH AND FITNESS

Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.

Lead-in


To engage learners in the topic you could write the following questions on the board and ask them to work in pairs and discuss: *What can people do keep fit and healthy? Why is it important for people to watch their weight? What should people eat in a balanced diet?* Get feedback from the class but don't give feedback or go into much detail as these and other issues to do with health and fitness will be dealt with in this unit.

UNLOCK YOUR KNOWLEDGE

Background note: Handling the topic of obesity sensitively


Governments across the globe are trying to find ways to improve their citizens' health. One cost-effective way is through preventative initiatives, such as banning smoking in public places and encouraging healthier lifestyles. However, despite such efforts, many countries are now facing an obesity epidemic that could have disastrous consequences on their economies and societies if left unchecked. The Taiwanese government is tackling obesity with a national diet and exercise programme; in the UK, a 2013 report by the Academy of Medical Royal Colleges called for a range of measures from taxing sugary drinks to improving food in hospitals; and in the USA, with obesity rates approaching 35% in adults and associated healthcare costs on the rise, many doctors have urged health regulators to approve radical new weight-loss treatments. According to the World Economic Forum (WEF), obesity kills 2.8 million adults every year, and in many countries more people die from obesity-related diseases than as a result of undernourishment.

Obesity is clearly a matter for concern, and few countries remain untouched by its consequences. Health and fitness are interesting and important topics, and can lead to some excellent language work. However, the topic does need to be dealt with sensitively in class. While it is tempting to blame overweight people for their apparently poor diet and fitness, such issues are often linked with poverty, lack of education and limited access to healthy food. In a 2012 paper published in the respected scientific journal *Plos One*, scientists reported finding changes around the DNA at birth which may result from a mother's diet or exposure to pollution or stress, linking the environment in the womb with increased body weight in later life. With these considerations in mind, take care when leading discussion sessions that some of the class might find difficult. Be careful not to alienate any of your learners, and make sure that a good range of different views are put forward during pair, group and class work, possibly feeding in some of the ideas mentioned here to encourage a balanced approach to the topic.

-  Learners complete the exercise individually or in pairs. Go through the answers quickly with the class.

Answers

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

-  As these questions could well generate some heated discussion, they would be a useful basis for a pyramid discussion. Start the learners off discussing the three questions in pairs and then join each pair with another pair after 3–5 minutes. Continue joining the groups every few minutes until finally the whole class is involved in one discussion. This is a good way to get the whole class involved in a lively discussion, and can be a useful way of maintaining good classroom dynamics.

Answers will vary.

WATCH AND LISTEN

Videoscript

CYCLING

The world's top road cyclists manage to ride for over three and a half thousand kilometres, at an average speed of 40 kilometres per hour in each race. How do they manage this amazing physical achievement?

Teams who compete at the highest level in the Tour de France put their success down to training. The riders in the team treat their training for any sport as if it is a job. For example, they set goals for each day's training and, like a regular job, they stop when they reach those goals. This means even though they might cycle 700 kilometres a week, they don't train too hard and get injured before their race.

The way they train means that they are much fitter than a normal person. The best riders extract twice as much oxygen from each breath as an average healthy person, so they are able to generate twice as much energy. Riders like this train their hearts to pump nine gallons of blood to their muscles per minute, whereas you or I could only manage five.

The team of riders is built entirely around helping the team leader win the race. The team work together to make sure that the leader is fresh to cycle fastest at the end of the race.


The team's job is to block the wind that he rides into. They ride in a V-shape, so that the leader can save a quarter of the energy he would normally spend riding into the wind. In a side wind, the team ride in a wing shape to protect him.

The team also make sure that their equipment and food is the most advanced. Modern bicycles use space technology and weigh 1.3 kilograms. A wind tunnel is used to analyze a rider's position on the bike and reduce drag. To get the most energy for the race, cyclists train their body to burn fat by not eating too many carbohydrates, but as they start to race, they eat a lot more. During a race, a cyclist can consume up to 4,000 calories per day in carbohydrates alone.

This kind of preparation is the key to winning a race that can last up to three weeks. Even the smallest aspect of a rider's performance could be the difference between winning and losing.

PREPARING TO WATCH

USING YOUR KNOWLEDGE TO PREDICT CONTENT


-  You could ask the learners to get into groups of 3. If possible, try to make sure that each group has at least one person in it who either cycles regularly or who knows something about cycling. Ask the groups to discuss the answers to the 2 questions. Lead a brief class discussion on each of the questions, adding any facts not already covered by the learners from the possible answers below. You could ask the class what the plural of *sportsperson* is (=sportspeople). Point out that the usual plural of *person* is *people*, and that *persons* is normally only used in legal documents or other very formal texts.

Possible answers

1 Professional sportspeople must train very hard and very regularly. This builds up physical stamina and power. They also need to eat the correct food, both during training and before a race. They will usually consume lots of carbohydrates in the run up to a race. This is called carbohydrate loading, more commonly known as carb-loading.

2 By having better equipment, by team tactics, diet, or even by being naturally gifted with a strong heart and lungs. Some professional sports people have been banned from their sports and stripped of their awards for using illegal drugs to improve their performance.

UNDERSTANDING KEY VOCABULARY



-  Learners complete the exercise individually and check their answers with a partner. Go through the answers with the class.

Answers

1 remove 2 pump 3 set 4 burn 5 generate

WHILE WATCHING



UNDERSTANDING MAIN IDEAS

-   Before you play the video you could ask the learners to go through the words and phrases a-i with a partner and to check that they understand them all. Allow 2–3 minutes for discussion and then check whether the class needs help with any of the vocabulary. Play the video and ask the learners to circle the points that are discussed.

Answers

b d e h i


NOTE TAKING

-   Before you play the video again you could ask the learners to complete the notes based on what they can remember from the video. Where they are unsure of an answer, ask them to guess or to make a note of the kind of word that is missing (i.e. *Is it a number, a noun, a verb* etc.?). Allow 2–3 minutes for the exercise, then play the video a second time and ask the learners to check their answers with a partner and complete any remaining gaps. Go through the answers quickly with the class.

Answers

1 3,500 2 40 3 oxygen 4 9 5 5 6 wind 7 space
8 1.3 kilograms 9 4,000


MAKING INFERENCES

- 5  Learners complete the exercise in pairs or small groups. Allow a very short time for discussion and then elicit ideas from the groups once it looks as though most learners have the answer. As there has been a lot of discussion on the topic of cycling, you might like to assign each pair or group just 1 of the 3 questions to discuss before leading a quick class feedback.

Possible answers

- 1 They are able to train effectively and use oxygen better than most people to produce more power.
- 2 To reduce drag and air resistance so that they can ride faster.
- 3 To protect the team leader from the wind so that he/she is fresh to cycle fastest at the end of the race.

DISCUSSION

- 6  Learners discuss the questions in pairs. Allow 3–5 minutes for discussion, and make a note of some of the more interesting responses to the questions during the learners' discussions. Use your notes as the basis of the follow-up class feedback session. Again, you might like to assign each pair or group just one of the questions to discuss before leading a class feedback session. When discussing the learners' responses to question 3, try to elicit examples of good and bad role models from the world of sports.

Answers will vary.

Background note: Professional sportspeople as role models

Examples of good and bad role models from the world of cycling could be: Bradley Wiggins, seven-time Olympic medallist and winner of the Tour de France in 2012, is an example of a good role model, while Lance Armstrong, whom the United States Anti-Doping Agency labelled a 'serial cheat' who led 'the most sophisticated, professionalized and successful doping programme that sport has ever seen' is a bad one. Armstrong was stripped of all his Tour de France titles in 2012.


Optional activity

Ask the class if they can remember the name of the cycle race mentioned in the video (=the Tour de France). Ask the learners if they know the names of any of the regions or cities through which the Tour de France passes. Tell the class that the route changes every year, but that it always includes a passage through the mountains of the Pyrenees and the Alps, and the finish is always on the Champs-Élysées in Paris. Point out that the Tour also sometimes includes countries other than France, and ask the class if they can guess the names of some of the countries that have been included in the Tour (=Andorra, Belgium, Germany, Ireland, Italy, Luxembourg, Monaco, Netherlands, Spain, Switzerland and the UK have all hosted stages or part of a stage). As a research task, you could ask learners to use the Internet to find the route of the Tour de France in the year in which they were born. They could then compare the routes in pairs or small groups and then plan an alternative route together, including all of the areas they would most like to visit.

READING 1

PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

- 1  Learners complete the exercise individually and check their answers with a partner. Go through the answers with the class.

Answers

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


USING VISUALS TO PREDICT CONTENT

- 2 Elicit the types of exercise from the class. As a follow up, you could get a quick show of hands for each type of exercise to find out which are the most popular with your class.

Answers


1 (playing) rugby 2 (playing) squash 3 (doing) housework 4 football 5 gardening 6 running 7 swimming 8 cycling

Optional activity

 To further personalize this section of the unit, ask the learners to quickly discuss their favourite sports with a partner. You could also ask them each to think of one sports or exercise related anecdote (=personal story) to share with a partner.


WHILE READING

SKIMMING

- 3  Give the learners 15 seconds to answer question 1 and identify the type of text, and tell them to raise their hand as soon as they are certain of the answer. Elicit the correct answer from the first learner with their hand up. If the answer is incorrect, ask the next learner and continue until you have the right answer. Ask the learner that gave you the correct answer how they were able to tell what type of text it was. What clues were there? Then get them to do question 2. Allow up to 5 minutes and then go through the answers quickly with the class.

Answer c


READING FOR MAIN IDEAS

- 4  Learners complete the exercise individually and check their answers with a partner. Allow 5 minutes and then elicit the answers from the class. When a learner gives you the correct answer, ask that learner how they were able to match the correct heading. What clues are there in the text?

Answers

1 C 2 A 3 E 4 not needed 5 B 6 D


READING FOR DETAIL

- 5  Learners complete the exercise individually and check their answers with a partner. Allow 5 minutes and then elicit the answers from the class. With a stronger class, you could first ask them to try and answer the questions, before they read the leaflet again to check their answers.

Answers

1 heart disease, type two diabetes, stroke and cancer
2 mood, self-esteem, sleep quality 3 seven hours
4 the pitch 5 off-peak times 6 (a pair of) trainers
7 the park 8 getting fit

USING KEY VOCABULARY

- 6  Learners complete the phrases individually and check their answers with a partner. Allow 3–5 minutes for this and then quickly elicit the answers from the class

Answers

2 burn (fewer) calories 3 strengthen muscles
4 join a sports club 5 book a court 6 go for a run
7 get off the bus one stop early 8 live longer


- 7 To vary things you could ask the class to close their books and to tell you if more or fewer than 15 different ways of getting fit are mentioned in the leaflet. Ask the learners to open their books and then elicit the exact number from the class. Once you have established that a total of 13 different ways were mentioned, call on individual learners to give you one of these each. Write the learners' suggestions down as you hear them, writing those mentioned in the leaflet on the left hand side of the board and those suggested by learners but not in the leaflet on the right. Try to involve those learners who haven't spoken much during the class feedback sessions during this lesson. Don't stop calling on individual learners until you have elicited all of the 13 ways. Then ask the learners to go through the other ways of getting fit (on the right hand side of the board) together to make sure they know what all of the words and phrases mean. As a follow-up exercise, you could ask the learners to work in pairs and agree on their top ten. Such ranking exercises provide useful language practice, and can often be used when you have a suitable list of related words and phrases.

Answers

1 13
2 walking, cycling, football, rugby, cricket, squash, gym, swimming, running, getting off the bus one stop early, going to the park (for football / running games), gardening, housework

READING BETWEEN THE LINES


MAKING INFERENCES FROM THE TEXT

- 8  Learners discuss the questions in pairs or small groups. Elicit ideas from the class and comment on any particularly original or surprising ideas.

Possible answers

- 1 Two and a half hours (150 minutes) of exercise, i.e. you have done your exercise for the week.
- 2 It makes you feel better about your body, yourself and your willpower. Exercise also releases adrenalin and endorphins in the brain, which increase the rates of blood circulation, breathing and carbohydrate metabolism, preparing the muscles for exertion and making you feel happy.
- 3 Fewer people use leisure centres during office hours, so the prices are lower.
- 4 The leaflet is written for adults. It asks the reader to think back to their childhood and talks about offices and work.

DISCUSSION



- 9  Allow 5 minutes for the discussion, then elicit ideas from the class. Encourage discussion if the class seem interested in the topic.

Answers will vary.

READING 2

PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT


- 1  Learners discuss the questions in pairs or small groups. Allow 3 minutes for discussion and then elicit suggestions from the class. Avoid commenting on any of the ideas at this stage, as the learners will read the text to find the answers for themselves in Exercise 2.
- 2  Give the learners 1 or 2 minutes (depending on the strength of the group) to quickly scan the text for the answers to the questions in Exercise 1. Then go through the answers with the class.

Answers

- 1 a fruit and vegetables 35% b carbohydrates 35%
c dairy products 15% d proteins 10%
- 2 Answers will vary.


WHILE READING

READING FOR MAIN IDEAS

- 3  Learners complete the exercise individually and check their answers with a partner. Set a time limit of 90 seconds (1 minute for a stronger group). Go through the answers with the class.

Answers

1 D 2 F 3 B 4 C 5 A 6 E

- 4  Allow 5–10 minutes for the learners to complete the exercise individually. Ask them to check their answers with a partner. You could also ask the learners in their pairs to think of one or two more ways to tackle obesity, along with reasons. Go through the answers with the class. Encourage further discussion by asking questions such as *Can you think of any other reasons why education campaigns might work? Why might they not work? What other ways are there to tackle obesity? Is obesity related to class? Is obesity related to a lack of education?*

Answers

- 1 to maintain a healthy weight
- 2 to show more clearly how good or bad a particular food product is
- 3 to make junk food too expensive for people to buy in large quantities
- 4 to better protect children from the influence of junk food advertising
- 5 to encourage people to eat five portions of fruit and vegetables per day, to exercise and to discourage them from eating fats and sugars.

Reading for detail

Ask the learners to read the box and to discuss in pairs how they can get the most from a text. Allow a short time for discussion and then elicit from the class ways that readers can best understand the detail in a text.


Explain that there are three styles of reading, which are used in different situations:

- 1 scanning for a specific focus
- 2 skimming to get the gist of something
- 3 reading for detail when you need to extract important information accurately.

Tell learners that reading for detail involves a more careful reading of every word, and may also involve further work to help them learn from the text. Before reading a text for detail, it is often helpful to skim it first to get a general idea. This will help focus their

attention, and in turn help them to get more out of a more detailed reading. When reading for detail, tell them that active reading techniques may help them gain more from a text. Such techniques include underlining or highlighting the most important parts of a text, noting the key words (and looking them up in a good dictionary where necessary), asking themselves questions they hope to be answered by the text and writing short summaries (or summarizing the text orally). Remind them that will find it easier to get the detail from a text if they look for signalling language used by the writer. For example, paragraph E of the text contains the phrase *On the other hand*. This tells the reader that what follows contrasts with what has just been said.

READING FOR DETAIL

- 5  Learners complete the exercise individually and check their answers with a partner. Set a time limit of 5 minutes to encourage the learners to scan the text efficiently and find the information quickly. With a stronger group, set a shorter time limit (e.g. 3 minutes).

Answers

carbohydrates bread, rice, potatoes, pasta, other starchy food

dairy products milk, cheese

proteins meat, fish, eggs, beans


sweet foods cakes, biscuits

high-fat foods pizza, potato chips/crisps

sugary foods chocolate/s, sweets

READING BETWEEN THE LINES

MAKING INFERENCES FROM THE TEXT

- 6  Learners discuss the questions in pairs or small groups. Allow 5 minutes for discussion. Then invite feedback from the pairs or groups. These questions may lead to some stimulating comment and debate, especially question 3.


Possible answers

1 Obese people become ill more often than other people and take time off work as a result. This affects the economy and means the government has to pay more for healthcare.

2 We should eat a variety of different food to get a balance of vitamins and minerals, otherwise we risk malnutrition.

3 Junk food and ready-made meals are often cheaper than healthy fruit and vegetables or home-made meals.

DISCUSSION

- 7  Learners discuss the 3 questions in pairs or small groups. Allow 5 minutes for discussion and then elicit ideas from the groups. Try to get at least one idea from each of the groups.

Answers will vary.

Optional activity


As with other exercises in this unit, you may need to approach this discussion sensitively.

As a follow up discussion exercise, and if your class is still interested in this topic, you could ask them whether society should show more understanding of the needs of obese people. You could begin the discussion by alerting the class to the *Fat Acceptance Movement* (also known as the *Size Acceptance*, *Fat Liberation*, *Fat Activism*, or *Fat Power* movements), an effort to change societal attitudes in the USA towards obese people. Among other things, the movements argue that obese people are the targets of hatred and discrimination, that obese women are subjected to more social pressure than obese men and that prejudice against obese people, together with aggressive diet promotion, has led to an increase in psychological and physiological problems among the obese. These views are not shared by *National Action Against Obesity*, which actively campaigns against America's increasing waistline. You can find out more by typing *fat acceptance movement* and *National Action Against Obesity* into your search engine.

LANGUAGE DEVELOPMENT

Academic verbs and nouns

Ask learners to read the box and ask you any questions they might have.

- 1  Learners complete the exercise individually and check their answers with a partner. Set a time limit of 2 minutes (90 seconds for a stronger group). Go through the answers with the class.

Answers

1 injury 2 provision 3 reduction 4 suffering
5 encouragement 6 solution 7 recognition
8 involvement

COLLOCATION 2

- 2 Learners complete the exercise individually and check their answers with a partner. Set a time limit of 90 seconds (1 minute for a stronger group). Go through the answers with the class.

Answers

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

- 3 Learners complete the exercise individually or in pairs. Allow 3–5 minutes and then go through the answers quickly with the class.

Answers

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

CRITICAL THINKING

Give the learners a minute to read the Writing task they will do at the end of the unit (a problem-solution essay, *What can people do to live longer? What can a government do to increase the average life expectancy of its country's citizens?*) and keep it in mind as they do the next exercises.

Subdividing arguments

Ask the learners to read the box. You could point out that this will not only lead to better-organized essays, but also help them develop more specific arguments and avoid generalizations.

UNDERSTAND

- 1 Elicit one example of an answer that is related to diet (e.g. f *cut your calorie intake*) and one that is related to exercise (e.g. b *investing in school sports*). Learners then complete the rest of the exercise individually or in pairs. Allow up to 3 minutes and then go through the answers quickly with the class.

Answers

Exercise: b, e, h, i, k, m
Diet: c, d, f, g, j, l

APPLY

- 2 Elicit one example of an argument that refers to individuals (e.g. f *cut your calorie intake*) and one that relates to governments (e.g. b *investing in school sports*). Learners then complete the rest of the exercise individually or in pairs. Set a time limit of 2 minutes and then go through the answers quickly with the class.

Answers

Diet Individuals: c, f, j; Governments: d, g, l
Exercise Individuals: a, e, h, k; Governments: b, i, m

WRITING

GRAMMAR FOR WRITING

Giving reasons

Ask the learners to read the box and to compare the different sentences. Ask them to look again at the information given on *to/in order to*. You could ask them which sounds more formal (= *in order to*). Note that while *to* and *in order to* are synonymous, some people prefer *to*, arguing that *in order to* is usually not necessary as it adds nothing to the meaning of the sentence. You could tell the learners that *so as to* is also possible, and is also quite formal. Ask the learners to read the notes on *so/so that* again and tell them that *in order that* is also possible when giving reasons, although it is much more formal.

- 1 Learners complete the sentences individually and then check their answers in pairs. Allow 3–5 minutes for the exercise and then quickly go through the answers with the learners.

Answers


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

Optional lead-in

Ask the learners to close their books, and elicit from the class why it is important to add detail to their writing, and how this can be done. Allow some time for class discussion, commenting where appropriate.

Giving examples

Ask the learners to read the box. Check that they have understood the importance of giving examples by eliciting the reasons from the class (=they give more information; they add strength to the argument). You can also point out that examples help the reader understand the argument being made.


- 2  Ask the learners to quickly read the gapped text. Tell them not to worry about the missing words; they should still be able to get a general idea of what the text is about. Elicit brief summaries. Then give the learners up to 3 minutes to complete the exercise individually and to check their answers with a partner. Go through the answers with the class.

Background notes: Food and football

- **Pizza** In Britain and some other countries, it is common for people to eat cheaply produced frozen pizzas that have relatively low nutritional value. These are very different from traditionally made Italian pizzas, which use fresh ingredients and have a far thinner crust.
- **Chips** In the UK, chips are long, thin pieces of potato that are cooked in oil. They are similar to American French Fries, but are often a little thicker. In American English, as well as in many European languages, the word *chips* refers to what the British call *crisps*, very thin slices of potato that have been cooked in oil and are eaten cold, usually bought in a sealed plastic or paper bag.
- **Football** is a sport in which two teams of players kick a round ball and try to score goals. In the USA, this sport is called *soccer*. The term *football* in American English refers to what the British call *American football*.

Answers

1 pizza 2 chips 3 heart disease 4 cancer 5 fish
6 salad 7 football 8 basketball 9 gardening
10 education


- 3  Ask the learners to close their books, and write up on the board *There are many ways to lose weight, such as ...*. Elicit from the class ways of burning fat. Allow some time for class discussion. Then complete the sentence on the board with some of the ways suggested by the learners. Learners then complete the exercise individually or in pairs. Allow 3–5 minutes. Then elicit possible answers from the class, giving feedback as appropriate.

Possible answers

- 2 Regular physical activity has a range of benefits, such as improving mood and self-esteem.
- 3 Obesity can result in medical problems, such as heart disease.
- 4 Junk food can be found in many places, for instance in the street, in schools and hospitals.
- 5 Schools offer children the chance to do many sports, especially team sports, such as football.
- 6 There are a number of solutions to the problem of obesity, for example, a tax on junk food.

ACADEMIC WRITING SKILLS

WRITING SUPPORTING SENTENCES

- 1  Learners work individually and read the table. Ask them to pay close attention to the different parts of a problem-solution essay. Then work with the class and elicit the role of a topic sentence in a paragraph. Make sure that the learners understand that a topic sentence should only contain one main idea, and that this idea should then be supported with further details (the reason behind the topic sentence, plus a supporting example or examples). Ask the learners to read through the topic sentence and supporting sentences.

When the learners have read the sentences, check that they have understood by asking some or all of these questions:

What is a great way to stay healthy (according to the topic sentence)? (=eating a balanced diet). You might want to remind them of the meaning of a balanced diet (=a healthy mixture of different kinds of foods) along with examples of what this might include.


What is one source of protein? (=meat)

What are two sources of carbohydrates? (=rice and bread)

What examples of junk food are given? (=fried chicken and cola drinks)

What problems can be caused by obesity? (=heart disease and diabetes)

You could point out that the table provides a good model for the planning stage of an essay, and that it is always a good idea to make notes of what you will include in each paragraph before you start writing. This is especially true in an exam, where a few minutes spent making notes before starting to write the essay can lead to a better grade.


- 2  Either have the learners work on these 4 supporting sentences individually, or ask them to work in pairs. If working alone, they should swap their 4 sentences with a partner for review and comment once they have finished. They should then make any changes that may be necessary following the peer review. Allow 15 minutes for this exercise. Remind the learners that the reason sentences should be directly related to the topic sentence, and that the example sentences should help illustrate the reason sentences.

Possible answers

Keeping fit is a great way for individuals to stay healthy and too little exercise can lead to problems later in life. It is important that people do regular physical activity to strengthen their heart and burn calories. For example, doing sports or even gardening or doing housework are good ways to keep fit. However, people who do not keep fit may face health problems as a result. These people could have problems with their weight or suffer heart disease if they do not keep active.

WRITING TASK


PLAN

- 1  Learners complete the sentences individually and then check their answers in pairs. Allow 2–3 minutes for the exercise and then quickly go through the answers with the class.


Answers


1 Obesity and poor fitness 2 Governments and individuals 3 diet 4 physical activity 5 life expectancy

WRITE A FIRST DRAFT

- 2  Learners use their notes from the Critical thinking and Writing sections above to write a first draft of the essay *What can people do to live longer? What can a government do to increase the average life expectancy of its country's citizens?* Monitor and help with any problems. They could then swap their work with a partner and review each other's work. They should amend their work as necessary before going on to the next stage. The learners should be very well prepared by now, so allow no longer than 20 minutes for a first draft (15 minutes for a stronger group).

EDIT

- 3 & 4  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.

- 5 & 6  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Answers

Model answer: see page 138 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 115 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Help people eat healthily.

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

- 1 vegetarian lifestyles
- 2 extreme diets
- 3 healthy eating
- 4 super foods


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

7 DISCOVERY AND INVENTION

Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they will review what they have learned. Give them the opportunity to ask you any questions they might have.

Lead-in


 You could ask the learners to each write down the first 5 words that come to mind when thinking about science and technology. Then ask them to work in small groups. Each group chooses one of the words from each group member's list as the basis of their discussion. For example, if a learner writes *smartphones* then that group could discuss how smartphones will change in the next ten years. This might lead to a more focused discussion than simply having the learners discuss the world of science and technology in general.

walk on uneven surfaces, and shift its centre of gravity like we do to climb stairs. More recently, ASIMO was improved so it could turn round and run at 6 kilometres per hour, using its upper body to control movement.

ASIMO is designed to be people-friendly. It is hoped that robots like this could be used to help elderly people in their home. Honda are also using this technology to create mobility aids for disabled people. It can also push a cart and open and close doors. ASIMO can even shake hands and recognize gestures. It stands 120 centimetres tall, so that it can look into adult faces when they are sitting down. It can hold 2 kilograms in its hands and carry a tray without dropping the contents. So, where next for this kind of robot? Well, while ASIMO is physically impressive, it is still controlled by a human. Researchers in the USA are working on robots that can learn about the world around them, and respond to human touch and voice. The robots are even learning to recognize objects, people and vocabulary.

Soon, the descendants of these robots may be serving you drinks or helping with jobs at home and at work.

UNLOCK YOUR KNOWLEDGE


 Learners discuss the questions in pairs or small groups. Allow 3 minutes for discussion and then elicit one or two ideas for question 1 from the pairs or groups. Encourage discussion, especially where there is some disagreement between ideas presented by different groups. Then quickly go through the answers to question 2 with the class.

Answers

1 Answers will vary. 2 1c 2b 3a

PREPARING TO WATCH

Optional activity

 Ask the learners to close their books, to work with a partner and write down a definition of the word *robot*. Give them a couple of minutes and then elicit a definition from the class. Continue eliciting ideas until the class has listed all the points covered by *The Cambridge Student's Dictionary: a machine controlled by a computer, which can move and do other things that people can do*. Ask the learners if anyone has a robot at home. If they seem surprised by the question, remind them that robots are not necessarily machine versions of humans. Robots are often small devices that undertake one specific task (e.g. vacuuming, feeding the family pet or mowing the grass). If possible, keep the discussion going for a few minutes as a class before going on to Exercise 1.

WATCH AND LISTEN


Videoscript

ROBOTS

Robots are very different from the Hollywood version. They are widely used today in factories, in space, and deep under water for jobs which are too dirty, boring or dangerous for humans to do.

Meet ASIMO. In 1986, the Honda automotive company wanted to see if it could make a humanoid robot that could act like we do, to help in the home, play football, balance on one foot, and even dance. Over the years there were some problems but soon the researchers managed to get a robot that could

USING VISUALS TO PREDICT CONTENT


1  Learners answer the 2 questions in pairs or small groups. Allow 2–3 minutes for discussion and then elicit ideas from the class.

Possible answers

1 Robots are used in many different ways: for surgery in hospitals, in mining, in car factories, for vacuuming carpets and by firefighters to search dangerous buildings.

2 Future uses of robots include pilotless planes and driverless cars, in the military, in the home, as help for the elderly and for people with disabilities and as pets.

UNDERSTANDING KEY VOCABULARY



2  Learners complete the sentences individually and then check their answers in pairs. Allow 3–5 minutes for the exercise. Then quickly go through the answers with the class. Point out that *humanoid* can be used both as a noun (= a machine or creature with the appearance and qualities of a human) and as an adjective (e.g. *The robot had humanoid features*).

Answers

1 humanoid 2 uneven 3 centre of gravity 4 mobility aid 5 disability 6 gesture

WHILE WATCHING


UNDERSTANDING MAIN IDEAS

3   Before playing the video, you could ask the learners to work in pairs and guess the order in which the ideas will be presented. Allow a minute for the learners to discuss their ideas and then elicit the most likely order from the class. Avoid commenting on any of the ideas at this stage. Instead, play the video and ask the learners to see if they were right. Go through the answers with the class. Allow up to 10 minutes for this exercise.

Answers



d c e a b

UNDERSTANDING DETAIL

4  Ask the learners to work in pairs and to try to remember the different things that ASIMO can do now. Allow a minute for the learners to discuss their ideas and tick the skills that ASIMO currently has. Go through the answers with the class.


Answers

1, 2, 4, 6, 7, 8

5   Learners complete the sentences individually and then check their answers in pairs. Allow 2–3 minutes for the exercise. Then quickly go through the answers with the class.

Answers


1 robot 2 walk 3 six 4 120 5 two 6 voice

6  Allow 3 minutes for discussion, then elicit ideas from the class.

Possible answers

- 1 ASIMO was designed as a humanoid to make people react to it as though it were human.
- 2 We might be afraid of robots which look more powerful than we are or might be able to hurt us. ASIMO's height was designed so that it can look into the eyes of seated adult.
- 3 Answers will vary.

DISCUSSION

7  Ask the learners to discuss the 3 questions with a different partner. Allow 3 minutes for discussion and then elicit ideas from the class. Encourage discussion, particularly on points where there seems to be some disagreement in the class.

Possible answers

- 1 Advantages: robots can save us time, robots can ensure that our house is regularly cleaned, even when we are away (e.g. a robot vacuum cleaner). Disadvantages: housework is the only exercise some people get, take away this and we may become fatter and lazier; robots can be expensive; robots can break down.
- 2 Important inventions for the home include: the washing machine, the tumble dryer, the refrigerator (fridge), the freezer, central heating, the shower, the doorbell, the landline telephone (slowly becoming obsolete as more and more people have mobile phones), the radio, the television, the home computer, the rice cooker, electric/gas ovens and hobs.
- 3 A robot vacuum cleaner that does the stairs; a robot capable of soothing babies during the night; a robot capable of dealing with email; a computer able to do exactly what you need it to do when asked using normal human speech; a waterproof stereo capable of detecting the song you are singing when in the shower and then playing the original for you to sing along to; a toaster that gives you perfect toast every time.

Optional activity

Write the following quote on the board:


'Unless mankind redesigns itself by changing our DNA through altering our genetic makeup, computer-generated robots will take over our world.' Stephen Hawking

Ask the learners to discuss the quote in pairs. You could assign the pairs roles: As agreeing with the quote and Bs disagreeing. Allow 2–3 minutes for discussion and then elicit ideas from the class.

Background note: Stephen Hawking

Stephen Hawking (born 1942) is an English theoretical physicist. His main work has been on space–time, quantum mechanics and black holes. He is possibly best known for his book *A Brief History of Time* (1988). He has had a motor neurone disease since his early 20s and uses a machine to generate his speech.


READING 1**PREPARING TO READ****USING YOUR KNOWLEDGE TO PREDICT CONTENT**

- 1  Learners could work individually or in pairs or small groups. Allow 5 minutes for reading and discussion if they are working with others and then elicit ideas from the class or the groups.

Answers

- 1 Possible answers: biology, biography, biofuel, bionics, biodegradable
- 2 *Mimicry* means copying something. *Biomimicry* means copying something that is living.
- 3 Possible answer: The wing shape of early planes came from the study of bird wings and wings in flight.


WHILE READING**SKIMMING**

- 2  Give the learners 3 minutes to read through the text and answer the questions. Ask them to check their answers in pairs. Then go through the answers with the class.

Answers

- 1 Velcro® fasteners, Speedo Fastskin® swimming suits, Eagle Eyes® sunglasses, Mercedes-Benz Bionic Cars
- 2 burdock seeds, the skin of sharks, eagles and falcons, tropical boxfish


READING FOR DETAIL

- 3  Learners complete the exercise individually and check their answers in pairs. Go through the answers with the class. Allow 10 minutes for the exercise.

Answers

- 1 Switzerland
- 2 hooks and loops
- 3 swim faster
- 4 it stops bacteria growing
- 5 astronauts
- 6 the yellow oil in their eyes
- 7 its strength and light weight
- 8 the smooth shape of the boxfish


READING BETWEEN THE LINES**MAKING INFERENCES FROM THE TEXT**

- 4  Ask the learners to form new pairs or small groups, and to discuss the 3 questions. Ask them to answer the questions as far as possible without reading the text again, but to check the text where they are not sure of the answers. Allow 3–5 minutes for discussion and reading. Then elicit ideas from the class.

Possible answers

- 1 Small children often have difficulty doing up their clothes and can get frustrated. Velcro fastenings are quick and easy to do up and as children are fascinated by the space programme, they are happy that their clothes used the same technology. Velcro® proved practical and reliable on NASA space missions.
- 2 Speedo Fastskin® swimsuits were controversial because some people thought they gave swimmers who wore them an unfair advantage over swimmers who did not.
- 3 Some people prefer cars with a more traditional or attractive shape, while some like products that look unique like the Bionic Car.

DISCUSSION

- 5  Learners discuss the 2 questions in pairs or small groups. Allow 3 minutes for discussion and then elicit ideas from the groups. Try to get at least one idea from each of the groups.

Possible answers

- 1 As biomimicry has already led to a number of important innovations, it seems likely that it will become increasingly common in the future.
- 2 As it has produced so many diverse examples of flora and fauna (plants and animals) adapted perfectly to their respective environments, we can save time and money in research and development by simply studying and adapting the designs found in nature.

READING 2

PREPARING TO READ

Scanning to predict content

Ask learners to read the box. Point out that this is something we often do without even thinking about it, for example when we scan the pages of a newspaper or website for articles that might be of interest to us.

SCANNING TO PREDICT CONTENT

- 1 Give the learners 1 minute to scan the text individually and complete the exercise. Elicit the answers from the class.

Answers

1D 2B 3C

WHILE READING

SKIMMING

- 2 Learners complete the exercise individually and then check their answers in pairs. Allow 3–5 minutes for the exercise. Then quickly go through the answers with the class.

Answers

1 bi 2 ciii 3 aii

READING FOR DETAIL

- 3 Learners complete the exercise individually and then check their answers in pairs. Allow 3–5 minutes for the exercise. Then quickly go through the answers with the class. Ask them to find the part of the text which helped them (see the sentences in brackets). With a stronger group, ask the learners to first answer the questions in pairs without reading the text again, and then to check these against the text.

Answers

- 1 T (*We could fly at 480 kph, avoiding traffic lights, busy roads and speeding tickets.*)
- 2 F (*Another big problem is mechanical failure.*)
- 3 T (*In the future we could make our own furniture, jewellery, cups, plates, shoes and toys.*)
- 4 DNS

5 F (*BMW and Volkswagen already use 3D printers to make life-size models of car parts.*)

6 DNS

7 T (*Batteries only last about 15 minutes at the moment.*)

READING BETWEEN THE LINES

MAKING INFERENCES FROM THE TEXT

- 4 Ask the class if they would like to own a flying car and if not, why not? Lead a short class discussion on the topic, eliciting some of the possible problems (e.g. if flying cars broke down they might fall out of the sky, endangering the driver and people on the ground). Then ask the learners to discuss questions 2–4 in pairs or small groups. Allow 2–3 minutes for discussion. Then elicit ideas from the groups once it looks as though most learners are ready.

Possible answers

- 1 If flying cars break down they might fall out of the sky, endangering the driver, passengers and people on the ground.
- 2 Flying cars will cause congestion in the sky as well as on the ground.
- 3 Robot suits could help disabled people move about more easily. They could help people walk long distances and be stronger. They could also enable soldiers to carry heavy weapons and equipment.
- 4 A robot suit arm which bent the wrong way could injure the wearer or break his/her arm.

DISCUSSION

- 5 This exercise could be set up as a pyramid discussion. Start the learners off discussing the 3 questions in pairs. They should then join another pair after a couple of minutes' discussion time. Continue joining the groups every couple of minutes until finally the whole class is involved in one discussion. Alternatively, continue joining groups until you have groups of 6–8 learners. Allow each group a few minutes' discussion time and then ask each group to present their findings.

Answers will vary.

LANGUAGE DEVELOPMENT

Language note


Making predictions: the future with **might**, **going to** + infinitive or Present continuous

Point out that *might* can also be used instead of *could possibly*. You could also tell the learners that when a future event has already been decided, and is therefore not a prediction as such, we often prefer to use *going to*, or the Present continuous form (e.g. *I'm going to the club on Friday; I'm having my hair cut this afternoon.*). This is also true of events that you can see coming e.g. *It's going to rain* (=all the available evidence tells me that it will very shortly start to rain).

Definitely is pronounced /defɪnətli/. As the /ə/ sound is similar to the /ɪ/ sound, this can lead to spelling errors. Although the standard pronunciation of *probably* is /prɒbəbli/, many native speakers contract the word so that it sounds like this: /prɒbli/. Again, this can lead to spelling errors.


Optional activity

Ask the learners to think of examples that relate to their own lives. For example, they might say *I will definitely be at school for another two years. I could possibly go to university. I probably won't ever learn to fly a plane.* Beginning with *will definitely* and quickly go around the class eliciting ideas as to what the learners *will definitely* do. Tell the learners that they are not allowed to give an example that has already been given. If a learner is unable to give a new example, switch to *will probably* and continue eliciting examples. Carry on like this until you have exhausted all of the *probably won't* possibilities.

- 1  Learners complete the sentences individually and then check their answers in pairs. Allow 2–4 minutes for the exercise. Then quickly go through the answers with the class.

Possible answers

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

- 2  Learners complete the exercise individually and then check the language they have identified in pairs. Allow 2–4 minutes for the exercise. Then quickly go through the answers with the class.


Answers


1 in years to come 2 before the decade is out
3 in the near future 4 before too long 5 within the next ten years

Optional activity

You could elicit other phrases that refer to future time from the class. Ask learners to write down such phrases in pairs or ask them to research phrases used to refer to future time as a homework exercise. Whichever of these options you chose, make sure that the learners have the chance to share their phrases with the group. Give feedback as appropriate.


Understanding prefixes

 Ask the learners to read the box. You could ask them if there are similar prefixes in their language/s.

- 3  Give the learners 5 minutes to write down their predictions. As they are writing, monitor and give feedback as appropriate. After 5 minutes, ask them to compare their ideas with a partner, making any amendments to the language that might be necessary. Finish off by eliciting 1 or 2 ideas from each pair. If the learners seem sufficiently motivated by the exercise, allow a class discussion to develop. Encourage discussion on the likelihood of the predictions, reminding the learners to practice the language presented in the Language note above.


Answers will vary.

Optional activity

 As an alternative to getting the learners to do Exercise 3 from their books or if you feel they need more practice after they have done Exercise 3, you could prepare one set of 33 cards for each pair of learners (prefixes, meanings and examples) and ask them to match each prefix with its meaning and example. Once they have got as far as they can, ask them to compare their ideas with another pair and make any changes necessary. The pairs of learners should then check their ideas against the table in Exercise 3.

Language note

The prefixes *anti-*, *co-*, *ex-*, *mid-*, *non-*, *pre-*, *post-*, *pro-* and *self-* are often separated from what follows with a hyphen, e.g. *pre-intermediate*. Sometimes new words are hyphenated when they first enter the language, but are then later often written without the hyphen as they become more commonly used, e.g. *post-modern* is now often written as *postmodern*. Other prefixes are often separated by hyphens to avoid unusual or confusing combinations of letters, e.g. *re-evaluate*.

- 4  Learners complete the exercise individually and then check their answers in pairs. Allow 3–5 minutes for the exercise. Then go through the answers with the learners.

Possible answers

1 same meaning 2 opposite meaning 3 opposite meaning 4 same meaning 5 same meaning 6 opposite meaning 7 same meaning 8 same meaning


CRITICAL THINKING

Give the learners a minute to read the Writing task they will do at the end of the unit (an advantage-disadvantage essay *Choose one new area of technology or invention and outline its advantages and disadvantages*) and keep it in mind as they do the next exercises.

Listing

Ask the learners to read the box and think of times outside class when they make lists. Highlight the use of *make a list*.

REMEMBER

- 1  Ask the learners whether *mechanical failure* is an advantage or disadvantage (=disadvantage). Then ask them whether *traffic control* is an advantage or a disadvantage (=advantage). Then ask the learners to complete the exercise in pairs or small groups. Encourage them to discuss the reasons behind their answers e.g. *Why is freedom of movement an advantage?* Allow 5–10 minutes for discussion. Then go through the answers with the class. Invite comments and encourage discussion where the class's ideas differ from the suggested answers.


Answers

flying cars advantages: avoid traffic congestion, freedom of movement; disadvantages: traffic control problems, mechanical failure
3D printing advantages: make your own products, do less shopping; disadvantages: low quality, slow
robot suits advantages: super strong, help people with disability; disadvantages: very expensive, possible injury

Reasoning

Ask the learners to read the box. Point out that it is always useful to read around a topic before forming your own opinions, otherwise your opinions are likely to be based on prejudice and received ideas rather than fact. Good writers base their theses on some initial research, and then carry out further research to help support and/or inform their ideas.


UNDERSTAND

- 2  Ask the learners to complete the exercise in groups of 4. Encourage discussion as the groups complete their notes. Allow 5–10 minutes for the exercise.

Possible answers

Advantages: Computer schoolbooks are lighter and hold more information. Work can be marked instantly and the textbooks can be easily updated.

Disadvantages: Computer schoolbooks are fragile, easy for learners to break and expensive to buy.

- 3  Learners work in the same groups to discuss an invention and complete 3 in the table above.

Answers will vary.

WRITING

GRAMMAR FOR WRITING

Language note

Relative clauses identify or classify nouns. There are two types of relative clauses: identifying and non-identifying (also called defining and non-defining). The example given in the Student's Book is of a non-identifying/non-defining relative clause. It is non-identifying/non-defining because it doesn't identify a particular person or thing, it simply gives us more information about a person that has already been identified:

Velcro® was invented in 1941 by George de Mestral, who saw the seeds on his dog's fur.

George de Mestral has already been identified. The relative clause in the above sentence simply gives us more information about him.

The following sentence is an example of an identifying/defining relative clause. It is called an identifying/defining relative clause because it tells us which person or thing, or which sort of person or thing, is meant:


Do you have anything which will get seeds out of a dog's hair?

Non-identifying/non-defining relative clauses tend to be more formal, and have a high frequency in more formal, academic texts. They are not as common in informal speech.


As well as referring to people, relative clauses can also refer to things:

George de Mestral invented Velcro®, *which has many applications where a temporary bond is required.*

That is used as a connecting word and has little real meaning other than showing that a clause forms part of a longer sentence. Some verbs, nouns and adjectives can be followed by *that*-clauses, but others cannot. There are no rules on which verbs, nouns and adjectives can be followed by *that*-clauses and which cannot, but a good dictionary may help. Alternatively, there are several free online corpora that can be used to find good examples of word usage.

- 1  Ask the learners to complete the exercise individually. Monitor the learners as they write, clearing up any difficulties. When most of the learners seem to have finished, ask them to finish off the sentence on which they are working and then go through the answers with the class. Allow up to 10 minutes for the exercise.

Answers


- 1 Scientists are developing new robots, which will be able to do dangerous work.
 - 2 There is a great deal of research to help elderly people, who will benefit from this new technology.
 - 3 There is a lot of new investment in biofuels, which are cleaner and more sustainable than fossil fuels.
 - 4 This technology will save energy, which is good for the environment.
 - 5 The concept car has a special design, which makes it more fuel efficient.
 - 6 The research will be done by scientists at the University of Cambridge, who hope to publish it next year.
- 2  Ask the learners to look at questions 5 and 6 and to find the word that can be replaced with *it*. Do this together as a class exercise.

Answers

concept car, the research


Advantages and disadvantages

Ask the learners to read the box. Point out that signalling language such as prepositional phrases, often referred to as discourse markers or linking expressions, focus attention on what is going to be said. This helps prepare the reader for what ideas and opinions are about to be expressed by announcing the subject in advance, and are a good way of making writing clearer.

- 3  Ask the learners to complete the exercise individually. They should then compare their ideas with a partner. Go through the answers quickly with the class. Allow 5 minutes for the exercise.

Answers

1 positive 2 negative 3 negative 4 positive
5 negative 6 positive 7 positive 8 negative

- 4  Give the learners 3–5 minutes to complete the exercise individually and then check their answers in pairs. Tell them that more than one answer is possible. Go through the answers quickly with the class. With a stronger class, you could elicit alternative phrases as a follow-up class or pairwork activity.

Possible answers


1 One good thing 2 One point 3 The main advantage / A real benefit / The main argument in favour
4 Perhaps the biggest concern / The problem
5 The main worry

ACADEMIC WRITING SKILLS

Common errors


Ask the learners to read the box. Point out that while writers often mistakenly omit small words, it is sometimes acceptable for words to be left out in both spoken and written English – usually to avoid repetition or when meaning can be understood without them, e.g. *Are you at home on Saturday morning? No – football training.* This is often more natural than a full sentence, and is referred to as ellipsis. However, in academic writing it is usually better to write in full sentences, and omitting small words can confuse the reader. You could give some of the following examples of where omitting small words can confuse or have a negative impact on the reader.

- ~~They are building new digital library.~~ (=They are building a new digital library.)
- ~~Parliament debate the use of tablet PCs in education.~~ (=Parliament will debate the use of tablet PCs in education.)
- ~~Robots are expected become much more common over the next decade.~~ (=Robots are expected to become much more common over the next decade.)

- 1  Ask the learners to complete the exercise individually and then compare their answers with a partner. Go through the answers quickly with the class. Allow 5–10 minutes for the exercise.

Answers

1 to 2 of 3 the 4 as 5 to 6 be 7 in 8 is 9 to 10 will
11 like 12 are

- 2  Learners complete the exercise individually and check their answers with a


partner. Go through the answers with the class. If you are including regular short spelling quizzes in your teaching, remind your learners to note down any words they find difficult and to include these in their end of unit Objectives review. Note down any words that are causing difficulty and include them in a future quiz.

Answers



1 studying 2 tried 3 money 4 true 5 really 6 which
7 different 8 people 9 with 10 believe

WRITING TASK

WRITE A FIRST DRAFT

- 1  Learners use their notes from the Critical thinking and Writing sections above to write a first draft of the essay *Choose one new area of technology or invention and outline its advantages and disadvantages*. The learners should be very well prepared by now, so allow no longer than 20 minutes for a first draft (15 minutes for a stronger group).

EDIT

- 2 & 3  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.
- 4 & 5  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Answers

Model answer: see page 139 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 119 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Invent a robot concept.

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

- 1 food production
- 2 the household
- 3 in the care of elderly people
- 4 companionship
- 5 construction
- 6 helping in dangerous places.

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

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

8

FASHION


Learning objectives

Before you start the Unlock your knowledge section, ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.

Lead-in

Write the names of two or three well-known brands of clothing on the board. Then ask the learners individually to write down as many other brands as they can think of in 2 minutes on the left hand side of a piece of paper. After 2 minutes, tell them to stop and then give them another 2 minutes to go round the class and find as many people wearing the brands on their list as possible. They should do this as a fast-paced mingling activity, asking their fellow learners which of the brands on their own list they are wearing. They should write the name of a learner wearing that brand on the right hand side of the paper next to the brand name. After 2 minutes ask the learners to stop and count up the number of brands found. The winner is the learner with the most brands found in the class.

UNLOCK YOUR KNOWLEDGE

-  Learners discuss the questions in pairs or small groups. There is much scope for an interesting exchange of ideas here, so it would be worth allowing time for either a pyramid discussion (see Unit 6, page 54) or following up the initial discussion with a more extended class discussion. Class discussions are useful as they give learners the opportunity to present their ideas to the whole class, and they give the teacher the chance to focus on individual learners' English. However, they can become dull for learners not actively involved so keep them as lively as possible. Allow 5 minutes for the initial discussion of the questions in the Student's Book and up to 10 more minutes for a follow-up pyramid or whole class discussion. If possible, try to have a mix of male and female in each group for this exercise. You can then ask the groups if there were any differences of opinion between the sexes.

Answers will vary.

WATCH AND LISTEN

Videoscript

MISSONI FASHION

Milan is in the Lombardy region in the north of Italy. It is Italy's second biggest city and one of the great fashion capitals of the world. Like London, Paris and New York, twice a year Milan has Fashion Week.

The fashion industry is worth six billion dollars a year. Angela Missoni is a fashion designer. Her label, Missoni, is one of the most famous, but it has not been easy to be a successful fashion label. The Missoni label was started in 1953 in a one-bedroom flat by Angela's parents, Ottavio and Rosita. Angela runs the business with her brothers, Vittorio and Luca.

Eight hundred people work in Missoni's factories, helping to produce the label's popular collections.

Their company now makes more than \$250 million dollars a year.


Angela is busy preparing for Milan Fashion Week.

Milan Fashion Week has started. Critics, journalists and buyers come to the city from around the world. Angela is making last-minute preparations. She has to choose which dresses to include in the show.

Finally, the show starts. Fashion Week is a great success.

PREPARING TO WATCH

USING VISUALS TO PREDICT CONTENT

-  Put the learners into pairs or groups of 3 and ask them to discuss the answers to the 2 questions. Allow 3–5 minutes for the exercise. Then quickly go through the answers with the class.

Answers

- 1a the city of Milan in Italy b the Italian fashion designer, Angela Missoni c the Missoni factory d models on the catwalk during Milan Fashion Week
2 the fashion industry

Optional activity

You could ask the learners to choose one or two of the photos to discuss in greater detail. What else can they say about the photos? What do they know about the subjects? What would they like to know?

- 2 Learners watch the video and check their answers in pairs. Then quickly go through the answers with the class.

Answers

1c 2d 3a 4e 5b

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 3 Play the video. Then check the answers with the class.

Answer d

- 4 Play the video again as the learners listen for the answers. Then elicit the answers from the class. With a stronger group you could ask the learners to circle the correct answers before you play the video a second time. They then check their answers against the video.

Answers

1 second 2 parents 3 brothers 4 800 5 dresser

LISTENING FOR DETAIL

- 5 Learners work individually and then check their answers with a partner. Quickly go through the answers with the class. Allow 5 minutes for this.

Answers

1 800 2 1953 3 6 billion dollars 4 \$250 million
5 twice a year 6 one-bedroom

DISCUSSION

- 7 Learners work in pairs or small groups and discuss the 3 questions. Allow 3–5 minutes for discussion, and encourage the learners to explore some of the ideas behind their opinions. The *Why/Why not?* extra questions are especially important here, so be sure to explore these during a follow-up class discussion. Allow 5–10 minutes, including time for a class discussion.

Answers will vary.

READING 1

PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1 Learners briefly discuss the 3 questions in pairs or small groups. Allow no more than 1 minute, as the learners may well not know the answers, although they might be able to guess. Elicit suggestions from the groups, but avoid too much comment as the answers are provided in the next exercise.
- 2 Ask the learners to read the web article and check their answers in pairs. Go through the answers with the class. This exercise is intended to train learners to find specific information quickly so set a time limit of 60–90 seconds, depending on the level of the group.

Answers

- 1 Fast fashion implies cheap clothes.
2 Traditionally there were 4 changes each year, one for each season, but fast fashion is changing all that.
3 If fashion designers changed fashions every month, a lot more clothes would be produced.

WHILE READING

READING FOR MAIN IDEAS

- 3 Learners complete the task individually. Point out that not all the ideas listed are mentioned in the text. Allow 2–4 minutes for the learners to complete the exercise and then go through the answers with the class.

Answers

1d 2c 3b 4f 5a (e is not mentioned)

READING FOR DETAIL

- 4 Ask the learners to complete the exercise individually and then check their answers in pairs. Go through the answers with the class.


Optional activity

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

Answers

- 2 ~~month~~ week
 3 ~~customer~~ manufacturer / retailer
 4 ~~the theft of ideas~~ impact on the environment
 5 ~~water~~ pesticides / chemicals
 6 ~~designer clothing~~ fast fashion
 7 ~~economy~~ environment


READING BETWEEN THE LINES**MAKING INFERENCES FROM THE TEXT**

- 5  Learners complete the exercise individually. Allow 10 minutes, and when most learners are ready, ask them to form new pairs or small groups to compare their answers. Allow 5 minutes for discussion and encourage the learners to read the text carefully to find the reasons behind any differences in their answers. Go through the answers with the class. For question 4 you could ask the class to speculate why Fatima has the most likes, and for question 5 ask why Jasmine has the fewest likes. Encourage the learners to support their suggestions, and invite discussion from the class. There are many possible reasons so encourage the learners to explore the most likely ones.

Answers

- 1 Ahmet 2 Carmen and Fatima 3 Sara 4 Fatima probably because she has an ethical approach to fashion and cares about the planet. 5 Jasmine probably because she seems selfish and uncaring

DISCUSSION

- 6  Learners discuss the questions in pairs or small groups. Allow 2 minutes for discussion and then quickly elicit ideas from the groups.

Answers will vary.



Optional activity**Who buys fashion?**

While the obvious answer to question 3 might seem to be younger people, the adult fashion sector is extremely important in many countries, and seniors often have more disposable income than younger people. In the UK this phenomenon is called the *grey pound* (=the money spent by older people as a group), referred to in the USA as the *gray dollar*.

You could ask the learners to discuss the implications of older people becoming more fashion conscious and having a higher disposable income than younger

people. What are the consequences for the fashion industry? As a follow up Internet research task, learners could find out the differences in the amount of disposable income available to some or all of the following age groups in their own country, and see if they can find out what percentage of annual earnings are spent on clothing: 13–19, 20–35, 36–50, 50–65, 66+.


READING 2**PREPARING TO READ****USING YOUR KNOWLEDGE TO PREDICT CONTENT**

- 1  Learners discuss the questions in pairs or small groups. Allow 3–5 minutes for discussion. When the discussions seem to be trailing off, put the pairs/groups together with another pair/group and ask them to share their ideas and to be ready to present them in 2 minutes. Ask the first group to present their ideas. Then ask the second group if they have anything to add. Continue like this until all ideas have been exhausted. Avoid commenting on any of the ideas at this stage, as the learners will read the text to find the answers for themselves in Exercise 2.
- 2  Ask learners to read the article and check their answers. Then go through the answers with the class.

Possible answers

- 1 Companies move their production overseas to save money. Labour, tax and raw material costs can be lower overseas.
 2 When a multinational company moves its production to a less economically developed country, it creates jobs and provides training for the workers.
 3 The main disadvantage for workers in the country where the company is based may be job losses.

UNDERSTANDING KEY VOCABULARY


- 3  Ask the learners to complete the exercise individually and then check their answers in pairs. Challenge the class to complete the exercise in under 1 minute. Go through the answers with the class.

Answers

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

WHILE READING


SKIMMING

- 4  Look at the ideas found in paragraph A together with the class. Then ask the learners to complete the exercise individually and to check their answers in pairs. Allow 5 minutes for the exercise.

Answers

B minimum wage, low pay C local laws, dangerous conditions D child labour, education E increased investment, lost jobs

READING FOR DETAIL


- 5  Learners complete the sentences individually and check their answers with a partner. Allow 3–5 minutes and then go through the answers with the class.


Answers

1 sweatshop 2 media 3 minimum 4 employment

READING BETWEEN THE LINES

Distinguishing fact from opinion


 Ask the learners to read the box and to ask any questions they might have. Point out that it is important to read texts carefully and to be able to distinguish fact from opinion. They must also be clear about which is the author's opinion and which are opinions held by people other than the author.

- 6  Learners complete the task individually or in pairs. Allow 3–5 minutes and then go through the answers with the class.

Answers

1 fact 2 other opinion 3 other opinion 4 other opinion
5 author opinion 6 author opinion

DISCUSSION

- 7  Learners discuss the questions in pairs or small groups. Allow 3–5 minutes for discussion and then ask the pairs or groups to tell the class about their ideas.

Possible answers

1 Overseas production makes sense for company shareholders if it returns a higher profit. Such outsourcing of production can also benefit local economies, as long as a fair wage is provided and that the workers are well treated (this is also true of domestic production).

2 This depends on the multinational and particular situation in question. The media have highlighted poor practices employed by multinationals in low wage economies, and it is likely that multinationals will respond to such criticisms by emphasizing and improving the work they do in such regions.

Optional activity


If Internet access is available, you could ask the learners to follow up question 2 by researching what multinationals are currently doing to support the local communities in which they invest. Begin by asking the learners to brainstorm what keywords they would need to use to conduct a search, and what websites they could use to find information. Point out that simply going to a search engine and typing in some keywords is not always the best option when trying to find specific information; they could start by going to a multinational's website and seeing if they can find any information on local initiatives.

This could also be done as a preparatory task before the learners discuss question 2. This would lead to a more informed discussion. It would also be useful for the learners to know what multinationals are currently doing for the local communities before deciding whether or not more should be done.

LANGUAGE DEVELOPMENT


Hyponyms

Ask the learners to read the box and to pay close attention to the example. Elicit other examples of hyponyms from the class to check that they have understood (e.g. *fork* as a hyponym of *cutlery*, *orange* as a hyponym of *colour* and *drama* as a hyponym of *film*). If the learners are struggling, remind them that a hyponym is a word with a more specific meaning than a more general term (e.g. *orange* is more specific than *colour*, and *drama* is more specific than *film*).

- 1  Give the learners 2–3 minutes to complete the flow chart individually or in pairs. Go through the answers with the class.

Answers

1 beauty products 2 high-heeled shoes 3 natural fibres
4 wool 5 nylon 6 casual clothes 7 jeans 8 T-shirts

- 2  Give the learners 3–5 minutes to complete the task. Elicit ideas from the class. You could write the suggestions on the board and challenge the class to come up with 10, 15 or 20 different types of clothing.

Homonyms

Ask the learners to read the box, to look at the Wordlist on page 157 and to find 3 examples of homonyms. Give them 5 minutes and then elicit words from the class.

- 3 Ask learners to complete the task individually. Allow 5 minutes for the exercise and then go through the answers with the class.

Answers

1B 2B 3B 4B 5B 6B 7B 8A

CRITICAL THINKING

Give the learners a minute to read the Writing task they will do at the end of the unit (a balanced opinion essay *Fashion is harmful. Discuss.*) and keep it in mind as they do the next exercises.

Identifying arguments and counter-arguments

Ask the learners to read the box and to ask any questions they might have. This might be a good opportunity to carry out some revision by eliciting the structure of a typical argumentative essay. Remind the learners that a typical argumentative essay has an introduction, a body and a conclusion. Then elicit the purpose and structure of these three main parts of the essay.

Language note: the structure of an argumentative essay

- *The introduction* gives the background to the topic and includes a statement of the writer's position on the topic (=the thesis statement). It might also briefly outline some of the different views on the topic, and how the essay is to be organized.
- *The body* makes arguments for or against one or more views, to which the writer then responds with counter-arguments, and provides evidence in support of these counter-arguments.
- *The conclusion* summarizes the different views and reinforces the writer's original thesis statement by saying which side of the argument is stronger and why. It should not introduce any new information.

EVALUATE

Ask the learners to look at the two examples in the table and to complete the exercise individually. Give them 3 minutes to complete the exercise. Then ask them to check their answers with a partner. Quickly go through the answers with the class.

Answers

A Arguments in favour of fashion: 1, 5, 6, 7, 9, 12, 14
B Arguments against fashion: 2, 3, 4, 8, 10, 11, 13

WRITING

GRAMMAR FOR WRITING

Prepositional phrases

Ask the learners to read the box. Point out that these prepositional phrases must be learned as single items as otherwise it is difficult to know which preposition to use after a particular word to form a prepositional phrase. Lists of some of the most common prepositional phrases, as well as frequent noun/verb/adjective + preposition combinations, can be found online.

Pay close attention to the kind of problems that your learners have with prepositions in both their speaking and writing, and provide support accordingly. For example, one common error at B1 is the incorrect use of prepositions before the conjunction *that*:

I wasn't aware of the deadline.

I wasn't aware that there was a deadline.

(NOT *I wasn't aware of that there was a deadline.*)

- 1 Ask the learners to complete the exercise individually or in pairs. Elicit the answers from the class. Allow 5 minutes for this exercise.

Answers

1 instead of, rather than 2 except for, apart from
3 in addition to, along with


- 2 Ask the learners to complete the exercise individually and then check their answers in pairs. Point out that more than one answer is possible in each case. Go through the answers with the class. Allow 2–4 minutes for this exercise, depending on the level.

Answers

1 instead of/rather than 2 apart from/except for
3 rather than/instead of 4 apart from/except for
5 Along with/In addition to 6 except for/apart from

Counter-arguments

Ask the learners to look at the tables and read the examples of counter-arguments. Point out that counter-arguments are important in an argumentative essay, as they give the writing a sense of balance and show that the writer has considered a range of opinions.

- 3  Ask the learners to read the 3 questions, and remind them that they can find arguments and counter-arguments in Readings 1 and 2 on page 145 and page 147. Give them 5 minutes to discuss their answers to the questions in pairs or small groups. Go through the answers with the class.


Possible answers

- 1 Supporters of fast fashion say it increases the volume of sales and customers can keep up with fast-changing fashion trends (fashions change monthly rather than 4 times a year). Critics say the quality of the clothes is poor, that there is a negative impact on the environment when people throw their clothes away to keep up with the trends. The environment is also badly affected by the amount of pesticides and chemicals that are needed to grow more cotton.
- 2 Supporters of designer labels say that the clothes last longer and are more environmentally friendly because people keep them longer. Critics say they are too expensive and they don't like being walking advertisements for the designers.
- 3 Supporters of fashion magazines argue that they are a useful means for customers and industry insiders to keep up to date with the world of fashion. Critics of fashion magazines claim that they encourage a shallow, consumerist view of life.

ACADEMIC WRITING SKILLS

Cohesion

Ask the learners to read the box. You could summarize the language notes in the Student's Book by telling the learners that taken together, coherence and cohesion refer to how well a piece of writing connects together or flows. If any of your learners will be taking the IELTS exam, you could point out that *coherence and cohesion* is one of four major aspects of the essay that IELTS examiners consider when marking the writing papers. With a stronger group, you could go into more detail. The term *cohesion* refers to the formal, stylistic aspects of a piece of writing at the paragraph and sentence level. A text is cohesive if it demonstrates a good use of grammar and vocabulary to bind the paragraphs and sentences in it. While it is common in speech and informal writing to leave out words that are superfluous or able to be understood from contextual clues, such ellipsis can make a formal text difficult to follow and leave a bad impression on the reader.


- 1  Ask the learners to complete the exercise individually. Elicit the answers from the class.

Answers

2 ones 3 they 4 fashion 5 style 6 This 7 that 8 and 9 these 10 clothing

Coherence

Ask the learners to read the box. Elicit from the class the kinds of things that can go wrong when using spelling tools on a computer (e.g. if you use a correctly spelled word, which is incorrect in the context, the computer may not highlight this as an error). As with the cohesion box above you might want to go into more detail with a stronger group and explain that the term *coherence* relates to the overall content of a piece of writing. An essay is coherent if it presents its arguments in a clear, convincing and logical order, with no holes in its reasoning. A coherent essay also avoids irrelevant facts, arguments or opinions.


- 2  Give the learners 3 minutes to complete the exercise. Then elicit the answers from the class.

Answers


1 ~~then~~ than 2 ~~thought~~ though 3 ~~bed~~ bad 4 ~~two~~ too
5 ~~thing~~ think 6 ~~bye~~-buy 7 ~~health~~ healthy 8 ~~quiet~~ quite

WRITING TASK


PLAN


- 1  Ask the learners to read the title of the Writing task again (*Fashion is harmful. Discuss.*) and in pairs or small groups ask them to review the advantages and disadvantages of fashion they discussed during the Critical thinking and Writing sections above. They should then work individually and complete the plan for their essay. Point out how important it is to plan an essay before starting to write. This is especially true in an exam where you are under pressure and it is more difficult to make changes to your writing. Allow 10–15 minutes for the exercise, monitor the class and help where necessary. When most learners seem to be coming to the end of the task, ask them to finish the part of the plan on which they are working and to be ready to discuss their ideas. Elicit ideas that could go into the different sections from the learners and encourage comment and discussion from the class.

WRITE A FIRST DRAFT

- 2  Learners write the essay individually. Allow 20–30 minutes, depending on the strength of the group.

EDIT

3 & 4  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.

5 & 6  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Answers

Model answer: see page 140 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 123 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Find out how ethical your brands are.

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

- 1 how each company affects the environment
- 2 how sustainable the clothing is
- 3 where the clothing is made and the conditions of the workers
- 4 what the company's ethical and environmental policies are.

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

9

ECONOMICS

Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.


Lead-in

If your learners are interested in economics and would like to know the terms economists use, write the following on the board: *primary industry, secondary industry, _____ industry*. Elicit *tertiary*. If the learners do not know the word, write it on the board and then elicit examples of each type of industry from the class (see Background note below). If the learners are not familiar with the terms, explain what they mean and give one example for each, then elicit further examples. You could further personalize the task by asking for examples from the learners' own countries (only elicit a few of these as learners will go into this in more detail during Exercise 1).

Background note

In economics, industry is traditionally divided into three sectors: primary, secondary and tertiary. The primary sector includes farms, which produce crops and raw materials, and mines, which extract raw materials like metals. Secondary industries are manufacturing industries, which make things from the raw materials. The tertiary sector covers service industries, such as education, banking and finance.

UNLOCK YOUR KNOWLEDGE

- 1  Learners answer the questions in pairs or small groups. Allow 5–10 minutes for discussion and then elicit ideas from the class. Try to get answers from each pair or group. Encourage discussion in case of either disagreement in the class or alternative answers being offered by other learners.

Answers will vary.

WATCH AND LISTEN

Videoscript

EMERGING ECONOMY

When the Soviet Union fell in 1991, Russia's economy suffered major difficulties. For the next decade, the country went from financial crisis to financial crisis. Foreign investors stayed away, and there was a rapid decline in the value of the Russian currency, the ruble.


Since then, the Russian economy has grown at an average of seven per cent a year, and the country has one of the strongest stock markets in the world. Global investment banks describe Russia's economic performance as 'remarkable'.

So how did Russia turn a failing economy into a financial powerhouse? The oil wealth created a lot of very rich people. These people invested in industries after the fall of the Soviet Union, and now Russia has over one hundred billionaires and Moscow has more than any other world city in the world. But it's not only the rich in Russia who are benefitting from the oil. Retail sales are growing, and multinational companies are now competing to invest in Russia. New shopping malls are now spreading beyond Moscow to the rest of Russia.

However, there is a problem with relying on natural resources for economic growth. The oil is running out fast. It is predicted that the oil will only last for another 30 to 40 years. However, Russian oil has restarted an economy which was in crisis and brought wealth and economic stability to the country.

PREPARING TO WATCH

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1  Learners discuss the questions in pairs. Allow a very brief time for discussion and then elicit the answers from the class.

Answers


- 1 tourism, taxation, trade agreements, natural resources, exports, government owned companies.
- 2 d (Russia produced 12% of the world's oil in 2011, compared with 10% for Saudi Arabia.)

Optional activity

As an alternative approach to the above exercise, set this up as a class activity and simply elicit the answers without the learners first discussing them. If anyone in the class is likely to have some understanding of economics, you could elicit the two main measurements of a country's income, namely gross domestic product (GDP) and the gross national product (GNP).

Background note

A country's gross domestic product (GDP) is the total value of goods and services it produces in a year. The gross national product (GNP) is the value of the GDP plus income from foreign investments. The revenue raised through taxation goes to the state, and can be considered as a percentage of a country's GNP. It is not included a country's GNP as to do so would be to count the same money twice.


- 2  Learners discuss the questions in pairs or small groups. Allow up to 5 minutes for discussion and then elicit ideas from the class. Encourage learners to support their suggestions with evidence. Where do they get their ideas from? Again, encourage discussion between class members where there are differences of opinion.

Answers will vary.

Background note

- The popular view of Russian weather is that it is cold and wintry. This is true but only of the winters. July and August are warm months, which is when most tourists travel to the country. However, these are also the wettest months, with rainfall on one in three days. As with other very large countries such as the USA and Canada, the climate can vary dramatically from region to region.
- Following the collapse of the Soviet Union in 1991, some well-placed Russian businesspeople took advantage of their new freedoms and the general confusion brought about by the fall of the communist regime. Some invested in industry, others sold off unclaimed state assets and properties and used the proceeds as their capital. In a relatively short period of time, many people became very rich very quickly. Russia has its share of super-rich, but there is little evidence that this is disproportionate compared with other major world economies.
- According to a World Bank report published in 2012, in 2011 the Russian economy was the ninth largest in the world. As with other countries across the world, at the time of writing Russia continues to be affected by the consequences of the 2008 financial crisis.

UNDERSTANDING KEY VOCABULARY



- 3  Learners complete the sentences individually and check their answers with a partner. Allow 3–5 minutes and then go through the answers with the class.

Answers

1 economic stability 2 investment bank 3 standard of living 4 natural resources 5 economic growth 6 retailing

WHILE WATCHING


UNDERSTANDING MAIN IDEAS



- 4   Learners complete the exercise individually and check their answers in pairs. Go through the answers with the class. Allow 5 minutes for this activity.

Answers

1b 2a 3d 4e 5c


Optional activity

 As an alternative approach to the exercise above, put the learners into pairs and give them 2 minutes to put the main ideas into the most likely order before playing the video. Then play the video and ask them to check their answers. Go through the answers with the class.

- 5   Play the video again. Ask the learners to complete the exercise individually and then check their answers in pairs. With stronger groups, you could ask them to first complete the lecture notes in pairs from what they remember from the first showing. Then play the video and ask them to check their answers. Go through the answers with the class.

Answers


1 very rich people 2 industries 3 billionaires 4 growing 5 running out 6 30 to 40 years

- 6  Ask the learners to form new pairs or small groups, and to discuss the 3 questions. Allow 2–3 minutes for brief discussion and then elicit ideas from the class.

Answers

1 The oil made some people very rich. These people invested in industry, which in turn strengthened the stock market.
2 Because more people in Russia are now richer and can buy more products and services.

DISCUSSION

- 7  Learners discuss the 3 questions in pairs or small groups. Allow 3–5 minutes for discussion and then elicit answers from the class. Encourage the learners to justify and support their ideas about questions 1 and 2.

Possible answers

- 1 The source of income (in Russia's case, the oil) may decrease or stop.
- 2 Answers will vary. The UK, for example exports music, films, video games, fish, car parts, aeroplanes, medicine, minerals like tin and chalk, and weapons. The UK imports cars, fruit and vegetables, oil, gas, clothes, toys and computer equipment.
- 3 Answers will vary. The UK economy, for example is strong in the service sector. Research and development will probably play a greater role in the UK economy in the future.


Optional activity

As a follow-up task, you could ask learners to carry out some Internet research and to see how accurate their suggestions for all 3 questions were.

READING 1

PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

- 1  Challenge the learners to complete the exercise individually in under 2 minutes, and then check their answers in pairs. Go through the answers with the class. Allow 2–4 minutes.

Answers

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


- 2 Quickly elicit possible answers from the class.

Possible answers

- 1 stocks and shares, art, wine, cars, property, a business, gold, government bonds, land, antiques, a savings account at a bank
- 2 classic cars

WHILE READING


READING FOR MAIN IDEAS

- 3  Learners read the text and answer the question. Elicit the answer from the class.

Answer

Stocks and shares are probably best.


SKIMMING

- 4  Ask the learners to complete the exercise individually and then check their answers in pairs. Remind them that they should use no more than 2 words in each gap. With a stronger group, ask them to first complete the summary in pairs without referring back to the text. They should then read the text again, check their answers and complete any empty gaps. Go through the answers with the class. Allow 3–5 minutes for the activity.

Answers

1 investing 2 classic cars 3 prices 4 enjoy 5 return
6 investment 7 risky 8 fashion

READING FOR DETAIL


- 5  Ask the learners to complete the exercise individually or in pairs. Allow 3–5 minutes and then go through the answers with the class.

Answers

1 £200 2 £400 3 £1,200 4 £3,500 5 £9,000
6 £500,000 7 3,000% 8 over £1.5m

READING BETWEEN THE LINES

MAKING INFERENCES FROM THE TEXT

- 6  Learners discuss the questions in pairs or small groups. Allow 5 minutes for discussion and then elicit ideas from the groups. During the class feedback, ask the learners whether or not they agree with the article.


Answers

- 1 He says stocks and shares are a better long-term investment than gold because since 1965 the total return on gold was 4.455% while the total return on stocks and shares was 6.072%. He also thinks it is better for society to invest in stocks and shares than in gold.
- 2 Investing in businesses, i.e. in stocks and shares, increases employment and helps the economy.
- 3 You can buy the wrong car or fashions can change and it can be expensive to keep cars in the best condition.

Optional activity

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

DISCUSSION



- 7  Learners discuss the questions in pairs or small groups. These questions could lead to a lot of very useful discussion, so allow 5–10 minutes for the learners to discuss all 3, depending on whether you set this up as a pair work or group work activity. Alternatively, you could ask the learners to choose the question that most interests them, or allocate different questions to different groups. Once the discussions seem to be coming to an end, ask the learners to finish and then elicit summaries of the discussions from the different groups.

Answers will vary.

READING 2

PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1  Elicit answers to question 1 from the class but do not comment on the answer. Ask the learners to discuss question 2 in pairs. Allow a short time for discussion and then elicit ideas from the class. Avoid commenting on any of the ideas at this stage, as the learners will read the text to find the answers for themselves in Exercise 2.
- 2  Give the learners 3–5 minutes to read the text individually and check their answers. Then check the answers with the class.

Answers

- 1 It stayed the same.
 2 a There has been no real increase in the economy.
 b Unemployment is higher now than it was in the 1950s.
 c Life expectancy has grown but more slowly than in some European countries.
 d People have more money but have to work longer and harder.


WHILE READING

SKIMMING


- 3 You could do this exercise straight or you could elicit the best summary from the class, based on their first reading of the text. Avoid commenting on their answers, and ask them to quickly skim through the text again to check whether the answer given was correct. Set a time limit of 90 seconds and then elicit the correct answer from the class.

Answer c

Skimming

 Ask learners to read the box. Elicit suggestions as to specific situations when it might be useful to be able to skim a text effectively. Answers might include skimming through an article in a magazine or website to see if it is interesting, skimming through a text in a test before starting to answer the questions and skimming through academic journals to find arguments and ideas to include in an essay.

READING FOR DETAIL


- 4  With a strong class you could ask the learners to choose the correct statements without first reading the text again. Then ask them to read the text to check their answers. Allow 3–5 minutes for learners to complete the exercise, before going through the answers with the class.

Answers

1a 2a 3b 4a 5b

READING BETWEEN THE LINES


MAKING INFERENCES FROM THE TEXT

- 5  Learners discuss the questions in pairs or small groups. Alternatively, elicit possible answers from the class.

Answers

- 1 A healthy diet/good food, good medical care and a healthy lifestyle (taking exercise, not smoking etc.) can improve life expectancy.
- 2 Obesity reduces life expectancy.


DISCUSSION

- 6  Learners discuss the questions in pairs or small groups. Allow up to 5 minutes for discussion, then elicit suggestions from the class and encourage further discussion between the learners. As a financial crisis can have devastating effects on families, be sensitive when leading the class discussion.

Answers will vary


LANGUAGE DEVELOPMENT

ACADEMIC VOCABULARY

- 1  Ask the learners to read the lists of nouns and adjectives individually and to tick (✓) the ones that they think they can define. Then ask them to work in pairs or small groups and to take it in turns to choose words to define. They should give a definition for their partner(s) to guess. Ask them to do this for all of the words the group has ticked, and then to look up any words about which they are unsure in the Glossary on page 197.

Optional activity


This would be a good time to introduce online dictionaries if you have not already done so, and if the technology is available in the classroom. If so, learners could find definitions of the words online rather than using printed dictionaries. You can find the online version of the *Cambridge Student's Dictionary*. Remember that your learners may have their own devices, such as smart phones or tablets that they can use for exercises such as these. Such devices can be very useful if used correctly, appropriately and efficiently.

- 2  Give the learners 2–3 minutes to fill in the gaps individually and to check their answers with a partner. Go through the answers with the class. If appropriate, try to elicit the answers from learners who have not participated very much so far during the class.

Answers


- 1 economy 2 financial 3 wealthy 4 Poverty
- 5 manufacturing 6 Employment 7 Professional
- 8 industry

SYNONYMS

- 3  Ask the learners to complete the exercise individually and then check their answers in pairs. Then quickly go through the answers with the class. With a stronger group, do this as a class activity and elicit the answers directly from the class.


Answers

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

- 4  Go through the two example sentences with the class. Then ask the learners to complete the exercise individually. Quickly go through the answers with the class.

Answers

- 3 pay for 4 salaries 5 employee 6 buyers 7 fund
- 8 income 9 consumers 10 workers

- 5  Ask the learners to complete the exercise individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

- 1 and 2 3 and 7 4 and 8 5 and 10 6 and 9

CRITICAL THINKING

Give the learners a minute to read the Writing task they will do at the end of the unit (a description of 2 graphs, *The graphs show the retail price and annual sales of two different types of television. Describe both graphs and explain the data.*) and keep it in mind as they do the next exercises.

Lead-in

You could ask the class whether they think more CRT TVs or more LCD TVs (see Exercise 1 below for an explanation of CRT and LCD TVs) were sold over the past ten years. Avoid commenting, as the answer will be provided during the work which follows. You could also ask the learners if they know of any other types of TV set (the other common type of TV set is the plasma TV), or on what devices they mostly watch video clips, TV shows and films (many people now watch such content on tablet PCs, laptops, desktop computers and mobile phones).

Understanding visual information

Ask the learners to read the box and then elicit situations in which they might need to interpret visual information. Answers could include when watching statistics presented in graph form on the news, when conducting research that relies on a certain amount of visual information or when working with spreadsheets and other computer software.

UNDERSTAND

- 1 Before the learners start work, explain that CRT means Cathode Ray Tube and LCD means Liquid Crystal Display. Give the learners 3–5 minutes to complete the exercise in pairs. Go through the answers with the class.

Answers

- 1 a £1,000 b £850 c £850 d £350
 2 a £400 b £400 c £150 d £150
 3 a 2,000,000 b 4,000,000
 4 a 5,000,000 b 2,500,000
 5 2010
 6 2010

ANALYZE

- 2 Give the learners 5 minutes to answer the questions in pairs. Go through the answers with the class.

Answers

- 1 When LCD TVs were first introduced they were much more expensive than CRT TVs because the technology was new and new technology is always expensive.
 2 Prices of both types of TV probably went down as the technology and parts required became cheaper.

3 CRT TVs came on to the market first. We know this because as established products they were cheaper at the beginning of the period. As sales of LCD TVs went up, sales of CRT TVs went down, which suggests that people stopped buying CRT TVs because they were old-fashioned.

- 4 Yes. As more people bought LCD TVs, the number of people who bought CRT TVs decreased.
 5 Based on the data given, sales of LCD TVs in 2011 were probably around 11m.

WRITING

GRAMMAR FOR WRITING

- 1 Learners complete the exercise individually and check their answers with a partner. Allow 2–3 minutes and then go through the answers

with the class. You could do the first one with the class as an example.

Answers

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

Describing graphs: noun phrases and verb phrases

Ask the learners to read the box. If they are used to more formal grammar work, you could point out that noun phrases are words or groups of words containing a noun and functioning in a sentence as subject, object, or prepositional object, whereas verb phrases are verbs plus another word or words indicating tense, mood or person. Verb phrases can also be phrasal verbs (=a phrase that consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts).

- 2 Ask the learners to do the exercise individually and then to check their answers with a partner. Allow 2–3 minutes and then go through the answers with the class. If the class is mixed ability, try to pair stronger learners with weaker learners.

Answers

- 2 a dramatic fall 3 a slight decrease 4 a gradual increase 5 a considerable (=large, or of notable importance) fluctuation

- 3 Give the learners 3 minutes to complete the exercise individually or in pairs. Then quickly check the answers with the class.

Answers

- 1 of, from, to 2 from, to, of 3 Between, and, from, to 4 between, and / from, to 5 from, to

APPROXIMATIONS

- 4 Do this as a class exercise.

Answers

- 1 almost, nearly, roughly, about, approximately, around
 2 over, more than
 3 less than, under


- 5 Give the learners 2 minutes to complete the task individually. Then quickly go through the answers with the class.

Answers

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

ACADEMIC WRITING SKILLS

WRITING A DESCRIPTION OF A GRAPH


- 1  Give the learners 3–5 minutes to complete the exercise individually or in pairs. Tell them to pay special attention to the descriptions of the different parts of the paragraph, and point out that not all of the headings (a–f) are used.

Answers



1b 2c 3e

WRITING TASK

WRITE A FIRST DRAFT

- 1  Learners use their notes from the Critical thinking and Writing sections above to write a first draft of the description of the two graphs (*The graphs show the retail price and annual sales of two different types of television. Describe both graphs and explain the data.*). They could then swap their work with a partner and review each other's work. They should amend their work as necessary before going on to the next stage. Monitor and help with any problems. Allow 20–30 minutes including the peer review, depending on the level.

EDIT

- 2 & 3  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.
- 4 & 5  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Answers

Model answer: see page 141 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 127 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Advise your government on how to grow a sustainable economy.

Explain to your class that they are going to research different ways to make their country's economy more sustainable. Ask them to look at these different areas of the economy: manufacturing, fishing (if relevant), small business, technology, farming. Ask them to research how to make these areas more sustainable. Some direction you could offer may be to look at areas like, local produce, minimizing environmental impact from manufacturing, local economies, technology and health and overfishing.

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

10

THE BRAIN

Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.


Lead-in

This might be a good place to do a freewrite, which is a simple pre-exercise activity that gets learners thinking about and discussing a particular topic. The topic here is *the brain*, but the procedure can be adapted for any topic.

- 1 Tell the learners that you are going to give them a word related to today's lesson. Their task is to write about this topic non-stop for 2 minutes. They will not be handing in their writing, and don't need to be too concerned with the accuracy of their language. If they need time to think, they must continue writing the words 'nothing, nothing, nothing ...' until some more ideas come to mind.
- 2 Tell them to write about the brain. They have 2 minutes, and should start immediately. Remind them that if they can't think of anything, they should write 'nothing, nothing, nothing...'. You could model this by writing 'nothing, nothing, nothing...' on the board. This usually generates a few laughs, and can help get the session off to a lighthearted start.
- 3 After two minutes, say, 'Come to the end of your thought, and stop writing'. Learners then share some of the ideas they wrote about in pairs, small groups or with the class.

This is a great way of getting learners to seize their thoughts as they occur. The texts that this activity produces can be used as the basis of a number of possible follow-up activities.

UNLOCK YOUR KNOWLEDGE

- 1  Do this either with learners working in pairs or as a class activity. If pairwork, allow 3–5 minutes for discussion and then give the answers to the class. As a class activity, elicit ideas from the class for each question, encourage discussion and then ask the learners to write down T or F next to each question. Then go through the answers with the class.

Answers

- 1 T However, this is a generalization. Recent research suggests that both sides have some logical and some creative characteristics.
- 2 T
- 3 F Every part of the brain is known to have a function.
- 4 T
- 5 F The brain is made up of about 75% water.
- 6 T However, humans have larger brains relative to their body size.
- 7 T
- 8 F The brain stops growing at 18 years old.

WATCH AND LISTEN

Video script

THE BRAIN

This organ – one and a half kilos of fat, the size of a grapefruit – holds all the secrets of what makes us human. It is the most complicated object in the known universe.

Young Jody Miller is living proof of the brain's amazing abilities. She has a normal life as a nine-year-old schoolgirl. You would never guess that she only has half a brain.

Jody's first three years were normal but a few weeks after her third birthday, something started to go wrong. Epilepsy took control of her brain.

They found that she was suffering from storms of electricity in her right brain. Seizures happened all the time, and she lost control of the left side of her body. Doctors became worried that the epileptic seizures might kill Jody. The doctors and Jody's parents were left with one choice: to take out the damaged side of her brain.

Our brains are made of two different sides, each split into four parts. Parts on both sides control thinking, movement and feeling. The right side controls the left side of the body, and the left side controls the right. Jody would lose all of the right side of her brain. The space would then fill up with liquid.

The operation was slow and careful but it was a success. Doctors hoped that Jody's brain would change shape, and the left side of the brain would learn to do everything for Jody. Her brain started to change very quickly and she was able to walk out of the hospital. Jody's recovery is proof of the amazing power of the brain.

PREPARING TO WATCH


USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1 Do question 1 with the class. It should only take a few seconds. You could then tell the learners to take out a piece of paper and a pen. Ask them to write the answers to question 2 on their own, as quickly as possible. They should put their hand up as soon as they have finished. When the first three learners have finished, tell the rest of the class to stop writing and take the first three papers in. Read out the first list of answers to see if the learner was correct. If not, go on to the next set of answers. Then do questions 3 and 4 with the class. Encourage discussion, and ask the learners to give examples where possible. Allow 3–5 minutes, or as long as the exercise is generating useful language and is engaging the learners.

Answers

- 1 yellow, blue, black, red, orange, green, brown
- 2 pink, red, brown, purple, blue, red, green, black
- 3 Question 2 was probably more difficult. This is because in adults the left side of the brain deals with sensitivity to colour differences and it is the left side of your brain where most language functions are. So this part of your brain is trying to do two similar things at once, which is why it seems more difficult.
- 4 You might become brain damaged. However, in some cases, people who lose part of their brain experience brain plasticity, which means that their brain grows new connections to allow it to work correctly.


UNDERSTANDING KEY VOCABULARY

- 2  Learners complete the sentences individually and check their answers with a partner. Allow 2–3 minutes and then go through the answers with the class.

Answers



- 1 Epilepsy 2 seizures 3 liquid 4 Proof 5 operation, recovery 6 organ

Optional activity

 You could ask learners in pairs to draft 1 or 2 short paragraphs that include all of the vocabulary in the box. You could take these in for correction or ask one or more of the pairs to read them out and invite comment from the class.

WHILE WATCHING

LISTENING FOR KEY INFORMATION

- 3   Ask the learners to read through the notes before they watch the video. Tell them not to worry about the gaps or about any new words. They should just get a general idea of what the text is about, together with as many facts as possible. Give them a minute or so to read the text, then elicit the following from the class: *The notes are about a girl who has some kind of problem with her brain, which possibly took a turn for the worse some time after her third birthday. She was perhaps affected by seizures, and these threatened to kill her. She had an operation, which was successful.*

Ask the learners to read the text again and with a partner try to work out what word, or what kind of word (noun, verb, adjective etc.), is missing. Do the first gap with the class as an example (=the missing word is probably a number). Elicit possible ideas from the class, but avoid commenting too much. Then play the video and ask the learners to complete the notes. Go through the answers quickly with the class.



Answers

- 1 nine 2 half 3 epilepsy 4 right 5 left 6 take 7 slow 8 everything 9 quickly 10 walk

Language note

When we read or hear something, we usually have some idea of the context. In reading, this might be a newspaper headline or the chapter title of a book. When we listen, what we hear may be part of a conversation that we are having, or part of a podcast we're listening to. It is rare that we are exposed to completely decontextualized language. This is why we teachers usually do a pre-reading or pre-listening exercise before presenting new texts. By going through the above procedure with your learners, you will help them notice that they can get a lot out of a text before reading or hearing it in full. By encouraging your learners to think carefully about the missing words, you will prepare them better for the exercise and help improve their confidence in dealing with more complex language. This is also a useful preparatory task for learners taking listening exams that involve completing a set of notes with words from a monologue, such as a lecture or a presentation. Cambridge English Language Assessment (formally Cambridge ESOL) provides free examples of listening papers (as well as reading, writing and speaking papers) online. These can be extremely useful when preparing learners for Cambridge exams. The accompanying Teacher's Handbooks also provide useful teaching ideas for exam classes.


UNDERSTANDING DETAIL

- 4   Play the video again while learners complete the exercise individually and then check their answers in pairs. With a stronger group, you could ask them to first choose the correct words in pairs from what they remember from the first showing. Then play the video a second time and ask them to check their answers. Go through the answers with the class.

Answers

- 1 one and a half kilos, grapefruit 2 right, controls
3 four, feeling


MAKING INFERENCES

- 5  Ask the learners to form new pairs or small groups, and to discuss the 4 questions. Allow up to 5 minutes for discussion and then elicit ideas from the class. Encourage the learners to justify and support their ideas during the class feedback session.

Possible answers

- 1 Because she is able to function normally even though she only has half a brain.
2 They probably felt worried and scared that their daughter would become brain damaged.
3 Because Jody was so young and her brain was still growing, when the epileptic side of her brain was removed, the left side of the brain quickly learned to do everything for her, i.e. to compensate for the lack of a right brain.
4 It showed how well and how quickly she had recovered.

DISCUSSION

- 6  Learners discuss the questions in pairs or small groups. Allow 3–5 minutes for discussion and then elicit ideas from the class.


Possible answers

- 1 The risks were that the operation might not stop the seizures and Jody might be brain damaged after the operation. She might not recover her speech, her ability to move or her personality might be changed.
2 Reading, conversation and playing music are all proven to help build more connections in the brain.

READING 1

PREPARING TO READ

PREVIEWING

- 1  Learners complete the exercise in pairs or small groups. Allow 3–5 minutes for discussion. Then elicit the answers from the class. You could ask the learners if they noticed the gorilla in the first set of photos!

Answers


- 1 Three.
2 They are asking for and giving directions.
3 No, the man asking for directions in the third photograph is not the same man as the one asking for directions in the first photograph.
4 No, he hasn't.

Previewing

Ask the learners to read the box. Point out that this is something that we often do without thinking about it. For example when we scan a website, newspaper or magazine for articles that we might find interesting, the photographs and headlines help focus us on the subject of the texts, preparing us for the kind of information we might expect if/when we read a particular article in full.

WHILE READING


SKIMMING

- 2  Remind the learners of the procedure you adopted for Exercise 3 on page 179 (where the learners had to complete the notes). Give them 2 minutes to skim read the text and to answer the 2 questions. Elicit the answers from the class.

Answers

- 1 They wanted to investigate 'change blindness'.
2 They wanted to investigate whether people noticed when the person they were talking to changed.
3 The results showed that we sometimes do not see what is in front of our eyes, because we are concentrating on something else.

READING FOR DETAIL


- 3  Give the learners 5–10 minutes to complete the exercise individually. Then ask them to check their answers with a partner and remind them that there should be no more than 2 words per gap. Go through the answers with the class.

Answers

1 Invisible gorilla 2 count 3 ball 4 gorilla 5 50%/half
6 Door study 7 directions 8 door 9 stranger
10 half/50% 11 different

READING BETWEEN THE LINES


MAKING INFERENCES FROM THE TEXT

- 4  Ask the learners to form new pairs or small groups, and to discuss the 2 questions. Allow 2 minutes for discussion and then elicit ideas from the class.

Answers

1 The people involved in an experiment.
2 Because they were concentrating on giving correct directions.

DISCUSSION

- 5  Learners stay in the same pairs or small groups, and discuss the 2 questions. Allow up to 2–4 minutes for discussion. Then elicit ideas from the class. Encourage the learners to justify and support their ideas during their discussions.


Answers


1 It might be a way for the human brain to control the amount of information it receives at one time.
2 Answers will vary.

READING 2

PREPARING TO READ

SCANNING TO PREDICT CONTENT

- 1  Give the learners a strict time limit of 90 seconds to complete the exercise individually. With a stronger group, give them one minute. There is no need to go through the answers with the class.


- 2  Learners complete the exercise individually and quickly check their answers in pairs. Elicit the answers from the class.

Answers

1 A, B, C 2 A, C 3 A, B, C 4 D is about research


WHILE READING

READING FOR DETAIL

- 3  Learners complete the exercise individually and then check their answers in pairs. Remind them that there should be no more than 3 words per gap. Allow up to 5 minutes.

Answers

1 Professor John Donoghue (and his research team)
2 controls movement 3 (computer) chip 4 a robotic arm
5 challenges 6 interested


- 4  Learners complete the exercise individually and then check their answers in pairs. They should be quite familiar with the text by now, so set a time limit of 2 minutes. With a stronger group, ask the learners to first complete the exercise without reading the text again. They should then check their answers against the text.

Answers

1 T 2 T 3 DNS 4 F (thousands of dollars) 5 F (they are planning a mini wireless version) 6 DNS

READING BETWEEN THE LINES


MAKING INFERENCES FROM THE TEXT

- 5  Learners work in pairs to discuss the questions. Allow them 2 minutes and then elicit ideas from the class.

Answers

1 To control robot planes (*drones*) or tanks.
2 Scientists may not want their technology to be used in weapons.

DISCUSSION

- 6  Learners discuss the questions in pairs or small groups. Allow 2 minutes for discussion and then open this up as a class discussion. Encourage a deeper exploration of ideas in case of disagreement in the class.

Answers will vary.


Optional activity

You could also do Exercise 6 as a mini-debate, or series of mini debates depending on the size of the class.

- Divide the class into small groups of about three learners. There should be an even number of groups, and for every two groups there should be one chair. For example, if you have a class of 21, then you would have 6 groups of 3 and 3 chairs. If possible, give the learners with the strongest language skills the position of chair.
- Give half of the groups the following statement to discuss: *We believe that the potential benefits of BrainGate outweigh the risk that people might abuse the technology.* The other groups should discuss the statement: *The risk that people might abuse BrainGate outweighs the potential benefits.*
- Each group should prepare arguments that support their statement and think about how the other groups will support their own statement. The groups should also prepare counter arguments for all of the ideas they discuss. The 3 chairs should brainstorm all of the possible arguments for and against BrainGate.
- Give the groups and chairs 10 minutes to prepare their arguments. Then put each group together with an opposing group and a chair. The chair should introduce the topic, and invite the first group to put forward their main arguments. The opposing group should then put forward their main arguments. Each group should then put forward any arguments that oppose the other group's position. Finally, the chair should invite any further comment from both groups. At this stage, the groups should only put forward any new arguments. The chair should manage the debate throughout, preventing people from interrupting, and making sure that each side is able to put forward their arguments.
- During the debate, the chair should take notes on each side's performance, focusing on the following: arguments put forward, language used, professionalism during the debate, e.g. did they let the other side speak, or did they constantly try to interrupt?
- Set a strict time limit of 10 minutes for the debate, then invite each chair to summarize the debate and comment on which side put forward the best case.
- To finish off, you could either ask the chair to declare the winner based on the quality of the debate, or you could ask all participants to vote, with the chair having the casting vote in case of a tie.


LANGUAGE DEVELOPMENT

MEDICAL LANGUAGE

- 1  Give the learners 2 minutes to complete the exercise individually and then check their answers in pairs. Quickly go through the answers with the class.


Answers

1i 2d 3h 4g 5a 6c 7j 8f 9e 10b

- 2  Give the learners 3–5 minutes to complete the exercise individually and then check their answers in pairs. Go through the answers with the class. You could point out that *cure* and *transplant* are both nouns and verbs.

Answers

1 disorder 2 surgery 3 infectious disease 4 treatment
5 side-effect 6 limb 7 cure 8 vaccination 9 medication
10 transplant


- 3  Ask the learners to discuss the 4 questions in pairs or small groups. Alternatively, divide the class into 4 groups and assign one question to each. Allow adequate time for discussion and then elicit suggestions from the class. Go through any answers below that have not already been covered by the learners.

Answers

- 1 The heart, brain, lungs, kidneys, liver, skin, stomach, intestines, glands, bones and nerves.
- 2 Infectious diseases can be controlled by good hygiene (washing hands, keeping surfaces clean and ensuring that water is clean) and by vaccination. Putting people with an infectious disease into quarantine (=keeping them away from healthy people) can also prevent the disease spreading.
- 3 A cure makes you healthy again. A treatment tries to make you healthy again but may not always be successful.
- 4 It is very expensive. An average heart transplant costs \$750,000 in the first year alone. People who receive new organs have to take medication for life in order to stop rejection (=when the body does not accept the transplanted organ).

Academic verbs

Ask learners to read the box and ask them whether in their first language people use different words in academic writing from those they would use in less formal contexts. If possible, try to elicit some examples. You could point out that most people use language in different ways depending on the occasion, both in speaking and in writing. English, in common with many other languages, has certain words and phrases that are used mainly in formal situations. However, most words and phrases are neutral, rather than being either formal or informal.

- 4 Elicit the meanings of the verbs in the box from the class. Where the learners do not know the verb, write it on the board. Ask the learners to check the verbs on the board in the Glossary on page 194 at the back of their books and elicit the answers once they have had time to check. If learners have laptops, tablets or smartphones, remind them that they may have a dictionary integrated into the operating system, or as an app.
- 5  Give the learners 3 minutes to complete the exercise in pairs. Go through the answers with the class. Where the learners offer an alternative order, ask them to find reasons to support that order. This may not be possible, but it can be a useful exercise for learners to find reasons against the most likely order or the usual way of doing things.


Answers

The correct order is: d, h, e, g, f, b, c, a

CRITICAL THINKING

Give the learners a minute to read the Writing task they will do at the end of the unit (4 process paragraphs *Write a four-paragraph description of this flow chart, explaining how the body responds to changes in temperature.*) and keep it in mind as they do the next exercises.

ANALYZE

- 1  Ask the learners to complete the exercise individually. Then elicit the answers from the class.

Answers

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

- 2  Elicit the answers from the class.

Answers

- 1 In the (centre of the) brain.
- 2 Heat sensors in the skin send signals to the hypothalamus.
- 3 So that it can adjust the temperature of the body and maintain it as near to 37 degrees as possible.
- 4 Hyperthermia results if the body gets too hot and hypothermia results if the body gets too cold. Both can lead to seizures, unconsciousness and even death.

WRITING

GRAMMAR FOR WRITING

Language note

Ask the learners to read the box and to discuss the differences between the two example sentences (A and B) in pairs. Elicit from the class the change in emphasis when sentence A is made passive (=sentence B). Point out that the focus shifts to BrainGate, rather than the Brown Institute. Point out that in some texts it is better not to use the passive, as it can encourage vague writing. For example, a lawyer writing a letter to a client will use the active so that the client is clear about who does what. When discussing the passive, the *who* is referred to as the *agent*. However, in some situations, the passive can be perfectly acceptable and even preferred. Give the learners one or two examples from the Language note below, and then elicit further situations from the class where we might want to use the passive.

If you feel your learners would benefit from more information about the use of the passive you could go through the following with the class:

All sentences written in English are in either the active or the passive voice:

- active: *Krois-Lindner wrote the book in 2006.*
- passive: *The book was written by Krois-Lindner in 2006.*

However, in a passive sentence we often leave out the agent completely:

The book was written in 2006.

In academic writing, it is acceptable to use the passive in the following cases:

- The agent is unknown.
- The agent is irrelevant.
- The agent is obvious from the context.

- To connect ideas in different clauses more clearly
The information was given by an unnamed relative, who has since been given a new identity.
- The writer wants or needs to be deliberately vague about who is responsible *These illegal practices were revealed by a member of staff.*
- The writer is making a general statement, announcement or explanation.
- The writer wants to emphasize the person or thing acted on.
- The writer is writing in an academic genre that usually relies on the passive voice, for example in a scientific research paper *When 15.3 g of sodium nitrate was dissolved in water in a calorimeter the temperature fell from 25 to 21.56 degrees Celsius.*

However, writers should be careful when using the passive. The passive can encourage vague writing, which can be problematic when it is important to show who or what is responsible for the particular action being described.

To find more examples of the use of the passive in academic writing type *the passive in academic writing* into your search engine.

- 1 Give the learners 3–5 minutes to complete questions 1–3 individually and then check their answers in pairs. Go through the answers with the class.

Answers

1b 2 BrainGate 3 Both sentences are in the present tense but the verb in sentence has the past participle with B -ed because of the passive.

- 2 Give the learners up to 5 minutes to complete the exercise individually and then ask them to check their answers in pairs. If you have time, ask them to copy out the examples of the passive in full sentences. Alternatively, ask them to highlight these sentences in Reading 2, and to consider incorporating some extra study of the use of the passive into their end of unit Objectives review. Go through the answers with the class.

Answers

are put, are (then) connected, are picked up, are created, are sent, (can already) be used

- 3 Give the learners 3 minutes to complete the exercise individually and then check their answers in pairs. Go through the answers with the class.

Answers

1 was invented 2 be damaged 3 is produced
4 be trained 5 are released 6 is increased

- 4 Ask the learners to complete the exercise individually or in pairs. Allow 3–5 minutes and then go through the answers with the class.

Answers

- 1 The brain can be fooled with/by simple tricks.
- 2 The brain can be trained to relearn skills after an injury.
- 3 The brain is made up of forty billion nerve cells.
- 4 The working of the brain is interrupted by epilepsy.
- 5 The brain can be damaged in an accident or through disease.
- 6 Brain development can be promoted by playing music.

ACADEMIC WRITING SKILLS

Writing a description of a process

Give the learners 2 minutes to read the box. You could give an example of a process, for example writing an essay, dealing with a complaint or passing a new law.

Optional activity

Ask the learners in pairs to each describe one process with which they are familiar, using as much of the vocabulary in the box as possible.

- 1 Give the learners 3–5 minutes to complete the exercise individually and then check their answers in pairs. Go through the answers with the class.

Answers


1 shows 2 First 3 After 4 Next 5 step 6 However
7 begin 8 then 9 finally 10 Overall


WRITING TASK

WRITE A FIRST DRAFT

- 1 Ask the learners to read the title of the Writing Task again (*Write a four-paragraph description of this flow chart, explaining how the body responds to changes in temperature.*) and write a first draft of the 4 paragraphs using their notes from the Critical thinking and Writing sections above. Suggest a word limit of 150–175 words. Monitor and help with any problems. Allow 15–20 minutes, depending on the strength of the group. They could then swap their work with a partner and review each other's work. They should amend their work as necessary before going on to the next stage.

EDIT

2 & 3  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.

4 & 5  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Answers

Model answer: see page 142 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 130 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Plan an exhibition called, 'The beautiful brain'.

As a class, explain that the learners will be setting up an exhibition. They should brainstorm what the different parts of the exhibition will be and allocate these to different groups. Learners could research:

- 1 the anatomy of the brain
- 2 amazing tasks done by the brain
- 3 how to improve mental health
- 4 IQ tests and whether they are accurate.

They should also think about who the visitors will be, the location, marketing, the date and if they are going to charge (and give the money to charity). They should also think about activities in the exhibition, producing videos and perhaps inviting specialists to talk about maintaining a healthy brain.

REVIEW TESTS

The review tests are designed to be used after the learners have completed each unit of the Student's book. Each Review test checks learners' knowledge of the key language areas taught in the unit and practices the reading skills from the unit. The Review tests take 50 minutes to complete but you may wish to adjust this time depending on your class or how much of the Student's book unit you covered. Review tests can be given as homework as general revision. Photocopy one test for each learner. Learners should do the tests on their own. You can check the answers by giving learners their peers' papers to mark or correct the papers yourself. Keep a record of the results to help monitor individual learner progress.

REVIEW TEST 1 ANSWERS

Reading

- 1 A4 B2 C3 D1
- 2 A3 B3 C1 D4 E2 F1

Vocabulary

- 3 1a 2b 3b 4a 5b

Language development

- 4 Possible answers
 - a Tiger sharks are more dangerous than whale sharks.
 - b The tiger shark is more common than the whale shark.
 - c Tiger sharks are stronger than whale sharks.
 - d The grey squirrel is larger than red squirrel.
 - e Grey squirrels are heavier than red squirrels.

Grammar for writing

- 5 Suggested answers
 - 1 The grey squirrel is thriving, whereas the red squirrel is under threat.
 - 2 Red squirrels are much loved in the UK, but they have been known to attack humans.
 - 3 Both the red and the grey squirrel have long tails.
 - 4 Neither the red nor the grey squirrel lives on the Isle of Man.
 - 5 There are many reasons why animals become endangered.
- 6 *but* (B) 1, 3; *but* and *whereas* (BW) 2, 4, 5
- 7 1 both 2 neither 3 neither 4 neither 5 both

Academic writing skills

- 8 Possible answers. These are the most likely ways of punctuating the sentences but accept other correct ways.
 - 1 An animal is a living organism that eats organic matter, and is typically able to respond quickly to its environment.

- 2 A bird has feathers, wings and a beak and is usually able to fly. OR A bird has feathers, wings, and a beak, and is usually able to fly.
 - 3 Fish have no limbs and are cold-blooded. They live only in water. OR Fish have no limbs, and are cold-blooded. They live only in water.
 - 4 Insects are small animals with six legs, usually with one or two pairs of wings.
 - 5 Arachnids are arthropods, such as scorpion or spiders.
- 9 d, c, f, a, e (b and g are not relevant)

REVIEW TEST 2 ANSWERS

Reading

- 1 1e 2b 3g 4f 5c
- 2 1 (The fact that) most morris dances are performed by groups of men.
 - 2 The document dated 1448.
 - 3 (The fact that) it is not certain that the name 'morris' comes from the Moors of North Africa.
 - 4 The Thaxted Morris Dancing Festival.
 - 5 The Great Bustard.

Vocabulary

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

Language development

- 5 Possible answers
 - 1 Many people in England love football.
 - 2 Americans often dress casually.
 - 3 German speakers tend to be more direct than English speakers, who sometimes misinterpret this as rudeness.
 - 4 Many Indians do not like to say 'no'.
 - 5 The Japanese can be quite formal.
- 6 1 major 2 brief 3 separate 4 common 5 certain
- 7 1 In a business meeting, Japanese people often like to know what your position is in your company before they talk to you.
 - 2 Traditions are respected in the rural areas where little has changed for generations.
 - 3 When the couple leave the church, guests throw paper confetti and take a lot of photographs of them.
 - 4 I told my florist I wanted the flowers to look very natural, as if the bouquet had just been cut.
 - 5 Susan told me that Muriel wanted a pink iced cake for her wedding in May.

Academic writing skills

- 8 1b 2d 3a 4e 5c

REVIEW TEST 3 ANSWERS

Reading

- 1 A2 B5 C1 D3 E4
- 2 1 Felix Gunther
2 ~~The professor~~ The professor's secretary
- 3 Athens Heraklion, Crete
- 4 ~~Officials~~ Cretan labourers
- 5 ~~The state archaeologist~~ The Greek government

Vocabulary

- 3 1b 2e 3d 4a 5c
- 4 1 exhibit 2 knight 3 tuition 4 hieroglyphics 5 fossil

Language development

- 5 1 research 2 financial 3 period 4 display 5 tuition
6 document
- 6 Possible answers
1 Visiting museums is a good idea.
2 We should learn from the past.
3 Exhibiting artefacts found during digs is a good idea.
4 Children should be encouraged to visit museums.

Grammar for writing

- 7 Possible answers (the most likely answer is provided first, but all are correct).
1 **Although** the results appear to be valid, further testing is required. / The results appear to be valid, **although** further testing is required.
2 **Although** Higgins makes some interesting points, I disagree with many of his conclusions. / Higgins makes some interesting points, **although** I disagree with many of his conclusions.
3 **Although** this book is written mainly for those working in education, the ideas can be used in other fields. / This book is written mainly for those working in education, **although** the ideas can be used in other fields.
4 This is a practical manual of paper chromatography, **although** theoretical aspects are considered in the introduction. / **Although** this is a practical manual of paper chromatography, theoretical aspects are considered in the introduction.
5 **Although** Professor Bird retired officially from his university position nine years ago, he remains very active in research. / Professor Bird retired officially from his university position nine years ago, **although** he remains very active in research.
- 8 1 The results appear to be valid. **However**, further testing is required.
2 Higgins makes some interesting points. **However**, I disagree with many of his conclusions.
3 This book is written mainly for those working in education. **However**, the ideas can be used in other fields.
4 This is a practical manual of paper chromatography. **However**, theoretical aspects are considered in the introduction.

- 5 Professor Bird retired officially from his university position nine years ago. **However**, he remains very active in research.

Academic writing skills

- 9 1S 2S 3T 4B 5S 6T 7B 8S 9T 10B

REVIEW TEST 4 ANSWERS

Reading

- 1 C
- 2 1 ox carts 2 a bicycle/bicycles 3 ox carts/slow moving vehicles/ox carts and other slow moving vehicles 4 traffic problems 5 Public 6 1951 7 traffic jam 8 1853 9 2.8 million tonnes

Vocabulary

- 3 1f 2h 3g 4i 5c 6a 7d 8k 9l 10e

Language development

- 4 1 traffic congestion 2 cycle lane 3 public transport 4 parking restrictions 5 road rage
- 5 1 convince 2 realize 3 prevent 4 require 5 attempt

Grammar for writing

- 6 a not b unless c If d unless e not f if g not h Unless i unless j if

Academic writing skills

- 7 a sum b main c caused d lack e Overall f would g solution h only i also j friendly

REVIEW TEST 5 ANSWERS

Reading

- 1 f, b, e, c, a, d
- 2 1 biodiversity 2 climate change 3 submerged (*flooded* is also possible but *flooding* is usually associated with a sudden rush of water) 4 account for

Vocabulary

- 3 a deforestation b subsistence c effects d aridity e climate change f logging g graze h consequences i leads to j erosion

Language development

- 4 1 challenge 2 predict 3 trend 4 annual 5 issue
- 5 1 renewable energy 2 greenhouse gasses 3 climate change 4 subsistence farming 5 environmental disasters

Grammar for writing

- 6 1 because 2 result 3 because of 4 leads to 5 due 6 result 7 caused 8 because of 9 because 10 due

Academic writing skills

- 7 1 causing, number of 2 changing, three main 3 cause of, because of 4 loss, results 5 effect, cause

REVIEW TEST 6 ANSWERS

Reading

- 1 1 100 kilometres 2 35 litres 3 75% of the energy 4 2,700 (4,000-1,300) 5 21 days (=23 days minus 2 rest days)
2 1F 2C 3E 4B 5D

Vocabulary

- 3 a a physical activity b realize c exercise d reduce e serious illness f self-esteem g obesity h heart disease i life expectancy j junk food

Language development

- 4 1 provision 2 reduction 3 suffering 4 encouragement 5 solution
5 1 nutritional value 2 serious illness 3 regular exercise 4 balanced diet 5 advertizing campaign

Grammar for writing

- 6 1 such as 2 so that 3 to 4 so that 5 to 6 For example 7 such as (for example is not an option here as there would need to be a comma before and after it) 8 so that 9 To 10 so that

Academic writing skills

- 7 1b 2c 3a 4e 5d

REVIEW TEST 7 ANSWERS

Reading

- 1 1F 2C 3D 4A 5D
2 1F 2F 3T 4F 5T

Vocabulary

- 3 1 centre of gravity 2 humanoid 3 gestures 4 mobility aid 5 uneven
4 1 definitely 2 probably 3 advantage 4 concern 5 benefit

Language development

- 5 1 will definitely 2 will probably 3 could possibly 4 probably won't 5 definitely won't
6 1 auto- 2 bio- 3 mis- 4 sub- 5 pre-

Grammar for writing

- 7 1 One case study involved a 10-year-old girl, who had been given a robot doll for several weeks.
2 The head of design has a favourite question, which he puts to those unsure about using robots in caring situations.
3 Most people choose the elevator, which is a kind of robot.
4 I'm sending you an email I received from Max Mustermann, who attended your webinar about robots.
5 You must also provide a short biography, which should include qualifications and teaching experience.

- 8 1c 2e 3d 4b 5a

Academic writing skills

- 9 1 correct 2 carry 3 possibly 4 correct 5 innovation 6 Changing 7 successful 8 correct 9 larger 10 should

REVIEW TEST 8 ANSWERS

Reading

- 1 1d 2h 3j 4b 5i 6e
2 1 Panama San Francisco 2 denim canvas 3 rivets marks 4 early the end of

Vocabulary

- 3 1 ~~accomodate~~ accommodate 2 ~~beuty~~ beauty 3 ~~aproximately~~ approximately 4 ~~bay~~ pay 5 ~~abart~~ apart
4 1 fibres textiles 2 areas plants 3 artificial casual 4 payments costs 5 ~~in addition to~~ instead of

Language development

- 5 1 labour costs 2 consumption 3 textiles 4 artificial fibres 5 natural fibres
6 1A 2B 3A 4B 5B

Grammar for writing

- 7 1 apart 2 rather 3 except 4 along 5 except 6 in addition 7 instead 8 rather 9 along 10 apart

Academic writing skills

- 8 1 that 2 them 3 out 4 in 5 on 6 of 7 for 8 such 9 to 10 this (*such* would also be possible, but should already have been used for 8)

REVIEW TEST 9 ANSWERS

Reading

- 1 1 democratically elected governments 2 economy/ economic growth 3 (natural) resources 4 (a) recession 5 (outside) investment 6 retail sales 7 interest 8 (shopping) malls 9 standard of living 10 manufacturing

Vocabulary

- 2 1 poverty 2 decrease 3 retail sales 4 investment 5 economy 6 wealth 7 investors 8 market value 9 recession 10 increase

Language development

- 3 1 financial 2 manufactured 3 value 4 economy 5 profession
4 1 financial system 2 occupation 3 stability 4 return 5 development

Grammar for writing

- 7 1 rise sharply 2 fall dramatically 3 decrease slightly 4 increase gradually 5 fluctuate considerably
6 1 of 2 in/for 3 for 4 by/from 5 to

Academic writing skills

7 The term 'widget' is used in economics to describe an imagined small product made by a company. In general English, it is also used to refer to any small device whose name you have forgotten or do not know.

1D 2A 3E 4B 5F

REVIEW TEST 10 ANSWERS

Reading

1 1D 2D 3B 4C 5A

2 1 disorders 2 proof 3 organ 4 seizures 5 carry out

Vocabulary

3 1 recovery 2 complain 3 organ (*the sentence describes the appendix*) 4 treatment 5 surgery 6 operation 7 seizure
8 care 9 disorder 10 recover

Language development

4 1 appear 2 complain 3 advise 4 confirm 5 recover

5 1 infectious diseases 2 medication 3 vaccinations
4 transplant 5 cure

Grammar for writing

6 1 be trained 2 was advised 3 are produced
4 be cured 5 are released 6 is increased 7 were
transplanted 8 were damaged 9 was confirmed
10 was invented

Academic writing skills

7 1 To begin with 2 then 3 When 4 Following this
5 is then

REVIEW TEST 1

NAME:

Date:

READING (10 marks)

1 Read the factsheet and match the main ideas (A–D) to the paragraphs where they were mentioned (1–4). 1 mark for each correct answer.

- A What to do if you are hurt by a man-of-war. _____
- B Portuguese men-of-war mainly swim in warm water. _____
- C Touching these creatures can be very upsetting. _____
- D Portuguese men-of-war stay together in large groups. _____

1 If you should ever go swimming in one of the world's warmer oceans, it might be a good idea to first check that there are no Portuguese men-of-war in the area. These creatures look like jellyfish, but are in fact colonies of tiny creatures working together. They are usually found in groups, each of which can contain over a 1,000 men-of-war.

2 Men-of-war prefer warm waters such as the tropical and subtropical parts of the Pacific and Indian oceans, which are rich sources of food. They float wherever the wind or the currents in the sea take them. Because of this, men-of-war have also been found in colder areas, such as the coasts of Scotland, Wales and Ireland.

3 So, why would you want to avoid swimming near these creatures? Their tentacles. Although men-of-war float on the surface, their tentacles can find prey 10 metres under the water and in some cases they can reach up to 50 metres. Each of these tentacles is covered with poisonous venom that the carnivorous man-of-war uses to paralyze fish and other small sea creatures. The sting is rarely fatal for humans, but it is extremely painful. Imagine the worst pain you have ever experienced and multiply that by ten. You are not even close. And even when they are dead, these creatures can still give you a nasty sting.

4 If you should be unlucky enough to be stung by one of these creatures, vinegar should never be used. It could cause severe bleeding. The best thing to do is to remove any parts of the tentacles that may be stuck to your skin, being careful not to touch them with your fingers. You should then apply salt water (not fresh water, as this will make the sting worse). You can further ease the pain by soaking the affected area in hot water for 15–20 minutes.

2 Look at the words in bold in the questions below. Which paragraph (1–4) of the factsheet should you look at to find the answer? 1 mark for each correct answer.

- A Can men-of-war **kill** people? _____
- B How far can a man-of-war reach when **attacking** a creature? _____
- C What type of **life-form** is the man-of-war? _____
- D What could cause loss of **blood**? _____
- E Do men-of-war **live** only in warm water? _____
- F What is the usual **habitat** of the man-of-war? _____

VOCABULARY (5 marks)

3 Choose the one word (a or b) that fits both sentences. 1 mark for each correct answer.

- 1 It's quite _____ to see grey squirrels in the UK.
The surname 'Martin' is very _____ in France.
a common b familiar
- 2 It's not surprising you feel _____ if you haven't slept for days.
Cats often prey on _____ animals such as small mice and birds that have fallen out of their nests.
a endangered b weak
- 3 If I am late home, he gets _____ and starts shouting.
These _____ marketing tactics are effective but unethical.
a cruel b aggressive
- 4 I prefer animals to be in their natural _____.
Almost 65% of the original forest _____ was destroyed by fire.
a habitat b sanctuary
- 5 This rare illness is _____ in almost all cases.
He made the _____ error of accepting bad advice.
a dangerous b fatal

LANGUAGE DEVELOPMENT (10 marks)

4 Use the information in sentences 1–5 to complete sentences a–e. Use comparative forms of the adjectives in the box to complete the sentences. 2 marks for each correct answer.

strong common dangerous heavy large

- 1 Whale sharks do not attack humans, whereas tiger sharks have attacked 119 humans since 2009.
a Tiger sharks are _____ whale sharks.
- 2 The tiger shark is not at risk of extinction, whereas the whale shark is endangered.
b The tiger shark is _____ the whale shark.
- 3 Whale sharks do not have sharp teeth or a powerful bite, unlike tiger sharks.
c Tiger sharks are _____ whale sharks.
- 4 The red squirrel has a typical head-and-body length of 19 to 23 centimetres, whereas the grey squirrel has a typical head-and-body length of 23 to 30 centimetres,
d The grey squirrel _____ the red squirrel.
- 5 Grey squirrels weigh more than red squirrels.
e Grey squirrels are _____ red squirrels.

GRAMMAR FOR WRITING (15 marks)

5 Put the words in the correct order to make sentences. The first word for each sentence has been written for you. 1 mark for each correct answer.

1 The grey squirrel / whereas / thriving / under threat / the red squirrel / is / is

The _____

2 Red squirrels / humans / but / much loved in the UK / have been known / are / they / to attack

Red _____

3 Both / tails / the red squirrel / have / the grey squirrel / and / long

Both _____

4 Neither / the Isle of Man / nor / the red squirrel / live / the grey squirrel / on

Neither _____

5 There / animals / endangered / why / are / many reasons / become

There _____

6 Each of these sentences can be completed with *but*. Some of them can also be completed with *whereas*. For each sentence, write B (for *but* only) or BW (for both *but* and *whereas*). 1 mark for each correct answer.

1 I like romance films, _____ not comedies.

2 The climate is quite mild in the south of the country, _____ in the north it is often cold and rainy.

3 The book was badly written, _____ I still enjoyed it.

4 Some couples now live separately, _____ before they would only have one home.

5 Austria has many mountains, _____ Denmark is a very flat country.

7 Complete the sentences using *neither* or *both*. 1 mark for each correct answer.

1 _____ the red squirrel and the grey squirrel have a nasty bite and can attack humans when they are angry.

2 _____ my aunt nor my uncle live on the Isle of Man.

3 _____ of my parents eat red meat, although they do eat chicken.

4 _____ species of shark pose a danger to swimmers.

5 _____ the lynx and the lion are wild cats, but they are much larger than domestic ones.

ACADEMIC WRITING SKILLS (10 marks)

8 Correct the punctuation of the sentences below (sometimes there are two sentences to punctuate). 1 mark for each correct answer.

1 an animal is a living organism that eats organic matter and is typically able to respond quickly to its environment

2 a bird has feathers wings and a beak and is usually able to fly

3 fish have no limbs and are cold-blooded they live only in water

4 insects are small animals with six legs usually with one or two pairs of wings

5 arachnids are arthropods such as scorpion or spiders

9 Put the sentences in the best order to make a 5-sentence paragraph that starts with a topic sentence, then has supporting sentences and ends with a concluding sentence. You will not need to use two of the sentences. 1 mark for each correct answer.

a Although this skill is useful in keeping it out of danger, the lynx is a protected animal in many countries. _____

b It lends its name to a constellation of stars between Ursa Major and Gemini. _____

c It is possibly best known for its excellent hearing. _____

d The lynx is a medium-sized wild cat with yellowish-brown fur, a short tail and pointed ears. _____

e For example, the Alpenzoo in Innsbruck provides a safe environment from which young lynx cubs can be reintroduced into the wild. _____

f Indeed, in some countries people are described as having the hearing of a lynx. _____

g It should not be confused with the sphinx, which was a winged monster with a woman's head and a lion's body. _____

TOTAL ___/50

REVIEW TEST 2

NAME:

Date:

READING (10 marks)

- 1 Read the article about a traditional English folk dance. Choose the best sentence (a–g) to fill each of the gaps. You will not need to use all of the sentences. 1 mark for each correct answer.
- a The side's founder said, 'We try to raise awareness of the Bustards every time we dance.'
 - b One such example is the Thaxted Morris Dancing Festival which is held in June.
 - c More recently, morris sides have attempted new dances based on contemporary themes.
 - d Their green and gold costumes reflect the country's flag.
 - e It is performed outside, usually by groups of men.
 - f Some morris sides can trace their roots back over 150 years.
 - g Whatever their particular costume, Morris Men usually wear white shirts, with coloured bands around their chests.

A Morris dancing, also known simply as 'morris' is a type of English folk dance, traditionally associated with the month of May. 1 _____. Despite this, some morris 'sides' do allow women, and there are also some all women sides. The exact origins of the dance are unclear, although one document dated 1448 makes reference to the morris men. This details the payment of seven shillings (about 30p in today's money) to morris dancers by the Goldsmiths' Company in London. Some people believe that the name 'morris' comes from the Moors of North Africa, although this is not certain.

B Although the dance is closely linked with spring festivals such as May Day, some towns hold morris gatherings throughout the summer months. 2 _____. This celebrated gathering attracts sides from all over England. Indeed, Thaxted has been described as the spiritual home of the morris. The town has played a major role in the current popularity enjoyed by the morris and its traditions and helped revive the morris tradition at the start of the 20th century.

C Morris dancing is very lively and is usually accompanied by an accordion player or violinist. The dancers often have bells on their knees that ring loudly as they dance. The dancers are usually arranged either in two lines, or in a circle facing each other. They wear different clothes, depending on which part of England they are from. 3 _____. They often wave white handkerchiefs, or carry short sticks that they bang together as they dance.

D 4 _____. The Britannia Coco-nut Dancers from Bacup have staged the annual Easter Boundary Dance since the mid-nineteenth century. The dancers blacken their faces to reflect the coal mining traditions of the group. 5 _____. In April 2012, a Wiltshire morris dancing troupe created a series of dances that mimic the world's heaviest flying bird, the Great Bustard. This was hunted to extinction in the UK in 1832, but reintroduced to Wiltshire in 2004. The new dances were invented to raise awareness of the Bustard.

- 2 What does the word *this* refer to in the following phrases? 1 mark for each correct answer.
- 1 Despite this (paragraph A) _____
 - 2 This details the payment (paragraph A) _____
 - 3 this is not certain (paragraph A) _____
 - 4 This celebrated gathering (paragraph B) _____
 - 5 This was hunted to extinction (paragraph D) _____

VOCABULARY (10 marks)

3 Match the words (1–5) with the definitions (a–e). 1 mark for each correct answer.

1 engagement ____	a the area immediately surrounding someone
2 registry office ____	b a friendly sign of welcome
3 personal space ____	c a local government building where civil marriages are held
4 greeting ____	d arriving or happening at the correct time
5 punctual ____	e an agreement to marry someone

4 Choose the one word (a or b) that fits both sentences. 1 mark for each correct answer.

- The _____ looked beautiful in her long, white dress.
In some cultures, the father 'gives away' the _____ at the wedding.
a bride b groom
- They gave us a very warm _____.
The wedding _____ must have been very expensive. There were over 150 guests!
a reception b greeting
- The _____ is proof that you have passed the course.
We were given a marriage _____ at the registry office.
a requirement b certificate
- We plan to have a very traditional wedding _____.
The _____ will be held at St Paul's Cathedral in London next Wednesday.
a ceremony b engagement
- Are there any _____ that must be met before you are allowed to marry?
What are the _____ for establishing a company in your country?
a personal spaces b legal requirements

LANGUAGE DEVELOPMENT (10 marks)

5 Rewrite the sentences using the words in the brackets to avoid generalizations. You may also need to make some other changes for the sentences to be correct. 1 mark for each correct answer.

- Everyone in England loves football. (many people)

- Americans always dress casually. (often)

- German speakers are always more direct than English speakers, who sometimes misinterpret this as rudeness. (tend)

4 Indians do not like to say 'no'. (many)

5 The Japanese are quite formal. (can)

6 Replace the words in bold in the sentences (1–5) below with the academic adjectives in the box. You will not need to use all the words. 1 mark for each correct answer.

obvious separate serious brief major common certain

- 1 The ruling will have a **big** _____ impact on the way schools are run.
- 2 During her **short** _____ time in office, Ms Pillar became a much-respected leader.
- 3 These are **different** _____ issues, and should not be discussed together.
- 4 In this country, it is not **usual** _____ for people to walk barefoot in the streets.
- 5 Should children be allowed to use study materials in **some** _____ exams?

GRAMMAR FOR WRITING (10 marks)

7 Rewrite each sentence, using the words in the boxes to add interest. 2 marks for each correct answer.

1 Japanese people often like to know what your position is.

in your company in a business meeting before they talk to you

2 Traditions are respected in the areas where little has changed.

generations for rural

3 When the couple leave the church, guests throw confetti and take photographs.

paper a lot of of them

4 I told my florist I wanted the flowers to look as if just cut.

been the bouquet had very natural

5 Muriel wanted a cake for her wedding.

iced that in May pink Susan told me

ACADEMIC WRITING SKILLS (10 marks)

8 Put the paragraphs (a–e) in the correct order to form a complete essay. 2 marks for each correct answer.

- a The couple may serve tea to the bride's parents before the wedding ceremony. The ceremony itself is quite simple and the most important event is the wedding reception and dinner. The wedding dinner may have ten courses. At the end of the reception, the guests line up and the bride and groom say goodbye to them all individually.
- b Weddings are one of the most important occasions in Chinese life. There are many traditions in a Chinese wedding, some of which are still common today.
- c Weddings are special in most cultures and Chinese weddings are also very important events for the families involved.
- d Before the wedding, the bride spends some time with her close friends and sometimes she has a special person who helps her to do her hair on the day of the wedding. The groom's parents dress him on the day of the wedding and then there is a procession from his house to the bride's house to collect her and take her back to his parents' house or to the wedding venue. For fun, the bridesmaids may try to block the way for the groom and ask him lots of questions about the bride.
- e In the past, marriages were arranged between the parents. The groom's family would take presents to the bride's family before the wedding. Then, three days before the wedding, the bride's family would take gifts to the groom's house. The groom would also buy a marriage bed for his new wife. The gifts would be wrapped in red paper as a symbol of joy. It is still normal to exchange gifts but arranged marriages are much less common and not everyone can afford to buy a new bed, so they may just buy new bed linen instead.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

TOTAL ___/50

REVIEW TEST 3

NAME:

Date:

READING (10 marks)

1 Read the article about voluntary work on Greek archaeological sites and match the main ideas (A–E) to the paragraphs where they are mentioned (1–5). 1 mark for each correct answer.

- A An important message arrives _____
- B An exciting discovery _____
- C A great opportunity for those interested in ancient history _____
- D Felix's first day in Greece _____
- E Getting ready for the dig _____

1 Students of archaeology can now experience the thrill of an archaeological dig by signing up to a new voluntary scheme. If you can get there, and if you are willing to put in some hard work, this opportunity could be extremely rewarding. In the following article, Felix Nowell tells us about his experience of life on a dig.

2 'In the autumn of 2012 I received an email from an old school friend who had studied archaeology at university. In his email, Gunther mentioned that he was going to volunteer as an excavator in Greece the following summer, searching the earth for clues about how the ancient Greeks might have lived. I was immediately taken by the idea of travelling down to Greece for the summer, and contacted the professor who was directing the dig. Her secretary got back to me saying that although I had little practical experience of such work, the professor would be happy to take me on.

3 'The dig began in June 2013, when a small number of volunteer archaeologists met in Athens for the initial training. We spent a day in the archaeological museum, some hours on the Acropolis, and then prepared for the next stage of our adventure. The next day we went to Piraeus, the port of Athens, and took a ferry to Heraklion, Crete, where the dig was happening.

4 'The first week was spent on preparatory work before the start of the actual excavation. This involved cleaning and preparing the site for inspection by an official appointed by the Greek government. It was tough work, although we had help from some Cretan labourers hired by the organizers. The next day we began the task that had attracted me to Greece—the excavation itself. And it was on that day that I made my first discovery.

5 'I was moving a pile of earth covering some Late Minoan pottery, which I then had to take down a ramp to a deep pit in a wheelbarrow. The earth had been searched for possible artefacts, and was being used to fill the holes left by the large rocks we had moved on the first day. And that was when I realized, to my amazement and delight, that someone had missed something. It might be extremely important and it might change our view about the ancient Minoan civilization! Unfortunately I have been sworn to secrecy by the Greek government while the state archaeologist conducts her own research in the area so I can't tell you any more – yet!'

2 Look at the article again and correct the factual mistakes in the sentences below. The first one has been done for you as an example. 1 mark for each correct answer.

Example: Under a new ~~compulsory~~ scheme, learners of archaeology are being given the opportunity to take part in an archaeological dig. voluntary

- 1 The writer received an email from his friend, Felix, in autumn 2012. _____
- 2 The professor replied to the writer's email immediately. _____
- 3 The dig began in Athens in June 2013. _____
- 4 Officials were hired to help prepare the dig. _____
- 5 The state archaeologist has told the writer not to publish his findings. _____

VOCABULARY (10 marks)

- 3 Match the definitions (1–5) with the words (a–h). You will not need to use all the words. 1 mark for each correct answer.

1 to show objects such as paintings to the public _____	a ancient
2 part of an animal or plant from thousands of years ago, preserved in rock _____	b exhibit
3 a site where people dig in the ground to look for objects from the past _____	c artefact
4 from a long time ago _____	d excavation
5 an object, especially something very old, of historical interest _____	e fossil
	f document
	g natural history
	h archaeology

- 4 In each of the sentences below there is one spelling mistake. Find and correct the spelling mistakes. 1 mark for each correct answer.
- The museum was full of interesting exhibits, although I understand that many more artefacts are stored away in boxes.
 - He was a brave knight, although I doubt that he actually killed any dragons.
 - The tuition fees are set to rise by almost 100% next semester.
 - I used to be able to read and understand hieroglyphics, but I no longer study the ancient Egyptians.
 - My work has little to do with uncovering fossils. I find ancient pots, walls and other examples of civilization much more interesting.

LANGUAGE DEVELOPMENT (10 marks)

- 5 Complete the sentences 1–6 with the words from the box. You will not need to use all the words. 1 mark for each correct answer.

financial research display economic period tuition compulsory document exhibition

- This book is a useful introduction to the two main approaches in educational _____.
 - More advanced statistical tools are needed to understand today's _____ markets.
 - This important _____ of ancient Egyptian history is best known for the building of the Step Pyramid.
 - The idea behind the three-dimensional _____ is to present the user with an image which changes as he or she moves.
 - The study highlights the relationship between rising _____ fees and falling numbers of undergraduate students.
 - The full text of the _____ will be published in the Journal of Contemporary Egyptology.
- 6 Rewrite the sentences below using the correct form of the verb in brackets. The first one has been done for you as an example. 1 mark for each correct answer.
- Example: We should pay to visit museums. (pay) Paying to visit museums is a good idea.

1 We should visit museums. (visit)

_____ is a good idea.

2 It is important to learn from the past. (should)

We _____.

3 We should display artefacts found during digs. (exhibit)

_____ is a good idea.

4 It is important to encourage children to visit museums. (should)

Children _____ encouraged _____.

GRAMMAR FOR WRITING (10 marks)

7 Rewrite the sentences below using *although*. More than one answer may be possible. 1 mark for each correct answer.

1 The results appear to be valid, but further testing is required.

2 Higgins makes some interesting points, but I disagree with many of his conclusions.

3 This book is written mainly for those working in education, but the ideas can be used in other fields.

4 This is a practical manual of paper chromatography, but theoretical aspects are considered in the introduction.

5 Professor Bird retired officially from his university position nine years ago, but he remains very active in research.

8 Rewrite the sentences in 7 again, this time using *however*. 1 mark for each correct answer.

1 _____

2 _____

3 _____

4 _____

5 _____

ACADEMIC WRITING SKILLS (10 marks)

9 Read these sentences from introductions to essays. Decide whether each sentence provides background information (B), is a structuring sentence (S) or a thesis statement (T). Write B, S or T next to each sentence. 1 mark for each correct answer.

- 1 This essay will suggest that despite the various reforms to the laws on marriage, many traditional aspects of Chinese weddings still prevail. _____
- 2 This essay will show that smoking, drinking alcohol and overeating can cause numerous health problems. _____
- 3 I will argue that while the Cultural Revolution introduced some fundamental changes to the nature of modern Chinese marriages, many aspects of traditional Chinese weddings are still common today. _____
- 4 Human activity is having a major effect on the environment, which will cause many problems for human and animal life in the future. _____
- 5 This essay will set out the main causes of climate change and the effects of human activity on the environment. _____
- 6 I will argue that by making changes to their lifestyle, individuals can increase their chances of a longer, (healthier) life. _____
- 7 Marriage reform was a priority of the People's Republic of China following its establishment in 1949. _____
- 8 This essay will show that the smartphone has been one of most important inventions in recent years. _____
- 9 This essay will argue that the advantages of smartphones outweigh the disadvantages, but that smartphone owners must treat their devices with caution. _____
- 10 Laws were designed to put an end to forced marriages and the sale of women to landowners. _____

TOTAL ___/50

REVIEW TEST 4

NAME:

Date:

READING (10 marks)

1 Read the article and choose the best title (A–D). 1 mark

- A India's developing transport system _____
- B The nationalization of India's railways _____
- C Private and public transport in India _____
- D India's traffic problems _____

There are only 13 million cars in India, although the country has a population of 1.2 billion. Some forms of private transport have been in use in India for centuries, and the public transport system is slowly improving.

One form of traditional transport is the water taxi. These carry thousands of passengers along the river Ganges every day. Another means of travel is by ox cart, traditionally used in rural India. In recent years, some cities have banned ox carts and other slow moving vehicles on the main roads because of traffic problems. Bicycles are also a common mode of travel in much of India, and more than 40% of households own one. While such private means of transport are useful, India's public transport systems are among the most heavily used in the world.

The public transport system is essential for city life, and is the main means of transport in urban India. The main forms of public transport are small motor vehicles, buses and railways. Cycle rickshaws (a type of small, cycle-powered taxi) are also common in smaller cities. Although 25 of India's main cities with a population of over one million have some form of bus system, 80% of public transport is by smaller road vehicles.

The railways were first introduced to India in 1853. In 1951 the many different systems were nationalized into one system, becoming one of the largest networks in the world. Indian trains carry over 30 million passengers and 2.8 million tonnes of freight daily. Indian Railways are the world's biggest employer, with over 1.4 million staff. Indian trains are safe and generally very efficient, but they do often run late. However, they are preferable to spending hours in a traffic jam.

2 Complete the table using words from the article. 1 mark for each correct word or phrase

Traditional transport	5 _____ transport.
1 _____ are used in the countryside.	6 India's train system was privately owned until _____.
2 Fewer than half of all Indian homes own _____.	7 Being stuck in a _____ is worse than being delayed on a train.
3 _____ may not be used in certain areas.	8 There have been railways in India since _____.
4 Some vehicles can cause _____.	9 _____ of goods are transported by rail every day.

VOCABULARY (10 marks)

3 Match the definitions (1-10) with the words (a-l). You will not need to use all the words. 1 mark for each correct answer.

1 the crime of damaging property _____	a route
2 areas on the edge of a town or city _____	b road rage
3 to need something or make something necessary _____	c issue
4 to persuade someone or make them certain _____	d restriction
5 a subject or problem that people are thinking and talking about _____	e commuting time
6 a way or road between places _____	f vandalism
7 an official limit on something _____	g require
8 where there is too much traffic and movement is made difficult _____	h outskirts
9 to stop something from happening _____	i convince
10 how long it takes to get to work from home or from work home again _____	j distance
	k congestion
	l prevent

LANGUAGE DEVELOPMENT (10 marks)

4 Complete each sentence using two words, one from each box (A and B), to make noun noun collocations. You will not need to use all the words. 1 mark for each correct answer.

A cycle traffic public road rush parking car

B restrictions congestion transport rage hour lane share

- The new railway will transport 310,000 passengers daily, decreasing _____ and air pollution.
- I go to work by bike and use the _____ that runs along the edge of the river.
- The _____ system here is very unreliable. The trains and buses are always late.
- There are _____ in place between 8am-6pm, so you mustn't leave your car in the road during the day.
- The man deliberately drove into the car in front of him in an apparent _____ incident.

5 Replace the words in bold with the academic synonyms in the box. You will not need to use all the words. 1 mark for each correct answer.

prevent run select attempt consider convince realize require

- You can't **tell** me that you'd prefer to travel by bus than to drive your own car. _____
- The Government must **understand** that better roads are safer roads. _____
- This will not **stop** further accidents. In fact, it may make things more dangerous. _____
- We do not **need** any further investment in public transport. The system functions perfectly well. _____
- It would be stupid to **try** to force people off the roads and onto the railways. _____

GRAMMAR FOR WRITING (10 marks)

6 Fill in the gaps (a-j) using *if*, *not* or *unless*. 1 mark for each correct answer.

The railway system will ^a _____ improve ^b _____ we build better trains.

^c _____ we use cleaner transport, then pollution will be reduced. However, ^d _____ we act now, we may as well do nothing. It will be too late.

We will ^e _____ solve the traffic problem ^f _____ we do ^g _____ build houses closer to the business areas.

^h _____ the Government is prepared to increase taxation, there will be no money for the necessary improvements.

People will continue to experience these delays ⁱ _____ we build a new road.

^j _____ this project goes on much longer, we will run out of funds.

ACADEMIC WRITING SKILLS (10 marks)

7 Fill in the gaps (a-j) with the words in the box to complete the conclusion. You will not need to use all the words. 1 mark for each correct answer.

conclusion friendly should also caused lack Overall solution main happy sum would is Finally only

To ^a _____ up, the ^b _____ problem in this city is the bottleneck ^c _____ by the single road, the ^d _____ of bridges and the congestion and pollution this causes. ^e _____, a Personal Rapid Transit system ^f _____ be the best ^g _____ to this problem. It would not ^h _____ reduce congestion, but would ⁱ _____ be the most environmentally ^j _____ choice.

TOTAL ___/50

REVIEW TEST 5

NAME:

Date:

READING (10 marks)

- 1 Read the article and number the main ideas (a–f) in the order that they are mentioned. 1 mark for each correct answer.
- a the glaciers are melting faster than ever before _____
 - b the speed at which glaciers travel _____
 - c what happens when there is not enough snow _____
 - d the glacial melt is causing the earth's oceans to grow _____
 - e efforts to understand what is happening to the glaciers _____
 - f the development and life of a glacier _____

Until recently, the world's frozen glaciers remained unchanged for millions of years. These ice sheets start life as snow, turn to glaciers and eventually crash into the sea. They are essential to the world's biodiversity. However, across the globe these huge masses of snow and ice are melting. The impact on our environment is already evident.

A single glacier can move up to a metre every hour. For example, an astonishing 20,000 trillion tonnes of ice move across the state of Alaska every day. And this has been the case for over three million years. However, Alaska's 100,000 glaciers are now under threat of disappearing because they are very sensitive to the effects of climate change. To better understand how and why this is having such an impact on Alaska's glaciers, in recent years parties of scientists have followed the melt streams that run through these slowly disappearing mountains of ice and snow.

These fast rivers of freezing water are formed as glaciers melt, and are an important measure of glacial health. Every glacier is in balance. The amount of snow falling in winter must equal the amount that melts in the summer. If that balance changes, and there is less snow than the amount that melts in the summer, the glacier will disappear. Right now, that is what is happening. These glaciers are melting faster than they are growing. And when a glacier disappears, it is gone for good. It tumbles off the mountains and into the sea, never to return.

Alaska's glaciers are retreating at an increasing rate. Every year 19 trillion tonnes of melt water are pouring into the sea and not being replenished. As the glaciers melt, it is the rest of the world that is affected. Alaskan glaciers are melting so fast they currently account for ten per cent of the world's rising sea levels. This is the most dramatic transformation the area has undergone since the last ice age and shows how global warming is changing our environment. Already, many of the world's island nations are under risk of flooding. Very soon, these small, defenceless countries could be completely submerged.

- 2 Read the article again and find the words or phrases that mean the same as the words in bold below. 1 mark for each correct answer.
- 1 Maintaining **the variety of plant and animal life** across the globe is essential for the future of the planet. _____
 - 2 Scientists first began measuring **the differences in global weather patterns** during the 20th century. _____
 - 3 Many coastal regions are in danger of being **covered with water** as a result of glacial melting. _____
 - 4 The melting glaciers **make up** a large proportion of the world's rising sea levels. _____

VOCABULARY (10 marks)

- 3 Complete the text using the words and phrases in the box. You will not need to use all the words. 1 mark for each correct word.

climate change emission deforestation decade biodiversity aridity drought
consequences effects logging subsistence graze erosion leads to environment

The main causes of ^a _____ are the need for commercial agriculture by big businesses and for ^b _____ farming by local people. It can have many adverse ^c _____. These include ^d _____, where the land becomes very dry and there is not enough rain for plants, damage to animal habitats and ^e _____, which is related to global warming. An example of big business agricultural development is industrial ^f _____ where areas are cleared of trees for the large-scale production of, for example, palm oil or beef cattle. Subsistence farmers also clear areas of trees to ^g _____ their cattle and to grow the crops they and their families need to live on. The ^h _____ of this can be disastrous. Clearing land by cutting down trees and burning them ⁱ _____ the destruction of the land through soil ^j _____. This happens when the layer of soil that protects the ground is removed during the crop growing process.

LANGUAGE DEVELOPMENT (10 marks)

- 4 Complete the sentences using the academic vocabulary in the box. You will not need to use all the words. 1 mark for each correct answer.

issue area trend cause predict decade annual environment challenge

- 1 The greatest _____ facing scientists today is finding a solution to the problems caused by climate change.
 - 2 It is not possible to accurately _____ exactly when the last glacier on earth will melt.
 - 3 There has been an upward _____ in people looking for alternatives to fossil fuels to heat their homes.
 - 4 The Institute is publishing its _____ report on the effects of climate change next week. It is expected to be more detailed than last year's report.
 - 5 Our politicians must address this serious _____ immediately.
- 5 Complete the collocations related to the environment by adding the missing vowels. 1 mark for each correct collocation.
- 1 We can reduce CO₂ in the atmosphere by switching from fossil fuels to r_n_w_b_l_ _n_rgy.
 - 2 The increase in gr_ _nh_ _s_g_ss_ in the atmosphere is one of the main causes of global warming.
 - 3 Human activity is a major cause of cl_m_t_ ch_ng_.
 - 4 S_bs_st_nc_ f_rm_ng leads to soil erosion, destroying vast areas of farmland.
 - 5 Further _nv_r_nm_nt_l d_s_st_ are inevitable, so we must be prepared to deal with them when they happen.

GRAMMAR FOR WRITING (10 marks)

6 Complete the sentences using *leads to*, *result*, *due*, *caused*, *because of*, or *because*. You will need to use some of these words and phrases more than once. 1 mark for each sentence.

- 1 A loss of biodiversity is dangerous to the planet _____ it will limit new sources of food and medicine.
- 2 Moving from cattle farming to producing crops may _____ in lower greenhouse gas emissions.
- 3 Island nations may be submerged _____ rising sea levels.
- 4 Burning fossil fuels _____ an increase in carbon emissions.
- 5 Demand for food and energy are expected to rise _____ to the increase in the population.
- 6 Dry conditions following periods of drought may _____ in forest fires.
- 7 The damage _____ by environmental change grows every year.
- 8 The climate is changing _____ human activity.
- 9 Carbon emissions are rising _____ humans are burning fossil fuels.
- 10 Flooding is a potential problem _____ to rising sea levels.

ACADEMIC WRITING SKILLS (10 marks)

7 Complete the topic sentences using the words in the box. You will not need to use all the words. 1 mark for each correctly completed gap.

cause of changing effect number of causing devastating leading three main due because because of loss results cause change

- 1 Human activity is _____ the environment to change in a _____ ways.
- 2 The environment is _____ in _____ ways.
- 3 Humans are the _____ climate change _____ deforestation and burning fossil fuels.
- 4 Rising temperatures, _____ of biodiversity and rising sea levels are the main _____ of climate change.
- 5 Human activity is having a major _____ on the environment, which will _____ many problems for human and animal life in the future.

TOTAL ___/50

REVIEW TEST 6

NAME:

Date:

READING (10 marks)

1 Read the article and answer the questions. 1 mark for each correct answer.

1 On average, how far do people in training for a race cycle per day?

2 How much blood goes to a cyclist's muscles every sixty seconds?

3 How much of the energy that would normally be needed does a team leader use when he is protected by his team?

4 During a race, how many more calories from carbohydrates do cyclists eat a day compared with non-cyclists?

5 How many days do cyclists actually ride during the Tour de France?

- A** The best of the world's road cyclists ride in races which take them over three and a half thousand kilometres at an average speed of forty kilometres per hour. How is this amazing physical achievement possible?
- B** Teams who compete in the world's toughest road cycle races put their success down to training. The riders set goals for each day's training, much as we might set targets at work. They also take regular breaks. This means that even though cyclists in training average about seven hundred kilometres a week, they do not train so hard that they get injured before their race.
- C** Cyclists are much fitter than normal people. The best riders extract twice as much oxygen from each breath as an average healthy person, so they are able to generate twice as much energy. Riders like this train their hearts to pump thirty-five litres of blood to their muscles per minute, whereas most people's hearts can only manage twenty.
- D** Each team of riders is built entirely around helping the team leader win the race. The team works together to make sure that the leader is fresh to cycle fastest at the end of the race. The team's job is to block the wind that the leader rides into. They ride in a V-shape so that the leader only needs to use seventy-five per cent of the energy that would normally be spent riding into the wind.
- E** The team prepares using only the most advanced equipment and the most suitable food. Modern bicycles use space technology, and weigh 1.3 kilograms. A wind tunnel is used to analyze a rider's position on the bike and reduce drag. Cyclists train their body to burn fat by not eating too many carbohydrates. However, as they start to race they need more fuel, and eat a lot more. During a long distance race, a cyclist can consume up to four thousand calories per day in carbohydrates alone. The average person's recommended daily intake is just two thousand calories a day, of which only one thousand three hundred calories should come from carbohydrates.
- F** This kind of preparation is the key to winning a race, and it is especially true of long distance races such as the Tour de France. This famous race takes twenty-three days, which includes two rest days. Even the smallest aspect of a rider's performance could make the difference between winning and losing.

2 Which paragraph (A–F) contains these themes? 1 mark for each correct answer.

- Example: Elite cyclists race over very long distances A
- 1 A well-known race.
- 2 How does a cyclist's health compare with that of non-cyclists?
- 3 The role of technology.
- 4 How do cyclists become so good at racing?
- 5 The role of the team members.

VOCABULARY (10 marks)

3 Complete the text using the words in the box. You will not need to use all the words. 1 mark for each correct word or phrase.

heart disease evidence self-esteem suffer serious illness exercise realize
injure physical activity reduce obesity life expectancy calories junk food provide

How much ^a _____ do you do in a week? Are you getting enough? Did you ^b _____ that adults who ^c _____ for just 150 minutes a week can ^d _____ their risk of ^e _____ by 50%? It also improves your mood and sleep quality, and makes you feel better about yourself through increased ^f _____. Finally, you will find it easier to maintain a healthy weight, meaning that the risk of ^g _____, one of the main factors leading to ^h _____, will be significantly lower. All of this could lead to an increase in your ⁱ _____, especially if you also cut out ^j _____ and eat healthily instead.

LANGUAGE DEVELOPMENT (15 marks)

4 Complete the table with the noun forms of the verbs on the left. The first one has been done for you as an example. 1 mark for each correct answer.

verb	noun
injure	Example: <u>injury</u>
provide	1 _____
reduce	2 _____
suffer	3 _____
encourage	4 _____
solve	5 _____

- 5 Complete table with the collocations next to their definitions. The first one has been done for you as an example. 2 marks for each correct answer.

collocation	definition
Example: <u>life expectancy</u>	how long a person can expect to live
1 <u>nutritional value</u>	how good a particular kind of food is for you
2 <u>serious illness</u>	a very bad medical problem
3 <u>regular exercise</u>	sport or physical activity which people do at the same time each day, week, month, etc.
4 <u>balanced diet</u>	a mixture of the correct types and amounts of food
5 <u>advertising</u>	paid publicity to convince people to buy a product

GRAMMAR FOR WRITING (10 marks)

- 6 Complete the sentences using *for example*, *to*, *such as*, or *so that*. You will need to use some of these words and phrases more than once. 1 mark for each correct answer.
- There are many ways to burn fat, _____ gardening and running.
 - Local councils should build more sports centres _____ people can do more sports.
 - School canteens should help promote healthy eating _____ increase life expectancy.
 - Nutritional information should be clearly written on the packaging _____ people can see how healthy their food is.
 - Governments can discourage people from eating junk food _____ improve their diets.
 - _____, we need a good balance of proteins, carbohydrates and fats in order to stay healthy.
 - Governments should increase the tax on junk food _____ burgers and chips.
 - Schools should provide free access to their sports facilities at weekends _____ people from poorer backgrounds can do sports.
 - _____ really make a difference, the government needs to fund a massive educational campaign.
 - It might be a good idea to ban smoking in public places _____ people find it more difficult to smoke.

ACADEMIC WRITING SKILLS (5 marks)

- 7 Put the five sentences (a–e) in the best order (1–5) to form a complete paragraph with a topic sentence and supporting sentences. 1 mark for each correct answer.

a For example, we need protein from meat and carbohydrates from rice and bread, as well as vitamins from fruit and vegetables, in order to stay healthy.	
b Eating a balanced diet is a great way for individuals to stay healthy.	
c In fact, nutritionists and doctors are agreed that we need a good mix of carbohydrates, proteins and healthy fats such as omega 3s and 6s.	
d Obesity can lead to heart disease or diabetes.	
e However, consuming too much sugar and fat in junk food such as fried chicken or cola drinks causes health risks.	

TOTAL ___/50

REVIEW TEST 7

NAME:

Date:

READING (10 marks)

- 1 Read the article and fill in the gaps (1–5) with the sentences (A–F). There is one sentence that you will not need to use. 1 mark for each correct answer.
- A It can push a cart and open and close doors.
 - B Over the years there were some problems developing a machine to move like humans do.
 - C ASIMO is the most advanced humanoid robot in the world.
 - D These robots are even learning to recognize objects, people and vocabulary.
 - E The first version of ASIMO was able to move its limbs naturally, imitating human actions.
 - F They are also increasingly common in the home.

Robots are widely used today in factories, in space and deep under water for jobs which are too dirty, boring or dangerous for humans to do. ¹..... Robot vacuum cleaners, lawn mowers and other such devices have become very popular in some countries. However, while these robot devices have their uses, they are nothing compared with the potential offered by ASIMO, which has been in development by Honda since 1986.

²..... It has been available to consumers since 2000, when the first version of a humanoid robot was introduced to the market. Honda wanted to see if it was possible to build a robot that could act like a human, help out in the home, play sports, balance on one foot and even dance. ³..... However, researchers soon had a robot that could walk on uneven surfaces and climb stairs. The technology has since been improved so that the robot can turn around and reach speeds of up to six kilometres per hour, using its upper body to control movement.

The machine is designed to be people-friendly. It is hoped that robots like this could be used to help elderly people in their homes. Honda are also using this technology to create mobility aids for people with disabilities.

⁴..... It can even shake hands and recognize gestures. Standing at 120 centimetres tall, the ASIMO looks like a child wearing a spacesuit. Like a child, it can look into the faces of adults when they are sitting down. It can hold two kilograms in its hands and carry a tray without dropping the contents.

The most recent version of ASIMO is autonomous, which means it can continue moving without being controlled by an operator. Researchers are now working on robots that can learn about the world around them and respond to human touch and voice.

⁵..... Although robots seem to be becoming more human in their appearance and abilities, it is unlikely that in the future they will look any more like us than they currently do. This is because in general people feel uncomfortable with robots that resemble humans too closely.

- 2 Read the article again and write true (T) or false (F) next to the statements below. 1 mark for each correct answer.
- 1 The ASIMO has been on the market since 1986. ____
 - 2 The ASIMO was built with the ability to make friends with people. ____
 - 3 The most recent version of ASIMO can move without a human operator. ____
 - 4 You can now buy a robot that is able to develop according to its immediate environment. ____
 - 5 Consumers do not like robots that look too much like real people. ____

VOCABULARY (10 marks)

- 3 Use the words and phrases in the box to complete the sentences below. You will not need to use all the words. 1 mark for each correct answer.

centre of gravity humanoid gestures uneven robotics mechanical failure mobility aid biomimicry

- 1 Small children can learn to ski quickly because their _____ is very low, and so they don't fall down.
 - 2 In the future, _____ robots that look, move and talk like people will help us perform many boring tasks.
 - 3 The robots can perform a number of simple hand _____, such as waving and clapping.
 - 4 Since 1986, Honda have been working on a robot that can act as a _____ for people with disabilities.
 - 5 Robots can find it difficult to walk on _____ surfaces, preferring flat roads, pathways and floors.
- 4 Use the words and phrases in the box to complete the sentences below. You will not need to use all the words. 1 mark for each correct answer.

probably definitely advantage disadvantage concern possibly benefit scientific discovery innovation

- 1 We will _____ all die one day.
- 2 The research will _____ lead to some interesting innovations, but it is too early to be certain.
- 3 The main _____ of the new system is that it makes online payment much more secure.
- 4 My only _____ about humanoid robots is that they might one day take over the planet.
- 5 I am too old to _____ from these discoveries, but I know that they will make life easier for my grandchildren.

LANGUAGE DEVELOPMENT (10 marks)

- 5 Complete the table using *will*, *could* or *won't* together with *definitely*, *probably* and *possibly*. 1 mark for each correct answer.

level of certainty	prediction
100% yes	1 Computers _____ be more powerful in the future.
70% yes	2 People who don't smoke _____ live longer than those who do.
50% yes	3 The directors _____ hire new staff later in the year, but the decision could go either way.
30% yes	4 I _____ get the job because I couldn't answer all their questions. I'll know for certain next week.
0% yes (=no)	5 We _____ be able to breathe in space without special equipment.

- 6 Complete the table with the prefixes from the box. You will not need to use all the prefixes. 1 mark for each correct answer.

pre- mis- auto- dis- post- sub- bio- re- un-

prefix	meaning
1 _____	self
2 _____	life
3 _____	badly
4 _____	under
5 _____	before

GRAMMAR FOR WRITING (10 marks)

- 7 Link the pairs of sentences using *who* or *which*. You may also need to make some other changes for the sentences to be correct. 1 mark for each correct sentence.

1 One case study involved a 10-year-old girl. She had been given a robot doll for several weeks.

2 The head of design has a favourite question. He puts this question to those unsure about using robots in caring situations.

3 Most people choose the elevator. An elevator is a kind of robot.

4 I'm sending you an email I received from Max Mustermann. Max Mustermann attended your webinar about robots.

5 You must also provide a short biography. The biography should include details of all relevant qualifications and experience.

- 8 Match the sentence halves (1–5 and a–e) to form sentences outlining the advantages and disadvantages of a subject. 1 mark for each correct sentence.

1 That said, there could be some _____	a be aware of the potential problems.
2 Although they offer a range of advantages, _____	b have some unintended consequences.
3 Also, there may be _____	c disadvantages of using computer schoolbooks in the future.
4 However, changing biology like this may _____	d health problems associated with eating these new crops.
5 Overall, while these technologies have clear advantages, we should _____	e there are some problems with using these new technologies.

ACADEMIC WRITING SKILLS (10 marks)

- 9 Most of the lines in these extracts from an essay contain a spelling mistake. Underline the spelling mistakes and write the correct spelling next to the sentence. Where there is no spelling mistake, write 'correct'. The first two lines have been done for you as examples. 1 mark for each correct answer.

<i>Example:</i> There many technologies <u>wich</u> will be important in the coming years.	<u>which</u>
<i>Example:</i> Perhaps the most important are computer schoolbooks.	<u>correct</u>
1 Before the end of the decade, students will all have tablet computers.	_____
2 These will cary all of the books they need for the entire school year.	_____
3 One problem is that they could posibly get broken easily in school bags.	_____
4 These tablet computers will also be expensive to buy and replace.	_____
5 Genetic modification is another area of inovation.	_____
6 Changeing biology like this may have some unintended consequences.	_____
7 Tablet PCs are unlikely to be sucessful unless they are tough and cheap.	_____
8 Genetically modified food will help starving people if properly controlled.	_____
9 However, lager crops may mean more insects and weeds.	_____
10 We shoud be aware of the potential problems.	_____

TOTAL ___/50

REVIEW TEST 8

NAME:

Date:

READING (10 marks)

- 1 Read the article about Levi's Jeans and number the main ideas (a–j) in the order that they are mentioned. Not all the ideas are mentioned. 1 mark for each correct answer.

Many inventions have shaped American culture in the minds of people around the world. One was created many years ago but is still popular today: Levi's jeans.

Levi Strauss was born in 1829 in Bavaria, which is part of present day Germany. As a young man he moved to the USA and settled in New York. In 1853, the young immigrant decided that he wanted to start his own business. He moved from New York to San Francisco, where the gold rush was well underway. He travelled across Panama and began trading on 14 March that year.

Unlike many other hopeful travellers, Strauss did not go to California to mine for gold. He sold tents and covers for wagons to the miners. One day a man asked Strauss if he sold trousers. Looking for gold was hard work and miners needed clothes that would last. This conversation inspired Strauss to make strong trousers suitable for workers.

In 1866 he started selling canvas trousers called Levi's and the miners bought them faster than Strauss could make them. Strauss soon received a lot of advice on ways to improve his jeans. In 1873 Jacob Davis gave him an idea to make the jeans even stronger by adding metal rivets to the pockets so that they would not tear. Strauss liked the idea and decided to use it. However, many people complained that the canvas was uncomfortable, so Strauss changed from canvas to a heavy denim material. It was dyed indigo blue and miners liked the new material because dirty marks did not show on the dark colour.

In 1873 the jeans sold for 22 cents a pair. By the end of that year, demand for the product had increased dramatically. Strauss opened a factory in San Francisco and hired hundreds of workers to keep up with demand. When he died in 1902, the company kept going.

By the 1920s, the miners had left California and instead cowboys and steel workers were buying Levi's. It became the leading brand in men's work clothing. In the 1950s, after movie stars Marlon Brando and James Dean were seen wearing them, jeans became a common item of clothing for all Americans. Today Levi's jeans are still one of the most popular products of American culture.

- a Levi's jeans are the most important of all American inventions. _____
 - b Levi's went through several changes before the best design was found. _____
 - c Levi's were first bought by cowboys and steel workers. _____
 - d Levi's are still well-liked today even though the brand is very old. _____
 - e The market for jeans has extended beyond its original target group. _____
 - f Bavaria is next to Germany. _____
 - g Marlon Brando and James Dean were major film stars. _____
 - h Levi Strauss moved from Europe to the USA, where he started his own company. _____
 - i The company expanded rapidly during its first 30 years. _____
 - j Strauss got the idea for Levi's after speaking to a miner. _____
- 2 Look at the article again and correct the factual mistakes in the sentences below. The first one has been done for you as an example. 1 mark for each correct answer.
- Example: Levi Strauss ~~moved to~~ Bavaria in 1829. was born in
- 1 Strauss set up his business in Panama in 1853. He began by selling products needed by the miners. _____
 - 2 The first Levi's jeans were made from denim. _____

- 3 The dark blue colour was very popular because it hid the rivets on the miners' trousers. _____
- 4 By early 1873, many more people were buying Levi's jeans. _____

VOCABULARY (10 marks)

- 3 In each of the sentences below there is one spelling mistake. Find and correct the spelling mistake. 1 mark for each correct answer.
- 1 I'm sorry, but we can only accomodate you for one night. Would you like the number of another hotel?
 - 2 I spend very little money on beuty products.
 - 3 Approximately how many employes are working for you now?
 - 4 When we inspected the firm last year we criticized the low bay and poor working conditions.
 - 5 Abart from those able to spend money on expensive fashion, do you have many other customers?
- 4 In each of the sentences below there is one wrong word or phrase. Find and correct the mistakes using the words and phrases in the box. You will not need to use all the words. 1 mark for each correct answer.

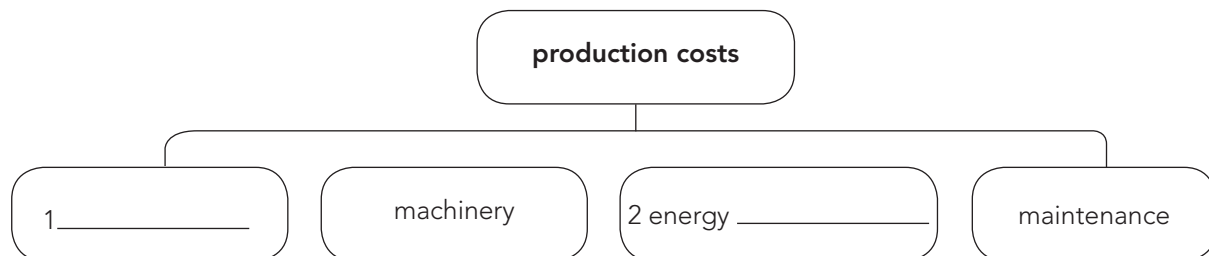
relax casual brief textiles plants costs goal instead of

- 1 All of our fibres are produced from the best quality wool and cotton. _____
- 2 The company has manufacturing areas in Canterbury, Prague and Little Waldingfield. _____
- 3 I like to wear artificial clothes when I'm not at work. I can't relax in a suit. _____
- 4 Labour payments are our biggest expense. We hope to move some of our production offshore to save money. _____
- 5 From next year we will need to source locally in addition to offshore, as the government has announced an import ban. _____

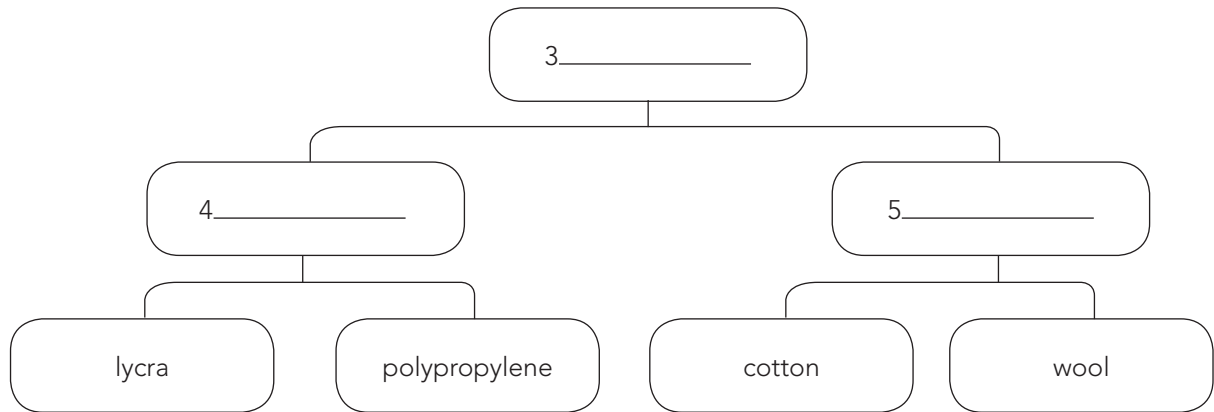
LANGUAGE DEVELOPMENT (10 marks)

- 5 Add the hyponyms in the boxes to the charts below. 1 mark for each correct hyponym.

offshore production consumption conditions labour costs multinational company



textiles artificial fibres natural fibres casual clothes



- 6 Read sentences 1–5. Then look at the table below and decide whether the word in bold in each sentence is being used with its general meaning (A) or its academic meaning (B).
- 1 Unfortunately, we can only **accommodate** you for one night. _____
 - 2 I've been working in this **area** for almost five years. When I began, it was a relatively new field. _____
 - 3 We are now **approaching** Gatwick airport. _____
 - 4 I had a quick look at the **brief** this morning, and would be keen to examine it in more detail before making a decision. _____
 - 5 Young Hargreaves must find some **goal** in life other than playing football. _____

	A general meaning	B academic meaning
goal	a point scored in a ball game	an aim
brief	short	instructions
approach	coming nearer	a method
to accommodate	to give someone a place to stay	to give someone what is needed
area	a piece of land	an academic subject

GRAMMAR FOR WRITING (10 marks)

- 7 Complete the sentences using the words in the box. You will need to use some words more than once. 1 mark for each correct answer.

rather in addition instead apart except along

- 1 Quite _____ from the longer hours, the promotion will also mean extra responsibilities.
- 2 When possible, I prefer to take public transport _____ than going by car.
- 3 _____ for my gold watch, I don't own any precious metals.
- 4 _____ with swimming, running is my favourite sport.
- 5 I don't eat any meat, _____ for fish. And chicken. Oh, and the occasional burger!
- 6 _____ to your interpersonal skills and good timekeeping, what else can you offer our company?
- 7 I'd like to see a younger woman on the board of directors _____ of just another old man in a grey suit.
- 8 He seemed disappointed _____ than angry.

- 9 They interviewed fifty of us in one day! Five of us were called for a second interview the next week. I was so pleased to have been chosen _____ with another four young fashion designers.
- 10 I had no proof of identification _____ from my gym membership card.

ACADEMIC WRITING SKILLS (10 marks)

- 8 Complete the paragraph using the words in the box. Do not use any of the words more than once. You will not need to use all the words. 1 mark for each correct answer.

them when in up on from such out how this because to for of that

Another point ¹_____ should be considered is that developing countries encourage developed countries to invest in ²_____ to provide jobs. Supporters of overseas production point ³_____ that increased investment has positive effects ⁴_____ the long term. Growth in manufacturing has an impact ⁵_____ the rest of the economy, because it reduces the number ⁶_____ people needing to work in agriculture and increases competition ⁷_____ labour. This leads to higher wages, which then leads to other improvements, ⁸_____ as the ability to send children ⁹_____ school. However, the disadvantage of ¹⁰_____ foreign investment is the fact that it can have a negative impact on the economy of developed countries, because people lose their jobs when production is outsourced to other countries.

TOTAL ___/50

REVIEW TEST 9

NAME:

Date:

READING (10 marks)

- 1 Read the article and complete the summary below using no more than three words in each gap. Use only words that best summarize the content of the article. 1 mark for each correct answer.

The citizens of countries ruled by democratic governments are used to regular elections being held. Governments change, but often this has little immediate effect on a country's economic growth. However, the situation can be different in countries ruled by unelected regimes, such as those of the former Soviet Union.

When the government of an undemocratic regime falls, the country's economy can experience major difficulties. Interest rates often rise, natural resources may not be properly protected and economic stability can suffer. This loss of wealth can lead to poverty and to recession. One reason for this is a reduction in investment from abroad. A typical pattern is as follows: a country's leader falls, foreign investors leave, there is a rapid decrease in the market value of the currency, unemployment increases and retail sales decline.

Many investors would rather put their money into overseas economies, which offer higher returns. However, they must be aware of the risks involved. Businesspeople benefitted from the high interest rates offered by banks based in Cyprus. However, this model could not be sustained and wealthy businesspeople lost huge amounts of money in Cyprus in 2013. Some say that these losses are unfair, but others say that the investors got what they deserved.

Investors looking for a safer, long-term return can invest in the real economy of a country rather than simply saving their money in banks. Such investments can fund jobs, develop new businesses, restaurants and shopping malls such as those found in the USA. Outside wealth can turn a failing economy around. Russia is an example of what can happen. It was once dismissed as a country without hope, but it is now a financial powerhouse. High returns offered to wealthy businesspeople by offshore banks are becoming increasingly rare, and there is now a chance that Russia might be able to raise more money in taxes. This would lead to more investment in the Russian economy, leading to a better standard of living for all.

If businesses invest in long-term projects such as factories, mining and resources needed for manufacturing, and if governments can establish effective means of redistributing income through spending and taxation, their countries' economies will become more stable and their societies fairer.

States run by ¹_____ hold regular elections. However, when a non-democratic government falls, a country's ²_____ can suffer. 3. When important ³_____ such as coal, wood and cotton are wasted, the economy can decline dramatically. When an economy suffers badly, the country can experience negative growth. This is known as ⁴_____, typified by loss of jobs and increased poverty. This can happen when there is a sudden loss of ⁵_____ coming from other countries. A drastic fall in the value of a currency can lead to a reduction in ⁶_____, as people are no longer able to afford the prices charged by shops. Some financial institutions offer very high ⁷_____ rates, although investors risk losing a lot of money if the market fails. When people have more money to spend, there is an increased demand for shops, sometimes built together within large American-style ⁸_____. Greater investment in an economy can lead to a better ⁹_____ for a country's citizens. Economies will become more stable if businesses invest in large projects such as those needed for the ¹⁰_____ industry.

VOCABULARY (10 marks)

- 2 Read the extract from the article. Find synonyms for the words and phrases in bold in sentences 1–10. 1 mark for each correct answer.

When the government of an undemocratic regime falls, the country's economy can experience major difficulties. Interest rates often rise, natural resources may not be properly protected and economic stability can suffer. This loss of wealth can lead to poverty, and to recession. One reason for this is a reduction in investment from abroad. A typical pattern is as follows: a country's leader falls, foreign investors leave, there is a rapid decrease in the market value of the currency, unemployment increases and retail sales decline.

- 1 She lived in **extremely poor conditions**. _____
- 2 There has been a **fall** in the number of jobs available. _____
- 3 Building larger shops will lead to a rise in **goods being bought by consumers**. _____
- 4 New businesses need to find reliable sources of **money to help them develop**. _____
- 5 This country's **system of trade and industry** needs to be made more competitive. _____
- 6 During her career she gained **a large amount of money and valuable possessions**. _____
- 7 It is not easy to find **people who will put their money into new businesses**. _____
- 8 He is selling it for \$100, but the **usual price** is closer to \$120. _____
- 9 Our country is going through a **period when the economy is doing very badly and many people are losing their jobs**. _____
- 10 The number of jobs available is predicted to **go up** next year. _____

LANGUAGE DEVELOPMENT (10 marks)

- 3 In each of the sentences below, one word has been written using the wrong part of speech. Either a noun has been written where there should be an adjective, or an adjective has been written instead of a noun. Correct the sentences. 1 mark for each correct answer.

- 1 The country has been in a very poor finance state ever since the decline of the steel industry.

 - 2 We need to encourage consumers to buy goods manufacture at home, rather than spending money on foreign goods. _____
 - 3 Houses have fallen in valuable over the past few years. _____
 - 4 This is exactly the kind of investment our economic needs to avoid recession. _____
 - 5 She could not find work as an accountant so considered training for a new professional.

- 4 For each of the sentences (1-5) below, choose the word or phrase from the box that can replace the word in bold without changing the overall meaning. You will not need to use all the words and phrases. 1 mark for each correct answer.

balance investment development market return occupation stability financial system decrease

- 1 The **economy** is going through a very difficult period at the moment. _____
- 2 Please complete the form, including your name, address and **profession**. _____
- 3 One of the benefits of our political system is its **strength**. In contrast, some countries are sometimes forced to hold elections almost every year. _____
- 4 My financial adviser was certain that my investment would soon lead to a healthy **profit**.

- 5 There has been little **growth** in the industrial sector since the 1980s. _____

GRAMMAR FOR WRITING (10 marks)

5 Complete the table by writing the noun phrases (1–5) as verb phrases. 1 mark for each correct answer.

1 a sharp rise	_____
2 a dramatic fall	_____
3 a slight decrease	_____
4 a gradual increase	_____
5 a considerable fluctuation	_____

6 Complete the description of the data with the correct prepositions. 1 mark for each correct answer.
 Members ¹_____ the Westland Trade Block have reported an average contraction of 0.2% ²_____ the last quarter of 2012. However, ³_____ some individual members the figures are more promising. In the Republic of Voeslauer, output rose ⁴_____ 0.2% in December 2012 ⁵_____ 0.3% in January 2013.

ACADEMIC WRITING SKILLS (10 marks)

7 Read the description of a graph presenting data on the sale of widgets. Complete gaps 1–5 with the best sentence (A–F). You will not need one of the sentences. 2 marks for each correct answer.

The data shows the retail price of Widgets in 2012-2013. ¹_____.

The first graph shows how the price of both the older model 'Widget One' and the more modern 'Widget Plus' fell dramatically over the course of that year following the introduction of the widget's only rival so far, the 'Wedglet'.

The Widget One retailed at approximately €800 during the first quarter of 2012. However, most retailers dropped the price to around €500 in the second quarter. ²_____. This newer model retailed at €850 when it was first introduced, a small increase in price when compared with the initial retail price of the Widget One. ³_____.

The retail price of the Widget One continued to drop throughout the third and fourth quarters, and the product was eventually withdrawn from the market. Sales of the Widget Plus continued to be fairly healthy during the third quarter of 2012. ⁴_____.

Sales of the Widget Plus picked up following the January sales, but by the end of February sales had once again levelled out. ⁵_____. Although the price of the Widget Plus was reduced following the news of its replacement model, sales fell to almost zero. It was withdrawn from sale in the last quarter of 2013, by which time the Widget Plus One had established itself as the market leader.

- A This followed the introduction of the newer Widget Plus.
- B The dramatic drop in the final quarter can be explained by the anticipated introduction of the Widget Plus One in early January 2013.
- C This dramatic increase is difficult to explain.
- D It also shows how many widgets were sold during that period.
- E However, the difference is quite significant when compared with the price reductions on offer for the older model following the introduction of the Widget Plus.
- F The Widget Plus One was officially announced in March 2013.

TOTAL ___/50

REVIEW TEST 10

NAME:

Date:

READING (10 marks)

1 Read the article about the brain. Which paragraphs (A–D) do the ideas (1–5) refer to? You will need to use some of the letters more than once. 1 mark for each correct answer.

- 1 The parts of the brain not mainly concerned with thought _____
- 2 A description of the smaller parts of the brain _____
- 3 An amusing observation about the brain's mass _____
- 4 A reference to research into the brain _____
- 5 A general description of the brain _____

A The brain is an organ made of soft tissue, and can be seen as a kind of control centre for the body. It takes care of all the essential processes the body needs to perform in order to survive. When we are awake we are only aware of some of these processes. In contrast, the brain remains alert both day and night.

B Your brain has five main parts that work together. In order of size, they are the cerebrum, the cerebellum, the brain stem, the pituitary and the hypothalamus. The average adult human brain weighs approximately 1,300 to 1,400 grams. A newborn baby's brain weighs between 350 and 400 grams. Men's brains weigh a little more than women's, but there is no relationship between the size of a person's brain and their intelligence. However, some people have joked that the fact that a man's brain weighs more than a woman's is proof that heavier brains are less effective! In fact, Albert Einstein's brain weighed 1,230 grams, far less than the average brain.

C The largest part of the brain is the cerebrum, accounting for about 85% of the brain's weight. It is the part of the brain that controls the voluntary muscles, such as those you might need when writing an email, eating or playing sports. There have been many papers published on the cerebrum, in particular on the exact role played by its two halves. Neuroscientists believe that the right half is mainly responsible for abstract thought about music, colours, and shapes. The available evidence suggests that the left half is more analytical, and is involved in activities such as maths, logic, and speech.

D While the cerebrum is perhaps the key to the brain's secrets, the other four main parts are also essential. The cerebellum is much smaller than the cerebrum. It is situated at the back of the brain, and controls balance, movement and coordination. Problems with the cerebellum can lead to neurological disorders such as epilepsy or more minor seizures. The brain stem sits between the cerebrum and the cerebellum, connecting the brain to the spinal cord. It helps the body carry out the functions needed to keep us alive, such as breathing, digesting and blood circulation. Finally, the pituitary gland controls growth through the release of hormones, and the hypothalamus controls temperature.

2 Look at the extracts from the article and find the terms used to express the words and phrases in bold in sentences 1–5. 1 mark for each correct answer.

The brain is an organ made of soft tissue, and can be seen as a kind of control centre for the body. It takes care of all the essential processes the body needs to perform in order to survive. When we are awake we are only aware of some of these processes. In contrast, the brain remains alert both day and night.

...there is no relationship between the size of a person's brain and their intelligence. However, some people have joked that the fact that a man's brain weighs more than a woman's is proof that heavier brains are less effective! In fact, Albert Einstein's brain weighed 1,230 grams, far less than the average brain.

Problems with the cerebellum can lead to neurological disorders such as epilepsy or more minor seizures. The brain stem sits between the cerebrum and the cerebellum, connecting the brain to the spinal cord. It helps the body carry out the functions needed to keep us alive, such as breathing, digesting and blood circulation. Finally, the pituitary gland controls growth through the release of hormones, and the hypothalamus controls temperature.

- 1 Liquid on the brain can lead to very serious **difficulties**. _____
- 2 There is no **evidence** of extra-sensory powers such as telepathy. _____
- 3 The skin is the largest **self-contained part of the body performing a specific, vital function**.

- 4 Peanut allergies can lead to **sudden attacks of illness, or fits**. _____
- 5 After the accident he could no longer **perform** a number of major tasks. _____

VOCABULARY (10 marks)

- 3 Which word from the box can be used to complete both sentences in each pair? You will not need to use all the words. 1 mark for each correct answer.

operation recover advise organ liquid appear proof epilepsy care seizure recovery complain
medication infectious disease vaccination surgery transplant disorder cure treatment side-effect

- 1 a The Eurozone will not experience a _____ while the markets remains so nervous.
b _____ can be slow following serious operations such as a hand transplant.
- 2 a Why don't you _____ to the manager?
b She began to _____ of frequent headaches.
- 3 a An _____ is a self-contained part of the body that has a particular and important function.
b This particular _____ is of no actual benefit to humans, but is essential for the survival of rabbits and other grass eating animals.
- 4 a She's receiving _____ for a leg injury.
b He had to undergo months of _____ following the diagnosis.
- 5 a Do you know the doctor who will be performing the _____?
b The _____ will be expensive, with little chance of success.
- 6 a The police had been planning the _____ for weeks.
b The _____ will last several hours and involve several doctors and nurses.
- 7 a The _____ of the illegal goods took place in the early hours of Tuesday morning.
b He experienced a massive _____, which indicated that he could be suffering from epilepsy.
- 8 a At this point, I really don't _____ any more. Do what you want!
b He spent all of his money on _____ for his elderly relatives.
- 9 a We know little about this particular mental _____.
b The amount of coffee you drink has made your sleep _____ even worse.
- 10 a I do not expect your husband to _____. His injuries are too severe.
b All attempts to _____ the stolen goods have so far been unsuccessful.

LANGUAGE DEVELOPMENT (10 marks)

- 4 Write the verb form next to the nouns. 1 mark for each correct answer.

noun	verb
1 appearance	_____
2 complaint	_____
3 advice	_____
4 confirmation	_____
5 recovery	_____

- 5 Complete the sentences using the words and phrases in the box. You will not need to use all the words. 1 mark for each correct answer.

limb medication infectious diseases vaccinations surgery transplant cure treatment side-effects

- 1 Coughs and sneezes spread _____.
- 2 She has been on _____ since returning from her trip to Las Vegas.
- 3 My wife is going to the Caribbean, so she needs to make sure that she is up to date with her _____.
- 4 He underwent a successful heart _____ after he had a number of serious heart attacks.
- 5 There is no _____ for your mother's illness, I'm afraid.

GRAMMAR FOR WRITING (10 marks)

- 6 Change the verbs in sentences 1–10 into the passive using the correct form of *be* and the past participle.

- 1 Dogs can _____ (train) to detect cancer in humans.
- 2 Last week he _____ (advise) by his doctor to take more exercise.
- 3 White blood vessels _____ (produce) by the bones.
- 4 Some cancers can _____ (cure) by a combination of chemo- and radiotherapy.
- 5 These chemicals _____ (release) into the blood during times of stress.
- 6 The risk of disease _____ (increase) by obesity.
- 7 The cells _____ (transplant) into the surviving tissue in the operation yesterday.
- 8 He was a heavy smoker all his life. His lungs _____ (damage) by many years of smoking.
- 9 The initial diagnosis _____ (confirm) by the results of the test last month.
- 10 The stethoscope _____ (invent) by Rene Laennec in 1816.

ACADEMIC WRITING SKILLS (10 marks)

- 7 Complete this description of a process using the sequencing words and phrases in the box. You will not need to use all the words and phrases. You may not use any word or phrase more than once. 2 marks for each correct answer.

to begin with following this finally as well as the second stage is when then this also is then However,

The process of digesting a cheese sandwich is quite complicated. ¹ _____, when you chew a cheese sandwich, the teeth grind down the cheese and the bread. Enzymes in your saliva ² _____ break down the food to make it pass down the throat more easily. ³ _____ the food reaches the stomach, it is churned in the stomach acid. ⁴ _____, the cheese is digested by an enzyme called pepsin. Any remaining food ⁵ _____ passed down to the duodenum, where the remainder of the carbohydrates are broken down.

TOTAL ___/50

WRITING TASK 1 MODEL ANSWER

Compare and contrast the two sharks in the diagram.

The diagram gives information about two kinds of large tropical shark, the whale shark and the tiger shark.

The sharks have a number of differences in terms of size, shape and colour. The whale shark is a much larger animal than the tiger shark. It is six metres longer than its smaller cousin and eight and a half (8.5) tonnes heavier. Both sharks are similar in shape. However, their skin patterns are different. The whale shark has dots on its body, the tiger shark has stripes.

The sharks are also different in terms of their diet, behaviour and conservation status. The whale shark eats very small animals like plankton and krill, whereas the tiger shark has a diet of larger sea creatures such as tuna, dolphins and turtles. This may explain why the tiger shark attacks humans, which are the same size as the food it normally eats. In terms of conservation, the whale shark is more endangered than the tiger shark.

Overall, it is clear that the whale shark is a much larger animal, but it is a gentle giant, whereas the smaller tiger shark is much more dangerous.

ADDITIONAL WRITING TASK 1

Compare and contrast two similar animals (e.g. a German shepherd dog and a labrador, or a sparrow and a thrush or a tiger and a lion).

WRITING TASK 2 MODEL ANSWER

Describe the laws and traditions concerning weddings in your country. Have there been any changes in recent years?

Weddings in China

Weddings are very important occasions in my country. They are vital social events which join two families together to celebrate the new marriage. In this essay, I will describe the law concerning marriage where I live, outline the customs and traditions of a typical wedding and show how weddings have changed in recent years.

Marriage reform was a priority in the People's Republic of China following its establishment in 1949. Laws were designed to end forced marriages and the sale of women. The Cultural Revolution of the 1960s and 1970s introduced fundamental changes to marriage in China. The Second Marriage Law of 1980 states that men must be at least twenty-two years old and women twenty on the day of the wedding. The law does not require any formal wedding vows.

On the morning of the wedding day, women perform a hair dressing ritual for the bride. The bride's hair is tied up in a bun, symbolizing her entry into adulthood. A similar ceremony is also performed on the groom. Then there is a procession from the groom's house to collect the bride. Bridesmaids may try to block the groom's way and ask him questions about the bride. The couple may serve tea to the bride's parents before the wedding ceremony. The ceremony itself is simple, and is followed by the reception and dinner.

Some modern innovations are now quite common. Wedding albums featuring photographs of the bride and groom in different costumes are very popular.

ADDITIONAL WRITING TASK 2

Describe the traditions concerning an important festival in your country. How have these traditions changed over the years?

WRITING TASK 3 MODEL ANSWER

Should museums be free or should visitors pay for admission? Discuss.

Some people think it is important that museums are free, to provide education for children. However, others argue that museums are entertainment so visitors should be charged to view the collections. This essay will present the arguments in favour of and against charging for museums. I will argue that museums should be free because of their educational value for children.

Those in favour of entry fees to museums have some valid arguments. Governments have to decide how to prioritize their resources, and it is important to fund schools, policing and health care. These should be more important than art, dinosaurs and historic artefacts. Museums can be expensive to build and maintain, and the day-to-day running costs can be a major drain on public funds. While some museums cater for a broad section of the population, many contain collections of interest to relatively few people. It is a good idea to open such collections to the whole world by putting them online, and this would also save a lot of money.

However, many people argue that governments should fund museums. They help bring history alive and can motivate children to learn more and study harder. Many state-owned museums have seen a huge increase in the numbers of visitors since they stopped charging admission fees. Much money is still collected through voluntary contributions and revenue is also derived from gift shops and museum cafés. In fact the whole city benefits whenever people come to visit its museums.

ADDITIONAL WRITING TASK 3

Should the internet be available to everyone or should there sometimes be restrictions?

WRITING TASK 4 MODEL ANSWER

Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions. Which of these solutions is the most suitable?

The map shows the traffic problems of a busy city.

Many of the people in this city have to travel to their offices and schools on the other side of the river from where they live, so the city suffers from very bad traffic congestion. This makes people late, wastes fuel and adds to pollution in the city. The main problem is that there is only one main road. The problem is made worse because there is only one bridge. To make matters worse, there is a junction near the housing area where traffic builds up in the morning when people commute to work and take their children to school and in the evening when workers return home and parents collect their children.

One solution is to build more bridges over the river. However, the cost would be prohibitive and they might also become congested.

Another solution is to build a railway line from the residential area to the city centre. This would reduce traffic, but it would be expensive to build, as it would also require the building of a new bridge.

A slightly cheaper solution is to run a Personal Rapid Transit (PRT) system of electric cars to and around the city. Such systems are computer-controlled to ensure that not all cars arrive at the same junction at the same time. Although they are expensive to set up, the running costs are minimal.

To sum up, the main problem with this city is the bottleneck caused by the single road, the lack of bridges and the congestion and pollution these cause. Overall, a Personal Rapid Transit system is the best solution to this problem. It would both reduce congestion and be the most environmentally friendly choice. Unless a PRT system is installed soon, city life will become impossible.

ADDITIONAL WRITING TASK 4

Compare and contrast the advantages and disadvantages of public and private transport.

WRITING TASK 5 MODEL ANSWER

Outline the human causes of climate change. What effects will these have on the planet?

Human activity is having a major effect on the environment, which will cause many problems for human and animal life in the future. This essay will set out the main causes of climate change and the effects of human activity on the environment.

Humans are affecting the climate in a number of ways. The most obvious cause of climate change is the carbon dioxide released by burning fossil fuels. Another cause is deforestation, which is the result of logging, subsistence farming and intensive cattle farming in vast areas of land that were previously the rain forests so crucial to our planet's survival. Deforestation causes arid conditions, increases greenhouse gases and reduces the planet's ability to cope with increasing pollution. Another major cause of climate change is the migration of people from rural to urban areas, which leads to much higher temperatures in densely populated urban areas.

The effects of climate change are already visible as glaciers melt and the polar ice caps shrink. These have led to rising sea levels but this is only the beginning. As global temperatures increase further, more glaciers in Alaska and other polar regions will melt, adding billions of tonnes of water to the sea. This will raise sea levels even higher and submerge low-lying islands. It will also lead to flooding in coastal cities and the erosion of coastlines.

Human activity is clearly causing the climate to change and, as a result, this is having a number of effects on the planet. It is important that we try to reduce our negative impact on the planet as much as possible – for example, by using renewable energy instead of fossil fuels – before it is too late.

ADDITIONAL WRITING TASK 5

Think of an environmental problem facing your country. What are the reasons for this problem? What will the consequences be if no solution is found?

WRITING TASK 6 MODEL ANSWER

What can people do to live longer? What can a government do to increase the average life expectancy of its country's citizens?

The average world lifespan is 70, but how you live your life can add or remove years from this number. Smoking, drinking alcohol and overeating can cause numerous health problems. By making changes to their lifestyle, people can increase their chances of a longer, healthier life. There are also a number of measures that governments can take to increase national life expectancy.

Individuals can take three important steps to live longer and improve their health. Firstly, they can improve their fitness through regular sport and other forms of exercise. Secondly, eating a more balanced diet that provides sufficient carbohydrates for energy, protein to build muscle and good quality fats such as omega 3s and 6s can help people stay healthy. A balanced diet will also increase the chances of getting the recommended daily allowance (RDA) of vitamins and minerals. Lastly, making some sacrifices, for instance quitting smoking and avoiding excessive consumption of alcohol, will have a very positive effect on health.

Governments can help increase their citizens' average life expectancy by financing educational campaigns so that people understand the health benefits of exercise and the risks involved in smoking and drinking. Governments can also tax unhealthy foods, alcohol and tobacco and ban smoking in public places, something that has had a very positive effect on health in many countries. Finally, governments can promote sports and outdoor pursuits to encourage people to have a more active lifestyle.

In conclusion, there are a number of things people and governments can do to increase the health and lengthen life expectancy of the population. Education about the benefits of a healthy lifestyle is key, but more drastic measures such as taxes and outright bans may also be needed.

ADDITIONAL WRITING TASK 6

How can people in your country be encouraged to live healthier lives?

WRITING TASK 7 MODEL ANSWER

Choose one new area of technology or invention and outline its advantages and disadvantages.

One of the most important inventions in recent years has been the smartphone, the result of years of innovation in the fields of personal computing and wireless communication. However, this technology has caused major changes in the way we live, and used thoughtlessly can lead to anti-social behaviour. This essay will argue that the advantages of smartphones outweigh the disadvantages, but that smartphone owners must treat their devices with caution.

Smartphones offer numerous benefits. The main advantage is permanent access to the Internet, which is far more important for most users than the ability to make phone calls. This gives workers the possibility of continuing their work outside of the office, allowing for a more flexible lifestyle and better use of otherwise 'dead time'. Away from work, people can communicate with friends via instant messaging services and social networks. They can enjoy mobile games and can access all the music they could ever want.

However, these advantages come at a cost. Perhaps the biggest concern with smartphones is their effect on the individual user. Wherever you go in public you will see people glued to their screens, nervously checking their emails and flicking through friends' status updates. There is a joke at the moment which goes, 'My friends are coming over tonight to play with their mobile phones'. Another point against smartphones is the blurring of personal and professional lives. They are also expensive to buy and to use, and they become outdated almost immediately.

Used with caution, smartphones can be a wonderful asset. However, we must remember that the world is not entirely digital, and that we could all benefit from some downtime to enjoy offline friendships and the world around us.

ADDITIONAL WRITING TASK 7

Choose one area of new technology. How does this technology benefit you? Are there any possible disadvantages involved in its use?

WRITING TASK 8 MODEL ANSWER

Fashion is harmful. Discuss.

The fashion industry is worth billions of dollars and creates millions of jobs around the world. However, its critics argue that fashion encourages us to spend money on things we do not need, is harmful to the environment and exploits workers in developing countries. This essay will argue that these views are simplistic, and that both the global economy and those societies it maintains would be worse off without fashion.

The speed of change in the fashion world means that we buy new clothes unnecessarily. This means that more cotton needs to be produced, resulting in more intensive agriculture, which in turn leads to environmental damage. However, stopping production in developing countries would deprive millions of workers of a vital source of income. It would have a trickle down effect on local economies as governments would receive fewer taxes.

Many clothes are produced in factories with poor safety standards. The people who work in them are paid low wages, while the international clothing companies make huge profits. However, the fashion industry provides jobs in factories and in primary industries such as wool and cotton. Rather than keeping the same clothes year after year, we have a duty to the global economy to regularly update our wardrobes.

Critics argue that it is wrong to throw away clothing just because it is out of fashion. However, fashion is an art form that gives pleasure to millions. It allows people to express themselves and stand out from the crowd.

To conclude, fashion may have some negative impact on the environment, but this is true of all major industries. It brings in revenue to governments, both in developing countries and in the industrialized world. Fashion gives pleasure to consumers and provides employment for workers. To destroy fashion would be to destroy lives.

ADDITIONAL WRITING TASK 8

Discuss the consequences of a global ban on branded fashion.

WRITING TASK 9 MODEL ANSWER

The graphs show the retail price and annual sales of two different types of television. Describe both graphs and explain the data.

The data shows the retail price of television sets (TVs) between 2000 and 2010, and how many TVs were sold during that period.

The first graph shows how the price of both traditional cathode ray tube (CRT) TVs and the more modern liquid crystal display (LCD) TVs fell dramatically over the decade. The average LCD TV retailed at approximately £1,000 at the turn of the century, but ten years later this had dropped to roughly £200. In contrast, CRT TVs sold for over £300 in 2000, but had fallen to just over £100 by 2010. From 2005 the prices of both types of TV fell dramatically.

The second graph gives information about unit sales of both CRT and LCD TVs. As with graph 1, 2005 was a key date and saw the beginning of a sharp rise in the sales of LCD TVs. By 2010, sales had increased from a little over a million in 2000 to ten times that figure. This is in stark contrast to the dramatic fall in sales the of CRT TVs, from roughly five million in 2000 to less than half a million by the end of the decade. In 2007, LCD TVs finally became more popular than CRT TVs following a brief period of roughly equal sales.

Overall, it seems clear that the decrease in the price of LCD TVs in 2005 brought about a huge increase in sales, while a similar decrease in CRT prices did not result in increased sales. The two graphs show how new technology at the right price can quickly replace a previously successful product.

ADDITIONAL WRITING TASK 9

Use the Internet to research global sales of laptop and desktop computers over the past ten years. Draw a graph based on your research and write an explanation of the data.

ACKNOWLEDGEMENTS

I would like to thank Sue Ullstein for her excellent editorial work, Barry Tadman for his support during the writing of this book and Kate Hansford for giving me the opportunity to work on this project. I would also like to thank Carmen Konzett for her love, friendship and support, and for always being ready to discuss teaching ideas, materials development and EFL. Special thanks to our baby boy, Felix, whose gorgeous smile and infectious laugh is the most wonderful start to every day.

Matt Firth

Publisher acknowledgements

The publishers are extremely grateful to the following people and their learners for reviewing and trialling this course during its development. The course has benefited hugely from your insightful comments, advice and feedback.

Mr M.K. Adjibade, King Saud University, Saudi Arabia; Canan Aktug, Bursa Technical University, Turkey; Olwyn Alexander, Heriot Watt University, UK; Valerie Anisy, Damman University, Saudi Arabia; Anwar Al-Fetlawi, University of Sharjah, UAE; Laila Al-Qadhi, Kuwait University, Kuwait; Tahani Al-Taha, University of Dubai, UAE; Ozlem Atalay, Middle East Technical University, Turkey; Seda Merter Ataygul, Bursa Technical University Turkey; Harika Altug, Bogazici University, Turkey; Kwab Asare, University of Westminster, UK; Erdogan Bada, Cukurova University, Turkey; Cem Balcikanli, Gazi University, Turkey; Gaye Bayri, Anadolu University, Turkey; Meher Ben Lakhdar, Sohar University, Oman; Emma Biss, Girne American University, UK; Dogan Bulut, Meliksah University, Turkey; Sinem Bur, TED University, Turkey; Alison Chisholm, University of Sussex, UK; Dr. Panidnad Chulerk, Rangsit University, Thailand; Sedat Cilingir, Bilgi University, Istanbul, Turkey; Sarah Clark, Nottingham Trent International College, UK; Elaine Cockerham, Higher College of Technology, Muscat, Oman; Asli Derin, Bilgi University, Turkey; Steven Douglass, University of Sunderland, UK; Jacqueline Einer, Sabanci University, Turkey; Basak Erel, Anadolu University, Turkey; Hande Lena Erol, Piri Reis Maritime University, Turkey; Gulseren Eyuboglu, Ozyegin University, Turkey; Muge Gencer, Kemerburgaz University, Turkey; Jeff Gibbons, King Fahed University of Petroleum and Minerals, Saudi Arabia; Maxine Gilway, Bristol University, UK; Dr Christina Gitsaki, HCT, Dubai Men's College, UAE; Sam Fenwick, Sohar University, Oman; Peter Frey, International House, Doha, Qatar; Neil Harris, Swansea University, UK; Vicki Hayden, College of the North Atlantic, Qatar; Ajarn Naratip Sharp Jindapitak, Prince of Songkla University, Hatyai, Thailand; Joud Jabri-Pickett, United Arab Emirates University, Al Ain, UAE; Aysel Kilic, Anadolu University, Turkey; Ali Kimav, Anadolu University, Turkey; Bahar Kiziltunali, Izmir University of Economics, Turkey; Kamil Koc, Ozel Kasimoglu Coskun Lisesi, Turkey; Ipek Korman-Tezcan, Yeditepe University, Turkey; Philip Lodge, Dubai Men's College, UAE; Iain Mackie, Al Rowdah University, Abu Dhabi, UAE; Katherine Mansfield, University of Westminster, UK; Kassim Mastan, King Saud University, Saudi Arabia; Elspeth McConnell, Newham College, UK; Lauriel Mehdi, American University of Sharjah, UAE; Dorando Mirkin-Dick, Bell International Institute, UK; Dr Sita Musigrungsi, Prince of Songkla University, Hatyai, Thailand; Mark Neville, Al Hosn University, Abu Dhabi, UAE; Shirley Norton, London School of English, UK; James Openshaw, British Study Centres, UK; Hale Ottolini, Mugla Sitki Kocman University, Turkey; David Palmer, University of Dubai, UAE; Michael Pazinas, United Arab Emirates University, UAE; Troy

Priest, Zayed University, UAE; Alison Ramage Patterson, Jeddah, Saudi Arabia; Paul Rogers, Qatar Skills Academy, Qatar; Josh Round, Saint George International, UK; Harika Saglicak, Bogazici University, Turkey; Asli Saracoglu, Isik University, Turkey; Neil Sarkar, Ealing, Hammersmith and West London College, UK; Nancy Shepherd, Bahrain University, Bahrain; Jonathan Smith, Sabanci University, Turkey; Peter Smith, United Arab Emirates University, UAE; Adem Soruc, Fatih University Istanbul, Turkey; Dr Peter Stanfield, HCT, Madinat Zayed & Ruwais Colleges, UAE; Maria Agata Szczerbik, United Arab Emirates University, Al Ain, UAE; Burcu Tezcan-Unal, Bilgi University, Turkey; Dr Nakonthep Tipayasuparat, Rangsit University, Thailand; Scott Thornbury, The New School, New York, USA; Susan Toth, HCT, Dubai Men's Campus, Dubai, UAE; Melin Unal, Ege University, Izmir, Turkey; Aylin Unaldi, Bogaziçi University, Turkey; Colleen Wackrow, Princess Nourah bint Abdulrahman University, Riyadh, Saudi Arabia; Gordon Watts, Study Group, Brighton UK; Po Leng Wendelkin, INTO at University of East Anglia, UK; Halime Yildiz, Bilkent University, Ankara, Turkey; Ferhat Yilmaz, Kahramanmaras Sutcu Imam University, Turkey.

Special thanks to Peter Lucantoni for sharing his expertise, both pedagogical and cultural.

Special thanks also to Michael Pazinas for writing the Research projects which feature at the end of every unit. Michael has first-hand experience of teaching in and developing materials for the paperless classroom. He has worked in Greece, the Middle East and the UK. Prior to his current position as Curriculum and Assessment Coordinator for the Foundation Program at the United Arab Emirates University he was an English teacher for the British Council, the University of Exeter and several private language institutes. Michael is also a graphic designer, involved in instructional design and educational eBook development.

Photos

p.8: (1) © Eric Limon/Shutterstock; p.8: (2) © szefai/Shutterstock; p.8: (3) © Steven Vidler/Eurasia Press/Corbis. All other video stills are by kind permission of © Discovery Communication, LLC 2014.

Dictionary

Cambridge dictionaries are the world's most widely used dictionaries for learners of English. Available at three levels (Cambridge Essential English Dictionary, Cambridge Learner's Dictionary and Cambridge Advanced Learner's Dictionary), they provide easy-to-understand definitions, example sentences, and help in avoiding typical mistakes. The dictionaries are also available online at dictionary.cambridge.org. © Cambridge University Press, reproduced with permission.

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a multi-billion word computer database of contemporary spoken and written English. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with Cambridge English Language Assessment. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

Typeset by Integra.

UNLOCK

LISTENING & SPEAKING SKILLS
TEACHER'S BOOK

3

Matt Firth

B1

English
Profile

WITH
DVD

UNLOCK

LISTENING & SPEAKING SKILLS

3

Matt Firth

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107681545

© Cambridge University Press 2014

Content and images which are © Discovery Communications, LLC are reproduced here under license.

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014

Printed in the United Kingdom by Latimer Trend

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-68728-8 Listening and Speaking Student's Book 3 with Online Workbook

ISBN 978-1-107-68154-5 Listening and Speaking Teacher's Book 3 with DVD

ISBN 978-1-107-61526-7 Reading and Writing Student's Book 3 with Online Workbook

ISBN 978-1-107-61404-8 Reading and Writing Teacher's Book 3 with DVD

Additional resources for this publication at www.cambridge.org/unlock

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The worksheets, role-play cards, tests, and tapescripts at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages that carry the wording '© Cambridge University Press' may be copied.

CONTENTS

Your guide to <i>Unlock</i>	4
Teaching tips	9
UNIT 1 Animals	12
UNIT 2 Customs and traditions	20
UNIT 3 History	29
UNIT 4 Transport	38
UNIT 5 Environment	46
UNIT 6 Health and fitness	54
UNIT 7 Discovery and invention	62
UNIT 8 Fashion	69
UNIT 9 Economics	77
UNIT 10 The brain	85
Review tests answers and audio scripts	91
Review tests	98
Additional speaking tasks and model language	118
Acknowledgements	128

UNLOCK UNIT STRUCTURE

The units in *Unlock Listening and Speaking Skills* are carefully scaffolded so that students build the skills and language they need throughout the unit in order to produce a successful Speaking task.

UNLOCK YOUR KNOWLEDGE

Encourages discussion around the theme of the unit with inspiration from interesting questions and striking visuals.

WATCH AND LISTEN

Features an engaging and motivating *Discovery Education™* video which generates interest in the topic.

LISTENING 1

Provides information about the topic and practises pre-listening, while listening and post-listening skills. This section also includes a focus on a pronunciation feature which will further enhance listening comprehension.

LANGUAGE DEVELOPMENT

Practises the vocabulary and grammar from Listening 1 and pre-teaches the vocabulary and grammar from Listening 2.

LISTENING 2

Provides a different angle on the topic and serves as a model for the speaking task.

CRITICAL THINKING

Contains brainstorming, categorizing, evaluative and analytical tasks as preparation for the speaking task.

PREPARATION FOR SPEAKING / SPEAKING SKILLS

Presents and practises functional language, pronunciation and speaking strategies for the speaking task.

SPEAKING TASK

Uses the skills and strategies learnt over the course of the unit to produce a presentational or interactional speaking task.

OBJECTIVES REVIEW

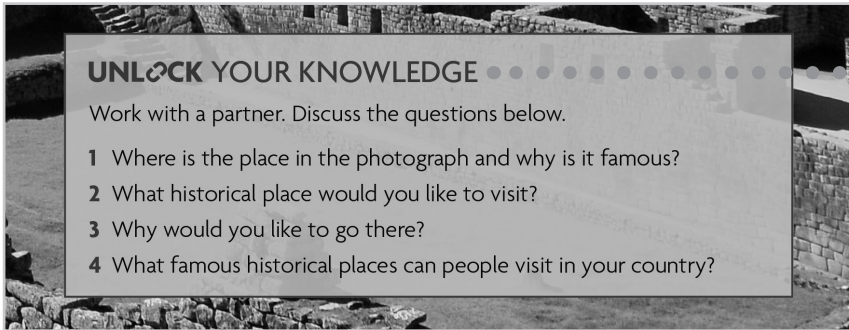
Allows learners to assess how well they have mastered the skills covered in the unit.

WORDLIST

Includes the key vocabulary from the unit.

This is the unit's main learning objective. It gives learners the opportunity to use all the language and skills they have learnt in the unit.

UNLOCK MOTIVATION



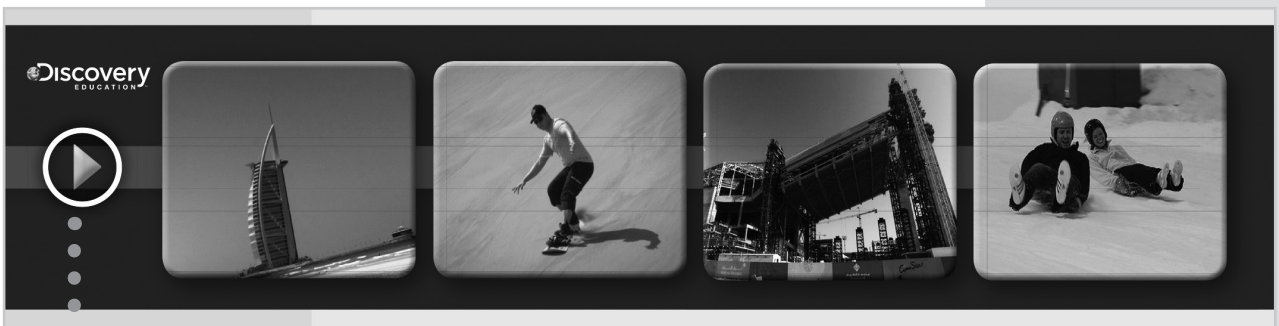
UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 Where is the place in the photograph and why is it famous?
- 2 What historical place would you like to visit?
- 3 Why would you like to go there?
- 4 What famous historical places can people visit in your country?

PERSONALIZE

Unlock encourages students to bring their own knowledge, experiences and opinions to the topics. This **motivates** students to relate the topics to their own contexts.



DISCOVERY EDUCATION™ VIDEO

Thought-provoking videos from *Discovery Education™* are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

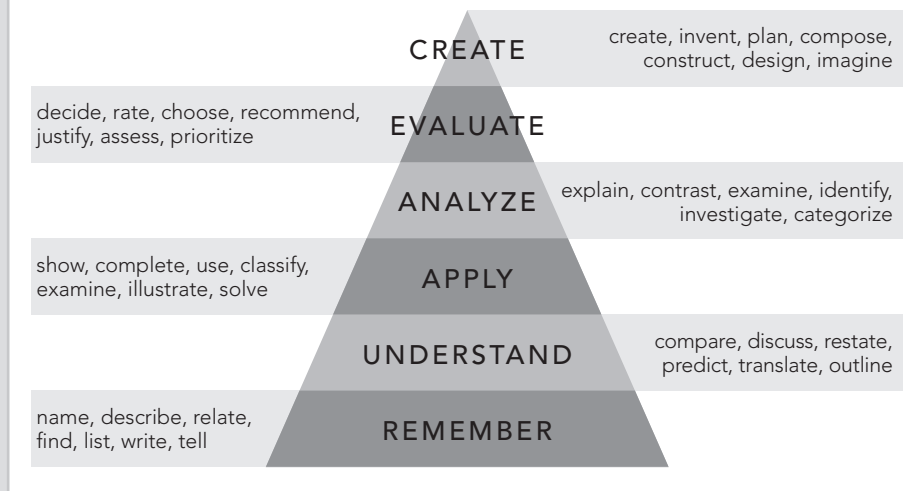
“ The video was excellent! It helped with raising students’ interest in the topic. It was well-structured and the language level was appropriate.

Maria Agata Szczerbik,
United Arab Emirates University,
Al-Ain, UAE

”

UNLOCK CRITICAL THINKING

BLOOM'S TAXONOMY



[...] with different styles of visual aids such as mind maps, grids, tables and pictures, this [critical thinking] section [provides] very crucial tools that can encourage learners to develop their speaking skills.

Dr. Panidnad Chulerk, Rangit University, Thailand

BLOOM'S TAXONOMY

The Critical thinking sections in *Unlock* are based on Benjamin Bloom's classification of learning objectives. This ensures learners develop their **lower- and higher-order thinking skills**, ranging from demonstrating **knowledge and understanding** to in-depth **evaluation**.

The margin headings in the Critical thinking sections highlight the exercises which develop Bloom's concepts.

LEARN TO THINK

Learners engage in **evaluative** and **analytical tasks** that are designed to ensure they do all of the thinking and information-gathering required for the end-of-unit speaking task.

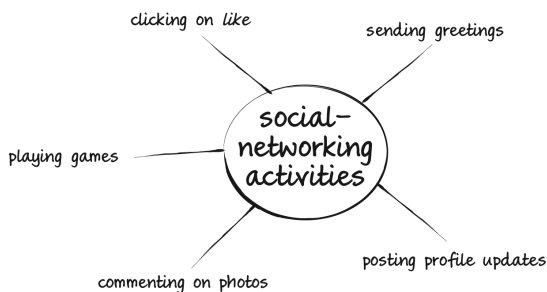
CRITICAL THINKING

At the end of this unit you are going to do the speaking task below.

How has modern technology changed the way we interact with each other? What are the positive and negative aspects of this influence?

UNDERSTAND

1 Look at the ideas map. What is the main focus?



2 Work with a partner. Add extra examples to the ideas map.


3 Work with another pair. Take turns to explain your extra examples.

UNLOCK RESEARCH

THE CAMBRIDGE LEARNER CORPUS 

The **Cambridge Learner Corpus** is a bank of official Cambridge English exam papers. Our exclusive access means we can use the corpus to carry out unique research and identify the most common errors that learners make. That information is used to ensure the *Unlock* syllabus teaches the most **relevant language**.

THE WORDS YOU NEED

Language Development sections provide vocabulary and grammar-building tasks that are further practised in the  Workbook. The glossary provides definitions and pronunciation, and the end-of-unit wordlists provide useful summaries of key vocabulary.

 LANGUAGE DEVELOPMENT

Word families

You can develop your academic vocabulary by working on word families. When you record a new word in your notebook, make sure to write down any other forms from its word family.

- 1 Complete the table below. Sometimes there is more than one possible answer. Use a dictionary to help you.


noun	verb	adjective	adverb

PRONUNCIATION FOR LISTENING

Connected speech: weak forms

When we speak fluently, some words are not usually pronounced in a strong or clear way. These are usually auxiliary verbs (*has, was, do, etc.*), modals (*would, can, etc.*), prepositions (*to, for, etc.*) and other small words (*and, you, etc.*).

When small words are not pronounced clearly, we call this a 'weak form'. These words are pronounced with a /ə/ sound.

- 4  Listen to extracts from the discussion. Notice the pronunciation of the highlighted words.
- Has the professor sent us the list of possible topics to choose from?
 - OK, we can do that.
 - Some of them are human and some are animals.

ACADEMIC LANGUAGE

Unique research using the **Cambridge English Corpus** has been carried out into academic language, in order to provide learners with relevant, academic vocabulary from the start (CEFR A1 and above). This addresses a gap in current academic vocabulary mapping and ensures learners are presented with carefully selected words which they will find essential during their studies.

PRONUNCIATION FOR LISTENING

This unique feature of **Unlock** focuses on aspects of pronunciation which may inhibit listening comprehension. This means that learners are primed to understand detail and nuance while listening.

“ The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary.

Colleen Wackrow,
Princess Nourah Bint Abdulrahman University, Al-Riyadh, Kingdom of Saudi Arabia

UNLOCK SOLUTIONS

FLEXIBLE

Unlock is available in a range of print and digital components, so teachers can mix and match according to their requirements.

The screenshot displays the Cambridge Learning Management System (LMS) interface. At the top, it says 'CAMBRIDGE LEARNING MANAGEMENT SYSTEM'. Below that, the 'UNLOCK' logo is visible, followed by 'Unlock Reading & Writing Skills 1 Online Workbook'. A class expiration date of '8 Oct, 2015' is shown. The main content area is titled 'Class content: Unlock Reading & Writing Skills 1' and includes navigation icons for Content, Blog, Chat, Forum, Wiki, and Writing activity. The current exercise is 'EXERCISE 1: PREVIEWING', which asks users to 'Look at the photographs and complete the sentences.' Two exercises are shown: 1. 'In an Indian wedding the bride has her [] painted with henna.' and 2. 'In a Chinese wedding the bride and groom drink []'. At the bottom, there are buttons for 'Check', 'Show answers', and 'Start again'.

UNLOCK ONLINE WORKBOOKS

The **UNLOCK ONLINE** Workbooks are accessed via activation codes packaged with the Student's Books. These **easy-to-use** workbooks provide interactive exercises, games, tasks, and further practice of the language and skills from the Student's Books in the Cambridge LMS, an engaging and modern learning environment.

CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)

The Cambridge LMS provides teachers with the ability to track learner progress and save valuable time thanks to automated marking functionality. Blogs, forums and other tools are also available to facilitate communication between students and teachers.

UNLOCK EBOOKS

The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education™* videos embedded, the eBooks provide a great alternative to the printed materials.

The screenshot shows a digital interface for 'UNIT 1 PLACES'. The background is a high-angle photograph of a dense city skyline, likely Hong Kong. At the top, it says 'UNIT 1' and 'PLACES'. Below the title, there are three circular buttons: 'UNLOCK YOUR KNOWLEDGE', 'LEARNING OBJECTIVES', and 'GO' with a right-pointing arrow. A hamburger menu icon is visible in the top right corner.

1 Using video in the classroom

The *Watch and listen* sections in *Unlock* are based on documentary-style videos from *Discovery Education*TM. Each one provides a fresh angle on the unit topic and a stimulating lead-in to the unit.

There are many different ways of using the video in class. For example, you could ask learners to listen to the audio track of the video without viewing the images and ask learners what the video is about. Then show the whole video and check whether the learners were correct. You could ask learners to reconstruct the voiceover or record their own commentary to the video. Try not to interrupt the first viewing of a new video, you can go back and watch sections again or explain things for struggling learners. You can also watch with the subtitles turned on when the learners have done all the listening comprehension work required of them. For less-controlled listening practice, use the video for free note-taking and ask learners to compare their notes to the video script.

See also: Goldstein, B. and Driver, P. (2014) *Language Learning with Digital Video*, Cambridge University Press, and the *Unlock* website www.cambridge.org/unlock for more ideas on using video in the classroom.

2 Teaching listening skills

Learners who aim to study at university will need to be comfortable listening to long, complex listening texts in a number of different genres. The listening texts in *Unlock Listening & Speaking Skills* provide learners with practice in the different listening sub-skills and also provide topic-related ideas and functional language needed for the *Speaking task*. Every unit focuses on one key listening skill, which is highlighted in a box, as well as various sub-skills so that learners build on their listening skills throughout.

Before listening for the first time, use the *Preparing to listen* skills boxes to draw on learners' background knowledge and expectations of the listening text. Use the *While listening* skills boxes to focus students on listening sub-skills. Use the *Pronunciation for listening* activities to raise awareness of pronunciation features which can help listeners decode speech. Learners have an opportunity

for reflection on what they have listened to in the *Discussion* activities.

3 Teaching pronunciation

Unlock features *Pronunciation for listening* and *Pronunciation for speaking* sections. In *Pronunciation for listening*, learners focus on aspects of pronunciation which can enhance their listening comprehension, such as linking words, intonation, strong and weak forms in connected speech, homophones, etc. This will help learners to obtain more meaning from the listening text and in real life. Encourage learners to try using these pronunciation features in their own speaking so that they will be primed to hear them.

In *Pronunciation for speaking*, learners focus on aspects of pronunciation which they can put into practice in the *Speaking task*, such as consonant clusters, vowel sounds, connected speech, sentence stress and using intonation and tone. Practise pronunciation with your learners by recording them and giving feedback on the clarity, pace and stress in the *Speaking task*. Encourage your learners to record themselves and reflect on their own pronunciation.

4 Teaching speaking skills

Learners work towards the *Speaking task* throughout the unit by learning vocabulary and grammar relevant for the task, and then by listening to the key issues involved in the topic. Learners gather, organize and evaluate this information in the *Critical thinking* section and use it to prepare the *Speaking task*. *Unlock* includes two types of *Speaking task* – presentational and interactional. In the presentational tasks, learners will be required to give a presentation or monologue about the topic, often as part of a team. The interactional tasks require learners to role-play or interact with another person or persons.

There is an *Additional speaking task* for every unit in the Teacher's Book. This can be used as extra speaking practice to be prepared at home and done in class or as part of an end-of-unit test/evaluation. The *Additional speaking task* is also available on the Online Workbook. See section 8 for more details.

If your learners require IELTS test practice, point out that the discussion questions in the *Unlock your knowledge* sections provide practice of *IELTS Part 1 and 3* and the *Speaking tasks* provide practice of *IELTS Part 2*. Set the *Speaking task* as a timed test with a minimum time of two minutes and grade the learners on their overall fluency, vocabulary and grammar and the quality and clarity of their pronunciation.

5 Managing discussions in the classroom

There are opportunities for free discussion throughout *Unlock Listening & Speaking Skills*. The photographs and the *Unlock your knowledge* boxes on the first page of each unit provide the first discussion opportunity. Learners could be asked to guess what is happening in the photographs or predict what is going to happen or they could investigate the questions for homework in preparation for the lesson.

Throughout the rest of the unit, the heading *Discussion* indicates a set of questions which can be an opportunity for free speaking practice. Learners can use these questions to develop their ideas about the topic and gain confidence in the arguments they will put forward in the *Speaking task*.

To maximize speaking practice, learners could complete the discussion sections in pairs. Monitor each pair to check they can find enough to say and help where necessary. Encourage learners to minimize their use of L1 (their first language) and make notes of any error correction and feedback after the learners have finished speaking.

An alternative approach might be to ask learners to role-play discussions in the character of one of the people in the unit. This may free the learners from the responsibility to provide the correct answer and allow them to see an argument from another perspective.

- **Task checklists**

Encourage your learners to reflect on their performance in the *Speaking task* by referring to the *Task checklist* at the end of the unit. The checklists can also be used by learners to reflect on each other's performance, if you feel that your learners will be comfortable doing so.

- **Additional speaking tasks**

There are ten Additional speaking tasks in the Teacher's Book, one for each unit. These provide another opportunity to practise the skills and language learnt in the unit.

- **Model language**

Model language in the form of functional expressions and conversation gambits follow the *Additional speaking tasks* to help learners develop confidence in their speaking ability by providing chunks of language they can use during the *Speaking task*. Photocopy the *Model language* and hand this to your learners when they plan and perform their writing task. Make sure learners practise saying them before they begin their task.

6 Teaching vocabulary

The *Wordlist* at the end of each unit includes topic vocabulary and academic vocabulary. There are many ways that you can work with the vocabulary. During the early units, encourage the learners to learn the new words by setting regular review tests. You could ask the learners to choose, e.g. five words from the unit vocabulary to learn. Encourage your learners to keep a vocabulary notebook and use new words as much as possible in their speaking.


7 Using the Research projects with your class

There is an opportunity for students to investigate and explore the unit topic further in the *Research projects* which feature at the end of each unit in the Teacher's Books. These are optional activities which will allow your learners to work in groups (or individually) to discover more about a particular aspect of the topic, carry out a problem-solving activity or engage in a task which takes their learning outside the classroom.

Learners can make use of the Cambridge LMS tools to share their work with the teacher or with the class as a whole. See section 8 for more ideas.

8 Using UNLOCK digital components: Online Workbook and the Cambridge Learning Management System (LMS)

The Online Workbook provides:

- additional practice of the key skills and language covered in the Student's Book through interactive exercises. The  symbol next to a section or activity in the Student's Book means that there is additional practice of that language or skill in the Online Workbook. These exercises are ideal as homework.
- *Additional speaking tasks* from the Teacher's Books. You can ask your learners to carry out the *Additional speaking tasks* in the

Online Workbook for homework. Learners can record their response to the task and upload the file for the teacher.

- a gradebook which allows you to track your learners' progress throughout the course. This can help structure a one-to-one review with the learner or be used as a record of learning. You can also use this to help you decide what to review in class.
- games for vocabulary and language practice which are not scored in the gradebook.

The Cambridge LMS provides the following tools:

- **Blogs**

The class blog can be used for free writing practice to consolidate learning and share ideas. For example, you could ask each learner to post a description of their holiday (or another event linked to a topic covered in class). You could ask them to read and comment on two other learners' posts.

- **Forums**

The forums can be used for discussions. You could post a discussion question and encourage learners to post their thoughts on the question for homework.

- **Wikis**

In each class there is a Wiki. You can set up pages within this. The wikis are ideal for whole-class project work. You can use the wiki to practise process writing and to train the students to redraft and proofread. Try not to correct students online. Take note of common errors and use these to create a fun activity to review the language in class.

See www.cambridge.org/unlock for more ideas on using these tools with your class.

How to access the Cambridge LMS and setup classes

Go to www.cambridge.org/unlock for more information for teachers on accessing and using the Cambridge LMS and Online Workbooks.

9 Using Unlock interactive eBooks

Unlock Listening & Speaking Skills Student's Books are available as fully interactive eBooks. The content of the printed Student's Book and the Student's eBook is the same. However, there will be a number of differences in the way some content appears.

If you are using the interactive eBooks on tablet devices in the classroom, you may want to consider how this affects your class structure. For example, your learners will be able to independently access the video and audio content via the eBook. This means learners could do video activities at home and class time could be optimized on discussion activities and other productive tasks. Learners can compare their responses to the answer key in their eBooks which means the teacher may need to spend less time on checking answers with the whole class, leaving more time to monitor learner progress and help individual learners.

10 Using mobile technology in the language learning classroom

By Michael Pazinas, Curriculum and assessment coordinator for the Foundation Program at the United Arab Emirates University.

The presiding learning paradigm for mobile technology in the language classroom should be to create as many meaningful learning opportunities as possible for its users. What should be at the core of this thinking is that while modern mobile technology can be a 21st century 'super-toolbox', it should be there to support a larger learning strategy. Physical and virtual learning spaces, content and pedagogy all need to be factored in before deciding on delivery and ultimately the technological tools needed.

It is with these factors in mind that the research projects featured in this Teacher's Book aim to add elements of hands-on enquiry, collaboration, critical thinking and analysis. They have real challenges, which learners have to research and find solutions for. In an ideal world, they can become tangible, important solutions. While they are designed with groups in mind, there is nothing to stop them being used with individuals. They can be fully enriching experiences, used as starting points or simply ideas to be adapted and streamlined. When used in these ways, learner devices can become research libraries, film, art and music studios, podcast stations, marketing offices and blog creation tools.

Michael has first-hand experience of developing materials for the paperless classroom. He is the author of the Research projects which feature in the Teacher's Books.

1

ANIMALS


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE


Background note

The photo shows animals working. In this picture, a team of dogs are pulling the sledge. This particular breed of dog is called a husky, and they are very fast and powerful. They are found in the arctic, in regions such as Alaska, Canada, Scandinavia and Russia.

- 1  Students discuss the questions in pairs. Allow a minute for discussion, before inviting feedback the class.


Possible answers

The dogs are huskies. Their job is to pull sledges in northern regions, such as Alaska, Scandinavia or Russia.

- 2  Ask the students to work together in pairs or small groups and think of other working animals and the types of task these animals perform. Allow 3–4 minutes for discussion and then invite feedback from the class. During the feedback, you could also ask the class which one animal they think can perform the greatest number of tasks.

Possible answers

Answers will vary, but examples of working animals include hunting, herding sheep, guiding the blind, carrying things and searching for people.

- 3  If your class are mostly from the same country, quickly elicit ideas from the whole group. If you have students from a number of different countries or regions, ask them to form small groups with at least two different nationalities in each group. Allow up to two minutes for discussion, then invite feedback from the class.

WATCH AND LISTEN

Video script

This is the South African savannah: a huge open area of grassland in the east of the country. Warm air from the Indian Ocean brings plenty of rainfall and a land full of life.

Here you will find lions and rhinos, zebras, elephants and giraffes, and a South African gazelle called the springbok, all living in one of the world's great natural wildlife parks.

Wildlife vets like Jana Pretorius work hard to protect South Africa's animal species. Jana moves 6,000 animals across the country each year, taking them back to places where they used to live and helping to increase the population.

It is thanks to people like Jana that South Africa leads the world in wildlife conservation, with 10% of the country set aside for the protection of wildlife. Today, Jana and her team have to find, capture, and relocate a male giraffe which is five and a half metres tall.

Jana flies over the savannah in a helicopter, searching for the giraffe. The helicopter flies low over the trees, travelling at 160 kilometres an hour. When Jana finds the giraffe she will have to shoot it with a sedative dart. The sedative is very strong. One teaspoon of it would kill 25 people.


On the ground, Jana's team travel in trucks. It is their job to control the giraffe after Jana has sedated it. This is very dangerous work. It takes Jana an hour to find the giraffe herd. She isolates the tallest male and shoots him with the sedative dart.

The team need to get to the giraffe and keep it in the open. If Jana doesn't give the giraffe the antidote quickly enough, it will die.

Everything goes well. Jana wakes the giraffe up and the team gets the animal on the truck. It will now travel 800 kilometres to its new home, while Jana flies off to her next job.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

- 1  Give students one minute to read the information and be ready to explain what the organization does. Elicit a brief explanation from one of the students. With a stronger class, you could ask the students to read through the text and pay special attention to the words in bold. With a partner, they should then take it in turns to try and explain the meanings of the bolded words.

- 2 Allow the students two minutes to match the words with the definitions either individually or with a partner (stronger students may need less time).

Answers

1 herd 2 capture 3 wildlife conservation 4 sedate
5 savannah 6 relocate

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 3 Students watch the video and decide which animals are mentioned.

Answers

lions, rhinos, zebras, elephants, giraffes and gazelles

- 4 Ask the class to read the three captions for each photo and to decide with a partner which are the best. Then play the video a second time and ask the students to check their answers. Elicit the answers from the class.

Answers

1 b 2 a 3 b 4 c

UNDERSTANDING DETAIL

- 5 Ask students to read statements 1–8 first, and decide whether they might be true or false. Then play the video again for them to check their answers.

Answers

1 T 2 T 3 F 4 T 5 T 6 F 7 F 8 F

DISCUSSION

- 6 Students discuss the questions in pairs. Allow 3–5 minutes for discussion, then quickly elicit two or three ideas for each of the four questions from the class.

LISTENING 1

Optional activity

Students often like discussing TV programmes they remember from their childhood, and this provides a good opportunity to personalize the next section. Ask students to think of some TV programmes they remember from their childhood that involved animals. In groups of three, the students should take it in turns to describe one of the TV programmes they thought of, but not to say its name. The other students should try and guess the name of the programme. Allow up to five minutes for the discussion, then quickly elicit the names of all of the TV programmes described from the class.

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Give the students three minutes to complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

b lab
c take care of
d vets
e feed
f poisonous
g emergencies
h specialization
i results
j harmless

USING VISUALS TO PREDICT CONTENT

- 2 Allow a minute for the students to complete the task individually. Elicit suggestions from the class, but do not feed back at this point.
- 3 **1.1** Students complete the task individually. Quickly elicit the answers from the class.

Answers

1 c 2 b 3 a

PRONUNCIATION FOR LISTENING

Language note

We use a special intonation pattern when reading out items in a list. Each item has a rising tone until the final item. The final item has a falling tone. This indicates to the listener that the list is finished. Examples of this are given in the next listening task. However, do not be surprised if some students find the differences in intonation hard to distinguish. Some people find it difficult to detect differences in intonation (listening in their own, or in a second language).

- 4 1.2 Tell the students that they are going to hear two clips from a radio programme, and that their task is to listen carefully to the intonation of the lists. First, ask the students to read the extracts and the rules so that they know exactly what they have to do.

Play the recording once and ask students to quickly compare ideas with a partner. Then, play the recording again and tell the students to check their answers. Elicit the completed rules from the class.

Answers

- 1 The speaker pauses between each animal in the list, and stresses each word. In this example, the last word in the list has rising intonation. This means that the speaker thinks this **is not** a complete list
- 2 The speaker pauses between each activity in the list. In this example, the **last** activity has falling intonation. This means that the speaker **doesn't want** to add more examples and the list is **finished**.

- 5 1.2 Play the recording again and ask students to repeat the sentences. Allow 1–2 minutes and carefully monitor the students to check that each pair is using the appropriate intonation pattern.

Optional activity

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

WHILE LISTENING

LISTENING FOR DETAIL

Optional activity

Ask the students to read the box on taking notes. If you feel comfortable talking about yourself in class, choose a topic that might interest your students based on one aspect of your life (e.g. *How I became a teacher / My first job / My studies*, etc.). Tell the students that you are going to talk about the topic for two minutes and that they should take notes. Give an informal talk, then ask the students to compare their notes in small groups. During their discussions, they should focus on similarities and differences in their note-taking style. For example, did they write full sentences? Did they use any abbreviations?

- 6 1.3 Ask the students to read through the notes first. Then, play the recording and ask the students to complete the notes.

Answers

Specializations

- 1 **small animals**
- 2 **large animals**
- 3 exotic animals

Vet studies

- 1st & 2nd yr. **basic sciences**
- 3rd yr. **lab work**
- 4th yr. **work with a vet**

Emergencies

- food poisoning, e.g. **chocolate** can poison cats & dogs
- **snake bites**

Tips for vet sts.


- think about it **carefully**
- **get experience** e.g. animal shelter, zoo, etc.

- 7 Teach the word *abbreviation* (= the short form of a longer word or phrase). Students complete the task individually or in pairs. Quickly go through the answers with the class.

Answers

- 1 e
- 2 d (e.g. is an abbreviation of the Latin phrase *exempli gratia*)
- 3 b
- 4 c (= and so on)
- 5 a (the symbol & is called an *ampersand*. It is based on a joining of the letters e and t, which spell et, the Latin word for *and*.)

POST-LISTENING

- 8  Give the students up to two minutes to complete the task individually or in pairs. Quickly go through the answers with the class.

Answers

1 b 2 a 3 b 4 b

DISCUSSION


- 9 Give the students 3–5 minutes to discuss the questions in small groups, then elicit one or two ideas for each question from the class.

LANGUAGE DEVELOPMENT

WORD FAMILIES


Optional activity

Ask the students to read the explanation box and to quickly look through the table below. Ask them if they notice anything about some of the parts of speech (the noun / verb / adjectival / adverbial form of each word). Elicit the fact not all word families have parts of speech for each word, and that there are sometimes more than one noun form and more than one adjectival form. Point out that it is useful to note down the different parts of speech, and that it is also important to know how to use these words. Elicit other ways of recording vocabulary effectively. One example would be to write down the words in a sentence that illustrates the meaning, or that contrasts the meanings of, for example, two different noun forms: *The continued **survival** of the **survivors** depends on how quickly the emergency services are able to reach them.* You could point out that while it may seem like a great deal of effort to write down an example sentence for each word, the students can easily find good examples online and simply copy and paste these into their smartphone notepad (or similar device).

- 1  Give the students up to 10 minutes to complete the task individually or in pairs. Remind them that they can use dictionaries, and point out that many good dictionaries are available for free online (for example, by typing *Cambridge dictionary* into a search engine). If some students finish early, ask them to either go online and find examples of these words in use, or to write down sentences of their own illustrating the use of the words. Elicit answers from the class. If any students have written example sentences, elicit examples of these and comment as appropriate.

Answers


noun	verb	adjective	adverb
abandonment	abandon	abandoned	
abuse	abuse	abused / abusive	abusively
analysis	analyze	analytical	analytically
benefit / benefactor / beneficiary	benefit	beneficial	beneficially
communication	communicate	communicated / communicative	communicatively
debate	debate	debated / debating / debateable	debatably
	domesticate	domesticated / domestic	domestically
environment		environmental	environmentally
involvement	involve	involved	
survivor / survival	survive	survivable / surviving	
treatment	treat	treatable / treated	

- 2  Give the students 5–10 minutes to complete the task individually and then check their answers with a partner. Go through the answers with the class.

Answers

- 2 Domestic/Domesticated; survive
3 abandon
4 treatment
5 environmental
6 communicate
7 involved
8 beneficial
9 debate
10 abusive

MODALS FOR OBLIGATION AND SUGGESTIONS

- 3  Ask the students to read the information in the box and to complete the task individually. Give the students up to two minutes, then elicit the answers from the class.

Answers

- 1 obligation
2 recommendation
3 obligation
4 recommendation

- 4 👤 Give the students two minutes to complete the task individually and then check their answers with a partner.

Answers

- We can use *need to*, *have to*, *must* and *have got to* to express obligation. This means things that you believe are important and necessary, or the things that are required by a school or a formal authority.
- We can use *should*, *shouldn't* and *ought to* to make a recommendation.

- 5 👥 Ask students to complete the task in pairs.

Answers

1 a 2 a 3 b 4 a

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 👥 Challenge the students to complete the task in under one minute.

Answers

1 c 2 b 3 e 4 i 5 g 6 h 7 d 8 f 9 a

- 2 👥 Challenge the students to complete the task in under three minutes (two minutes in the case of a stronger class).

Answers

1 Zoology	5 conditions
2 protect	6 issue
3 humane	7 domesticated
4 suffer	8 search

PREDICTING CONTENT

- 3 👥 Elicit one reason in favour of using animals for work and one reason against from the class. Then give the students four minutes to list as many reasons for or against as they can. Go through the answers with the class. Begin by calling on the student sitting furthest away from you to give one reason for using animals for work, then quickly ask each student in turn to give a different idea until all ideas are exhausted. Repeat the same procedure for question 2. Finish off by getting a show of hands of those in favour and those against.

- 4 🎧 1.4 👤 Students complete the exercise and check which of the ideas suggested during the class feedback session for Exercise 3 are mentioned.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5 🎧 1.4 👥 Play the recording again. Students complete the task individually and then check their answers with a partner. You could ask them to try and complete the table using their own ideas and what they remember from the first playing of the recording. Then, they check their answers during the second playing. Go through the answers with the class.

Answers

	protection	building	transport	war
dogs	✓		✓	
horses		✓	✓	✓
elephants		✓	✓	✓
camels			✓	✓

LISTENING FOR OPINION

- 6 🎧 1.4 👥 Ask students to discuss the possible answers to questions 1–6 in pairs. Then play the recording a third time and ask the students to complete the task in pairs.

Answers

1 A 2 K 3 A 4 K 5 K 6 A

POST-LISTENING

CONTRASTING IDEAS


Language note

We use linkers (*but*, *yet*, *on the contrary*, *even though*, *however*, etc.) to contrast ideas and help the audience understand our point of view.

- 7 👤 Ask the students to complete the extracts. Go through the answers with the class.

Answers



1 Yet / But / However
 2 Yet / But / However
 3 Even though
 4 On the contrary

- 8  Students complete the task individually and then check their answers with a partner. Go through the answers with the class.

Answers


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

DISCUSSION

- 9  Give students three minutes to complete the task individually in preparation for Exercise 10.
- 10  Give the students five minutes to discuss their ideas in small groups, and tell each group to be ready to provide a brief summary of the arguments put forward. Then ask the first group to summarize their discussion. Ask each group in turn if they have anything to add that hasn't already been said.



CRITICAL THINKING

APPLY

- 1  Students read the introduction to this section. Then put them into small groups and ask them to see how many places and situations they can list in two minutes. One person in each group should act as secretary. After two minutes, tell the secretaries to put their pens down and find out which group has the most ideas. Ask that group to present their ideas, then elicit any other suggestions from the rest of the class.

Possible answers


Answers may include circuses, zoos, animal shows, safaris, tourism, and animals used in television and film.

- 2  Ask students to read the question, then lead a class discussion on the problems faced by working animals. Keep the discussion fairly fast paced, bringing it to a conclusion when ideas start to run out.
- 3  Students complete the task individually or in pairs. Allow 2–3 minutes, then go through the answers with the class.

Answers

- 1 against 2 for 3 against 4 for 5 for
6 against 7 for 8 against

CREATE

- 4  Students complete the task in pairs. Tell them that they should find examples to support the arguments made in Exercise 3, not arguments to support their own ideas. Allow up to five minutes for students to think of an example for each argument, then elicit ideas for each from the class.



SPEAKING

PREPARATION FOR SPEAKING

OPENING STATEMENTS

Language note

In law, an opening statement is made by each side at the start of a trial. During their opening statements, which are usually quite brief, the two sides in a case outline their version of the facts to the judge and/or jury. In a debate, the opening statement serves a similar purpose. Each side presents their main argument to the audience before going into greater detail during the debate. In a trial, the judge or jury decide on a party's guilt (in criminal law) or liability (in civil law). In a debate, the audience decide on the winning side by voting for the debating team that had the best arguments.

- 1  **1.5**  Ask the class to guess what an opening statement is. Elicit an explanation of the term 'opening statement' from the class (see Language note above). Tell the students to quickly read the four questions so that they know what to listen out for. Play the recording and ask the students to answer the questions. At the end of the recording, ask the students to check their answers with a partner. Elicit the answers from the class.

Answers

- 1 Keeping animals in zoos helps to protect them; it educates people about animals. We should support zoos.
- 2 Zoos protect animals; they educate our children; modern zoos are comfortable and in good condition.
- 3 Many endangered species (e.g. the giant panda, the snow leopard) are kept safe in zoos; speaker learnt about exotic animals as a child after being taken to the zoo; animals in zoos now have large areas which resemble their natural habitat.
- 4 A summary and a recommendation to visit zoos or give financial support.

- 2 1.5 Ask the students to read the notes in the box to find out how 'signposting language' is used during public speaking. Then ask the students to read the 12 examples of signposting language. Play the recording again and ask the class to circle the examples of signposting language that they hear. Quickly go through the answers with the class.

Answers

2, 7, 10, 12

- 3 Give the students two minutes to complete the task in pairs. Elicit the answers from the class.

Answers

1 1, 2 2 3, 6, 7 3 8, 10

Language note

Learners of English often stress syllables that would usually be unstressed. This is especially true of words that contain the schwa sound, which is the unstressed vowel sound (as in *mother*), written as the /ə/ symbol in the International Phonetic Alphabet (IPA). When grammar words such as *of*, *some*, *a*, *the* and *to* are said together with other words, the vowel sound in each becomes weak. Compare the stressed forms of *to* and *the* with their unstressed forms when used as part of a sentence:

to /tu:/ *the* /ði:/

to the shops /təðə'ʃɒps/

When used in normal everyday speech, there are no artificial pauses between the words. They run together, and the vowels in the grammar words that link them become weak.

PRONUNCIATION FOR SPEAKING

- 4 1.6 Do the first extract together as a class. Point out that the words in the signposting phrases run together. The phrases are pronounced as one speech unit, or 'chunk'. It is important that your students hear and understand this, as many learners of English overstress individual words, which can be distracting and lead to misunderstandings. Play the rest of the recording and ask the students to underline the stressed syllable in each signposting expression.

Answers

2 For example

3 Another point is that

4 To summarize the main points

5 Finally

- 5 1.6 Play the first extract again and then repeat the phrase *First of all*. Signal to the class that they should repeat it. Repeat the phrase, again asking the class to repeat it back. Continue until you are satisfied that most people are pronouncing it correctly. Repeat this procedure for each of the extracts.

- 6 Ask the students to read the information box on introducing examples. Then ask them to complete the arguments with their own examples.


- 7 Ask the students to read the information box on expressing general beliefs. With a higher-level class, you could point out that it makes your argument even stronger if you can attribute the claim being made to a particular source (e.g. *It's believed that animals suffer from being kept in cages. A recent article in Psychology Today suggested that animals in zoos are less happy than those in the wild*).

Ask the students to think of a topic that interests them and about which they have an opinion. For example, sport, fashion, computers or books. Then ask them to work in pairs and complete the three sentences with their own ideas about their chosen topic. Ask the students to write the sentences down. Monitor the pairs as they work, giving feedback as appropriate. Give the students 2–3 minutes to complete the sentences, then elicit ideas from the class, giving feedback on the language used. You could encourage discussion by inviting students to comment on the statements made.



SPEAKING TASK

PREPARE


- Remind the class of the debate topic: Using animals for entertainment should be banned. Ask them to decide if they are for or against using animals for entertainment, and give them five minutes to take notes to support their opinion.
- Give the students five minutes to develop their three strongest arguments. If they have access to the internet, you could give them 10–15 minutes to research the topic online.

- 3  Give the students 5–10 minutes to sketch out their final notes according to the outline in the box. Encourage them to write their ideas in note form so that when they refer to them during their talk they will sound more fluent. You could point out that it is often very dull to listen to someone reading prepared sentences out loud. Using notes encourages a more natural delivery, although may require more preparation and confidence.

PRACTISE

- 4  Students complete the task in pairs, each reading their statement out once. Remind the students that their statements should be about two minutes long. Tell students to time each other and to say when two minutes have passed, at which point the student speaking must finish off his or her statement. Allow up to five minutes for the complete task.
- 5  Give the students five minutes to give each other feedback and up to five minutes to make any changes to their outline notes based on the feedback they are given.

PRESENT

- 6  Students present their opening statements in groups of three. You could try to make sure that both sides of the debate are represented in each group by getting a show of hands for or against the statement and organizing the groups accordingly. Allow up to 10 minutes for the delivery of the opening statements and encourage follow-up discussion.

Optional activity

You could ask each group to decide which member of their group gave the best opening statement. Those students then give their opening statements to the whole class. Once each student has given their opening statements, the class then vote (either on paper or by a show of hands) for the person they think gave the best statement. This can be beneficial in several ways. It can give the student elected to speak in front of the class a huge confidence boost, whether or not they win the final vote; it shows the other students that speaking in front of a class in English is possible, and may encourage the quieter students to be more forthcoming; finally, it gives all members of the group the chance to participate in three aspects of a genuine debate, giving the opening statements, listening to and following arguments presented, and voting on the best speaker.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 98–99 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 118 for an Additional speaking task related to this unit.

Put students in groups of four and focus them on the job advert. Then, ask them to read their role (A, B, C or D). Point out that students A and B are interviewers who work for the zoo. Students C and D would like the job. Put students A and C together, and students B and D together, to conduct the interviews. After five minutes, swap pairs so that A and D are working together, and B and C are working together. They repeat the interviews. Then, ask students A and B who they would choose to fill the job position.

RESEARCH PROJECT

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

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

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

2 CUSTOMS AND TRADITIONS


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Background information

The photo shows people selling fresh flowers, fruit and vegetables at one of Bangkok's floating markets. Bangkok, the capital of Thailand, has many canals, and only recently have these been renovated and cleaned, allowing these traditional marketplaces to open and begin trading again.

 Allow 4–5 minutes for students to discuss the questions in pairs and then invite feedback from the class. Select one pair and ask them for a summary of their responses.

WATCH AND LISTEN

Video script

Japan is an island nation made up of a group of islands surrounded by the sea. The island of Japan has a population of just under 130 million people. This population is falling as people age, and fewer and fewer babies are born.

In Japan, the average life expectancy is 79 for Japanese men, and Japanese women live even longer with an average age of 86.

On the main island of Honshu is a small town called Toba. Here, a 2,000-year-old tradition is being kept alive by a group of women who are in their 80s. They are *ama* divers. *Ama* means a sea person.

Ama are normally women. This is because the Japanese believe that women have more fat in their bodies which helps keep them warm in the cold water. Diving keeps them fit and feeling young.

Many of this generation have been diving since they left school in their teens. The women free dive without tanks of oxygen, but they wear white clothing which is meant to protect the women from shark attacks. The *ama* believe sharks don't like the colour white.


ama divers used to dive for pearls, but due to large pearl farms this practice is now no longer profitable. *Ama* now dive mainly for seafood.

Meanwhile, all over Japan, people are celebrating the arrival of spring and the cherry blossom, or *sakura*. Cherry blossom is a national symbol of Japan. The flowers are white or pink.

During the spring, there are programmes every day on TV that tell people when the flowers will arrive. When they arrive, everyone in the towns, cities and countryside joins in the celebrations. People go to parks and gardens to look at the flowers. They take lots of photos on their phones and cameras. People eat and drink under the trees, and celebrations carry on well into the night.

PREPARING TO WATCH



UNDERSTANDING KEY VOCABULARY

-  Give the students 3–5 minutes to read the sentences and match the words with the definitions, either individually or with a partner.

Answers

- a alive
- b generation
- c pearl
- d identity
- e dive(d)
- f life expectancy
- g blossom
- h die out

PREDICTING FROM VISUALS

-  Students work together in small groups. Ask them to do task 1 as a guessing task, each taking it in turn to describe a photograph while the other students guess which is being described.
-  Play the video for students to check their ideas.

Answers

The first two photographs show the *ama* pearl divers of Japan. The last two photographs show the Cherry Blossom festival, also in Japan.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Ask the students to read the questions and to try and guess the answers with a partner before watching the video. Then play the video again for students to check.

Answers

1, 2, 4, 5, 6, 8

UNDERSTANDING DETAIL

- 5 Students complete the task individually and check their answers in pairs. Do not give feedback at this point.
- 6 Play the video again for students to check.

Answers

1 F 2 T 3 T 4 F 5 T 6 F 7 F 8 F

DISCUSSION

- 7 Put students into groups for this discussion. Allow about three minutes for this, before inviting feedback from the class.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Allow 2–3 minutes for students to complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

- 1 many different cultures
- 2 no longer exists
- 3 do things together
- 4 get used
- 5 made for the first time
- 6 cause it to change
- 7 human culture and society
- 8 an important date in the past

PREDICTING CONTENT

- 2 **2.1** Students complete the task individually. Go through the answers with the class. Ask them what an *anthropologist* is

(someone who scientifically studies humans and their customs, beliefs and relationships). They should be able to guess this from the word *anthropology* in the previous task and from the advert.

Answers

- 1 an anthropologist
- 2 traditions in the modern world
- 3 Sunday, 1300 GMT

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 **2.2** Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

- A shaking hands
- (the other pictures show: B playing board games, C listening to the radio, D watching television, E sending greetings cards, F preparing food)

LISTENING FOR DETAIL

- 4 **2.2** Ask the students to answer the questions from what they can remember of the recording. Then play the recording a second time and ask the students to check their answers.

Answers

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

PRONUNCIATION FOR LISTENING

Language note

We usually pronounce a /t/ or /d/ sound if it is in the final position in a word, and if it is followed by a vowel sound. However, we don't always pronounce /t/ or /d/ if it is followed by a consonant sound.

- 5 **2.3** Ask the students to underline the final /t/ and /d/ sounds that they think that they will be able to hear in each sentence. Then play the recording and ask the students to check their answers. Ask the students to briefly discuss any differences between their original

guesses and what they actually heard. Then play the recording again to give the students a second opportunity to listen carefully to the sounds. Elicit from the class the final /t/ and /d/ sounds that were heard clearly and go through the answers together. If the class found it difficult to distinguish the sounds, play the recording a third time.

Answers

Students should be able to hear the yellow highlighted sounds clearly. These are /t/ or /d/ sounds followed by a vowel sound. The green highlighted /t/ and /d/ sounds are less easy to hear.

- 6 2.4 Ask students to practise saying the sentences in small groups. They should repeat the sentences a few times each.

POST-LISTENING

Language note

During a talk, a speaker can talk about **causes**. To introduce causes, a speaker can use phrases like: *Due to ...*, *The reason for this is ...*, *because ...*, etc. In addition, the speaker can also introduce **effects**, using phrases like *That's why ...*, *This means ...*, etc. Understanding phrases to talk about cause and effect can help students organize notes during a lecture.

- 7 2.5 Students complete the task individually. With a stronger class, you could ask the students to complete the gaps using the words presented in the language box before playing the recording.

Answers

- 1 That's why
- 2 because
- 3 due to
- 4 The reason for this is
- 5 This means

- 8 Do the first question with the class to make sure they understand what they have to do. Then ask the students to work in pairs and answer questions 1–5.

Answers

- 1 As a child, I lived in Japan, Thailand and Egypt.
That's why I decided to study Anthropology.
- 2 Some traditions die out because our way of life changes.

3 Now, due to developments in technology, people spend more time playing games on their phones.

4 But now we don't have to work so hard. The reason for this is we have modern kitchens and supermarket food.

5 You can find any recipe you want on the internet. This means that many people don't need recipe books any more.

- 9 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

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

DISCUSSION

- 10 Elicit some national traditions from the class and ask the students which of these are still important for their country. Encourage class discussion for 1–2 minutes, then ask the students to discuss the questions in small groups. Allow five minutes, then ask the first group to report back to the class. Ask the second group if they discussed anything that hasn't already been said, and continue around the groups. Ask questions to encourage class discussion. If a group makes a potentially contentious statement, ask the class if they agree with what has been said, and why.

LANGUAGE DEVELOPMENT

SUFFIXES

- 1 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class. Challenge the class to complete the task in under a minute.

Answers

- 2 verb 3 adjective 4 verb 5 noun 6 noun
- 7 noun 8 verb

- 2 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

1 celebration 2 acceptable 3 equipment
4 political 5 shorten 6 specialise/specialize

Language note

Words such as *specialize* can be spelled with both *-ise* and *-ize* in British English (*specialise*; *specialize*). In American English, usually the *-ize* ending is used. You could point out to the class that although both are used in British English, it is important to be consistent (i.e. try not to use both *-ise* and *-ize* endings in the same text).

- 3 Students read the notes on suffixes with meaning and complete the task individually. Elicit the answers from the class. Make sure that the students are clear on the rules a–c about suffixes.

Answers

a -ful b -less c -able

Language note

The suffixes *-able* and *-ible* both mean ‘can be’, or ‘suitable for’. If we don’t change the root word, then we use *-able*. But if we change the root word, (e.g. *eat* → *edible*) then we use *-ible*.

The suffix *-able/ible* can be affixed to several verbs to form a new word.

- 4 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class. Point out that if we want to add the *-able/ible* suffix to a verb ending in *-y*, then we need to change the *-y* to an *i*.

Answers

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

- 5 Give the students 2–3 minutes to discuss the task in pairs or small groups, then elicit ideas from the class. Encourage discussion where there is disagreement, asking the students to support their ideas with examples.

DEPENDENT PREPOSITIONS

- 6 Students read the information box on dependent prepositions and complete the task individually. Elicit the answers from the class.

Answers

2 with 3 in 4 to 5 about 6 for

- 7 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class. You could point out to students that *listen for* (more commonly: *listen out for*) is correct in some contexts. If you listen (out) for something, then you are making an effort to hear a noise that you are expecting. For example, *Would you listen out for the phone while I’m in the garden.*

Answers

2 to 3 for 4 from 5 of; on

- 8 Students complete the task in pairs. You could also do this as a group activity. Tell the students to begin with the question(s) that they find the most interesting. Allow 3–5 minutes for discussion. Invite the students to share any particularly interesting points or observations that came up during their discussions. Encourage class discussion where possible.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class. As a follow-up task, you could ask the students in pairs or groups to discuss any of the sentences that apply to them, or which reflect something similar to their own lives. For example, were any of the students badly behaved as children? Do they use social-networking sites to keep in touch with friends? Or, more interestingly, do any of them *not* use social-networking sites?

Answers

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

USING YOUR KNOWLEDGE

- 2 Elicit ideas from the class, but do not feed back yet on whether their suggestions are correct or not. Try to get at least three ideas concerning modern ways of behaving. Other suggestions might include the use of smartphones (for texting, playing games or using other apps), downloading music rather than buying physical media and a greater tendency to find work away from the place in which a person grew up.
- 3 2.6 Students complete the task individually. Quickly elicit the answers from the class.
- 4 Students complete the task in small groups. Ask each group to appoint a secretary to summarize the discussion for the class at the end of the task. Allow up to five minutes for discussion. Elicit a summary of the discussion from the first group, then invite the other groups to add any further points not already covered.

Optional activity

Write the following on the board: *Facebook, LinkedIn*. Ask the class what the two have in common (they are both social-networking sites) and what is different between them (LinkedIn is more commonly used as a professional network, whereas Facebook is used for both personal and professional social networking). Elicit other social networks from the class (suggestions may include, among others, Xing (professional networking), Bebo (general, popular with children), Myspace (general, popular with musicians, lost a lot of users to Facebook), Twitter (general, micro-blogging) and Flickr (mainly used for sharing photos). Find out whether there are any social networks that are particular to their region, or especially popular with people from their country. Ask the class to outline the main uses of the different social networks and find out who uses which social network(s), and for what.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5 2.7 Students complete the task individually. Quickly elicit the answers from the class.

Answers

Social networking and behaviour on social networks, such as sharing photos; posting 'happy birthday' on people's walls; using the 'like' button.

- 6 2.7 Elicit the answer to the first question from the class. Students then complete the task in pairs. Quickly elicit the answers from the class.

Answers

- 1 because it's too easy to do
- 2 because the friend didn't enjoy the actual experience
- 3 posting photos/videos online is fine, it's acceptable
- 4 people want to boast – they want to appear to be having a good life
- 5 the speaker is against sharing information online
- 6 the speaker is talking about the benefits, when you live far from family

POST-LISTENING

Language note

We can use signposting phrases (*in my opinion, I think that ..., I believe that ..., etc.*) so that the listener knows we are going to give an opinion.

We can use phrases like *I could not agree more, or I'm not convinced* to make it clear that we agree or disagree with something.

- 7 2.8 Students complete the task in pairs. With a stronger group, you could ask the students to try and complete the phrases from memory, and then listen to the recording to check their work and complete any unfinished phrases. Go through the answers with the class. Note that in informal situations, *I could not agree more* would often be contracted to *I couldn't agree more*.

Answers


- 2 pointless
- 3 agree
- 4 disagree
- 5 convinced
- 6 Personally
- 7 agree


- 8 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

signposting an opinion	agreeing	disagreeing
It seems ... to me. What about ...? Why not ...? Personally, I I think that ...	I couldn't agree more. I totally agree.	It seems pointless to me. I completely disagree. I'm not convinced. I don't agree.

DISCUSSION

- 9  Give the students up to five minutes to discuss the task in small groups, then elicit ideas from the class. Encourage the students to support their ideas with examples from their own experiences of social networking. Quickly elicit one or two ideas from each group. If the group seems keen to discuss their ideas further, allow a few more minutes for class discussion. Try to keep the discussion lively by limiting the time each student has to speak and respond to the points made. If possible, try to elicit ideas for discussion from the quieter students. Avoid agreeing and disagreeing with the students. Instead, encourage the students to support their ideas and question each other's ideas where there is disagreement in the group.

- 5  Ask students to team up with a new pair of students and give the groups up to five minutes to complete the task. Monitor the groups as they discuss their work. If you have time, you could invite one group to draw their ideas map on the board and use it as the basis of a class discussion.


ANALYZE

- 6 Quickly elicit the answers from the class.

Answers

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

EVALUATE

- 7  Give the students 5–10 minutes to discuss the questions in small groups. Encourage them to use examples from their own experience and to use the language used when discussing advantages and disadvantages. Monitor the groups giving feedback during or at the end of the task as appropriate. When the discussions seem to be quieting down, give the students a few moments to finish what they have to say, then quickly elicit 2–3 ideas from each group. If there is time, invite the class to comment on the points each group makes.



CRITICAL THINKING

UNDERSTAND


- 1 Ask the class to look at the ideas map and to identify its main topic.

Answer

social-networking activities


- 2  Elicit one extra idea from the class. Ideas could include, among others, posting news stories, advertising jobs, inviting people to parties, publicizing events or getting in touch with old friends with whom you have lost contact. Give the students 2–3 minutes to complete the task in pairs.
- 3  Give the students up to five minutes to complete the task in small groups.

APPLY

- 4  Ask the two pairs in each group to swap partners so that each student is working with a new partner. One student in each pair should prepare an ideas map on 'new ways of communicating' and the other should prepare an ideas map on 'traditional ways of communicating'. Give the students 2–3 minutes to prepare their ideas maps. Then ask them to go through their ideas maps with their partners, making changes according to their partners' ideas.

SPEAKING

PREPARATION FOR SPEAKING

- 1  Ask the class to read the information box. If necessary, explain *interrupt* (to stop someone speaking because you want to say something). You could invite the students to give you some suggestions as to how we can interrupt politely. Give feedback as appropriate, but avoid too much comment as examples will be given in Exercise 1. Then ask the students to complete the task individually and check their answers in pairs.

Answers

- 1 I'm sorry to interrupt
 2 You may be right but
 3 Yes I understand but
 4 But what about
 5 I see your point
 6 I disagree

- 2 👤 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class. You could add further suggestions from the group.

Answers

- b what about
 c I disagree; I completely disagree
 d I see your point; (yes) I understand, but; you may be right, but

- 3 👤 Give the students their roles, and ask them to read the instructions individually. You could check that the students have understood their roles by asking Student A: *Do you think social networking is good or bad?* (good) Student B: *Do you think social networking is good or bad?* (bad). Then give the students 3–5 minutes to complete the task in pairs. Remind them that they should stick to their roles, whether or not they agree with them. You could give them a few moments at the end of the task to give their real opinions, to say how much they agree with the opinions they expressed during the task. Quickly elicit the key arguments made by Students A and B around the class.
- 4 👤 Ask the students to read the explanation box and to find out how they can make their points more strongly when discussing their ideas. You could write *I agree* on the board and ask the class how to make the phrase on the board sound stronger by eliciting 'I strongly agree' or 'I totally agree'. Note that 'I really agree' is much less common, but not incorrect. Ask the students to complete the task, quickly elicit the answers from the class when they are finished.

Answers

signposting an opinion	agreeing	disagreeing
I strongly believe that ... I'm absolutely convinced that ... I really think that ...	I totally agree. Yes, that's completely true. That's definitely right. It's absolutely true.	I'm really not convinced. I completely disagree. It's absolutely not true. I'm totally against ...

PRONUNCIATION FOR SPEAKING

- 5 🎧 2.9 👤 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class. If several students are having difficulty hearing the stressed words, play the recording again.

Answers


- 1b completely
 2b really
 3b strongly
 4b absolutely

- 6 👤 Students complete the task in pairs, taking it in turns to say the sentences out loud and giving each other feedback. Monitor the pairs, making sure that they correctly stress the adverbs. Try to listen to each student speak at least once if possible.
- 7 👤 Students complete the task individually. Elicit two or three suggestions from the class once they are ready, then go on to Exercise 8.
- 8 👤 👤 Give the students 3–5 minutes to discuss their ideas in pairs or small groups. Finish off by eliciting some more ideas from the students. Invite the class to comment on any particularly interesting opinions.
- 9 👤 Ask the class to read the explanation box. You could elicit complete sentences from two or three students to help set up the next activity. If so, let the students know whether their suggested sentences are correct or incorrect, but avoid giving too much feedback at this stage as the students will be given another opportunity to make their own sentences in Exercise 10. Once the language point and task are clear, students should complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

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

- 10 👤 Students complete the task individually. Set a strict time limit of three minutes (two for a stronger class) to encourage students to complete the task quickly.

- 11  Give the students up to five minutes to discuss their ideas in pairs or small groups. Tell them that they do not need to go through all of their completed phrases. They should focus on the ideas that interest them the most. Finish off by eliciting some of the ideas discussed from the students. Invite the class to comment on any particularly interesting or surprising opinions.

Language note

Although it is possible to start a sentence with *I disagree that*, the phrase *I disagree with* is much more common. The following sentences each express similar ideas, but in a slightly different way.

- *I disagree with* using social networks. (= Social networks should not be used.)
- *I disagree that* using social networks is a good idea. (= Using social networks is a bad idea.)
- *I disagree with* the notion that using social networks is a good idea. (= Using social networks is a bad idea. / The idea that using social networks is a good idea is wrong.)



Note that the following sentence is not possible
~~*I disagree that*~~ using social networks.

SPEAKING TASK

Optional activity

If you are teaching a relatively young group, it may be that the modern technology referred to during this unit will not appear especially modern to your students, who will probably have grown up with email, Skype, smart phones, social networking and the internet. To make this task more interesting to them, the students could ask the discussion question to a parent, grandparent or older relative or friend as a homework task in preparation for the discussion. Ideally, they would interview someone who grew up before the invention of the internet and mobile/ smartphones, but who has since had experience of communicating using new technologies. At the start of the next lesson, the students could then get together in pairs and compare notes from their interviews, using these as a basis for their ideas maps.

PREPARE

- 1  Give the students up to five minutes to draft their ideas maps in pairs. If you set the optional homework task above, ask the students to use the notes they took during their interviews as the basis for their ideas maps.
- 2  Set a strict time limit of two minutes for this task. Then, elicit examples of positive and negative aspects from the class. You could put these in a table on the board. For example:


positive aspects	negative aspects
<i>We are always able to contact friends and colleagues.</i>	<i>We are often disturbed by calls, texts or emails.</i>
<i>We can do much more with our phones than simply make phone calls.</i>	<i>Phones go out of date very quickly, and it can be expensive to upgrade.</i>


Quickly elicit as many ideas for each side as possible. You could keep things lively by going round the class and asking students for positive and negative aspects in turn. Complete the table as the students give you their ideas.

Some students may disagree as to whether something is positive or negative, but avoid commenting at this stage – simply complete the table with the students’ suggestions.


As a follow-up class discussion, you could ask the class whether they all agree with the ideas expressed. Try to elicit the idea that what is a positive aspect for some people could be negative for others, or that some aspects could be both positive and negative, depending on the circumstances. An obvious example would be that smartphone ownership means that many of us are now constantly available, and always able to check and respond to emails, phone calls, text messages and social-networking notifications, etc.

PRACTISE

- 3  Give the students 5–10 minutes to discuss their opinions in small groups. Remind them to use the language presented earlier in the unit on agreeing and disagreeing. Monitor the groups as they discuss their ideas maps, giving feedback as appropriate and taking notes to use as the basis of a class feedback session at the end of the task. You could try to draw the discussions to a conclusion when they seem to be coming to an end by asking each group to take a vote on whether the effects of modern technology have been largely negative or largely positive. This could then lead to a wider class debate, but beware of asking the students to repeat too many of the arguments that they may already have expressed several times by now. If possible, pick up on one or two especially interesting points that you heard as you monitored the group discussions and encourage the class to debate these ideas in more depth.

- 4  Give the students 3–5 minutes to discuss the questions in small groups. When the groups have finished, ask them to consider how they might improve their performance next time. Give them up to two minutes to discuss this second question in their groups, and tell them to be ready to offer some practical suggestions to the rest of the class.

DISCUSS

- 5  Put students in different groups to repeat the discussion task.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 100–101 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 119 for an Additional speaking task related to this unit.

Put students in small groups of three or four. Give them the questions and allow a minute for them to make notes. Students then discuss the ideas. Allow five or six minutes for the interaction and monitor to make sure students are taking turns equally. Students then report back on their group's discussion to the rest of the class.

RESEARCH PROJECT

Discuss customs and traditions with learners in another country.

Ask the class to think about their own customs and traditions. You could ask them to think about special foods, culture, time of year and why they are important. Students can use the tools on the Cambridge CLMS to share their ideas with each other.

Tell the class they will be contacting students in other countries to find out about customs and traditions in those countries. You can search for 'international school collaboration' in advance to explore the options for doing this. Students can send audio/video messages to other students or set up online live video sessions to discuss customs and traditions.

3 HISTORY


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Background note

The photograph shows the ruins of Machu Picchu, a 15th-century Inca site in Peru. This 'lost city' is located 2,430 metres above sea level and was originally built in around 1450. It was abandoned a hundred years later, and only discovered in 1911. It is now one of the most famous tourist sites in the world, and a symbol of the great Inca civilization.

 Ask students to discuss questions 1–4 in pairs. Give the students two minutes, then quickly elicit one place that from each student that they would like to visit. Find out which historical places the students suggested from their own country. Write the suggestions from their own country on the board, then finish off by asking the students to rank the places in order of interest to foreign tourists.

WATCH AND LISTEN

Video script

In the dry Atacama Desert in Peru, the sands reveal treasures more valuable than gold: the objects and remains of an ancient Peruvian people called the Chiribaya.

Hundreds of years ago, the dry air and sand of the desert naturally preserved and mummified the dead bodies of the Chiribaya people. For archaeologists, these mummies are silent and powerful witnesses of ancient history.

The Chiribaya people lived in southern Peru, in a valley from the Pacific coast to around 40 kilometres inland. At one time, there were 30,000 people living in the valley, but not much is known about the culture of the Chiribaya people. Their simple buildings made of mud and sticks did not survive.

Everything archaeologists know about the Chiribaya comes from their tombs. They have discovered many treasures buried with the mummies, such as gold cups, earrings and decorations.

However the archaeology has brought thieves looking for gold.

"Greedy, greedy people. Just tomb after tomb.

They would just get the mummy bundles or get the mummies and the word was that the gold was inside the mouth so they would separate the skull from the rest of the body and crack the skull. It's just awful and annoying that we can't stop it."


Archaeologists must work fast to beat the thieves. A new tomb has been discovered. Inside the tomb is a complete mummy, wrapped in a striped blanket, with an offering of llama feet in a basket to represent food.

In a laboratory, the archaeologists unwrap the body. The head has grey hair. They then remove the body's blankets. This mummy was a very old man. The way his body was preserved shows he was an important member of Chiribaya society.

It is the job of archaeologists to help reveal the secrets of the Chiribaya people. However, because of the destruction of the mummies by treasure hunters, many mysteries of these ancient people will never be solved.

PREPARING TO WATCH


UNDERSTANDING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs.

Answers

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

Optional activity

 Challenge the students to be the first, either individually or in pairs, to write a grammatically correct sentence or short paragraph using all six words from Exercise 1. As soon as the first student is ready, they should raise their hand and give you the sentence. If it is correct, the student has 'won'. If not, tell the other students to carry on writing their sentences and tell the student with the incorrect sentence to correct it for you to look at later. Continue like this until you have a correct sentence. Finish by correcting the incorrect sentences as a class. Give the student who wrote the sentence being corrected the first chance to correct it. With a weaker class, you may prefer to do this optional task following Exercise 7.

PREDICTING CONTENT FROM VISUALS

- 2 Give the students up to two minutes to discuss the task in pairs, then elicit ideas from the class. Encourage the students to support their ideas with evidence from the photographs.
- 3 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

The person in the photograph is an archaeologist; she is working in the Atacama desert, examining a mummy.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students complete the task individually and compare their answers in pairs. Students watch the video again to check their answers.

Answers

1 archaeologists 2 tombs 3 buried 4 treasures
5 discover 6 laboratory 7 preserved

- 5 Students complete the task individually and compare their answers in pairs. Elicit the ideas from the class; with a stronger class, you could also ask them to try and remember what information is given about each of the topics mentioned in the video.

Answers

2, 4, 5, 6

UNDERSTANDING DETAIL

- 6 Students complete the task individually. Quickly go through the answers with the class. With a stronger group, you could ask the students to rewrite the false sentences to make them correct (or to correct them orally).

Answers

1 T 2 F 3 F 4 T 5 T

DISCUSSION

- 7 Give the students 2–3 minutes to complete the table together. Put a copy of the table on the board and open this task up as a class discussion. Encourage the students to support their ideas with examples by asking questions such as *Why do archaeologists have to be fit? Why might they need a good sense of humour? Why is creativity important for archeologists?*

As a follow up, you could ask the students if they know of any archaeologists from books or films, and how realistic the portrayal of fictional archaeologists is. Probably the most well known fictional archeologist is Indiana Jones, originally portrayed in the movie *Raiders of the Lost Ark* (1981). More recently, films such as *The Mummy* and *Tomb Raider* have also featured archaeologists as action heroes.

- 8 This question follows on naturally from the class discussion in Exercise 7, so finish off this section by asking the class for a show of hands: *Who would like to be an archeologist? Who wouldn't?* Then elicit reasons from the class.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1 g 2 j 3 d 4 c 5 a 6 e 7 h 8 f 9 b 10 i

USING YOUR KNOWLEDGE

- 2 Students complete the task in small groups. Give them up to three minutes to tell each other what they know about the historical finds, then go through the answers with the class and try to elicit some information about each of the finds.

Answers

1 D 2 A 3 E 4 B 5 C

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 3.1 Students complete the task individually. Quickly elicit the historical finds discussed.

Answers

They discuss the Terracotta Army, the Rosetta Stone, and Tutankhamen's tomb.

PRONUNCIATION FOR LISTENING

Optional activity

Before doing Exercise 4, ask the students to read the information box on connected speech. If you feel comfortable occasionally using the students' first language during the class, you could demonstrate weak forms by giving them a sentence in their language and asking them to say it quickly and naturally, as if it were part of a conversation. Encourage the students to notice that not all words are pronounced as clearly in sentences as they would be when said out loud as individual words. This might help focus weaker students on what they need to listen out for in Exercise 4.

- 4 3.2 Students complete the task individually. As a follow up, you could ask them to write the /ə/ sound above the vowels where it can be heard in the highlighted words. You could also ask them to say the words individually, and notice the difference in pronunciation between when they are said as part of a sentence and when they are said individually.
- 5 3.3 Give students 2–3 minutes to practise the pronunciation in pairs or small groups. Then go through each sentence with the whole group. Begin by modeling sentence 1, then gesture to the class to get them to repeat what you said. Repeat the first sentence a few times, then quickly elicit the sentence from individual students. If a student does not pronounce the weak forms correctly, get them to repeat the sentence again. If the student still gets it wrong, get the whole class to model the sentence again. Repeat in this manner until the student says the sentence correctly, then go on to the other sentences and repeat the procedure.

- 6 3.1 Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class.

Answers

Who was the ruler?	King Ptolomy V	Emperor Qin Shi Huang	King Tutankhamun
How many years old is the historical find?	More than 2,000 years old	More than 2,000 years old	About 3,500 years old
When was it discovered?	1799	the 1940s	1922
What did we learn from this?	Learned about hieroglyphics, about ancient Egyptian beliefs and culture	How the Chinese army was organized and what weapons they used	About life in ancient Egypt and their religious beliefs

POST-LISTENING


- 7 3.4 Students listen to the recording and focus on the expressions used to show that a person is paying attention.
- 8 Students complete the task individually or in pairs. As a follow-up task, you could ask the students to role-play the dialogues in pairs. The most likely answers are below. However, depending on the intonation, some of the phrases could have other functions as well. For example, 'uhuh' could also be used to show understanding, and possibly even to show agreement.

Answers

- 1 I think so; Yes you're right; That's a good idea; Yes, exactly
 2 Uhuh; What do you think?
 3 I see; Yes, I know what you mean

DISCUSSION

- 9 Remind the students of some of the historical places that were discussed at the start of the unit. Give students up to three minutes to take notes on one of the historical places they have visited.


- 10  Students complete the task in small groups. Tell them to take it in turns to say just a few words about the place they have visited. The other group members should try to find out as much additional information as possible by asking questions.

Optional activity

You could turn Exercises 9 and 10 into a competitive game to be played in groups. For Exercise 9, ask each student to write down five bullet point notes on their historical place. For example, notes on Mount Rushmore could be:

- 1 It is in South Dakota, USA.
- 2 It features gigantic sculptures of the heads of four US presidents.
- 3 It was sculpted as a way of promoting tourism.
- 4 The original idea was to feature western heroes, not US presidents.
- 5 It was completed between 1927–1939.


The students should then get in to groups, but not show each other their notes. Each student takes a two-minute turn. During their turn, the student should briefly introduce the historical place. The other students then have to ask questions. If a student asks a question that can be answered from the notes, that student gets a point. When each student has taken a two-minute turn, the winner is the person who got the most points.

- 11  Ask the students to get into groups of 3–5. If possible, students should each speak about a different historical place – so they should check which place each person will be talking about when forming their groups. Give each student a minute to explain to their group why their place is the most important. If two or more students have the same place, they should work together. The group then votes on the most important place. The vote should be based on how persuasive the arguments were, not just their own personal tastes.

LANGUAGE DEVELOPMENT


SYNONYMS

- 1 Ask the students to read the explanation box on synonyms and to find out why they are important. Elicit the answer from the class (they can help us avoid repeating the same word or phrase, and this helps us make what we say sound more interesting).

 Tell the students that the highlighted words can be divided in to two sets of synonyms: words similar to *army* and words similar to *discovered*. Ask the students to complete the two sets on their own. Quickly go through the answers with the class. With a stronger class, you could do this exercise as class work. However, there is a fair amount of text to process – so make sure that each student has time to read and understand the whole paragraph.

Answers

1 soldiers 2 found

- 2  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class. Note that synonyms aren't always mutually replaceable. Here, *king* and *ruler* are used as variations of each other, but in other contexts this wouldn't be appropriate or possible.

Answers

1 ruler 2 young 3 plenty (of)

RELATIVE CLAUSES

Language note

There are two types of relative clause: *defining* (also called *identifying* or *restrictive*) and *non-defining* (also called *non-identifying* or *non-restrictive*).

Defining relative clauses make it clear what person or thing we are talking about (e.g. *The history book **which I borrowed from the library** was very useful*).

Non-defining relative clauses simply give us more information about the person or thing that we are talking about (e.g. *Tutankhamun, **who ruled Egypt 3,500 years ago**, died when he was 18*). This type of relative clause is more formal than defining relative clauses, and is not often used in normal speech.

As the listening exercise demonstrates, defining relative clauses follow immediately after the noun. They are not separated by commas when written down, and there is no pause or change of intonation in speech. Conversely, non-defining relative clauses are separated by commas in writing, and by pauses or changes in intonation when spoken.

It is important for your students to see and hear the difference between the two types of clause. This will help them sound more natural when speaking, and will also help them punctuate their sentences correctly.

- 3 Students complete the task in pairs.

Answers

1 a, c
2 b, d

- 4 3.5 Students listen to the recording. Ask them to read the sentences as they listen, and notice the pauses at the commas.
- 5 Students complete the task individually or in pairs.

Answers

1 who 2 which 3 where (or in which) 4 which (or that)
5 who (or that) 6 where

- 6 Students complete the task in pairs. Monitor the students as they take it in turns to say the sentences. You could finish off by modeling the sentences at random for the class to repeat, every now and again calling on a particular student to say the sentence alone.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and check their answers in pairs. Go through the answers with the class. Allow 3–5 minutes for the students to complete the task. If some students finish early, ask them to choose the three most useful new words for them, and to write down a sentence using each. You can check these sentences as you monitor one of the later activities.

Answers

1 b founded c period
2 a defences b Middle Ages c protected
3 a Empire b ruled c took over

- 2 Students complete the task in pairs. If you think that the students may not be sure of the answers, you could prompt them with very simple questions (e.g. *What countries do you know in the Middle East? What large cities do you know in the Middle East? What type of person usually has Roman numerals, e.g. II, after his or her name?*). Do not tell the class whether their answers are correct or not, as the answers will be revealed during the next task.

As an alternative to the above procedure, you could also do this task as a class exercise if you are fairly sure that at least one of the students will know the answers. If so, ask your students to close their books. You should then display a copy of the picture at the top of page 59 on an overhead projector. Ask the class what area is being displayed. If they tell you that it is the Middle East, ask them to focus on the shaded area and tell them that this is an empire that no longer exists. Elicit the term *Ottoman Empire* if possible, then ask the class questions 1–3. If one or more students seem particularly knowledgeable, encourage them to give more information (as long as this is likely to be interesting or useful to the rest of the class).

- 3 3.6 Students listen and check their answers. Quickly go through the answers with the class.

Answers

1 Algeria, Armenia, Azerbaijan, Bulgaria, Egypt, Greece, Iraq, Yemen
(This is not an extensive list. At its height, the Ottoman Empire also included Albania, Bahrain, Bosnia and Herzegovina, Croatia, Cyprus, Eritrea, Georgia, Hungary, Iran, Israel, Jordan, Kosovo, Kuwait, Lebanon, Libya, Macedonia, Moldova, Montenegro, Oman, Qatar, Romania, Russia, Saudi Arabia, Serbia, Slovakia, Slovenia, Sudan, Syria, Tunisia, Turkey, the United Arab Emirates (UAE), Ukraine.)
2 Istanbul
3 A sultan (ruler) of the Ottoman Empire – a military ruler

WHILE LISTENING

LISTENING FOR DETAIL

- 4 3.7 Ask the students to go through the questions in pairs and try to guess whether the answers are true or false. Even if they have no idea, they should still decide on an answer. This will help make sure that they have read and understood the questions before listening to the recording. You could then elicit the answers from the class, but do not confirm whether or not they are correct. The students should then listen to the recording and check their answers. Quickly go through the answers with the class.

Answers

1 F 2 T 3 T 4 F

- 5 3.7 Before you play the recording a second time, first ask the students to try and complete the notes individually from memory. Set a strict time limit of two minutes, then play the recording a second time. The students should check their ideas and complete any remaining gaps. Quickly go elicit the answers from the class.

Answers

1432 – Mehmed II born
1453 – captured Constantinople
53 days to take over the city
– hired engineers to develop modern weapons
he broke the city walls
– after taking over the city – moved the capital to Constantinople
– rebuilt the city – univs. and colleges
– invited edu. men to live in the city
1451–1481 – ruled the Ottoman Empire
1481 – Mehmed died
Constantinople = Istanbul (capital until 1922)

Optional activity

Write this abbreviation on the board: e.g. Tell the students that it is a well-known abbreviation, and is common in both formal writing and in note-taking. Ask the students what it means (*for example*). Then write this on the board: yrs. Tell the students that this abbreviation is often used in note-taking, and ask them to guess what it means (*years*). Then ask the class to identify the two abbreviations in the notes and to tell you what the full forms are. The two abbreviations are *univs.* (*universities*) and *edu.* (*educated*). Ask the students how they can tell that these are abbreviations (they have a full-stop after them, and are not complete words).

POST-LISTENING

LISTENING FOR TEXT ORGANIZATION FEATURES

Language note

When we describe events from the past, we often use sequence words (*next, then, finally, etc.*). These words help listeners understand the order that events happened.

- 6 Allow up to two minutes for the students to complete the task individually and then check their answers in pairs. Point out that the first question has been done as an example. Quickly go through the answers with the class

Answers

2 During 3 After that 4 Meanwhile 5 Eventually

DISCUSSION

- 7 Students complete the task individually. Set a strict time limit of two minutes, or 90 seconds for a stronger class.
- 8 Students complete the task in small groups. Tell the students that they should each talk for a minute, and that the person to their left should ask them a question related to their topic. The student should then answer the question and invite further questions from the rest of the group. The groups should repeat this procedure until everyone has explained their ideas.

CRITICAL THINKING

ANALYZE

- 1 Tell the students to quickly underline the facts individually. Elicit the answers from the class. You could first ask them how many facts they have found. There may be some differences of opinion as to what constitutes a single 'fact'. For example, some may say that *at 21 he led an army of 200,000 men and 320 ships to take over the city of Constantinople* is one fact, some may say two and some may say three.

Answers

He was sometimes referred to as 'Mehmed the Conqueror'
He was born in 1432
At the age of 21, he led an army of 200,000 men and 320 ships to take over the city of Constantinople

- 2 Students complete the task individually and check their answers in pairs. Elicit the answers from the students. You could first ask how many of the opinions are given (two).

Answers


b, c

Optional activity

It is quite common for students to offer contentious opinions as fact. It is important to find ways of getting them to understand the difference between fact and opinion, to be able to identify the two when they read articles or watch TV and to be able to distinguish between fact and opinion during their own writing and discussion work.

Tell students that they are going to do some critical thinking work in the area of fact and opinion. Ask them to write down six facts individually. They should then work in small groups and read their facts out.

The other students should decide whether each fact is indeed a fact, or whether it is an opinion. Where the group agree that an opinion has been given instead of a fact, they should try to rewrite the (subjective) opinion as an (objective) fact. Tell them to be ready to give feedback on the activity to the class. Give the students 3–5 minutes to discuss their facts, then ask each group in turn if any of the ‘facts’ were actually opinions. This may give rise to some interesting discussion. When you have got feedback from each group, ask the groups to discuss the difference between facts and opinions, and why it is important to be able to distinguish the two. Give the students another minute or so to discuss this, then lead a class feedback session.



- 3  Students complete the task in pairs. Quickly go through the answers with the class.

Answers

1 O 2 F 3 F 4 O 5 O 6 F

The first statement (*Mehmed II is the most famous ruler in history*) could be seen as a *incorrect* statement of fact, rather than an opinion. Your students might try to argue that someone either is ‘the most famous’ or they aren’t (although it would be extremely difficult to establish whether or not one particular historical person is really the ‘most famous’). Conversely, whether or not a ruler is ‘the greatest’ is more clearly a matter of opinion. If this issue is raised by your students, you could ask them to change the words ‘most famous’ to ‘greatest’ and then ask them whether the statement is one of fact or opinion.

CREATE

- 4  Students complete the task individually or in pairs. With a stronger class, have the students complete the task individually. You could ask them to try and think of a person that might not be immediately obvious to the rest of the class, this would help avoid too many students choosing the same person. If your students are struggling to think of how to complete the *why?* section, ask them to think of one famous event that their historical figure was involved in, or a decision that the person took, and why they acted as they did.
- 5  Students complete the task individually or in pairs. With a stronger class, have the students complete the task individually. Point

out that the opinions could be either broadly critical of the fact or broadly in favour (for or against). To encourage the students to analyze the facts from different perspectives, you could ask them to write at least one opinion for and one opinion against each fact. You could model this by saying the following (or similar).


Fact: Neil Armstrong was the first person on the moon.

Opinion for: Putting someone on the moon was important for our knowledge of space.

Opinion against: Putting someone on the moon was a waste of money; the money could have been spent helping poor people.

- 6  Students complete the task in pairs.

EVALUATE

- 7  Ask students to form new pairs, so that each student is sitting with someone new. The students then take it in turns in their pairs to discuss the questions. Give the students two minutes each to answer questions 1–3. When the time has elapsed, tell the first student in each pair to quickly finish off so that their partner can begin their turn. Give the pairs another two minutes. Finish off by quickly asking each student who their first partner talked about, and what was the most interesting fact they learned or opinion they heard.

SPEAKING

PREPARATION FOR SPEAKING

TALKING ABOUT PAST EVENTS

Optional activity

Ask the class to close their books. Then tell them that they are going to read about an explorer, and that they should try to guess who that explorer might be. Elicit from the class the names of some famous explorers. If they can’t think of any, then you could widen the question to include adventurers in general (both from history and fictional). Elicit one or two facts about each one, plus one opinion.

The explorer in the text may not be as well known as some others, so your students may not guess the name. This is fine – the purpose of this introductory activity is to focus the students’ attention on the topic, not to find out how much they know about different explorers.

- 1 3.8 Give the students up to five minutes to complete the task. When most of the class seem to be ready, ask them to quickly complete or check their tables with a partner.

Answers

regular verbs	irregular verbs
travelled	did
crossed	were
visited	was
lasted	went
returned	took
missed	set off
described	left
died	wrote
helped	saw

PRONUNCIATION FOR SPEAKING

- 2 Students complete the task individually. They will have the chance to discuss the pronunciation further in Exercise 3.
- 3 3.9 Students listen to the recording and complete the task in pairs or small groups. Tell them that they must all agree on the correct pronunciation of each *-ed* ending. Give them 2–3 minutes to discuss the pronunciation. Quickly find out from each group whether or not they all agree on the correct pronunciation. If there is disagreement, play the recording again.

Answers

travelled /ɪd/	missed /t/
crossed /t/	described /d/
visited /ɪd/	died /d/
lasted /ɪd/	helped /t/
returned /d/	

TALKING ABOUT TIME

- 4 Give the students 2–3 minutes to complete the task individually. You could point out that questions 1–12 includes both synonyms and definitions, and that some of the answers include short phrases and not only one word synonyms. When most of the class is ready, ask the students to quickly compare their answers with a partner.

Answers

2 century 3 medieval 4 then 5 the 1300s 6 at the age of 7 at that time 8 a short while later 9 recent 10 late 11 mid 12 early

- 5 Ask the students to read the language notes on the different ways of saying years. Then give them up to two minutes to say the sentences out loud in small groups. Quickly elicit the correct pronunciation of the sentences from the class, calling on students at random. If a student does not say the sentence correctly, model the sentence and ask the student to repeat it. If the student is still struggling, get the whole class to say the sentence and then call on a different student.
- 6 Ask the students to read the opinions on being a confident speaker. Quickly elicit from the class situations in which they have had to speak publicly. How did they feel? How did it go? How would they feel now about speaking in public? Give the students 3–5 minutes to discuss the task. Tell them to think of a piece of useful advice for each situation.

Optional activity



Ask students to read each of the opinions (a–d), and to ask which one of those (if any) most applies to them. Assign one of the situations to each corner of the room, and ask the students to go to the appropriate corner. Students who are unable to decide which situation most applies to them, or to whom none of the situations apply, should go to the centre. Then give each group up to five minutes to discuss how these situations apply to them (in the case of those students in the four corners) and what they can do to overcome the problem. Ask them to try and think of at least 3–5 specific pieces of advice. The students in the centre of the room should discuss each of the situations in more general terms, and think of at least one specific piece of advice for each one.

- 7 Students complete the task in small groups. If you have done the optional activity for Exercise 6, you may skip this task.


SPEAKING TASK

PREPARE


- 1 Give the students a strict time limit of three minutes to write short notes on 3–5 historical figures or events. Tell them that their notes should include information about both men and women. Alternatively, you could tell the male members of the group to take notes about women only (or about events that largely concerned women, or in which women played an important role), and the women to take notes about men (or about events that largely involved men).

- 2  Students complete the task in small groups. Give them 3–5 minutes to share their ideas and to decide on which topic would be the most interesting.
- 3  Give the students 5–10 minutes to complete the task individually and to prepare a five-minute presentation. Tell them to take notes, rather than writing full sentences. This will help make the presentation feel more natural. Tell them that the presentations should be fairly informal and conversational rather than overly formal and rehearsed. You could say that students more used to public speaking could give a more formal presentation if they want, but that the key to this task is to keep things interesting for the audience.

PRACTISE

- 4  Students complete the task in pairs. Allow up to 15 minutes: five minutes for each presentation and roughly two minutes for feedback and discussion following each presentation. To make the final presentations tighter, you could tell the students that the second version of their presentations should only be four minutes long (rather than five) and that during this practice stage, they should also give the following feedback: *What would I have liked to have heard more about? What information could be left out?*

PRESENT

- 5  Students complete the task in small groups. Tell them that they have a strict time limit of four minutes, and that you will warn them when they have only one minute left. This will help keep the presentations tighter, and will encourage the groups to complete the task at roughly the same time. You could also give the students up to a minute to answer any questions. To ensure that there are some questions, and to encourage the students to listen to each other's presentation, you could say that following each presentation, the person to the left of the speaker must ask a question related to the talk.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 102–103 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 120 for an Additional speaking task related to this unit.

Put students in groups of three. Focus them on the topic of the discussion and ask them to read about their individual roles (A, B or C). Allow them one or two minutes to prepare and make notes. Then ask them to discuss the topic. Allow up to 10 minutes for the interaction, then ask them to report back to the whole class about what they discussed.

RESEARCH PROJECT

Create an audio story about a famous person in history.

Explain to your students that they will be writing a story about a famous person from the past. Ask them to think about someone outside their own country. They should research where that person was born, their nationality, their early life and why they were famous. Students could use the blog in the Cambridge LMS to show what they have learnt.


Students will write a story about their chosen famous person and record this as an audio file. They can add music and sound effects (search for 'free sound effects'). The story can then be uploaded to the forum on the Cambridge LMS for other students to listen to (audio recordings should be saved as 128kb mp3 files). Students could also write a task for other members of the class to complete based on their audio story.

4 TRANSPORT

Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

 Allow 4–5 minutes for students to discuss the questions in pairs and then invite feedback from the class. Select one pair and ask them for a summary of their responses.

WATCH AND LISTEN

Video script

How can you make an environmentally friendly car that still drives at fast speeds? Cars that run on diesel fuel rather than petrol are often considered dirty and old-fashioned.

However, German car-maker BMW has developed the technology to make diesel engines cleaner, bringing them into the 21st century.

Old diesel engines were made of iron and were very heavy, but the new BMW engine cases are made of aluminium and are 40% lighter. This makes their cars much more efficient, as they can travel further on less fuel.

The BMW factory in Austria makes 700,000 engines a year, but the engines are fitted inside the cars five hours away in Germany.

The BMW factory in Germany is one of the most modern in the world. Almost every process is automated.

The cars are assembled by huge robots.

This is the exhaust unit.

The engine and exhaust are added to the chassis and suspension. Robot carts take them to the final part of the factory line.


At this stage, the engine is combined with the body of the car. This only takes 80 seconds. The BMW factory can produce 44 cars an hour.

The last part of the process is attaching the badge to the finished car.

BMW cars can reach speeds of up to 270 kilometres per hour. Through a combination of modern technology and high power, the company ensures that their cars are some of the fastest and cleanest on the road.

PREPARING TO WATCH




USING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs. Tell the students to underline or highlight the most useful new phrases, and to record these in their vocabulary books.

Answers

- environmentally friendly cars
- run on diesel fuel
- considered to be old-fashioned
- fuel-efficient cars
- aluminium cases
- engines are fitted inside
- robotic arms
- reach speeds of up to

PREDICTING CONTENT


-  Give the students a few minutes to discuss the task in pairs, then elicit ideas from the class. Encourage students to support their ideas with evidence from the photographs and sentences.
-   Students watch the video and check their answers to Exercise 2.

Answers

- The video is about the production of BMW cars.
- It focuses on new, environmentally friendly diesel engines.
- The video suggests that cars that run on diesel fuel rather than petrol are often considered dirty and old-fashioned.

WHILE WATCHING



UNDERSTANDING MAIN IDEAS

- 4  Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 a 2 b 3 c



UNDERSTANDING DETAIL

- 5   Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 40% 2 700,000 3 44 4 270

DISCUSSION

- 6  Give the students 30 seconds to rank the features individually.
- 7  Students complete the task in small groups. Tell them to agree on a group ranking. Where there is strong disagreement, each student should say why they think that the feature in question is or isn't especially important, or should be given a particular position in the list. Give students a few minutes to decide on a common ranking, then elicit the top and bottom two features from each group. You could try to get the class to agree on the top three, encouraging discussion where there is disagreement.

LISTENING 1

PRONUNCIATION FOR LISTENING

Optional activity

Write these words on the board.

fast, quickly, make, passenger, use

Tell the class that *fast* is an adjective. Then ask the class what type of word each of the others is. The last word is *use*. Your students will probably correctly identify it as a verb, but may not be so quick in realizing that it is also a noun. If the students only identify one of the two possible parts of speech, try to elicit the other by saying *Yes, it's a verb. But is that all?* When you have elicited the fact that *use* is both a verb and a noun, ask your students in pairs to think of a sentence illustrating each use. Ask them to repeat their sentences to each other, and to notice the difference in pronunciation. Monitor the class as they do this, giving feedback as appropriate. Note one pair that have a good set of sentences that are correctly pronounced. Give the students a minute or so to write and repeat their sentences, then call on one pair to say their sentences to the class. Establish that *use* as a verb is pronounced /ju:z/, whereas as a noun it is pronounced /ju:s/. Tell the class that although some words have the same form when they are a noun or a verb, the pronunciation is often different.



fast (most frequently an adjective, although it can also be a verb or a noun)

quickly (adverb)

make (verb, although it can also be a noun)



passenger (noun)

use (verb and noun)

- 1  **4.1**  Students complete the task individually. You could ask them to try and answer the questions in pairs first and then check their answers against the recording.


Answers

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

- 2  **4.2**  Students complete the task individually. Again, you could ask them to answer the questions in pairs first and check their answers against the recording.


Answers

1 research 2 researching 3 decreased 4 decrease
5 presented 6 present 7 transport 8 transport

- 3  Give the students up to two minutes to practise saying the sentences in small groups.

PREPARING TO LISTEN


UNDERSTANDING KEY VOCABULARY

- 4  Give the students three minutes to complete the task individually and then check their answers in pairs.

Answers



1 d 2 g 3 b 4 e 5 f 6 c 7 h 8 a 9 j 10 i

USING YOUR KNOWLEDGE

- 5  Give the students five minutes to discuss their ideas in small groups, and tell each group to be ready to provide a brief summary of the ideas discussed. As three of the four questions concern plane travel, tell the class that those students who have never flown should instead describe the longest trip that they have even taken by some other means of transport. Elicit one or two short anecdotes from each group, then lead a brief class discussion to find out which form of transport the students think is the most dangerous. If there is much disagreement, encourage further discussion by asking the students to support their ideas with examples, stories or other information that they might have. If the class have internet access, you could give them a few minutes to quickly research the topic online and to find out which form of transport is the most dangerous statistically, either in their own country or worldwide). The answer to which form of transport is the most dangerous will be answered in the next listening task.

WHILE LISTENING




LISTENING FOR MAIN IDEAS

- 6   **4.3** Students complete the task individually. With a weaker group, or if the vocabulary is likely to be problematic, you could ask the students to read the questions and to try to guess the answers before listening to the recording. If so, the students should then check their answers against the recording.

Answers



1 b 2 a 3 a 4 c

LISTENING FOR DETAIL

- 7  Students complete the task in pairs. You could also ask them to discuss any other ideas they have on how to reduce a fear of flying. Give the students a few minutes to discuss their ideas, then quickly establish with the class which tip most people think is the most useful. You could also ask whether anyone has overcome their own fear of flying, and how they were able to do this.
- 8  **4.4**  Students complete the task individually. Quickly go through the answers with the class.

Answers

1, 4, 6

- 9  Students complete the task individually. You could set this up competitively, and tell the students to complete the summary as fast as possible and to raise a hand once complete. Once the first student has raised their hand, tell the class that they have 30 seconds to complete the text. Tell the student who first completed the text to quickly check their work to make sure that all of the words are in the right place. Then ask that student to read the whole text aloud. If they make an error, tell them to stop and invite another student to take over – starting with the correct word. Continue like this until you have gone through the whole text.
- 10  **4.4** Play the recording again for students to check their answers.



Answers

1 reduce 2 engine 3 wings 4 normal 5 damaged
6 avoid 7 flying 8 driving

POST-LISTENING

Optional activity

Ask students to read the information box and to discuss in pairs or small groups the kinds of situations in which rhetorical questions are useful. Elicit ideas from the class. These may include (among others) political speeches, advertising, debates and presentations. More generally, some of the uses of rhetorical questions include entertaining, persuading, informing, educating, shocking, and calling people to take action.

- 11  4.3  Students complete the task individually. Quickly go through the answers with the class.


Answers

1, 2, 3, 6 are rhetorical questions

Optional activity


Put students into pairs. Give each pair a random object that you have nearby, such as a pen, paper clip, cup, glass, board rubber, mobile phone or a mouse, etc. Give each pair 5–10 minutes to write and rehearse a short radio advertisement for the object. Tell the students that the advert must include at least one rhetorical question. Monitor the class as they write and rehearse their advertisements, giving feedback as appropriate. Then ask each pair to perform their advertisement while the rest of the class try to identify the rhetorical question(s). You could play them one or two short radio advertisements to give them an idea of the kind of language that is used on the radio. You can find examples of radio and TV advertisements that include rhetorical questions online by typing *advertisements with rhetorical questions* into your search engine.

DISCUSSION

- 12  Ask the students to look at the picture of the spider. Then ask them to close their books and to quickly share with a partner how they feel when they see spiders. Ask them if they know the word that means fear of spiders (arachnophobia). Then ask them to get into groups of 3–5 and give them 3–5 minutes to discuss the questions. Tell them that they can also discuss their own fears if they wish. If so, they should decide with the group whether these personal fears are normal, or whether they are so extreme that they could be described as a phobia. When the students have finished their discussions, quickly elicit one or two ideas from each group.

LANGUAGE DEVELOPMENT

TALKING ABOUT ACHIEVEMENT

- 1  Students complete the task individually and check their answers in pairs.


Answers

b concentrate c method d control e challenge
f goal g relax h get over i completed j positive



Optional activity

You could point out one or two of the collocations in sentences 1–8, and then ask the students to identify the others. If your students are not sure what a collocation is, give this example from the text (e.g. the *right attitude*) and tell them that a collocation is the combination of words formed when two or more words are often used together in a way that sounds correct.

Examples of collocations from the text include: *right attitude*, *stay positive*, *long time*, and *emergency exit*. Point out that it is useful to highlight these combinations of words when they read texts, as it will help them to use English more naturally.


- 2  Ask the students to work with a new partner, and give them 2–4 minutes to discuss the questions. If you feel comfortable talking about yourself in class, you could set this task up by giving your own (brief) answers to one or more of the questions. Ask the class if anyone heard about any unusual achievements or goals. Give some of the students the opportunity to briefly outline some of the things they heard, then go on to the next task. If you have time, you could try to establish what the most common goals are, and what advice students have to help their peers stay positive when faced with challenges.

COMPARING THINGS

- 3  4.5  Students complete the task individually and compare their answers in pairs. You could ask them to try and answer the questions in pairs first and then check their answers against the recording. Quickly elicit the answers from the students.

Answers

2 far; dangerous 3 considerably 4 much 5 definitely

- 4  Students complete the task in pairs. If you think that the students may find this task challenging, have them work in small groups rather than in pairs.

Answers

1 sentences 1, 3, 4, 5
2 sentence 2
3 1 a lot 2 by far 3 considerably 4 much 5 definitely
4 they all mean 'very much' or 'a lot'

- 5 👤 Students complete the task individually and compare their answers in pairs. You could do the first one with the class as an example; this may help remind them that the correct form (in this case, *better*) may be very different to the adjectives in brackets (in this case, *good*).

Answers

1 better 2 faster 3 most comfortable 4 better
5 most interesting 6 more convenient 7 best

- 6 👤 Give the students a few minutes to complete the task individually. Monitor the students as they work, giving feedback as appropriate. When the students seem to be finishing off, ask them to quickly finish the question they are working on and to get together with a new partner.
- 7 👤 Students complete the task in pairs. This could generate a lot of useful discussion, so allow up to five minutes for this task. Monitor the students during the discussion and take notes on their use of language (both correct and incorrect). When the students have finished their discussions, give some examples of some of the especially good language that you heard. Pick out some of the typical errors that students are making (in grammar, vocabulary and pronunciation) and elicit corrections from the class where possible.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 👤 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1 experience 2 hit 3 convenience 4 overtake
5 injured 6 respect 7 heavy fine 8 lanes
9 break the law 10 prevent

USING YOUR KNOWLEDGE

- 2 👤 Students discuss the questions in pairs. You could also ask them to think of some solutions to the disadvantages (e.g. *cycling to work can make you sweaty, so employers should provide showers*). Give the students a few minutes to discuss the questions, then elicit suggestions from the class.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 🎧 4.6 👤 👤 Ask the students to read the list of options and agree with a partner on the most likely answers. They should then listen to the recording, complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1, 3, 5, 6, 7, 8 (the answers are given in a different order in the recording)

LISTENING FOR DETAIL

- 4 🎧 4.6 👤 👤 Play the recording again. Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers

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



- 5 🎧 4.7 👤 👤 Ask students to read through the notes in pairs and to think of likely words or phrases that could be used to complete the gaps. Elicit some ideas from the class, but avoid commenting at this stage. Play the recording and ask the class to check their ideas and complete the gaps according to the interview. After the recording has finished, give the students a few more moments to complete the gaps and then go through the answers with the class.

Answers

1 wider 2 separate 3 fines


POST-LISTENING

LISTENING FOR TEXT ORGANIZATION FEATURES



- 6  4.7  Students complete the task individually. Quickly go through the answers with the class.

Answers

1, 3, 4, 6, 7

- 7  Ask the students to discuss, in pairs or small groups, their own experiences of cycling in their city. Students that have not cycled much should talk about someone they know who has. The students should then discuss what could be done to improve things for cyclists in their city. Encourage the students to use language from Exercise 6. Encourage them to learn and use the phrases that they feel most comfortable with. This will help them sound more natural during the discussion task. Give the students 2–4 minutes to discuss the question. Monitor the groups and give feedback during and after the exercise as appropriate.

DISCUSSION

- 8  Give the students up to three minutes to take notes on the questions. If you have time, and the students have access to the internet, you could give them a few minutes extra to research the topic online.
- 9  Students complete the task in groups. Appoint a chair and a secretary for each group, ideally students who have not yet spoken much during the class. The chair should start the meeting and confirm its aims. They should then ensure that everyone gets an equal chance to put forward their views. The secretary should take notes on what is said, and is responsible for correctly noting down the three proposals agreed upon. Give the students up to 10 minutes to complete the task, then invite the secretaries to outline the groups' proposals. When the secretaries outline their proposals, you could make short notes on the board. The class should then decide on the best three proposals. If there is no clear consensus, you could tell the students that they are each allowed three votes. One student per proposal should then quickly outline why their proposals should be carried forward. The class can then vote with a show



of hands. Repeat this procedure until all of the proposals have been voted on.

Optional activity

If the class have voted on the best three proposals, you could divide the class into three groups and tell them to further develop the proposal. What exactly would be involved? What other considerations might there be? Which interested parties should be consulted? How much might the proposal cost if carried out? What research must be carried out in order to present a more detailed proposal? Tell each group that they must research the proposal in more detail for the next class using English language websites (as far as possible). They must then present the more detailed outline of the proposal during the next class. Give the groups 5–10 minutes to finalize their proposal at the start of the next class, then invite each group to present their ideas in under five minutes. Once each proposal has been presented, the class should vote on which was the best. Give each student two votes (to avoid the problem of them voting for their own proposal).

CRITICAL THINKING

ANALYZE

- 1  Ask students to quickly read through the list and to tell you which of the two actions are carried out by pedestrians rather than by drivers (3 and 8). If necessary, explain that *jaywalking* is the action of crossing a street unlawfully. Then ask students to go through the list again and to decide which of the actions are illegal in their country. If they are unsure of the answers, you could ask them to research the questions online as a homework task and to report back during the next class.
- 2  Students complete the task in pairs. You could ask them to rank them in order. Give the students 2–3 minutes to decide on the order, and encourage them to discuss the reasons behind their decisions (e.g. *Most people listen to music while driving, so I don't think that it can be very dangerous*). You could quickly establish with the class which one action they think is the most dangerous, and which is the least dangerous.
- 3 Ask the students to quickly read through the report. Elicit reactions from students showing obvious signs of surprise (if none do, then call on two or three students at random). Ask the students to explain why they are/are not surprised by the report. You could point out that *texting* refers to sending (sms) text messages using a mobile phone.

APPLY

- 4 Give the students two minutes to take notes on the question. Tell them to assume that the question refers to the use of handheld mobile phones, and not to using hands-free technology to make calls or send texts.
- 5 Ask students to form new groups and to first discuss their own attitude towards doing this. Is this illegal? If so, what are the possible punishments? If not, should it be? Give the students a few minutes to discuss their own ideas, then elicit a quick summary from each group. The groups should then discuss their ideas for solving the problem. Allow up to five minutes for further discussion, then ask each group to report back to the class.

SPEAKING

PREPARATION FOR SPEAKING

- 1 4.8 Ask the class to read the information box. Then ask them to listen to the recording and discuss the ideas presented in pairs. Quickly elicit the most popular opinions from the class. You could also ask the students whether they have any other ideas as to how to deal with the problem of eating while driving.
- 2 Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers

- 2 I think it would be better if
- 3 I think it would be much better if
- 4 The best thing would be to

Language note

The conjunction *that* is often missed out in these phrases.

- 1 I don't think (**that**) the government should do anything about it.
- 2 I think (**that**) it would be better if they closed drive-through restaurants.
- 3 I think (**that**) it would be much better if drivers weren't allowed to eat or drink while they drive.

If your students ask you why *that* is missing, you can tell them that this is a common feature of relatively informal speaking and writing.

- 3 Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers

a 3 b 1 c 4 d 2

- 4 Students complete the task individually or in pairs. Quickly elicit the answers from the class. Alternatively, simply elicit the answers directly from the class.

Answers

talking about a personal experience: *From my own experience; Personally* giving a reason: *the reason for this is; this is because*

Optional activity

Ask students to read the explanation box. Then give them a strict time limit of two minutes to quickly write down four examples from their own lives (using the Past simple, Past continuous, Present perfect and a sentence including *never*). The students should then go through these with a partner to check that they are all correct. Each partner should then ask one follow-up question for each sentence. Allow 3–5 minutes for discussion, then elicit examples from the class.

- 5 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1 have; eaten 2 went 3 have had (*had* is also possible)
4 Have; (ever) travelled 5 had 6 have; seen
7 was driving; rang


- 6 Give the students up to five minutes to complete the task. Quickly elicit any particularly interesting examples from the class. Was anyone surprised by what they learned about their partner?

SPEAKING TASK


PREPARE

- 1 4.9 Ask the class whether or not they text and walk. Then play the recording and elicit from the class whether or not they think that it is dangerous to text and walk. Elicit examples of the kinds of accidents that can happen from the class. You could point out that some smartphone apps have been designed that


use the camera to display what is happening in front of the person texting on their screen display. Have they ever used such an app? Would such an app be useful?

- 2  Put the students into groups of four. Either allocate roles or ask them to decide on these with the group. Give them a minute to read and understand their roles. Tell the students to really learn the roles, so that they do not have to refer to the card. Ask them to try and become that person as far as possible. What is the person's name? What are their hopes, dreams or fears? This may sound a little over the top, but it will help to create a light atmosphere and ease people into their roles, some of which may include ideas and attitudes very different to the students' own. Then give them up to five minutes to do the role-play. Monitor the groups and give feedback at the end. There is no real need to elicit ideas or summaries at the end of this task, as each group will have heard similar arguments and attitudes.

PRACTISE

- 3  Give the students two minutes to complete the task in pairs. Two minutes will be enough, as each partner will be playing the same role and will have similar ideas.

DISCUSS

- 4  Ask students to form new groups of four. Students should not be working with anyone from Exercise 2. As they have already discussed these questions twice in their roles, you could tell them to discuss their own ideas – rather than those written on their role cards. Give them 3–5 minutes to discuss their opinions and to suggest some concrete solutions. Be careful not to let this speaking task last for too long, as the students will have already discussed the topic at some length. Quickly elicit suggestions from the class, reminding them that they only need make suggestions that have not already been put forward.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 104–105 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 121 for an Additional speaking task related to this unit.

Put students in groups of four. Focus them on the discussion topic and their role card (A, B, C or D). Allow up to two minutes for them to make notes, and then ask them to begin their discussion. Give 10 minutes for the discussion, and then ask each group to report their opinions to the whole class.

RESEARCH PROJECT

Create a presentation to show how a car is made.

Divide the class into groups and ask them to brainstorm how they think cars are made. Ask students to think about materials, processes and design. Then ask them to search 'how cars are made'. Students can use tools on the wiki on the Cambridge LMS as a central place to share information on this topic.

When students have researched the different stages, ask them to use presentation software to create a presentation including pictures, narration, sound effects and music. The class can then vote for the best presentation, based on how clear it is, how interesting it is and the quality of information presented. There are free online voting systems which allow you to do this. Search for 'voting software' to view some of these.

5

ENVIRONMENT

Learning objectives


Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE


Background note

The photo shows a range of solar panels, which collect and generate energy from sunlight.

Optional lead in

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

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

 Students discuss questions 1–3 in small groups. Give the students up to three minutes, then quickly elicit suggestions from some of the groups. You could finish off by asking the class whether or not their country is too dependent on traditional sources of energy, and what the consequences of this might be in both the short and long term. If the country exports fossil fuels, what might the long-term effects of an increased use of alternative energy across the world be?

WATCH AND LISTEN

Video script

In the east of Russia, nine hours from Moscow, lies one of the most active volcanic regions on earth: Kamchatka. The Kamchatka region is as big as California, but only 400,000 people live there, surrounded by 300 volcanic sites.

Volcanologist Sasha Ovsyannikov has worked in the volcanoes of Kamchatka for 35 years.

Among the most active volcanoes in the region is Mutnovsky. It was formed 45,000 years ago when four smaller volcanoes collapsed, into one vast volcano cone. It is 1.5km across.

Sasha is checking the activity in the volcano. It could explode at any moment, releasing dangerous clouds of ash and gas into the air. But Sasha feels no fear.

"You cannot help but fall in love with volcanoes because they are like living things. They live their own lives and each erupts in its own way. Like people, volcanoes are all different"

He takes samples of rock and gas from the volcano to see whether Mutnovsky is about to erupt. Sasha works with scientists at a volcano institute. They check Sasha's rock samples and monitor the 19 big volcanoes in the region and try to predict the next eruption.


The volcanoes of Kamchatka are a threat to the aircraft that cross the region. Ash from an eruption can rise 14km above the ground and travel thousands of kilometres. The rock and dust in the ash can damage a plane's engine and cause it to crash.

Sasha and his colleague fly to another volcano 100km away, called Karymsky, to investigate how active it is. When they arrive, everything seems calm, but suddenly, without warning, Karymsky erupts. An explosion of this size is very unusual. A week later, Sasha and his pilot decide it is safe enough to fly over the crater of Karymsky.

Thanks to the work of Sasha and other scientists, the world's airlines will be warned immediately if Karymsky, or any other volcanoes in Kamchatka, are likely to explode again soon.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the students.

Answers

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

- 2 Give the students two minutes to complete the task in pairs. Elicit the answers from the class.

Answers

1 releases 2 surrounded 3 exploded 4 ash
5 erupted 6 regions 7 sample 8 monitored

PREDICTING CONTENT FROM VISUALS

- 3 Students complete the task in pairs. Encourage them to study the pictures carefully. Even if they are not sure where the photographs were taken, or what is happening in the photographs, they should try to guess.
- 4 Students watch and check their answers.

Answers

The video focuses on the work of a volcanologist (a person who studies volcanoes) in Russia.

UNDERSTANDING MAIN IDEAS

- 5 Ask the students to read the eight words in the box and to try and remember which ones were mentioned in the video. Then play the clip a second time and ask them to complete the summary and compare their answers in pairs. Elicit the answers from the class.

Answers

1 volcanic 2 California 3 volcanologist
4 ash 5 samples 6 volcano

WHILE WATCHING

UNDERSTANDING DETAIL

- 6 Ask the students to read the sentences and to decide from memory whether they are true or false. Play the clip again and ask the students to check their answers. Quickly go through the answers with the class. With a stronger group, you could ask the students to rewrite the false sentences to make them correct (or to correct them orally).

Answers

1 T 2 T 3 T 4 F 5 T 6 T 7 T 8 F

DISCUSSION

- 7 Give the students 2–3 minutes to discuss the questions. You could also ask the groups to discuss any volcanoes they know of that have erupted, either recently or well-known historic eruptions. Elicit some ideas for each question from some of the groups.

LISTENING 1

PRONUNCIATION FOR LISTENING

Optional activity

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

/duː/ /ʌɪ/ /hæv/ /tʌɪm/ (= do I have time, with each word articulated individually)

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

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

This is worth trying even if your students are not used to working with the IPA. It is very likely that students will be able to work out the pronunciation, especially if they are working in pairs or small groups. Students often enjoy working out puzzles, codes and other challenges – and this is a good way of introducing the IPA to your students.

If your students enjoy this task, you could recommend that they note down the phonetic spelling of some of the words they learn during the lesson. Good dictionaries include IPA spelling, and with a little practice, your students will find that they can learn the different sounds very quickly. This will help the students learn the correct pronunciation of new words, and will be a useful tool for students as they become more advanced language learners.

- 1 5.1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class. You could ask them to repeat the sentences in their pairs, and to try and sound as natural as possible.

Answers

1 /w/ 2 /r/ 3 /r/ 4 /w/

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 2 Students complete the task individually or in pairs. Point out that the words in bold are especially important, and will be used in a lecture later on in the unit. Elicit the answers from the class.

Answers

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

PREDICTING CONTENT FROM VISUALS

- 3 Give the students around two minutes to discuss the questions. Remind them to base their ideas on the vocabulary they have been working with as well as the pictures on page 91. Quickly elicit some ideas from the class, but do not comment on whether or not they are correct.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 4 5.2 Students complete the task individually. You could ask the students to read the questions and to try to guess the answers before listening to the recording. If so, the students should then check their answers against the recording. Quickly go through the answers with the class.

Answers

1 sea water
2 in extreme climates
3 solar power
4 no chemicals
5 can help solve the global food problem

LISTENING FOR DETAIL

- 5 5.3 Students complete the task individually. You could ask the students to discuss the possible answers in pairs before listening to the recording. It will be difficult for your students to guess correctly, but this will help ensure that they are well prepared for the second part of the lecture. Quickly go through the answers with the class.

Answers

1 (only) 100 metres
2 sun
3 (sea) water
4 160
5 (up to) 10,000
7 environment

POST-LISTENING

LISTENING FOR TEXT ORGANIZATION FEATURES

- 6 Ask the students to read the information box. Students then complete the task individually.

Answers

1 d 2 a 3 c 4 b

DISCUSSION

- 7 Students complete the task in small groups. Encourage them to explain their ideas fully. For example, why do they think that it is/ isn't important to eat organic food? Allow up to five minutes for discussion, then elicit ideas from the class.

You could open the feedback session up as a class discussion on attitudes towards food. Do the people who live in the students' country generally have a good diet? Is it possible to generalize, or does diet change depending on the area or socio-economic group (= income and status in society)? How has diet changed over the years? Who in the class is able to cook for themselves, and what ingredients do they like to use/dishes do they like to prepare? You could also take a more global approach, and ask the class which countries they think have the best diet and which countries have the worst.

LANGUAGE DEVELOPMENT

NEGATIVE PREFIXES

Language note

You can often guess the meaning of new words if you know the meaning of their prefixes. For example, *de-* means 'remove or take away'. So, *desalination* means 'without salt' and *decaffeinated* means 'without caffeine'.

- 1 Students complete the task individually and compare their answers in pairs.

Answers

prefix	examples
un-	unknown unbelievable uncertain unlimited
in-	incorrect indirect inexperienced
im-	immodest immature
ir-	irresponsible
il-	illegal
dis-	disapprove disadvantage
de-	deactivate decaffeinated defrost
mis-	misunderstand misplace misspell mistreat
anti-	anti-government anti-clockwise anti-war

- 2 Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class.

Answers

1 misspell 2 unbelievable 3 disadvantage
4 uncertain 5 illegal 6 irresponsible 7 inexperienced
8 misunderstood

MODALS TO EXPRESS OPINIONS

Language note

Modal verbs such as *can*, *might* and *must* can be used to show a level of certainty about an idea.

You could remind your students of some or all of the following aspects of modals when used to express opinions or things that are possible:

- They have no third person -s:
He might go to the cinema tonight. (NOT *He mights go to the cinema tonight.*)
- Questions, negatives, short answers and tags are made without *do*.
He shouldn't be allowed to run a business. (NOT *He doesn't should be allowed to run a business.*)

- They use the infinitive without *to*:

I might phone her tonight.

I must phone her tonight.

I should phone her tonight.

I could phone her tonight.

- 3 Ask the students to read the information box, and to discuss the difference between the two sentences in pairs.

Answers

1 is stating a fact

2 is altering the message by recognizing that this may or may not be true

- 4 Elicit suggestions from the class.

Answers

The modal verbs *could* and *may* can be used without changing the meaning.

Using *will* would make this a certain statement.

- 5 5.4 Students complete the task individually. Quickly go through the answers with the class.

Answers

1 may

2 could

3 might

- 6 Students complete the task in pairs. Quickly go through the answers with the class.

Answers

a 1 b 2 c 2 d 1

- 7 Students complete the task individually or in pairs. Point out that more than one modal may be possible in one or more of the sentences. Elicit the answers from the class.

Possible answers

2 Not using fossil fuels **might/could/may reduce** global warming.

3 Taxing fossil fuels **will reduce** the use of cars.


4 Using solar energy **will not/cannot lead to** environmental disasters.

LISTENING 2

PREPARING TO LISTEN



UNDERSTANDING KEY VOCABULARY

Optional activity

 Ask students to close their books. Draw a quick sketch of a wind farm on the board (use the one on page 95 as a model) and elicit the term 'wind farm' or 'wind energy' from the class. If they suggest that the drawing is a windmill, tell them that they are close – but you have drawn something that produces energy, not flour. Then put the students into small groups and ask them to discuss the following questions.




- *Does your country use wind farms for energy?*
- *What are the advantages and disadvantages of wind farms?*
- *Would you support greater use of wind farms instead of more traditional sources of energy?*
- *Would you be happy to have a wind farm near your home?*

Give the students up to five minutes to discuss the questions, then elicit ideas from each group. You could open this up to a class discussion, or a debate.

-  Ask the students to read the text and to decide which arguments they agree with most. Elicit ideas from the class. If you haven't already done the optional introduction above, you could open this up to a class discussion. If so, encourage the students to support their arguments with examples. If internet access is available, you could give them a few minutes to research the topic further online before discussing their ideas.
-  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.



Answers

2 risk 3 provides 4 long-term 5 disasters
6 environmentally friendly 7 source 8 affordable
9 opponents 10 pollute

-  Give the students 3–5 minutes to discuss their ideas and take notes in small groups. Quickly elicit ideas from the class, but do not comment in too much detail at this stage.
-  **5.5**  Students listen to the recording and compare their ideas. Quickly go through the advantages and disadvantages as discussed in the recording with the class.

WHILE LISTENING


LISTENING FOR DETAIL

-  **5.5**  Students complete the task individually. Quickly elicit the answers from the class. With a stronger class, you could ask them to try and answer the questions from memory and then check their answers against the recording.

Answers

1 a, c 2 a, b, d 3 a, d


POST-LISTENING

-  Ask the students to read the information box and to quickly read the three extracts to find examples of the language of counter-arguments. Elicit suggestions from the class. Then ask the students to complete the task individually or in pairs.

Answers

1 the idea that nuclear power is a big risk
2 the idea that nuclear energy does not pollute the air
3 the idea that solar or wind energy are greener than nuclear energy

DISCUSSION

-  Ask the class the following question: *In this country, who would decide on whether or not to build a nuclear power plant? The government? The local council? Someone else?* Elicit ideas from the class, and try to get the class to agree on who is responsible for these decisions. If no one knows, ask them to find out for the next class by using an English-language search engine. Remind them that most search engines can be set to return results in English only, and that this can be a useful way of developing their English-language skills outside of class. Then tell the class that they should imagine that they are in a country where decisions concerning the building of nuclear power plants are left to local councils, rather than national government. Stage the task as follows. Tell the students to take out a piece of paper and a pen, and to work alone. Tell them to write down either 'I am for nuclear power' or 'I am against nuclear power' on the paper. They should not discuss this with anyone else at this stage.

Give them two minutes to make notes individually on why they are for/against.

Put the students in to groups of 4–5. Appoint one person to chair the meeting and a secretary to minute the meeting (= take notes). The chair and secretary can also contribute to the meeting. Try to make sure that you have a good balance of male and female chairs and secretaries across all groups. Students discuss their ideas in their groups.

When everyone has spoken and discussed each other's ideas, the chair should get the group to reach a decision on which the whole groups can agree. When a decision has been reached, the chair should summarize the decision to make sure that everyone is clear on what has been decided. Once agreed, the secretary should note down the decision taken.

The secretaries then present the decision taken to the class.

CRITICAL THINKING

UNDERSTAND

Background note


Farmers, scientists, politicians and other stakeholders have debated a number of ways of how to feed a growing world population in a changing climate. Experts say that food production will have to increase by at least 60% by 2050 to feed a world population of (by then) over 9 billion.

Genetically modified (GM) crops are one possible solution. Other ideas include using drought-protecting chemicals to protect crops from high temperatures, printing food (artificial meat and chocolate have already been produced this way), using synthetic biology to produce life from scratch, using 'forgotten' grains and other foods from hundreds of years ago that are more tolerant to poor conditions, and finding ways to encourage the human race to evolve to be smaller.

Since the dawn of agriculture, farmers have used cross-breeding techniques to grow stronger, healthier crops. This process is very slow, and it can take years to reach the desired goal. GM techniques can be used to achieve the same goal far more quickly. Rather than cross-breeding different strains of crops, scientists take a desirable gene from one plant and insert it into another. This technology has proven very controversial and many governments have banned the sale of GM food for human consumption. This is true of the UK, although meat from animals reared on GM crops is widely available. In the US, GM food has been available for human consumption for years, although must be clearly labelled.

It is important for your students to understand that GM crops and organic crops are not opposites as such. Organic crops can be most helpfully compared to crops grown using pesticides. It is possible to buy meat from animals that have not been fed GM food, but which is not organic because these animals were reared on crops grown using chemical pesticides. Likewise, the majority of non-GM food destined for human consumption is not organic, as it has been grown using such pesticides.


This is an area which can arouse passionate, but often ill-informed, debate. If there is time available, it would be worth encouraging your students to research the topic in English either before they debate the subject (to make their arguments more informed) or after they discuss the issues covered in this section (to see whether anything they read makes them change their mind on the topic).

-  Students complete the task in pairs or groups of three. Tell them to pay special attention when answering questions 2 and 3, which may not be as straightforward as they first seem (see background notes above). Allow three minutes for discussion, then elicit ideas from the students. Make sure that by the end of the discussion, the students are clear on the answers to questions 1 and 2. They may need to further research question 3, as this will depend on local laws. However, note that some countries ban the sale of GM food to humans but not for animal feed, so it may be that the meat available in the shops has been reared on GM food.

Answers

- 1 food which comes from an organism that has been altered by scientists in a laboratory
- 2 Organic food comes from plants which have grown naturally without chemicals or any other artificial treatment.

APPLY

-  Students complete the task in pairs or groups of three. In countries which ban the sale of GM food for human consumption, there is no need to do question 3. In such countries, you could modify question 3 to *Would you mind eating food that has been genetically modified? Why/Why not?* Allow up to two minutes for discussion, then quickly elicit some ideas from the class.

ANALYZE

- 3 👤 Students complete the task individually and check their answers in pairs. Quickly elicit answers from the students.

Answers

1 positive 2 negative 3 negative 4 positive

CREATE

- 4 👤 Students complete the task individually. It would be useful if the students could spend some time researching this topic online before deciding whether or not they agree with the arguments, or what possible counter-arguments there might be.

EVALUATE

- 5 👥 Students complete the task in small groups. Allow 5–15 minutes for the discussion, depending on the level of preparation and research that the students have done. If the students are basing their ideas on their own gut feelings, five minutes should be enough.

SPEAKING

PREPARATION FOR SPEAKING

LINKING IDEAS

- 1 👤 Tell students that this task focuses on words and phrases used to link ideas. Ask them to quickly read the words/phrases in the box for examples. Then give the students up to five minutes to complete the task. When the students are ready, ask them to quickly complete or check their answers with a partner.

Answers

2 However 3 First of all 4 Secondly 5 overall
6 comparison 7 well as that 8 the other hand

- 2 👤 Students complete the task individually and check their answers in pairs. Do not go through the answers at this stage; ask the students to go on to Exercise 3.

- 3 👤 Students complete the task individually and check their answers in pairs.

Answers

explaining a sequence of ideas	comparing and contrasting ideas	adding another idea	summarizing ideas
To begin with First of all Secondly Next Finally Firstly	However On the other hand In comparison Despite that In contrast Although but	As well as ... Also What's more And In addition	Overall All in all To sum up

- 4 👤 Students complete the task individually and check their answers in pairs.

Answers

1 Also 2 Firstly; What's more 3 In addition
4 Despite that 5 To sum up

TALKING ABOUT ADVANTAGES AND DISADVANTAGES

- 5 👤 Students complete the task individually and check their answers in pairs.

Answers

1 advantages 2 disadvantages 3 advantages
4 advantages 5 disadvantages 6 disadvantages


- 6 👤 Give the students 3–5 minutes to complete the task individually. Monitor the class as they write their sentences down, giving feedback as appropriate.
- 7 👤 Students complete the task individually and check their answers in pairs. Allow up to two minutes for discussion, then quickly elicit one answer for each question from the class.

SPEAKING TASK



PREPARE

- 1 👥 Tell the students that following the town council's decision to build a nuclear power plant, the town has been granted city status and an increased budget. The members of the newly formed city council must now decide how to use the extra money. Ask them to read


the notes in the box and then to get in to groups of four and decide on their roles.

- 2  Tell the students to make sure that they have read, understood and internalized their roles. Their job is to really become that person during the next speaking task. Give them up to three minutes to make notes based on how they think that their character would act.

PRACTISE

- 3  Students complete the task in groups of three. Make sure that they are now working only with students who will be playing the same role. If it is not possible to have groups of three, one or more groups can be slightly larger. Tell them to discuss the advantages and disadvantages from their own perspective, but also to try and anticipate what the other characters will say. You could give them some more time to consider the other characters' possible views in more depth, in which case they could first quickly read the other role cards to find out more about the other roles. Allow up to 10 minutes for the groups to prepare this task in depth, ready for Exercise 5.
- 4  Encourage the students to assess their performance objectively, and to invite and give constructive criticism from the other group members.

DISCUSS

- 5  Put students in to groups of four, each student with a different character. Appoint one person to chair the meeting and a secretary to minute the meeting (= take notes). The chair and secretary can also contribute to the meeting. Try to make sure that you have a good balance of male and female chairs and secretaries across all groups. Monitor the groups and take notes for later class feedback. Try not to intervene in the group discussions unless you hear a very basic error that needs to be corrected immediately. Tell the students that they have up to 10 minutes for group discussion, by which time they must reach a decision for the secretary to present to the class. Give them a two-minute warning before the 10 minutes are up.
- 6 The secretaries then present the decision taken to the class.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 106–107 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 122 for an Additional speaking task related to this unit.

Put students in small groups and focus them on the discussion topic. Give them up to three minutes to make notes on the ideas before giving them the chance to discuss them. Allow up to 10 minutes for the interaction, and then ask each group to report back to the whole class.

RESEARCH PROJECT

Create an advert to sell 'green' energy sources.

Divide the class and ask them to think about alternative, 'green' sources of energy. Examples could be solar, tidal, geothermic, wind, hydroelectric and biomass. Give each group one of these to research in depth. Ask students to think about how that way of sourcing energy works, its advantages, and compare it to the process of getting energy from fossil fuels such as oil, gas and coal.

Ask each group to produce a video to advertise their way of sourcing 'green' energy, using media of their choice, in order to 'sell' it to people. Videos can be uploaded to a video-sharing website.

6

HEALTH AND FITNESS

Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Background note


The photo shows people doing T'ai chi in Shanghai. T'ai chi is a Chinese martial art which is said to have many health benefits. People perform a series of slow movements which help their posture and breathing.

Optional lead in

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

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

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

 Give the students 2–3 minutes to discuss the questions in pairs, then elicit ideas from the class. You could also ask whether the students think that it would really be desirable to live to be 100 years old.

WATCH AND LISTEN

Video script

Rian Gonzales is a 39-year-old computer programmer from California. He is overweight.

To help lose weight he has run six marathons. His goal is now to participate in the Malibu triathlon. A triathlon is a fitness event where participants swim, cycle and run. The Malibu triathlon consists of: an 800-metre swim, a 30-kilometre bike ride and a six and a half kilometre run.

The hardest part of the triathlon for Rian will be the swim. He is afraid of the water because he almost drowned as a child.

He hires a swimming coach to help him train. Soon he can swim twice as far as he was able to a week ago. To help in the cycling section of the triathlon, Rian goes to a specialist shop and gets some professional cycling clothes and shoes to wear. Rian is given a bike to ride made of carbon fibre and aluminium, which is very light. He goes out cycling and soon feels a lot more comfortable on the bicycle.


A week before the triathlon, Rian collects his wetsuit. This will keep him warm when he does the triathlon sea swim. He puts on the wetsuit and goes training with a friend. He swims 400 metres in the ocean, half the distance he needs to swim in the competition. He is almost ready to take part in the triathlon.

The day of the triathlon arrives. Rian is nervous but he gets ready to enter the water. The triathlon starts and he begins the swim. He gets out of the water and starts the cycling part of the race. The bike ride is tough.

Rian runs the third part of the triathlon. Finally, he finishes the race. His friends meet him at the end. Rian has now accomplished the goal of finishing his first triathlon, and hopes to do many more in the future.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

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

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 2 Give the students 1–2 minutes to discuss the task in pairs, then elicit ideas from the class. Encourage the students to support their ideas with evidence from the photos.
- 3 Students watch and check their answers in pairs.

Answers

1 b 2 a 3 c 4 a

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to complete the summary from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 lose weight 2 triathlon 3 swim 4 drowned
5 clothes 6 shoes 7 light 8 wetsuit 9 sea 10 swim
11 bike (bicycle) 12 runs

UNDERSTANDING DETAIL

- 5 Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 F 2 DNS 3 F 4 T 5 F 6 T 7 DNS 8 F 9 T 10 DNS

DISCUSSION

- 6 Students complete the task in small groups. For question 1, you could also ask the students whether they would be interested in entering at least one of the triathlon events (running, cycling or swimming).

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

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

USING YOUR KNOWLEDGE

- 2 Give the students 2–4 minutes to discuss the questions in small groups. You could also ask them to discuss which photograph best represents their own lifestyle. Quickly elicit ideas from the class. Although it is clear that both lifestyle and genes affect health to some extent, there is no need to encourage the students to come to this conclusion at this stage (although they may well do so anyway). More information will be provided in the listening task.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 **6.1** Students complete the task individually. You could ask the students to discuss the possible answers before listening to the recording. Quickly go through the answers with the class.

Answers




1 Not always – some older people may have smoked or never exercised regularly.
2 Genes may be more important than lifestyle when it comes to a long life.

Optional activity

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

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



LISTENING FOR ATTITUDE

- 4  Give the students up to two minutes to discuss the statement in pairs. Remind them that they must give reasons for their opinions. You could also do this task as a group activity.
- 5  **6.2**  Ask students to read the opinions and to decide in pairs whether or not the speakers agree with the statement in Exercise 4. Play the recording. Give students the opportunity to change their answers, then elicit the answers from the class.

Answers

Speaker A: agrees
Speaker B: agrees
Speaker C: disagrees
Speaker D: disagrees

PRONUNCIATION FOR LISTENING

- 6  **6.3**  Ask the students to read the information and then to read the five sentences. Before playing the recording, ask the students to decide individually or in pairs how each speaker feels. Give them 1–2 minutes to decide, then tell the students that they are going to hear each speaker say their sentences. Tell students to play close attention to the intonation and to check their answers. Do they still agree with their first thoughts? Quickly go through the answers with the class. You could then play the recording again, stopping after each speaker and asking the class how they would describe the speaker's intonation (e.g. uncertain, positive, cynical, etc.).

Answers

- 1 positive/enthusiastic (wide pitch range, emphasis on *great*)
- 2 certain (emphatic stress on *no question* and *happy people live longer*)
- 3 certain, and against getting worried (stress on *ridiculous*)
- 4 cynical (doesn't have wide pitch range in first sentence; question ends on falling tone, which indicates that the speaker isn't really seeking an answer)
- 5 uncertain (flat pitch range throughout, doesn't stress *great*, but stresses *but*)

POST-LISTENING




Language note

As the explanation box says, phrases such as *Everyone knows that* and *Most people think that* are often used by speakers or writers who wish to make their arguments stronger. However, such phrases can be misused.

Speakers sometimes use such phrases when they want to make their own opinions sound more authoritative. It is often impossible to really know what 'most people' think, unless the speaker has access to extensive data from, for example, opinion polls (which can still give a very inaccurate picture of a population's opinions).

When misused, these kinds of phrases are often referred to as *weasel words* – words that someone says either to avoid answering a question clearly or to make someone believe something that is not true (or which cannot be proven).

Students should be very careful when using these kinds of phrases, especially when it comes to presenting arguments during debates or writing academic essays and papers. Wherever possible, students should refer to research and evidence to support their arguments. Simply claiming that 'everyone knows' something may give the impression that the student has based his or her arguments on their own subjective understanding of a topic rather than objective research. If these phrases are to be used, it is better for students to use them only when discussing objective fact rather than subjective opinion.

- 7  Students complete the task in pairs. Give them 2–4 minutes to discuss the extent to which they agree with the statements. In each case, the student should say why they agree/disagree. Quickly elicit some ideas from the class. You could ask the students to research one or more of the claims as an internet homework task. If so, you could ask them to prepare a very short talk on their findings for the next class.
- 8  Give the students 3–5 minutes to complete the task individually. Monitor the students as they write, giving feedback as appropriate.
- 9  Students discuss their ideas in small groups. Encourage the students to question each other's statements. How can they be certain? Are the claims they are making objective fact or subjective opinion? What research could be done to make their claims more reliable? Give the students 5–10 minutes to discuss their ideas, then elicit examples from the class. Encourage class discussion, especially whenever a potentially contentious statement (a statement that other people might disagree with) is made.

LANGUAGE DEVELOPMENT

PHRASAL VERBS

Language note

A phrasal verb is a phrase that consists of a verb with a particle (a preposition or adverb or both), the meaning of which is different from the meaning of its separate parts. *Look after*, *work out* and *make up for* are all examples of phrasal verbs.

Sometimes the meaning can be understood by looking at both (in some cases, all) parts of a phrasal verb. However, sometimes the meaning is not obvious. This is especially true of phrasal verbs that have more than one meaning, such as *work out*.

- 1 to happen or develop in a particular way: *Let's hope this new job **works out** well for him.*
- 2 to exercise in order to improve the strength or appearance of your body: *Huw **works out** in the gym two or three times a week.*
- 3 to be the result of a calculation: *In fact the trip **worked out** cheaper than we'd expected.*

- 1 Ask students to read the explanation box and to complete the exercise individually. Quickly elicit the answers from the students.

Answers

2 brought up 3 take up 4 take over 5 give up

- 2 Students complete the task individually and check their answers in pairs. The first one has been done for them as an example. Quickly elicit the answers from the students.

Answers

b give up c take up d bring up e take over

- 3 6.4 Students complete the task individually and check their answers in pairs. With a stronger class, you could ask them to try and complete the task in pairs before listening to the recording. Quickly elicit the answers from the students.

Answers

1 on 2 over 3 up 4 down 5 on 6 out

- 4 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

a break down b went on c get on (with)
d make out e get over f sign up (for)

- 5 Give the students up to 10 minutes to complete the task in pairs. Ask them to take it in turns to answer each question, and to ask each other further questions based on their answers. This is a personal task, and could generate a lot of useful discussion, so allow it to run for as long as the students seem engaged. Monitor the students during the discussion and take notes on their use of language (both correct and incorrect). When the students have finished their discussions, give some examples of some of the especially good language that you heard. Pick out some of the typical errors that students are making (in grammar, vocabulary and pronunciation) and elicit corrections from the class where possible.

TALKING ABOUT PREFERENCES

- 6 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 no
2 the new sushi place
3 no
4 stay at home and study

- 7 Students complete the task in pairs. Ask them to read the role cards and to begin as soon as they are ready. Monitor the class and take notes for later classroom feedback.

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

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

USING YOUR KNOWLEDGE

- 2 Students complete the task in pairs. Ask them, to briefly discuss what they know about each of the treatments. Elicit the answers from the class, and ask the students what they can tell you about each treatment. Do not comment in detail at this stage, as more information will be given in the next listening exercise.

Answers

1 B 2 D 3 C 4 A

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 6.5 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 meditation 2 aloe vera 3 aromatherapy
4 acupuncture

LISTENING FOR DETAIL

- 4 6.5 Students complete the task individually or in pairs. Quickly elicit the answers from the class. With a stronger class, you could ask them to try and complete the task in pairs before listening to the recording a second time to check their answers.

Answers

	meditation	aloe vera	aromatherapy	acupuncture
poor concentration	✓			
stress	✓		✓	
sleep problems			✓	
being overweight				✓
skin problems		✓	✓	
stomach problems		✓		

DISCUSSION

- 5 Give the students up to five minutes to discuss the questions in small groups. Tell the students to support their answer to question

4 with examples if possible. You could give them some time to research question 4. If so, encourage the class to look at authoritative websites that give objective facts rather than discussion forums which are open to anyone, and which are often unedited and unmoderated. As a follow up to question 4, you could ask the students if they can think of examples as to when alternative therapies might actually be harmful (e.g. a homoeopathist could diagnose sugar pills as a way of treating a serious condition, when it would actually be in the patient's best interests to seek the advice of a qualified doctor).

- 6 Students complete the task and discuss their ideas in pairs or small groups.

Answers

Adjectives: new, free, best, fresh, natural, delicious, full, clean, wonderful, special, big, bright
Verbs: make, get, see, love, come, feel

CRITICAL THINKING

UNDERSTAND


- 1 Students complete the task in pairs or small groups. For the first question, you could ask the students to close their eyes as you read the advertisement aloud. They should then discuss the images and ideas that come to mind with a partner/in their groups. Invite brief feedback from two or three groups.

Optional activity



Students choose their least favourite of the two advertisements and redraft it to make it more appealing. Tell the class that they will present their advertisements in five minutes, after which the class will clap according to how much they enjoyed the advertisement. The group with the loudest/longest clap wins. The teacher plays the role of 'clapometer' to judge the winning group. Tell students to keep their advertisements simple, as they will get the opportunity to write a more detailed advertisement in the next task.

- 2 Students decide on the two products with a partner.
3 Students complete the exercise individually.
4 Students complete the task in pairs. Encourage them to support their ideas with examples from their own experience of successful advertisements. Give the students 2–3 minutes to discuss their ideas, then quickly elicit some suggestions from the class.


APPLY

- 5  Students complete the task in small groups (there should be an even number of groups). This is best done as a discussion task, with two people in each group taking detailed notes for use during Exercise 6. Allow five minutes for discussion.

CREATE

- 6  Students complete the task in small groups. They do not need to complete the advertising campaign, but they should have an overall concept by the end of their discussions. Emphasize to the class that they are discussing an advertising campaign, not just one possible advert. An advertising campaign would usually involve the use of mixed media (internet, TV, radio, podcasts, cinema, posters, newspapers and magazines, etc.).
- 7  One of the students who took notes during Exercise 5 from each group should swap places with a student from another group. That student presents their group's ideas and invites questions, suggestions and observations. The new group then do the same with their ideas. Allow 5–10 minutes for discussion, then ask the students who swapped places to go back to their original groups. Those students should then give details of the other group's ideas to their own group.

Optional activity


 Students plan a detailed advertising campaign based on their earlier discussions. In class, the students should decide what kind of media they would like to use, which magazines/websites, etc. they should target (and why) and who will be responsible for which part of the campaign. They then divide up the work and prepare their campaign as a homework task. For example, two students could write a radio script for a 30-second 'spot', one could design a poster, another could design a newspaper advertisement, etc. Encourage the students to play to their strengths, so a student with good design skills should be responsible for the poster, students interested in drama could script a TV advertisement, etc. Tell the students to be ready to present their ideas during the next class. In the following class, the students present their ideas to their groups for feedback, make any amendments necessary and then present each section of the campaign to the rest of the class. Any sections of the campaign that involve acting should be acted out for the class, with a follow-up commentary being given by the student(s) responsible for that section of the campaign.

If you have computers or tablets available in the class, this could also be done during class time.

SPEAKING


PREPARATION FOR SPEAKING

PROBLEM–SOLUTION ORGANIZATION

- 1  Students complete the task in pairs. Allow plenty of time for discussion, then elicit the answers from the class.

Answers

- 1 to engage the audience and make them think about the topic
- 2 to make them think about their own problems – these are all yes/no questions, and it is likely that many people would answer 'yes' to some of them. This sets up the advert as a solution to the audience's problems.
- 3 feeling tired, feeling stressed, problems concentrating
- 4 meditation
- 5 to try and make it 'common knowledge' that everyone knows that meditation is helpful
- 6 yes, to increase energy and happiness levels
- 7 the name of the place offering classes, the price of an introductory class, and the time.
- 8 an imperative verb form – it's used to give a suggestion or an instruction to the audience

- 2  Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers

- specific information about the place, time, etc. 4
- background information about the treatment 3
- rhetorical questions to attract the listeners' attention 1
- introduction of the treatment 2

USING IMPERATIVES TO PERSUADE

Language note

Persuasive language can be used for a number of purposes. In this unit, we have seen such language used in advertisements to encourage consumers to believe that they need or want a particular product. Earlier in the unit, we saw examples of how persuasive language can be used to help forward a convincing argument. Examples of this kind of language can also be found in political propaganda, public speaking and academic writing.

The kind of persuasive language we use will depend on its purpose. Imperatives are generally not appropriate in academic discourse as they tend to encourage subjectivity. However, they are extremely useful in advertising. This is because imperatives encourage the potential customer to do something


quickly; imperatives can also make people feel that they have no other choice but to buy the product or service advertised.

In sentences like *Buy now!*, *Call today!*, and *Visit our website!*, the verb forms *buy*, *call* and *visit* are called imperatives. Positive imperatives have the same form as the bare infinitive (the infinitive without *to*). Negative imperatives are constructed with *do not/don't* (e.g. *Don't delay!*).

Note that we don't use a subject with imperative sentences. For example, we say *Buy now!* not *You buy now!*


It is interesting to note that this form of the verb is also used for giving orders, and that the word *imperative* means 'important or urgent'. This sense of importance or urgency can be used very successfully by advertisers.

As well as being used to give orders or to persuade, imperatives are also used to give advice or instructions, to make offers and suggestions, and to express good wishes towards people (e.g. *Have a nice day!*).

- 3  Students complete the task individually or in pairs. Quickly elicit the answers from the class.


Answers

2 Visit 3 Imagine 4 Call; Let 5 join 6 Learn

- 4  Students complete the task in pairs. Allow two minutes for discussion, then elicit the answers from the class. You could also ask the class for examples of other times that the imperative is used.

Answers

- 1 Imperatives are often used to give commands or instructions. They can also be used to give suggestions or invitations to do something. In adverts, they can give the impression that the advert is talking directly to the listener.
- 2 Adverts want people to act. Imperative forms are used when you want someone to take action (i.e. to buy something). Imperatives do not offer the listener a choice (compared with *please could you ...?*). Also, imperatives are not used to give information (compared with *Did you know that ...?* or *We'd like you to ...*).

- 5  Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers


- 1 Buy our new product.
- 2 Buy one, get one free.
- 3 Hurry and book (a ticket) now.
- 4 Don't forget that our shops are open during the holidays.
- 5 Join our courses before it's too late!

Optional activity

A useful language-awareness task is to get your students to find examples of the use of imperatives in authentic advertisements, and to consider how effective they are. Students can then rewrite a more 'honest' version of the advertisement without using any imperatives and compare the effectiveness of this against the original.


This can be done as a homework assignment. If internet access is available in class, you could also do this during class time. This would give you the opportunity to discuss the language used in advertisements in more detail with your students, as well as giving you an interesting insight into their interests as illustrated by the advertisements they decide to look at. This can then help inform your choice of tasks and extra materials in future lessons.

USING ADJECTIVES

- 6  Students complete the task individually. Quickly elicit the answers from the class.

Answers

1 natural; whole 2 simple; effective 3 healthy
4 warm; fresh 5 great; easy


- 7  Elicit the answer to question 1 from the class. Students discuss question 2 in pairs, then elicit suggestions. Give the students two minutes to write down as many adjectives that are typical of advertisements in pairs. Your students may not have seen many English-language advertisements, so you can ask them to write down the kinds of adjectives that would most likely be found in advertisements. Ask one pair to read their list out loud, and write the words on the board. Then go around the class adding to the list. Examples of some of the most common adjectives used in advertising are given in the answer key.




Answers

1 positive
2 students' own answers
3 You could tell the class that *new, better, best, free, delicious, full, sure, clean, wonderful, special, fine, real, bright, extra, safe, and rich* are among the top 20 most used adjectives in advertising.


SPEAKING TASK

PREPARE


- 1  Students complete the task in pairs. Allow 2–3 minutes for discussion, then quickly elicit ideas from the class.

- 2  Give the students a minute to decide on their product in pairs.
- 3  Give the students two minutes to decide on the appropriate images and adjectives. Try to keep the pace fairly quick; as soon as you see that students are running out of ideas, you should begin eliciting suggestions from the class.
- 4  Give students 10–15 minutes to complete the task in pairs. This is quite a demanding task, encourage the students to think carefully about each of the four points and how they should be approached in their adverts. You could point out that many people are extremely cynical about these kinds of therapies, so they will need to work hard to win these people over. Ask the class to have their adverts ready for discussion by the end of the task. Should any groups finish early, you could give them a selection of advertisements or similar products to compare against their own ideas. Alternatively, they could find examples of such adverts online.

PRACTISE

- 5  Give the students five minutes to complete the task together with another pair. Tell the students that they will have the opportunity to make some changes to their adverts following feedback from the other pair. When each pair has presented their advert, give the students a few minutes to make any changes.

PRESENT

- 6  Students complete the task in small groups. If at least one person in every two groups has a smartphone, that person can use their phone to record the presentation. As a follow-up task, the students who made the recordings should edit them and email the final video to you ready for you to play during the next class. Most modern smartphones have simple editing software built in to their operating systems.

Finish off by eliciting comments from the class on the adverts they heard. Were there any particularly persuasive adverts? Did any adverts succeed in changing their mind about a particular product? This stage can either be carried out following the initial group work, or following your showing of the edited videos.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 108–109 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 123 for an Additional speaking task related to this unit.

Put students in groups of three. Focus them on the topic and explain that they are going to prepare a presentation for a new fitness programme.

Give them up to 10 minutes to plan their presentation, illustrating a typical week under their fitness programme. Encourage students to include details about food and exercise. Then ask students to give their presentation. Ask other groups listening to think of a question to ask after each presentation.

RESEARCH PROJECT

Create an interactive menu.

Ask students to brainstorm healthy and unhealthy foods. In groups, students can then think about two menus. One should be a choice of unhealthy foods and the other should be healthy. Each group could write a blog entry on the Cambridge LMS to share their menus with the rest of the class.

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

7

DISCOVERY AND INVENTION


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Background note

The photos shows Difference Engine No. 2, a very early computer created by Charles Babbage in 1849. It weighed around 15 tonnes, and was 2.5 metres tall. It was able to perform a complex series of calculations automatically.

 Ask the students to take out a piece of paper. Tell them that you are going to ask them a question, and they must write down the first word that comes to mind. Then ask them question 4: *What do you think is the most important invention or discovery in the last 20 years?* Very quickly elicit the answer written down by each student, then ask them to discuss the other questions in pairs or small groups.

Answers

- 1 The photograph shows a computer invented in 1849 by Charles Babbage.
- 2 An expression that means that if you really need to do something, you will think of a way of doing it. If taken more literally, it means that a particular thing is invented because there is a need for it.
- 3 Students' own answers.
- 4 Students' own answers. Encourage them to discuss their reasons for the answers in detail.

WATCH AND LISTEN

Video script

Dubai: famous for its business, modern architecture, great beaches, and shopping centres. The owners of a shopping centre had a dream: to build the best indoor ski resort in the world.

Before then, the only way to ski was on the sand, 'sandski' ... or use snowboards and 'sandboard'!

Building an indoor ski resort was an ambitious plan in a country where the temperature is regularly over 30 degrees centigrade. Ski Dubai has real snow and the world's longest indoor slope. It is built over a shopping centre.

The huge shopping centre is almost 600,000 square metres in size, and has two luxury hotels with 900 rooms, a 14-screen cinema, car parking for 7,000 cars and, of course, the ski resort.

To build Ski Dubai, engineers had to construct some of the ski slopes on the ground, and then move them up to the top of the building.

They started by lifting a 90-metre section of slope 60 metres into the air and fixing it in place.

The section weighs the same as 20 jumbo jets. It took two days to lift and position it in the correct place.

The lift started, but suddenly there was a problem. The computer system crashed and the slope was stuck in the air. However, an hour later the computer was fixed and the lift of the slope continued. Finally, the job was completed and the engineers celebrated the achievement.


However, on innovative projects like this there are always problems. The engineers found that there were problems with the cooling pipes. The welding work was bad and had to be replaced.

The engineers also decided to replace all the rubber pipes under the ski slope. They should not have had metal connectors because if the cooling liquid leaked out, it could have melted the 6,000 tonnes of snow at Ski Dubai. This meant that they had to dig all the pipes out of the concrete, causing a major delay to the project.

Meanwhile, a French company completed the chair lifts which take skiers to the top of the slope. After three months of hard work, Ski Dubai was finally ready and the engineers filled it with snow. It may be 30 degrees outside, but the world's first ski resort in the desert opened successfully.

PREPARING TO WATCH


UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers




- 1 c 2 d 3 e 4 b 5 a 6 f 7 h 8 j 9 i 10 g

USING VISUALS TO PREDICT CONTENT

- 2  Give the students two minutes to discuss the questions in pairs, then elicit ideas from the class. Encourage the students to support their ideas with evidence from the photos. As a follow-up question, you could ask students if it is actually desirable to ski in a hot country. If they are from a hot country, ask them whether there is anywhere that they can ski, or whether they would like to be able to ski in their country.

WHILE WATCHING



UNDERSTANDING MAIN IDEAS

- 3  Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.
- 4   Students complete the task individually and check their answers in pairs. To make sure that they have read and understood the questions, you could ask them to try and guess the answers in pairs before watching the video. Quickly elicit the answers from the class.

Answers

1 shopping mall 2 over 3 in the air
4 computer crashed 5 pipes 6 French


UNDERSTANDING DETAIL

- 5   Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to match the numbers from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

a size of the shopping mall
b hotels
c rooms
d parking spaces
e up in the air
f jumbo jets
g temperature outside


DISCUSSION

- 6  Students discuss the questions in small groups. You could ask them to go in to some depth when answering question 3, and include references to the use of resources, the effect on the environment and the *opportunity cost* (the value of the action that you do not choose, when choosing between two possible options) of such projects. Alternatively, elicit or introduce these concepts during the post-task class feedback. Allow up to five minutes for discussion, then elicit ideas from the students.

LISTENING 1

PREPARING TO LISTEN


UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

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

USING YOUR KNOWLEDGE

- 2  Give the students 2–4 minutes to discuss the questions in small groups. You could also ask them to discuss how life would be different without each of these different inventions. Elicit the answers from the class. You could also encourage some class discussion on how important each of these inventions is, and how the world would be different without any one of them

Answers

A gunpowder B crank shaft C chess D fountain pen

If a student asks what a *crankshaft* is, tell them that the answer will be given in the listening task (a crankshaft is a long metal rod, especially one in a car engine, that helps the engine turn the wheels).

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 7.1 Students complete the task individually. Quickly elicit the answers from the class.

Answers

1 fountain pen 2 chess 3 crank shaft 4 gunpowder

LISTENING FOR DETAIL

- 4 7.1 Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before listening again to check and complete their answers.

Answers

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

PRONUNCIATION FOR LISTENING

- 5 7.2 Ask the students to read the information box. Tell the students that you are going to play a recording that includes lots of weak forms, and ask them to listen carefully to the way that the words with weak forms are pronounced. Play the recording. Students complete the gaps individually and check their answers in pairs.

Answers

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

- 6 7.3 Students complete the task individually.

Answers

1 b 2 c 3 a

POST-LISTENING

- 7 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

1 the year 953 2 the Middle Ages 3 al-Jazari
4 the invention of gunpowder 5 Room 14

DISCUSSION

- 8 Give the students 3–5 minutes to complete the task individually. Monitor the students as they write, giving feedback as appropriate.
- 9 Students discuss their ideas in small groups. Allow about two minutes' discussion time per student.

LANGUAGE DEVELOPMENT

PHRASES WITH MAKE

- 1 Ask students to look at the ideas map and to complete the task individually. Ask the students to quickly check their answers in pairs. Then elicit the answers from the class.

Answers

2 difference 3 mistake 4 sure 5 up my mind
6 friends 7 decision 8 an appointment

- 2 Students complete the task individually or in pairs. The first one has been done for them as an example. Quickly elicit the answers from the students.

Answers

2 force 3 cause 4 produce 5 cause 6 force

PASSIVE VERB FORMS

- 3 Give the students 3–5 minutes to complete the task in pairs. Point out that there may be more than one possible answer.

Answers

2 The Law of Gravity was discovered/developed by Isaac Newton in the 17th century.
3 The first computer chip was developed/invented/made/created in the 1950s.
4 The first smartphone was developed/invented/made/created after 1997.
5 Penicillin was discovered in 1928 by Alexander Fleming.

- 4 Students complete the task individually or in pairs.


Answers

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

LISTENING 2


PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1  Students read the sentences and try to describe what an app is, or does.

Answers




An app is an abbreviation of *application*. It is a piece of software that you can download onto a mobile phone or a computer, which does a particular job.

- 2  Students complete the task individually and check their answers in pairs. Point out that the first one has been given as an example, and is another form of the word *efficiently* from Exercise 1. Elicit the answers from the class.

Answers

2 allows 3 leading 4 install 5 beyond
6 recommended 7 access 8 phenomenon 9 available

USING YOUR KNOWLEDGE TO PREDICT CONTENT




- 3  Students discuss the questions in small groups. If possible, try to form groups that each have at least one or two students with smartphones. You could then ask those students with smartphones to talk briefly about which apps they have on their phones, and why these are so important or useful to them. Allow up to five minutes for discussion, then quickly elicit some ideas for questions 2–5 from the students. When discussing question 2, you could elicit the details of a specific app from the students.
- 4  7.4  Students complete the task individually. You could ask them to put the topics in the most likely order before they hear the introduction, and then to check their ideas against the recording.

Answers

1 c 2 a 3 b



WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5  Students discuss their use of apps in pairs. You could ask them to discuss which ones they personally find most useful, and give one or two examples of each. You could also ask them to discuss their favourite games (if they use their smartphones to play games on).
- 6  7.5  Students complete the task individually and check their answers in pairs.

Answers

mentioned: 2, 3, 4, 5, 8, 9, 11

- 7  7.5  Students complete the notes individually or in pairs. Quickly elicit the answers from the class. With a stronger class, you could ask them to try and complete the notes in pairs before listening to the recording a second time to check their answers.

Answers

first apps used for:

- accessing the internet
- checking emails
- sending texts

second gen. apps


- first app store opened in 2008
- 2011 – 10 billion downloads
- 2012 – est. 30 billion downloads

new apps

- more people use apps than internet browsers
- there is a need for skilled software engineers

POST-LISTENING



LISTENING FOR TEXT ORGANIZATION FEATURES

- 8  Students complete the exercise individually. Elicit the expressions from the class. Remind them that these are the kinds of phrases that they can use to structure their own talks in English, and that they will be given the opportunity to practise this language later in the unit.

Answers

- 2 We will then discuss ...
3 I'd like to start by talking (about) ...
4 I'm going to (briefly) talk about ...
5 Now, I'd like to mention ...
6 In the next part of the lecture, I will discuss ...

DISCUSSION


- 9  Students make notes individually. For students that do not have a smartphone, ask them to recommend a particular piece of computer software (also sometimes now known as apps).
- 10  Students complete the task in small groups. Allow 1–2 minutes per student.

Optional activity



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

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

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



- 3  Students complete the task in small groups. Allow up to five minutes for discussion, then invite feedback from the class.

ANALYZE

- 4  Students complete the task in pairs. Ask the students to write at least one question for each arm of the ideas map. Allow 2–4 minutes for the task, depending on the level of the class. If you have time, and internet access in the class, you could ask the students to research the answers to their questions. To make this research more challenging, you could assign this as a homework task and tell the students that they must not use the internet to find the answers, and to be ready to tell the class how well they were able to complete the task offline.
- 5  Ask the pairs to each join another pair and allow up to five minutes for discussion. Rather than asking the students to show each other their questions, you could ask them to read the questions out and to see which of the two new students can answer first (or, if the students have had time to research the answers to the questions that they wrote, which student can first answer *correctly*). Monitor the groups as they answer each other's questions, then lead a class feedback session.

CRITICAL THINKING




UNDERSTAND

- 1  Ask your class if any of them can remember life without the internet. Depending on their age and location, this may seem an amusing question. If you grew up without the internet, you could ask your students how they think that your life has changed since its creation. How do they think you prepared your classes, kept in contact with friends and colleagues, checked to see what the weather would be like later that day and researched travel destinations? Encourage discussion in the class to get them thinking a little about what things may have been like before the internet, then ask them to discuss the questions in pairs or small groups. Allow up to 5–10 minutes for discussion, and encourage the students to discuss all six questions in depth.
- 2  Students complete the task individually. Set a time limit of 3–5 minutes, depending on the level and enthusiasm of the students.

SPEAKING

PREPARATION FOR SPEAKING

OUTLINING A TOPIC

- 1  **7.6**  Students complete the task individually and check their answers in pairs. You could ask them to first try to answer the questions based on what they think should be included in the introduction to a presentation, then check their answers against the recording.
- 2  Give students 3–5 minutes to take brief notes individually, then ask them to each give the introduction to their partner once, who should give feedback. When both students per pair have given their introductions once, they should consider the feedback their partner gave and work this in to a second version of the introduction. Students give their introductions a second time and invite feedback from their partners.

ORGANIZING IDEAS

- 3 Students complete the task individually or in pairs.

Answers

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

EXPLAINING HOW SOMETHING IS USED

- 4 Students complete the task individually and check their answers in pairs.

Answers

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

- 5 Students complete the task individually. Monitor the students as they write their sentences, giving feedback as appropriate.
- 6 Students complete the task in pairs.

SPEAKING TASK

PREPARE

- 1 Students complete the task individually. You could ask them to write down just one invention, then quickly elicit these from each student.
- 2 Students complete the task individually. Ask them to write at least one question for each arm of the ideas map. Allow 2–4 minutes for the task, depending on the level of the class.
- 3 Give the students up to five minutes to discuss their research questions and how they can use the internet most efficiently to find the answers.

After five minutes, elicit search strategies from the students and invite feedback or suggestions from the class. Then either allow time in class for the students to complete their research, or set the research and preparation of Exercise 4 as a homework task. Ask the students to prepare a presentation of 3–5 minutes, depending on the level of the class.

PRACTISE

- 4 Students complete the task in pairs.
- 5 Students complete the task in pairs.

PRESENT

- 6 Ask the students to form new groups of three. Tell them that the groups should not include a pair who have already worked together during this class. Allow up to 3–5 minutes per presentation with 1–2 minutes for follow-up questions and answers. Tell the groups that each of the other students in the group must ask one question following each presentation. Quickly elicit a brief outline of each student's presentation. Then tell them to summarize the presentation in no more than two sentences.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 110–111 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 124 for an Additional speaking task related to this unit.

Put students in groups of four or five. Focus them on the topic of the discussion. Explain that one student in each group should act as the chairperson. This person's job is to encourage other students to brainstorm ideas and give explanations, as well as to make sure that the presentation is planned in time.

Give students 10 minutes to plan their ideas. Go round and monitor to make sure students not only have 10 inventions, but are able to explain why they are important. When students have finished, ask each group to present their ideas to the rest of the class. Allow up to two minutes for each presentation. When each group has finished, round-up with the whole class and see if everyone can agree on the top three inventions of the last 100 years.

RESEARCH PROJECT

Invent and present a new mobile device.

Ask students to brainstorm all the different things mobile devices can do. Examples may include: calling friends and family, producing and editing films, creating music or making photo albums. In groups, ask students to think about what else they wish their mobile devices could do.

Each group should design a new device (which they can draw or piece together from other pictures) which allows them to do these new things. Each group can present their invention and vote for the best one.

There are free online voting systems which allow you to do this. Search for 'voting software' to view some of these.

8


FASHION


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Optional lead in

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

 Students discuss questions 1–3 in small groups. Give the students up to three minutes, then elicit suggestions from some of the groups. Encourage class discussion; try to get a feel of how important fashion is to your students. Ask questions like: *What does your group think about fashion? Which brands are the most popular in your group? Does your group buy mainly designer-branded clothing or shop-branded clothing?* When discussing question 3, you could ask the students if there was ever a 'golden age' of fashion? Would they like to see a revival of some earlier fashions, such as the clothes that were popular in the 1960s or the 1980s?

WATCH AND LISTEN

Video script

Fashion is important to a lot of people, but many of the clothes that are fashionable today didn't start as fashion items. Some clothes start as something practical and become fashionable as more people start to wear them.

For example, today, Missoni is a famous fashion house, known for its bold, bright patterns. But Missoni didn't start by making fashionable clothes.

Ottavio Missoni started Missoni fashion when he was young. He was an international athlete and made the tracksuits for the 1948 Olympics.

After his sporting career was over, he opened a workshop making woollen tracksuits. The Missoni family started making clothes with wool and now design other fashionable clothes.

Tracksuits also became fashion items and are popular because of the comfortable fit and fun colours.

Other fashion clothes started as sports clothes too. In the 1970s, jogging became popular and people needed more running shoes. By the 1980s, a lot of people owned running shoes and they wore them because they looked good and were comfortable. Celebrities started wearing them too. Running-shoe companies started to design shoes just for fashion and not for running, and they got famous sports stars to promote them.


Another fashion item we see every day is jeans. Jeans were invented by Levi Strauss. His first business sold tents and wagon covers to miners in California. The miners needed hard-wearing clothes and Strauss invented trousers for them made of canvas. Over the years he improved the design, adding rivets for strength, using a more comfortable denim material and dyeing the trousers dark blue to hide stains.

Up until the 1950s and 60s, jeans were worn by manual workers, like cowboys and steel workers, but they became really popular when movie stars such as Marlon Brando and James Dean started to wear them.

People started wearing jeans, not just for doing hard work, but as everyday clothes. So, the fashionable clothes you wear every day might have started from less stylish beginnings.

PREPARE TO WATCH


UNDERSTANDING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs.

Answers

1 tracksuits 2 denim 3 fashionable 4 patterns
5 woollen 6 practical 7 workshop 8 stains

PREDICTING CONTENT

-  Give the students 3–5 minutes to complete the task in pairs. Elicit a few suggestions from the class, but do not comment in detail at this stage.

- 3 Students complete the task individually. Give the students a short time to discuss the questions following the recording, then elicit the answers from the students. Encourage class discussion, especially concerning question 1 where there might be some disagreement between students.

Answers

- 1 Student's own answers, but could focus on things like jeans, sportswear, boots. The point in the video is that clothes originally designed for practicality often become fashionable.
- 2 for running/jogging, but also they can be worn for everyday use, because they have a comfortable fit
- 3 In the video, it suggests that they became popular in the 1980s because they looked good, were comfortable, and celebrities started to wear them.
- 4 They were invented for miners in California who needed hard-wearing clothes which also hid stains – they were worn originally by manual workers like cowboys and steel workers.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students complete the summary individually and check their answers in pairs. With a stronger group, you could ask the students to first try and complete the summary from memory before checking their suggested answers against the recording.

Answers

- 1 stylish 2 Olympics 3 fit 4 jogging 5 celebrities
6 material

UNDERSTANDING DETAIL

- 5 Ask the students to read the sentences and to decide from memory whether they are true or false. Play the clip again and ask the students to check their answers. Quickly go through the answers with the class. With a stronger group, you could ask the students to rewrite the false sentences to make them correct (or to correct them orally).

Answers

- 1 T 2 F 3 T 4 DNS 5 T 6 F 7 F 8 DNS

DISCUSSION

- 6 Students discuss questions 1–5 in small groups. Give the students 3–5 minutes, then elicit ideas from some of the groups. If some of the questions have already been discussed during earlier tasks, you could ask the students to choose three questions to discuss.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Optional activity

Ask the students to get into pairs (A & B) and tell them that they are going to perform a series of 60-second role-plays. You will call out the number of one of the statements from Exercise 1. Student A must read out the statement, Student B must respond and then the two students together must improvise a dialogue for 60 seconds. They must continue talking until you call out the next number for Student B to read out. Continue like this until you have called out all of the numbers, then quickly elicit summaries of some of the role-plays from the class.

The most successful statements for this activity are: 1, 2, 5 and 6. The other statements can also be used, although they may demand a little more thought when setting a context for the dialogue.

Answers

- 1 b 2 c 3 d 4 a 5 g 6 h 7 e 8 f 9 i



USING VISUALS TO PREDICT CONTENT

- 2 Ask the students to look at the photos and to try to guess what the focus of the discussion will be. Elicit ideas from the class, but do not comment at this stage.
- 3 Give the students 5–10 minutes to read the predictions and discuss those that might come true. Ask them to give their reasons. For example, if they think that clothes will be able to reduce pain, how might this work? Why would it be desirable? Who could benefit from pain-reducing clothing? Why might this be preferable over conventional medicine, surgery and physiotherapy? Elicit some

ideas from the class, but do not comment on whether or not they are correct. As a follow-up discussion task, you could ask the students to discuss in more detail those predictions that they think will not come true (e.g. why will they not come true?).

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 4  8.1  Students complete the task individually. Quickly go through the answers with the class.

Answers



4, 6, 8, 9

PRONUNCIATION FOR LISTENING

Language note



Elision is when we do not pronounce a particular sound in a word, because it is affected by the following sound. Exercise 5 focuses on vowels that are unstressed when they appear between a consonant and /l/ or /r/, but there are many other examples of this phenomenon.

Elision is one aspect of assimilation, which refers to the way a sound is affected by the sounds around it. This can cause the sound to disappear completely, or it can have a less drastic impact such as making a usually voiced sound become voiceless. For example, the /nd/ sound in *handbag* usually becomes something closer to an /m/ sound in rapid speech, so rather than saying /hændbæg/ we may say /hæmbæg/. In fact, to most people, the first pronunciation sounds overly articulated, and therefore rather artificial.



- 5  8.2  Students complete the task individually. You could ask the students to say the sentences out loud in pairs and discuss the possible answers before listening to the recording. If so, remind them not to overly articulate the words. They should try to sound as natural as possible. Go through the answers with the class. You could play each sentence individually so that the students can hear them again as you give them the respective answers.

Answers

1 library 2 cameras 3 temperature 4 environmentally
5 different


- 6  8.2  Students then complete the task in pairs or small groups. If the class finds this aspect of pronunciation for listening difficult, have them work in groups of at least three.

LISTENING FOR DETAIL

- 7  8.1  Students complete the task individually or in pairs. With a stronger group, you could ask the students to try and answer the questions from memory first and then check their answers against the recording.

Answers



1 a 2 b 3 b 4 b 5 c

- 8  Ask the students to cover up definitions a-e with a piece of paper and to discuss the possible meanings of the words and phrases in bold. Elicit ideas for the definitions, but do not comment too much at this stage. Ask the students to look at a-e and to complete the task in pairs.

Answers


1 c 2 a 3 e 4 b 5 d

POST-LISTENING

- 9  8.3  Students complete the task individually and check their answers in pairs.

Answers

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

- 10  Students complete the task in pairs. If the class find pronunciation difficult, or have difficulty in producing appropriate stress and intonations patterns, have them work in groups of three. Give them two minutes to practise the sentences, then go through the answers with the class. As you go through the answers, you could model the correct pronunciation again and get the class to repeat the sentences after you until you are satisfied that everyone is stressing the correct words.

- 11 👤 Students complete the task in pairs. Once you have gone through the answers, get the pairs to repeat the sentences until they are sure that they are able to pronounce them correctly. You could then go through the sentences a second time with the class, modeling the correct stress and asking the class to repeat the sentences in a chorus.

Answers

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

DISCUSSION

- 12 👤 Students complete the task in pairs. Note that question 3 could be understood on several levels:

- *Why do some particular people have to be fashionable? (e.g. celebrities)*
- *Why do some people like to be fashionable?*

You could either go through these different meanings with your students, or allow them to interpret the sentence as they wish.

👁 LANGUAGE DEVELOPMENT

IDIOMS AND FIXED EXPRESSIONS

Language note

An idiom is a fixed expression that cannot easily be understood from looking at its individual words. For example, in the expression *Can you give me a hand?* the speaker does not literally want the other person to give him or her a hand, the speaker is simply asking for help. The entire expression has a fixed meaning that is understood by most people. These kinds of fixed expressions are referred to as *idioms*, a term used to refer to fixed expressions that people approve of.

A cliché is a saying or remark that is very often made and is therefore not original and not interesting. It is a saying that has been so overused that it is no longer fresh. These sayings can be phrases that are

especially common or fashionable at any one time (e.g. *to be honest*), they can be proverbs (e.g. *don't put all your eggs in one basket*), they can be similes (e.g. *As daft as a brush*) or they can be single words (e.g. *Whatever*). The word cliché is used to refer to fixed expressions that many speakers and writers do not approve of.

It is not always easy to know whether something is an acceptable fixed expression, or whether it is considered a cliché. As a rough guide, the more colourful or idiomatic an expression is, the more likely it is to be a cliché. However, this is a rather blunt definition. To a certain extent, whether or not something is to be considered a cliché will be down to the judgment of the individual.

When choosing idiomatic language to teach, we should consider very carefully whether this language is still actively used (e.g. *As far as I'm concerned*), or dated expressions that are less likely to be in active use (e.g. *It's raining cats and dogs*, etc.). It is always tempting to include examples of this language in our lessons as they can be fun to teach, and our students often enjoy learning them. However, we do them a disservice if we actively teach them to use clichés. Idiomatic language that is not clichéd is useful for our students to know and use. However, clichéd language should be, as one old joke has it, *avoided like the plague!*

- 1 👤 Students discuss the possible meanings in pairs. Elicit some ideas from the class, but do not feed back in detail at this stage.
- 2 👤 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

- a As far as I'm concerned
- b at long last
- c just for the fun of it
- d mad about
- e and all that
- f give me a hand
- g dying to
- h as long as

Optional activity

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

TALKING ABOUT THE FUTURE

Language note

There are many ways of talking about the future in English. Exercises 1–4 illustrate some of the most common. The notes below offer a brief explanation together with some more examples. More information and examples can be found online by typing *talking about the future* into a search engine.

When we know what is going to happen in the future, for example when something has already been decided, or when something is obviously going to happen, we usually use the *present tense*.

We often use the Present continuous for plans we have made (e.g. *I'm leaving this afternoon*).

We often use *be going + infinitive* for plans we have made, especially when talking informally (e.g. *We're going to the cinema tonight*).

We also use *be going + infinitive* where we can see that something will obviously happen, or that it is very likely (e.g. *It's going to rain*).



We can use the Present simple for timetables and schedules (e.g. *The train leaves at 7:54 in the morning*).

We use *will* for decisions made at the time of speaking (e.g.

A: *The motorway is closed this morning.*


B: *OK, we'll take the scenic route.*

Will is also used to make predictions (e.g. *You'll have a great time!*) and to make offers and promises (e.g. *I'll write soon*).

- 3   Students complete the task individually or in pairs. Elicit the answers from the class.


Answers

2 will 3 are playing 4 will 5 is leaving 6 is going to

- 4  Students complete the task individually and check their answers with a partner. Elicit the answers from the class.

Answers

a we are having (present continuous)
b arrives (present simple)
c it's going to rain (going to)
d I'll be (will)

- 5  Students complete the task individually and check their answers with a partner.


Answers

1 am flying / am going to fly
2 starts
3 are going to be
4 will stay

LISTENING 2

PREPARING TO LISTEN




UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers with a partner. Elicit the answers from the class.

Answers



a admired b modest c unique d collection
e individual f combine g confidence h trend

USING YOUR KNOWLEDGE

- 2    Give the students 2–4 minutes to discuss the questions in pairs or small groups. Elicit ideas from the class. You could first organize the groups by asking those who like the clothes in the picture to stand on one side of the room and those who don't like them on the other. Students should then arrange themselves into pairs or small groups with including at least one student from each side of the room.




WHILE LISTENING

LISTENING FOR MAIN IDEAS



- 3  8.4  Students complete the task individually and check their answers with a partner. Elicit the answers from the class.

Answers

1 She is a fashion designer.
2 Qatar
3 unique designs which combined tradition Muslim fashion with French chic

- 4  8.5   Ask the students to guess which of the topics will be mentioned before listening to the recording. Then play the recording and ask them to check their answers.

LISTENING FOR DETAIL


- 5  8.5  Students complete the task individually and check their answers with a partner. Elicit the answers from the class. Again, you could first ask the students to try and guess what the answers will be before they listen to the next part of the interview.

This will be especially useful for weaker students, and will help ensure that they have first read and understood the statements.

Answers


1 F 2 T 3 T 4 DNS 5 T 6 T 7 T 8 F 9 F

DISCUSSION

- 6  Students complete the task in small groups. If you feel that the class has already covered some of these questions, ask the groups to choose the two or three questions that most interest them. Allow 3–5 minutes for discussion, then briefly elicit feedback from each group.


CRITICAL THINKING

APPLY

- 1  Students complete the task individually and check their answers with a partner.

Answers


1 F 2 F 3 F 4 A 5 A 6 F

- 2  Students tick the opinions individually and discuss their answers with a new partner. Allow up to five minutes for the students to explain their answers in detail. Then quickly elicit one or two thoughts on each question from the class. This is a good opportunity to encourage class discussion, although this may depend on the students' own experience of wearing a uniform either at work or at school. You could also set this task up as a group task.

Language note

The term *devil's advocate* is used to describe someone who pretends, in an argument or discussion, to be against an idea or plan that a lot of people support, in order to make people discuss and consider it in more detail. It is most commonly used in the expression *to play devil's advocate*: *I don't really believe all that – I was just playing devil's advocate*. Playing devil's advocate is a good way to test the strength of the opposing arguments.


ANALYZE

- 3  Ask the students to read the dialogue. You could ask them to briefly discuss whether or not they agree with B's argument in pairs.

Quickly elicit comments on the way the point of view is raised and on the strength of the argument.

Answers


Speaker B accepts A's point of view, but then raises a counter-argument, giving an example.

- 4  Students complete the task individually. Point out that there is sometimes more than one possible answer.

Possible answers


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

EVALUATE

- 5  Remind students of the expression *to play devil's advocate*. Ask them to first read the opinions individually and write 'A' (=agree) or 'D' (=disagree) by the side of each argument. Then give them 1–2 minutes to think of one alternative point of view for each of the opinions they agree with. Once they are ready, ask the students in pairs to take it in turns to choose one opinion they agree with and then to give an alternative point of view. Allow 3–5 minutes for this part of the task, then quickly elicit one alternative point of view for each opinion (if possible – it may be that all of the class disagree with one or more of the opinions). You could also ask the students to think of alternative points of view for those opinions with which they disagree.


SPEAKING

PREPARATION FOR SPEAKING

- 1  Ask the students to read the information box on indirect questions and then to answer the questions individually. Give them 2–4 minutes to complete the exercise, depending on their level, then ask them to compare their ideas in pairs. Elicit the answers from the class.

Answers



1 questions e, g
2 questions a, c, e, g

- 2  Students complete the task individually and check their answers with a partner.

Answers


- 1 What do you think 2 Would you say that
3 Don't you agree 4 Do you mean that

FOCUSING ON INFORMATION THAT FOLLOWS

- 3  **8.6**  Students complete the task individually and check their answers with a partner. Point out that the first question has been done as an example. You could tell the students that this kind of language is useful for two reasons: it gives the speaker a little more time to think about what it is they want to say; it helps prepare the listener for what is about to be said.



Answers

- 2 Let me give you an example
3 As far as I'm concerned
4 My feeling is this
5 What I think it that
6 Another thing is that

- 4  **8.6** Play the recording again and elicit the reason for the short pause from the class.


Answers


To create a gap between the focusing phrase and the real content.

- 5  Students complete the task in pairs. Give the students up to three minutes for the role-play, then elicit some of the opinions and arguments expressed from the class.
- 6  Students complete the task in pairs. Give the students up to three minutes for the role-play. You could briefly elicit one or two further opinions.



SPEAKING TASK

PREPARE


- 1  Ask the class to read the notes at the top of the page and to find out what the speaking task is (to take part in an interview to find out attitudes towards uniforms and dress codes). Allow 3–5 minutes for the students to complete the task in small groups. Quickly elicit one or two ideas for each of the three questions.

- 2  Students complete this stage of the task individually. Have two students take the same role if necessary, in which case they should prepare the task together. Give the students two minutes to take notes. Ask the interviewers to prepare some interesting questions and to be ready to follow up any answers with further questions. Tell the interviewees to be ready to give detailed answers, explaining and justifying their opinions with examples and further detail where possible.

PRACTISE

- 3  Students complete this stage of the task in pairs (A + B; C + D). Allow 5–10 minutes for the interview, depending on how well prepared the students are/the level of the class. Elicit brief summaries of the discussions from one or two sets of pairs.
- 4  Students complete the task in pairs. Remind the class that the criticism should be constructive, so that their partners have a good idea as to where and how they can improve. At the end of the feedback session, give the students 1–2 minutes to amend their notes ready for the next interview.

DISCUSS

- 5  Students complete the task in pairs. Allow 5–10 minutes for the interview, then elicit brief summaries of the discussions from one or two sets of pairs.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Training tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 112–113 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 125 for an Additional speaking task related to this unit.

Put students in groups of four. Explain that they are going to take part in a TV discussion show on the theme of fashion. Ask students to read their role cards (A, B, C or D) and to make notes on their information for two minutes.

Next, put students together to role-play the discussion. Allow the interaction to continue for up to 10 minutes. Go round and monitor students' abilities to ask for and give opinions and information.

RESEARCH PROJECT

Design and present clothes for the future.

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

Students could use tools on the Cambridge LMS to share ideas. In groups, ask students to design and present an item of 'smart' clothing or an accessory like the ones they have been thinking about. As an additional activity, one group could interview another group about their design and upload this to the forum on the Cambridge LMS as a podcast. (Search for 'how to create a podcast', for more information. Audio recordings should be saved as 128kb mp3 files.)


Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.


It is the Chinese New Year and Sun Feng is going back to his village to celebrate. When he left home, his daughter was a baby and he hasn't seen her for a year. He misses her.

It is one of the many sacrifices he has made by moving to Shanghai, following the economic dream of millions of Chinese people hoping for a better life.

UNLOCK YOUR KNOWLEDGE

 Students discuss the questions in small groups. For question 3, you could ask students to extend the discussion to the kinds of things people their age like to spend money on. Allow five minutes for discussion, then elicit ideas from the class. Encourage discussion, especially if any potentially contentious statements are made.

PREPARING TO WATCH**UNDERSTANDING KEY VOCABULARY**

-  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class.

Answers

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

WATCH AND LISTEN**Video script**

During the last few decades, an economic revolution has taken place in China. In Chinese cities, economic regulations have been relaxed and people are buying, selling and building to make money.

The result is the biggest economic migration in world history, as tens of millions of Chinese move from the countryside to urban areas in search of wealth and success.

Sun Feng came to Shanghai from his village a year ago. He is not alone: of a population of 20 million, over three million people in Shanghai are migrant workers. However, the only job he could find was one of the most dangerous in the city.



He is a window cleaner, washing the city's skyscrapers. It is terrifying work.

Sun Feng would like to buy a car, but the ones in this showroom are a fantasy for him. He must save the small amount of money he earns to feed his wife and baby daughter back in his home village.


High above the Shanghai streets at night, Sun Feng is still hard at work. Many Chinese companies want their windows cleaned at night so their workers are not disturbed during the day.

Sun Feng is unsure about the rich new world full of luxuries he has found in Shanghai. He believes that if China continues to develop economically, the country will lose some of its traditional, simple culture.

USING VISUALS TO PREDICT CONTENT

-  Give the students 3–5 minutes to discuss the task in pairs, then elicit ideas from the class. Encourage the students to support their ideas with evidence from the photographs and the extract from the video.
-  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.


WHILE WATCHING**UNDERSTANDING MAIN IDEAS**

-  Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 to earn money to feed his wife and baby daughter back in his home village
 2 a window cleaner
 3 no, it is dangerous
 4 once a year


UNDERSTANDING DETAIL

- 5  Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

Answers

1 T 2 T 3 F 4 F 5 T 6 T


DISCUSSION

- 6  Give the students up to five minutes to discuss the questions in small groups, then elicit ideas from the class. Encourage sensitive discussion on this issue. Some of your students may have strong pro- or anti-immigrant feelings, so make sure to keep the discussion reasoned. Ask the students to support their views with evidence and concrete examples rather than anecdotal second-hand views and received wisdom. You may have the children of immigrant workers in your class, in which case they may be prepared to share some of their own experiences with the class.

LISTENING 1

PREPARING TO LISTEN


UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 results of this survey 2 save money 3 Luxury cars
4 invested all his money 5 can't afford to 6 loan
7 debt to pay 8 wealthy 9 worth a lot of money
10 waste your money

USING YOUR KNOWLEDGE



- 2  Students complete the task in pairs. Allow 2–4 minutes for discussion, then elicit ideas from the class. You could first ask the students what they understand by the term *millionaire* (see language note below).

Language note

Most dictionaries define a *millionaire* as a person whose assets (money and property) are worth at least one million pounds, dollars or euros, etc. However, the term *millionaire* is often used more colloquially to refer to a very rich person, usually one who earns lots of money as well as being asset rich. In countries such as the UK, this can be an important distinction as it is quite possible for someone to be asset rich (e.g. because they own a house in central London, where property prices have risen dramatically over the past few decades) but who does not earn the kind of income that would finance the typical view of a millionaire lifestyle.


Although the term *millionaire* is most closely associated with relatively strong currencies such as the pound, the dollar and the euro, countries with other currencies often use versions of the term to refer to very rich people. For example, the term *Millionär* was in common use in Austria before it became part of the eurozone (the economic region made up of countries that have adopted the euro as currency), and was used to mean very rich. This was despite the fact that a person who has assets of at least one million Austrian schillings was worth 20 times less than someone who had assets of at least one million British pounds.

It would be worth finding out from your students what they understand by the term *millionaire* in English, whether or not they use a similar term in their first language, and how that term is defined.


- 3  9.1  Students listen to the recording and discuss the questions in pairs or small groups. Set a strict time limit of two minutes for the discussion, then quickly elicit ideas from the class. Point out that *wealthy* means 'rich' – but it can also mean the feeling of having what you need. For example, a person doesn't have to have lots of money to feel wealthy if he or she has lots of friends, a good family, a comfortable place to live, etc.



WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 4  Give the students three minutes to discuss the statements in small groups and decide which ones are true. Encourage them to explain their reasoning in detail. Why do they think that a particular statement is/is not true? Elicit ideas from the class and ask the students to support their answers with examples where possible.


Optional activity

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

- 5  9.2  Students complete the task individually and check their answers in pairs.

Answers

The following are true, according to the recording: 2, 3, 4, 5, 7.

- 6  Give the students 2–3 minutes to discuss their ideas in pairs, then elicit suggestions from the class.

PRONUNCIATION FOR LISTENING

Language note

Silent letters are those letters that do not correspond to any sound when the word is said out loud. These are a feature of many languages, although English is noted as having a particularly high number of silent letters. This can create difficulties for both native and non-native speakers of English, as it makes it more difficult to spell certain words.


Your students might be interested to know why there are so many silent letters in English.

Consonant clusters are sometimes simplified where once they were pronounced in full (e.g. there used to be a silent *th* in *Christmas*).



Compound words are sometimes simplified to make them easier to pronounce. As with consonant clusters, the spelling often stay the same (e.g. *cupboard*, which contains a silent *p*, but was once fully articulated as *cup* and *board*).

Letters have been inserted into the spelling at different periods of the development of modern English. For example, the silent *b* in *debt* was deliberately inserted to reflect the word's Latin origin (*debitum*) via Old French. Some of the silent *h* sounds that are common in English words such as *ghost* were inserted by Dutch-speaking typesetters, reflecting the spelling of their own first language.

Other changes in pronunciation can also leave some letters redundant. For example, the *gh* was once pronounced in words such as *light*, but is no longer spoken.

- 7  Students complete the task in pairs. Point out that the bolded words all contain letters that are not pronounced. You could



elicit some or all of the sentences from the students, although this would pre-empt the next task. One way to deal with this would be to elicit the sentences from individual students and then ask the rest of the class whether or not they think that the sentence was correctly pronounced. Where the class disagrees, invite another student to try. Do not comment on whether or not the pronunciation is correct, but tell the students that they will hear the correct pronunciation in the next listening task. They can then see which student (if any) pronounced the sentence(s) correctly.

- 8  9.3  Students listen to the sentences and discuss the correct pronunciation of the words in bold in pairs or small groups. Elicit the correct pronunciation of the bolded words from the class. Once the class is clear on which letters are silent, you could play each sentence one last time, stopping at the end of each sentence and inviting the class to repeat the sentence until you are certain that everyone is pronouncing them correctly.

Answers

1 **sur**prising 2 **yach**t 3 **exac**tly 4 **desig**ner 5 **de**bt
6 **doub**t 7 **answ**er


LISTENING FOR DETAIL

- 9  9.2  Students complete the task individually. With a stronger group, you could ask the students to try to answer the questions from memory before checking their answers against the recording.

Answers


1 75% (not half)
2 Half (not 60%)
3 65% (not 33%)
4 86% (not 68%)
5 married (not single)

POST-LISTENING

- 10  Students complete the task individually or in pairs. Quickly go through the answers with the class. You could also deal with this question quickly as a class activity.

Answers



1 b 2 c

- 11  Students complete the task individually or in pairs. Quickly go through the answers with the class. You could also deal with this question quickly as a class activity.

Answers

1 a 2 c

DISCUSSION


- 12  Students complete the task individually. You could ask them to put the five statements into the order in which they most agree with them: 1 = agree with the most; 2 = agree with the least. Give the students five minutes to take notes in preparation for the discussion.
- 13  Students complete the task in small groups. Allow 5–10 minutes for the discussion, monitor the groups and take notes for later feedback. Elicit ideas from the class, focusing on what each group thinks is the most important lesson. You could lead a class discussion in which the class tries to agree on which is the single most important lesson.

LANGUAGE DEVELOPMENT

COLLOCATIONS WITH PAY, SAVE AND MONEY


Language note

Collocations are combinations of words formed when two or more words are often used together in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning. It is useful for your students to learn collocations as it will help them express their ideas much more naturally. For example, a non-native speaker may describe traffic as being *strong*. However, the correct collocation is *heavy traffic*, a combination of words that is not necessarily immediately obvious to learners, but which is typical of native speakers of English. It is useful for students to record the most common collocations around particular verbs or nouns, as learning collocations thematically can help them remember the most important word combinations.

- 1  Students complete the task individually or in pairs. Quickly go through the answers with the class.

Answers


save time; energy
pay attention; someone a visit; a fine
spend; make; earn **money**

- 2  Students complete the task individually. Quickly go through the answers with the class.

Answers


1 spent 2 making 3 save 4 paying 5 pay 6 lost
7 save 8 borrowed 9 save 10 paid

CONDITIONAL SENTENCES

- 3  Ask the students to read the information box on conditional sentences and to complete the task individually or in pairs. Elicit the answers from the class.

Answers

a 1, 4 b 2, 3

- 4  Students complete the task individually and check their answers in pairs. Quickly go through the answers with the class.

Answers

1 If you want to spend money, don't buy lots of expensive things.
2 If you have time, listen to this radio programme.
3 If I have money, I always buy new clothes.
4 If you pay off all your debts, you will be happier.

Optional activity

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

- 5 Students complete the task individually and discuss their answers in pairs.

Optional activity

If you have a larger class, you could make the exercise last a little longer by adding these sentences.

If you are happy, ...

If you need to lose weight, ...

If you want to pass your English exam, ...

If you learn the common collocations, ...

If you can't sleep, ...

If you lose your mobile, ...

If you can't drive, ...

If you lose touch with friends, ...

If you have a credit card, ...

If you travel regularly, ...

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

Answers

1 i 2 h 3 g 4 c 5 d 6 e 7 f 8 a 9 j 10 b

USING YOUR KNOWLEDGE

- 2 **9.4** Students listen to the introduction to the discussion and complete the table in small groups. You could also ask them to first brainstorm as many ideas for or against and then decide on the best ones. If so, remind your students that during the first part of a brainstorming session the aim is to get as many ideas as possible, good or bad. Students should not comment on each other's ideas at this stage, they should simply note them down. Once a brainstorming session has led to lots of ideas, the merits of these ideas can then be discussed in detail. Allow 5–10 minutes for detailed discussion, then ask each group to give you their best idea for and their best idea against. Continue like this, noting the ideas on the board. Go back to the first group and repeat the procedure until all of the best ideas have been collected.

WHILE LISTENING

LISTENING FOR CONTRASTING VIEWPOINTS

- 3 **9.5** Students complete the task individually. Quickly elicit the answers from the class.

Answers

1 F 2 A 3 A

- 4 **9.5** Students complete the task individually. With a stronger group, you could ask the students to try to answer the questions from memory before checking their answers against the recording.

Answers

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

POST-LISTENING

- 5 Students complete the task individually or in pairs. Quickly elicit the answers from the class.

Answers

1 b 2 a 3 b


- 6 Students complete the task individually or in pairs. Elicit the answers from the class and remind the students that this kind of language is useful in discussions as it helps prepare the listener for what the speaker is about to say.

Answers

1 I understand; I can see your point; I realize that
2 However; but; but




DISCUSSION

- 7 Give the students up to three minutes to take notes on the questions. You could remind them of the arguments for and against that were discussed earlier, and ask them to look at these again and decide which ones they most agree with. Point out that good answers to questions 2 and 3 are especially important in preparing a discussion, and will make their opinions sound much more authoritative and persuasive.

- 8  Students complete the task in small groups. As this discussion should lead to a clear decision, you could appoint a chair and a secretary for each group. The chair should start the meeting and confirm its aims. They should then ensure that everyone gets an equal chance to put forward their views. The secretary should take notes on what is said, and is responsible for correctly noting down the final decision. Give the students up to 10 minutes to complete the task, then invite the secretaries to present the groups' decision. Appointing a chair and a secretary helps give a discussion a more formal tone, and is more likely to lead to a clear decision on which the whole group can agree.


CRITICAL THINKING

UNDERSTAND


- 1  Students complete the task in pairs. Give the students up to five minutes to discuss the questions, then quickly elicit some ideas from the class. Once you have an overview of the different attitudes represented by the class, you could lead a class discussion based on question 4.
- 2  **9.6**  Students complete the task individually. Quickly elicit the answers from the class.

Answers

Joseph: against, children should be taught that it's their responsibility to do work as family members
Karen: against, children shouldn't think that they receive money from their parents
Robert: for, it's good to give children a little money – it teaches them about maths.


- 3  Students complete the task in small groups. Monitor the discussions and take notes on the students' language for later feedback. Allow 2–4 minutes discussion time, then lead a brief feedback session based on the language you have noted. You could also briefly elicit some opinions based on what the students have heard.

ANALYZE

- 4  Give the students 2–4 minutes to take notes on their roles. You could also ask them to anticipate the arguments that their partner is likely to put forward during the discussion,


and to prepare brief notes on possible counterarguments.

CREATE

- 5  Students complete the task in pairs. Allow up to five minutes for discussion. Remind them to use conditional language and the language used when presenting and discussing opinions. Monitor the groups and give feedback on the students' language at the end of the task.


SPEAKING

PREPARATION FOR SPEAKING

- 1  Ask the class to read the explanation box and to complete the task individually or in pairs. Elicit the answers from the class.


Answers



- 1 Learning
- 2 Saving money
- 3 Reading books about millionaires
- 4 Teaching children about money

- 2  Students complete the task individually or in pairs. Point out that the first question has been done as an example. Elicit the answers from the class.


Answers

- 2 Paying children to study can encourage them.
- 3 Learning about money is difficult when you're a child.
- 4 Giving children money at an early age can spoil them.
- 5 Teaching children to save money is very important.


- 3  Students complete the task in pairs. Ask them to write the sentences down, monitor the pairs and give feedback as appropriate. Try to review at least one sentence written by each pair and give any necessary corrections. Then elicit one correct sentence from each pair.

- 4  **9.7**  Ask the students to read the phrases first. Students then complete the task individually. Quickly elicit the answers from the class.

Optional activity





 Exercise 4 presents some useful language for asking for more information. There are other ways to do this.

Ask the class to give you an example of another expression that could be used to ask for more information. Give feedback and continue asking until you have elicited one correct alternative phrase (e.g. *You really think so?*). Then point out that without even speaking there are other ways to ask for more information, or to show that you don't understand. Elicit one of these ways from the students. If necessary, give an example (e.g. frowning). You could tell the students that some of these non-linguistic ways may be culturally specific, and that a common example of body language in one country may not be understood, or may be understood differently, in another country. Students then work in pairs or small groups and think of other linguistic and non-linguistic ways of asking someone to explain more. Give the students five minutes to think of ways of asking someone to explain more, elicit suggestions from the class and give feedback.



- 5  Students complete the task in small groups. Remind them that they should ask each other to explain their reasons. Monitor the discussions and take notes on the students' language for later feedback. Allow 5–10 minutes discussion time, then elicit some opinions from the students. Ask them to explain their reasons using some of the language presented earlier in the unit. You could also ask the students to explain their ideas further by using facial expressions and body language.

SPEAKING TASK**PREPARE****Optional activity**


Ask the class to read the topic of the debate and to quickly decide for themselves whether or not teenagers should have credit cards. Then tell the students that you are going to ask those who believe that teenagers should have credit cards to raise their hands, and those who think that they should not to raise their books. Tell them to be ready with a decision, and that on the count of three they should raise their hands or books. Countdown from three, and comment briefly on the result.

- 1  Ask the students to read the news story and to find out why the topic of allowing teenagers to have credit cards is a matter of public debate (many teenagers get into debt). Elicit the answer, then ask students to discuss the questions in small groups. You could also ask them to discuss the benefits of having a credit card, and the difficulties encountered by not having one. Allow five minutes for discussion, then elicit ideas from the class. If not already discussed during the feedback session, you could ask those with a credit card to tell you how different their lives would be if they did not have one.
- 2  Give the students three minutes to write notes on as many advantages and disadvantages of giving teenagers credit cards as they can.
- 3  Students complete the task in pairs. Allow 2–4 minutes for this discussion.
- 4  Students complete the task individually. Allow up to five minutes for the students to take detailed notes.

PRACTISE

- 5  Ask the students to form groups of four. Allow 10 minutes for detailed discussion. Remind the students to give reasons and examples, and to ask the other students in their groups to explain their reasons in more detail (when more detail is needed).
- 6  Students complete the task in their groups. Remind the class that their discussion should be constructive, and that the students should each be left with a clear idea as to their strengths and those aspects of their language of discussion that could be improved.

DISCUSS

- 7 and 8  Students complete the task in new groups. Allow 5–10 minutes for discussion, then ask one person from each group to present their group's opinions.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 114–115 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 126 for an Additional speaking task related to this unit.

Put students in groups of four or five. Introduce the debate topic. Students have been asked to contribute to a discussion to create ideas for new ways to raise taxes. Focus students on the questions and allow up to two minutes for them to make notes.

Then, allow up to 10 minutes for students to discuss their ideas. It may be helpful for each group to appoint a chairperson, to ensure that everyone gets a chance to speak.

When the students have finished, round up by getting feedback from the whole class.

RESEARCH PROJECT

Create an eBook to help people budget their finances.

Divide the class into groups. Ask each group to search for 'budget your finances'. Give each group a different area to focus on, e.g. how to save money, how to create a budget, why it is important to budget. Students should make a note of their findings – they could use tools on the Cambridge LMS, for example the blog or wiki, for this.

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

10 THE BRAIN

Learning objectives


Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

UNLOCK YOUR KNOWLEDGE

Optional activity

Draw a sketch of a human brain on the board, or display one on a projector. Elicit the topic of the lesson from the class (the brain). Give the class 60 seconds to discuss what they know about the brain in pairs. Then ask the students if any of them could talk for 60 seconds on their own about the same topic. Encourage one student to be a 'volunteer'. Tell that student that you would like them to talk about the brain without pausing, without repeating any words and without going off-topic. Ask the other students to 'challenge' if they hear the speaker do any of these three things. If a student correctly challenges, they continue speaking on the topic. As soon as 60 seconds have passed, ask the students to work in groups of four and to try the activity themselves. Each student in each group of four should have the chance to begin one of these topics:

- the brain
- the mind
- intelligence
- personality.

 Students discuss the questions in pairs or small groups. Allow five minutes for discussion, then elicit ideas from the class. Encourage class discussion and try to establish the difference between the mind and the brain.

WATCH AND LISTEN

Video script

Kate, a psychology student, is taking part in an experiment to test her brain's ability to respond to pain. She is going to be burned on her forearm without any painkillers.

Her Professor, Tor Wager, places a metal plate the temperature of a very hot cup of coffee on her forearm. It is an uncomfortable experiment, designed to investigate the placebo effect.

The placebo effect occurs in the brain when a person is told that something will improve their health, or a painful condition, and they get better. However, nothing has actually been given or done to them to physically alter their condition.

Doctor Wager thinks that the power of suggestion actually produces a physical change in the brain, which is why placebo medicines can seem to have the same effects as real drugs.

His plan is to look for changes in the part of the brain that senses pain while Kate is burned with the metal plate. Kate enters a scanner. The professor burns her arm again and the scanner records her brain activity while she is in pain.


Professor Wager then puts a cream on Kate's skin. He tells her that it is a powerful pain killer, but the lotion is a placebo. It is body cream, with nothing in it to stop the pain from the burns. Kate enters the scanner again and she is burned at exactly the same temperature as before.

This time, however, there is not as much activity in the pain centre of her brain. Kate actually feels a lot less pain, even though the lotion on her skin is not a painkiller.

The experiments show that the human brain's ability to recognize pain is flexible, as it can physically respond to a placebo by changing its signals. It seems the placebo effect really can work.

BEFORE WATCHING


UNDERSTANDING KEY VOCABULARY

- 1  Students complete the task individually and check their answers in pairs.

Answers

1 experiment 2 respond 3 burned 4 seem to
5 painkiller 6 ability 7 occur 8 alter

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 2  Give the students 3–5 minutes to discuss the questions in pairs, then quickly elicit ideas from the class. When eliciting ideas, first establish what the placebo effect is, and then encourage brief discussion on questions 2 and 3. Remind the students to support their ideas with examples where possible. Do not feed back in detail at this point, as these questions will be dealt with in the video.

- 3 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the class.

Answers

- 1 A placebo is a substance which doctors give patients. The patient is told that it is a medicine, although it may actually be something simple with no medical properties at all. The patient may then feel that he or she is getting better, simply because he or she has taken a (fake) medicine. This is called the 'placebo effect'.
- 2 Some people think that placebo medicines can be effective, if the patient really believes that they are medicines.
- 3 Students' own answers.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Students complete the task individually and compare their answers in pairs. Quickly elicit the answers from the class.

Answers

1, 3, 4, 6

- 5 Students discuss the questions in pairs. Quickly elicit the answers from the class.

Answers

- 1 That the brain's ability to recognize pain is flexible.
- 2 Yes.
- 3 The brain can respond to a placebo, and change the amount of pain you feel.

UNDERSTANDING DETAIL

- 6 Students complete the task individually. With a stronger group, you could ask the students to try to answer the questions from memory before checking their answers against the recording.

Answers

1 F 2 T 3 F 4 T 5 T 6 T 7 F 8 T

DISCUSSION

- 7 Give the students up to five minutes to discuss the questions in small groups, then elicit ideas from the class.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 f 2 c 3 a 4 i 5 d 6 b 7 h 8 e 9 j 10 g

USING YOUR KNOWLEDGE

- 2 Students complete the task in pairs. Allow up to five minutes for discussion, then elicit ideas from the class. When discussing question 3, encourage the students to tell you why they think that the people they suggest are geniuses.

- 3 10.1 Ask the students to read the options carefully. They should then complete the task individually and check their answers in pairs. You could point out that Dr Anderson might well be a genius, too – but that we don't have that information.

Answers

1 b 2 c

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 4 10.2 Ask the students whether they think that the brains of geniuses are different from those of ordinary people. You could also elicit possible answers to questions 3 and 4, but do not comment in detail at this stage. Students complete the task individually and check their answers in pairs.

Answers

- 1 There is no evidence to suggest that geniuses have different brains.
- 2 Being active and doing things can help develop the brain.
- 3 It is a theory that if you spend at least 10,000 hours doing something, then you will be successful at it.
- 4 Working hard: he says genius is 1% inspiration and 99% perspiration.

PRONUNCIATION FOR LISTENING

Language note

Listening for a rising or falling tone at the end of a question can tell us if the speaker is checking information and wants a 'yes/no' answer, or if the speaker is asking for more detailed information.

- 5 10.3 Ask the students to read the notes on *intonation in questions*. They should then complete the task individually and check their answers in pairs.

Answers

1 ↗ 2 ↘ 3 ↗ 4 ↘

- 6 Give the students up to two minutes to discuss their ideas in pairs. You could ask them to practise saying the yes/no questions when answering question 3. Then elicit suggestions from the class. If the students seem unclear about the correct pronunciation of the sentences, play the two dialogues again, stopping after each question so that the students can repeat in chorus.

Answers

1 1, 3
2 2, 4
3 rise

- 7 Give the students time to practise saying the questions out loud. Monitor the class. You could ask students at random to repeat any one particular sentence. Give visual feedback (e.g. a frown for 'incorrect' and a nod for 'correct'), but do not comment in detail.

- 8 10.4 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 falling 2 falling 3 rising 4 rising 5 falling 6 rising

LISTENING FOR DETAIL

- 9 10.2 Students complete the task individually and check their answers in pairs. Quickly elicit the answers from the students.

Answers

1 T 2 F 3 T 4 DNS 5 F 6 DNS 7 T 8 F

POST-LISTENING

- 10 Ask the students to read the information box on understanding paraphrase. You could elicit from the class situations in which it might be useful to paraphrase. Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

a determined by our genes
b determined ... by our environment
c exceptional
d if you put 10,000 hours into something

DISCUSSION

- 11 Students discuss the questions in pairs. Allow 3–5 minutes for discussion, then elicit ideas from the class.

LANGUAGE DEVELOPMENT

COLLOCATIONS WITH MIND

- 1 Students complete the task individually or in pairs. You could do the first question with the class as an example.

Answers

1 comes to mind 2 make up your mind
3 mind your own business 4 speak your mind
5 bear/keep in mind 6 Do you mind

- 2 Students complete the task with a new partner. Set a time limit at the start of the activity of five minutes to discuss the questions in detail (10 minutes with a stronger class). Monitor the class and give feedback at the end. You could elicit some suggestions for the questions that seemed most interesting to your students, or pick up on some of the things you heard while monitoring the students' discussions and use these as the basis of a class discussion.
- 3 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

1 Never mind 2 something/anything on your mind
3 changed my mind 4 mind what you say

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

muscles – g
active – c
require – b
decisions – a
solve – i
promotes – e
stimulates – d
efficiently – f
beneficial – h

- 2 Students discuss the sentences in pairs. Allow 2–4 minutes for discussion, then elicit suggested answers from the class. Do not comment in detail at this stage.
- 3 Students complete the task individually or in pairs. Elicit suggestions from the class, but do not comment in detail at this stage.
- 4 10.5 Students complete the task individually. Quickly elicit the answers from the students.

Answers

1 b 2 c

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5 10.6 Ask the students to read the tips and to decide which are the most likely four. Students then check their ideas against the recording. Quickly go through the answers with the class.

Answers

mentioned: 2, 6, 7, 8

LISTENING FOR DETAIL

- 6 10.6 Students complete the task individually.

Answers

1 T 2 DNS 3 T 4 T 5 DNS 6 F 7 F 8 F 9 T

POST-LISTENING

- 7 Students complete the task individually or in pairs. Elicit the answers from the class.

Answers

2 All in all 3 To sum up 4 In conclusion 5 Finally

- 8 Students answer the question individually or in pairs. Elicit suggestions from the class.

Answers

1 To make our argument clearer, and remind the listener of our main points.
2 It is usually a summary of the main idea or ideas.

DISCUSSION

- 9 Give the students up to five minutes to discuss the questions in small groups, then elicit ideas from the class.

CRITICAL THINKING

UNDERSTAND

- 1 Ask the students to read the information box on multiple intelligences and to look at the diagram. They should then complete the task individually or in pairs. Quickly elicit the answers from the class, but do not comment too much at this stage. The students will have the chance to explore multiple intelligence theory in more depth in the next tasks.

Answers


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

APPLY


- 2 Students complete the task individually.
- 3 Students compare their answers to Exercise 2 with a new partner and then match the actions (a–g) in Exercise 2 with the intelligences in Exercise 1.

Suggested answers

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

- 4  Give the students 4–8 minutes to discuss the intelligences needed for the different occupations. You could ask them to first take brief notes individually and then to use these as the basis of their pair work. Go through the suggested answers for all of the occupations with the class, encouraging further discussion where possible.



EVALUATE

- 5  Give the students up to 4–8 minutes to discuss the questions in small groups, then elicit ideas from the class. For question 3, you could ask the students to discuss (either with their groups or during a class discussion) the kinds of language tasks that might be best suited to their own intelligences. With a very strong group, you could ask the class to look at one or two pages from one of the units of this book and discuss the different ways that the exercises could be presented to cater for their different intelligences.

SPEAKING



PREPARATION FOR SPEAKING

ASKING FOR ADVICE

- 1  **10.7**  Point out that the first question has been done as an example. Students complete the task individually or in pairs. Elicit the answers from the students.


Answers



- 2 what can we do to
3 What do you suggest for this
4 Do you think we ought to
5 What should we do

- 2  **10.7**  Students complete the task individually or in pairs. Elicit the answers from the class. If the students seem unclear about the correct intonation of the sentences, play the recording again, stopping after each sentence so that the students can repeat in chorus. You could also call on individual students at random to repeat one or more of the sentences. Remind them to focus on producing the correct rising or falling intonation.

Answers





- 1 ↘ 2 ↘ 3 ↘ 4 ↗ 5 ↘

- 3  Allow 5–8 minutes for the students to complete the task in pairs or small groups. Ask them to discuss the questions in detail, and tell them to be ready to put forward a series of practical suggestions for learners of English at the end of their discussions. Elicit ideas from each group, reminding the groups that they only need make suggestions that have not already been made (or add something to those suggestions).

- 4  **10.8**  Ask the students to read the explanation box on modal verbs. Students complete the task individually. Elicit the answers from the class.




Answers

- 2 Make sure that you 3 It would be a good idea to
4 It might be good to; make sure 5 You should
6 You ought to



- 5  **10.8**  Students complete the task individually or in pairs. Elicit the answers from the class. If the students seem unclear about which word is stressed, play the recording again, stopping after each sentence so that the students can repeat in chorus. You could also call on individual students at random to repeat one or more of the sentences. Remind them to focus on stressing the correct word, as well as their pronunciation in general.
- 6  Give the students three minutes to complete the sentences and write them down in pairs. Ask the students to include a wide variety of activities that accurately reflect their country's culture (both past and present) and history, as well as including visits to well-known areas of natural beauty.
- 7  Students compare their ideas in small groups. You could ask them to come up with a definitive programme. Depending on the class time available, you could ask the groups to think of a set of activities for a person staying 1, 2, 3, 7 or 14 days. Tell the students not to try to cram in too much, and that the visitors will need to take breaks – and will also want to eat! You could also ask them to suggest restaurants and cafés, or to say what kind of food the visitor should sample during their stay.

SPEAKING TASK

PREPARE

- 1  Ask the students to read the role-play topic and to rank the seven intelligences as they apply to their own learning styles: 1 = most important, 2 = least important. For example, someone who likes to do lots of group work probably has a strong interpersonal intelligence. However, someone with a stronger intrapersonal intelligence would probably prefer to work alone. Give the students 1–2 minutes to complete the ranking, then quickly elicit from each student their strongest and weakest intelligence. You could then suggest ways that you might incorporate this new knowledge into your lesson planning.
- 2  Ask the students to stay in the same pairs and to each choose a role. Give them three minutes to take notes on their roles individually.
- 3  Students complete the task in pairs. Allow 2–4 minutes for the discussion.

PRACTISE

- 4  Set a time limit of five minutes for the students to practise their role-play in pairs.
- 5  Set a time limit of five minutes for the students to complete the task in pairs. When the students have finished, quickly elicit summaries and/or suggestions from the groups. You could ask them to focus on ideas that have not already been discussed with the class.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Training tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 116–117 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 127 for an Additional speaking task related to this unit.

Put students in groups of three. Focus students on the discussion topics in the box. Ask students to choose two topics each. Give them two minutes to make notes on their topics. Then, students take turns to speak about one of their topics for between one and two minutes. The other students listen and ask questions at the end to find out more about what advice the speaker would give on the topic. They can also give their own opinion on the topic. This continues until all students have spoken about their two topics.

RESEARCH PROJECT

Create a video about a famous genius.

Divide your class into groups and explain that each group will be responsible for creating a video explaining the life of a genius, e.g. Albert Einstein, Galileo Galilei, Leonardo da Vinci, Johann Wolfgang von Goethe, Ludwig van Beethoven, Stephen Hawkins, Marie Curie, Émilie du Châtelet. Students could find out what was special about these people and why they are considered geniuses.

Each group will use their research to create a video to present to children. Students will first need to create a script or storyboard. They will also have to think about who in the group will work the camera, who will direct the video, who will edit it, and who will present or narrate the information. The videos could then be uploaded to a video-sharing website and promoted to local schools.

REVIEW TESTS ANSWERS AND AUDIO SCRIPTS

The *Review tests* are designed to be used after the students have completed each unit of the Student's book. Each *Review test* checks students' knowledge of the key language areas and practices the listening skills from the unit. The *Review tests* take around 50 minutes to complete but you may wish to adjust this time depending on your class or how much of the Student's book unit you covered.

Review tests can be given as homework as general revision. *Review test* audio is accessed from the Cambridge LMS. Use the *Additional speaking tasks* at the end of the Teacher's Book or in the Online Workbook to test your students' speaking skills. Photocopy one test for each student. Students should do the tests on their own. You can check the answers by giving students their peers' papers to mark or correct the papers yourself. Keep a record of the results to help monitor individual student progress.

REVIEW TEST 1 ANSWERS

- 1 convinced 2 relocated 3 survive
4 communicate 5 poisonous 6 harmless 7 environment
8 treated 9 realize 10 conditions
- 1 F 2 F 3 F 4 T 5 T 6 F 7 F 8 F 9 T 10 T
- 1 analysis 2 environmental 3 communication
4 involvement 5 abuse
- 1 involved 2 abuse 3 analysis 4 environmental
5 communication
- 1 T 2 F 3 F 4 T 5 F

REVIEW TEST 1 AUDIO SCRIPTS

1.1

- | | | |
|----------------------|----------------------|----------------------|
| 1 <u>convinced</u> | 5 <u>poisonous</u> | 9 <u>realize</u> |
| 2 <u>relocated</u> | 6 <u>harmless</u> | 10 <u>conditions</u> |
| 3 <u>survive</u> | 7 <u>environment</u> | |
| 4 <u>communicate</u> | 8 <u>treated</u> | |

1.2

It's not that I don't like dogs, more that I don't really have any strong feelings about them. Many people say that you're either a cat person or a dog person. I'm neither. I guess you could say that I'm a people person. I'm certainly not an animal person. They're OK, but I'd never spend the day at the zoo – not when there are so many other things to do. I went as a kid, but not now. People say that having animals brings all kinds of benefits, but I'm not convinced. I guess I'm the wrong person to ask about animals. We did have a dog when I was a child, his name was Buster. But we relocated to America for a year and left it with our neighbours, who took care of it. I'm sorry to say that I didn't really think about him while I was away. Anyway, it became ill and died shortly after we returned. Actually, I did feel upset about that. I remember when we came back from America – the dog was so happy to see me. He remembered me – maybe he even missed me. He was running around the house, so excited when he saw me after a year. Maybe that was his way of communicating with me. I really enjoyed playing with him, and taking him to run in the park. But after Buster

died, my parents asked if we should get another dog. I said no. At that time, I was becoming more interested in playing with friends, or even playing on my computer. Buster was the last pet I ever had. I don't think it was an especially sad experience, but I can't imagine getting another pet. Maybe if my son wants one when he's older, but so far he's not shown any interest in animals. If we did ever get a pet, I'd like to think we'd find an abandoned cat or puppy. I'm certainly not into exotic animals – certainly nothing poisonous, or too far removed from its natural environment like a snake or a reptile. Something fairly harmless, like a cat or a rabbit or something similar. There are already enough badly treated animals around without us encouraging pet shops to breed more. I realize that an animal raised in poor conditions might be more difficult to look after. But if we ever do get another pet, I'd like it to be one that really does need a new home.

REVIEW TEST 2 ANSWERS

- 1 What was so good about Austria?
2 There are great summers, and spring is just amazing.
3 Was it a festival or was it something else?
4 What happens in this festival – what are the people doing?
5 People wear a lot of different things.
- 1 F 2 F 3 T 4 T 5 F 6 T 7 F 8 F 9 F 10 F
- 1 identity 2 generations 3 alive 4 traditional 5 behaviour
- 1 useless 2 traditional 3 careful 4 enjoyable 5 celebration
- 1 social 2 throughout 3 anniversary 4 affect 5 global
- 1 T 2 F 3 T 4 T 5 F

REVIEW TEST 2 AUDIO SCRIPTS

2.1

- 1 What was so good about Austria?
- 2 There are great summers, and spring is just amazing.
- 3 Was it a festival or was it something else?
- 4 What happens in this festival – what are the people doing?
- 5 People wear a lot of different things.

2.2

- A:** So, tell me about your time in Austria. How was it?
B: It was great. Really nice. I really enjoyed working there. I'd love to go back one day. But, you know, it's great to come back to London, too!
- A:** What was so good about Austria? I've never been there.
B: Well lots of things. The weather's wonderful. There are great summers, and spring is just amazing. It's hot, but you can always go walking in the mountains. And autumn and winter are nice too. They are cool, but it snows, and you can go skiing everywhere. There is always something to do. Did you look at any of the photos I sent you?
- A:** Yes, some of them. The countryside looks fantastic. And I saw some photos with lots of people wearing crazy masks. Was it a festival or was it something else?
B: Oh yes, that was the *Mullerlaufen*. Yes, it's a traditional festival, or carnival. It happens every four years, so I was really lucky to see it. And it takes place in the Martha villages, in the countryside.
- A:** The *Muller* – what? The Martha villages? What are they?
B: It's a name given to five villages in the eastern part of Austria. The first letter of each village spells the word *Martha*.
- A:** Oh, right. M-A-R-T ... hang on, there are six letters in *Martha*.

- B:** OK, well, one of the villages is a place called Thaur, with a 'TH'. And I was working in Rum.
- A:** You were working in a room?
- B:** No, Rum. That's the name of a village – the 'R' village.
- A:** Oh, I see. Sorry, this is complicated!
- B:** Anyway, the masks are worn by the *Mullers*.
- A:** The Mullers. So they're a family, right?
- B:** No, no. The Mullers represent the four seasons. They each wear wooden masks. Spring is the youngest, then summer, autumn and finally winter. And they all have different characters, and look and behave in different ways.
- A:** It sounds interesting. So what happens in this festival – what are the people doing?
- B:** Well, it's really more like a carnival – because the people are on the streets wearing special clothes, and there is special food and dancing.
- A:** And everyone takes part?
- B:** Oh sure, yes. Old and young – everyone in the family comes out and enjoys themselves!
- A:** That's good. It's good when traditions can be kept alive, and not left to die out.
- B:** Yes. In the smaller villages, the dress tends to be very traditional. Each village expresses its own identity through the costumes they wear.
- A:** What are the costumes made of?
- B:** Well, some are very simple, but some are very complicated – with jewels and pearls. And in the larger towns, it's more like Halloween in America. People wear a lot of different things in this festival.
- A:** You mean, like ghosts and monsters?
- B:** Well, no ... I meant that, in America, people wear lots of different things at Halloween – like superhero costumes or ... you can even see people dressed as food, like hamburgers or pizza! I mean that in this Austrian festival, *Mullerlaufen*, people wear lots of different kinds of clothes. Anything, really. It's all very colourful.
- A:** So did you dress up?
- B:** Me? No. This festival is more for the villagers, really, and the tourists can interact, but don't get dressed up. I just watched and took lots of photos!
- A:** OK, I think I'll need to check your blog again!

REVIEW TEST 3 ANSWERS

- 1 1 We've got to give a presentation about a person **from** history.
2 Plato said **that** she **was** one of the greatest poets he had read.
3 She **was** a British women's rights activist who lived in the late 1900s.
4 **Have** you heard of her?
5 **That was** the start of the equal rights movement in America.
- 2 1 F 2 T 3 F 4 F 5 F 6 T 7 T 8 T 9 F 10 T
- 3 1 rulers 2 ancient 3 significant 4 period 5 exchange
- 4 1 which 2 where 3 who 4 where 5 which
- 5 1 She **found discovered** the treasure while digging in her garden.
2 He sent his **warriors soldiers** across Europe, conquering every country in their path.
3 At the time of his death, he was the oldest **emperor ruler** the world had ever known.
4 There are **plenty lots** of books there to keep you busy. You should be able to find everything you need.
5 So just how many of these **old ancient** statues are there on the island?
- 6 1 decade 2 late 3 medieval 4 at the age 5 at that time

REVIEW TEST 3 AUDIO SCRIPTS

3.1

- We've got to give a presentation about a person from history.
- Plato said that she was one of the greatest poets he had read.
- She was a British women's rights activist who lived in the late 1900s.
- Have you heard of her?
- That was the start of the equal rights movement in America.

3.2

- Gemma:** OK. So we've got to give a presentation about a person from history. What do you think, Susan?
- Susan:** I'm really not sure. What do you think, Gemma? Do you think it has to be a famous person?
- Gemma:** Well, no, it should be someone who we can find lots of information about. Someone interesting who is worth giving a presentation about!
- Susan:** Yes. And I thought it'd be better if we chose someone less well known. Not someone who everyone knows. Then our presentation will be more interesting, I think. That way, maybe someone might actually learn something for once!
- Gemma:** So who did you have in mind?
- Susan:** I was thinking about women in history. History is very often about men, you know.
- Gemma:** Is it?
- Susan:** I'm afraid it is. A lot of famous writers, politicians, rulers – all men. But there were women in history, too!
- Gemma:** Well, yes, of course there were!
- Susan:** So, how about Sappho?
- Gemma:** I've never heard of ... her? Was Sappho a woman?
- Susan:** She was, yes. She was a very important woman.
- Gemma:** Was she a politician?
- Susan:** Actually, one of the first published female writers.
- Gemma:** Oh really? And what did she write? When was she published? Two hundred years ago?
- Susan:** No! She was writing more than 2,000 years ago! And she was a poet, and she lived in ancient Greece.
- Gemma:** Oh, I see.
- Susan:** I think that Plato said that she was one of the greatest poets he had read.
- Gemma:** Hmm. OK, but there have been lots more poets since Plato's time. Anyway, I'm not sure I'm interested in poetry. Any other ideas? Anyone more modern?
- Susan:** Emmeline Pankhurst?
- Gemma:** Was she a poet?
- Susan:** No, she was a British women's rights activist who lived in the late 1900s. When she was alive, women in the UK couldn't vote in elections. But she worked and worked. And in the end, the British government gave women the same voting rights as men. Unfortunately, although she had a major, significant effect on British life, she died just before women got the vote.
- Gemma:** Interesting. That reminds me of Rosa Parks. **Have** you heard of her?
- Susan:** I think so, yes. Wasn't she a Black woman living in America?
- Gemma:** Yes, that's right. She lived some time after Emmeline Pankhurst. Actually, it was in the 1950s that she became famous.
- Susan:** Oh yes. And at that period, actually, in 1955, to be exact, Black Americans didn't have equal rights. They had to go to different schools ...
- Gemma:** Yes, and they even had different seats on the buses and trains.
- Susan:** So what did Rosa Parks do?

Gemma: Well, she went on a bus – and she wasn't a young woman, she was in her 40s – and she sat in the seats reserved for Black people – at the back of the bus. Then the bus got full up. And a White man came on and asked Rosa to give him her seat.

Susan: And what happened?

Gemma: Well, she said no! And everyone was shocked – because, of course, a Black person should always give up their seat on a bus to a White person.

Susan: And then?

Gemma: Everyone was shocked, and she was arrested!

Susan: Really?

Gemma: And when the news spread, this made people aware of the real differences between Black and White people, and that actually, life was unfair.

Susan: And that was the start of the equal rights movement in America. All started by one ordinary woman who only wanted to sit on a bus!

Gemma: That's right.

Susan: OK. So why don't we talk about two people – Emmeline Pankhurst and Rosa Parks. Two ordinary women who changed their countries.

Gemma: Good idea. You research Emmeline Pankhurst, and I'll research Rosa Parks. Then we can get together tomorrow, and exchange information.

Susan: Great!

REVIEW TEST 4 ANSWERS

- 1c 2b 3b 4b 5c
- 1F 2F 3T 4F 5T 6T 7F 8T 9T 10F
- 1 research 2 present 3 increase 4 decrease 5 control
- 1 slower 2 better 3 more interesting 4 the most comfortable 5 easier
- 1 relax 2 injured 3 challenges 4 damaged 5 goals
- 1 attitudes 2 convenience 3 achieved 4 fuel 5 turbulence

REVIEW TEST 4 AUDIO SCRIPTS

4.1

A: Hi. Taking a break?

B: Yes. I'm seriously in need of coffee.

A: Great. I'll join you. It's a bit lonely in our office today.

B: Actually, do you mind if I take a quick look at your paper?

A: Sure. I hope you don't need the features section, I tore an article out before coming to work. I want to show it to my wife.

B: Oh, right. What was it about?

A: It was a report. Some people did research into accidents involving children who text while walking. They're really shocking.

B: Yes. I think it would be safer if children didn't text all the time. They're always glued to their phones. They can't concentrate on what's around them.

A: Well, yes. That would be safer. But it's not going to happen. Anyway, we all text – not just kids. In my opinion, we should all be more careful.

B: Maybe, but it's not really enough just to say 'we should all be more careful'. Someone has to do something!

A: Like what?

B: Like make it impossible to text while walking.

A: What? How?

B: Well, I don't know! Maybe they could build a safety feature into the design of the phone. So it doesn't work if it's moving.

A: That's not a safety feature – that's a broken phone! No one would buy a mobile phone you couldn't use while walking. It wouldn't be mobile!

B: Or they could include some safety features that parents could turn on if they wanted.

A: Oh, come on. Most kids would work out how to change the settings in under two seconds!

B: OK. But I've seen kids walking out into the road on the way to school and nearly being hit by cars. I'm worried that one day my kids will cause a crash. Or worse ...

A: I read that road accidents involving children double at 11.

B: Really? My children are that age.

A: Hmm.

B: So why the increase in accidents?

A: Because it's around that age that children get their first mobiles. Their friends all have them, so they want one, too.

B: That's actually got me worried. I bought my kids mobiles as a present for their birthdays so I could keep in touch with them. I thought they'd be safer. Now I'm not so sure.

A: I think it would be much better if drivers were more careful when driving through busy areas. They should look out for kids, you can't expect them to be sensible all the time. They should teach this when you learn to drive.

B: Well, we can't ban using a mobile phone while walking.

A: No, it's not a crime.

B: But we need to decrease the number of accidents. More effort should be made to educate kids in the proper use of mobile phones. Maybe at school?

A: So again, teachers have to work harder? Schools can't control what the kids are doing in their own free time – that's down to the parents.

B: I disagree. Schools should always try to teach kids about the dangers they face outside school hours.

A: Hmm. Well, parents should also do this, too. Anyway, I need to talk to my wife about this when I get home tonight ...

4.2

1 Some people did research into accidents involving children who text while walking.

2 I bought my kids mobiles as a present for their birthdays so I could keep in touch with them.

3 Why the increase in accidents?

4 We need to decrease the number of accidents.

5 Schools can't control what the kids are doing in their own free time – that's down to the parents.

REVIEW TEST 5 ANSWERS

- 1T 2F 3F 4T 5F 6F 7T 8F
- 1 greenhouse 2 irresponsible 3 long-term 4 disagreement 5 extreme 6 diseases 7 climate 8 fuels
- 1 /w/ 2 /r/ 3 /w/ 4 /r/
- 1 ir 2 anti 3 in 4 im 5 mis
- 1 might 2 will 3 can't 4 may 5 could
- 1 disaster 2 disadvantage 3 drawback 4 benefits 5 affordable

REVIEW TEST 5 AUDIO SCRIPTS

5.1

Presenter: And just to remind the listeners at home, you can now join the debate by calling the usual number. And I think we have our first caller. Yes, it's a Mrs Trellis, from Wales. What do you want to say on the subject of climate change, Mrs Trellis?

Mrs Trellis: Well, I'm not sure that climate change is a bad thing, is it? I heard that temperatures might go up because of greenhouse gases. Why is that bad? Everyone likes warmer weather, don't they? I would love to have warm, sunny winters!

Presenter: Well, that's rather an irresponsible attitude, Mrs Trellis. Most experts think that even a small increase in temperature could have catastrophic long-term effects. And of course, climate change doesn't only mean that the temperature will be warmer. It might be colder, or it might be wetter. There will be more hurricanes, more floods, in some countries. And I don't think anyone likes hurricanes! Our next caller ... We have Robert Shaw on the line. Robert, I understand that **you're involved** in climate research?

Robert: Yes, that's right. The point I wanted to make ... I think that these scientific experts ... They often disagree about climate change, don't they? Everyone always has a different opinion.

Presenter: So, you're saying that not all scientists agree that climate change is happening?

Robert: Well, most do agree that it is happening. But there is a lot of disagreement as to whether or not it's a bad thing. The debate **too often** centres around areas of extreme climate, like in Africa. Or tiny islands that will be under water in a few hundred years time. Few people talk about how it will affect most of the world. Like Europe. Or North America.

Presenter: Well, **America and Europe** are just two continents, and it does seem clear that climate change could have catastrophic effects across the globe. As I said to Mrs Trellis, hurricanes and floods are becoming more common in the US. Take New York for example, if you remember Hurricane Katrina or Hurricane Sandy. Next, we have a Ms Tyler on the line. Ms Tyler, what was your comment?

Ms Tyler: Hello. Yes. Well, I'm worried about climate change.

Presenter: OK. And why is that?

Ms Tyler: Well ... the way we abuse the planet is unnatural. And now the planet is fighting back. We don't know for sure, but my understanding is that a warmer planet may lead to new diseases.

Presenter: That is possible. For example, insects like mosquitoes might move to other countries if the temperature is warmer everywhere.

Ms Tyler: Yes. Malaria, for example, is one disease which might become more common. And what about plants? If the climate changes, will plants be able to survive? Will we have enough to eat or drink? We need to do more research.

Presenter: Thank you. We've time for one last email before the news. And it's Saffron from London. Hello, she writes. I'm 12 and I think that climate change is definitely happening. Some of your callers sound very selfish. It's stupid to say that we'll be happier with a warmer climate. It's not just us, it's the whole world. All the presidents and queens and prime ministers should just get together, make things better, and ban fossil fuels. But they never will. And now over to the news desk.

5.2

- 1 I heard that temperatures might go up because of greenhouse gases.
- 2 But there is a lot of disagreement as to whether or not it's a bad thing.
- 3 The debate too often centres around areas of extreme climate, like in Africa.
- 4 Malaria, for example, is one disease which might become more common.

REVIEW TEST 6 ANSWERS

- 1 a 2 a 3 b 4 a 5 b 6 c 7 b 8 a 9 a 10 c
- 2 1 T 2 F 3 T 4 F 5 F 6 T 7 F 8 T 9 T 10 T
- 3 1 out 2 up 3 on 4 up 5 over 6 up 7 out 8 up 9 down 10 over
- 4 1 regularly 2 habit 3 ingredients 4 natural 5 overweight

REVIEW TEST 6 AUDIO SCRIPTS

6.1

Lauren: Hi Mark! I haven't seen you in ages!

Mark: Oh hi Lauren. I know. Mum says we should meet, but ... we never have time.

Lauren: So, how's it going? Mum said you were going to the gym now, is that true?

Mark: Yes, I was talking to mum last week ... Mum is wrong, but I did buy a crosstrainer a while ago, and I'm actually using it at home!

Lauren: A crosstrainer? Is that one of those running machines?

Mark: Not really running. I don't like running. It's more a kind of walking. It gives your body an all-round workout. It's good for everything.

Lauren: I can see that! You must have lost about 5 kilos since I last saw you!

Mark: I've actually lost about 8 kilos of fat and put on three kilos of muscle.

Lauren: Wow. That's great! So, what brought this on?

Mark: I caught myself in the mirror in a shop a few months ago. I thought, hey – that fat person looks like me. Then I realized it was me!

Lauren: Oh dear. But you were never that fat, really.

Mark: Thanks, but I was quite overweight. It just kind of happens, slowly. You get into bad habits.

Lauren: Tell me about it! I've not had any regular exercise since the kids were born. I sometimes go out for walks, but it's not the same as the daily runs I used to have.

Mark: So you've given up running?

Lauren: Not given up. My life is just too busy. I really hope I can go running again soon. Weren't you really fit a few years ago?

Mark: A few? That must have been about 15 years ago now, when I first met my wife ... I felt great. I was doing lots of sport, eating healthily. I had lots more free time then – and used to do loads of swimming and skiing.

Lauren: And then you got an office job!

Mark: Hah! Yes, lots of sitting in front of a computer.

Lauren: So anyway, why the new healthy lifestyle? Is it a new dad thing?

Mark: Possibly, yes. I really do want to get back into shape, but yes – I also want to be fit for Ben. It'll be great when we can go swimming and hiking together. And I want to be in shape by the time that happens!

Lauren: It looks as though that won't be a problem! How much time are you spending on this thing? The cross trainer?

Mark: Every day. About an hour. Sometimes a little more if Ben sleeps in.

Lauren: So you look after him in the morning? Still no nanny, then?

Mark: No. I love spending that time with my son. Anyway, I usually do 15–30 minutes when I wake up, then a quick shower. When Ben's in bed, I do about 45 minutes in front of the TV.

Lauren: So you work out in front of the TV?

Mark: Yeah. Otherwise it'd be boring. I'd like to go to a gym, but they are too expensive. And I don't want to go to a place with lots of really fit people. I would feel bad.

Lauren: Right. Well, it's nice to see that you've found a way to get healthy!

Mark: Yeah. I want to get down to about 75 kilos. Only another 20 kilos to go!

Lauren: Well, next time I come to your house, I'll take a look. Maybe I'll borrow it from you!

Mark: Sorry, I'm not giving it away! I need to exercise every day ... I want to stay healthy!

REVIEW TEST 7 ANSWERS

- 1 T 2 F 3 T 4 T 5 F 6 F 7 T 8 F 9 T 10 T
- 2 1 a 2 a 3 b 4 c 5 c
- 3 1 Y 2 N 3 N 4 N 5 Y
- 4 1 mistake 2 difference 3 discovery 4 mind 5 sure
- 5 1 were discovered 2 was invented 3 developed 4 was sent 5 designed
- 6 1 T 2 F 3 F 4 T 5 F

REVIEW TEST 7 AUDIO SCRIPTS

7.1

Ruth: Hello. A few shows ago we invited our listeners to go to our Facebook page and post stories of old electronic gadgets they just couldn't bear to throw away.

Alan: That's right. And what a response we had! It seems that many of you have attics full of aging laptops and games consoles dating back to the 1980s. So do go to our Facebook page and have a look at the stories and pictures we've been getting. There really are some great tales.

Ruth: Yes, there certainly are. And one of them in particular caught our eye.

Alan: We've invited Jeannie Cordeaux along to tell us about her much-loved device. Jeannie welcome to the show. Or should I say: welcome to the show.

Jeannie: Thanks!

Ruth: Yes. Listeners may have picked up on that clue. Because Jeannie has come in today to tell us about her favourite toy, her 'Speak & Spell'.

Alan: Listeners younger than us may not know what a Speak & Spell is.

Ruth: Or was.

Alan: Jeannie, can you tell us something about it, please?

Jeannie: Of course. The Speak & Spell toys were very popular throughout the 1980s. In fact, they were produced right up until 1992. I've got an original from when it was first launched in 1978. They'd actually developed a more sophisticated model by the time I bought mine, but the great thing about the first edition is ...

Ruth: That's right. Jeannie's model looks like a flat orange box with a handle at the top ... it's about 20 by 25 cm, with a small green screen and a yellow keyboard. There are several educational games included, each of them designed to teach spelling.

Alan: And when did you get yours?

Jeannie: I got mine for my birthday, 1982. It was second hand, but in good condition.

Alan: And it was designed to teach children to spell. How did it achieve that?

Jeannie: By saying words out loud in a voice not far from the one you used when you introduced me.

Alan: Spell 'friends. Spell 'decision'. Spell 'appointment'.

Jeannie: Exactly. But I don't think that the words were as difficult as that.

Ruth: Right, so it was really just a toy.

Jeannie: Yes. And I used to like typing in my name and getting it to say 'Hello Jeannie'!

Ruth: Right. ... and of course, the Speak & Spell was featured in a recent movie?

Jeannie: Yes. It was in the *Toy Story* films. It's a character called 'Mr Spell'.

Ruth: Right yes, I think I've seen that! So Jeannie, I suppose that your spelling must be excellent now, is that right?

Jeannie: Hah! Maybe! But, you know, it was only a toy, so the words were quite simple. And sometimes, I couldn't always understand the instructions because it had an American accent. So my machine would say 'bath' and I would spell 'bath' with two As because of the way it sounded. And of

course, sometimes the American spelling is different from the British spelling – colour for example is spelled C-O-L-O-U-R in British English. But in American English there is no U. So, I'm afraid I often got the answers wrong! But, actually, when I became older, I loved words, and reading, and now my spelling is quite good. So maybe my toy helped after all!

Alan: Now of course, children would have a mobile phone app, or a computer game to play this kind of game.

Jeannie: Yes, and that's fine. I do believe that anything that helps you practise your spelling when you are young is great, in my opinion.

Ruth: Jeannie, thanks very much for coming along to *This Morning*.

Jeannie: It's a pleasure.

7.2

- 1 Yes, there certainly are.
- 2 The Speak & Spell toys were very popular throughout the 1980s.
- 3 It was designed to teach children to spell.
- 4 So it was really just a toy.
- 5 I do believe that anything that helps you practise your spelling when you are young is great.

REVIEW TEST 8 ANSWERS

- 1 F 2 T 3 F 4 T 5 T 6 F 7 F
- 2 1 b 2 c 3 c 4 b 5 c 6 b 7 a 8 b
- 3 1 fashionable 2 cameras 3 different 4 unfortunately 5 interesting
- 4 1 that 2 concerned 3 mad 4 hand 5 fun
- 5 1 it's going to rain 2 arrives 3 are having 4 I'll 5 I'll drive
- 6 1 What do you think 2 How do you feel about 3 Don't you agree 4 Do you mean that 5 I see what you mean

REVIEW TEST 8 AUDIO SCRIPTS

8.1

A: Go to any high street and you'll see people wearing everything from the cheapest lycra tops to the most expensive fabrics. But this year, you're 17.8% less likely to see fashionable clothing than last year. That's according to a new survey published this week. And with me is the woman who did the research, Judy Hubbard. Judy, you say we're now 17.8% less fashionable. How did you come to such a precise figure?

B: Well, it sounds odd, but it *is* the result of information collected from photos we took with our own cameras, photos posted on social networking sites, interviews in the streets and articles we got from magazines.

A: OK. And when did this research begin?

B: We started to collect data from our readers two years ago following a debate on the letters page of *Looks!* magazine. We wanted to know whether or not there really was a general trend away from what might be described as *fashionable* clothing towards cheaper, less attractive designs.

A: And what did your readers think?

B: Well, although our readers *all* stated that they were careful to keep up with fashion, most thought that other people cared much less about fashion two years ago than they did just a few years earlier. They were either earning less, saving more or simply spending their money on things other than clothes.

A: I see. So you started checking the data to see whether the views expressed by your readers were correct?

- B:** That's right. Last year, using all the information available to us, we tried to get an accurate picture about how fashionable Britain was two years ago.
- A:** And how fashionable were we back then?
- B:** On a scale of 100, we stood at about 23.
- A:** 23? That doesn't sound very good.
- B:** Actually, it's rather better than we were expecting.
- A:** And how does that compare to other European countries?
- B:** Unfortunately, we don't have any data for Europe. But the US edition of *Looks!* carried out similar research, and America was slightly ahead of us with a score of 27.
- A:** Right. Still not that great. How do things stand now?
- B:** Well, as you pointed out earlier, we were 17.8% less fashionable last year than two years ago. But, the US was about 2% more fashionable.
- A:** So, a small increase for the US but a rather dramatic fall for us. Why?
- B:** It's difficult to say, but there do seem to be a number of factors. The main one being lifestyle choices.
- A:** Lifestyle choices? What do you mean by that?
- B:** Well, while it is true that most people have less money to spend, that doesn't really account for the general trend away from fashionable clothing.
- A:** Right. So how do you account for the decline?
- B:** Well, it seems that people are getting fatter in the UK. In the 1980s and 90s, many British people were happy to disguise their size by wearing fashionable sportswear.
- A:** So why are things different?
- B:** Basically, we've got so big that it's now very difficult to find nice clothes that fit us. Many people think there's no point going to any of the better clothes stores, because there's nothing for them to buy. And fashion companies don't want to make clothes for very fat people.
- A:** Because it's not great for their image?
- B:** That's right. They're now focusing more on the kinds of things you might see in music videos. So there's a definite gap in the market, and no one seems to have stepped in. And as a result, it's getting more difficult for the larger person to dress with confidence. And unfortunately, the general trend is towards a fatter, less fashionable Britain.
- A:** And what are your predictions for next year?
- B:** Well, I don't think people are going to get thinner, unfortunately. I don't know the future, but perhaps Britain will become more unfashionable.
- A:** Well, that's certainly an interesting point of view. Judy Hubbard, thank you. Back to the studio ...

8.2

- This year, you're 17.8% less likely to see fashionable clothing than last year.
- It is the result of information collected from photos we took with our own cameras ...
- So why are things different?
- I don't think people are going to get thinner, unfortunately.
- Well, that's certainly an interesting point of view.

REVIEW TEST 9 ANSWERS

- 1 c 2 c 3 b 4 a 5 b
- 1 F 2 T 3 T 4 T 5 F 6 T 7 F 8 T 9 F 10 T
- 1 answer 2 surprising 3 exactly 4 debts 5 doubt
- 1 credit card 2 cash 3 lend 4 bill
- 1 save 2 paid 3 save 4 pays 5 lent 6 paid
- 1 d 2 a 3 e 4 b 5 c

REVIEW TEST 9 AUDIO SCRIPTS

9.1

- Researcher:** Excuse me, would you mind answering a few questions about money and spending?
- Interviewee:** Er ... OK, I'm in a bit of a hurry – actually, I need to catch a train soon.
- Researcher:** It's OK, I won't take long. I just have a few questions.
- Interviewee:** Well, OK. I hope I can answer them, but I need to go in five minutes. Otherwise, I'll miss my train!
- Researcher:** Thank you so much for your time. I'm carrying out some research into the money people spend on travelling to and from work.
- Interviewee:** Right, OK. Sure. That's a good question actually. The train prices went up a lot this year. And it was surprising, because I don't think the quality of the service went up. It's not something I'm very happy about ...
- Researcher:** No, of course. Can I ask which income bracket you fall into? Up to £10,000 a year, £10–25,000, £25–50,000, £50–75,000 or over £75,000?
- Interviewee:** Well, I think ... £25–50,000.
- Researcher:** Great, thanks. And how often do you use public transport? Never, 1–2 times a week, 3 times a week, 4–5 times a week or every day?
- Interviewee:** Well, I use the train every day. Every week day, that is. I don't go anywhere on the weekend, or I use the car.
- Researcher:** So that's about 5 times a week.
- Interviewee:** I think so, yes. Usually.
- Researcher:** Thanks. How important would you say public transport is to you? Extremely important, very important, quite important, not very important or really not very important at all?
- Interviewee:** Well, it's really very important, of course.
- Researcher:** Can you explain why?
- Interviewee:** Why? Well, otherwise, I wouldn't be able to get to work.
- Researcher:** Right. I'll put you down for extremely important, then.
- Interviewee:** Sorry, will this take long? I think I need to run to my train now ...
- Researcher:** Just a few more questions! And what sort of public transport do you use regularly?
- Interviewee:** Well, trains, obviously, as I've just said.
- Researcher:** OK, yes, sorry, you've already said that.
- Interviewee:** Do you have a lot more questions?
- Researcher:** Just a couple more. Could I just ask you generally how much value for money is represented by public transport?
- Interviewee:** Well ... the trains are very expensive, and they are often late, and crowded. And, you know, I have to pay over £4,000 a year commuting to and from work, and that's a lot of money. Unfortunately, I don't have a choice. Because if I drove to work, if I took my car, then I'd be stuck in a traffic jam for hours, and of course, the petrol is getting more and more expensive these days, too.
- Researcher:** And how much of your income is taken up by commuting?
- Interviewee:** I don't know exactly. Quite a lot. It's about 10%. And I think that's too much.
- Reviewer:** Can you explain why you think it's too much?

Interviewee: Well, it wouldn't be so bad if I was guaranteed a seat on the train, but I'm not. I usually have to stand. I earn more than many people, but I'm not especially wealthy. And I can't afford to pay for a seat reservation. I certainly can't afford to travel first class. Look, I use the train to go to work because I have to. I go to work to pay the bills. I earn a reasonable income, and have relatively few debts. It costs me a lot of money to travel to work, it really does. Our public transport system is overcrowded and overpriced. It's always been like that, and I doubt that it will change in the near future.

Researcher: Er, thank you. Could I...

Interviewee: Look, I'm sorry – but I don't really have any more time. My train is here soon!

Researcher: OK. Well, thanks for your time.

Interviewee: That's fine. Bye.

9.2

- 1 I hope I can answer them, but I need to go in five minutes.
- 2 And it was surprising, because I don't think the quality of the service went up.
- 3 **Researcher:** And how much of your income is taken up by commuting?
Interviewee: I don't know exactly.
- 4 I earn a reasonable income, and have relatively few debts.
- 5 It's always been like that, and I doubt that it will change in the near future.

REVIEW TEST 10 ANSWERS

- 1 1 T 2 T 3 F 4 F 5 T 6 F 7 T 8 F 9 T 10 T
- 2 1 change your mind 2 unique 3 talented 4 respond 5 exceptional
- 3 1 ↑ 2 ↓ 3 ↓ 4 ↓ 5 ↑
- 4 1 changed 2 business 3 Never 4 have 5 make 6 bear/keep 7 would 8 speak
- 5 1 occurred 2 intelligent 3 theory 4 ordinary 5 efficiently 6 determine 7 experiments

REVIEW TEST 10 AUDIO SCRIPTS

10.1

Hello, and thank you all for downloading this week's podcast with news and views of all the latest games. So, let's start with a difficult question. Are computer games bad for us? Especially for children? Many people think that computer games are a waste of time, and don't teach you everything. Well, that might be true. But, luckily, not all computer games are the same. One software company has asked the question: What can we do to make computer games more intelligent? How can computer games keep our brains healthy and active? And they have created a new game called *Annie Pond and the Box of Time*. We think it will change your mind about computer games. This is our review. *Annie Pond and the Box of Time* is unique. It's different from the usual action-adventure games that many people play, or simple strategy games like *Angry Birds*. This game features realistic characters, and different puzzles which really train your brain.

So, what happens in this game? Well, firstly, *Annie Pond and the Box of Time*, gives hours and hours of entertainment. You can play it at any time – on your computer, or on your phone – at home, or on the train or bus. And it has a very interesting story which keeps you interested for weeks and weeks.

The main character, Annie Pond, is an extremely talented teenage detective who spends her time solving mysteries. You play Annie Pond, and you are having a boring day, when you suddenly receive an unexpected email. However, this email is very strange. There is no information about who sent the message, and it seems to come from the future. No, not the year 3000, the next century or even next year. According to the date on the email, it was posted next week. The email contains just one sentence: *Don't go to school tomorrow, Annie Pond!* What does it all mean? Annie Pond immediately tries to work out what's going on. The game then takes you all around the world – from Scotland to New Zealand – to solve the mystery. You meet strange and wonderful characters, and and soon find yourself in dangerous and exciting situations.

Overall, in this game, you have to solve about 200 puzzles to unravel the mystery. The puzzles vary in difficulty: as the game continues, the puzzles get more difficult.

Now, we're not going to tell you what the mystery is, because we don't want to say too much. And luckily, this is one game where you can't solve all the mysteries easily in one go. The game is a lot of fun if you don't usually like traditional puzzles. The game has different activities for different types of intelligences. It has puzzles which test your logical intelligence, puzzles which test your musical intelligence, linguistic intelligence, and so on. While this may sound annoying, it does make the game very interesting. You need to respond to the game, and change the way you think. This gives you good brain training.

Finally, this game has exceptional graphics and the story has lots of funny moments, as well as scary ones. But, did it make me feel more intelligent? Well, yes, after a few weeks, it did! I started to think about real-life problems in different ways, and realized that there is always more than one way to solve a problem. Not bad for a computer game!

You can download the game now, and we wish you luck in getting to the end! We give *Box of Time* three out of five stars.

10.2

- 1 Are computer games bad for us?
- 2 What can we do to make computer games more intelligent?
- 3 How can computer games keep our brains healthy and active?
- 4 What does it all mean?
- 5 Did it make me feel more intelligent?

REVIEW TEST 1

Name:

Date:


LISTENING (20 marks)

LISTENING 1

1  1.1 Listen and underline the stressed syllable in each word. 1 mark for each correct answer.

- 1 convinced
- 2 relocated
- 3 survive
- 4 communicate
- 5 poisonous
- 6 harmless
- 7 environment
- 8 treated
- 9 realize
- 10 conditions

LISTENING 2

2  1.2 Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The speaker doesn't like dogs. ____
- 2 He prefers animals to people. ____
- 3 He has never been to a zoo. ____
- 4 He had a pet dog when he was younger. ____
- 5 He wasn't happy when his pet became ill. ____
- 6 He never played with his pet. ____
- 7 He wanted to have another pet. ____
- 8 His son would like a pet. ____
- 9 He doesn't want an exotic pet. ____
- 10 He thinks that people should not buy pets from shops. ____

LANGUAGE DEVELOPMENT (15 marks)

3 Complete the table. 1 mark for each correct answer.

noun	verb	adjective
1 _____	analyze	analytical
environment		2 _____
3 _____	communicate	communicating
4 _____	involve	involved
5 _____	abuse	abused

4 Complete the sentences below with a word from the table in Exercise 3. 1 mark for each correct answer.

- 1 Men need to become more _____ in the raising of their children.
- 2 After years of _____, it now looks as though these poor animals have finally found a new home.
- 3 Ms Graham, what's your _____ of the current situation? How are things likely to develop?
- 4 Unless world leaders are prepared to do something to fight global warming, we really do face an _____ disaster.
- 5 The smartphone is by far the most popular means of _____ ever.

5 Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 Things described as *domestic* are to do with the home or with your own country. ____
- 2 Zoology is the study of plant life. ____
- 3 If you abandon something, then you leave it for a short time. ____
- 4 A savannah is a large area of grassy land in a hot area. ____
- 5 If something is harmless, then it can hurt you. ____

TOTAL ____ / 35

REVIEW TEST 2

Name:

Date:

LISTENING (20 marks)

LISTENING 1

1 **2.1** Listen to the recording. Underline the 't' in each sentence which you can hear pronounced clearly. 1 mark for each correct answer.

- 1 What was so good about Austria?
- 2 There are great summers, and spring is just amazing.
- 3 Was it a festival or was it something else?
- 4 What happens in this festival – what are the people doing?
- 5 People wear a lot of different things.

LISTENING 2

2 **2.2** Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 One of the speakers is living in Austria at the moment. ____
- 2 The main topic of the conversation is about the Austrian countryside. ____
- 3 Martha is the name given to five villages in Austria. ____
- 4 The speaker stayed in a village. ____
- 5 The Mullers are a family in Austria. ____
- 6 The Mullers wear masks made of wood. ____
- 7 During the carnival season, Austrians usually dress up as ghosts and monsters. ____
- 8 In the larger villages, people only wear traditional costumes. ____
- 9 Only old people take part in the carnival. ____
- 10 The speaker took part in the celebration. ____

3 **2.2** Listen again and complete the sentences with the words in the box. You do not need every word. 1 mark for each correct answer.

alive behaviour special traditional generations anniversary identity out complicated

- 1 Each village has a strong _____.
- 2 All the different _____ take part in the carnival.
- 3 The speaker thinks it's good that this local tradition is being kept _____.
- 4 In the smaller villages, you can see more _____ clothes.
- 5 The *Muller* represent the four seasons, and each has a different pattern of _____.

LANGUAGE DEVELOPMENT (15 marks)

4 The words in bold below have the wrong suffix. Correct the mistakes using the word forms in brackets. 1 mark for each correct answer.

- 1 The book didn't help at all. It's totally **using**. _____ (adverb)
- 2 Our region has some very interesting **tradition** music. _____ (adjective)
- 3 We should be **care** to preserve our way of life. _____ (adjective)
- 4 I've had a very **enjoy** time, thanks! _____ (adjective)
- 5 We're going to have a big **celebrate** next month. _____ (noun)

5 Correct the spelling mistakes. 1 mark for each correct answer.

- 1 social _____
- 2 throwout _____
- 3 anniversary _____
- 4 affect _____
- 5 global _____

6 Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 Anthropology is the study of humans. _____
- 2 If you adapt, then you never change. _____
- 3 An event is a thing that happens or takes place. _____
- 4 If you spread something, you extend it over a large area. _____
- 5 If something keeps off, then it is no longer alive. _____

TOTAL _____ / 35


REVIEW TEST 3

Name:

Date:


LISTENING (20 marks)

LISTENING 1


1  3.1 Listen to the recording. Underline the words pronounced as weak forms (/ə/) in each sentence. 1 mark for each correct sentence.

- 1 We've got to give a presentation about a person from history.
- 2 Plato said that she was one of the greatest poets he had read.
- 3 She was a British women's rights activist who lived in the late 1900s.
- 4 Have you heard of her?
- 5 That was the start of the equal rights movement in America.

LISTENING 2

2  3.2 Listen to the recording. Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 The discussion is between two colleagues. ____
- 2 They have been asked to give a presentation about a historical person. ____
- 3 They think that most famous people in the past were women. ____
- 4 Sappho wrote her poems 200 years ago. ____
- 5 Emmeline Pankhurst was one of the first female politicians. ____
- 6 She never voted. ____
- 7 Rosa Parks never wanted to become famous. ____
- 8 She didn't stand up on the bus. ____
- 9 In the 1950s, it was shocking for a Black person to give their seat to a White person. ____
- 10 Gemma and Susan decide not to talk about one historical person. ____

3  3.2 Listen again and complete each sentence with one word. You do not need to use all the words. 1 mark for each correct answer.

- 1 Most _____ in the past were men.
- 2 Sappho lived in _____ Greece.
- 3 Emmeline Pankhurst had a _____ effect on British women.
- 4 In the _____ of 1950s America, Black people did not have equal rights with White people.
- 5 Gemma and Susan promise to _____ information after doing more research.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the sentences with *which*, *where* or *who*. 1 mark for each correct answer.
- 1 Bavaria, _____ is now part of Germany, used to be an independent kingdom.
 - 2 The place _____ you can see the famous Leonardo fresco is in Milan.
 - 3 Victoria, _____ was queen of Great Britain and Ireland and empress of India, died in 1901.
 - 4 The Deutsches Museum, _____ you can see many exhibits from the world of science and technology, is in Munich.
 - 5 The British museum, _____ contains many treasures, is in London.
- 5 For each sentence, choose one word or phrase from the box that can replace one word in the sentence. You do not need to use all the words. 1 mark for each correct answer.

lots army discovered youthful soldiers ancient ruler

- 1 She found the treasure while digging in her garden. _____
 - 2 He sent his warriors across Europe, conquering every country in their path. _____
 - 3 At the time of his death, he was the oldest Emperor the world had ever known. _____
 - 4 There are plenty of books there to keep you busy. You should be able to find everything you need.

 - 5 So just how many of these old statues are there on the island? _____
- 6 Choose the correct word/phrase in each sentence. 1 mark for each correct sentence.
- 1 The 1960s was a very good *decade* / *century* for music.
 - 2 He was born in the *early* / *late* 1800s – in 1896, to be exact.
 - 3 The Middle Ages is also known as the *mid* / *medieval* period.
 - 4 He started playing the piano *at the age* / *at that time* of five.
 - 5 She was very worried about her exams, because a *short while later* / *at that time* she hadn't studied very much.

TOTAL ___ / 35

REVIEW TEST 4

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  4.1 Listen and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 Who are the speakers?
 - a friends
 - b relatives
 - c colleagues
- 2 What are they worried about?
 - a accidents at work
 - b the dangers of texting while walking
 - c problems at school
- 3 Why do road accidents involving children double at the age of 11?
 - a because many children walk to school at that age
 - b because that is when children get their first mobile phone
 - c because 11 year olds can't concentrate very well
- 4 Why did one of the speakers buy mobile phones for his children?
 - a because the school asked him to do it
 - b as a present
 - c because all of the children's friends had mobile phones
- 5 Who do they think should teach children to use mobile phones safely?
 - a schools
 - b parents
 - c both parents and schools

2  4.1 Listen again. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The speakers don't think that texting while walking is a serious problem. ____
- 2 The speakers both agree that mobile phones should include safety features for parents to use. ____
- 3 They think that children will easily learn to switch off a safety feature. ____
- 4 One of the speaker's children caused a car crash. ____
- 5 One of the speakers has children who are around 11 years old. ____
- 6 Children around the age of 11–12 are twice as likely to be involved in car accidents. ____
- 7 One speaker says that most children don't really want a mobile phone. ____
- 8 One speakers says that car drivers should be more careful. ____
- 9 The speakers think that it's not possible to make texting while walking a criminal offence. ____
- 10 They both agree on who should take responsibility for the problem. ____

LISTENING 2

- 3  4.2 Listen to the recording. For each of the bolded words, underline the stressed syllable. 1 mark for each correct answer.
- 1 Some people did **research** into accidents involving children who text while walking.
 - 2 I bought my kids mobiles as a **present** for their birthdays, so I could keep in touch with them.
 - 3 Why the **increase** in accidents?
 - 4 We need to **decrease the number of accidents**.
 - 5 Schools can't **control** what the kids are doing in their own free time – that's down to the parents.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the sentences below with the correct form of the adjectives in brackets. 1 mark for each correct answer.
- 1 In a big city, driving a car is often _____ than riding a bicycle. (slow)
 - 2 It is _____ not to text while walking. (good)
 - 3 That article is rather boring. This one is much _____. (interesting)
 - 4 I find that taking the train is _____ way to travel. (comfortable)
 - 5 It is _____ to take the bus than spend ages trying to find a parking space. (easy)
- 5 Complete the sentences with the correct form of the words from the box. You do not need to use all the words. 1 mark for each correct answer.

injure experience relax crash challenge goal damage safety attitude
--

- 1 A good massage will _____ your tired muscles.
 - 2 He was badly _____ in the crash.
 - 3 Finding a solution to this problem is one of the greatest _____ faced by scientists today.
 - 4 Both the cars involved in the accident looked badly _____.
 - 5 They have set themselves a series of _____ to achieve by the end of the month.
- 6 Each sentence contains a spelling mistake. Correct the wrong word. 1 mark for each correct answer.
- 1 It's often very difficult to change people's attitudes. _____
 - 2 I like the convenience of living so near to work. _____
 - 3 She finally acheived her ambition to visit South America. _____
 - 4 Wood, coal, oil, petrol and gas are all different kinds of fule. _____
 - 5 We might be experiencing some turbalance on this flight due to an approaching electrical storm. _____

TOTAL ___ / 35


REVIEW TEST 5

Name:

Date:

LISTENING (20 marks)

LISTENING 1


1  5.1 Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The radio program is on the topic of the environment. ____
- 2 Mrs Trellis thinks climate change has a negative impact. ____
- 3 The presenter thinks that climate change means that the temperature will only get warmer. ____
- 4 Robert Shaw thinks that scientists don't focus enough on Europe or North America. ____
- 5 The presenter thinks that there are not so many hurricanes now, because of climate change. ____
- 6 Ms Tyler doesn't think that climate change will create medical problems. ____
- 7 Ms Tyler believes that climate change will have an impact on food supplies. ____
- 8 Saffron thinks that the planet is in safe hands. ____

2  5.1 Listen again. Complete the notes with one word in each gap. 1 mark for each correct answer.

One reason that temperatures are going up is because of (1) _____ gases.
The presenter thinks that Mrs Trellis has an (2) _____ attitude.
Even a small rise in temperature could have very bad (3) _____ effects.
Robert Shaw thinks that there is (4) _____ between scientists on the subject of climate change.
He says that scientists are focusing too much on countries which have an (5) _____ climate.
Ms Tyler is worried that there might be an increase in (6) _____ like malaria.
Saffron doesn't believe a warmer (7) _____ is better and says it would be good if fossil (8) _____ could be banned.

LISTENING 2

3  5.2 Listen to the recording. What sound can you hear between the words in bold in each sentence? Write /r/ or /w/. 1 mark for each correct answer.

- 1 I heard that temperatures might **go up** because of greenhouse gases. ____
- 2 But **there is** a lot of disagreement as to whether or not it's a bad thing. ____
- 3 The debate **too often** centres around areas of extreme climate, like in Africa. ____
- 4 Malaria, **for example**, is one disease which might become more common. ____

LANGUAGE DEVELOPMENT (15 marks)

- 4 Use the negative prefixes in the box to make new words. You will not need to use all of the prefixes. 1 mark for each correct answer.

anti il ir de im mis un in

- 1 ___responsible
 - 2 ___clockwise
 - 3 ___experienced
 - 4 ___mature
 - 5 ___treat
- 5 Choose the correct modal verb to express the meaning in the brackets. 1 mark for each correct answer.
- 1 Alternative energy sources *will / might* be cheaper in the future. (a possible future)
 - 2 Burning fossil fuels *will / could* increase global warming. (certainty in the future)
 - 3 Reducing car use *may not / can't* be done easily. (certainty in the future)
 - 4 Further research into renewable energy *will / may* help us in the future. (softer opinion)
 - 5 In the next few years, solar energy *will / could* be the best solution to global warming. (a possible future)
- 6 Unscramble the words in bold. 1 mark for each correct answer.
- 1 There has never been a nuclear **redssait** in this country. _____
 - 2 If we rely only on alternative energy, our economy will be at a serious **sdatagdnvie**. _____
 - 3 The only **rcbadwka** with solar energy is that it is expensive. _____
 - 4 There are many **ebtnfies** to reducing the amount of energy you use. _____
 - 5 In the future, oil will become less **fafrobadel**. _____

TOTAL ___ / 35


REVIEW TEST 6

Name:


Date:

LISTENING (20 marks)

LISTENING 1

1  6.1 Listen to the recording and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 Who are the speakers?
 - a a brother and a sister
 - b a worker and his boss
 - c two friends
- 2 When did the two last see each other?
 - a a long time ago
 - b yesterday
 - c last week
- 3 Why doesn't Lauren take regular exercise?
 - a She is slim and doesn't need to work out.
 - b She has no time.
 - c She has bad knees.
- 4 Why did Mark stop exercising 15 years ago?
 - a He got an office job.
 - b He met his wife.
 - c He had a baby.
- 5 Why does he want to get fit now?
 - a for his job
 - b so he can exercise with his son
 - c for his father
- 6 How much exercise does Mark get a day?
 - a 15–30 minutes
 - b 45 minutes
 - c 60 minutes
- 7 Who looks after Ben in the morning?
 - a Mark's wife
 - b Mark
 - c They have a nanny.
- 8 Why is the cross trainer good for Mark?
 - a He can exercise at home when he wants.
 - b He can watch TV all day.
 - c He doesn't want to go to the gym.

- 9 How much does Mark weigh now?
- 95 kilos
 - 75 kilos
 - 45 kilos
- 10 Why will Mark keep his cross trainer once he's reached his goal?
- No one else wants it.
 - It is too big to move easily.
 - He's worried he might get fat again.
- 2  6.1 Listen again. Are the statements true (T) or false (F)? 1 mark for each correct answer.
- Mark hasn't been to the gym recently. ___
 - Mark hasn't lost any weight recently. ___
 - Mark thinks that he is overweight. ___
 - Lauren doesn't like exercising. ___
 - Mark has been a dad for a long time. ___
 - Mark likes playing with his son. ___
 - Mark doesn't exercise while his son is asleep. ___
 - Mark exercises at different times during the day. ___
 - Mark has an exercise plan. ___
 - Lauren is interested in Mark's cross trainer. ___

LANGUAGE DEVELOPMENT (15 marks)

- 3 Complete the phrasal verbs with one word. 1 mark for each correct answer.
- Hey, you're looking great! Have you been working _____?
 - She's signed _____ for a yoga class, starting next week.
 - I couldn't exercise because I had a bad cold – it went _____ for two weeks.
 - If you want to do a marathon, then you have to give _____ bad foods – sugar, fat, and so on.
 - Exercise has taken _____ his life – he's running and cycling every day!
 - I was brought _____ in a sporty family, so it's not surprising that I became a sports teacher.
 - I couldn't make _____ what the fitness instructor was saying, because the music in the gym was too loud.
 - I'm thinking of taking _____ a new sport – what do you recommend?
 - My car has broken _____ – that's why I'm using my bike.
 - It takes a long time to get _____ a muscle injury.
- 4 Unscramble the words in bold. 1 mark for each correct sentence. _____
- I know I should exercise **rglaerluy**, but I don't have time. _____
 - Eating chocolate is a bad **abhti** which I'd like to stop. _____
 - I always check the **ninedtriegs** before I buy food. _____
 - It's not **uatarln** to stay indoors all day, playing computer games. _____
 - He says he's **worvegeith** but I think he looks fine. _____

TOTAL ___ / 35


REVIEW TEST 7

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  7.1 Listen to the recording. Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 The programme is about old mechanical toys. ____
- 2 The presenters are talking about their own childhood toy. ____
- 3 Jeannie's toy used to be popular in the past. ____
- 4 This toy helped children to learn. ____
- 5 Jeannie bought her toy in a second-hand shop. ____
- 6 You spoke to the toy, and it repeated what you said. ____
- 7 The toy once appeared in a film. ____
- 8 Jeannie had no problem understanding the toy. ____
- 9 Her spelling is very good now. ____
- 10 Children nowadays would probably use a spelling game on a mobile phone. ____

2  7.1 Listen again and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 Why does the male presenter speak like a robot?
 - a because the guest has a toy that sounds similar
 - b to make his co-presenter laugh
 - c because he has forgotten what he is supposed to say
- 2 When was Jeannie's toy first produced?
 - a in the 1970s
 - b in the 1980s
 - c in the 1990s
- 3 How did the machine work?
 - a You said a word, and it showed you the spelling.
 - b It said a word, and you typed it in.
 - c It said a word, and you repeated it.
- 4 Why did Jeannie sometimes find it difficult to understand the toy?
 - a because she words were too difficult
 - b because she was bad at spelling
 - c because the machine spoke with a different accent
- 5 What does she think about computer games and mobile phones?
 - a Children don't use them for learning.
 - b You should only use them when you are young.
 - c They are useful for helping children to learn to spell.

LISTENING 2

- 3  7.2 Listen to the recording. Are the words in bold pronounced as strong form? Write yes (Y) or no (N). 1 mark for each correct answer.
- 1 Yes, there certainly **are**. _____
 - 2 The Speak & Spell toys **were** very popular throughout the 1980s. _____
 - 3 It **was** designed to teach children to spell. _____
 - 4 What **do** you think about that? _____
 - 5 I **do** believe that anything that helps you practise your spelling when you are young is great. _____

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the sentences with the words from the box. You will not need all the words. 1 mark for each correct answer.

believe	discovery	sure	mistake	friends
difference	time	mind		

- 1 Please try not to make the same _____ during your final exam!
 - 2 Can one person really make such a _____ to the world?
 - 3 It was in this room that Marie Curie made her amazing _____.
 - 4 Can you make up your _____ soon? I don't have much time!
 - 5 I need to make _____ the results are correct before sending them in.
- 5 Complete the sentences using the correct form of the verbs in the brackets. Use active or passive forms. 1 mark for each correct answer.
- 1 The diamonds _____ (discover) in 1972.
 - 2 The game _____ (invented) by schoolchildren in Australia.
 - 3 We _____ (develop) the smartphone app as part of a national competition.
 - 4 The first email _____ (sent) in 1971.
 - 5 William Moggridge _____ (design) one of the first laptops in 1979.
- 6 Are the sentences true (T) or false (F)? 1 mark for each correct answer.
- 1 If you recommend something, then you say it is good. ____
 - 2 If a product is available, then you can't buy it yet. ____
 - 3 If your train is delayed then you will arrive sooner. ____
 - 4 A phenomenon is an unusual or surprising event. ____
 - 5 When a product is launched, it is no longer possible to buy it. ____

TOTAL ____ / 35


REVIEW TEST 8

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  8.1 Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The UK is becoming increasingly fashion-conscious. ____
- 2 The idea for the research came from a magazine. ____
- 3 According to the survey, the UK was more fashion-conscious than the US. ____
- 4 People who live in the UK are becoming much larger than they were before. ____
- 5 It is becoming more difficult for overweight people to find good clothes. ____
- 6 Fashion companies are becoming more interested in making clothes for larger people. ____
- 7 Britain will become more fashion-conscious in the future. ____

2  8.1 Listen again and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 Which of these was not used to find out how fashion-conscious the UK was?
a internet posts b sales of clothing c asking people questions
- 2 What did the readers of *Looks!* magazine say?
a that they cared less about fashion than before
b that people still cared about fashion
c that, in general, people cared less about fashion than before
- 3 How fashion-conscious is the UK compared to the rest of Europe?
a less b more c no information available
- 4 What does 17.8% refer to?
a how many people answered the survey
b the decrease in 'being fashionable' from two years ago
c the percentage of people who buy fashionable clothes
- 5 How does Judy Hubbard explain the data she has for the UK?
a people are wearing more sports clothing
b people have less money available
c people are getting fatter
- 6 What are the 'lifestyle choices' that Judy talks about?
a buying clothes b eating more c doing sports
- 7 Why did many British people buy sportswear in the past?
a because it looked good on larger people
b because they were very sporty
c because they were the most fashionable clothes
- 8 What are fashion companies concentrating on now, according to Judy?
a larger people b pop stars c sports people

LISTENING 2

- 3  8.2 Listen to the recording. Complete each sentence with one word. 1 mark for each correct answer.
- 1 This year, you're 17.8% less likely to see _____ clothing than last year.
 - 2 It is the result of information collected from photos we took with our own _____.
 - 3 So, why are things _____?
 - 4 I don't think people are going to get thinner, _____.
 - 5 Well, that's certainly an _____ point of view.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Choose the word that best completes each sentence. 1 mark for each correct answer.
- 1 I'm quite interested in computers, technology, and all *this / that*.
 - 2 As far as I'm *concerned / certain*, digital media is not just the future. It's the present.
 - 3 I read it last year. I wasn't *angry / mad* about it, but my husband thought it was great.
 - 4 I'm not sure I can finish this on my own. Can you give me a *hand / finger*?
 - 5 It's not really my kind of thing, but I still went – just for *fun / funny*.
- 5 Complete the sentences with the most likely future form. 1 mark for each correct answer.
- 1 We'd better take an umbrella. I think *it's going to rain / it rains*.
 - 2 My train *is arriving / arrives* at exactly 9.45.
 - 3 We *have / are having* a party at the end of the semester. It'd be great if you could come.
 - 4 I'm not feeling well – I think *I'll / I'm going to* call in sick.
- A: I'm taking the bus, so may be a few minutes late.
B: The buses don't run on Sunday.
A: OK, *I'll drive / I'm driving* then. See you later!
- 6 Read the discussion between two colleagues. Circle the phrase that best completes each sentence. 1 mark for each correct answer.
- A: (1) *Would you say that / What do you think* is the best way to get to the city centre?
B: I usually take the bus. Then you don't have to worry about parking.
- A: (2) *Would you say that / How do you feel about* the new pedestrian area?
B: I think it's great. There's less noise, more shops and I love the new terrace cafés that have opened since cars were banned. (3) *Don't you agree? / What do you mean?*
- A: I'm not sure. I think it's bad for business. It makes things more difficult for people to deliver goods. It's also now difficult for people who want to do a big shop.
- B: (4) *Do you mean that / What's your opinion about* cars should be allowed back into town?
A: No. But they should certainly be able to park closer than they can now.
- B: (5) *I see what you mean / I disagree*. But I quite like the walk from the bus stop. Especially if you go along the river.

TOTAL ___ / 35


REVIEW TEST 9

Name:


Date:

LISTENING (20 marks)

LISTENING 1


1  9.1 Listen to the recording and choose the correct answer (a, b or c). 1 mark for each correct answer.

- 1 What research is being carried out?
 - a research into who uses public transport
 - b research into whether people like public transport
 - c research into how much people spend on public transport
- 2 What type of transport does the interviewee use?
 - a car and bus
 - b train
 - c car and train
- 3 How often does the interviewee use public transport?
 - a once or twice a week
 - b every day except weekends
 - c every day
- 4 How much money does the interviewee spend on commuting?
 - a more than he would like
 - b a small amount
 - c nothing
- 5 Why is the interviewee generally negative about public transport?
 - a It's too dirty.
 - b It isn't good value for money.
 - c The car is cheaper.

2  9.1 Listen again. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The interviewee has lots of time. ____
- 2 The train prices have increased recently. ____
- 3 The quality of the trains has not increased. ____
- 4 The interviewee thinks it's necessary to use public transport. ____
- 5 The trains are usually comfortable, and the interviewee can get a seat. ____
- 6 Driving to work would be slower than taking the train. ____
- 7 The interviewee sometimes travels first class. ____
- 8 Travelling by train costs a lot of money. ____
- 9 Public transport will get cheaper in the future. ____
- 10 The interviewee doesn't have time to talk any more because his train is about to arrive. ____

LISTENING 2

- 3  9.2 Listen and complete the sentences with words that you hear. 1 mark for each correct answer.
- 1 I hope I can _____ them, but I need to go in five minutes.
 - 2 And it was _____, because I don't think the quality of the service went up.
 - 3 A: And how much of your income is taken up by commuting?
B: I don't know _____.
 - 4 I earn a reasonably income, and have relatively few _____.
 - 5 It's always been like that, and I _____ that it will change in the near future.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the dialogue with the words and phrases from the box. You will not need all the words. 1 mark for each correct answer.

cash fines borrow bills debt lend credit card
--

- 1 Bob: Can I pay by _____?
 - 2 Waiter: Sorry, in _____ only.
 - 3 Bob: Oh dear. Hang on a minute. Er, Rita – can you _____ me any money?
 - 4 Rita: It's OK. I'll pay the _____.
- 5 Choose the correct words. 1 mark for each correct answer.
- 1 You can *save* / *pay* a lot of time if you don't check your email so often.
 - 2 Meral *lost* / *paid* a lot of money to her dentist, but it was worth it.
 - 3 I want to *earn* / *save* money for a new car.
 - 4 He never *pays* / *saves* attention in class.
 - 5 My sister *borrowed* / *lent* me some money to start up my own business.
 - 6 After my presentation, my friend *paid* / *lent* me a compliment and said it was very interesting.
- 6 Match the sentence beginnings to the sentence endings.
- 1 If you want to buy a new house,
 - 2 If you want to be rich,
 - 3 If you want to get a better job,
 - 4 If you wear expensive clothes,
 - 5 If I have money at the end of the week,
- a you need to work hard, every day.
 - b people will think you are rich.
 - c I will buy myself a new shirt.
 - d you have to save a lot of money.
 - e you should send your CV to lots of companies.

TOTAL ___ / 35


REVIEW TEST 10

Name:


Date:

LISTENING (20 marks)

LISTENING 1

1  10.1 Listen to the recording. Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 The podcast is about new computer games and software. ____
- 2 The reviewer thinks that some computer games can help you learn. ____
- 3 *Annie Pond and the Box of Time* is the same as any other action game. ____
- 4 You can finish this game very quickly. ____
- 5 Annie Pond is a character in the game. ____
- 6 The game gets easier, the more time you spend on it. ____
- 7 *Box of Time* is good for people who like brain exercises. ____
- 8 The program's images are not very good. ____
- 9 The game is good for people with different styles of thinking. ____
- 10 The reviewer thinks the game helped her become more intelligent. ____

2  10.1 Listen again and complete each sentence with one word or phrase you hear. 1 mark for each correct answer.

- 1 The reviewer thinks that if you don't like computer games, *Annie Pond and the Box of Time* will _____.
- 2 It is a _____ game, different from all the other games.
- 3 The main character in the game is a _____ teenage detective who solves crimes.
- 4 You need to _____ to the game as you play, and it will change the way you think.
- 5 The graphics in the game are _____.

LISTENING 2

3  10.2 Listen to the recording. Does the intonation go up ↑ or down ↓ at the end of each question?

- 1 mark for each correct answer.
- 1 Are computer games bad for us? _____
 - 2 What can we do to make computer games more intelligent? _____
 - 3 How can computer games keep our brains healthy and active? _____
 - 4 What does it all mean? _____
 - 5 Did it make me feel more intelligent? _____

LANGUAGE DEVELOPMENT (15 marks)

4 Complete the collocations with *mind* collocations. 1 mark for each correct answer.

1 A: Are you still going to Stockholm for the summer?

B: No. I've _____ my mind. I've just booked a week in Paris.

2 A: Hi! Oh, what a beautiful bunch of flowers! Who are they from?

B: Mind your own _____!

A: Hey! No need to be like that!

B: I was joking! But I still won't tell you who sent them!

3 A: Sorry I'm late, we were snowed in.

B: _____ mind. We started the meeting without you.

4 A: Charles, do you _____ something on your mind? You've been acting strangely all evening.

B: Oh Fiona! It's James. He called to say the deal's off. I'm so terribly sorry.

5 A: Shall we take this flight or the earlier one?

B: I don't care. But you should _____ up your mind soon or there'll be no seats left.

6 A: Don't forget – you have an exam next month, so you should study.

B: OK, yes. I'll _____ it in mind.

7 A: Excuse me, _____ you mind opening the window?

B: No, of course not.

8 A: I find it difficult to say what I really want to say.

B: I know. You really need to learn to _____ you mind.

5 Each sentence contains one spelling mistake. Correct the spelling mistakes. 1 mark for each correct answer.

1 The accident occured at 11:30 pm. _____

2 Some animals, like dogs or dolphins, are actually quite inteligent. _____

3 There is a new teory that computer games can help you learn. _____

4 Even ordnary minds are capable of doing amazing things. _____

5 We need to find a way to work more effisently. _____

6 I conducted a survey to detemine whether children really do learn languages more quickly than adults. _____

7 There have been many exprements on the human brain. _____

TOTAL ___ / 35

ADDITIONAL SPEAKING TASK 1

Do you like working with animals? Full-time work available over the busy summer season. The position involves feeding the animals, cleaning the animal enclosures and answering visitors' questions. Experience with animals would be an advantage.

Interviewers

Student A: Zoo general manager

You will interview the candidates together with the head zookeeper. You want to find out:

- why they want the job
- what experience they have in working with tourists
- what they think about zoos
- if they'd like a full-time position.

Student B: Head zookeeper

You will interview the candidates together with the general manager. You want to find out:

- what experience they have with animals
- what qualities they feel are important for the job
- if they would be interested in full-time work
- how well they speak English.

Interviewees

Student C

You have applied for a position at the local zoo in the summer holidays. You have little experience with animals, but did once feed your aunt's dog while she was away. You think that zoos are important for research and nature conservation, and would be interested in working full-time after your studies if you are unable to find an office job. Your English is quite good, and last year you worked as a tour guide in your hometown.

Student D

You have applied for a position at the local zoo in the summer holidays. Last year, you worked part-time at a safari park, although you left the job to continue your studies. When you were younger, you believed that all zoos should be closed down because they were an unnatural environment for animals. However, you now think that zoos are beneficial. You would like to work with animals following your studies. Your English is quite good, and you have many English friends.

MODEL LANGUAGE

Expressing obligation and giving suggestions

You have to love animals to do this job.
You must have experience of dealing with tourists.
You should have a positive attitude towards zoos.
You need to be polite to the visitors.
You ought to have experience with animals.

Introducing examples

I have experience working with animals. For example, I used to work at a safari park.
I think zoos are important. For instance, they are useful for research and nature conservation.
I think zoos can help endangered animals, such as the giant panda or the leopard.

Contrasting ideas

Even though I don't have a lot of experience, I would love to do this job.
I don't have much experience with animals. Yet, I do have experience of working with tourists.
When I was younger, I didn't like zoos. However, I now think that they are very important.

ADDITIONAL SPEAKING TASK 2

Think of a tradition that is dying out in your country, or everywhere, and discuss these points.

- What are the reasons that this tradition is dying out?
- Should anything be done to preserve it?
- If yes, what? If no, why not?

MODEL LANGUAGE

Identifying cause and effect

Some traditions die out because of new ways of life.

More people are using the internet. That's why families can live further apart.

Now, due to developments in technology, people spend more time playing games on their phones.

But now we don't have to work so hard. The reason for this is that we have modern kitchens and supermarket food.

You can find any recipe you want on the internet. This means that many people don't need cookbooks anymore.

Taking turns in a discussion

What do you think?

I see your point, but ...

I totally agree.

I'm really not convinced.

I'm sorry to interrupt, but ...

You may be right but ...

Phrases with *that* to introduce an opinion or idea

I've heard that ...

Everyone knows that ...

It's a well-known fact that ...

I doubt that ...

I strongly believe that ...

ADDITIONAL SPEAKING TASK 3

The new education secretary has said that schools are not doing enough to prepare students for the workplace. She has suggested stopping the teaching of History after the age of 12 and replacing it with more useful subjects, such as IT or Business Studies.

Student A

You believe that there is no point in teaching History. It should be left for universities to offer to students who wish to follow an academic career. You think that pupils should be encouraged to learn more vocational skills that reflect the needs of industry. If children really want to learn about the past, they can find all the information they could ever need online.

Student B

You are a History teacher and are passionate about your subject. You believe that History is about far more than studying the past. It helps children understand why their country is the way it is, as well as teaching them about other cultures. Studying History also teaches children the difference between facts and opinions, and cause and effect. These skills are important in the workplace.

Student C

You are pleased that, under the new scheme, pupils will still be required to study History until the age of 12. However, you think that children should be free to decide whether or not they should study History beyond that age. Teaching this subject should not be stopped, but it should not be compulsory after the age of 12.

MODEL LANGUAGE

Showing that you are paying attention

I see.

What do you think?

Yes, you're right.

Yes. I know what you mean.

That's a good idea.

Yes, exactly.

Using relative clauses

This is not a subject which many children are interested in.

History can teach you many skills which are useful for your later career.

Sequencing words and phrases

Children can learn about their country. Meanwhile, they can also learn about the difference between facts and opinions, and the importance of cause and effect.

If children study History, then eventually, they will develop a lot of useful skills.

During my time at school, I never studied much History.

ADDITIONAL SPEAKING TASK 4

You have been asked to give your opinion about a new law which will encourage car sharing. This will involve more than one family regularly using the same car, encouraging people to take more passengers, or both. The more people in one car, the less road tax the driver will have to pay.

Student A

You are a self-employed plumber. You rely on your van for work, and have a car for personal use. You think that road tax should be cheaper for people who regularly drive to work with passengers, but people should not be penalized if they drive a vehicle not suitable for taking passengers.

Student B

You sell cars. You think that car sharing is not a good idea. People should be free to drive alone if they want. You are prepared to accept higher road taxes for a second car bought only for personal use.

Student C

You are an environmental activist. You believe that road taxes on all cars should be doubled, and that cars should never be used if they carry fewer than three people (unless in emergencies). You would use the money raised through increased taxes to develop a better public transport system.

Student D

You are a student. You regularly share your car with other students, and could not afford to run it without the shared petrol money. You know that it is possible to share cars, and think that other drivers should be encouraged to do this.

MODEL LANGUAGE

Comparing things

The road tax will be a lot more than I expected.

This is by far the best idea.

This would be considerably more difficult.

Cars are much more comfortable than public transport.

Sharing a car is definitely more practical in a big city than in the country.

Proposing ideas

I think it would be safer if ...

In my opinion, we should ...

I'd like it if ...

(They) ought to ...

The best thing would be if ...

I think it would be much better if ...

(They) should ...

I'd like to see more ...

I'd suggest ...

Expanding on an idea

I don't think the government should do anything about it.

Personally, I ...

This is because ...

From my own experience, ...

The best thing would be to ...

The reason for this is ...

ADDITIONAL SPEAKING TASK 5

The *Love Food, Hate Waste* campaign was launched in 2007 to highlight the problem of food waste in the UK, first identified as a serious problem in 1915. A major source of food waste in the UK is the 6,700,000 tonnes of potatoes, bread, apples and other foodstuffs thrown away by households. Discuss the advantages and disadvantages of these suggestions as to how to reduce household waste, and decide which ones should be pursued.

- Banning *best before* dates.
- Stopping supermarkets selling 'two-for-one' offers.
- Creating new food-packaging sizes.
- Encouraging people to donate unwanted food to food banks.
- Encouraging people to learn to cook more effectively.

MODEL LANGUAGE

Modals to express opinions

Banning *best before* dates is a good idea.

This might be a good solution.

This could be effective.

Supermarkets will not be happy with this solution.

Linking ideas

To begin with, I think supermarkets should ...

On the other hand, we should think about ...

I don't think we waste as much food in comparison with the UK.

As well as that, we should think about ...

Overall, we need to find a solution to ...

Talking about advantages

In my opinion, there are many pros.

Personally, I think that this would have a negative effect.

The good thing about this is that ...

The main benefit of this is that ...

There are many cons of doing this.

The main drawback of this is that ...

ADDITIONAL SPEAKING TASK 6

Many people would like to be healthier and fitter, but never have time to do enough sport or eat properly. Diets come and go; new fitness fashions become very popular and then disappear overnight.

Prepare a new fitness programme:

- include tips on good nutrition
- make it easy to follow
- focus on sports and exercises that everyone can do with minimal equipment and without needing to join a gym
- consider how affordable your ideas are and how easily available the food that you recommend is
- consider the other factors that prevent people from keeping fit
- develop your programme with the needs of an office worker with little free time in mind.

MODEL LANGUAGE

Referring to common knowledge

Everyone knows that ...

We all know that ...

Most people think that ...

There is no doubt that ...

There is no question that ...

Talking about preferences

I'd prefer to exercise and eat well than be unhealthy.

Most people would rather go out and have a pizza with friends than spend time in the gym.

Using imperatives to persuade

Try our new fitness programme.

Buy one, get one free.

Hurry and book (a ticket) now.

Don't forget that our ...

Join our courses before it's too late!

ADDITIONAL SPEAKING TASK 7

You are researchers working for a new TV series about technology. You have been asked to prepare a programme called *Inventions: The top 10*. Your job is to make a list of inventions which could be included on this list. These should be the most important inventions created in the last 100 years. These are inventions that it would be impossible to imagine life without. You should put the inventions in the order of importance (1 = most important) and be prepared to give reasons for your choices.

Prepare a two-minute presentation of your ideas.

MODEL LANGUAGE

Passive verb forms

... was discovered in ...

... was invented in ...

... was brought to ... from ...

... was first made in ...

Outlining a topic

I would like to present ...

I'm going to briefly talk about ...

I'd like to start by ... / First, I am going to talk about ...

We will then ... / Then, I will explain how ...

Organizing ideas

Now, I'd like to mention ...

In the next part of this presentation, I will discuss ...

Explaining how something is used

It allows us to ...

It helps people to ...

It's useful for ...

It makes it easy to ...

Without ..., we wouldn't be able to ...

ADDITIONAL SPEAKING TASK 8

<p>Student A: Robin Soft You are a TV journalist with a gentle approach to interviews. You know little about fashion, and prefer to focus on your interviewees' personal lives. Whenever your interviewees try to talk about fashion, do what you can to get them to talk about something else. Include questions about:</p> <ul style="list-style-type: none"> • their favourite colours • how they get their ideas • what they do to relax. 	<p>Student C: A talented, but unknown, fashion designer You are a talented designer but not very well-known. You see this interview as an excellent opportunity to talk about your work. If all goes well during the interview, you could become more famous. Take every opportunity to tell viewers how good your designs are, and how much happier their lives would be if they wore your clothes.</p>
<p>Student B: Jamie Strong You are a journalist with a tough approach to interviews. You research your subjects thoroughly and have strong views on fashion. You think student C could be successful but is too lazy. You think student D is not as talented as people think and doesn't deserve success. Try to keep the interview focused on fashion and away from the interviewees' personal lives. Include questions about:</p> <ul style="list-style-type: none"> • their work • the clothes they are wearing today • how fashion has changed over the years • the future of fashion. 	<p>Student D: A famous fashion designer You are a well-known fashion designer, but have not had a new idea in years. Your clothes are still popular because you sell them cheaply to retailers, but you know your best days are behind you. Try to keep the programme focused on you as a well-known 'name' rather than your work as a fashion designer. If the interviewers ask too many questions about fashion, the viewers may think Student C is more talented than you.</p>

MODEL LANGUAGE

Asking for opinions

Can you tell me where you get your ideas from?

How did you feel about ... ?

Do you think that ... ?

Many reviewers describe your style as 'traditional chic'. Would you agree with this?

What do you think is the best way to ... ?

Would you say that ... ?

You should look your best. Don't you agree?

Checking information

And what do you think Muslim fashion is?

So are you saying that ... ?

As I understand it, your designs are popular outside the US, is that right?

Do you mean that ... ?

Focusing on the information coming next

The thing is that ...

Let me give you an example ...

As far as I'm concerned, ...

My feeling is this ...

What I think is that ...

Another thing is that ...

ADDITIONAL SPEAKING TASK 9

You are taking part in a debate on how to raise new taxes. The debate focuses on these questions.

How can the government ...

- find new sources of income?
- find ways of saving money?
- be careful not to upset the general population?
- avoid cutting back on essential public services, like schools or hospitals?
- still be popular?

MODEL LANGUAGE

Conditional sentences

If people have a lot of money, they are happier.

If you raise taxes on food, then everyone will notice.

Signalling an opposing point of view

I understand that raising taxes on food will be unpopular. However, ...

I can see your point, but ...

Asking someone to explain more

Why do you disagree with ... ?

Can you explain why ... ?

But what if ... ?

Why do you think that ... ?

What makes you say that ... ?

But why shouldn't we ... ?

ADDITIONAL SPEAKING TASK 10

Work in groups of 3: A, B and C. Student A should give their opinion about one of the three topics below, and talk uninterrupted for up to two minutes. Student B should then paraphrase what A has said, and then add their own views on the topic. C should then paraphrase what B has said, and then should also give their own opinion. If you have time, you could also choose a second topic and repeat the procedure with student B starting, and a third topic with student C speaking first.

Discussion topics

- Brains are more important than beauty.
- Computer games are good for the mind.
- Intelligence isn't the most important thing for success.
- Eating good food can keep the brain healthy.
- Brain-training exercises.
- The importance of sleep.
- Exercising improves your thinking skills.
- Can music improve your brain power?

MODEL LANGUAGE

Paraphrasing

In other words ...

To put it another way ...

That is ...

Phrases with *there*

There is evidence that ...

There have been ...

There are many ways in which ...

Asking for advice

What advice do you have for ... ?

So what can we do to ... ?

What do you suggest for this?

Do you think we ought to ... ?

What should we do when ... ?

Giving advice

You should/ought to ...

It might be a good idea to ...

ACKNOWLEDGEMENTS

Author acknowledgements

Many thanks to Andrew Reid for his excellent feedback and editorial work. Special thanks to Kate Hansford at CUP for overseeing the project and for her patience and support. Thanks to Carmen Konzett for her love, friendship and for always being ready to discuss language teaching. Thanks also to Felix Konzett for all the smiles and laughter and to Connor and Lauren Burnett for the beautiful drawings that brighten up my study.

Matt Firth

Publisher acknowledgements

The publishers are extremely grateful to the following people and their students for reviewing and trialling this course during its development. The course has benefited hugely from your insightful comments, advice and feedback.

Mr M.K. Adjibade, King Saud University, Saudi Arabia; Canan Aktug, Bursa Technical University, Turkey; Olwyn Alexander, Heriot Watt University, UK; Harika Altug, Bogazici University, Turkey; Laila Al-Qadhi, Kuwait University, Kuwait; Tahani Al-Taha, University of Dubai, UAE; Valerie Anisy, Damman University, Saudi Arabia; Anwar Al-Fetlawi, University of Sharjah, UAE; Ozlem Atalay, Middle East Technical University, Turkey; Seda Merter Ataygul, Bursa Technical University, Turkey; Kwab Asare, University of Westminster, UK; Erdogan Bada, Cukurova University, Turkey; Cem Balcikanli, Gazi University, Turkey; Gaye Bayri, Anadolu University, Turkey; Meher Ben Lakhdar, Sohar University, Oman; Emma Biss, Girne American University, UK; Dogan Bulut, Meliksah University, Turkey; Sinem Bur, TED University, Turkey; Alison Chisholm, University of Sussex, UK; Dr. Panidnad Chulerk, Rangsit University, Thailand; Sedat Cilingir, Bilgi University, Istanbul, Turkey; Sarah Clark, Nottingham Trent International College, UK; Elaine Cockerham, Higher College of Technology, Muscat, Oman; Asli Derin, Bilgi University, Turkey; Steven Douglass, University of Sunderland, UK; Jacqueline Einer, Sabanci University, Turkey; Basak Erel, Anadolu University, Turkey; Hande Lena Erol, Piri Reis Maritime University, Turkey; Gulseren Eyuboglu, Ozyegin University, Turkey; Sam Fenwick, Sohar University, Oman; Peter Frey, International House, Doha, Qatar; Muge Gencer, Kemerburgaz University, Turkey; Dr. Majid Gharawi and colleagues at the English Language Centre, Jazan University, Saudi Arabia; Jeff Gibbons, King Fahed University of Petroleum and Minerals, Saudi Arabia; Maxine Gilway, Bristol University, UK; Dr Christina Gitsaki, HCT, Dubai Men's College, UAE; Neil Harris, Swansea University, UK; Vicki Hayden, College of the North Atlantic, Qatar; Joud Jabri-Pickett, United Arab Emirates University, Al Ain, UAE; Ajarn Naratip Sharp Jindapitak, Prince of Songkla University, Hatyai, Thailand; Aysel Kilic, Anadolu University, Turkey; Ali Kimav, Anadolu University, Turkey; Bahar Kiziltunali, Izmir University of Economics, Turkey; Kamil Koc, Ozel Kasimoglu Coskun Lisesi, Turkey; Ipek Korman-Tezcan, Yeditepe University, Turkey; Philip Lodge, Dubai Men's College, UAE; Iain Mackie, Al Rowdah University, Abu Dhabi, UAE; Katherine Mansfield, University of Westminster, UK; Kassim Mastan, King Saud University, Saudi Arabia; Elspeth McConnell, Newham College, UK; Lauriel Mehdi, American University of Sharjah, UAE; Dorando Mirkin-Dick, Bell International Institute, UK; Dr Sita Musigrungsri, Prince of Songkla University, Hatyai, Thailand; Mark Neville, Al Hosn University, Abu Dhabi, UAE; Shirley Norton, London School of English, UK; James Openshaw, British Study Centres, UK; Hale Ottolini, Mugla Sittki Kocman University, Turkey; David Palmer, University of Dubai, UAE; Michael Pazinas, United Arab Emirates University, UAE; Troy Priest, Zayed University, UAE; Alison Ramage Patterson, Jeddah, Saudi Arabia; Paul Rogers, Qatar Skills Academy, Qatar; Josh Round, Saint George International, UK; Harika Saglicak, Bogazici University, Turkey; Asli Saracoglu, Isik University, Turkey;

Neil Sarkar, Ealing, Hammersmith and West London College, UK; Nancy Shepherd, Bahrain University, Bahrain; Jonathan Smith, Sabanci University, Turkey; Peter Smith, United Arab Emirates University, UAE; Adem Soruc, Fatih University Istanbul, Turkey; Dr Peter Stanfield, HCT, Madinat Zayed & Ruwais Colleges, UAE; Maria Agata Szczerbik, United Arab Emirates University, Al Ain, UAE; Burcu Tezcan-Unal, Bilgi University, Turkey; Scott Thornbury, The New School, New York, USA; Dr Nakonthep Tipayasuparat, Rangsit University, Thailand; Susan Toth, HCT, Dubai Men's Campus, Dubai, UAE; Melin Unal, Ege University, Izmir, Turkey; Aylin Unaldi, Bogazici University, Turkey; Colleen Wackrow, Princess Nourah bint Abdulrahman University, Riyadh, Saudi Arabia; Gordon Watts, Study Group, Brighton UK; Po Leng Wendelkin, INTO at University of East Anglia, UK; Halime Yildiz, Bilkent University, Ankara, Turkey; Ferhat Yilmaz, Kahramanmaras Sutcu Imam University, Turkey.

Special thanks to Peter Lucantoni for sharing his expertise, both pedagogical and cultural.

Special thanks also to Michael Pazinas for writing the Research projects which feature at the end of every unit. Michael has first-hand experience of teaching in and developing materials for the paperless classroom. He has worked in Greece, the Middle East and the UK. Prior to his current position as Curriculum and Assessment Coordinator for the Foundation Program at the United Arab Emirates University he was an English teacher for the British Council, the University of Exeter and several private language institutes. Michael is also a graphic designer, involved in instructional design and educational eBook development. His main interests lie in using mobile technology together with attractive visual design, animation and interactivity. He is an advocate of challenge-based language learning.

Text and Photo acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

p.8:(1) © Eric Limon/Shutterstock; p.8: (2) © szefai/Shutterstock; p.8: (3) © Steven Vidler/Eurasia Press/Corbis.

All video stills by kind permission of © Discovery Communication, LLC 2014

Dictionary

Cambridge dictionaries are the world's most widely used dictionaries for learners of English. Available at three levels (Cambridge Essential English Dictionary, Cambridge Learner's Dictionary and Cambridge Advanced Learner's Dictionary), they provide easy-to-understand definitions, example sentences, and help in avoiding typical mistakes. The dictionaries are also available online at dictionary.cambridge.org. © Cambridge University Press, reproduced with permission.

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a multi-billion word computer database of contemporary spoken and written English. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with Cambridge English Language Assessment. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

Typeset by Integra.