

PERSPECTIVES Teacher Resources

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ON THE COVER

A photographer takes a “selfie” standing on top of a spire in Hong Kong, China with the cityscape in the background. These daring free climbers—also known as “skywalkers”—scale some of the highest skyscrapers in the world and take photos of themselves from the top. Their photos often give a unique perspective on the city backdrop.
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PERSPECTIVES

4

Lesson Planner

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Introduction

Perspectives encourages students to develop an open mind, a critical eye, and a clear voice in English. Here are some teaching tips to help you make this happen in your classroom.

An open mind

As well as developing students' knowledge and use of English, every unit explores one theme from a variety of perspectives and fresh contexts. *Perspectives* encourages students to keep an open mind about the information that they encounter throughout the course, and to look at the world in new ways so that they leave every lesson a little smarter.

My Perspective activities

In every unit there are several activities called My Perspective, which ask students to reflect on the content of the lesson from their personal point of view. Sometimes you'll find a My Perspective activity at the beginning of the unit to engage students in the theme and get them thinking about what they already know about it. Here are three ways to use them:

- Conduct a class discussion. Let students read the questions, then call on individuals to share their ideas. Encourage others to respond and welcome contrasting points of view.
- Put students into discussion groups. Group work can get more students talking, even quieter, less confident class members. Consider giving students specific roles like chairperson and spokesperson, the chairperson's job being to make sure everyone is focused and gets to speak, while the spokesperson summarizes the group's discussion to the whole class.
- Let students work on their own to answer the questions in writing or by recording themselves speaking. Not only does this allow students time to prepare, it also provides a private space, which some students need to be able to express themselves.

Choose activities

Students are motivated by greater control in their learning. In every unit they get an activity where they have the chance to choose an activity. There are three options, which include one or more speaking and writing activities. Which activity is best depends on several things, such as what skills the students need to work on, what is possible with the technology available, and how much time you have. If you expect students to make good decisions, they need to be well informed, so make them aware of the issues. Here are three ways to approach Choose activities:

- Students choose which activity to work on and get into groups with others who made the same choice. This can create a happy, productive atmosphere, but keep in mind that some activities take longer than others, and require varying degrees of teacher input. Be prepared for these issues by having fast- finisher activities ready, for example.

- Have a vote to choose one activity that the whole class will do. After the vote, if there is a tie, ask one student from each side to explain which activity is best and have another vote. If there is still a tie, you can make the decision. Consider having a secret vote, since students may be reluctant to choose an activity they like if they think it might be unpopular with the majority of students.
- There may be times when it is necessary for you to decide for the class. In cases like these, explain why, for example, there isn't enough time to do the others, or because one activity is better exam preparation than the others.
- Let students do more than one activity. For example, the writing activity may be suitable preparation for the speaking activity in a class that finds spontaneous speaking challenging.

A critical eye

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share. Being able to critically evaluate and assess ideas and information is becoming increasingly important as young people have to deal with fake news and one-sided presentations of facts, often distributed online via social media. Being able to think critically involves a range of different skills, including developing the ability to: interpret data, ask critical questions, distinguish between fact and opinion, see other points of view, detect bias, and recognize and assess the merit of supporting arguments.

Critical Thinking and Challenge activities

Lesson B of every unit in *Perspectives* is based around a reading. The texts cover a variety of genres, and students are asked to interact with them in many different ways. Once comprehension has been checked, there is often a Critical Thinking focus which encourages students to practice a variety of skills in the context of specific texts. The Challenge activities in Lesson D get students to engage with the big idea of the TED Talk.

Both within the Critical Thinking activities and elsewhere, there will be plenty of times where students are asked to work together and discuss their ideas, opinions, thoughts, and feelings. Some students may not always be very enthusiastic about taking part in pair or group work, so it is important for them to realize its many benefits. These include:

- giving learners the chance to brainstorm ideas before they have to think about the best language to express those ideas in. To make things easier for lower levels, brainstorming activities can initially be done in the students' first language.
- giving learners the chance to use language they have just recently learned alongside language they are already able to use well.

- encouraging students to learn from each other. Obviously, this may mean learning new language, but it also means being exposed to new ideas and opinions.
- developing the class environment and improving relationships between students. This is especially true if you mix up the pairs and groups and make sure everyone talks to everyone else.
- giving you a chance to see how many ideas students have about a topic, the range of language they are using, and what content, grammar, and vocabulary you should focus on in feedback.

There are several things you can do to help students get more from pair and group work.

- Make sure you always explain the activity clearly before splitting students up into pairs/groups.
- Give models to show the kind of speaking you expect.
- Check understanding by asking the class to tell you what they are going to do before they do it.
- Give a clear time limit.
- Monitor the class carefully to check that everyone is doing what you want them to do, and to see how students are doing with the activity.
- Have extra activities ready for any students who finish before the others. There are Optional and Expansion activities provided in this book.
- Finish with some feedback. This may mean looking at errors, exploring new language, and/or asking students to share their ideas. After Critical Thinking activities, you may also want to comment and expand on students' ideas.

A clear voice

Developing a clear voice in English is about learning language and expressing your own views, but it is also about how we can help students with pronunciation, become independent learners, and achieve the scores they need in exams.

Help with pronunciation

There are activities that focus on aspects of pronunciation in every unit of *Perspectives* as well as the Authentic Listening Skills sections in Lesson D. These highlight features of natural speech that may be difficult. In these sections, students can attempt to copy speakers' pronunciation. However, we see these sections more as opportunities for students to experiment with how they sound in English and find their own voice, so:

- don't expect students to be perfectly accurate.
- treat the Answer Key as a guide.
- judge students' efforts according to their intelligibility.

You can also take the ideas in these sections and apply them to other language sections in the book. So as you go through a vocabulary or grammar activity, you might:

- drill individual words, collocations, or whole sentences.
- help with individual sounds.
- draw attention to word and sentence stress, elision, linking, etc., by marking these features on examples on the board.
- get students to experiment saying phrases at different speeds or with different intonation or emotion.

Independent learners

We can't cover all the language students need in class, so it is important that we help them become independent learners. An essential part of that is for students to make good use of dictionaries, both bilingual and monolingual.

A bilingual dictionary is good for when they are looking for a word in English. You could encourage their use, for example, in the brainstorming activities mentioned earlier. You might give students the topic of the next unit and, for homework, get them to create a phrase book that they think may be useful to talk about the topic.

A monolingual dictionary is better when they have the English word and need to know not just the meaning, but also the grammar, collocations, and other aspects of usage connected with it. You can help students become independent by getting them to use a monolingual dictionary when doing vocabulary activities instead of pre-teaching the key language beforehand.

When you go through answers to activities, you can check the meaning and other aspects of the word by asking students questions, such as: *What other things can you X? Why might you Y? Can you give three examples of Z?*

You will see specific examples of such questions in the teaching notes. As well as asking questions like these, you can also: give extra examples, ask students to find examples in a dictionary, and get students to create sentences that are related to *their* lives.

Exam skills

In the Lesson Planner you will find tips that you can share with students to help them achieve good scores on their exams. Some of these tips are about being an independent learner, using a dictionary, and knowing what to review. That's because (as you probably know), fundamentally, students do better when they know more language!

The exam skills also give advice on specific activity types in the Student Book that are commonly found on international and local exams. Some of these tips may be repeated at different levels, and you might want to reinforce the point by checking if students remember them each time the activity type comes up in class.

Unit Walkthrough

Vocabulary

Vocabulary gives students the language they need to respond while they think about the unit theme in new and interesting ways.

High-impact photo engages students' interest in the topic.



My Perspective activities get students reflecting on their attitudes and actions related to the main idea of the unit.

Students relate the content to themselves and their own world.

1A A Dream Come True

VOCABULARY Dreams and ambitions

1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

be famous	be successful	do volunteer work
go to college	make a difference	pass my driving test
raise a family	see the world	set up a business

- 1 Which have you already achieved?
- 2 Which appeal to you?
- 3 Which don't appeal to you?
- 4 Are there any you are not sure about?

2 Add three dreams or ambitions of your own to the list.

3 Work in pairs. Explain your dreams and ambitions from Activities 1 and 2.

My main short-term goal is to pass my driving test.

I've always dreamed of seeing the Great Wall of China.

My long-term ambition is to help people less fortunate than me.

4 Complete the bold phrases in the article with these words. Use each word only once. There may be more than one possible answer.

achieve	ambitions	broaden	fulfill	grab	obstacles
pursue	realize	target	true	undertake	widest

With the help of a National Geographic Young Explorer's grant, Kyle Hemes and Stew Motta were able to (1) _____ an ambitious goal: to (2) _____ a 900-mile bike ride across parts of China and Laos to study the impact of a planned railroad line on local communities. Trips like these also allow young people to (3) _____ their horizons, by giving them a way to understand the challenges of modern life in traditional societies.

Marc Evans had to overcome many (4) _____ learning problems, homelessness, and a difficult family life before he was able to (5) _____ his goal of going to college at the age of 10. Now he is hoping to (6) _____ his dream of working to help disadvantaged young people succeed in education. His advice to young people is to set a (7) _____, no matter how big or small because it's never too late to (8) _____ your potential.

When Erika Bergman was offered the chance, the day after graduating, to train as a submersible (submarine) pilot, she immediately decided to (9) _____ the opportunity. When she qualified in 2013, it was a dream come (10) _____. As a National Geographic Young Explorer, she can now participate in exciting projects that she had never in her (11) _____ dreams imagined possible. Erika's biggest (12) _____ are to climb Mount Everest and to encourage girls to pursue careers in science.

MY PERSPECTIVE

Work in pairs. Look at the bold words and phrases in Activity 4. Choose four phrases and ask and answer questions using them.

What obstacles at school have you had to overcome?

Unit 1 Hopes and Dreams 9

Words are taught with their collocations, definitions, and/or opposites and practiced in context.

Listening and Grammar 1

Listening and grammar exercises continue to develop structures and skills through authentic content. Grammar 1 usually reviews previous knowledge before building on it.

Engaging content teaches students about the world as well as contextualizing the target grammar.

Sustained context provides meaningful and motivating practice.

LISTENING

- 1 Listen to four people talking about a dream or ambition. What dream or ambition is each one talking about? (1-4)
- 2 Work in pairs. Which of the speakers (1-4) mentions the following? There may be more than one correct answer. Listen again and check your ideas. Write any words or phrases that support your answers. (1-4)
- a developing a talent recognized by others
 - b setting targets to achieve their goal
 - c a problem with work-life balance
 - d disappointment at not realizing a dream
 - e working with other people
 - f having to wait patiently to reach their goal
 - g realizing there will be hard work ahead
 - h being tested
 - i determination to realize a dream

GRAMMAR Review of tenses

Future forms

- a He and his partner **are opening** a new restaurant next month.
- b Even a half marathon is hard for me, so it's **going to be** tough...
- c ... but hopefully **I'll be able to** do it.
- d ... **I'm definitely going to try** again next time.
- e The class **starts** next September...
- f ... so **I'll be practicing** hard all next summer.
- g ... as soon as I start the class **I'll have** the chance to pick up another instrument.
- h It **probably** be the piano...

- 3 Look at the Grammar box. Match the sentences with their uses.
- 1 a prediction based on something you know in the present
 - 2 a firm intention
 - 3 an action that will be in progress at a point in the future
 - 4 a fixed plan, often involving other people
 - 5 a future event with a timetable
 - 6 a prediction of something certain
 - 7 a prediction of something possible
 - 8 a hope or belief for the future

Check your answers on page 128. Do Activity 1.

- 4 Work in pairs. Read the article and choose the options that are **not** possible. Cross out one or two in each case.

I've always had a fascination with books. Since elementary school, my ambition has been to be a writer, and now it looks like my dream (1) *will come / comes / is going to come* true. After winning first prize in a short-story competition for a national magazine, I was approached by an editor who encouraged me to develop the story into a novel, which I did. The editor loved it, so my first novel (2) *is going to be / is / will be / is being* the publishing company's tenth anniversary next month, and the book is being released online on the first of the month. An annual bookfair (4) *is going to take / is takes / takes place* in October, and the company (5) *will probably print / is probably printing / probably prints* the book for that. (6) *I meet / I'll meet / I'm meeting* my editor next week to talk about translations. The company (7) *will be translating / is translating / will* translate the book into Spanish, and there are several other possibilities. Once the promotion of this book is over, (8) *I'll start / I'm starting / I'm going to start* thinking about my next one. I can't wait!

- 5 Look at the Grammar box. Answer the questions.

Present and past tenses

- a ... my dad **had been working** at a really stressful job...
- b ... every day **he was leaving** home at six in the morning...
- c ... the business **is going strong**.
- d And they **re absolutely loving** it!
- e Running **is becoming** really popular where I live...
- f I'd **never been** very athletic before...
- g I've **always been** interested in stargazing...
- h I've **been taking** cello lessons since I was a kid.
- i And then the chance **came up**... so I **grabbed** the opportunity.
- j ... as soon as I've **started** the class...

- 1 Which sentence describes a series of actions in the past?
- 2 Which sentence describes repeated actions in the past?
- 3 Sentences c, d, and e are all in the present continuous. What does it express in each case? Which one might be considered unusual? Why?
- 4 Which four sentences describe an action starting in one time and continuing up to another?
- 5 Which one is followed by a future tense if the sentence is complete?

Check your answers on page 128. Do Activities 2 and 3.

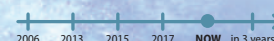
- 6 Complete the article with the correct tense of the verbs in parentheses.

Im Dong-Hyun is a perfect example of following your goals. The South Korean archer (1) *_____* (target) gold at the London Olympics of 2012, and for a while it (2) *_____* (look) as though this was a real possibility when Im (3) *_____* (break) the world record in the qualification round and was ranked first going into the knock-out rounds. In fact, he (4) *_____* (already / help) his national archery team to gold in the 2004 and 2008 Olympics but (5) *_____* (miss) out on an individual medal both times. So Im (6) *_____* (anticipate) this moment for years, but unfortunately, his dream was not to be: despite being ranked first, Im (7) *_____* (be) knocked out before he (8) *_____* (even / reach) the quarter-final stage. So why is this story so unusual? Im Dong-Hyun is legally blind and (9) *_____* (struggle) even to read a newspaper, yet his disability (10) *_____* (never / prevent) him from trying to achieve his goal.

MY PERSPECTIVE

Work in pairs. What do you think of Im Dong-Hyun's achievement? Is it very special? Do you know of anyone who has achieved a goal, or almost achieved a goal, when the circumstances were difficult?

- 7 Make a timeline of something you have achieved in your life. It could be something to do with sports, school, or something you have done for your community. Then include something you might do in the future (connected with what you achieved). Discuss your timelines in groups.



A photographer watches the Perseid meteor shower in eastern Turkey.

Grammar explanations and additional practice at the back of the book give students extra support.

A final open-ended activity allows students to personalize the language.

Vocabulary Building, Reading, and Critical Thinking

Reading helps students to become critical consumers of information.

The focus on building vocabulary helps students understand the way words work together.

Reading texts with a global perspective encourage students to think expansively about the world, and are also recorded for extra listening practice for classes who need it.

1B Dream Jobs

VOCABULARY BUILDING

Employment collocations

Collocations (two or more words that often appear together) are very helpful to learn in English. One place where they are commonly used is talking about work.

- 1 Complete the bold phrases about work with these words. Which sentences describe problems? Which describe opportunities?

apprenticeship	early state	glass unemployment	minimum voluntary
----------------	-------------	--------------------	-------------------

- 1 Graduates who do not go to college can apply to work with **vocational** programs.
- 2 The **rate** is rising, especially among young people who leave school without a diploma.
- 3 There are few **benefits** to help people who are out of work.
- 4 Household incomes are low because there is no **legal** wage.
- 5 Mothers and fathers can **take** leave to spend more time with their babies.
- 6 There is a(n) **ceiling** that keeps women from being promoted to better jobs.
- 7 Some people **take** layoffs if their company is downsized.
- 8 Nowadays more and more people are **taking** retirement and living off their retirement funds.

READING

- 1 Work in pairs. Discuss the questions.
- 1 What job(s) did you dream of doing as a child? Why?
 - 2 What job do you hope to do now? Why?
 - 3 If the job is different, why have you changed your mind?

- 2 Match the infographics to these paragraphs.

- 1 paragraphs 1 and 2
- 2 paragraph 3
- 3 paragraph 4
- 4 paragraph 5

- 3 Are the sentences true or false? Find evidence for your answers in the article.

- 1 The vast majority of people do not do the job they dreamed of as a child.
- 2 Roughly one-third of people do jobs that are similar to their childhood ambition.

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- 3 The survey revealed that many people chose engineering because of its high status.
- 4 The LinkedIn survey revealed that boys today are more ambitious than girls.
- 5 Teaching and medicine are more popular in developing countries than in developed countries.
- 6 Children dream of doing jobs related to their abilities.

- 3 Find words or phrases in the article that match the definitions.

- 1 ambitions (paragraph 1)
- 2 wanting to become (paragraph 1)
- 3 imagine (paragraph 4)
- 4 inequality between men and women (paragraph 4)
- 5 rich (paragraph 5)
- 6 unrealistic ambitions (paragraph 6)
- 7 natural (paragraph 6)
- 8 think about (paragraph 6)

MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 Which facts did you find the most interesting? Why?
- 2 Do you think the surveys are limited in any way? What else would you like to know about them?
- 3 Do you agree that your childhood dream job is linked to your skills?
- 4 What do you think children in your country dream of doing? Why?
- 5 Do you think there is still a difference between boys' and girls' career goals and achievements?

CRITICAL THINKING Understanding attitude

Writers sometimes reveal their attitude toward the facts or events they are writing about, for example by using adjectives (e.g., *impressive, surprising*) or adverbs (e.g., *fortunately, sadly*). In academic articles, writers do not normally express a personal attitude in this way.

- 7 Work in pairs. Find these words and phrases in the article. Which attitudes do they express?

- 1 part of a lucky minority (line 6)
 - 2 needless to say (line 7)
 - 3 at least (line 11)
 - 4 is depressing reading (line 29)
 - 5 No surprises there. (line 37)
 - 6 fascinating (line 47)
 - 7 not surprising (line 53)
- a This is bad.
b This is not surprising.
c This is good.
d This is interesting.

Living the Dream

ASPIRATIONS ACROSS THE WORLD

	doctor	teacher	Olympic athlete
all	19%	16%	10%
developed countries	8%	5%	19%
developing countries	27%	24%	4%

CAREER ASPIRATIONS BY GENDER

	boys	girls
president, prime minister, or secret agent	13%	8%
pilot, mechanic, or race-car driver	15%	2%

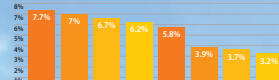
What did you want to be when you were younger? A firefighter? A ballet dancer? A train conductor? Did you end up with your dream job? According to research carried out by the online professional network LinkedIn, people who fulfill their childhood aspirations are part of a lucky minority. Needless to say, few would-be astronauts or presidents ever achieve their ambitions. In fact, fewer than one in ten people currently earn a living from their dream job, though just over one in five has at least found work in a related field.

LinkedIn surveyed over 8,000 professionals in 15 different countries, including Brazil, Singapore, Sweden, the UAE, and the US. The survey revealed that almost half of those who did not end up in their dream jobs had been attracted to a different career path as they grew up, while just over one in ten discovered that their original dream was too difficult or expensive to pursue.

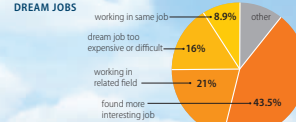
The most common dream jobs worldwide fell into the creative and artistic category, which encompasses everything from writers and actors to chefs and acrobats. However, the single most popular dream career in most countries, particularly in India, was engineer. Presumably the high starting salary, not to mention the growing job opportunities, job security, and social status of the profession, have something to do with its popularity.

The survey is depressing reading for those committed to smashing the glass ceiling. It found that boys were more likely than girls to envision themselves in the best jobs. More than 13% of boys aspired to be a president, prime minister, or secret agent, as opposed to 8% of girls. Girls, by contrast, nurtured more modest ambitions of achieving success as teachers, vets, singers, or nurses. Being a writer was among the most

CHILDHOOD DREAMS OF ADULT PROFESSIONALS



ADULT PROFESSIONALS AND CHILDHOOD DREAM JOBS



ambitious goals. No surprises there. The gender gap was even more noticeable in science and engineering: jobs like pilot, mechanic, and race-car driver were favored by 15% of boys but only 2% of girls.

Another survey, conducted by the children's charity ChildFund, asked over 6,000 ten- to twelve-year-olds in 47 countries around the world about their career goals. The most popular job, for just under a fifth of children worldwide, was doctor, followed closely by teacher with 16%. But the survey also revealed some fascinating global contrasts. In developing countries, just over a quarter of children listed medicine as their goal, and just under a quarter aspired to be teachers; in developed countries, by contrast, the figures were 8% and 5% respectively. Being a professional or Olympic athlete was the dream of 19% of children in the developed world. It is not surprising that only 4% of people in less affluent countries could allow themselves the luxury of such aspirations.

So should we take our earliest dreams seriously, or are they merely wishful thinking? "The dream jobs we aspire to as children are a window into our passions and talents," says Nicole Williams, a career expert for LinkedIn. "We don't generally enjoy doing what we don't have an inherent ability to do." So when choosing a career path, perhaps young people should reflect on their dream career and ask themselves, "What does this tell me about who I am and what I could do in the future?"

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Carefully chosen activity types provide practice of common question formats found on international exams.

The focus on critical thinking teaches students the skills and strategies they need to evaluate new information.

Grammar 2

Grammar 2 continues to develop students' understanding of grammar with a new topic.

A Choose activity gives students an opportunity for independent learning.



1C Bridging the Gap

GRAMMAR Continuous and perfect aspects

1 Work in pairs. Read the text and answer the questions.

- 1 What is a gap year? What can people do during one?
- 2 Are gap years something that graduates in your country often take? Why?
- 3 Do you know anyone who has taken a break from studying?
- 4 Do you think that young people can benefit from a break between high school and college, or is it more likely to be a disadvantage?

Gap-year dreams

Have you ever dreamed of taking time off to see the world or do something completely different? These days, more and more young people are taking a gap year between high school and college. The idea of the gap year started in the UK in the 1960s, and its popularity is still growing—and not only in the UK. The number of students in the US taking time off has been increasing since 2006, and gap years are now known in countries as diverse as Venezuela and Ghana. It is commonly believed that a gap year helps young people broaden their perspectives and gain maturity. What do you think?

COMMENTS:

Susie I'm currently working in Costa Rica for three months as part of my gap year. I'm helping young students with their English. I think I've grown up a lot, and I'm sure my future studies will benefit from it.

Enrique I'm at the end of a few months in Shanghai, China. I've been volunteering at a law firm. I'd been studying law for a year before I came here, but this has made law real for me. I've also made some good friends and connections, and we'll definitely keep in touch.

2 Look at the Grammar box. Match the sentences with the questions. You can use the sentences more than once.

The continuous and perfect aspects

- a ... more and more young people **are taking** a gap year...
- b ... the number of students in the US... **has been increasing** since 2006...
- c **I'm currently working** in Costa Rica...
- d **I think I've grown up** a lot, and **I'm sure** my future studies will benefit...
- e **I've been volunteering** at a law firm.
- f **I'd been studying** law for a year before I came here...
- g **I've also made** some good friends..., and **we'll definitely keep** in touch.

Which sentence(s)...

- 1 describe temporary actions or situations?
- 2 describe ongoing actions or situations?
- 3 describe a completed action or situation?
- 4 describe a past action that links with the present / future?
- 5 describe a past action which relates to a more recent past action?

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3 Choose the correct options to complete the descriptions of the continuous and perfect aspects.

The continuous aspect describes actions or situations that are (1) *ongoing / short or complete and usually times that are* (2) *permanent / temporary*.

The perfect aspect usually describes an action that comes (3) *before / after* another action and creates a link between two (4) *places / times*.

Check your answers on page 128. Do Activities 4 and 5.

4 Work in pairs. Read these statements from a gap-year student. Decide which options are possible and discuss the difference in meaning, if any.

- 1 This is the first time I **work / 've worked / 'd worked** abroad.
- 2 I **wanted / 've been wanting / 'd wanted** to experience a different culture for a long time.
- 3 The last group of volunteers **were leaving / had left / left** when we arrived.
- 4 I **'m working / 've worked / 've been working** here for almost four months now.
- 5 Every day I **experience / 'm experiencing / 've experienced** something new.
- 6 I **'ve made / 've been making / 'm making** two very good friends while I've been here.

5 Complete the sentences with these pairs of verbs. Use a correct present or past form.

apply + increase	be + grow	be matched + grant
rise + start	take + rise	

- 1 Each year in the United States around 8,000 students _____ a gap year. The figure _____ steadily for the last few years.
- 2 Until 2012, the most popular destination for gap-year students from the US _____ Southeast Asia. The popularity of South America as a destination _____ until it finally surpassed Southeast Asia that year.
- 3 This year more students in the UK _____ to study medical subjects at college than anything else. Applications _____ by four percent since last year.
- 4 In some countries, the number of students taking gap years _____ for some time. In Denmark, for example, in 2009, the government _____ to reward students who go straight into higher education after school.
- 5 The increase in the number of Chinese students applying for visas to study in Australia _____ by the number of visas the Australian authorities _____, an increase of over 22 percent since 2016.

6 Make notes about these things. Then discuss them in groups.

- 1 something I've done that I'm proud of
- 2 something I've been doing for the past few years
- 3 something I do regularly that I'd rather not do
- 4 something that's changing in my life
- 5 something I think I'll be doing in two years

7 MY PERSPECTIVE

Where would you like to go on a gap year? Why would you like to take one? How do you think a gap year could benefit you?

8 CHOOSE Choose one of the following activities

- Choose a country you'd like to visit. Search for "gap year in (country)" online and find as much information as you can. Present it to your classmates.
- Work in pairs. Make a list of things that you think would be good to do in a gap year (in your town / country or abroad). Decide on the best two or three. Then discuss your choices with another pair and decide on the two best activities.
- Think of something interesting you have done outside of school, for example a job over school vacation, or something you have done with family members or friends. Write a short blog explaining what it was and why you did it.

A high school teenager works with younger children in an educational after-school program in New York City, US.



Unit 1 Hopes and Dreams 15

Students are guided through an analysis of the grammar that gives them a deeper understanding of how it works.

Examples in a grammar box provide clear models for students.

Authentic Listening Skills and TED Talk

TED Talks help students understand real-world English at their level, building their confidence and allowing them to engage with topics that matter.

The focus on skills needed to deal with authentic pieces of listening prepares students for real-world interactions.

Vocabulary in Context activities focus on level-appropriate, high-frequency words and phrases from the TED Talk.

1D Five Ways to Kill Your Dreams

“Be responsible for your dreams.”

BEL PESCE

Read about Bel Pesce and get ready to watch her TED Talk. ▶ 1.6

1 One: Believe in overnight success. You know the story, right? The tech guy built a mobile app and sold it very fast for a lot of money.

2 If you go investigate further, the guy has done 30 apps before.

3 But whenever you go inside, there are other ways you have to pick as well. And you need to make those decisions yourself.

2 Listen to more sentences from the TED Talk. Which accent do you find easier to understand? ▶ 1.7

WATCH

1 Read the tips on how to achieve your dreams. Choose the three tips you think are most important and the one that is least important.

2 Do you have the same tips on your lists?

3 Are there any tips you disagree with? Why?

4 Would you add anything to the list?

3 Watch Part 1 of the talk. Choose the correct options to complete the sentences. ▶ 1.8

1 Many / A few people who have a dream do not achieve their goal.

2 The inventor of the mobile app had probably / probably hadn't worked on similar projects before.

3 Bel started applying for college late / in plenty of time.

4 She got a spot at MIT because of her lifelong attitude toward learning / careful interview preparation.

5 It is important to take the right path at the start / review your directions you go along.

6 People should accept that mistakes are inevitable / avoid making too many mistakes.

4 Watch Part 2 of the talk. Match the points that Bel makes with the examples she gives to illustrate them. There is one example that you do not need. ▶ 1.9

1 “OK is never OK” _____

2 “find yourself another peak” _____

3 “it's your fault and no one else's” _____

a unsuccessful entrepreneurs

b climbing a mountain

c a successful business

d Bel's first book

5 Watch Part 3 of the talk. Choose the correct options to complete the sentences. ▶ 1.10

1 The point Bel is making in describing the ad is that the people _____.

a worked very hard to get to the top

b enjoyed the journey

c celebrated their achievement when they got to the top

2 Bel is making the point that when people achieve their dreams _____.

a the sense of fulfillment is worth all the effort

b the sense of fulfillment does not last long

c they might feel disappointed

3 Bel mentions the steps in the journey to suggest that people _____.

a should appreciate and learn from both success and failure

b should pay attention to taking the right direction

c should not celebrate until they arrive at their destination

6 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 1.11

b Think of examples of the following things. Then compare your ideas with a partner.

1 things that people *dedicate* themselves to

2 something you found *striking* about Bel's talk

3 times when you noticed something *subtle* that others didn't see

4 the last time you had a vision about what you want to do in the future

5 times when you were successful in doing something and were able to say, “We made it.”

7 MY PERSPECTIVE

Have you changed your mind about any of the ideas you discussed in Activity 3 after watching the talk?

CHALLENGE

Work in pairs. Read the quotes from Bel's talk. Which do you think is the most important?

“No one else has the perfect answers for your life.”

“If you didn't make [your dreams] happen, it's your fault and no one else's.”

“The only way to really achieve all of your dreams is to fully enjoy every step of your journey.”

Choose one or two of the quotes and illustrate them with examples from your life or the life of someone you know.

Background information and extra activities on the video help students tune into the themes and language of the TED Talk.

Challenge activities build student confidence through open-ended activities that go beyond the page.

Speaking and Writing

Lesson E allows students to put their own voices to the themes they have been discussing, while developing key strategies for speaking and writing.

Useful language boxes highlight the language students need to communicate in person and in writing.

Each writing section focuses on a common text type and provides training in a useful writing skill.

Writing models provide the text for analysis as well as being a handy reference. Models are printed in the back of the book with writing skills and strategies annotated.

1E The Secrets of Success

SPEAKING

1 Listen to two friends discussing the surfer Bethany Hamilton. Answer the questions. 111

1 What has Bethany Hamilton achieved? What setbacks did she face?

2 What could be the secrets of her success?

2 Listen again. Add one to three words to complete each sentence. 115

1 She lost her arm when she was thirteen _____ still managed to win surfing competitions.

2 But amazingly, she made a complete recovery, _____ losing a lot of blood.

3 She was determined to keep on surfing, _____ she'd lost her arm.

4 I think the secret of her success is her passion for surfing. _____ all her family was crazy about surfing.

5 You have to have a natural talent to win competitions, _____.

6 _____, self-confidence isn't enough on its own.

3 PRONUNCIATION Intonation patterns in two-part sentences

In two-part sentences, there is a **fall-rise tone** at the end of the first clause or phrase (to show the sentence has not finished) and a **fall tone** at the end of the second clause (to show the sentence has finished).

a Listen to some sentences expressing concession. Notice how the underlined words are stressed. Listen again and repeat. 116

Even though she'd lost her arm, she was determined to keep on surfing.

She was determined to keep on surfing, even though she'd lost her arm.

b Listen and repeat the sentences. Use the proper intonation. 117

4 Work in pairs. Listen and respond with a counterargument. Use a phrase from the Useful language box. 118

Practice alone isn't enough, though. You need an exceptional ability, too.

5 Work in groups. Talk about the challenges and setbacks people you know have overcome and the secrets of their success.

Useful language

Concession

Although / Even though....

In spite of....

Despite....

Even so.... / Nevertheless.... /

And yet....

Counterarguments

Still.... / All the same.... /

Keep in mind you....

..., though I see what you mean....

Bethany Hamilton surfing at the US Open at Huntington Beach, California.

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WRITING An article

1 Work in pairs. You are going to read an article called *How to excel at your sport*. Think of five things that will be in the article and then read the article on page 149 and check your predictions.

2 Read the article again. Answer the questions.

1 How did the writer excel as a swimmer?

2 What advice does the writer give?

3 What are the benefits of swimming?

4 Work in pairs. Discuss the questions.

1 What is the aim of the article? 2 Where would you expect to read the article?

5 **WRITING SKILL** Topic sentences

a Look again at the four paragraphs on page 149. How do the headings reflect the main ideas of each one? Does each topic sentence summarize the main idea?

b Choose the best topic sentence (a–e) for each paragraph.

(1) _____ Decide on realistic targets such as reducing your time by a small amount every week or taking part in more difficult races every few months. That way, you will see real progress and feel encouraged.

(2) _____ But unless you try, and make mistakes, how can you improve? Challenge yourself. Even if you don't succeed, you can be proud that you had the strength to attempt something difficult and give it your all.

a Anyone can succeed if they try hard enough.

b To reach the top, you need to have high ambitions.

c To succeed in any sport, you need to set realistic goals.

d Fear of failure sometimes stops people from aiming high.

e You may lose your motivation if your training starts to feel like hard work.

10 Make notes for an article for your school magazine about how to succeed in a skill, sport, or hobby that you know about. Look at the tips in the Writing strategies box. Write the article.

Writing strategies

Writing an article

1 Know your audience. Who is going to read your article?

2 Decide on the aim(s) of your article, e.g., to inform, persuade, advise, entertain, or inspire.

3 Choose an interesting title that summarizes the content of the article.


4 Subheadings can make the article more interesting and easier to read.

5 Include an introduction, body, and conclusion.

6 Make sure each paragraph has a clear topic sentence.

7 The article can be serious or lighthearted, formal or informal, depending on the audience and the publication.

8 Include personal information and examples to make your article more interesting.



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Well-scaffolded pronunciation activities help students be better understood.

An open-ended activity allows students to personalize the language with their own piece of writing.

National Geographic Learning

PERSPECTIVES

4

Amanda **JEFFRIES**

Lewis **LANSFORD**

Daniel **BARBER**



Perspectives 4

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WELCOME TO PERSPECTIVES!

Perspectives teaches learners to think critically and to develop the language skills they need to find their own voice in English. The carefully-guided language lessons, real-world stories, and TED Talks motivate learners to think creatively and communicate effectively.

In Perspectives, learners develop:

• AN OPEN MIND

Every unit explores one idea from different perspectives, giving learners opportunities for practicing language as they look at the world in new ways.

1 Hopes and Dreams

Kyle Hemes and Steve Motta cycle through a landscape of rice terraces and mountains in part of the Yuanyang UNESCO World Heritage Site.

IN THIS UNIT, YOU...

- talk about your hopes and dreams.
- read about children's dream jobs.
- learn about what students can do between high school and college.
- watch a TED Talk about how to make sure your dreams come true.
- write an article about succeeding.

1A A Dream Come True

VOCABULARY Dreams and ambitions

1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

be famous go to college raise a family	be successful make a difference see the world	do volunteer work pass my driving test set up a business
--	---	--

1 Which have you already achieved?
2 Which appeal to you?
3 Which don't appeal to you?
4 Are there any you are not sure about?

2 Add three dreams or ambitions of your own to the list.

3 Work in pairs. Explain your dreams and ambitions from Activities 1 and 2.

My main short-term goal is to pass my driving test.
I've always dreamed of seeing the Great Wall of China.
My long-term ambition is to help people less fortunate than me.

4 Complete the bold phrases in the article with these words. Use each word only once. There may be more than one possible answer.

achieve	ambitions	broaden	fulfill	grab	obstacles
pursue	realize	target	true	undertake	wildcat

With the help of a National Geographic Young Explorer's grant, Kyle Hemes and Steve Motta were able to (1) _____ an ambitious goal: to (2) _____ a 900-mile bike ride across parts of China and Laos to study the impact of a planned railroad line on local communities. Trips like these also allow young people to (3) _____ their horizons, by giving them a way to understand the challenges of modern life in traditional societies.

Many teens had to overcome many (4) _____ learning problems, jet-lag, and a difficult family life. Before he was able to (5) _____ his goal of going to college at the age of 30, Now he is hoping to (6) _____ his dream of working to help disadvantaged young people succeed in education. His advice to young people is to set a (7) _____, no matter how big or small because it's never too late to (8) _____ your potential.

When Erika Bergman was offered the chance, the day after graduating, to train as a submarine (submarine) pilot, she immediately decided to (9) _____ the opportunity. When she qualified in 2013, it was a dream come true.

As a National Geographic Young Explorer, she can now participate in exciting projects that she had never in her (11) _____ dreams imagined possible. Erika's biggest (12) _____ is to climb Mount Everest and to encourage girls to pursue careers in science.

5 MY PERSPECTIVE

1D Five Ways to Kill Your Dreams

TED TALKS

“Be responsible for your dreams.”

BEL PESCE

Read about Bel Pesce and get ready to watch her TED Talk. ▶ 1:18

16 Unit 1 Hopes and Dreams

1 Watch Part 2 of the talk. Match the points that Bel makes with the examples she gives to illustrate them. There is one example that you do not need. [2:35]

1 "OK is never OK" _____
2 "Find yourself another peak" _____
3 "It's your fault and no one else's" _____

a unsuccessful entrepreneurs
b climbing a mountain
c a successful business
d Bel's first book

2 Watch Part 3 of the talk. Choose the correct options to complete the sentences. [2:55]

1 The point Bel is making in describing the ad is that the people _____
a worked very hard to get to the top
b enjoyed the journey
c celebrated their achievement when they got to the top

2 Bel is making the point that when people achieve their dreams _____
a the sense of fulfillment is worth all the effort
b the sense of fulfillment does not last long
c they might feel disappointed

3 Bel mentions the steps in the journey to suggest that people _____
a should appreciate and learn from both success and failure
b should pay attention to taking the right direction
c should not celebrate until they arrive at their destination

3 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. [2:55]

b Think of examples of the following things. Then compare your ideas with a partner.

1 things that people dedicate themselves to
2 something you found interesting about Bel's talk
3 times when you noticed something subtle that others didn't see
4 the last time you had a vision about what you want to do in the future
5 times when you were successful in doing something and were able to say, "We made it."

4 MY PERSPECTIVE

Have you changed your mind about any of the ideas you discussed in Activity 3 after watching the talk?

CHALLENGE

Work in pairs. Read the quotes from Bel's talk. Which do you think is the most important?

"No one else has the perfect answers for your life."
"If you didn't make [your dreams] happen, it's your fault and no one else's."
"The only way to really achieve all of your dreams is to fully enjoy every step of your journey."
Choose one or two of the quotes and illustrate them with examples from your life or the life of someone you know.

• A CRITICAL EYE

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share.

1B Dream Jobs

VOCABULARY BUILDING

Employment collocations

Collocations (two or more words that often appear together) are very helpful to learn in English. One place where they are commonly used is talking about work.

1 Complete the bold phrases about work with these words. Which sentences describe problems? Which describe opportunities?

apprenticeship early glass minimum parental state unemployment voluntary

1 Graduates who do not go to college can apply to work with **vocational** programs.

2 The **unemployment** rate is rising, especially among young people who leave school without a diploma.

3 There are few **benefits** to help people who are out of work.

4 Household incomes are low because there is no **legal** wage.

5 Mothers and fathers can **take** leave to spend more time with their babies.

6 There is a **gap** between those who keep women from being promoted to better jobs.

7 Some people **take** layoffs if their company is downsized.

8 Nowadays more and more people are **taking** retirement and living off their retirement funds.

READING

2 Work in pairs. Discuss the questions.

1 What jobs do you dream of doing as a child? Why?

2 What job do you hope to do now? Why?

3 If the job is different, why have you changed your mind?

3 Match the infographics to these paragraphs.

1 paragraphs 1 and 2 3 paragraph 4
2 paragraph 3 4 paragraph 5

4 Are the sentences true or false? Find evidence for your answers in the article.

1 The vast majority of people do not do the job they dreamed of as a child.

2 Roughly one third of people do jobs that are similar to their childhood ambition.

Living the Dream

ASPIRATIONS ACROSS THE WORLD

	doctor	teacher	Olympic athlete
all	19%	18%	13%
developed countries	25%	20%	19%
developing countries	27%	24%	4%

CAREER ASPIRATIONS BY GENDER

	boys	girls
president, prime minister, or secret agent	13%	8%
pilot, mechanic, or race-car driver	15%	2%

CHILDHOOD DREAMS OF ADULT PROFESSIONALS

	percentage of people
engineer	22%
actor	17%
athlete	12%
journalist	10%
teacher	8%
doctor	5%
business executive	3%
politician	2%

ADULT PROFESSIONALS AND CHILDHOOD DREAM JOBS

	percentage of people
working in same job	8.9%
dream job too expensive or difficult	16%
working in related field	21%
found more interesting job	43.3%

MY PERSPECTIVE

Work in pairs. Discuss the questions.

1 Which facts do you find the most interesting? Why?

2 Do you think the surveys are limited in any way? What else would you like to know about them?

3 Do you agree that your childhood dream job is linked to your skills?

4 What do you think children in your country dream of doing? Why?

5 Do you think there is still a difference between boys' and girls' career goals and achievements?

CRITICAL THINKING Understanding attitude

Writers sometimes reveal their attitude toward the facts or events they are writing about, for example by using adjectives (e.g., impressive, surprising) or adverbs (e.g., fortunately, sadly). In academic articles, writers do not normally express a personal attitude in this way.

2 Work in pairs. Find these words and phrases in the article.

1 part of a lucky minority (line 6)

2 needed to stay (line 7)

3 at least (line 11)

4 is depressing reading (line 29)

5 No surprises there (line 37)

6 fascinating (line 47)

7 not surprising (line 53)

a This is bad.

b This is not surprising.

c This is good.

d This is interesting.

• A CLEAR VOICE

Students respond to the unit theme and express their own ideas confidently in English.

1E The Secrets of Success

SPEAKING

1 Listen to two friends discussing the surfer Bethany Hamilton. Answer the questions.

1 What has Bethany Hamilton achieved that setbacks did she face?

2 What could be the secrets of her success?

2 Listen again. Add one to three words to complete each sentence.

1 She lost her arm when she was thirteen, but she still managed to win surfing competitions.

2 But amazingly, she made a complete recovery, losing a lot of blood.

3 She was determined to keep going, even though she lost her arm.

4 I think the secret of her success is her passion for surfing.

5 Her family was very supportive, and they all her family was very supportive.

6 She has a lot of confidence in her own abilities.

3 PRONUNCIATION

In two-part sentences, there is a **fall-rise** tone at the end of the first clause or phrase (to show the sentence has not finished) and a **fall** tone at the end of the second clause (to show the sentence has finished).

a Listen to some sentences expressing concession. Notice how the underlined words are stressed. Listen again and repeat.

b Listen and repeat the sentences. Use the proper intonation.

2 Work in pairs. Listen and respond with a counterargument. Use a phrase from the Useful language box.

3 Work in groups. Talk about the challenges and setbacks people you know have overcome and the secrets of their success.

WRITING

1 Write in pairs. You are going to read an article called *How to excel at your sport*. Think of five things that will be in the article and then read the article on page 149 and check your predictions.

2 Read the article again. Answer the questions.

1 How did the writer excel at a swimmer?

2 What advice does the writer give?

3 What are the benefits of swimming?

3 Work in pairs. Discuss the questions.

1 What is the aim of the article? 2 Where would you expect to read the article?

4 WRITING SKILL

a Look again at the four paragraphs on page 149. How do the headings reflect the main ideas of each one? Does each topic sentence summarize the main idea?

b Choose the best topic sentence (a-d) for each paragraph.

(1) Decide on realistic targets such as reducing your time by a small amount every week or taking part in more difficult races every few months. That way, you will see real progress and feel encouraged.

(2) But unless you try, and make mistakes, how can you improve? Challenge yourself. Even if you don't succeed, you can be proud that you had the strength to attempt something difficult and give it your all.

(3) Anyone can succeed if they try hard enough.

(4) To reach the top, you need to have high ambitions.

(5) To succeed in any sport, you need to set realistic goals.

(6) Failure sometimes stops people from aiming high.

(7) You may lose your motivation if your training starts to feel like hard work.

5 Make notes for an article for your school magazine about how to succeed in a skill, sport, or hobby that you know about. Look at the tips in the Writing strategies box. Write the article.

Writing strategies

Writing an article

1 Know your audience. Who is going to read your article?

2 Decide on the aim(s) of your article, e.g., to inform, persuade, advise, entertain, or inspire.

3 Choose an interesting title that summarizes the content of the article.

4 Subheadings can make the article more interesting and easier to read.

5 Include an introduction, body, and conclusion.

6 Make sure each paragraph has a clear topic sentence.

7 The article can be serious or light-hearted, formal or informal, depending on the audience and the publication.

8 Include personal information and examples to make your article more interesting.




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UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <p>1 Hopes and Dreams Pages 8–19</p>	<p>Dreams and ambitions</p> <p>Vocabulary building Employment collocations</p>	<p>People talking about dreams and ambitions</p>	<p>Review of tenses: Future forms; Present and past tenses</p>	<p>Living the Dream</p> <p>Critical thinking Understanding attitude</p>
 <p>2 Reading the World Pages 20–31</p>	<p>Adjectives describing books or movies</p> <p>Vocabulary building Phrasal verbs with two particles</p>	<p>Description of two books</p>	<p>Modifying adjectives</p>	<p>An African in Greenland; House of Day, House of Night</p> <p>Critical thinking Figurative language</p>
 <p>3 Pristine Places Pages 32–43</p>	<p>Ocean environment</p> <p>Vocabulary building Greek prefixes</p>	<p>An interview with National Geographic explorer and marine ecologist, Enric Sala</p>	<p>First and second conditional</p>	<p>Exploring the Okavango Delta</p> <p>Critical thinking Emotional responses</p>
 <p>4 Discovery Pages 44–55</p>	<p>Exploration</p> <p>Vocabulary building Suffix -ity</p>	<p>A radio show about explorers</p>	<p>Modals of deduction and probability</p> <p>Pronunciation Deduction stress</p>	<p>Space Archeologist Needs your Help</p> <p>Critical thinking Balanced arguments</p>
 <p>5 Global Citizens Pages 56–67</p>	<p>Character adjectives</p> <p>Vocabulary building Collocations</p>	<p>A talk about Malala Yousafzai</p>	<p>Inversion</p>	<p>A kinder world?</p> <p>Critical thinking Faults in arguments</p>

GRAMMAR	TED TALKS		SPEAKING	WRITING
Continuous and perfect aspects	 <p>Five ways to kill your dreams</p>	<p>BEL PESCE</p> <p>Bel Pesce's idea worth spreading is that we're more likely to achieve our dreams if we follow a few basic principles.</p> <p>Authentic listening skills Dealing with accents</p>	<p>Concession and counter-arguments</p> <p>Pronunciation Intonation patterns in two-part sentences</p>	<p>An article</p> <p>Writing skill Topic sentences</p>
Narrative tenses and future in the past Pronunciation Using stress to change meaning	 <p>My year reading a book from every country in the world</p>	<p>ANN MORGAN</p> <p>Ann Morgan's idea worth spreading is that books and stories can help us see the world through different eyes and connect us across political, geographical, cultural, social, and religious divides.</p> <p>Authentic listening skills Following a narrative</p>	<p>Telling and responding to a story</p>	<p>A story</p> <p>Writing skill Using colorful language</p>
Third and mixed conditionals; <i>I wish / If only</i> Pronunciation Contractions	 <p>An underwater museum, teeming with life</p>	<p>JASON DECAIRES TAYLOR</p> <p>Jason deCaires Taylor's idea worth spreading is that we need to open our eyes to the amazing beauty, imagination, and fragility of nature. In this way, we will be inspired to cherish and protect our environment.</p> <p>Authentic listening skills Chunking</p>	<p>Making and explaining promises</p>	<p>Informal emails</p> <p>Writing skill Informal language</p>
Passives; Passive reporting structures Critical thinking Information order	 <p>The boiling river of the Amazon</p>	<p>ANDRÉS RUZO</p> <p>Andrés Ruza's idea worth spreading is that we should allow our curiosity to lead us to discover the unknown wonders of the world.</p> <p>Authentic listening skills Engaging the listener's attention</p>	<p>Describing benefits and clarifying</p>	<p>A discussion essay</p> <p>Writing skill Hedging</p>
Cleft sentences Pronunciation Contrastive stress	 <p>What does it mean to be a citizen of the world?</p>	<p>HUGH EVANS</p> <p>Hugh Evans's idea worth spreading is that we are first and foremost not members of a state, nation, or tribe, but members of the human race. We need to seek global solutions to global challenges.</p> <p>Authentic listening skills Rhetorical questions</p>	<p>Making suggestions and requests; Resisting and persuading</p>	<p>A formal letter</p> <p>Writing skill Making a point</p>

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UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 6 Education Pages 68–79	School rules Vocabulary building Nouns and prepositions	A podcast about school rules around the world	Modals of permission and obligation	Are our kids tough enough? Chinese School Critical thinking Evaluating an experiment
 7 Moving Forward Pages 80–91	Everyday commutes Vocabulary building Verb suffixes	A radio show about commuting in different cities	Ellipsis and substitution	Biological Blueprints Critical thinking Understanding connotation
 8 The Real Me Pages 92–103	Teenage stereotypes Vocabulary building Binomial expressions	A radio show about teenagers	Adverbials Pronunciation <i>really</i>	Ms. Marvel: Teenage Comic Superhero Critical thinking Evaluating evidence
 9 A Healthy Life Pages 104–115	Health and fitness Vocabulary building Adjective suffixes <i>-able</i> and <i>-ible</i>	A radio show about healthy living	Relative clauses with prepositions	The Healthiest Places in the World? Critical thinking Checking facts
 10 Ideas Pages 116–127	Making your point Vocabulary building Adjectives ending in <i>-ful</i> and <i>-less</i>	An interview with Dr. Emily Grossman on conveying the concept of electricity to students	Advanced question types Pronunciation Question intonation	Earthrise Critical thinking Understanding quotations

GRAMMAR	TED TALKS		SPEAKING	WRITING
Passive <i>-ing</i> forms and infinitives	 <p>How to fix a broken school? Lead fearlessly, love hard</p>	<p>LINDA CLIATT-WAYMAN</p> <p>Linda Cliatt-Wayman's idea worth spreading is that a successful school needs a strong leader with a positive attitude to challenges and unconditional love for the students.</p> <p>Authentic listening skills Deducing the meaning of unknown words</p>	<p>Agreeing and disagreeing</p> <p>Pronunciation Rise-fall-rise intonation</p>	<p>An opinion essay</p> <p>Writing skill Avoiding repetition</p>
Nominalization Pronunciation Words with two stress patterns	 <p>What a driverless world could look like</p>	<p>WANIS KABBAJ</p> <p>Wanis Kabbaj's idea worth spreading is that we can find inspiration in human biology to design efficient and elegant transportation systems for the future.</p> <p>Authentic listening skills Predicting what comes next</p>	<p>Asking for and giving information</p>	<p>A report</p> <p>Writing skill Expressions of approval and disapproval</p>
Expressing habitual actions and states	 <p>The mysterious workings of the adolescent brain</p>	<p>SARAH-JAYNE BLAKEMORE</p> <p>Sarah-Jayne Blakemore's idea worth spreading is that the human brain undergoes profound changes during the teenage years, making it an amazing time for learning and creativity.</p> <p>Authentic listening skills Preparing to listen</p>	<p>Showing understanding, offering encouragement and help</p> <p>Pronunciation Intonation to show understanding</p>	<p>An essay comparing advantages and disadvantages</p> <p>Writing skill Interpreting essay questions</p>
Articles	 <p>My simple invention, designed to keep my grandfather safe</p>	<p>KENNETH SHINOZUKA</p> <p>Kenneth Shinozuka's idea worth spreading is that smart uses of sensory technology can improve our lives as we age, particularly for Alzheimer's patients and those who care for them.</p> <p>Authentic listening skills Understanding fast speech</p>	<p>Discussing, summarizing, and responding to proposals</p> <p>Pronunciation Intonation in responses</p>	<p>A proposal</p> <p>Writing skill Impersonal style</p>
Subordinate and participle clauses	 <p>TED's secret to great public speaking</p>	<p>CHRIS ANDERSON</p> <p>Chris Anderson's idea worth spreading is that a great idea is the core ingredient to a truly great talk because our ideas have the potential to change someone else's perspective for the better or inspire someone to do something differently.</p> <p>Authentic listening skills Collaborative listening</p>	<p>Giving a presentation</p> <p>Pronunciation Intonation of signpost expressions</p>	<p>A review</p> <p>Writing skill Reference</p>

1 Hopes and Dreams

IN THIS UNIT, YOU...

- talk about your hopes and dreams.
- read about children's dream jobs.
- learn about what students can do between high school and college.
- watch a TED Talk about how to make sure your dreams come true.
- write an article about succeeding.

1 Hopes and Dreams

Unit Overview

This unit covers the hopes, dreams, and ambitions that people have. Students will learn concepts and language relating to what people want to do in the future in both the short- and long-term, as well as talk about how people can plan to achieve their hopes and dreams.

In this unit, students will cover a range of topics around the unit theme including learning about people who worked hard to achieve their goals, listening to people talk about the hopes and dreams of themselves and people they know, reading about dream jobs, talking about what they'd like to do after school, watching a TED Talk about achieving your dreams, and talking and writing about how to overcome obstacles to be successful. By exploring these topics, students will learn the language they need to describe hopes and dreams, as well as the perspective to think about what hopes and dreams mean to them and people around the world.

Unit Objectives

Vocabulary

- Words and phrases to talk about dreams and ambitions
- **Vocabulary building** Employment collocations

Grammar

- **Grammar 1** Review of tenses (future tenses, present and past tenses)
- **Grammar 2** Continuous and perfect aspects

Reading

- *Living the Dream*

TED Talk

- Bel Pesce: *Five Ways to Kill Your Dreams*

Pronunciation

- Intonation patterns in two-part sentences

Speaking

- Concession and counterarguments

Writing

- An article

About the Photo

Kyle Hemes and Stew Motta are National Geographic Young Explorers. Vocabulary Activity 4 has a short text detailing more about their trip. They wanted to experience and write about how the landscape changes between lowlands and highlands. They were also interested in the potential impact of a new high-speed railway, so they decided to cycle along the whole of the proposed route.

Warm Up

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands from students who like it. Call on a student to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
- Ask students why they think the two people are doing a trip like this and if it appeals to them.

Resources

- Classroom Presentation Tool
- Tracks 1–8 (Audio CD, Website, CPT)

1A A Dream Come True

VOCABULARY Dreams and ambitions

- 1 Call on volunteers to read out the questions in Activity 1. Then put students in pairs to ask and answer the questions.
 - Go around and check that the students are doing the activity correctly and notice mistakes, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - You could share some interesting things you heard at this point. Give some feedback about new language that came up, and focus on errors to correct, which may be of use for further discussions in this unit.
- 2 Ask students to think of any dreams and ambitions they have that are not on the list and write them down. Give one or two examples (e.g., own a house, graduate).
 - If students are having trouble coming up with their own dreams or ambitions, call on volunteers to share one or two as an example.
- 3 Model the activity for students by using one of your own dreams or ambitions.
 - Ask one student to say *one* of their ambitions. Ask them further questions, such as *Why do you have this ambition? How close are you to achieving it? What will you need to do to achieve it?* etc.
 - Get students to stand up and share their ideas with different students. Ask them to change partners from time to time. Alternatively, do the activity in groups. Listen and make notes as students talk.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- 4 Tell students they are going to learn some more words and phrases to talk about dreams and ambitions, and that they are going to read three short texts about four people's dreams. Ask them to read the texts quickly (one minute) before they complete them and find out what ambitions each person had. Which of the achievements do students think was the greatest? Ask one or two students to share their answers.
 - Look at the directions and do the first item with the class. Either wait for someone to volunteer the answer or call on someone to answer. If you think students will find the activity difficult, do another item as a class.

- Tell students to do the other items themselves and to use a dictionary if they need to. Go around and check that students are doing the activity correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- Go through the answers by asking different students to read out parts of the text. Write the answers on the board. As you write, ask a question or two to the class to check they understood the vocabulary. For example: *What else might you pursue? What else can you fulfill? Can you think of examples of obstacles to achieving an ambition?*

Answers

- | | |
|--|-------------------------------|
| 1 pursue / fulfill / achieve / realize | 6 achieve / fulfill / pursue |
| 2 undertake | 7 target |
| 3 broaden | 8 realize / fulfill / achieve |
| 4 obstacles | 9 grab / pursue |
| 5 fulfill / achieve / realize / pursue | 10 true |
| | 11 wildest |
| | 12 ambitions |

Expansion

Ask students to find three more useful phrases in the texts and/or three things which you think are important to fulfill a person's ambitions or potential.

Exam Skills Use flashcards to study vocabulary

It's a great idea to get students to make sets of flashcards to help them study vocabulary. Tell them to write a word in English on one side of each card and a translation or definition on the other. To use the cards most effectively, students should create three piles as they go through them: (1) words they got immediately; (2) words they remembered after a few seconds; (3) words they couldn't remember or got wrong. They can then put the cards back together with pile 1 at the bottom, pile 2 in the middle, and pile 3 at the top. This ensures they get more study for words they don't know.

- 5 Ask different students to read out the bold vocabulary words in Activity 4. Point out any that the class misses.
 - Call on a student to read the sample question in Activity 5. Ask if any students can model how to ask other questions using the words from Activity 4. Elicit questions as needed.
 - Have students ask and answer questions in pairs.
 - Call on students to say what they talked about in their pairs, or put pairs in groups to discuss what they talked about.
 - You could share some interesting things you heard at this point. Give some feedback about new language that came up, and focus on errors to correct, which may be of use for further discussions in the unit.

Kyle Hemes and Stew Motta cycle through a landscape of rice terraces and mountains in part of the Yuanyang UNESCO World Heritage Site.

1A A Dream Come True

VOCABULARY Dreams and ambitions

1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

be famous	be successful	do volunteer work
go to college	make a difference	pass my driving test
raise a family	see the world	set up a business

- Which have you already achieved?
- Which appeal to you?
- Which don't appeal to you?
- Are there any you are not sure about?

2 Add three dreams or ambitions of your own to the list.

3 Work in pairs. Explain your dreams and ambitions from Activities 1 and 2.

My main short-term goal is to pass my driving test.

I've always dreamed of seeing the Great Wall of China.

My long-term ambition is to help people less fortunate than me.

4 Complete the bold phrases in the article with these words. Use each word only once. There may be more than one possible answer.

achieve	ambitions	broaden	fulfill	grab	obstacles
pursue	realize	target	true	undertake	wildest

With the help of a National Geographic Young Explorer's grant, Kyle Hemes and Stew Motta were able to (1) _____ an ambitious **goal**: to (2) _____ a 900-mile **bike ride** across parts of China and Laos to study the impact of a planned railroad line on local communities. Trips like these also allow young people to (3) _____ **their horizons**, by giving them a way to understand the challenges of modern life in traditional societies.

Marc Evans had to **overcome** many (4) _____ : learning problems, homelessness, and a difficult family life, before he was able to (5) _____ **his goal** of going to college at the age of 30. Now he is hoping to (6) _____ **his dream** of working to help disadvantaged young people succeed in education. His advice to young people is to **set a** (7) _____ , no matter how big or small because it's never too late **to** (8) _____ **your potential**.

When Erika Bergman was offered the chance, the day after graduating, to train as a submersible (submarine) pilot, she immediately decided to (9) _____ **the opportunity**. When she qualified in 2013, it was a **dream come** (10) _____. As a National Geographic Young Explorer, she can now participate in exciting projects that she had **never in her** (11) _____ **dreams** imagined possible. Erika's **biggest** (12) _____ **are** to climb Mount Everest and to encourage girls to pursue careers in science.

5 MY PERSPECTIVE

Work in pairs. Look at the bold words and phrases in Activity 4. Choose four phrases and ask and answer questions using them.

What obstacles at school have you had to overcome?

LISTENING

- 6 Listen to four people talking about a dream or ambition. What dream or ambition is each one talking about?



- 7 Work in pairs. Which of the speakers (1–4) mentions the following? There may be more than one correct answer. Listen again and check your ideas. Write any words or phrases that support your answers. 1

- a developing a talent recognized by others
- b setting targets to achieve their goal
- c a problem with work-life balance
- d disappointment at not realizing a dream
- e working with other people
- f having to wait patiently to reach their goal
- g realizing there will be hard work ahead
- h being tested
- i determination to realize a dream

GRAMMAR Review of tenses

Future forms

- a He and his partner **are opening** a new restaurant next month.
- b Even a half marathon is hard for me, so it's **going to be** tough...
- c ... but hopefully I'll **be able to** do it.
- d ... I'm **definitely going to try** again next time.
- e The class **starts** next September...
- f ... so I'll **be practicing** hard all next summer.
- g ... as soon as I start the class I'll **have** the chance to pick up another instrument.
- h It'll **probably be** the piano...

- 8 Look at the Grammar box. Match the sentences with their uses.

- 1 a prediction based on something you know in the present **b**
- 2 a firm intention **d**
- 3 an action that will be in progress at a point in the future **f**
- 4 a fixed plan, often involving other people **a**
- 5 a future event with a timetable **e**
- 6 a prediction of something certain **g**
- 7 a prediction of something possible **h**
- 8 a hope or belief for the future **c**

Check your answers on page 128. Do Activity 1.

- 9 Work in pairs. Read the article and choose the options that are not possible. Cross out one in each case.

I've always had a fascination with books. Since elementary school, my ambition has been to be a writer, and now it looks like my dream (1) *will come* / ~~*comes*~~ / *is going to come* true. After winning first prize in a short-story competition for a national magazine, I was approached by an editor who encouraged me to develop the story into a novel, which I did. The editor loved it, so my first novel (2) *is going to be* / ~~*is*~~ / *will be* published! It (3) *is* / *will be* / ~~*is being*~~ the publishing company's tenth anniversary next month, and the book is being released online on the first of the month. An annual bookfair (4) *is going to take* / ~~*is takes*~~ / *takes* place in October, and the company (5) *will probably print* / *is probably printing* / ~~*probably prints*~~ the book for that. (6) *I meet* / ~~*I'll meet*~~ / *I'm meeting* my editor next week to talk about translations. The company (7) *will be translating* / *is translating* / ~~*will be translate*~~ the book into Spanish, and there are several other possibilities. Once the promotion of this book is over, (8) *I'll start* / ~~*I'm starting*~~ / *I'm going to start* thinking about my next one. I can't wait!

Activity 6

- Speaker 1: starting your own restaurant
- Speaker 2: running a marathon
- Speaker 3: seeing a meteor shower
- Speaker 4: going to music school

LISTENING

Warm up If you are starting a new lesson, have students recall the vocabulary words they learned on page 9. Then ask them to say how the words could be used to relate to the photo on the page.

- 6 Look at the directions and play the audio once through.
- Ask students to compare their ideas in pairs.
 - Ask the whole class or individual students for their answers. Where everyone agrees on the answer, write it on the board. If they don't agree or most don't know, you can either give the answer or tell students to listen again and check.
- 7 Ask students to read points a–i and check that they understand them.
- Play the audio again and ask students to match each point to a speaker. You could do item 1 as an example before they listen, but don't tell them if they are right or wrong.
 - Have students compare their ideas in pairs.
 - Check the answers as a class by asking students for a show of hands, getting them to call out an answer together, or nominating students to give each answer. When students agree, write the answer on the board. When there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Put a question mark on the board and tell students they will listen again and check to see what answer is right.
 - Go through all the answers and then play the audio again if necessary, telling students to focus on the areas of uncertainty. If students are *still* uncertain about any answers, play the audio again and stop at key points. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

- a 4 (*My family said, "You're really good at this, you could excel if you put your mind to it."*)
- b 2 (*I decided to try to beat my best time by a few seconds every day.*)
4 (*... I'll be practicing a lot all summer.*)
- c 1 (*Every day he was leaving home at six in the morning and not getting back until late, sometimes after ten at night.*)
- d 3 (*I was devastated!*)
- e 1 (*Well, my dad had been working at a really stressful job—he hated his boss and the politics and he just wasn't very happy. / "... You could rent a place and then find a partner and see if you can make it work."*)
- f 3 (*It was getting later and later, we were getting colder and colder, and nothing was happening.*)
- g 2 (*... it's going to be tough but hopefully I'll be able to do it!*)
4 (*Classes start next September so I'll be practicing a lot all next summer.*)

- h 4 (*I had to take a theory test and do an audition ...*)
- i 3 (*I'm determined to see a meteor shower so I'm definitely going to try again next time.*)

Expansion

Have students work in pairs and discuss these questions:
Which speaker are you most similar to? Who are you least similar to? Why?
Which ambition would be easiest to realize for you? Which would be most difficult? Why?

GRAMMAR Review of tenses

- 8 Get students to read the Grammar box silently, read the sentences in the box aloud yourself, or call on different students to read a sentence each and correct any pronunciation problems.
- Ask them to match uses 1–8 with the sentences in the box, working either in pairs or individually. You can give the answers now or wait for students to read the grammar reference on page 128 and then go through the answers.

At this point, have students complete Activity 1 on page 129 in the Grammar Reference section. You may also assign this activity as homework.

Teaching Tip Using examples on the board

It helps to highlight words and forms so students notice these aspects of grammar. The book does this and you can point to the examples there, but it sometimes helps to write out the examples on the board and then go through the questions using what's on the board. You can also underline important aspects of form, write names of tenses, or draw a table to make things clearer.

- 9 Explain the activity and do the first item with the class. Call on a student to answer and check why they gave the answer they did.
- Put students in pairs to do the rest of the activity.
 - Ask different students to explain their answers and write them on the board.

Expansion

Ask students to discuss if they know anyone who likes writing or wants to be a writer. Ask them to talk about the following questions:
What kinds of things does the person write?
Have they ever been published?
What could be good and bad about being a writer?
Is it a job you'd like to do?

- 10** Have students read the Grammar box, or read out the sentences in the box, or call on different students to read a sentence each and correct any pronunciation problems.
- Explain the activity and do the first item with the whole class. Call on a student to answer. Do another example if you think students might struggle.
 - Get students to answer the rest of the questions. When most students are finished, ask them to compare their answers in pairs.
 - Check the answers and ask different students to explain their answers where appropriate.

At this point, have students complete Activities 2 and 3 on page 129 in the Grammar Reference section. You may also assign these activities as homework.

Answers

- 3** *c* describes a temporary ongoing action, *d* describes a temporary ongoing state, *e* describes a trend and *d* could be considered unusual because the continuous is not normally used with stative verbs

- 11** Tell students they are going to read about a South Korean archer (Im Dong-Hyun) who competed in the Olympics. Ask students to read the whole text in one minute and find out what is unusual about him.
- As brief feedback, ask a student to give you the answer. (Answer: Im Dong-Hyun is legally blind.)
 - Look at the directions and do the first item with the class. Then ask students to complete the rest of the activity. When most students are finished, ask them to compare their answers in pairs.
 - Ask different students to give their answers and explain their choices. Write them on the board as you go through.

Answers

- 1** was targeting / had been targeting
- 2** looked / was looking
- 3** broke
- 4** had already helped
- 5** had missed / missed
- 6** had been anticipating / had anticipated
- 7** was
- 8** had even reached
- 9** struggles
- 10** has never prevented

- 12** Read out the directions, or ask a student to read them aloud. You could tell students about Eric Moussambani or Eric the Eel (see Background Information box).
- Put students in pairs to discuss the questions, or discuss them as a class.

Background Information

Moussambani came from Equatorial Guinea, in Africa. He entered the 2000 Olympics in Sydney as a “wild-card,” which was part of a plan designed to give athletes from developing countries an opportunity to take part in world-class competition. He entered as a swimmer, despite the fact that he had only started learning to swim eight months before the competition was taking place! He learned to swim in a hotel pool that was 20 meters (66 feet) long (an Olympic pool is 50 meters, or 164 feet) and had to time himself. In his first heat a bizarre incident disqualified the other swimmers and Moussambani had to swim the 100-meter freestyle event on his own. Although he didn’t complete the swim in the time needed to qualify for the competition, and his time was the slowest in Olympic history, he set a personal best. Moussambani endeared himself to the 17,000 spectators and was given a huge round of applause when he got out of the pool. He went on to become a national hero and coach of his country’s swimming team.

- 13** Think of an ambition or achievement that is true for you and model the activity for students. Draw a timeline on the board. Mark the point when you achieved something and explain what happened. Go back and explain when your ambition actually originated (use past perfect) and then explain what you did to reach your goal, marking events on the timeline. Then explain how you plan to build on that achievement in the future or talk about a new goal you have set yourself.
- Give students a couple of minutes on their own to think of their own ideas. Tell them that they can invent something if they can’t think of anything true from their own experience.
 - Put students in groups to talk about their timelines. Alternatively, ask students to volunteer to present to the class or have a lottery to choose six people to present. As students talk, make notes on areas of good language use, errors in pronunciation, or other ways the talk could be improved.
 - After each person finishes, let the class ask questions. At the end of each presentation or the group work, give some feedback and any suggestions for improvement.

10 Look at the Grammar box. Answer the questions.

Present and past tenses

- a ... my dad **had been working** at a really stressful job...
- b ... every day he **was leaving** home at six in the morning...
- c ... the business **is going** strong.
- d And they're absolutely **loving** it!
- e Running **is becoming** really popular where I live...
- f I'd never **been** very athletic before...
- g I've always **been** interested in stargazing...
- h I've **been taking** cello lessons since I was a kid.
- i And then the chance **came up**... so I **grabbed** the opportunity.
- j ... as soon as I've **started** the class...

- 1 Which sentence describes a series of actions in the past? **i**
- 2 Which sentence describes repeated actions in the past? **b**
- 3 Sentences c, d, and e are all in the present continuous. What does it express in each case? Which one might be considered unusual? Why? **d**
- 4 Which four sentences describe an action starting in one time and continuing up to another? **a, f, g, j**
- 5 Which one is followed by a future tense if the sentence is complete? **j**

Check your answers on page 128. Do Activities 2 and 3.

11 Complete the article with the correct tense of the verbs in parentheses.

Im Dong-Hyun is a perfect example of following your goals. The South Korean archer (1) _____ (target) gold at the London Olympics of 2012, and for a while it (2) _____ (look) as though this was a real possibility when Im (3) _____ (break) the world record in the qualification round and was ranked first going into the knock-out rounds. In fact, he (4) _____ (already / help) his national archery team to gold in the 2004 and 2008 Olympics but (5) _____ (miss) out on an individual medal both times. So Im (6) _____ (anticipate) this moment for years, but unfortunately, his dream was not to be: despite being ranked first, Im (7) _____ (be) knocked out before he (8) _____ (even / reach) the quarter-final stage. So why is this story so unusual? Im Dong-Hyun is legally blind and (9) _____ (struggle) even to read a newspaper, yet his disability (10) _____ (never / prevent) him from trying to achieve his goal.

12 MY PERSPECTIVE

Work in pairs. What do you think of Im Dong Hyun's achievement? Is it very special? Do you know of anyone who has achieved a goal, or almost achieved a goal, when the circumstances were difficult?

- 13 Make a timeline of something you have achieved in your life. It could be something to do with sports, school, or something you have done for your community. Then include something you might do in the future (connected with what you achieved). Discuss your timelines in groups.



A photographer watches the Perseid meteor shower in eastern Turkey.

1B Dream Jobs

VOCABULARY BUILDING

Employment collocations

Collocations (two or more words that often appear together) are very helpful to learn in English. One place where they are commonly used is talking about work.

- 1 Complete the bold phrases about work with these words. Which sentences describe problems? Which describe opportunities?

apprenticeship	early	glass	minimum
parental	state	unemployment	voluntary

- Graduates who do not go to college can apply to work with **vocational** _____ programs. *apprenticeship – opportunity*
- The _____ **rate** is rising, especially among young people who leave school without a diploma. *unemployment – problem*
- There are few _____ **benefits** to help people who are out of work. *state – problem*
- Household incomes are low because there is no **legal** _____ **wage**. *minimum – problem*
- Mothers and fathers can **take** _____ **leave** to spend more time with their babies. *parental – opportunity*
- There is a(n) _____ **ceiling** that keeps women from being promoted to better jobs. *glass – problem*
- Some people **take** _____ **layoffs** if their company is downsized. *voluntary – opportunity*
- Nowadays more and more people are **taking** _____ **retirement** and living off their retirement funds. *early – opportunity*

READING

- 2 Work in pairs. Discuss the questions.

- What job(s) did you dream of doing as a child? Why?
- What job do you hope to do now? Why?
- If the job is different, why have you changed your mind?

- 3 Match the infographics to these paragraphs.

- | | |
|----------------------|---------------|
| 1 paragraphs 1 and 2 | 3 paragraph 4 |
| 2 paragraph 3 | 4 paragraph 5 |

- 4 Are the sentences *true* or *false*? Find evidence for your answers in the article.

- The vast majority of people do not do the job they dreamed of as a child.
- Roughly one third of people do jobs that are similar to their childhood ambition.

- The survey revealed that many people chose engineering because of its high status.
- The LinkedIn survey revealed that boys today are more ambitious than girls.
- Teaching and medicine are more popular in developing countries than in developed countries.
- Children dream of doing jobs related to their abilities.

- 5 Find words or phrases in the article that match the definitions.

- ambitions (paragraph 1) *aspirations (line 6)*
- wanting to become (paragraph 1) *would-be (line 7)*
- imagine (paragraph 4) *envision (line 31)*
- inequality between men and women (paragraph 4) *gender gap (line 37)*
- rich (paragraph 5) *affluent (line 54)*
- unrealistic ambitions (paragraph 6) *wishful thinking (line 57)*
- natural (paragraph 6) *inherent (line 61)*
- think about (paragraph 6) *reflect on (line 63)*

- 6 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Which facts did you find the most interesting? Why?
- Do you think the surveys are limited in any way? What else would you like to know about them?
- Do you agree that your childhood dream job is linked to your skills?
- What do you think children in your country dream of doing? Why?
- Do you think there is still a difference between boys' and girls' career goals and achievements?

CRITICAL THINKING Understanding attitude

Writers sometimes reveal their attitude toward the facts or events they are writing about, for example by using adjectives (e.g., *impressive, surprising*) or adverbs (e.g., *fortunately, sadly*). In academic articles, writers do not normally express a personal attitude in this way.

- 7 Work in pairs. Find these words and phrases in the article. Which attitudes do they express? **At least is kind of good, but only in the context of everything else being so bad.*

- part of a lucky minority (line 6) *c*
 - needless to say (line 7) *b*
 - at least (line 11) *c**
 - is depressing reading (line 29) *a*
 - No surprises there. (line 37) *b*
 - fascinating (line 47) *c, d*
 - not surprising (line 53) *b*
- a This is bad.
b This is not surprising.
c This is good.
d This is interesting.

1B Dream Jobs

- **Warm up** Ask students to discuss which they would prefer—to get a job right after school or go to college? What are the benefits of doing each?

VOCABULARY BUILDING Employment collocations

- 1 Write *unemployment rate* on the board. Explain that these words often go together. Ask students if they know any other kinds of *rate* (*rate of inflation, interest rate, etc.*) and what verbs go with *unemployment rate* (*fall, rise, go up, etc.*).
- Ask the class to look at the other words in the box and complete the collocations and phrases connected to employment. Do the first item with the whole class.
- Get students to do the other items individually, using a dictionary if necessary. While they work, notice words and phrases they look up, ask about, or underline. Focus on these in feedback.
- When most students are finished, get them to compare answers in pairs and decide if what they describe is a problem or an opportunity. The answers may depend on the point of view of the person speaking. You may want to develop that idea and ask them to try and think of how each sentence could be either a problem or an opportunity for different people. For example, if someone doesn't go to college it could be a problem because they may earn less, but it is an opportunity for people to get training and money right after finishing school.
- Go through the answers by asking different students to read out and write the words on the board. Ask them to share their ideas of problems and opportunities and explain why they think each is a problem or opportunity.
- **Optional** Have the class repeat the words and say where the stress is. Ask questions to check understanding, for example, *What kinds of state benefits are there? What's the opposite of "out of work"? Why do you think it's called a glass ceiling?*

Exam Skills Learning collocations

It is a good idea to learn collocations—words that commonly go together, such as *heavy rain* or *achieve your goals*. These combinations are often tested in multiple-choice and fill-in-the-blank items on standardized tests and exams.

Expansion

You could also get students to translate the phrases into their language and then if you have access to the Internet, you could ask students to do a search using the translated phrases and find out what the situation is in their country. They should report back in English.

READING

- 2 Read the questions aloud and give your own answer for each one.
 - Give students two or three minutes to discuss their ideas in pairs. Listen and take notes as students talk.
 - Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class. Ask follow-up questions to individual students to find out more about what they said.
- 3 Tell students they are going to read an article about dream jobs.
 - Tell students to read the article quickly and answer the questions. Set a time limit of about three minutes for this. Alternatively, play the audio while students read along.
 - Point out the infographics above the article and make sure students understand what each one shows.
 - Tell students to skim the text quickly and match the general idea to the correct part of the graphic.
 - When most students are finished, get them to compare their answers in pairs. Check answers with the class.

Answers

- 1 Adult professionals and childhood dream jobs
- 2 Childhood dreams of adult professionals
- 3 Career aspirations by gender
- 4 Aspirations across the world

Exam Skills Tackling different reading activities

In exams, there are different activities which test different types of understanding of the text. Sometimes they just want a general understanding of a paragraph, or the “gist” of the text; sometimes they test students’ ability to find a particular piece of information in a text; sometimes they test the understanding of particular vocabulary and sentences. Activities that require general understanding usually come first in the exam, and students should only need to read the text once. They shouldn’t spend too much time on this. For others, they may need to read a text quickly once and then read sections again as they answer each question.

For notes on Activities 4–7, see page 13a.

- 4 Do the first item with the whole class. Ask for the answer but don't immediately say if it is correct, and ask students to explain their choice. If there is disagreement, let students debate and see if they can persuade each other. Give the final answer and clarify why, for example, item 1 is True (*fewer than one in ten are currently earning a living from their dream job*).
- Tell students to do the rest of the activity individually. They can check their answers in pairs when they are finished.
 - Go through the answers in the same way as above, making sure you get students to justify answers.

Answers

- 1 True (... *people who fulfill their childhood aspirations are part of a lucky minority;... fewer than one in ten people currently earn a living from their dream job...*)
- 2 False (... *just over one in five has at least found work in a related field.*)
- 3 True (*Presumably the high starting salary, not to mention the... social status of the profession, have something to do with its popularity.*)
- 4 True (... *boys were more likely than girls to envision themselves in the best jobs.*)
- 5 True (*In developing countries, just over a quarter of children listed medicine as their goal, and just under a quarter aspired to be teachers; in developed countries, by contrast, the figures were 8% and 5% respectively.*)
- 6 True (*"The dream jobs we aspire to as children are a window into our passions and talents"...*)

- 5 Ask students to look for the synonym of *ambitions* and see who can call it out first. You could continue like this as a game or you could ask students to do the activity individually.
- If students are working individually, go around the class and notice how well they're doing. When most students are finished, get them to compare their answers in pairs.
 - Call on different students to give their answers. You might start with weaker students and ask follow-up questions to stronger students, e.g., *What words can describe aspirations (childhood / political)? What might indicate an affluent area or that someone's affluent?*

Expansion

Students can check the collocations of the words they found and then think of one more for each word. You could also ask the class to discuss any affluent places they know and why they are like that, and/or what they think the world will be like when they get to retirement age.

- 6 Ask different students to read the questions aloud and check that they understand them. Then put students in pairs to discuss the questions.
- Go around and check that students are doing the activity correctly and notice mistakes, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When a couple of pairs are finished, ask the class to change partners, but to start from the last question and work backward this time. Continue listening and making notes.
 - When a few pairs are finished, stop the activity. Give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CRITICAL THINKING Understanding attitude

- 7 Read the information in the Critical Thinking box aloud and ask students to do the activity.
- Go through the answers with the class. You might want to ask some further questions, for example, *Can you think of anyone else in a lucky minority? How else could you finish the sentence "Needless to say..."?*
 - **Optional** You could ask students to read the text again with the following questions in mind:
What picture do you have in your mind of the author?
Do you think they are male or female?
Where do you think they are from? How old do you think they are?
What do you think their political beliefs might be?
 - Discuss the questions as a class and invite students to share any other ideas they have about the author based on the attitude of the article.

Living the Dream

ASPIRATIONS ACROSS THE WORLD

	doctor	teacher	Olympic athlete
all	19%	16%	10%
developed countries	8%	5%	19%
developing countries	27%	24%	4%

CAREER ASPIRATIONS BY GENDER

	boys	girls
president, prime minister, or secret agent	13%	8%
pilot, mechanic, or race-car driver	15%	2%

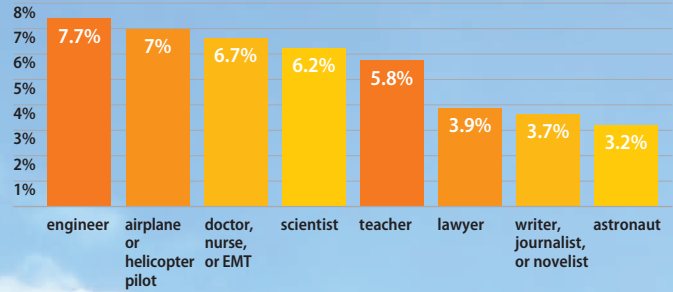
2 What did you want to be when you were younger? A firefighter? A ballet dancer? A train conductor? Did you end up with your dream job? According to research carried out by the online professional network LinkedIn, people who fulfill their childhood aspirations are part of a lucky minority. Needless to say, few would-be astronauts or presidents ever achieve their ambitions. In fact, fewer than one in ten people currently earn a living from their dream job, though just over one in five has at least found work in a related field.

LinkedIn surveyed over 8,000 professionals in 15 different countries, including Brazil, Singapore, Sweden, the UAE, and the US. The survey revealed that almost half of those who did not end up in their dream jobs had been attracted to a different career path as they grew up, while just over one in ten discovered that their original dream was too difficult or expensive to pursue.

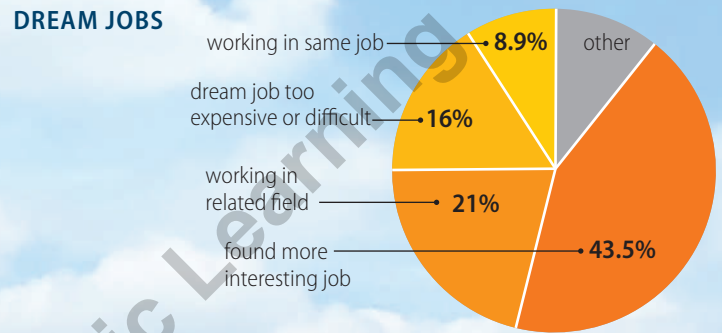
The most common dream jobs worldwide fell into the creative and artistic category, which encompasses everything from writers and actors to chefs and acrobats. However, the single most popular dream career in most countries, particularly in India, was engineer. Presumably the high starting salary, not to mention the growing job opportunities, job security, and social status of the profession, have something to do with its popularity.

The survey is depressing reading for those committed to smashing the glass ceiling. It found that boys were more likely than girls to envision themselves in the best jobs. More than 13% of boys aspired to be a president, prime minister, or secret agent, as opposed to 8% of girls. Girls, by contrast, nurtured more modest ambitions of achieving success as teachers, vets, singers, or nurses. Being a writer was among the most

CHILDHOOD DREAMS OF ADULT PROFESSIONALS



ADULT PROFESSIONALS AND CHILDHOOD DREAM JOBS



ambitious goals. No surprises there. The gender gap was even more noticeable in science and engineering: jobs like pilot, mechanic, and race-car driver were favored by 15% of boys but only 2% of girls.

Another survey, conducted by the children's charity ChildFund, asked over 6,000 ten- to twelve-year-olds in 47 countries around the world about their career goals. The most popular job, for just under a fifth of children worldwide, was doctor, followed closely by teacher with 16%. But the survey also revealed some fascinating global contrasts. In developing countries, just over a quarter of children listed medicine as their goal, and just under a quarter aspired to be teachers; in developed countries, by contrast, the figures were 8% and 5% respectively. Being a professional or Olympic athlete was the dream of 19% of children in the developed world. It is not surprising that only 4% of people in less affluent countries could allow themselves the luxury of such aspirations.

So should we take our earliest dreams seriously, or are they merely wishful thinking? "The dream jobs we aspire to as children are a window into our passions and talents," says Nicole Williams, a career expert for LinkedIn. "We don't generally enjoy doing what we don't have an inherent ability to do." So when choosing a career path, perhaps young people should reflect on their dream career and ask themselves, "What does this tell me about who I am and what I could do in the future?"

1C Bridging the Gap

GRAMMAR Continuous and perfect aspects

1 Work in pairs. Read the text and answer the questions.

- 1 What is a gap year? What can people do during one?
- 2 Are gap years something that graduates in your country often take? Why?
- 3 Do you know anyone who has taken a break from studying?
- 4 Do you think that young people can benefit from a break between high school and college, or is it more likely to be a disadvantage?

Gap-year dreams

Have you ever dreamed of taking time off to see the world or do something completely different? These days, more and more young people are taking a gap year between high school and college. The idea of the gap year started in the UK in the 1960s, and its popularity is still growing—and not only in the UK. The number of students in the US taking time off has been increasing since 2006, and gap years are now known in countries as diverse as Venezuela and Ghana. It is commonly believed that a gap year helps young people broaden their perspectives and gain maturity. What do you think?

COMMENTS:

Susie I'm currently working in Costa Rica for three months as part of my gap year. I'm helping young students with their English. I think I've grown up a lot, and I'm sure my future studies will benefit from it.

Enrique I'm at the end of a few months in Shanghai, China. I've been volunteering at a law firm. I'd been studying law for a year before I came here, but this has made law real for me. I've also made some good friends and connections, and we'll definitely keep in touch.

2 Look at the Grammar box. Match the sentences with the questions. You can use the sentences more than once.

The continuous and perfect aspects

- a ... *more and more young people are taking a gap year...*
- b ... *the number of students in the US... has been increasing since 2006...*
- c *I'm currently working in Costa Rica...*
- d *I think I've grown up a lot, and I'm sure my future studies will benefit...*
- e *I've been volunteering at a law firm.*
- f *I'd been studying law for a year before I came here...*
- g *I've also made some good friends..., and we'll definitely keep in touch.*

Which sentence(s)...

- 1 describe temporary actions or situations?
- 2 describe ongoing actions or situations?
- 3 describe a completed action or situation?
- 4 describe a past action that links with the present / future?
- 5 describe a past action which relates to a more recent past action?

People explore canyons in New South Wales, Australia.

1C Bridging the Gap

GRAMMAR Continuous and perfect aspects

- 1 Write *gap year* on the board and ask students if they know what it refers to. If they don't know what a gap year is, tell them to read the text to find out. If they do, ask them other questions, e.g., *Where do you think the idea of taking a gap year started? Why might people take a gap year?*
 - Ask students to read the short text to check their ideas for item 1.
 - Tell students to take a few minutes to think about their answers for items 2–4. When students are finished, get them to complete their answers in pairs.
 - Call on students to answer the questions and check that the whole class agrees with the answers.

Answers

- 1 a year between school and university/college;
possible answers: teach, volunteer, travel
- 2–4 Answers will vary.

- 2 Either get students to read the Grammar box silently, or read out the sentences in the box, or call on different students to read a sentence each and correct any pronunciation problems.
 - Ask students to answer the grammar-checking questions in pairs or read the questions aloud to the whole class.
 - Go over the answers as a class. For each statement (1–5), ask for a show of hands as you read out the sample sentences (a–g).

Answers

- 1 c, e, f (These three examples all describe situations or actions happening for a limited period of time in the speakers' lives.)
- 2 a, b, c, e, f (These actions or situations are/were all continuing for a certain time. a and b both refer to actions that are happening more frequently at a certain time than before, i.e., trends.)
- 3 d, g (The present perfect here expresses completed actions.)
- 4 b (*and it is still increasing*), d (*my studies will benefit in the future*), e (*and I still am*), g (*we will keep in touch in the future*)
- 5 f (more recent past action = *came here*)

Expansion

Have students think about the answers they gave in Activity 1 and take notes. Have them put three to four of their ideas in sentences using the continuous and passive aspects and share them with a partner.

- 3 This is an activity to further check comprehension, which you could do as a whole class. Read out the text and at each answer option either ask students to call out together their answer or take a vote on each option.

At this point, have students complete Activities 4 and 5 on page 129 in the Grammar Reference section. You may also assign these activities as homework.

Teaching Tip Vocabulary in a random order

When getting answers from the class, don't ask students in the order they are sitting, but instead ask in a random order. You also don't need to get examples from everyone; just make sure everyone has a chance over the course of the lesson. If you ask people in order, the students might stop paying attention when they know it's not their turn.

- 4 Look at the directions and do the first item with the whole class. Go through each option and ask students to say which are possible and why before giving the correct answer.
- You can continue in this way or put students in pairs to discuss the others. Go around the class and check that students are doing the activity correctly.
 - Go through the answers by nominating different pairs to give their ideas.

Answers

- 1 *I've worked* – Possible (*I'd worked* would be correct with *This was the first time ...*)
 - 2 All possible: *I've wanted* / *I'd wanted* – It depends on the context of the sentence. In a present context *I've wanted* is correct, and in a past context *I'd wanted* is correct.
 - 3 All possible: *were leaving* = they started leaving before we arrived; *had left* = they left before we arrived; *left* = they left right when we arrived.
 - 4 *I've worked* / *I've been working*. – Possible (Some verbs like *work*, *live*, *stay* can be used in the simple or continuous perfect form with no difference in meaning.)
 - 5 *experience* / *'ve experiencing* – Possible (The first suggests a permanent situation, and the second suggests it's only in a temporary period.)
 - 6 *I've made* – Possible (completed action with present result)
- 5 You might want to split the activity into two parts. First ask students to say which words are missing from the blanks (don't worry about tenses yet). Do the first item with the whole class.
- Ask students to do the rest. Give them one or two minutes. Quickly go through the answers or even give the verbs by writing them on the board.

- Then ask students to say what tense you should use for item 1. Call on a student or two to give their ideas. Ask them to explain their choice before giving the answer and writing it on the board.
- Ask the class to do the rest in pairs.
- When most students are finished, stop the activity and go through the answers as you did with the first example.

Expansion

Students who finish quickly can ask you to check their answers. Point out any answers that are wrong and ask them to think about the correct answer again. If they have the correct answers, have them rewrite the sentences so that they apply to their country.

- 6 Look at the directions and give one or two of your own examples. Highlight the grammar you've looked at and other useful new language either by writing them as you say them or slowing down and drawing attention to them as you speak.
- Give students two or three minutes to think of their own answers and take notes.
 - Get students to stand up and share their ideas with different students. Ask them to change partners from time to time. Alternatively, do the activity in groups.
 - At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- 7 Read out the questions and get students to discuss them in pairs or groups.
- Help students by correcting or giving them the English they need, and make a note of any language points to go over.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- 8 The idea is for students to have their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:
- 1 put students in pairs or groups to decide which they prefer.
 - 2 take a vote on each activity.
 - 3 if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.
- **Optional** Students can do one of the other Choose activities. Alternatively, ask them to discuss the questions: *Which of the two photos on pages 14 and 15 would you prefer to do? Why? Have you ever done anything similar to either?*

3 Choose the correct options to complete the descriptions of the continuous and perfect aspects.

The continuous aspect describes actions or situations that are (1) ongoing / short or complete and usually ones that are (2) permanent / temporary.

The perfect aspect usually describes an action that comes (3) before / after another action and creates a link between two (4) places / times.

Check your answers on page 128. Do Activities 4 and 5.

4 Work in pairs. Read these statements from a gap-year student. Decide which options are possible and discuss the difference in meaning, if any.

- 1 This is the first time I *work* / *'ve worked* / *'d worked* abroad.
- 2 I *'ve wanted* / *'ve been wanting* / *'d wanted* to experience a different culture for a long time.
- 3 The last group of volunteers *were leaving* / *had left* / *left* when we arrived.
- 4 I *'m working* / *'ve worked* / *'ve been working* here for almost four months now.
- 5 Every day I *experience* / *'m experiencing* / *'ve experienced* something new.
- 6 I *'ve made* / *'ve been making* / *'m making* two very good friends while I've been here.

5 Complete the sentences with these pairs of verbs. Use a correct present or past form.

apply + increase	be + grow	be matched + grant
rise + start	take + rise	

- 1 Each year in the United States around 8,000 students take a gap year. The figure has been rising steadily for the last few years.
- 2 Until 2012, the most popular destination for gap-year students from the US was Southeast Asia. The popularity of South America as a destination had been growing until it finally surpassed Southeast Asia that year.
- 3 This year more students in the UK have applied to study medical subjects at college than anything else. Applications have increased by four percent since last year.
- 4 In some countries, the number of students taking gap years has been rising for some time. In Denmark, for example, in 2009, the government started to reward students who go straight into higher education after school.
- 5 The increase in the number of Chinese students applying for visas to study in Australia has been matched by the number of visas the Australian authorities have granted, an increase of over 22 percent since 2016.

6 Make notes about these things. Then discuss them in groups.

- 1 something I've done that I'm proud of
- 2 something I've been doing for the past few years
- 3 something I do regularly that I'd rather not do
- 4 something that's changing in my life
- 5 something I think I'll be doing in two years

7 MY PERSPECTIVE

Where would you like to go on a gap year? Why would you like to take one? How do you think a gap year could benefit you?

8 CHOOSE Choose one of the following activities.

- Choose a country you'd like to visit. Search for "gap year in (country)" online and find as much information as you can. Present it to your classmates.
- Work in pairs. Make a list of things that you think would be good to do in a gap year (in your town / country or abroad). Decide on the best two or three. Then discuss your choices with another pair and decide on the two best activities.
- Think of something interesting you have done outside of school, for example a job over school vacation, or something you have done with family members or friends. Write a short blog explaining what it was and why you did it.

A high school teenager works with younger children in an educational after-school program in New York City, US.



1D Five Ways to Kill Your Dreams

“Be responsible for your dreams.”

BEL PESCE

Read about Bel Pesce and get ready to watch her TED Talk. ▶ 1.0

AUTHENTIC LISTENING SKILLS

Dealing with accents

You are most likely learning English to communicate with other non-native speakers of English. Both native and non-native speakers of English speak in a variety of accents. For this reason, it is helpful to listen to a range of non-native accents and also the regional accents of native speakers.

- 1 Look at the Authentic Listening Skills box. Listen to these sentences from the TED Talk, first pronounced by Bel and then by native and non-native speakers. What do you notice about the different accents? 🔊 3

- 1 One: Believe in overnight success. You know the story, right? The tech guy built a mobile app and sold it very fast for a lot of money.
- 2 If you go investigate further, the guy has done 30 apps before.
- 3 But whenever you go inside, there are other ways you have to pick as well. And you need to make those decisions yourself.

- 2 Listen to more sentences from the TED Talk. Which accent do you find easier to understand? 🔊 4

WATCH

- 3 Read the tips on how to achieve your dreams. Choose the three tips you think are most important and the one that is least important.

- a Be disciplined and single-minded in pursuing your goal.
- b Don't be discouraged by failure.
- c Don't be afraid to ask for help or advice.
- d Believe in your ability to succeed, and it will become a self-fulfilling prophecy.
- e Set clear, realistic, achievable goals and identify steps toward achieving them.
- f Evaluate your progress and change your strategy if necessary.
- g Give yourself regular breaks and rewards. Don't push yourself too hard.
- h Know your own strengths and limitations.

- 4 Work in groups. Discuss the questions.

- 1 Do you have the same tips on your lists?
- 2 Are there any tips you disagree with? Why?
- 3 Would you add anything to the list?

- 5 Watch Part 1 of the talk. Choose the correct options to complete the sentences. ▶ 1.1

- 1 Many / A few people who have a dream do not achieve their goal.
- 2 The inventor of the mobile app had probably / probably hadn't worked on similar projects before.
- 3 Bel started applying for college late / in plenty of time.
- 4 She got a spot at MIT because of her lifelong attitude toward learning / careful interview preparation.
- 5 It is important to take the right path at the start / review your direction as you go along.
- 6 People should accept that mistakes are inevitable / avoid making too many mistakes.

1D Five Ways to Kill Your Dreams

- **Warm up** Tell students they are going to watch a TED Talk about ways to fulfil your dreams.
- Read out the quote and ask students to translate it or say what point is being made.
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Then do the vocabulary activity.
- After they finish, you might write the key words from the About the Speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

AUTHENTIC LISTENING SKILLS Dealing with accents

- As well as teaching aspects of phonology and listening skills, these activities also:
 - allow you to pre-teach some vocabulary.
 - allow students to read and hear new language before they listen to the whole text.
 - allow students to tune in to the speaker's voice and style.
- 1 Either ask students to read the Authentic Listening Skills box silently to themselves or read it out yourself as they read along. Presenting the experience of being a non-native speaker as a shared and majority experience and not something to be self-conscious about is very important. 74% of interactions are between non-native speakers.
 - Ask students to notice what words they think are pronounced very differently and anything else they noticed—think about tone/intonation, rhythm, etc. Was there anything they found more difficult to understand for any speakers?
 - Play the audio pausing after each set of sentences to ask the class for comments. You might need to play the audio again.
 - 2 You could do this activity as a dictation. Play the audio and after each sentence give students time in pairs to write down what they heard. Tell them you will play all the sentences again once you have done each individually.
 - Once you have completed the dictation, write the script on the board so students can compare their answers with it, then play the audio again.
 - Ask different pairs how they did. What errors did they make? Which speaker(s) was/were most difficult to understand?

WATCH

- If you are short on time, or want a different approach to the videos in this course, you may also want to watch the whole talk all the way through with only some brief checking questions.
 - A version of this is on the DVD and is labeled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.
- 3 Ask students to read through the tips and ask any words they don't know the meaning of. They might need help with the following words and phrases:
put off = if you are put off by failure, failing makes you want to stop doing that thing.
self-fulfilling prophecy = sometimes when you say something is going to happen, you ensure that it does happen. For example, if a teacher tells a student they are useless and unmotivated then that will be demotivating and may make the student less successful. It's a self-fulfilling prophecy.
 - 4 Put students in groups to compare their answers to Activity 3 and discuss the questions in Activity 4. Go around and help with any language students need help with.
 - When two or three groups are finished, stop the activity. Get ideas from a few groups and encourage some whole-class discussion.
 - Take a class poll. What tips does the class think are the most and least important?
 - 5 Tell the class they are going to watch the first part of the talk. Ask them to read the sentences so they know what they are listening for.
 - Play Part 1 once all the way through.
 - At the end of Part 1 tell students to compare their ideas in pairs. Then check answers by calling on individual students to read out a sentence and explain their answer. Ask different students to say whether they agree or disagree. Then either confirm the answer or play the video again to resolve any disagreement.

- 6 Read the directions out loud. Ask students to read the points and examples and check that they understand them.
- Play Part 2 of the talk all the way through while students do the matching activity.
 - At the end of Part 2, tell students to compare their ideas in pairs. Go around and notice how well they did in order to decide how quickly to go through answers and whether you will need to play Part 2 again.
 - Check the answers as a class by calling on individual students to give their answers. Have the rest of the class say whether they agree or disagree.

- 7 Tell students to read the sentences and options to complete them before you play Part 3. Answer any questions about vocabulary or unfamiliar words.
- Play Part 3 of the talk all the way through.
 - As you go through the answers, where students agree, write the answer on the board. Where there is a dispute, either play that section again and check or simply give the correct answer, depending on time.

8 VOCABULARY IN CONTEXT

- **8a** Tell students they are going to watch clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or the students could give an additional example before moving on to the next question.
- **8b** Check that students understand the words in italics, and teach them again if necessary or ask students if they can recall the examples in the video.
- Give your own example for each of the things (1–5). Encourage students to find out more information by asking you further questions.
- Ask students to think of true examples for each item. Give them a few minutes to think about what they are going to say.
- Put students in pairs or groups to share their anecdotes and ideas. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use their L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the activity.
- At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

- 9 This is a quick activity to be done with the whole class. Ask students to volunteer if they have changed their mind. If no one puts their hand up, call on a student to say why they did or didn't change their mind. Ask other students if there was anything to learn from Bel's talk.

CHALLENGE

- Explain the activity. Give students a minute or two to read the quotes and decide how they feel about each one. Model the activity by explaining which quotes you like best and why, giving examples from your own life to illustrate. Then put students into pairs to compare their ideas.
- Go around and check if students are doing the activity correctly and notice mistakes, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a few pairs are finished, stop the class. Ask a couple of groups which quote they thought was the most important and why. You could have a class vote on which the most popular was—and ask why. You could also share some interesting things you heard at this point. Give some feedback about new language that came up, and focus on errors to correct.



6 Watch Part 2 of the talk. Match the points that Bel makes with the examples she gives to illustrate them. There is one example that you do not need. ▶ 1.2

- 1 "OK is never OK" d
 - 2 "find yourself another peak" c
 - 3 "it's your fault and no one else's" a
- a unsuccessful entrepreneurs
 - b climbing a mountain
 - c a successful business
 - d Bel's first book

7 Watch Part 3 of the talk. Choose the correct options to complete the sentences. ▶ 1.3

- 1 The point Bel is making in describing the ad is that the people a.
 - a worked very hard to get to the top
 - b enjoyed the journey
 - c celebrated their achievement when they got to the top
- 2 Bel is making the point that when people achieve their dreams b.
 - a the sense of fulfillment is worth all the effort
 - b the sense of fulfillment does not last long
 - c they might feel disappointed
- 3 Bel mentions the steps in the journey to suggest that people a.
 - a should appreciate and learn from both success and failure
 - b should pay attention to taking the right direction
 - c should not celebrate until they arrive at their destination

8 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 1.4
- b Think of examples of the following things. Then compare your ideas with a partner.
 - 1 things that people *dedicate* themselves to
 - 2 something you found *striking* about Bel's talk
 - 3 times when you noticed something *subtle* that others didn't see
 - 4 the last time you had a *vision* about what you want to do in the future
 - 5 times when you were successful in doing something and were able to say, "*We made it.*"

9 MY PERSPECTIVE

Have you changed your mind about any of the ideas you discussed in Activity 3 after watching the talk?

CHALLENGE

Work in pairs. Read the quotes from Bel's talk. Which do you think is the most important?

"No one else has the perfect answers for your life."

"If you didn't make [your dreams] happen, it's your fault and no one else's."

"The only way to really achieve all of your dreams is to fully enjoy every step of your journey."

Choose one or two of the quotes and illustrate them with examples from your life or the life of someone you know.

1E The Secrets of Success

SPEAKING

- 1 Listen to two friends discussing the surfer Bethany Hamilton. Answer the questions. 🎧 5

- 1 What has Bethany Hamilton achieved? What setbacks did she face?
- 2 What could be the secrets of her success?

- 2 Listen again. Add one to three words to complete each sentence. 🎧 5

- 1 She lost her arm when she was thirteen and somehow still managed to win surfing competitions.
- 2 But amazingly, she made a complete recovery, despite losing a lot of blood.
- 3 She was determined to keep on surfing, even though she'd lost her arm.
- 4 I think the secret of her success is her passion for surfing. Keep in mind that all her family was crazy about surfing.
- 5 You have to have a natural talent to win competitions, though.
- 6 All the same, self-confidence isn't enough on its own.

- 3 PRONUNCIATION Intonation patterns in two-part sentences

In two-part sentences, there is a **fall-rise tone** at the end of the first clause or phrase (to show the sentence has not finished) and a **fall tone** at the end of the second clause (to show the sentence has finished).

Useful language

Concession

Although / Even though...
In spite of...
Despite...
Even so, ... / Nevertheless, ... /
And yet, ...

Counterarguments

Still, ... / All the same, ... /
Keep in mind you, ...
..., though I see what you mean, ...

- a Listen to some sentences expressing concession. Notice how the underlined words are stressed. Listen again and repeat. 🎧 6

Even though she'd lost her arm, she was determined to keep on surfing.
She was determined to keep on surfing, even though she'd lost her arm.

- b Listen and repeat the sentences. Use the proper intonation. 🎧 7

- 4 Work in pairs. Listen and respond with a counterargument. Use a phrase from the Useful language box. 🎧 8

Practice alone isn't enough, though. You need an exceptional ability, too.

- 5 Work in groups. Talk about the challenges and setbacks people you know have overcome and the secrets of their success.

Bethany Hamilton surfing at the US Open at Huntington Beach, California.

1E The Secrets of Success

- **Warm Up** You could start the lesson by doing Activity 4 and then get students to repeat it (perhaps with a different partner) at the end of the Speaking section. The aim here is to see if students can improve their speaking with the support of the lesson material.

SPEAKING

Background Information

Born in 1990, Bethany Hamilton is an American professional surfer. She survived a 2003 shark attack in which her left arm was bitten off. She was only thirteen when this happened! She later returned to professional surfing and was very successful. She wrote about her experience in the 2004 autobiography *Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board*. In April 2011, a movie based on the book was released.

- 1 Ask students to look at the photo and caption and discuss what they think the answers to questions 1 and 2 are.
 - Play the audio once all the way through.
 - Tell students to compare their ideas in pairs. Go around and notice how well they did, without saying anything. If you see the majority have not understood, play the audio again.
 - Ask the whole class or individual students for their answers. Where everyone agrees on the answer, write it on the board. If they don't agree or most don't know, you can either give the answer or tell them to listen again and check.

Answers

- 1 Despite losing an arm, she has managed to win surfing competitions; She was attacked by a shark, which bit off her arm. Initially after the attack, she kept getting knocked off her surfboard by the waves.
- 2 Her family was crazy about surfing; She must have a natural talent and self-confidence.

- 2 Put students in pairs. Ask students to read the sentences and check if there's anything they don't understand.
 - Play the audio again and ask students to complete the sentences as best they can. Some sentences might be paraphrased, and some are exactly as they are in the audio. Since both are included, students should listen for both details (specific words) and gist (what is being said in general).
 - Ask students to compare their answers in pairs. Go around and check how they did.
 - To go through the answers, call on a student to say the answer

to item 1. Play the audio again to confirm or check it. If they are uncertain you could play the relevant section again.

- Write the answers on the board. If you can, highlight how the sounds change in fast speech with sounds disappearing or words linking together, etc. You could check what the words and phrases have in common and point to the Useful language box.

3 PRONUNCIATION Intonation patterns in two-part sentences

- **3a** Read out the explanation in the box and play the audio or model the sentences yourself. After each sentence, pause and cue everyone in the class to drill the intonation patterns. Then call on a few different students to say them individually.
 - **3b** Do the same as in part a. As you ask individual students, you could tell them to say it fast or slowly.
 - Correct any errors in the students' intonation. Ideally, show the students how the correct sound is formed or the intonation works.
- 4 Put students in pairs and explain the activity. Play the audio one sentence at a time. Pause the audio after each sentence and ask students to write a counterargument. Play a sentence again if students ask.
 - When you have played all the sentences, call on different pairs to give their counterargument. Continue the conversation with one or two exchanges if you can. You can repeat each prompt several times to get different responses from different pairs. Alternatively, you may want to write the sentences on the board and get students to write their own counterarguments individually. Then put them in pairs to take turns reading out the prompt sentences for their partner to respond to (ideally, they should do this *without* reading).
 - 5 Think of a person you know who has overcome a challenge or had setbacks so you can model ideas for students. Explain the activity and tell the class about the person you chose. Tell students that they can ask questions while you are talking. Highlight the words from Activity 2 or other useful language either by writing them up as you say them or slowing down and drawing attention to them as you speak.
 - Give students two or three minutes to think about the person/people they will talk about and take notes.
 - Either put students in groups or get students to stand up and share their ideas with different students. Ask them to change partners from time to time. Listen and make notes as students talk.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

WRITING An article

- 6** Look at the directions and tell students to discuss the ideas in pairs or do it as a whole class.
- Go around and check students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class later.
 - At this point don't give any feedback as the activity is simply to generate ideas before students read, rather than to get the correct answer.
 - Ask students to read the model article on page 149 to check their ideas. Set a time limit of about two or three minutes.
 - At the end of the time limit ask students to say what things were included.
- 7** Ask students if they can remember the answers to the questions, but let them read the article again if not.
- Check answers by calling on individual students to give an answer.

Suggested answers

- 1** The writer has been passionate about being a competitive swimmer since childhood. As a child, he used every second of the time in the swimming pool to practice strokes, started entering races, and kept improving time and technique.
- 2** not everyone can win medals, but don't let that stop you; practice, determination, and dedication are necessary; you need a really good coach; have a positive attitude
- 3** People of all ages can enjoy it. It is an exciting and rewarding activity, as well as a great way of keeping fit and making friends.

- 8** Call on students to say what they think the writer is trying to accomplish with the article. Write the answers you get on the board. If there is disagreement, have students explain their answers.
- Ask students if they have ever read an article like this, either in English or in their L1. If they have, ask them where. If they haven't, ask them where they might expect to find an article like this.

9 WRITING SKILL Topic sentences

- **9a** Explain that you will now be looking at topic sentences. Ask if anyone knows what they are and then clarify that a topic sentence is a sentence that expresses the main idea of a paragraph. Topic sentences usually appear at the beginning of paragraphs.
- Explain the activity. Tell students to look at the text on page 149 again on their own and think about their own answers to the questions. Then give them time to compare in pairs.
- Ask the whole class for ideas and clarify the answers as you discuss each question.

Answers

The headings reflect the main ideas like this:

From small beginnings: started swimming as a child (and made great progress)

Reach for the stars: be ambitious about making progress

Top tips for success: three tips on how to succeed as a swimmer

Go for it!: don't delay, start swimming

Yes, the topic sentences summarize the main ideas.

- **9b** Explain the activity and make it clear that of the five possible topic sentences in a–e, students need to choose the best one for each of the two paragraphs. Let students try this on their own first and then give them time to compare in pairs. Where they disagree, encourage them to discuss the reason for their ideas.
 - Ask the whole class for ideas and clarify the answers in each case.
- 10** Explain the activity. Tell students to refer to the model on page 149 for help. Remind them of the structure of the model by focusing attention on the advice around the article.
- If you are going to give students a grade, tell them it will be higher if they organize the article in a similar way and use language they have learned in the unit. Put students in pairs and encourage them to talk about and plan their articles together.
 - Give the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go around and offer help. You might note some common mistakes for feedback when the time is up.

Suggested answers

getting fit, improving technique, improving performance, setting up a practice routine, practicing a lot, being motivated, having a good attitude, setting realistic targets, learning from experts, being successful, being competitive, taking part in competitions, loving your sport

Expansion

Students who finish quickly can check their writing, or a partner's, for errors and make or suggest changes to include new language from the unit.

WRITING An article

6 Work in pairs. You are going to read an article called *How to excel at your sport*. Think of five things that will be in the article and then read the article on page 149 and check your predictions.

7 Read the article again. Answer the questions.

- 1 How did the writer excel as a swimmer?
- 2 What advice does the writer give?
- 3 What are the benefits of swimming?

8 Work in pairs. Discuss the questions.

- 1 What is the aim of the article?
- 2 Where would you expect to read the article?

9 WRITING SKILL Topic sentences

a Look again at the four paragraphs on page 149. How do the headings reflect the main ideas of each one? Does each topic sentence summarize the main idea?

b Choose the best topic sentence (a–e) for each paragraph.

(1) **c** Decide on realistic targets such as reducing your time by a small amount every week or taking part in more difficult races every few months. That way, you will see real progress and feel encouraged.

(2) **d** But unless you try, and make mistakes, how can you improve? Challenge yourself. Even if you don't succeed, you can be proud that you had the strength to attempt something difficult and give it your all.

- a** Anyone can succeed if they try hard enough.
- b** To reach the top, you need to have high ambitions.
- c** To succeed in any sport, you need to set realistic goals.
- d** Fear of failure sometimes stops people from aiming high.
- e** You may lose your motivation if your training starts to feel like hard work.

10 Make notes for an article for your school magazine about how to succeed in a skill, sport, or hobby that you know about. Look at the tips in the Writing strategies box. Write the article.

Writing strategies

Writing an article

- 1 Know your audience. Who is going to read your article?
- 2 Decide on the aim(s) of your article, e.g., to inform, persuade, advise, entertain, or inspire.
- 3 Choose an interesting title that summarizes the content of the article.
- 4 Subheadings can make the article more interesting and easier to read.
- 5 Include an introduction, body, and conclusion.
- 6 Make sure each paragraph has a clear topic sentence.
- 7 The article can be serious or lighthearted, formal or informal, depending on the audience and the publication.
- 8 Include personal information and examples to make your article more interesting.



2 Reading the World

IN THIS UNIT, YOU...

- talk about books and movies.
- read about thought-provoking attitudes about travel.
- learn about a creative reading project.
- watch a TED Talk about the challenge of reading a book from every country in the world.
- write a story using colorful language.

2 Reading the World

Unit Overview

This unit covers the world of reading and stories; both the stories we're told and the ones we tell others. Students will learn concepts and language relating to reading, stories, and how to describe events, as well as talk about what books and stories mean to people and cultures.

In this unit, students will cover a range of topics around the unit theme including learning adjectives for describing books and movies, listening to people describe and give their opinions on books they've read, reading excerpts from books, talking about how books can inspire change and connections between people, watching a TED Talk about reading books from around the world, and describing an event that happened. By exploring these topics, students will learn the language they need to describe stories, books, and movies, as well as the perspective to think about what these stories, and how we tell them, say about ourselves and the world around us.

Unit Objectives

Vocabulary

- Describing books or movies
- **Vocabulary building** Phrasal verbs with two particles

Grammar

- **Grammar 1** Modifying adjectives; Gradable and ungradable adjectives; Adverbs of degree
- **Grammar 2** Narrative tenses and future in the past

Reading

- *An African in Greenland; House of Day, House of Night*

TED Talk

- Ann Morgan: *My Year Reading a Book from Every Country in the World*

Pronunciation

- Using stress to change meaning; Using intonation to express attitude

Speaking

- Telling and responding to a story

Writing

- A story

About the Photo

The photo shows a bookstore in Yangzhou, China, which opened in 2016. It has been designed to create optical illusions and give a sense of height and space, and mirrors, glass, white and dark walls, lights, and pillars have all been used to add to the effect.

The designers were inspired by a classic Chinese romance novel, and the store acts like a river in that it flows through a city of books. In the different departments, bookshelves are designed differently, so the children's department, for example, is laid out as a "book playground" to inspire young readers and provide an enjoyable experience as they explore the shelves.

Warm Up

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands from students to see who'd like to visit a store like this. Choose one person to explain what they'd like about it. Choose someone who didn't put their hand up and ask why they *wouldn't* like it.

Resources

- Classroom Presentation Tool
- Tracks 9–16 (Audio CD, Website, CPT)

2A Telling a Story

VOCABULARY Describing books or movies

- 1 Tell students to look at Activity 1 and read the questions to check that they understand them.
 - Put the class in pairs to discuss the questions for a few minutes. Go around and check that students are doing the activity correctly and notice mistakes, difficulties, or where they use L1. Help them by correcting or giving them the English they need. Make a note of any language to go over with the class.
 - When a couple of students are finished, ask students to change partners and start with any questions they find interesting and continue discussing them in their new pairs.
 - At the end of the activity, give some feedback about new language that came up, and focus on errors to correct.
 - **Optional** Call on students to answer the questions aloud and talk about their answers as a class. Do any students have the same answers? Call on students to discuss any agreements or disagreements and explain their answers.
- 2 Tell students they are going to learn some words and phrases to talk about books and movies. Look at the directions and do the first word (*accessible*) with the whole class. Ask students whether they think it is positive, negative, or could be both, and why. Call on a student to answer. If you think that students will find the activity difficult, do the next word (*boring*) as a class before asking them to start. Students can work in pairs or on their own.
 - When a few pairs are finished, go through the answers by asking the class for their ideas about each word. As you check their ideas, ask questions about each item to check that the whole class understood the words. For example: *Intriguing is positive. Why? What might make a book or movie intriguing?*

Suggested answers

- 1 Positive adjectives: accessible, entertaining, gripping, intriguing, moving, thought-provoking, witty, touching
- 2 Negative adjectives: boring, overrated
- 3 Both: sentimental, slow-moving

Teaching Tip Drilling single words

One way to drill words is to tell the class that they're going to do some pronunciation practice. Then, in a loud, clear voice, say, for example: *Ac-ces-si-ble. Everyone. Ac-ces-si-ble. Ac-ces-si-ble.* Use your hands and arms to mark when you want the whole class to repeat and say the words yourself, quietly, as the class repeats each one three or four times. After the class has repeated a word a few times, ask individuals. Say: *Juan. Ac-ces-si-ble.* As the focus here is on word stress, the stress is the most important aspect to ensure students get. If a student puts the stress on the wrong syllable, stop them and say the word again.

- 3 Read the directions and do the first item with the whole class.
 - Tell students to do the rest of the activity on their own, using a dictionary if they need to. Go around and check that students are doing the activity correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
 - When most students are finished, have them compare answers in pairs.
 - Go over the answers by asking different students to read out the full sentence and then saying the adjective(s) that match(es) the comments. Write the answers on the board. Point out or ask about other pieces of useful language that appear in the sentences, e.g., *If you're **in tears**, you're crying. Is there any other time you might be **in tears** other than the end of a movie?*

Expansion

Put students in pairs. Tell them that they have two minutes to try to memorize the adjectives in Activity 2. Then tell one student in each pair to read out sentences 1–6. The other student should close their book and say an adjective that fits each sentence. Students should then change roles. This time, the student who previously answered reads sentences 7–12 and the other student says an adjective.

Exam Skills Memorizing

Being able to use a language effectively means that words and their meanings have been learned and are able to be recalled quickly when they are heard, read, or used. Unless students are in a situation where this language is heard frequently, they will have to spend a lot of time consciously learning and memorizing collocations and phrases. You should make an effort to encourage students to recall and use new language in later lessons. Also, spend time brainstorming with students in class on tips for ways of memorizing.

- 4 Go over the first statement with the whole class. Read the statement and call on a student to answer and explain why they chose their answer. The first answer is *either* because there is nothing in the comment that refers specifically to an element of a book or a movie.
 - Tell the class to spend a couple of minutes on the rest of the activity, reading each statement and deciding how to categorize it. Then stop and go through the answers. Point out words that can help students decide the answer, e.g., *author, blockbuster.*
- 5 Describe a book or movie that you know using adjectives from Activity 2 to model the activity for the class.
 - Put students in pairs and give them a few minutes to find books and/or movies they've both read or watched. They could write key words as a reminder as they speak.
 - Call on pairs to describe the books/movies that they talked about to the class.



A modern bookstore
in Yangzhou, China

2A Telling a Story

VOCABULARY Describing books or movies

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- 1 What is a book to you? Is it entertainment? Homework? Education? History? Boring? A way of traveling? A story?
- 2 What book are you reading now or have you read recently?
- 3 What was your favorite book as a child?
- 4 What book or movie has made a huge impact on you?
- 5 What type of books do you like?
- 6 Do you read in print or electronically? Why?
- 7 What kinds of movies do you like and dislike?

2 Look at the adjectives. Answer the questions.

accessible	boring	entertaining	gripping
intriguing	moving	overrated	sentimental
slow-moving	thought-provoking	touching	witty

- 1 Which adjectives have a positive meaning? Which have a negative meaning?
- 2 Do you think any could have both?

3 Match the words in Activity 2 with the comments about books and movies. More than one answer may be possible.

- 1 I was in tears at the end when the boy was reunited with his father. **moving***
- 2 It got five-star reviews, but to be honest, I found it pretty disappointing. **overrated**
- 3 I was yawning the entire time. I prefer action movies—something with a little more excitement. **slow-moving / boring**
- 4 It was so boring that I lost interest halfway through and walked out. **slow-moving / boring**
- 5 I really enjoyed it. Great acting, fabulous photography, and the plot was very interesting. All in all, a fun evening. **entertaining**
- 6 The author is very smart and funny. I kept laughing out loud. It was absolutely hilarious! **witty**
- 7 It was a very difficult topic, but the narrator explained the facts really clearly and made it easy to understand. **accessible**
- 8 It grabbed my attention from the opening scene and from then on, I was on the edge of my seat. **gripping**
- 9 I loved the part where the boy gave his friend his own paper plane. It was so sweet. **moving* / touching**
- 10 It opened my eyes to why people might turn to crime. It really made me think. **thought-provoking**
- 11 The title caught my eye. I wanted to find out more, so I watched the trailer. **intriguing**
- 12 A typical blockbuster. No depth to the characters and a happy ending that, to be honest, left me cold. **sentimental / overrated**

4 Look at the comments in Activity 3 again. Which ones refer to a book? Which refer to a movie? Which could refer to either?

Movies: 3, 4, 5, 11, 12

Books: 6

Either: 1, 2, 7, 8, 9, 10

5 Work in pairs. Find two or three books you have both read or movies you have both seen. Which adjectives would you use to describe them? Why?

**moving is correct here—it means very touching and has a positive meaning; if students suggest sentimental tell them it often has a negative meaning—"having feelings of tenderness, sadness, or nostalgia, typically in an exaggerated and self-indulgent way"*

LISTENING

- 6 Listen to two descriptions of books. Complete the table.



9

	Lucas	Beatriz
Title of book	<i>The Blue Sky</i>	<i>The House of the Spirits</i>
Author	Galsan Tschinag	Isabel Allende
Type of book	semi-autobiographical	family saga
Would the speaker recommend it?	Yes	Yes

- 7 Listen again. Complete the summary.



9

Lucas talks about *The Blue Sky*, which is (1) set in Mongolia. The main character is a small boy who lives with his family in a yurt*. The book describes his experiences working as a (2) shepherd after he comes of age. It describes his everyday (3) experiences, both the good and the bad. Lucas thought it was a little (4) slow-moving, but overall he recommends it.

Beatriz has just read *The House of the Spirits* which is a (5) family saga. It has a very complex (6) plot. It describes the lives of (7) four generations of two families in twentieth-century Chile. Allende uses magical realism, which is a mixture of real and fantasy events, which Beatriz loved. Clara is one of the (8) main characters and can see into the future.

yurt *a large, circular tent*

- 8 Work in pairs. Discuss the questions.

- Do the books in Activity 6 appeal to you? Why?
- Ask and answer questions about the things you talked about in Activity 1. Use different adjectives to describe them.

Does it have a good plot? What are the characters like? Is it realistic? Where is it set?

GRAMMAR Modifying adjectives

- 9 Read the movie review and underline the adjectives.

Gravity is a movie by highly acclaimed Mexican director Alfonso Cuarón. This incredibly exciting movie, starring George Clooney and Sandra Bullock, focuses on two astronauts. As an absolutely terrifying situation develops in space, a very moving human drama unfolds inside the space capsule. The very long opening shot, a full seventeen minutes, is visually amazing. It's an outstanding movie. You shouldn't miss it.

Gradable and ungradable adjectives

Gradable adjectives (e.g., *cold*, *difficult*, and *tired*) express degrees of a quality. They can be modified or compared (e.g., *too cold*, *very tired*, and *more difficult than*).

Ungradable adjectives (e.g., *freezing*, *impossible*, and *exhausted*) express the limit of a quality. They can only be modified with certain adverbs, such as *absolutely* or *totally* (e.g., *absolutely freezing* and *totally impossible*). They can't be compared: *more freezing than*.

- 10 Read the Grammar box. Then answer the questions about the review in Activity 9.

- Why does the writer use *absolutely terrifying* but *very moving*?
- Which adjectives are gradable? Which are ungradable?

Check your answers on page 130. Do Activity 1.

- 11 Match the gradable adjectives in A with the ungradable adjectives in B with similar meanings.

A	angry	clever	funny	interesting
	pleased	sad	scared	surprising
B	amazing	brilliant	delighted	fascinating
	furious	heartbroken	hilarious	terrified

angry – furious clever – brilliant funny – hilarious
interesting – fascinating pleased – delighted sad – heartbroken
scared – terrified surprising – amazing

LISTENING

- 6 Explain that students are going to hear two people talk about books. In groups, have students discuss the three most famous authors from their country and how they feel about each person's work.
- Look at the directions and the table with the whole class. Tell students to listen and write down anything they hear about the titles of the books, what kind of books they are, and if the speakers would recommend them or not.
 - Play the audio once straight through. At the end of the track tell students to compare their ideas in pairs. Go around and see how well they did (without saying anything). If you see the majority did not understand, play the audio again.
 - Ask students for their answers. Where everyone agrees, write the answers on the board. If they don't agree or most don't know, you can either give the answer or tell students to listen again and check.
- 7 Tell students that you will play the audio again, but that first they should work in pairs and see if they can remember anything else about what they heard. Give the class a few minutes to read through the summary and to discuss what they think the answers might be. Mention the exam tip below and explain that it's important to read the text through before listening.
- Play the audio once more straight through. Give students a chance to compare their ideas in pairs.
 - Check the answers by reading out the text and calling on a student to supply each answer.
 - Write the answers on the board. You may need to explain and possibly give extra examples of some of the language that comes up, e.g., *If a movie or a book is **set in** a particular place or **set in** a particular time, that's where the action happens. Can you think of any movies/books set in this town/city?*

Exam Skills Read the whole text

Whenever students have to complete a summary of a listening, they should always read the whole thing before they listen. As they read, they should start thinking about synonyms or related language they might hear. If they see a word in the summary that they don't understand, they can ask you if they are in class. If they're in an exam situation, they shouldn't panic—they might still be able to answer based on context.

- 8 Ask the class if anyone has read either of the two books mentioned. If they have, ask what they thought of it and if they'd recommend it. If they haven't, ask if *The Blue Sky* appeals to them. Choose one person who said *yes* to explain what they think they'd like about it. Choose someone who said *no* and ask why they think they wouldn't like it. Then do the same for *The House of the Spirits*. Put students in pairs to discuss the questions about the books for a couple of minutes.

- Move to the next item and point out the sample questions. Still in their pairs, ask students to think of any other questions about books or movies that they might ask. If necessary, review the questions in Activity 1 with the class.
- Get ideas from the whole class and write any other useful questions on the board.
- Mix the pairs up and ask students to discuss the books and movies they chose in Activity 1. Stress that this time they should ask extra questions and continue the conversations. Possible questions: (about movies) *Who's in it? Who's the director? When was it made? How was it received when it came out?* (about books) *Have you read any of his/her other books? Which language did you read it in?* (about both) *What's your favorite part?*

GRAMMAR Modifying adjectives

- 9 Tell students they are going to read about a well-known movie called *Gravity* that came out in 2013. Before they read, ask if anyone has seen it. If anyone has, ask where, when, what it was about, and what they thought about it.
- Ask students to read the text and to underline all the adjectives in it. If you want to make the activity slightly easier, tell them that there are seven.
 - Check answers as a class.
- 10 Either get students to read the Grammar box silently, or read it out loud yourself. Then ask them to answer the grammar checking questions in pairs, or ask the questions yourself to the whole class.
- You can either go through the answers with the whole class, or wait for them to read the Grammar Reference on page 130. Then ask the grammar checking questions to the class, or call on individual students to give their answers.

Answers

- 1 *Terrifying* is ungradable; *Moving* is gradable.
- 2 gradable: exciting, moving, long; ungradable: acclaimed, amazing, outstanding, terrifying

At this point, have students complete Activity 1 on page 131 in the Grammar Reference section. You may also assign this activity as homework.

- 11 Look at the directions and do the first item with the class.
- Tell students to do the activity on their own and to use a dictionary if they need to. Go around and check that students are doing the activity correctly and notice errors, difficulties, words and phrases they look up or ask you about, or where they use L1. Help them by correcting or giving them the English they need.
 - When most students are finished, get them to compare answers in pairs.
 - As you check the answers, ask follow-up questions to check that students understood the more difficult vocabulary items, e.g., *Why might someone be heartbroken? What could you say / do to console them in this situation?*

- 12** Set a time limit of about one minute for students to complete the sentences. Then ask students to compare their answers in pairs.
- Go through the answers by asking different students to read out the full sentence with the missing adjective. Ask how they decided whether to go for a gradable or ungradable adjective in each sentence and make sure everyone noticed the adverbs that guided these decisions (*very, absolutely, completely*, etc.).
- 13** Either get students to read the Grammar box silently, or read it out loud. Then ask them to underline the adverbs and answer the questions in pairs.
- You can either go through the answers with the whole class, or wait for students to read the Grammar Reference on page 130, then ask the questions to the class, or call on individual students to give their answers.
 - You could ask the students which adverbs make the meaning of the adjective stronger (Answer: *extremely, really, completely, very*) and which make the meaning weaker (Answer: *a bit / a little, fairly, not very / not all that, somewhat, slightly*).
 - Note that many ungradable adjectives form collocations with adverbs, and are usually only used with those adverbs, e.g., *highly recommended, painfully shy*.

Answers

1

Gradable – A: really, fairly, very, pretty

Ungradable – B: absolutely, totally, incredibly

2

A: a bit / a little, fairly, not very / not all that, really, slightly, somewhat, very

B: completely, extremely

At this point, have students complete Activity 2 on page 131 in the Grammar Reference section. You may also assign this activity as homework.

- 14** Look at the directions and do the first item with the whole class. Make sure it's clear why *absolutely* is NOT possible here (it can't be used with a gradable adjective like *boring*).
- Tell students to work in pairs to do the rest of the activity.
 - Go through the answers by reading out the full sentence and stopping before the adverbs. Ask the whole class which one is not possible, and why. Where you have disagreement, ask for a show of hands. Make sure the correct answers are clear—and that everyone understands why they are correct.
 - Write the answers on the board.

- 15** Explain the activity and give your own opinions about one of the statements in Activity 14 to model ideas for students. Highlight any gradable adjectives or adverbs you use by slowing down and drawing attention to them as you speak.
- Give students a minute or two to choose three statements from Activity 14 and to consider how they feel about each one. Then put them into groups and ask them to share their opinions.
 - Listen and take notes as students talk.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- 16** Ask students what they've learned about books and movies in this lesson. Call on students to say one or two things that a book or movie is to them.
- Give students a few minutes to think about any books that have made a big impact on them. Give an example from your own experience if you have one to share. What does this book mean to them?
 - Put students in pairs to discuss their ideas about what a book is. Set a time limit of about two minutes.
 - Go around and check that students are doing the activity correctly and notice mistakes, difficulties, or where they use L1. Help by correcting or giving them the English they need—and then write some of these points on the board, or remember them for class feedback.
 - When a few pairs are finished, either stop the activity or ask students to change partners.
 - At the end of the activity, retell some interesting things you heard with the class, or ask students to share their own thoughts and opinions. Give feedback about new language that came up, and correct any errors you want to address (which you may have written on the board).

12 Complete the sentences with the correct adjectives from Activity 11.

- We were very pleased to get tickets for the first night of the Harry Potter play!
- I find historical novels absolutely fascinating. History is one of my main interests.
- His new comedy is very funny but not as good as his last one.
- Sara was completely heartbroken when her favorite actor said he was retiring.
- I was totally terrified by the end of James Patterson's new thriller. It's really frightening.

Adverbs of degree

A

It's really moving.

It's fairly slow-moving at times. The plot is very complex.

It's pretty accessible.

B

Her descriptions are incredibly vivid.

An absolutely terrifying situation develops...

...which makes it totally gripping.

13 Look at the sentences in the Grammar box. Underline the adverbs. Then answer the questions.

- Which adverbs are usually used with gradable adjectives? Which are used with ungradable adjectives?
- Which of these adverbs would you put under A? Which would you put under B?

a bit / a little	completely	extremely
fairly	not very / not all that	really
slightly	somewhat	very

- Which adverbs intensify the adjective? Which ones weaken the adjective?

Check your answers on page 130. Do Activity 2.

14 Work in pairs. Cross out the incorrect option.

- I think documentaries are *very* / *somewhat* / ~~*absolutely*~~ boring.
- I'm a huge fan of thrillers and horror movies; I find them *totally* / *completely* / ~~*slightly*~~ gripping.
- Movie adaptations of books can often be *kind of* / *very* / ~~*simply*~~ disappointing.
- I think comedies are ~~*barely*~~ / *extremely* / *really* hilarious.
- Hollywood blockbusters tend to leave me cold. They are *so* / ~~*not all that*~~ / *really* predictable.
- I enjoy watching independent movies; they are often *pretty* / *really* / ~~*a bit*~~ intriguing.
- I'm not *too* / ~~*pretty*~~ / *very* into movies; I'd rather watch TV shows.

15 Choose three opinions from Activity 14 that you agree with and three you don't. Discuss them in groups.

I agree that documentaries can be somewhat boring. What do you think?

Well, I think some of them can be very interesting. I saw one about lions that was absolutely fascinating.

16 MY PERSPECTIVE

Work in pairs. You discussed what a book was to you in Activity 1. Have you changed your mind?



Goats and sheep are kept by many families and can be seen wandering among the yurts in Mongolia.

2B Travel Broadens the Mind

VOCABULARY BUILDING

Phrasal verbs with two particles

Some phrasal verbs have three parts: a verb and two particles. The object comes after the particles.

*The author always **comes up with** great ideas.*

- 1 Complete the sentences with these words. Match the meanings of the words in parentheses.

around to	away with	forward to
out of	up to	up with

- 1 In my opinion, e-readers will eventually do away with the need for books. (remove)
- 2 I have so much homework that I don't often get around to reading for pleasure. (find time for)
- 3 I love making up stories. Sometimes I come up with an idea for a book or a movie. (think of)
- 4 That director is amazing. I'm really looking forward to her new movie. (be excited about)
- 5 I often find that sequels don't live up to the original movie. (are not as good as)
- 6 I used to like reading comics when I was a child, but I've grown out of them now. (am too old for)

- 2 What is the normal position of the object with these verbs? **The object usually comes after these verbs.**
- 3 Work in pairs. Discuss whether the sentences in Activity 1 are true for you. Why?

READING

- 4 Work in pairs. Read the three excerpts, two from a memoir and one from a novel. Which excerpt mentions:

- 1 an attempt to understand another person's thoughts? **C**
- 2 the birth of an ambition? **A**
- 3 a new experience? **B**

- 5 Find words in the extracts that mean:

- 1 approached (excerpt A) **went up to** (line 11)
- 2 impressed (excerpt A) **struck** (line 15) or **attracted by** (line 12)
- 3 caused (excerpt A) **triggered** (line 22)
- 4 deep desire (excerpt A) **longing** (line 23)
- 5 produce an emotional response (excerpt A) **resonate** (line 25)
- 6 a storm with snow and wind (excerpt B) **blizzard** (line 29)
- 7 broke into small pieces (excerpt B) **shattered** (line 29)
- 8 walked confidently with long steps (excerpt B) **strode** (line 40)
- 9 complete uselessness (excerpt C) **futility** (line 54)
- 10 survive (excerpt C) **get by** (line 57)

- 6 Underline evidence for these statements.

Excerpt A

- 1 The author was a child when the event took place.
- 2 He found the book visually appealing.
- 3 The book had a powerful effect on him.

Excerpt B

- 4 It took time for the sea to freeze over.
- 5 Watching the sea freeze over reminded the author of an earlier experience.
- 6 He had mixed feelings about walking on the ice.

Excerpt C

- 7 Marta felt that there is no point in leaving home.
- 8 Marta believed that travel distracts people from seeing the world.
- 9 Marta thought that you can learn more about the world by staying at home.

- 7 Work in pairs. Discuss the questions.

- 1 How would you describe the narrator and Marta? Thoughtful? Curious? Fearful? Something else? Why?
- 2 How do you think the excerpts might continue? Which would you most like to continue reading? Why?

CRITICAL THINKING Figurative language

Writers sometimes make comparisons using *similes* and *metaphors*. Similes compare one thing to another (i.e., using *like*); metaphors say one thing actually is another thing.

- 8 Look at these sentences from excerpt B. Underline the similes and circle the metaphors. What effect do they have? What happens if you remove them?

I kept a keen watch on this furious battle of cold and waves and ice.[...] Eventually the surface of the bay was nothing but a vast white stretch of pavement strewn with numerous black or blue patches that made it look rather like marble.

- 9 Read these excerpts from the books. Use a dictionary if you need to. Underline metaphors and similes. How does each one make the writer's meaning more vivid?

- 1 The orchard stretched down to the forest, stopping at a dark wall of spruces, standing there like soldiers.
- 2 The windmill stood down below, its restless arms a landmark for the village.
- 3 Slabs of broken ice bobbed on the waves like great white water lilies.
- 4 The great feather dusters of the coconut trees... were swaying above our heads like gigantic parasols.

2B Travel Broadens the Mind

- **Warm up** Explain that students are going to read excerpts from books that are based on travel experiences. Choose one of the following for them to discuss:

- 1 Put students in pairs and ask them to discuss the degree to which they agree with the idea that travel broadens the mind. Then put them in groups to share ideas.
- 2 Ask students to list the five countries in the world they'd most like to visit. To model this, present two or three ideas of your own, and explain your choices. Then put students in groups to share their ideas.

VOCABULARY BUILDING Phrasal verbs with two particles

- 1 Begin by asking the class for an example of a phrasal verb. If the verb given has one particle, ask students if they can think of an example of a phrasal verb with two particles. If no one comes up with anything, write *come up with* on the board. Ask what nouns often collocate with it, e.g., *come up with an idea / an excuse / a solution to a problem*. Alternatively, write the phrasal verb students suggested on the board.
- Look at the directions and do the first item with the whole class. You might want to point out that here *do away with* means basically the same as *remove*, but that, as with all synonyms, the two aren't always interchangeable. For example, you can *remove a tooth*, but not *do away with a tooth*. You can *do away with rules*, but not *remove* them. Stress that the words in parentheses are a guide to help students.
- Tell students to do the rest of the activity and to use a dictionary if they need to. Go around and check that students are doing the activity correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback. When most students are finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentence with the phrasal verb added. Write the answers on the board. As you write, ask a question or two to make sure that students understand the vocabulary, for example, *What else might you not get around to, other than from reading for pleasure?*

Expansion

Ask students to work in pairs to think of at least one sentence where the basic verb *can* be used, but the phrasal verb "synonym" *cannot*—and vice versa. Use a dictionary to help you if you need to. For example:

- You can *remove* a tooth—or have a tooth *removed*—but you can't *do away with* a tooth.
- You can *find time for yourself*, but you can't *get around to yourself*.
- You can ask *What did you think of the movie?*—but not *What did you come up with the movie?*

Exam Skills Vocabulary: learning synonyms

A lot of comprehension activities work by matching a word or phrase in the question with a synonym in the text. So when students learn vocabulary, they might want to write a definition in English or include a common synonym. However, remind them to be careful when using synonyms in conversation and writing. Words with similar meanings are often used slightly differently—either with different collocations or different grammar.

- 2 Look at the directions for the activity with the class, then give students two minutes to look back at Activity 1 and decide their answers. Then ask them to compare their ideas in pairs.
- Get answers from the whole class. It's worth pointing out that while this "rule" is generally true for phrasal verbs with two particles, the best thing to do is still look at examples for each new phrasal verb students meet, and notice where the object is most commonly placed.
- 3 Give your own opinions about one or two of the statements in Activity 1 to model ideas for students. Then put students in pairs to share their own ideas. After a few minutes, put two pairs together to form groups to discuss their opinions more.
- At the end of the activity, share some interesting things you heard with the class. You can also give some feedback on how well they used the language from Activity 1, teach any new language that came up, or correct any errors you heard.

READING

Background information

Students are going to read excerpts from two books. The first is a memoir (a book based on the writer's personal knowledge and life), and the second is a novel:

An African in Greenland by Tété-Michel Kpomassie
Kpomassie was a teenager in Togo when he discovered a book about Greenland—and knew that he must go there. Working his way north over almost a decade, he finally arrived in the country of his dreams. This entertaining record of his adventures among the Inuit is a testament both to the strangeness of the human species and to the surprising sympathies that connect us all.

House of Day, House of Night by Olga Tokarczuk
Nowa Ruda is a small town in Silesia, an area that has been a part of Poland, Germany, and the former country of Czechoslovakia in the past. When the narrator of this novel moves into the area, she discovers everyone—and everything—has its own story.

For notes on Activities 4–9, see page 25a.

- 4 Tell students they are going to read two book excerpts. Tell them to read them quickly and decide which mentions each of the things.
 - Give a time limit of eight to ten minutes for students to read the texts again themselves, or read out the texts yourself, or play the audio track, while they read along.
 - Check answers around the class, asking students to explain their decisions based on the text.
- 5 Explain the activity and do the first item together. Then tell students to complete the activity on their own. Go around and check that students are doing the activity.
 - When most students are finished, get them to compare answers in pairs.
 - Go through the answers by asking the whole class what they found. Write the answers on the board. Remind students that no two words are ever exact synonyms. For example, you can *approach* or *come up to* a person, and you can also *approach an issue* from different perspectives. However, you can't *come up to an issue from different perspectives*.
- 6 Explain the activity and that the students need to find parts of the texts that show these sentences are true. Do the first item together, asking students to find the information in the first excerpt that shows the writer was a child when the event took place.
 - Tell students to do the rest of the activity themselves and to use a dictionary if they need to. Go around and check that students are doing the activity correctly and notice any words or phrases that they look up, ask you about, or underline. Focus on these in feedback.
 - When most students are finished, get them to compare answers in pairs.
 - Go through the answers by asking different students to read out the parts of the excerpts they have underlined.
- 7 Ask students to read the questions, then put them in pairs to discuss their ideas.
 - Go around and notice errors, difficulties, or where they use L1. Help students by correcting or giving them the English they need.
 - When a couple of pairs are finished, stop the activity and give some feedback about new language that came up, and correct any errors that you may have written on the board.

CRITICAL THINKING Figurative language

- 8 Explain that writers often use *figurative language*—words that don't have their basic meaning, but a more imaginative meaning—in order to create a special effect. Two of the main ways to do this are *similes* and *metaphors*. Tell students that similes are phrases that describe one thing by comparing it to another, e.g., *He had a heart as big as a whale*. Metaphors use one thing to refer to another

to emphasize their similarities, e.g., *She's always been a rock in my life*.

- Ask students to read the Critical Thinking box, then give them a couple of minutes to look at the excerpt, identify the figurative language, and think about the question. Then get them to compare their answers in pairs. Check answers by asking the whole class to identify the two metaphors and one simile.

Answers

Metaphors

I kept a keen watch on this furious battle of cold and waves and ice.

Eventually the surface of the bay was nothing but a vast white stretch of pavement strewn with numerous black or blue patches.

Simile

numerous black or blue patches that made it look rather like marble

The battle refers back to the snake battle. The idea of pavement and marble makes you think of the ice as solid and beautiful. The figurative language makes it more interesting and helps the reader imagine the storm and the ice and see them in a new way.

- 9 Explain that students can use dictionaries to help them if they need to, and go around and help out with any new vocabulary. You may need to explain:
 - orchard* = an area of land where fruit trees grow
 - spruce* = a tall tree with thin, sharp leaves that don't fall off in winter
 - a landmark* = a famous building or object that you can see easily and recognize
 - slab* = a large flat piece of hard material
 - bobbed* = moved up and down in the water
 - feather duster* = a stick with feathers at one end, used for getting dust off things
 - gigantic parasols* = very large umbrellas that give protection from the sun
- Give students a couple of minutes to look at the excerpts and think about the question. Then get them to compare answers in pairs.
- Ask the whole class to identify the metaphors and similes in each excerpt and discuss the effect this language has on the excerpt.

Answers

- 1 This makes the forest seem more dangerous.
- 2 This makes the windmill seem like an important person in the village.
- 3 We don't expect flowers in Greenland. It reminds us of the author's home in Africa.
- 4 It is unusual and funny to think of the trees as feather dusters or parasols.

An African in Greenland

10 A

One morning, when my brothers had left early for the coconut plantation and there was no-one left at home to take

me for a walk along the seashore, I went out alone and visited the Evangelical Bookshop. Inside, there were two shelves against the walls on either side of the counter.

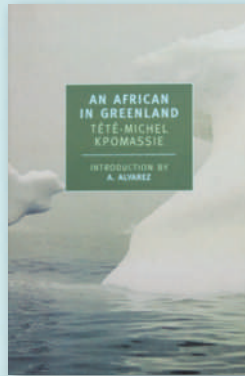
I went up to one of these, attracted by a book laid flat on a half-empty shelf, with a cover showing a picture of a hunter dressed in clothes made of animal skins and leaning on a spear*. I was struck at once by the title: *The Eskimos* from Greenland to Alaska* by Dr. Robert Gessain. The book was illustrated with photographs and engravings*. I liked the look of it, bought it, then went on my way to the beach. By noon, I had finished my new book, the first I had read about the life of the little men of the north. Was it the author's praise of their hospitality that triggered my longing for adventure, or was it fear of returning to the sacred forest? I hardly remember. But when I had finished reading, one word began to resonate inside me until it filled my whole being. That sound, that word was Greenland. In that land of ice, at least, there would be no snakes!

[...]

B

During the previous two weeks, ice had started to build up each day, but each time a blizzard shattered it.

... That was my first sight of the sea freezing over, and I kept a keen watch on this furious battle of cold and waves and ice. It was the same fascination I had felt in my childhood when, hidden behind a tree, I'd watch a battle to the death between two snakes. Eventually the surface of the bay was nothing but a vast white stretch of pavement strewn with* numerous black or blue patches that made it look rather like marble. When I first walked out on the frozen sea, it gave me an unforgettable sensation, at once pleasant and frightening. While others strode out firmly, I planted my feet with care. I was scared but refused to show it. What if the ice, which was not supported by anything underneath, should suddenly break?



House of Day, House of Night

C

“You don't have to leave home to know the world,” said Marta suddenly as we were shelling peas* in the steps in front of her house.

I asked how. Maybe she meant by reading books, watching the news, listening to the radio, surfing the internet, or going to the shop for gossip. But what she had in mind was the futility of travel.

When you're traveling, you have to take care of yourself in order to get by, you have to keep an eye on yourself and your place in the world. It means concentrating on yourself, thinking about yourself, and looking after yourself. So when you're traveling, all you really encounter is yourself, as if that were the whole point of it. When you're at home you simply are; you don't have to struggle with anything or achieve anything. You don't have to worry about railway connections and timetables; you don't need to experience any thrills or disappointments. You can put yourself to one side—and that's when you see the most.

She said something like that and fell silent. It surprised me, because Marta has never been further than Wambierzyce, Nowa Ruda, and Wałbrzych.

Some of the peas were maggoty*, so we threw them into the grass. Sometimes I suspect that whatever Marta has said is completely different from what I have heard.

spear a long pointed stick used as a weapon

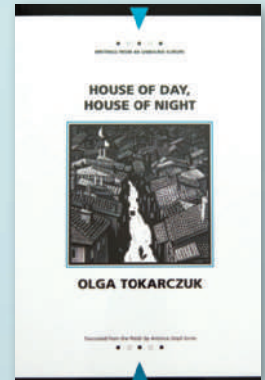
Eskimos natives of Greenland, today known as Inuits

engravings types of printed pictures

strewn with covered with

shelling peas taking peas out of their natural covering

maggoty full of insects



Frozen sea in East Greenland



2C Moments of Inspiration

GRAMMAR Narrative tenses and future in the past

1 Read about the Reading Project.

Shaheryar Malik came up with the idea for the Reading Project one day in 2015, as he was walking across the Brooklyn Bridge in New York. He was going to take a selfie and had been taking out his phone to share the moment with his friends when a thought suddenly struck him. Instead of doing something that people had done a million times before, he would share something different with the world. So he went back home, picked 40 books from his bookshelves, ranging from fiction to gardening guides and history books, and carried them back to the bridge. Then he left the books with a note encouraging people passing by to take one for free, read it, and email him to let him know which book they had taken and where they had ended up. The Reading Project would become famous all over New York. Months later, after leaving a total of 250 books in eight different locations in New York, he had received more than 60 emails from people in more than 30 different countries, from Belgium to Singapore.

Narrative tenses

The narrative tenses (i.e., the simple past and past continuous, and the past perfect and past perfect continuous), are used to tell stories. We can also use time conjunctions followed by a verb tense and time prepositions followed by the *-ing* form of the verb.

... *when a thought suddenly struck him. Instead of doing...*

2 Look at the Grammar box. In the text in Activity 1, underline examples of:

- 1 the simple past.
- 2 the past continuous.
- 3 the past perfect.
- 4 the past perfect continuous.
- 5 time conjunctions followed by a verb tense.
- 6 time prepositions followed by the *-ing* form of the verb.

3 Which of the tenses in Activity 2 (1–4) are used to describe:

- a completed past actions at the time of the narrative? **1 past simple**
- b completed past actions before the time of the narrative? **3 past perfect simple**
- c an action in progress at a time in the past? **2 past continuous**
- d an action in progress before a time in the past? **4 past perfect continuous**

Check your answers on page 130. Do Activity 3.

Future in the past

There are different ways to talk about a future action or event as seen from the past.

- a *He was just about to get out (on the verge of getting out) his phone... when a thought suddenly struck him.*
- b *He was going to take (was hoping to take) a selfie...*
- c *The Reading Project would (was to) become famous all over New York.*

The pedestrian walkway on the Brooklyn Bridge, New York, where Shaheryar put his books

2C Moments of Inspiration

GRAMMAR Narrative tenses and future in the past

- 1 **Warm up** Focus students' attention on the photo or project it using the CPT. Ask the class if anyone's ever been to New York and visited the Brooklyn Bridge. If they have, ask when, why, and what was it like. Tell students that somebody put books on this bridge. Tell students to make note of why somebody might do this.
 - Tell students to read the text quickly and find out why the books were there. Set a time limit of about two minutes or read out the text yourself while they read along with you.
 - Ask the class why the books were on the bridge (*Shaheryar Malik wanted to do something more original than just take a selfie on the bridge. He left the books for people to take and read*). Summarize the idea behind the Reading Project.
 - To find out more about the Reading Project, use the search term "Malik Reading Project."
- 2 Either get students to read the Grammar box silently, or read it out loud yourself. Then ask them to answer the grammar checking questions in pairs, or ask the questions yourself to the whole class.
 - Tell students to work on their own to look back at the text in Activity 1 and underline examples of the verb forms in the text. You may need to explain that a "time conjunction" is a word like *after*, *before*, or *when*, and that a "time preposition" is a preposition like *at* or *in* that is being used in a group of words that refer to a particular time.
 - When most students are finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
 - Go through the answers by asking the whole class for any examples they found and write the answers on the board.

Answers

- 1 Simple past: came (up with), struck, went, picked, carried, left
- 2 Past continuous: was walking, was going to
- 3 Past perfect simple: had done, had taken, had ended up, had received
- 4 Past perfect continuous: had been taking out
- 5 Time conjunction + verb: as he was walking, when a thought suddenly struck him
- 6 Time preposition + *-ing*: after leaving

- 3 Ask students to work in pairs to match the explanations in a–d with the tenses (1–4) in Activity 2, or ask the questions to the whole class.
 - You can either give the answers now or wait for students to read the Grammar reference before checking.

At this point, have students complete Activity 3 on page 131 in the Grammar Reference section. You may also assign this activity as homework.

- 4 Tell students to read the sentences in the Grammar box, and then to read them in the text in order to get the full context.
- Explain the activity and give the students time to read the options. You might need to explain that if something is *imminent*, it's likely to happen very soon. Give students a minute or two to decide on their own answers and to then compare in pairs.
 - Ask the whole class for answers. As you get the answers, write them on the board and clarify the meaning of each structure. For example: *The reading project would become famous* means that this is actually what happened; it did become famous. *He was going to take a selfie* means he had had this thought, he'd been planning to do it, but then didn't. *He was just about to get out his phone* means he had his hand in his pocket, he was almost ready to take his phone out, but then he didn't.

At this point, have students complete Activities 4–5 on page 131 in the Grammar Reference section. You may also assign these activities as homework.

5 **PRONUNCIATION** Using stress to change meaning

- **5a** Explain that the way that grammar structures are stressed can affect the meaning. Play the clauses and ask students to say which words have the most stress in each case.
 - Ask which of the two options means it's more likely that the action did *not* take place. Once you have the answers, ask students how they decided. Clarify that when we stress auxiliaries in these kinds of sentences it suggests that a contradiction will follow.
 - **5b** Play the audio again. Pause it after each sentence and drill the sentences with the class. Then call on a few different students to say them individually.
 - Correct any mistakes that come up, particularly those connected to sentence stress.
 - Tell students to work on their own and think of endings for each clause. Put students in pairs. They should say their endings to their partner, and their partner should say the first part of the sentence, stressing the correct words.
- 6 Focus students' attention on the photo and ask who's read Harry Potter books and what they thought of them.
- Ask if they know how J.K. Rowling came up with the idea for the series. There's no need to give any answers or feedback here—ask students to read the short text and find out the answer (*The idea came to her on a long train trip.*).
 - Ask students to work on their own to choose the correct answers to complete the text and do the first item with the whole class if necessary.
 - Check answers around the class, asking students to explain their choices. Put the answers on the board as you go through them.

Teaching Tip Writing answers on the board

It's a good idea to write the answers on the board as you get them from the class. Even if you think everyone in the class is listening and paying attention, there may still be some students who missed an answer or weren't concentrating. Seeing the answers helps the weaker students check how they did. It also allows extra time for students to ask any questions they have.

- 7 Explain the activity and ask the class what they think the correct form should be for the first blank in item 1. Once you have a correct answer, ask why they think this is the answer. Clarify this and write the answer on the board.
- Get students to do the rest of the activity individually.
 - Go through the answers by asking students to read out their sentences. Where they are correct, get the class to repeat the sentence and where there is an error correct it with the class.

Answers

- 1 completing; looked for
- 2 would not give up / was not going to give up; found
- 3 approaching / she had approached; eventually found / would eventually find; wanted
- 4 thought / had thought / been thinking; decided
- 5 never imagined / had never imagined; would become / was going to become

- 8 Prepare a couple of your own complete sentences before the class. Explain the activity, then give your examples.
- Put students in pairs to come up with their own sentences.
 - At the end of the activity, get ideas on how to finish each sentence from different pairs. The class could vote on which ones they like the best.
- 9 Put students in pairs to discuss the questions. Go around and check that students are doing the activity correctly and notice mistakes, difficulties, or where they use L1.
- At the end of the activity share some interesting things you heard with the class and give feedback about new language that came up, or look at any errors which you may have written on the board.
- 10 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do.

4 Look at the Grammar box. Answer the questions.

1 Which of the sentences (a–c) could describe:

- a future event that *took place*, as seen from the past? **c**
- an imminent future event, that *perhaps did not take place*, as seen from the past? **b**
- a more distant future event that *did not take place*, as seen from the past? **a**

2 Which of the sentences are more formal? **a, c**

Check your answers on page 130. Do Activities 4 and 5.

5 PRONUNCIATION Using stress to change meaning

a Listen to these clauses and underline the stressed word(s). In which clauses (1 or 2) are we sure that the action did not take place? **11**

- 1 I'd been thinking of visiting New York...
- 2 I had been thinking of visiting New York...

- 1 I was going to stay with relatives... **It is more likely the action didn't take place in 2.**
- 2 I was going to stay with relatives...

b Listen again and repeat the sentences. Then finish them in an appropriate way. **11**

6 Read about how author J. K. Rowling started writing about Harry Potter. Choose the correct option.

J. K. Rowling (1) came / *had come* up with the idea of Harry Potter while (2) traveled / *traveling* on a train from Manchester to London. At that time, she (3) was living / *had lived* in London, but she (4) had spent / *was spending* the weekend in Manchester where she (5) looked / *had been looking* for an apartment. As she (6) was looking / *had been looking* out the window at some cows, she (7) suddenly thought / *would suddenly think*: "Boy doesn't know he's a wizard—goes off to wizard school." She (8) had been writing / *was writing* since she was six, but she (9) was never / *had never been* as excited about a potential book before. She (10) forgot / *had forgotten* to bring a pen, and since she was too shy to ask anyone for one, she (11) spent / *had spent* the entire four-hour journey thinking up all the ideas for the book. When she (12) arriving / *arrived* at her London apartment, she immediately (13) began / *was beginning* to write *The Sorcerer's Stone*, although it (14) would take / *had taken* several years to finish.

7 Complete the sentences with the correct form of the verbs. More than one answer may be possible.

- 1 After _____ (complete) *Harry Potter and the Sorcerer's Stone*, J. K. Rowling _____ (look for) a publisher.
- 2 She decided she _____ (not / give up) until she _____ (find) a publisher.
- 3 After _____ (approach) twelve publishers, she _____ (eventually / find) one that _____ (want) to publish it.

4 She _____ (think) of writing for adults but _____ (decide) to write for children instead.

5 She _____ (never / imagine) that the book _____ (become) the best-selling children's book of all time.

8 Work in pairs. Complete the sentences in an interesting way.

- 1 I was going to... , but I realized I had no money.
- 2 I was about to... when all of a sudden the lights went out.
- 3 I was just about to... when my friend called.
- 4 When I caught the bus, I never imagined I would...

9 MY PERSPECTIVE

What do you do when you finish reading a book? Do you put it on a shelf or give it to a friend? What other ways are there of reusing books? Discuss in pairs.

10 CHOOSE Choose one of the following activities.

- Work in small groups. Remember how Shaheryar Malik and J. K. Rowling had a moment of inspiration that led to a change of plans? Talk about a time when you changed a plan (e.g., a plan to go out, visit someone, or buy something). Say why you changed your plan.
- Work with a partner. Write a summary about a book or movie that inspired you to change your way of doing or thinking about things.
- Research the life of a writer, artist, or other famous person. Give a short presentation about a turning point in their life and the impact it would have on their future.

J. K. Rowling reading from one of the Harry Potter books



2D My Year Reading a Book from Every Country in the World

“The stories I read that year made me more alive than ever before to the richness, diversity, and complexity of our remarkable planet.”

ANN MORGAN

Read about Ann Morgan and get ready to watch her TED Talk. ▶ 2.0

AUTHENTIC LISTENING SKILLS

Following a narrative

Speakers often use longer sentences when they are narrating events, especially in more formal or scripted speech. When you hear words and phrases like *as soon as*, *while*, or *after*, be ready for what comes in the next part of the sentence.

- 1 Look at the Authentic Listening Skills box. Then look at the extracts from the TED Talk. Choose the more likely ending. Listen and check. 🔊 12
 - 1 Discovering this massive, cultural blind spot in my reading came as quite a shock. And when I thought about it, it seemed like a real shame / I managed to find a book.
 - 2 When I looked back at much of the English-language literature I'd grown up with, for example, using an e-reader is more convenient / I began to see quite how narrow a lot of it was.
 - 3 These days, when I look at my bookshelves or consider the works on my e-reader, I accepted enthusiastically / they tell a rather different story.
- 2 Listen to three more extracts from the talk. With a partner, guess how they might continue. Then listen and check your ideas. 🔊 13
 - 1 What do my bookshelves say about me? Well, when I asked myself this question a few years ago,...
 - 2 Having spent my life reading almost exclusively British and North American books,...
 - 3 Four days after I put that appeal online,...

WATCH

- 3 Work in pairs. Discuss the questions.
 - 1 Make a list of writers you have heard of from countries other than your own.
 - 2 Make a list of books you have read by foreign writers (either in the original language or in translation).
 - How many different countries are on your list?
 - If there are very few, why do you think that is?
 - Do you have a favorite book by a foreign writer?
 - 3 What can you learn from reading books by foreign writers?
 - 4 What is on your bookshelf? What isn't? What does your bookshelf say about you?
- 4 Watch Part 1 of the talk. Answer the questions. ▶ 2.1
 - 1 What did Ann discover about herself when she looked at her bookshelves?
 - 2 What kind of books did she mainly have?
 - 3 What kind of books were largely missing?
 - 4 Why did 2012 feel like a good year to start her project?
 - 5 What exactly did she decide to read during the year?
- 5 Watch Part 2 of the talk. Complete the summary with a number or percentage. ▶ 2.2

Ann calculated that she would have to read approximately (1) 4 books a week in addition to working about (2) 5 days a week. She was afraid that she might not find enough books because roughly (3) 4.5% of the books published in the UK are translated from another language.

2D My Year Reading a Book from Every Country in the World

- **Warm up** Tell students they are going to watch a TED Talk about reading a wide variety of books.
- Read the quote out loud and ask students what they think it means.
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker. Play the About the Speaker section. Then do the vocabulary activity.

AUTHENTIC LISTENING SKILLS Following a narrative

- As well as teaching aspects of phonology and listening skills, these activities also:
 - allow you to pre-teach some vocabulary.
 - allow students to read and hear new language before they listen to the whole text.
 - allow students to tune in to the speaker's voice and style.
- 1 Either ask students to read the Authentic Listening Skills box silently to themselves or read it out loud yourself as they read along.
 - Explain the activity and tell students to choose the likely endings.
 - Play the audio and tell students to listen and check their answers.
 - 2 Put students in pairs and tell them they are going to hear three more sentence beginnings from the talk and that for each one they should discuss how the sentence might continue.
 - Play each sentence beginning, and stop after each one. Give students time to discuss their ideas in pairs and ask the whole class for ideas before playing the next one.

Answers

- 1 ... I made an alarming discovery.
- 2 ... I had no idea how to go about sourcing and finding stories and choosing them from much of the rest of the world.
- 3 ... I got a message from a woman called Rafidah in Kuala Lumpur.

WATCH

- 3 Ask students to read the directions and questions. Give your own answers to one or two questions to model the activity, then put students in pairs to do the rest.
 - When a couple of pairs are finished, ask the class to change partners, but to start from the last question this time and work backward. Continue listening and noting anything you want to address in class feedback.

- When a few pairs are finished, either stop the activity or ask students to change partners one last time.
- At the end of the activity, share some interesting things you heard with the class and give some feedback about new language that came up, and correct any errors which you may have written on the board.

- 4 Tell students they will watch just the first part of the talk. They should try to answer the questions as they watch. Ask students to read the questions and check that they understand them. Tell them they can take notes as they watch to help them talk about the questions.
 - Play Part 1 all the way through.
 - Ask students to compare their ideas in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 1 again.
 - Check the answers by asking the whole class for their ideas.
 - Where students agree, move on. Where there is a dispute, ask students to justify their different answers. You can either give the answers or play the section of the DVD again stopping at the appropriate parts to confirm the answers.

Answers

- 1 She wasn't as cultured or cosmopolitan as she liked to think.
- 2 She mainly had books that were written by British or North American authors.
- 3 She realized that she had almost nothing in translation.
- 4 2012 felt like a good year to start because it was the year of the London Olympics, so it was going to be a very international year for the UK.
- 5 She decided to read either a novel, a short story collection, or a memoir from every country in the world.

- 5 Ask the students to read the summary and check that they understand it.
 - Tell them that they will watch the next part of the talk and they should complete the summary with the missing numbers or percentages. Then play Part 2 of the talk.
 - Tell students to complete the summary as they watch, then tell them to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 2 again.
 - Check the answers as a class or by calling on students to give their answers. Get two students to give their answer, especially where there are differences. Where students agree, write the answer on the board. Where there is a difference, either write up both answers for students to watch again and check, or simply give the correct answer, depending on time.

- 6 Ask students to read the events listed and check that they understand them. Put students in pairs and ask them to guess the order they think Ann will mention them in.
 - Ask a couple of different pairs their ideas and ask how they made their decisions. Don't say if they're right or wrong yet—answers can be checked after students watch Part 3 of the talk.
 - Play Part 3 and tell students to check their answers. At the end of Part 3, tell students to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 3 again.
 - Check the answers as a class and write them on the board.
- 7 Ask the students to read the opinions and check that they understand them and the activity.
 - Play Part 4 of the talk.
 - Tell students to compare their ideas in pairs. Go around and notice how well they did the activity in order to decide how quickly to go through answers, and whether you will need to play Part 4 again.
 - Check the answers as a class. Ask which point she did not make and if there are differences of opinion, ask students to justify their opinions before giving the correct answer.

Expansion

Put students in groups and ask them how far they agree with the statements. They can cite examples from the talk to back up their ideas, but should also draw from their own experience and knowledge.

8 VOCABULARY IN CONTEXT

- 8a Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer.
- 8b Check that students understand the words in italics and teach them again if necessary, or ask students if they can remember the example from the talk. Give one or two of your own examples. Tell students they can ask you further questions to find out more, and answer any questions they have.
- Tell students to think of a true example themselves for at least two of the things. Give them two minutes to think about what they are going to say.
- Put students in pairs or groups to tell their anecdotes. Go around and check that they are doing the activity correctly and notice mistakes, difficulties, or where they use L1. Help them by correcting or giving them the English they need.

- At the end of the activity, give some feedback about new language that came up, and look at any errors which you may have written on the board. You can also retell some stories you heard.
- 9 Think of your own examples of books you'd recommend before the class. Share your recommendations and as you do so, highlight some of the language you use, for example, *It changed my life; It changed my whole way of looking at the world; It had a huge impact on me when I first read it.* When you finish, tell students to ask you two or three follow-up questions about the books you've talked about.
 - Put students in pairs to discuss the books they would recommend. Go around and check that they are doing the activity correctly and notice mistakes, difficulties, or where they use L1 and help them by correcting or giving them the English they need.
 - Get students to change partners. Continue listening and making notes.
 - At the end of the activity, ask a few different pairs which books they'd recommend and why. See what the most popular choices are.
 - Give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- Before the class, choose a short extract from three books written in the students' L1. Hold a class vote to decide which of the extracts students will translate. The translation activity is probably best done as homework. Explain the activity and tell the students to bring their translation to the next class. Then begin the next class by putting students into groups of three and asking them to read each other's translations.
- Each group should decide which translation they liked best and why, before discussing the rest of the questions.
- Go around and notice mistakes, difficulties, or where they use L1 and help by correcting or giving students the English they need.
- At the end of the activity, give some feedback about new language that came up, and look at any errors to correct, which you may have written on the board. You could ask students to share their tips for translating, and build up a list on the board.



6 Watch Part 3 of the talk. Label the events in the order (1–8) they happened. ▶ 2.3

- 7 a She asked for translators.
- 8 b A team of people translated an entire book for her.
- 1 c She asked for help on a blog.
- 2 d Friends and colleagues offered to help her.
- 5 e Many people all over the world became involved in picking books.
- 6 f She could not find a book in translation.
- 3 g A stranger offered to select books for her.
- 4 h She received two books from a distant country.

7 Watch Part 4 of the talk. Read the opinions about reading books from all over the world. Which point does Ann not make? ▶ 2.4

- 1 It helps you see the world from other people's point of view.
- 2 It can sometimes be difficult to accept viewpoints that are different from your own.
- 3 It can make you question your own ideas and realize what you don't know.
- 4 It gives you a clear understanding of the way of life in another country.
- 5 It can help to create greater harmony and understanding between cultures.
- 6 The more people start asking for books in translation, the more books will become available.

8 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 2.5

b Think of a time when the following things happened to you. Then compare your examples in pairs.

- 1 Somebody *went out of their way* to help you or make you feel welcome.
- 2 You had to start learning or doing something *from scratch*.
- 3 You had difficulty *getting hold of* something you needed.
- 4 You *stuck to your word*, even though it was difficult.

9 MY PERSPECTIVE

Work in pairs. Which book from your country would you recommend if someone wanted: to know more about your culture? an interesting read?

CHALLENGE

Choose a book written in your language and find a paragraph or short extract to translate into English. Use dictionaries and other reference books (e.g., a thesaurus, dictionary of collocations) to help you. Then work in groups.

- 1 Read your translations. Compare the similarities and differences between group members' translations.
- 2 What were the most interesting and most difficult parts of doing the translation?
- 3 What has the experience taught you about translation and what can get "lost in translation"?

2E To make a long story short...

SPEAKING

Useful language

Starting a story

Have I told you about the time when...?

Have I told you about my (trip / vacation to...)?

I had the most (embarrassing / amazing) experience when...

Responding

How annoying!

What a nightmare!

Oh, no!

How scary!

That's too bad!

What a relief!

Sounds wonderful!

Great!

That was lucky!

Showing interest

Oh, OK.

Uh-huh.

Yeah.

Really? / Is it? / Did he?

Ending

Anyway, to make a long story short...

Luckily, it all worked out in the end.

It was a really terrifying / hilarious / amazing experience.

1 Listen to someone telling a friend a story. Then answer the questions.  14


- 1 What kind of experience was it?
- 2 Where and when did the story take place?
- 3 What had happened before the story?
- 4 What exactly happened?

2 Work in pairs. Can you remember:

- 1 what words the speaker uses to start the story?
- 2 what words the listener uses to respond to the story or ask questions?
- 3 what words the speaker uses to end the story?


3 Listen again and check your answers.  14

4 **PRONUNCIATION** Using intonation to express attitude

Listen to four ways of saying *Really*. Match each to the attitude expressed. Then listen and repeat.  15

3 interest
2 surprise

4 sympathy
1 impatience

5 Listen to some short excerpts from stories. Respond using a phrase from the Useful language box.  16

6 Prepare to tell a story about something that happened to you, a friend, or a family member on a vacation, a day trip, or a journey. It can be a true story or one you make up. Make notes about the following.

- what kind of experience it was
- where and when the story took place
- what you were doing and / or what was happening when the story started
- what exactly happened and how you felt at the time

7 Work in pairs. Tell each other your stories and respond appropriately.

8 Now work with another partner and repeat your story. Was it better the second time? If so, how exactly?

Munich Airport, Germany



2E To make a long story short ...

- **Warm up** You might want to start by getting students to do a word shower—simply writing down all the words and phrases they can remember from the previous lessons in this unit. Get students to do this individually, then share in pairs or groups, and finally making a class list on the board.

SPEAKING

- 1 Explain that students are going to hear someone telling a friend a story. First, they should think of a recent story they have been told and retell it in groups, including as much detail as they can.
 - Tell students to read the questions so they know what to listen for.
 - Play the audio while students write down their answers. Put them in pairs to discuss their ideas.
 - Check the answers with the whole class.

Answers

- 1 The speaker says it started out as a disaster, but ended out OK.
- 2 At the airport before a flight to Munich, last month
- 3 The speaker had taken final exams.
- 4 They arrived at the airport a day late. They had to buy new tickets and travel on a later flight. They arrived at 10:30 pm and lost most of the first day, but had a great vacation.

- 2 Put students back into pairs and ask them to see how much they can remember about the language the speaker used in the story. There's no need to check any ideas yet, but if you do, don't say if students are right or wrong.
- 3 Tell students that they will hear the audio again and that this time they should listen and try to write down exactly what was said to start, respond to, and end the story.
 - Play the audio again. Put students in pairs and give them a few minutes to compare ideas.
 - Gather answers from the whole class.

Answers

- 1 Did I tell you about (our trip to Germany)?
- 2 What happened? Really? Sounds great! Poor you. Yeah. Oh no! So what did you do? At least you got there in the end! Oh no, that's too bad!
- 3 Anyway, after that everything went smoothly. And we ended up having a great time.

- 4 **PRONUNCIATION** Using intonation to express attitude
 - Write the word *Really?* on the board and ask students in pairs to think of different ways it could be said and how each

way would change the meaning. Get ideas from the class, and challenge anything you think is incorrect.

- Explain the activity. Play all four versions of *Really?* Give the students one minute to compare their ideas in pairs.
 - Play the audio again and stop after each *Really?* to check answers with the group. After each version, pause the audio and get the whole class to repeat with the correct intonation. Then call on a few students to say it individually. Correct if necessary.
 - Write the answers on the board.
- 5 Explain the activity. Tell the students to read the phrases in the Responding section of the Useful language box. You might want to drill the phrases with both the whole class and individual students before listening.
 - Play each extract and ask the whole class which response makes the most sense in each context. If you have differences of opinion, encourage students to explain their ideas. Then give what you think the best response is and explain why.
 - 6 Explain that students are going to tell stories about something that happened to them or people they know. Tell a story of your own to model the activity. When you finish, get students to ask you two or three follow-up questions.
 - Give students time to prepare notes about their stories using the bullet points as prompts. Remind them that they're not writing the story at this stage. Tell them to use a dictionary or to ask you if they need help with any vocabulary.
 - Encourage them to think about how to use expressions from the Useful language box to start and end their stories. Set a time limit of about four minutes.
 - Give students one minute to look at their notes and prepare to tell their stories.
 - 7 Put students into pairs to tell their stories. Tell them to make sure they respond and show interest in what their partner tells them, using language from the Useful language box.
 - When two or three pairs are finished, stop the activity.
 - 8 Tell students to change partners and retell their stories.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When a couple of pairs are finished, stop the activity and retell one or two of the best stories that you heard, or ask students to retell them to the class.
 - Give some feedback about new language that came up.

WRITING A story

- 9 Tell students that they are now going to learn how to write stories better. Put them into pairs and ask them to decide what order they would expect a–f to appear in. Get them to compare answers with another pair and explain their ideas.
- Ask a couple of different pairs for their ideas and ask how they made their decisions. Don't say if they're right or wrong yet.
 - Tell the class to read the story on page 149 and to put the stages a–f into the correct order.
 - Check answers around the class and ask students to explain how they decided on their answers.

10 WRITING SKILL Using colorful language

- Explain that now you're going to look at some of the more colorful (descriptive) language that is used in the story.
- Put students in pairs. One should keep page 31 open, the other should look again at the story on page 149. Students need to work together to find more descriptive/colorful ways of saying the verbs in 1–12.
- As you go through the answers, give some extra explanations and examples to clarify the use of the colorful language. For example:

Chirp does mean sing, but it's not really used for people. It's only used to describe what birds and insects do.
What's the difference between **sip** and drink? How would you **sip**? What kind of drinks might you **sip**? Why?

Answers

1 chirping 2 sipped 3 pondered 4 stepped
5 handed 6 tore it open 7 stared 8 crumpled
9 hurled 10 swooped 11 snatched 12 soared
These verbs improve the story by making it more vivid and interesting.

- 11 Ask students to find an expression in the story that means *unhappy to find that* (Answer: *to his utter disappointment*). Once you have this, explain they're now going to practice describing some reactions of their own.
- Focus students' attention on the Describing reactions section of the Useful language box and answer any questions students have about any of the vocabulary.
 - Give an example of your own to show one of the expressions. For example: *When I looked in my diary this morning, I saw to my utter disappointment that I'd missed my friend's birthday.* Ask for another example from the class.
 - Give students a few minutes to write three sentences of their own. Give a time limit of about seven minutes for this. As students are writing, go around and help them and note any common errors for feedback when the time is up.

- Ask if anyone has any sentences they're particularly pleased with, and ask them to read them out. Give feedback on any errors that you noticed.
- 12 Tell students to read the phrases in the Expressions describing emotion section of the Useful language box. They should match the expressions to the emotions in a–h.
- Tell students to compare their ideas in pairs and then get answers from the whole class.
- 13 Explain the activity. Choose one expression from the Useful language box and get ideas from the whole class as to what was written before / after.
- Put students into pairs and tell them to do the same with four of the other expressions. They should write the before and after sentences in each case.
 - As students are writing, go around and help them. You might note some common mistakes for feedback when the time is up.
 - Get possible ideas on what came before / after two or three other expressions from the whole group.
- 14 Tell the students they are going to write a story and ask them to choose one of the topics. Give them time to plan their stories, reminding them to include all the points from Activity 9. Tell them to use a dictionary or ask you if they need help with any vocabulary. Encourage them to think about how to use some colorful language and some expressions from the Useful language box. Give a time limit of about six minutes.
- As students are thinking and planning, go around and see if anyone needs any help.
 - At the end of the time, put students in small groups to compare their ideas. Encourage them to respond and ask extra questions, which they can include in their notes.
- 15 Give the writing for homework or set a time limit of about twenty minutes to do it in class.
- If the writing is being done in class, go around and help as students are writing. You might note some common mistakes for feedback when the time is up.
 - If you are going to give the students a grade, tell them it will be better if they organize the story carefully, use the tenses correctly, as well as the language they have learned throughout this unit.

WRITING A story

9 Read the story on page 149. Put these stages of a story in a logical order (1–6).

- | | |
|------------------------------------|--|
| a something that went wrong 3 | d a new plan for the future 6 |
| b a planned action 2 | e the setting (time, place, protagonist) 1 |
| c how the situation was resolved 5 | f how the protagonist reacted 4 |

10 **WRITING SKILL** Using colorful language

Find synonyms for these words in the story. Do the synonyms improve the story? If so, how?

1 singing	4 walked	7 looked hard	10 flew
2 drank	5 gave	8 made	11 took
3 thought about	6 opened	9 threw	12 flew up

11 Underline an expression in the story that means *he was unhappy to find that*. Then complete these sentences in your own words. Write three more sentences of your own using the words in the Useful language box.

- I opened my suitcase and discovered that to my horror...
- I looked for my wallet and found that to my utter embarrassment...
- I opened the letter and saw to my relief that...
- We arrived home and saw that to our disbelief...

12 Match these emotions with the expressions describing emotion in the Useful language box.

- | | | | |
|-----------------|------------------|-----------------------------------|------------------------------------|
| a embarrassment | e unhappiness | a My face turned red. | e I felt like bursting into tears. |
| b anger | f disappointment | b I was blind with rage. | f My heart sank. |
| c surprise | g relief | c I could hardly believe my eyes. | g I sighed with relief. |
| d amusement | h fear | d I couldn't stop laughing. | h I was shaking like a leaf. |

13 Choose three or four expressions of emotion. Write a sentence that could come before or after each one.

14 Plan a story about travel / broadening perspectives, the kindness of strangers, or an idea of your own. Use the different elements in Activity 9. Make notes using key words.

15 Write your story. Give it a title. Check that it includes:

- the correct use of tenses.
- a range of time expressions.
- colorful language and expressions.

Useful language

Describing reactions

I saw to my absolute (horror / embarrassment / relief / disbelief / delight / dismay / disappointment) that...

Expressions describing emotion

*My heart sank.
I could hardly believe my eyes.
I was blind with rage.
I couldn't stop laughing.
I felt like bursting into tears.
My face turned red.
I sighed with relief.
I was shaking like a leaf.*



3 Pristine Places

IN THIS UNIT, YOU...

- talk about how to protect the ocean and the environment.
- read about an expedition into the Okavango Delta.
- learn about World Heritage Sites.
- watch a TED Talk about creating underwater sculpture parks.
- write informal emails.

An underwater sculpture in the Coral Reef Sculpture Garden in the Bahamas

3 Pristine Places

Unit Overview

This unit covers the places of our world that are still pristine, and what we can do to keep them that way. Students will learn concepts and language relating to ecology and habitats, as well as how the actions of people can affect the world around us.

In this unit, students will cover a range of topics around the unit theme including learning how to describe the ocean environment, expressing cause and effect about the environment with conditionals, reading about a journey that National Geographic explorers took in Africa, learning about World Heritage Sites, watching a TED Talk about an artist who displays his work under the sea to raise awareness about the issues facing the world's oceans, and making promises and using informal language. By exploring these topics, students will learn the language they need to describe the many habitats in our world and the issues that face them, as well as talk about what people, including themselves, can do to protect them.

Unit Objectives

Vocabulary

- Words and phrases to talk about the ocean environment
- **Vocabulary building** Greek prefixes, e.g., *biology*, *ecology*, *microscope*

Grammar

- **Grammar 1** First and second conditional
- **Grammar 2** Third and mixed conditional sentences

Reading

- Exploring the Okavango Delta

TED Talk

- Jason DeCaires Taylor: *An Underwater Museum, Teeming with Life*

Pronunciation

- Compound noun stress; Contractions

Speaking

- Making and explaining promises

Writing

- Informal emails

About the Photo

The photo shows *Virtuoso Man* by Willicey Tynes, which is one of the works in the Bahamas' Sir Nicholas Nuttall Coral Reef Garden, an underwater living art gallery that attracts divers and snorkelers as part of the Bahamas' efforts in ecotourism. The goal of the museum is to raise awareness about marine conservation and the important role that coral reefs play in our environment. The artworks provide a habitat for fish, coral, and other sea creatures while also diverting divers and snorkelers away from natural reefs, allowing them to recover and thrive naturally.

Warm Up

- Ask students to describe their homes, neighborhoods, and/or towns and cities.
- Tell students that these places are similar to a habitat, the natural place where plants and animals live.
- Ask students if they can think of any natural habitats where animals and plants live and describe them.
- Give students a few minutes and write their ideas on the board. What things do all these places have? How are they similar to and different from where people live?

Resources

- Classroom Presentation Tool
- Tracks 17–24 (Audio CD, Website, CPT)

3A Deep Blue Sea

VOCABULARY Ocean environment

- 1 Tell students to look at the photo or project it using the CPT.
 - Tell the students who like the photo to raise their hands and choose one student to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
 - Put students in pairs to discuss the questions for one or two minutes.
 - Call on students to give their ideas and help them express them in English. They will find out more about the underwater museum in the photo in the TED Talk in this unit.

- 2 You could do this activity as a class quiz. Read out each sentence and when you reach the number ask students to raise their hands to vote for one of the answer choices. See if anyone can get all eight correct. As you go through, you may need to explain the following words and phrases:

fisheries = an area of water where you can catch fish for large-scale food production, or a place where fish are bred
reef = a hard, rocklike structure under the water, that is formed from coral. Coral are small sea creatures that live in groups and look like plants.

marine reserve = a *reserve* is an area where animals and plants are protected—*marine* refers to the ocean.

- Alternatively, put students in pairs to discuss their ideas. Then go through the answers, calling on different students and writing the correct answers on the board.
- Ask students whether they find each fact surprising or not.

Expansion

Students can write *what if* questions connected to each fact. For example, *What if the ocean didn't cover so much of the planet? What if we could find a way to breathe oxygen underwater?* Then get students to ask and answer their questions either as a class or in groups.

- 3 Ask if students know what a compound noun is (two nouns, or sometimes a noun + adjective or noun + verb, put together with one modifying the other). Can they see any in Activity 2? (*sea level, endangered species, marine reserves, no-fishing zones*)
 - Ask students to create compound nouns from boxes A and B. Give students one minute to do it in pairs and see how many they can get.
 - Go around the class and call on students to give you one of the answers (start with weaker students) and write the compound nouns on the board.

- Now ask students to read the texts and complete them with the compound nouns. Go around and check that they are doing the activity correctly and notice any problems.
- When most students are finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read the texts. Write the answers on the board. As you write the answers, ask a question or two to the class to check that they understood the vocabulary. For example: *What do you think if a place is pristine, is it good or bad? Why? If there is a spill from an oil refinery, what happens?*

4 PRONUNCIATION Compound noun stress

- Play the audio and get students to listen to each compound and repeat, focussing on getting the correct stress. Mark the stress on the board and ask students if they can see a general rule about where the stress falls.
- The general rule is that in compound nouns, the first word is usually stressed, e.g., *oil refineries*. However, the main stress sometimes falls on the second word in compounds made of an adjective and a noun, e.g., *renewable energy*.

Expansion

Write the following questions on the board or read them out loud. Ask students to discuss them in pairs or small groups.

*Do you know where there are any other reserves?
Where? What are they protecting? How?
Would you like to swim near a coral reef? Why?
Have you heard of any stories related to dumping
chemicals into the ocean or oil spills? What happened?
What renewable energy is generated in your country?
Do you think this is good? Why?*



3A Deep Blue Sea

VOCABULARY Ocean environment

- 1 Work in pairs. Look at the photo and read the caption. Why do you think the sculptor chose the ocean as a place to put his art? Do you think it will encourage people to see the oceans as places worthy of protection?
- 2 Guess the correct options. Do any of the facts about oceans surprise you?
- The oceans cover just over (1) 30% / 70% of the planet. They are the Earth's largest life-support system.
 - About (2) 50% / 70% of the oxygen we breathe is produced by the oceans.
 - An estimated (3) 30%–50% / 50%–80% of all life on Earth is found in the oceans.
 - The world's fisheries employ about (4) 180 million / 18 million people and feed billions.
 - Sea levels have risen (5) 10–25 cm (3.9–9.8 in) / 25–50 cm (9.8–19.7 in) over the past 100 years.
 - The largest living structure in the world is the Great Barrier Reef. It measures around (6) 500 kilometers (310 miles) / 2,600 kilometers (1,615 miles) in length.
 - There are many endangered species, including whales, dolphins, sharks, and turtles. As many as (7) 1 million / 100 million are killed each year for their meat.
 - Just over (8) 2% / 10% of the ocean is protected by marine reserves and no-fishing zones.


- 3 Match words in box A with words in box B to make compound nouns. Then complete the article with the compound nouns.

A	climate greenhouse	coral marine	endangered oil	flood polar	fossil sea	global renewable
B	change levels	defenses reefs	energy refineries	fuels reserve	gases species	ice caps warming

The world's largest (1) marine reserve, covering 830,000 square kilometers (515,738 square miles), has been created around the remote Pitcairn Islands in the South Pacific. These waters contain some of the few pristine (2) coral reefs left on the planet, which are home to a huge number of sharks and other large fish. Scientists hope that initiatives like this can protect oceans from pollution caused by the dumping of chemicals, plastics, and other trash and by accidental spills from (3) oil refineries.


(4) Global warming is the term used to describe an increase in the average temperature of the Earth's atmosphere and its oceans. This is the cause of longer-term (5) climate change. Many scientists believe that this is largely due to (6) greenhouse gases such as carbon dioxide in the atmosphere. This has meant that the (7) polar ice caps in the Antarctic and Arctic are melting, threatening the habitats of (8) endangered species such as polar bears. It also results in rising (9) sea levels, which threaten the existence of many low-lying islands and other countries and create a need for strong (10) flood defenses. Many people believe that we should reduce our use of (11) fossil fuels and invest more in (12) renewable energy sources such as solar, wind, and tidal power.

- 4 PRONUNCIATION Compound noun stress


Listen and check your answers. Then underline the stressed part of each compound noun. Is there a general rule about where the stress is?  17

LISTENING

- 5 Work in groups. Read the opinions about ecological issues. Choose one or two opinions to discuss.
- The dangers of global warming have been exaggerated.
 - We should reduce our reliance on fossil fuels and invest in renewable energy sources.
 - People do not do enough to protect the environment or the oceans from pollution.

- 6 Listen to Enric Sala, a National Geographic explorer and marine ecologist. Answer the questions.  18

- 1 What is the name of Enric's project and what is its aim?
- 2 What three threats to the ocean does he mention?
- 3 What two pieces of advice does he give?

- 7 Listen again. Complete the statements with no more than three words.  18

- 1 Enric prefers to spend his time in the ocean rather than at the office.
- 2 Enric's work involves using scientific research as well as films, articles, and social media.
- 3 Because of overfishing, fish cannot reproduce quickly enough.
- 4 Over the last century, 90% of the large fish in the ocean have disappeared.
- 5 If the current trend continues, we will lose the majority of the fisheries in the world.
- 6 We've already lost a quarter of of the world's coral reefs.
- 7 Enric advises against eating large fish like tuna, sharks, and farmed fish because they may contain mercury.

Activity 9, Item 2

a will - may / might / could

b would - might / could

c would - might

d will - may / might

Enric Sala uses his photos as a teaching tool.
This one shows a coral reef in Palau.

8 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 What is the most interesting thing you have learned about the ocean in this lesson?
- 2 Do you or your family often eat fish? If so, what kinds? Would you change your eating habits to protect the ocean?

GRAMMAR First and second conditional

First and second conditional

- a *If we **don't change** our course before 2050, most of the fisheries of the world **will have collapsed**.*
- b *If everyone **made** smart choices, it **would make** a huge difference.*
- c *Coral reefs **would not be disappearing** so fast **if there were** more marine reserves.*
- d *If we **can inspire** world leaders to create marine reserves, we **will be able** to protect more species.*

- 9 Look at the Grammar box. Answer the questions.

- 1 Which sentences refer to:
 - a real future possibility? **a, d**
 - a hypothetical or unlikely situation in the present or future? **b, c**
- 2 Which modal verbs in bold could you replace with *may, might, or could*?
- 3 Which sentences could you rewrite using *unless*? **a, b, d**
- 4 In d, replace *if* with *as long as*. Does it make the condition more or less necessary in order to get the result? **more necessary**

Check your answers on page 132. Do Activities 1 and 2.

LISTENING

- 5 Tell students to read the opinions and check that they understand them. Address any questions that come up.
- Give students five minutes to talk about the opinions. Tell them to choose one statement to start with. And to talk as long as they can about it. When they really can't think of anything else to say, they should move on to a new statement.

Exam Skills Making the most of speaking

Students need to be aware that the goal of a speaking activity in class is *not* to finish first or to use perfect English. In exams they may get an activity they are not so sure about, but they still need to keep talking. In class, encourage a positive attitude toward any mistakes students make, or any lack of specific language. Use these activities as an opportunity for students to learn something new. The more they speak and the more varied the things they say, the more they will learn.

- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, or extra examples, and make a note of any language points to go over with the class.
 - At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- 6 Tell the class that they are going to hear a National Geographic explorer talking about his work. Explain the activity and play the audio.
- At the end of the audio tell students to compare their ideas in pairs. Go around and notice how well students did without saying anything. If you see that the majority didn't understand, play the audio again.
 - Ask the whole class or individual students for their answers.
 - Where everyone agrees on the answer, write it on the board. If they don't agree or most don't know, you can either give the answer or tell students to listen again and check.

Answers

- 1 the Pristine Seas Project; to inspire the leaders of the countries that own the last pristine places in the ocean to protect them
- 2 overfishing (*we are taking fish out of the ocean faster than they can reproduce*); global pollution; climate change (*through the warming of the water and acidification*)
- 3 eat more vegetables; don't eat big fish

Exam Skills Checking grammar in listening note-completion activities

In higher-level exams, the sentences students complete are often different from what they hear. Different words may be used and the order of the information might be slightly different. Although students are usually expected to write the words that they hear, rather than synonyms or words of their own, sometimes they will be asked to change the form of a word so it fits the sentence. At the end of the activity, they have a short time to check their answers. They should read each sentence to make sure the grammar is correct.

- 7 Put students in pairs to read the sentences and check if there's anything they don't understand.
- You might want to see what they remember first, by asking students to complete any of the sentences they can. Then play the audio again and ask students to complete the sentences before checking their answers with their partner.
 - Go around and check how students did and decide if they will need to hear the audio again.
 - To go through the answers, call on different students to give answers and write them on the board.

Expansion

Students can watch the TED Talk *Glimpses of a Pristine Ocean* by Enric Sala. After watching, tell them to write four questions about the talk to discuss in class.

- 8 Put students in pairs to discuss the questions and to collect their thoughts.
- Have a class discussion, asking several students about their ideas. Help them with their English if necessary.
 - Ask them if they know any fish/marine life that are endangered and why, and also if they know about any edible marine life that is sustainable.

GRAMMAR First and second conditional

- 9 Either get students to read the Grammar box silently, read out the sentences in the box, or call on students to read a sentence each.
- Ask students to answer the grammar checking questions in Activity 9 in pairs or ask the questions yourself to the whole class. You can either give the answers now or wait for students to read the Grammar Reference and then call on students to check the answers.

At this point, have students complete Activities 1–2 on page 133 in the Grammar Reference section. You may also assign these activities as homework.

- 10** Ask students to read the sentences and ask about anything they are unsure of. They may need help with the following vocabulary:
- reduce fish consumption* = *consumption* is the noun of *consume* which means “to eat or use.” So if people *reduce fish consumption*, they eat less fish.
- sustainable* = if something is *sustainable*, you can continue doing it without it disappearing or damaging other things.
- Do the first item as a class. Give students a couple of minutes to look for the second part of the sentence and then ask for an answer. If they all have the same, tell them to do the rest. If there are any differences, explore which one is correct by asking students to explain their decision.
 - Put students in pairs or threes to do the rest of the activity.
 - When most students are finished, stop the activity and go through the answers. As you do this, you can refer to the Grammar Reference on page 132 or ask questions like those in Activity 9 to reinforce rules as needed.
 - Tell students that they are going to discuss their opinions about the statements. Give your own ideas about item 1 as a model. Highlight any conditionals you use. You can also ask a couple of students to add their opinions.
 - Put students in groups to discuss the statements. Listen and make notes as students talk.
 - At the end of the activity, share some interesting things you heard with the class. You can also give some feedback on how well they used the language from the lesson, and also teach any new language that came up or correct any errors that you heard.
- 11** Either get students to read the Grammar box silently, read out the sentences in the box, or call on different students to read a sentence each.
- Ask students to answer the questions in pairs or ask the questions yourself to the whole class. You can either give the answers now or wait for students to read the Grammar Reference and then call on individuals to check the answers here.
- 12** Think of two or three questions yourself to model ideas for students—ideally more difficult ones that students might not think of, e.g., *If the government were to invest in tidal energy, would you accept tax increases?*
- Explain the activity and tell the class the questions you thought of and get students to answer them. Give students five minutes to write their own.
 - Get students to stand up and ask/answer their questions with different students. Ask them to change partners from time to time. Alternatively, do the activity in groups. Listen and make notes as students talk.

- At the end of the activity, share some interesting things you heard with the class. You can also give some feedback on how well they used the language from the lesson, and deal with any new language that came up or errors to correct.

Expansion

Ask students to make a list of goals that:

they hope to achieve in their life.

that they think their community should have.

that they think the world should have.

Ask them to discuss which of their goals they think are likely and which are not with a partner. Then ask them to write conditional sentences to explain what they need to do to achieve these goals. For example, *If I'm to become a doctor, I need to get good grades at school.*

- 13** Ask students if they currently do anything to reduce their impact on the environment and make a list of responses on the board.
- Tell students to think of things they currently do, and things that they could do, that would reduce their impact on the environment.
 - In groups, have students explain how difficult each action would be and what impact it would have.
 - Call on volunteers from each group to discuss what they talked about.

10 Work in pairs. Match the sentence halves. Do you agree with the statements?

- 1 If you eat more vegetables, **d**
- 2 If everyone bought fish from sustainable sources, **e**
- 3 Unless we eat less fish / reduce our fish consumption, **b**
- 4 Unless sea levels stop rising, **a**
- 5 If there were no fish farms, **c**
- 6 As long as governments act now to stop pollution, **f**

- a** some low-lying islands may have vanished by 2050.
b some large species, like sharks, will become extinct.
c overfishing would definitely increase.
d you will be more healthy.
e we could preserve endangered species like tuna and sharks.
f we will be able to preserve our coral reefs.

11 Look at the Grammar box. Answer the questions.

Conditional variations

We can form conditionals in different ways to express different levels of likelihood and formality.

First conditional

a If you **see** someone dumping chemicals into the ocean, please **report** it immediately.

Second conditional

b If people **stopped** dumping chemicals into the ocean, there **would be** less pollution.

1 In this sentence, is the condition (the *if* clause) more or less likely than in example sentence a? **more**
If people were to stop dumping chemicals into the ocean, there would be less pollution.

2 In this sentence, is the style more or less formal than in example sentence b? **more**
Were people to stop dumping chemicals into the ocean, there would be less pollution.

12 Complete the questions about these topics in your own words. Then ask and answer in pairs.

endangered species	a flood	global warming
plastic bags	pollution	saving energy
tidal energy	a wind farm	

- 1 What would happen if...?
- 2 If everyone would..., ?
- 3 How would you feel if...?
- 4 If the government..., ?
- 5 Should there be..., ?

13 MY PERSPECTIVE

Work in groups. What can you do at home or at school to reduce your impact on the environment? What will the consequences be?

3B Into the Okavango

VOCABULARY BUILDING

Greek prefixes

Parts of speech can be borrowed from one language to another. One case where this is common is in the number of prefixes that are borrowed from Greek to English. These prefixes are common, and they can help you guess the meaning of new words, so they are useful to learn.

- 1 Work in pairs. Look at the pairs of words (1–8). Match the prefixes in bold with the meanings in the box. Use a dictionary if necessary.

environment	extremely small	land	large
life	more than usual	one	opposed to

- | | | |
|----------------|----------------|-----------------|
| 1 biology | biography | life |
| 2 ecology | ecosystem | environment |
| 3 microscope | microchip | extremely small |
| 4 monologue | monotonous | one |
| 5 geography | geology | land |
| 6 hyperactive | hypersensitive | more than usual |
| 7 antisocial | antibiotic | opposed to |
| 8 macroeconomy | macroclimate | large |

- 2 Work in pairs. Guess the meaning of these words. Do you know any other words with these prefixes?

antidepressant	biodiversity	eco-friendly
ecotourism	geophysics	hypercritical
macro lens	microsurgery	monolingual

READING

- 3 You are going to read about the Okavango Delta. What would you like to learn from the article? Write three questions. Then read the text to check whether your questions were answered.
- 4 Read the text again. Find evidence for these statements.
- The Delta is a unique natural environment.
 - There are many species of wildlife and vegetation there.
 - The Delta now has special international protection.
 - The mission of the expedition is to protect the Delta.
 - The team traveled as local people have always done on the river.
 - The Cuito River starts and ends in different countries.
 - The explorers wanted people to follow the expedition online, as it happened.
- 5 Which posts (A–D) mention themes 1–7? Underline the information that talks about each theme.

- appreciation of others on the expedition **D**
- encouragement to learn more about the expedition **D**
- difficulties that are currently being experienced **C**
- appreciation of online followers **D**
- a journey into the unknown **A**
- encouragement to appreciate nature **B**
- a reflection on past challenges on the trip **D**

- 6 Work in pairs. Match these comments* to the photos and their posts. Write a response to two of the posts.

- Wish I was out there with you around the fire to share memories of the trip. **D**
- I've really enjoyed seeing the world through your eyes. Can't wait to follow the expedition! **A**
- Wow! Stunning image and amazing detail. **B**
- Sounds scary! Good luck with the rest of the trip! **C**

*The comments were created for this activity.

- 7 Work in pairs. Discuss the questions.

- Would you have liked to go on the expedition? Why?
- Have you ever posted photos on a photo-sharing site? What were they? What kind of response did you get?
- How do you think expeditions like these can help protect wildlife? Talk about publicity, funding, and tourism.
- What comforts would you miss if you went on an expedition like this? What would you take with you?

CRITICAL THINKING Emotional responses

One way of involving and inspiring people is to create an emotional response in readers.

- 8 What do you think the writer's purpose was in the posts? Check all that apply. Compare answers in pairs. **Answers will vary.**
- ☐ to inform people about the expedition
 - ☐ to make people feel involved
 - ☐ to inspire people to protect the natural world
- 9 Work in pairs. Find examples of the following in the posts. How does each add to the emotional experience?
- sharing personal feelings
 - highlighting beauty
 - appealing to the senses
 - addressing the reader directly
 - use of colorful language (especially adjectives)
 - use of informal language and exclamation points
- 10 Complete the sentences. Compare your answers in pairs. **Answers will vary.**
- My favorite post was the one about...
 - My favorite photo was the one of...
 - It made me feel...
 - It made me want to...

3B Into the Okavango

VOCABULARY BUILDING Greek prefixes

- 1 Write the following prefixes on the board: *bio*, *eco*, *mono*, *hyper*. Explain that a lot of words in English originally come from other languages such as Latin and Greek. Knowing the meaning of the first part of the word can help you figure out the meaning of new words you come across. Ask students if any of these prefixes exist in their language. Do they know what they mean?
 - Look at the directions and do the first item with the whole class. Then get students to do the rest of the activity in pairs.
 - Go through the answers by asking different students to read out the words and write the prefixes and meanings on the board.
- 2 Ask the class what *antidepressant* might mean. Call on a student to answer. Ask others to volunteer other *anti-* words.
 - Put students in pairs to look at the rest of the words. Go around and check that they are doing the activity correctly and notice any problems. Provide help if necessary.
 - When most are finished, go through the answers by asking questions to different students to check that they have understood the meaning and explore usage more. For example: *Who prescribes antidepressants? Why? What might be good about ecotourism? Why would you put a macro lens on a camera?*

Answers

antidepressant = a medicine used to treat depression
biodiversity = the variety of plant and animal life in a place
eco-friendly = not harmful to the environment
ecotourism = tourism that encourages travelers to behave in an environmentally responsible way
geophysics = a field that integrates geology and physics in order to understand how Earth works
hyperactive = more active than usual
macro lens = a magnifying camera lens
microsurgery = surgery requiring a microscope
monolingual = speaking or using only one language

Other possible words: antivirus, biochemistry, biodegradable, biopic, eco-product, geohazard, hyperinflation, probiotic, microsecond, monopoly

Expansion

Have students think of one collocation with each word—it could be a verb or noun, e.g., *take / prescribe antidepressants; a monolingual dictionary*. Or get them to think how each word could relate to their lives. Do they know other words with any of the prefixes in this section?

READING

Background Information

The text is a series of blog posts by two National Geographic explorers, Steve and Chris Boyes, who canoed the length of the Okavango River that ends in the Okavango Delta, which is described as one of the seven wonders of Africa and is a UNESCO World Heritage Site.

- 3 Ask students to look briefly at the blog—layout, headings, etc.—and encourage them to ask questions they would like answered. Write the questions on the board as they are suggested.
 - When you have at least six questions, ask students to read the blog to see if they can find answers. Give a time limit of about four minutes for this.
 - Ask each of the questions you wrote on the board and call on a student to give the answer (or say that it wasn't mentioned).

Exam Skills Improving your reading speed

To do well on a reading test, students will need to improve reading speed. They can do this by: learning more language—especially collocations and phrases; using flashcards; timing themselves when they read a text; reading a text several times over a term and trying to read it quicker each time; reading longer texts slightly below their level (they could use a graded reader).

- 4 Do the first item as an example. Give students a minute or two to find the evidence. They can call out the answer altogether or you can call on someone.
 - Get students to do the rest of the activity individually. When a few are finished put students in pairs to discuss their answers.
 - Go through the answers by calling in different students to read out the relevant phrases. Ask follow-up questions about the vocabulary, e.g., *Do you know any wetland areas in your country?*

Answers

- 1 one of the last wetland wildernesses in Africa
- 2 home to a wide diversity of flora and fauna
- 3 In 2014 the Delta was designated the one thousandth UNESCO World Heritage Site
- 4 are dedicated to the preservation of the Okavango Delta.
- 5 paddling in traditional dugout canoes
- 6 starting in Angola—to the river's end on the sands of the Kalahari desert in Botswana
- 7 On the way they broadcast the sights, sounds, and ideas surrounding them through social media and a blog

For notes on Activities 5–10, see page 37a.

- 5 Do the first item as an example. Ask students which post it comes from. Don't immediately say if students have given the correct answer, but ask someone to explain why they chose what they did (for each side if there were different answers). Let students debate and see if they can persuade each other. Give the final answer and clarify why.
 - Put students in pairs to discuss the other statements, then go through the answers in the same way as above, making sure you get students to justify their answers.
- 6 Ask students to read the comments and match them with posts A–D. Check answers as a class.
- 7 Ask different students to read out a question (they can choose). In each case, give your own true answers as a model. Then put students in pairs to ask and answer the questions.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When a couple of students are finished, ask the class to change partners and repeat the activity, but to start from the last question this time. Continue listening and making notes.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CRITICAL THINKING Emotional responses

- 8 Read the Critical Thinking box with students.
 - Tell students that writers usually have a purpose for, or a reason for, writing a text.
 - Read the three options and ask students to pick which of the options is the writer's purpose.
 - Have students compare answers in pairs and call on students to give their answers and why they chose that answer.
- 9 Before looking at Activity 9, ask if they can think of any ways in which writers create an emotional response and involve the reader.
 - Look at the list of techniques in Activity 9 and do the activity as a whole class. Read out each technique and ask students to volunteer ideas for how they add to the emotional experience, and/or how the authors used each technique.

Suggested answers

- 1 sharing personal feelings = *This place is not easy to live in, but wow, it is amazing to be out here!*
- 2 highlighting beauty = *we are sure it will be incredibly beautiful; if you keep on looking there is always more beauty to find!; this incredibly beautiful flower already overlooked so many times*
- 3 appealing to the senses = *the mist is thick and everything is covered in dew; tents are always packed sodden; The bee invasion began a day into our river expedition as an incessant buzz consumed our camp; measuring strange fish in the cold; for paddling in the afternoon heat; eating oatmeal seventeen weeks in a row; walking on blistered feet*
- 4 addressing the reader directly = *If you keep on looking there is always more beauty to find!; It's also a thank you to all 50,000 of you for following along, for your words of encouragement, your inquisitive nature, and your passion for what we're doing.*
- 5 use of colorful language (especially adjectives) = *incessant buzz; tents are always packed sodden; incredibly gruelling boiling rapids; burrowing worms; blistered feet; amazing days*
- 6 use of informal language and exclamation points = *exploration, research and pure wilderness living!; Here we go for #Cuanavale16. This place is not easy to live in, but wow, it is amazing to be out here!*


- 10 Ask students to complete the sentence starters and share their ideas or alternatively do the Expansion activity.

Expansion

Ask students to do one of the following:

- Rewrite a short post to go with the photos in the text using their own ideas.
- Choose one or two photos from the whole book and write a post connected to each.
- Choose one or two photos they have taken themselves and write a post connected to each.

Exploring the Okavango Delta

 **19** *The Okavango Delta in northern Botswana is one of the last wetland wildernesses in Africa. It contains a variety of habitats and is home to a diverse range of flora and fauna. In 2014, the Delta was designated the one thousandth UNESCO World Heritage Site. Dr. Steve Boyes, a conservation biologist and National Geographic Fellow, and his brother, Chris Boyes, are dedicated to the preservation of the Okavango Delta. With a small team of scientists, engineers, local guides, and other experts, they led an expedition over 2,414 kilometers (1,500 miles) down the length of the Okavango River, paddling in traditional dugout canoes down the Cuito River—a source river starting in Angola—to the river's end on the sands of the Kalahari Desert in Botswana. On the way, they broadcast the sights, sounds, and ideas surrounding them through social media and a blog, intotheokavango.org.*



A Today we embarked on our journey down the length of the Caunavale River! This is estimated to be 400–500 km (249–311 miles) of narrow, fast-flowing river cutting its way through the Kalahari sands. We have no idea what to expect over the next couple of weeks, but we are sure it will be incredibly beautiful, incredibly

grueling, and exactly what we love most—exploration, research, and pure wilderness living! Here we go for #Cuanavale16.



B If you keep on looking, there is always more beauty to find! We walked past this so many times while setting up camp, but only later in the day, while walking around to collect biodiversity data, did I focus on this incredibly beautiful flower already overlooked so many times and captured it with the macro lens. There is beauty everywhere, even in your backyard. You just have to take the time to crouch down and take a closer look!



C The moisture still hasn't fallen from the sky! In the mornings the mist is thick, and everything is covered in dew. With swarms of bees chasing us out of camp so early every morning, we have no time to let our stuff dry,

so tents are always packed sodden*. The bee invasion began a day into our river expedition as an incessant buzz consumed our camp. They are a force to be reckoned with, and every day we expect stings! This place is not easy to live in, but wow—it is amazing to be out here!



D Our last night around the campfire, the center of our outdoor home in the Angolan wilderness! This is a thank-you to the river team for being so miraculously persistent. A thank-you for getting up every morning and measuring strange fish in the cold, for paddling in the afternoon heat, for braving boiling rapids and angry hippos and burrowing worms. For eating oatmeal 17 weeks in a row, for walking on blistered feet, for staying up late to tweet and post photos online and to upload data. For 122 amazing days. For enduring. It's also a thank-you to all 50,000 of you for following along, for your words of encouragement, your inquisitive nature, and your passion for what we're doing. We know that all of you will act as ambassadors for this crucially important ecosystem. Check out intotheokavango.org for more information on how to get involved!

sodden very wet

3C World Heritage Sites

GRAMMAR Third and mixed conditional sentences

1 Work in pairs. What do you know about UNESCO World Heritage Sites?

2 Read the text and check your ideas. Then answer the questions.

UNESCO is a UN organization that works to preserve important cultural sites (like the Great Wall of China, the Incan ruins of Machu Picchu in Peru, and Krakow's Historical Center in Poland) for the benefit and inspiration of future generations. But did you know UNESCO also works to protect natural places like Iguazu National Park in Argentina and Brazil and the Great Barrier Reef in Australia? Today there are over 1,000 sites in 163 countries around the world. Can you imagine a world without these beautiful sites? If UNESCO had not protected them, some would not have survived, and the world today would be a lot poorer. Now, UNESCO is exploring how it may one day be able to protect wonders of the ocean, which do not belong to any particular country, such as giant underwater volcanoes, coral islands, and floating rainforests.

- 1 What are World Heritage Sites? **important cultural and natural sites**
- 2 Why has UNESCO protected them? **for the benefit and inspiration of future generations**
- 3 What may UNESCO do in the future? **protect wonders of the ocean**

Third and mixed conditional sentences

- a If UNESCO **had not protected** the sites, the world today **would be** a lot poorer.
- b If the ocean sites **belonged** to particular countries, UNESCO **might have protected** them before now.
- c If UNESCO **had been able to protect** the ocean before now, it **would have saved** more species from extinction.

3 Look at the Grammar box. Match the sentences (a–c) to the descriptions (1–3).

- 1 Third conditional: a hypothetical (unreal) situation in the past and its hypothetical result in the past **c**
- 2 Mixed conditional A: a hypothetical situation in the past and its hypothetical result in the present **a**
- 3 Mixed conditional B: a hypothetical situation in the present and its hypothetical result in the past **b**

4 Read these variations of the third conditional. Cross out the sentence that has a different meaning from the others.

- 1 ~~Had UNESCO helped, the sites would not have been preserved.~~
- 2 Had UNESCO not helped, the sites would not have been preserved.
- 3 Had it not been for UNESCO's help, the sites would not have been preserved.
- 4 If not for UNESCO's help, the sites would not have been preserved.

Check your answers on page 132. Do Activities 3 and 4.

5 Listen to a talk on the Galapagos Islands. Answer the questions.  20

- 1 What happened in 1978? **The Galapagos Islands became a UNESCO World Heritage Site.**
- 2 How many species are the islands home to? **more than 1,300 species**
- 3 What happened in 2010? **UNESCO removed the Galapagos Islands from the World Heritage list.**

Iguazu National Park, Argentina

3C World Heritage Sites

Background Information

A World Heritage Site is a place that is listed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as being of special cultural or physical significance.

By creating its list of sites, UNESCO “seeks to encourage the identification, protection, and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity.” (UNESCO website)
UNESCO’s mission for world heritage includes encouraging countries to ensure the protection of their own natural and cultural heritage, providing emergency help for World Heritage Sites that are in immediate danger, encouraging locals to preserve their own heritage; supporting countries’ conservation awareness-raising activities, and encouraging international cooperation in conservation efforts.

GRAMMAR Third and mixed conditional sentences

- 1 Discuss the question in pairs or as a whole class. At this point don’t give any feedback as the activity is to see what students know before they read, rather than to get the correct answer.
- 2 Tell students that they are going to read a text about World Heritage Sites and ask them to read the article quickly and answer the questions. Set a time limit of about two minutes or read the text out loud while students read along with you.
 - At the end of the time limit, tell students to check their answers in pairs, then go through the answers.

Expansion

Ask students if they know any World Heritage Sites in their country and if they have visited them. Then ask them to make a list of three places, buildings, or things they would like to be preserved for the future. Students can then share their ideas in groups or by moving around the class.

- 3 Either get students to read the Grammar box silently, read out the sentences in the box, or call on different students to read a sentence each from the box.
 - Ask students to answer the questions in Activity 3 in pairs or ask the questions yourself to the whole class. For each

statement, ask for a show of hands. Ask anyone who didn’t put their hand up what they think.

- You can either give the answers now or wait for them to read the Grammar Reference on page 132.
- 4 Read out the directions and give students a moment to read the sentences and then choose the sentence with a different meaning.
 - Ask everyone to shout out their answer. Notice any differences and ask those students to explain their reasons before giving the answer.

At this point, have students complete Activities 3–4 on page 133 in the Grammar Reference section. You may also assign these activities as homework.

Expansion

Ask students to think of a time in their lives or in the life of their country which has had the most impact on them. Then get them to discuss, in groups or by mingling around the room, the events and why they were significant. What alternative outcomes could there have been?

Exam Skills Thinking about what you know beforehand

With listening and reading texts students are often given a short description about the text or a headline. Encourage students to think briefly about what they know about the subject before they start the activity. After doing the activity, if students have any questions, their own knowledge about the subject may help them to make a guess.

- 5 Tell the class that they are going to hear a talk about the Galapagos Islands. You might ask students what they know about them before they listen.
 - Call on students to read the questions and play the audio.
 - Ask students to compare their answers in pairs. Go around and notice how well they did, without saying anything. If the majority have not understood, play the audio again.
 - Ask the whole class or individual students for their answers.
 - Where everyone agrees on the answer, move on to the next question. If they don’t agree or most don’t know, you can either give the answer or play the audio again for them to listen and check.

- 6 Discuss the first item as a class. Get a show of hands by asking *who thinks* would not have *is OK*? Ask students who said no to explain why and see if anyone who thought it was OK changes their mind. Then give the correct answer.
- You can continue in this way or put students in pairs or small groups to discuss the others.
 - Go around the class and check that students are doing the activity. Make a note of any problems and help out if necessary.
 - When the first couple of pairs are finished, stop the activity and go through the answers by calling on different pairs to give their answers.

Expansion

Students can write at least two more conditional sentences related to what they have learned about so far in this unit.

7 PRONUNCIATION Contractions

- **7a** Look at the directions and do the first item with the whole class. Call on a couple of students to read out their sentence with contractions, and focus on the pronunciation of *have*. Students should use the weak form /əv/.
- Put students in pairs to do the others.
- **7b** When most pairs are finished, either go through the answers yourself as with the example above, or use the audio. After each sentence, pause the audio and cue everyone to say the sentence together. Then call on a few different students to say it individually.
- Correct any mistakes that come up and show students how the correct sound is formed.

Answers

- 1 If the islands were closer, I would've (I'd've) visited them.
- 2 If I'd had more money, I might've gone on a tour.
- 3 If I hadn't lost the guide book, I could've been reading about the history.
- 4 If I hadn't visited the marine reserve, I couldn't've taken so many photos.
- 5 If I'd gone on the tour, I'd know more.
- 6 If I hadn't gone on the tour, I might not be feeling so tired now.

- 8 Discuss the first example as a class. Ask for students to volunteer an answer or call on someone. You may point out that there may be some flexibility in the answer.
- Ask students to do the others individually. Go around the class and check that students are doing the activity. Notice any problems and help out if necessary.
 - As students finish, ask them to compare their answers in pairs.
 - Go through the answers by calling on different pairs to give their ideas. Write the correct answers on the board.

- 9 Either get students to read the Grammar box silently, read out the sentences in the box, or call on different students to read a sentence each from the box.
- Have students read the sentences, or call on students to read each one out loud.
 - Have students complete the sentences and go over the answers as a class.

- 10 Explain to the class that certain structures are often linked to regret, because you are talking about a hypothetical situation you want to be different about the past. Ask students to read the reflections and say which express regret. *What are the expressions or structures that indicate regret in these sentences? (I regret, I would have liked to, We really should have)*
- As you check answers, follow up by asking questions such as *What actually happened?* and *What form is used?*

At this point, have students complete Activity 5 on page 133 in the Grammar Reference section. You may also assign this activity as homework.

- 11 Look at the directions and put students in pairs to write sentences.
- Go around the class and check that students are doing the activity correctly. Notice any problems and give help if necessary.
 - As feedback, write some errors on the board for students to correct and retell some interesting or amusing examples students wrote.

Expansion

Ask students to choose a famous person or someone they know and write regrets these people might have. They can share their ideas with the class, and the other students can try to guess who the person is.

- 12 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity.
- You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:
 - put students in pairs or groups to decide which they prefer.
 - take a vote on each activity.
 - if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.


6 Work in pairs. Choose the correct option.

- 1 If the islands *would not have* / *did not have* their unique location, *they would not have developed* / *did not develop* such a rich ecosystem.
- 2 If the Galapagos Islands *had not become* / *did not become* a World Heritage Site, they *would not have received* / *had not received* so much help to protect their wildlife.
- 3 If UNESCO *had not helped* / *had helped* with the project, some species *might become* / *might have become* extinct.

7 PRONUNCIATION Contractions

- a** Rewrite these sentences about visiting the Galapagos Islands using contractions where possible. Then say the sentences. How are the contracted verbs pronounced?

- 1 If the islands were closer, I would have visited them.
- 2 If I had had more money, I might have gone on a tour.
- 3 If I had not lost the guide book, I could have been reading about the history.
- 4 If I had not visited the marine reserve, I could not have taken so many photos.
- 5 If I had gone on the tour, I would know more.
- 6 If I had not gone on the tour, I might not be feeling so tired now.

- b** Listen and check. Underline the words which carry the main stress in each clause. Then listen again and repeat.  21

8 Read some quotes from a visit to the Galapagos Islands. Complete the second sentence with a conditional sentence relating to the first.

- 1 We didn't bring enough water, so we got very thirsty.
Had we brought enough / more water, we wouldn't have got (so) thirsty.
- 2 The sea was very rough, so we couldn't go on the boat trip.
Had the sea not been (so) rough, we could have gone / would have been able to go on the boat trip.
- 3 Thanks to our GPS, we were able to find our way home.
If not for our GPS, we couldn't have found / wouldn't have been able to find our way home.
- 4 I felt tired, so I missed the tour.
Had I not been feeling (so) tired, I wouldn't have missed the tour.
- 5 We didn't get bitten by mosquitoes because we had insect repellent.
Had it not been for the insect repellent, we would have got bitten by mosquitoes.

A Galapagos iguana sits on a volcanic rock.

I wish / If only

I wish / If only

- a** *I wish I hadn't lost the guide book.*
b *If only I had gone on the tour.*

9 Look at the Grammar box. Choose the correct option to complete the sentences.

- 1 In **a**, the speaker *did* / *didn't* lose the guide book.
- 2 In **b**, the speaker *did* / *didn't* go on the tour.
- 3 *I wish* and *If only* + past perfect express a desire for the present / *past* to be different.

10 Underline the expressions that show regret.

- 1 Thank goodness I brought my binoculars.
- 2 I regret not taking more photos.
- 3 Luckily, we had an excellent guide.
- 4 I'm glad we planned the trip carefully.
- 5 I would have liked to stay there longer.
- 6 We really should have brought hiking boots.

Check your answers on page 132. Do Activity 5.

11 Look again at the situations in Activity 8. With a partner, write sentences expressing regret or lack of regret.

12 CHOOSE Choose one of the following activities.

- Think about vacations, day trips, or walks you have been on in the past. Write six sentences expressing regret or lack of regret using third or mixed conditional sentences. Share your sentences with a partner.
- Research and write a paragraph about a UNESCO World Heritage Site. Include third or mixed conditional sentences. Present your research to the class.
- Work in groups. Read the facts below and imagine what might have happened in the past or the present if things had been different. Discuss your ideas using third or mixed conditional sentences.
 - a** In 1997, 84 countries signed the Kyoto Protocol to reduce greenhouse-gas emissions.
 - b** For many centuries, people in the Netherlands have built flood defenses along the coast.
 - c** Dinosaurs became extinct 65 million years ago when an asteroid hit the Earth.



3D An Underwater Museum, Teeming with Life

“The ocean is the most incredible exhibition space an artist could ever wish for.”

JASON DECAIRES TAYLOR

Read about Jason deCaires Taylor and get ready to watch his TED Talk. ▶ 3.0

AUTHENTIC LISTENING SKILLS

Chunking

When people are speaking to an audience, and especially if they are reading aloud, they often break up their sentences into short meaningful sections, or chunks, to make it easier for the listeners to follow.

- 1 Look at the Authentic Listening Skills box. Then listen to an extract from the TED Talk. Mark the pauses. 🎧 22

/ I'm standing here today / on this boat in the middle of the ocean, / and this couldn't be a better place to talk about / the really, really important effect of my work. / Because as we all know, / our reefs are dying, / and our oceans are in trouble.

- 2 Read another extract from the TED Talk. Mark where you think the pauses will be. Then listen and check. 🎧 23

Ten years ago, / I had my first exhibition here. / I had no idea if it would work, / or was at all possible, / but with a few small steps, / and a very steep learning curve, / I made my first sculpture, / called "The Lost Correspondent." / Teaming up with a marine biologist, / and a local dive center, / I submerged the work, / off the coast of Grenada, / in an area decimated by Hurricane Ivan.

WATCH

- 3 Work in pairs. Discuss the questions.

- 1 Why would someone want to put sculptures in the ocean?
- 2 What do you think the sculptures represent?
- 3 What could happen to the sculptures after they have been underwater for a while?
- 4 Jason calls the sculpture parks "an underwater art museum, teeming with life." Why do you think he compares them to a museum? What life does he mean?
- 5 What effect might the sculptures have on a) visitors and b) the local environment?

- 4 Watch Part 1 of the talk. Are the sentences *true*, *false*, or is the information *not given*? ▶ 3.1

- 1 Jason's first underwater exhibition was carefully planned. **F**
- 2 The underwater museum developed very slowly. **F**
- 3 In Mexico, he made sculptures of people who lived nearby. **T**
- 4 Many people have visited Jason's sculptures. **T**
- 5 "Ocean Atlas" was bigger than his previous sculptures. **T**
- 6 He paints the sculptures underwater. **F**

- 5 Watch Part 2 of the talk. Write down notes answering the questions. Write only key words, not full sentences. Compare with a partner. Watch again to check your notes. ▶ 3.2

- 1 Why is the ocean "an amazing exhibition space"?
- 2 What does Jason consider to be "the really humbling thing about the work"?

3D An Underwater Museum, Teeming with Life

- **Warm up** Tell students they are going to watch a TED Talk about an underwater museum (see the photo on pages 32–33).
- Read out the quote and ask students in what way the ocean could be an exhibition space.
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Then do the vocabulary activity.
- After they finish, you might write the key words from the About the Speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

AUTHENTIC LISTENING SKILLS Chunking

- 1 Either ask students to read the Authentic Listening Skills box silently to themselves or read it out yourself as they read along.
 - You might discuss how speakers group words or where they might pause. For example, collocations and phrases are often grouped together and speakers may pause where there would be punctuation if it was written down. Note that there isn't a single correct way to do this.
 - Play the audio and ask students to mark the pauses.
 - Put students in pairs to compare their answers. Go through the answers by calling on different students to read out a section and stop at the pause.
- 2 Ask students to work in pairs and decide how they would break up the extract. You could ask them to do it in two different ways.
 - Get pairs to practice reading the extract aloud. Get two or three to perform it to the class and discuss any variations with the pauses.
 - You can play the audio to compare and discuss who was closest to the original. You can give the "correct" answer, but it is not essential. The important thing is to sensitize students to how words can be grouped together.

WATCH

- 3 Look at the first question with the entire class. Give one possible answer yourself, then ask students for other ideas. Ask them to discuss the rest of the questions in pairs.
 - Go around and check students are doing the activity correctly and help with any language they need. Note some of these new words/phrases on the board for feedback.
 - When the first pairs finish, either make everyone change pairs and start from the last question or do the Expansion activity.
 - Check students' ideas by asking the questions to individual students and using this as an opportunity to teach some of the new language that came up in the discussion.

Expansion

Students can make a list of any public art / art in nature that there is near where they live and say what they think about it.

- 4 Tell the class they are going to watch the first part of the talk and decide if the sentences are *true*, *false*, or whether the information is *not given*. Make sure they have read the sentences and know what to listen and watch for before you play the DVD.
 - Play Part 1 once straight through.
 - Tell students to compare their ideas in pairs. Then check answers by calling on individual students to read out a sentence and justify their answer. Ask different students to say whether they agree or disagree. Then either give the answer yourself or play the section again to resolve any disagreement.
- 5 Focus students' attention on the two points that students need to make notes on as they watch Part 2.
 - Play Part 2 once through.
 - At the end of Part 2, ask students to compare their ideas in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 2 again.
 - Ask students to volunteer their ideas and write them on the board.
 - Play Part 2 again, and ask students to add to their notes.
 - Ask for any additional points to add to what is already on the board.

Suggested answers

- 1 amazing lighting effects, explosions of sand, unique timeless quality, procession of inquisitive visitors
- 2 as soon as we submerge the sculptures they're not ours anymore, they belong to the sea, a new world starts to evolve, nothing human-made can match the imagination of nature

- 6 Ask students to read the sentences and options and check that they understand them. They may need help with *fragility* = this is the noun of *fragile*. If something is fragile it is easily broken or damaged.
 - Play Part 3 while students answer the questions.
 - Ask them to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through the answers, and whether you need to play Part 3 again.
 - Check the answers as a class and write the correct answers on the board.
- 7 Read the questions with the class and encourage students to make notes as they watch and listen.
 - Play Part 4 once through.
 - Ask students to compare their ideas in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you need to play Part 4 again.
 - Discuss the answers with the class. After watching this talk, have they been inspired to do anything more to protect the oceans?

Suggested answers

- 1 He wants to team up with others, to see a better future for our oceans.
- 2 He encourages them to think big and to think deep about the ocean and to see the ocean as delicate, and a place that we should protect and treasure.

8 VOCABULARY IN CONTEXT

- **8a** Tell students they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or some students can give an additional example before moving on to the next question.
- **8b** Check that students understand the words and phrases in italics, and review them if necessary, or ask students if they can recall the example from the video.
- Read out the sentences and give your own examples. Encourage students to find out more information by asking further questions.
- Now tell them to think of true examples for the sentences. Give them two minutes to decide what they are going to say.

- Put students in pairs or groups to share their ideas. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the activity. Continue listening and making notes.
- At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

- 9 Ask students to discuss the questions in pairs. Depending on time, you may prefer to do this activity *or* the Challenge activity, which is likely to take longer.

CHALLENGE

- Ask everyone to think of a place that is endangered or fragile. It can be one of the World Heritage Sites you discussed in the previous lesson.
- You can ask them to do a visualization activity or discuss in their own language first. Get them to close their eyes and picture this place in their mind. Read out the questions and give them time to think.
- Put students in pairs to discuss the questions and design their sculpture. Go around and help with language as they need it.
- Ask students to share their ideas. You might tell them about an idea you have first. Give some feedback on any new language that came up.

Teaching Tip Preparing for difficult activities

There are often two problems for students when doing a speaking activity. First, they have the difficulty of thinking of ideas, constructing a story, or gathering their opinions on a subject. Then, they have the difficulty of finding the language in English. Sometimes students' "failure" in a speaking activity is due to the first part rather than their capabilities in English. Particularly with activities which demand a lot of creativity or thought, you want to get students to do a visualization on their own before they start talking. They can also do the discussion first in their own language. After they finish, ask if there were any words they used they want to know in English. Then get students to change pairs and do the activity again in English.



6 Watch Part 3 of the talk. Choose the correct options.

▶ 3.3

- 1 “Banker” is Jason’s most popular sculpture because a .
 - a it draws attention to the threats facing the ocean
 - b it is widely shared on social media
- 2 Visitors to the Marine Park in Cancun a .
 - a have had a positive effect on the environment
 - b have had a negative effect on the environment
- 3 People who visited “Ocean Atlas” b .
 - a helped to clean up the coast
 - b drew attention to an environmental problem
- 4 The Sculpture Park in Grenada b .
 - a has increased tourism in the area
 - b provided money for a local environment project
- 5 According to Jason, if we value places or works of art a .
 - a we protect them better
 - b we understand them better
- 6 Jason says that people a .
 - a don’t appreciate the ocean enough
 - b are more aware now of the ocean’s fragility

7 Watch Part 4 of the talk. Answer the questions. ▶ 3.4

- 1 Why does Jason say “this is just the beginning of the mission”?
- 2 What is the main message Jason wants to convey? Do you think he succeeds in conveying the message?

8 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 3.5

b Complete the sentences with your own words. Then compare your sentences in pairs.

- 1 When I took up _____, there was a steep learning curve.
- 2 Something that really *blew my mind* in the talk was _____.
- 3 I think people shouldn’t take _____ for granted.

9 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 What was the most powerful message in the talk? Why?
- 2 What was your favorite sculpture in the talk?
- 3 Would you like to visit one of his museums? Why?

CHALLENGE

Jason said, “Let’s think big, and let’s think deep. Who knows where our imagination and willpower can lead us?” With a partner, think about a sculpture or installation you would like to create to raise awareness of a fragile or endangered environment. Take notes about these questions.

- What would you want to draw attention to?
- Where would you put the sculpture?
- What would it look like?

Describe your sculpture to another pair. How similar were your ideas?

3E World Oceans Day

SPEAKING

1 Read about *Wave for Change*. Answer the questions.

Every year on June 6th, people all over the world celebrate World Oceans Day to raise awareness of the ocean and encourage people to protect it. In *Wave for Change*, people make a specific promise to help the ocean, then record a video clip, stating their promise and doing the wave. Finally they post their videos and encourage others to join them by using the hashtags #WaveForChange and #WorldOceansDay.

- 1 What is World Oceans Day?
- 2 What three things do people do in *Wave for Change*?

2 Match the suggestions for helping save the ocean with the explanations.

- 1 Watch your carbon footprint and cut energy use. d
- 2 Eat sustainable seafood. g
- 3 Use fewer plastic products. h
- 4 Keep beaches and waterways clean. a
- 5 Use fewer chemicals in home and garden products. c
- 6 Support organizations that work to protect the ocean. f
- 7 Influence change in your community. e
- 8 Educate yourself about oceans and marine life. b

- a Prevent pollution.
- b The more you learn, the more you'll want to help.
- c Stop using harmful chemical products that might end up in the ocean.
- d Be conscious of your energy use.
- e Organize campaigns to educate friends and family about the oceans.
- f Get involved in an organization that is fighting to protect ocean habitats.
- g Eat less fish. Choose seafood that is sustainable.
- h Carry reusable water bottles and recycle.

3 Listen to someone talking about a pledge she made for World Oceans Day. Answer the questions. 🎧 24

- 1 What does she value about the ocean? **the number of amazing fish and sea mammals**
- 2 What is she worried about? **the threat from all the plastic in the ocean**
- 3 What promise does she make? **to stop using plastic bags**
- 4 What does she hope to achieve? **to persuade other people to do the same so that the amount of plastic in the ocean is reduced**

Useful language

Making promises

I never realized...

I promise / pledge to...

My promise is to...

I promise that I'll / I'm going to...

Explaining promises

Let me explain how that's going to work.

Hopefully by doing this, I / we'll be able to...

The more we..., the more / better / less...

Campaigns like *Wave for Change* are bringing attention to issues that affect the ocean. One of the most important issues is pollution. What can you do to help solve this issue?

3E World Oceans Day

SPEAKING

- 1 Ask students to read the text about *Wave for Change*. Ask questions 1 and 2 to different people in the class.
 - Dictate or write these questions on the board: *Do you ever take part in social media campaigns like this? Why?; What do you think is the best social media campaign you have seen? Why?*
 - Discuss the questions with the class.

Answers

- 1 A day to raise awareness about the ocean and encourage people to protect it
 - 2 a) make a specific promise to help the ocean
b) record a clip, stating their promise and doing the wave c) post their video and encourage others to join
- 2 Tell students that when you make a suggestion or promise you often will want to explain the reasons for it. Read the directions and do the first item as an example.
 - Ask students to do the rest of the activity on their own, then they can compare their answers in pairs. Elicit answers and write them on the board.
 - Alternatively, write some of the ideas in 1–8 on the board. Ask students if they can think of other ideas for helping to save the oceans, including some they may have learned about in the unit. Ask them to explain how their ideas will protect the ocean—what’s the full process? For example: *By setting up more underwater museums we’ll be able to encourage divers to visit them instead of damaging endangered corals.*
 - Students could debate which they think is the most important thing to do. What’s the most realistic change people will make?
 - 3 Tell the class they are going to hear someone talking about a pledge for World Ocean Day. Explain the activity.
 - Play the audio once through.
 - Ask students to compare their answers in pairs. Go around and notice how students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
 - Ask the whole class or individual students for their answers.
 - **Optional** Ask students what they think of the promise. Is it something they could do themselves? Why?

- 4 Look at the directions with students and give them a few minutes to prepare. They could write out what they are going to say. Encourage them to use expressions from the Useful language box.
 - Go around the class and provide help where students ask.
 - Alternatively, ask students for ideas about things they would like to protect or things they would like to change in their world. Write some ideas on the board. Then ask students to think of a similar pledge to the #WaveForChange idea. What would their hashtag be?
- 5 Ask students to work in groups and talk about their ideas. They can record and share them if they use social media.
 - As students are talking, listen and take notes on any errors to correct, and use of useful language or positive aspects of their performance for feedback.
 - Call on students to share their pledges out loud.
 - You can also ask different groups which of the promises they thought were the most practical, etc.

WRITING Informal emails

- 6 Tell students they are going to learn to write informal emails better.
 - Explain the activity and ask students to read the emails on page 150. Set a time limit of a few minutes, then check answers around the class.

Answers, item 4

- a Do you want to come along?
- b It would be great if you could come and play a couple of songs.
- c Yeah, I'd love to come.
- d Thanks for the offer of a ride; thanks so much for playing at the event last Saturday; thanks again...
- e I could pick you up around 6 and then drop you off afterward.
- f I have a new car; Sorry to hear you didn't pass your driving test.

7 WRITING SKILL Informal language

- 7a Go through the statements with the class and ask students to shout out if each statement is true or not. Where a statement is false, ask students to correct it.
- Ask students to work in pairs to find examples in the emails on page 150. You might want to tell one student to have their book open to page 43 and the other student have page 150 open to avoid flipping backwards and forwards.

Answers

- 1 T (*Hi Jo / Matt / Sara . Hello Sara*)
- 2 F (*Hope you're well. Sorry I haven't been in touch, I'm emailing, etc.*)
It's fine to use contractions in informal writing.
- 3 F (*come along, pick you up, drop you off, catch up*)
Multi-word verbs make language sound more colloquial, so they are appropriate to use in informal emails.
- 4 T (*I have a new car—can't wait to show you!!; better luck next time...*)
- 5 T (*up to my eyes, line-up*)
- 6 F (*should be awesome, will be great to catch up*)
Missing words are common in informal writing.
- 7 T (*Aug, Sat, BTW*)

- 7b Ask students to see if they can do Part b in pairs *without* looking at the emails on page 150. Get them to write down their ideas.
- When they are finished, get them to check their answers by reading the emails again.
- 8 Look at the directions with the class. Remind them to follow the models on page 150 and the advice on that page. Also remind them to use the Useful language box.
 - If you are going to give students a grade, tell them it will be higher if they write their email in a similar way and use the language they have learned.
 - Ask them to write their email. Once they are finished, they should raise their hand. As soon as another student raises their hand they should swap papers and write a reply. When they are finished, return it to their partner.
 - While this is going on, go around the class and notice any errors as students are writing or help them if they ask you.

Expansion

Students who finish quickly can write another email. Again, when they finish they should raise their hand and swap their work with another student.

Teaching Tip Setting up writing activities in class

Sometimes you want students to work collaboratively and either continue a piece of writing or reply to one. If students just work in pairs or pass their writing on in a circle, you will always get bottlenecks since some students take more time than others. If you ask students to raise their hand when they finish, students can switch with the next person to raise their hand, and this will keep things moving, avoid bottlenecks, and avoid having some students with nothing to do.

- 4 Decide on a pledge you want to make to protect the oceans. Use the information in Activity 2. Make notes on what you want to do, using the questions in Activity 3 and Useful language box to help you.
- 5 Work in groups. Take turns saying your pledges. Decide whose idea was a) the most practical, b) the easiest, c) the most challenging, and d) the most fun.

WRITING Informal emails

- 6 Read the emails on page 150. Answer the questions.

- 1 What event happened on June 8th? **World Oceans Day / Songs for the Sea**
- 2 Who played, who organized, and who attended? **Sara played, Paul organized, and Jo and Matt attended.**
- 3 What is the relationship between the people? **Informal relationship (e.g., friends)**
- 4 Underline examples in the emails of:

a an invitation	c acceptance	e an offer
b a request	d giving thanks	f good and bad news

7 WRITING SKILL Informal language

- a Read the advice about writing informal emails. Are the statements *true* or *false*? Find examples of each correct (or corrected) statement in the emails.

- 1 Begin with *Hi* or *Hello* + name.
- 2 Don't use contractions (*I've* / *he's* / *don't*, etc.).
- 3 Don't use multi-word verbs (*go back*, *get into*, etc.).
- 4 It is common to use exclamation points (!), dashes (-), and ellipses (...).
- 5 It is common to use informal language (*guys*, *kids*, etc.).
- 6 It is not common to leave out words (subjects, *be*, auxiliary verbs).
- 7 It is common to use abbreviations (AM, ASAP, etc.).

- b Find informal expressions in the emails that mean the same as these formal ones.

- 1 I am writing to express my appreciation of... **Just a quick mail to say thanks so much for ...**
- 2 I hope you are well. **Hope you're well.**
- 3 I look forward to hearing from you. **Let me know / Write soon**
- 4 I apologize for the delay in writing to you. **Sorry I haven't been in touch for so long**
- 5 Thank you very much for your email. **Thanks for your email.**
- 6 I am writing to tell you... **Anyway, I'm emailing with a request.**

- 8 Make a list of five people you might send an email to. When is it appropriate to use an informal style and when is it not appropriate?
- 9 Write an informal email to make an invitation or a request or to express thanks. Include personal news and a variety of informal expressions. Send your email to someone in the class. Answer the email you receive.

Useful language

Responding to news

*I'm glad / sorry to hear that...
Congratulations on...*

Expressing thanks

*This is just to say thanks so much for...
I loved / appreciated...*

Making and responding to an invitation

*Do you feel like / want to?
Sounds great / I'd love to, but...*

Making a request

*It would be great if you could...
Is there any way you could...?*

Making an offer

*I could... if you like.
Should I...? / I'll...*

4 Discovery

A man with dark hair and a beard, wearing a white long-sleeved shirt, dark shorts, and blue gloves, is crouching on a large, mossy rock. He is reaching down into a river of boiling water, which is creating a thick white steam. The background is a dense, green forest with trees and foliage. The scene is set in a tropical environment, likely the Amazon.

National Geographic explorer and TED speaker Andrés Ruzo taking water samples at the Boiling River, Peru.

IN THIS UNIT, YOU...

- talk about exploration.
- read about an exciting new type of archeology.
- learn about the pyramids.
- watch a TED Talk about a boiling river in the Amazon.
- write about an important breakthrough.

4 Discovery

Unit Overview

This unit covers journeys of discovery, both historical ones and ones that are more modern, and even ongoing. Students will learn concepts and language relating to travel and discovery, as well as how discovery affects the world around us.

In this unit, students will cover a range of topics around the unit theme including learning how to describe exploration, expressing deduction and future possibility, reading about a new technology that is helping explorers learn more about ancient cultures, describing exploration technology using passives, watching a TED Talk about an explorer who made a surprising discovery in the Amazon rain forest, and describing events and theories. By exploring these topics, students will learn the language they need to describe discovery and exploration, as well as talk about their own thoughts on these world-changing feats, and form their own theories about what we might discover in the future.

Unit Objectives

Vocabulary

- Exploration
- **Vocabulary building** Suffix *-ity*

Grammar

- **Grammar 1** Modals of deduction and probability
- **Grammar 2** Passives; The passive, passive reporting structures

Reading

- *Space archeologist needs your help*

TED Talk

- Andrés Ruza: *The Boiling River of the Amazon*

Pronunciation

- Deduction stress

Speaking

- Describing benefits and clarifying

Writing

- Discussion essay

Warm Up

- Focus students' attention on the photo or project it using the CPT.
- Ask for a show of hands from students who like it and choose one person to explain what they like about it. Choose someone who didn't put their hand up and ask why they don't like it.
- Ask students how they think the photo connects to the title of the unit and put them in pairs to discuss it for one or two minutes.
- Choose students to give their ideas and help them express them in English. They will find out more about the Boiling River and Ruza's work in Lesson D of this unit.

About the Photo

The photo shows National Geographic Explorer, geoscientist, and the TED speaker for this unit, Andrés Ruza, taking water samples at the Boiling River, Peru. Ruza says, "The water I am sampling was around 97°C, about 207°F, at the time of taking this picture."

Ruza discovered the Boiling River, the world's largest thermal river, in the Amazon rain forest in Peru in 2016. The remarkable thing about this 9-kilometer (5.6-mile) long river is that it is non-volcanic—volcanoes are the typical heat source for hot rivers—but this one and two others nearby are 700 kilometers (435 miles) away from any volcanic activity. Some parts of the river are so hot that an animal falling into the water will die immediately. The heat is actually provided by hot springs in the Earth's faults and cracks. Local communities see the Boiling River as a sacred place, and Ruza has set up a project to research and protect it further—it is at particular risk from deforestation.

Resources

- Classroom Presentation Tool
- Tracks 25–30 (Audio CD, Website, CPT)

4A Voyages of Discovery

VOCABULARY Exploration

- 1 Ask students what they think the difference between *exploration* and *discovery* is. Discuss as a class. Then you can write a few useful collocations (e.g., *space exploration*, *the discovery of electricity*, *on the brink of a major discovery*).
 - Put students in pairs to discuss the other questions. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need—and then write some of these points on the board, or remember them for class feedback.
 - When a couple of students are finished, stop the activity and give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

Suggested answers

- 1 *Exploration* is a journey to a place to learn about it or search it for something valuable like oil, while *discovery* is the process of learning something that wasn't known before, or finding something/someone that was missing or hidden.
- 2 Qualities: curious, risk-taking, adventurous, resilient, smart, brave, determined, creative, imaginative, single-minded. Skills: survival skills, planning and researching, navigation, cooking, finding food from nature (scavenging), resource management, record keeping, people skills.
- 3 science/discovery (to find a new plant or animal, discover new lands), challenge (be the first person to do something), trade, fame, curiosity, wealth

Teaching Tip Pre-teaching vocabulary

One way to pre-teach language efficiently is to give students a list of words/collocations and ask them to give each a grade: 1 = I know this word and use it; 2 = I know the meaning of this word, but don't really use it; 3 = I don't know the meaning of this word. As students do this, notice which words are usually given a 3. Explain these words before students start the activity. Students can still use a dictionary to understand other words you don't teach, and you can explain more about new words during feedback and other parts of the lesson.

- 2 Tell students they are going to learn some more words and phrases to talk about exploration and discovery.
 - Look at the instructions and do the first item with the entire class. Either wait for a student to volunteer the answer or call on someone to answer. If you think students will find the activity difficult, pre-teach some of the language here using the idea outlined in the tip above.

- Tell students to do the other items themselves and to use a dictionary if they need to. Go around and check that students are doing the activity correctly and notice words and phrases that they look up, ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Check the answers by asking students to read out the sentences with the missing words. If the answers are correct, write them on the board. If they are not correct, ask another student. As you write the answers on the board, ask follow-up questions to check that the class understood the vocabulary, e.g., *What other motivations might someone have for exploring a place? What do people do when they establish settlements?*

Expansion

Ask students to underline all the adjective + noun and verb + noun collocations they find, e.g., *establish settlements*, *trading networks*, *solo traveler*, *active volcano*, *circumnavigate the world*, *turning point*, *space exploration*, *manned craft*, *leave orbit*, *human race*, *push the boundaries*, *polar explorer*, *test the limits*, *robotic explorer*, *gather data*, *test the hypothesis*, *modern technology*, *fame and fortune*. Have students compare what they underlined and think of more real-world examples for five of them.

- 3 Put students in pairs to discuss the questions. Go around and help with any language they need.
 - When a few pairs have finished, stop the activity. Ask different pairs what they think motivated the explorers described in Activity 2. Check and clarify their ideas, giving them any new phrases or vocabulary they need.
 - Take a class vote on what the most important achievement was. Ask students to explain their ideas.

Suggested answers

- 1 being the first to do something; to find somewhere with fewer people in order to survive; to show what a woman could achieve on her own; to explore space and push the boundaries of our knowledge of the universe; survival; to gather scientific data; to improve humankind
- 2 Answers will vary.

- 4 Ask the class for the names of any famous explorers they have learned about at school, heard of, read about, or seen on TV or in movies. Put students in small groups to share what they know about each person.
 - Choose students to share their information and help them with language if necessary.

4A Voyages of Discovery

VOCABULARY Exploration

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- 1 What is the difference between exploration and discovery?
- 2 What qualities and skills do you think you need to be an explorer?
- 3 Why do you think people explore?

2 Complete the sentences about exploration and discovery with the correct form of these pairs of words.

endurance + try	launch + boundary	map + seek
mission + hypothesis	motivate + thrill	settlement + network
trek + circumnavigate		

- Part of Sir Edmund Hillary's (1) motivation to climb Mount Everest was for the (2) thrill of being the first. "No one remembers who climbed Mount Everest the second time," he said.
- More than a thousand years ago, it's likely that the islands of Polynesia became overpopulated. This caused Polynesians to explore the oceans by canoe and establish (3) settlements on islands around the Pacific. They set up extensive trading (4) networks, exchanging many types of plants and animals, including sweet potatoes, chickens, and dogs.
- Isabella Bird was a fearless solo traveler. In the second half of the nineteenth century, she explored the United States, Australia, and Hawaii, where she (5) trekked up an active volcano. At the same time, Annie Londonderry became the first woman to (6) circumnavigate the world on a bicycle. She did it to show just what a woman could achieve on her own.
- The (7) launch of Apollo 8 in December of 1968, marked a turning point in space exploration because it was the first manned craft to leave Earth's orbit. It showed that the human race was pushing the (8) boundaries of our knowledge about the universe.
- The Irish polar explorer Ernest Shackleton tested the limits of his, and his crew's, (9) endurance by sailing in a small open boat for 720 miles across the South Atlantic to try to reach civilization after their ship had been destroyed by ice in the Antarctic. He (10) tried to do something never attempted before and successfully reached help.
- NASA's robotic explorer, Curiosity, landed on Mars in 2012. Its (11) mission is to gather scientific data on the climate and geology of the planet and to test the (12) hypothesis about the existence of water.
- It's never been easier to explore the world thanks to modern technology. We have to thank the explorers who (13) mapped the world like Zheng He, Vasco de Gama, and James Cook. They wanted to better humanity, not just (14) seek fame and fortune.

3 Read the sentences in Activity 2 again. Answer the questions.

- 1 What were the different things that motivated the explorers?
- 2 What do you think was the most important achievement?

4 Work in pairs. Which explorers have you learned about in school? Talk about:

- where they went.
- their achievements.
- their motivation.

LISTENING

- 5 Work in pairs. How much do you know about these explorers? Complete as much of the chart as you can.

	Nationality	When	Where
Christopher Columbus	Italian	1492	America
Zheng He	Chinese	1421 reached America possibly	Possibly Australia and all over the world
Leif Erikson	Norse/Viking	11th century	America
Neil Armstrong	American	1969	Moon
Muhammad Ibn Battuta	Moroccan	14th century	Asia, Africa

- 6 Listen to a radio show about the explorers. Check your answers and complete the chart. 25

- 7 Listen again. According to the speaker, are the statements *true*, *false*, or *not stated*? 25

- Columbus hoped to reach Asia by sea. **T**
- The Vikings wanted to set up trading networks. **NS**
- The Americans went to the Moon primarily to gather scientific data. **F**
- Ibn Battuta's journals made people aware of other ways of life. **T**
- The main motivations of Ibn Battuta and the Spanish were trade and cultural exchange. **F**
- Modern voyages of discovery are more successful than those of the past. **NS**

NASA's Curiosity Mars rover exploring the surface of Mars. The rover's wheels are incredibly only 50 centimeters (19.7 inches) in diameter and about 40 centimeters (15.7 inches) wide.

GRAMMAR Modals of deduction and probability

- 8 Look at the sentences from the radio show in the Grammar box. Underline the modal verbs.

Modals of deduction and probability

- A major motivation may have been curiosity.
- Viking explorers must have reached the coast of America in the eleventh century.
- Zheng He may have gotten to the Americas before Columbus.
- The world must be round.
- There can't be life on the Moon.
- Life could exist elsewhere in the universe.

- 9 Complete rules 1–4 with one or more of the modal verbs. Which sentences refer to the past, and which to the present?

- If you are certain that something is true based on evidence, use must.
- If you are certain that something is not true based on evidence, use can't.
- If you are not sure whether something is true, use *might*, may, or could.
- To increase the possibility, use *could*, may, or *might* followed by *well*.

LISTENING

About the Photo

The photo shows NASA's *Curiosity*, the largest rover, and the one with the most capabilities, that has ever been sent to Mars. It launched on November 26, 2011, and landed on Mars on August 5, 2012. *Curiosity's* mission was to find out if Mars had the right environmental conditions to support microbial life, and soon after it arrived, its rock, soil, and air sampling tools found evidence of past habitable environments. It continues to explore, traveling across the planet's surface and sending back information to NASA's team in California.

- **Warm up** If you are starting a new class, begin by asking if they know how long space exploration has been going on, what they know about different planets, how information about space is gathered and processed, what the purpose of space missions are, and whether they think it's worth the investment.
- 5 Explain that students are going to hear a radio show about the five explorers in the chart. Put students in pairs to share what they know about them.
- Go around and check that students are doing the activity correctly and notice any mistakes or difficulties. Help them by correcting or giving them the English they need.
 - When a couple of pairs have finished, stop the activity and ask the whole class for ideas. There's no need to get any "correct" answers. Simply say they'll find out more when they hear the radio show.
- 6 Ask the class to listen to the radio show and to complete the chart as they do so.
- Play the audio once straight through. Tell students to compare their ideas in pairs and go around and notice how well they did in order to decide how quickly to go through the answers, or whether you will need to play the audio again.
 - Check the answers as a class by asking the whole class or by calling on people (get *two* people to give their answer, especially where you noted differences).
 - Where students agree, write the answers on the board. Where there is disagreement, ask students to explain their different answers, but *don't* say who is correct—put a question mark on the board. If there are any question marks, tell students they will listen again and check. Go through all the answers like this and then play the audio again if necessary, getting students to focus on the areas of uncertainty.

- 7 Ask students to read sentences 1–6 and check that they understand them.
- Tell students you will play the audio once more and they should decide if the sentences are true, false, or if the information is not given. You could ask what they think the answer to 1 is before they listen, but don't tell them if they are right or wrong. Play the audio.
 - Get students to compare their ideas in pairs. Go around and notice how well they did in order to decide how quickly to go through answers and whether you will need to play the audio again.
 - Check the answers as a class by asking for a show of hands or calling on people (get *two* people to give their answer, especially where you noted differences). Ask students to tell you how they made their decisions and go over the language used in the audio.
 - Where students agree, write the answer on the board. Where there is disagreement, see what the majority thinks—and then give the answer using language from the audio to clarify answers.

Expansion

Ask the entire class follow-up questions: *Why are some of the explorers/discoverers remembered and celebrated more than others? What controversies might there be around these people?*

GRAMMAR Modals of deduction and probability

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 134.
- 8 Tell the class they are going to be looking in more detail at how to use modal verbs and point their attention to the examples from the audio in the Grammar box. Ask what the modal verb is in each sentence and tell students to underline them.
- As you elicit the answers, ask if students can remember who/ what each sentence was about. (e.g., *Why do they think Viking explorers must have reached that coast?* etc.)
- 9 Give students a minute or two to complete the rules, then get them to compare their answers in pairs and to help each other with any problems.
- Call on students to read the full rules one at a time.
 - Ask students which of the sentences in the Grammar box are in the past and which are in the present. (Answer: past: a, b, c; present: d, e, f)

- 10** Look at the directions and do the first item with the whole class as an example. Ask students what they think the answer is and clarify that parts of the sentence (e.g., *It is possible that*) don't need to be repeated since the grammar—*could*—conveys that meaning. Make sure they also notice any other changes—*has* becomes *could have*. Stress that sometimes more than one answer is possible.
- Ask students to do the rest of the activity individually. When most have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
 - Go through the answers by asking different students to read out their full sentences. If the answers are correct, write them on the board. If they are not correct, try a different student.

Answers

- 1 Europa, one of the moons of Jupiter, could have oceans 30 miles deep.
- 2 The sun may/might/could be getting hotter.
- 3 Mars may/might/could have formed less than five billion years ago.
- 4 The solar system might have formed when a dust cloud exploded.

At this point, have students complete Activities 1–2 on page 135 in the Grammar Reference section. You may also assign these activities as homework.

11 PRONUNCIATION Deduction stress

- Ask students to read the sentences, then play the audio. Students should underline the part of the sentence that is stressed.
 - Ask students if they can see a pattern in the way the stress falls (It falls on the modals.).
 - Either play the audio again for students to practice saying the sentences, or model them yourself for students to repeat. Repeat chorally, and ask some individuals to say them.
 - **Optional** Call on individual students to say each sentence faster or slower. Or ask them to stress a different word and see if they think it affects the meaning.
- 12** Call on a volunteer to read the first prediction. Ask the class to call out the modal expression (Answer: could).
- Have students read the rest of the sentences and underline the modal expression in each.
 - Go through the answers by asking different students to read out the full sentences and identifying the modal expressions in each.
- 13** Ask students to read the predictions again and go around the class to elicit whether they think each is a future possibility, probability, or certainty.


- For each prediction, ask students to say what the modal expression is.
- 14** Give students a minute or two to read the predictions in Activity 12 again and to decide if they agree with each one. To model the activity, explain to the class how you feel about the first prediction—and why you feel that way. Then put students in pairs to share their ideas.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need—and then write some of these points on the board, or remember them for class feedback.
 - When a couple of students have finished, stop the activity and give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- 15** Look at the instructions and model one of your own predictions. Write it on the board, underlining the modal verb expression.
- Put students in pairs. Set a time limit of about five minutes and ask them to write three predictions of their own, using the ideas and language on the page to help them.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need—and then write some of these points on the board, or remember them for class feedback.
 - When a couple of students have finished, stop the activity. Put students in groups of four to discuss their predictions. Listen and take notes as students talk.
 - At the end of the activity give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
 - **Optional** Have students who have finished quickly write predictions for other topics.

10 Rewrite these sentences using the words in parentheses.

- 1 It is possible that Europa, one of the moons of Jupiter, has oceans 30 miles deep. (could)
- 2 It seems like there is some evidence that the sun is getting hotter. (be)
- 3 It is likely that Mars formed less than 5 billion years ago. (have)
- 4 Maybe the solar system formed when a dust cloud exploded. (might)

Check your answers on page 134. Do Activities 1 and 2.

11 PRONUNCIATION Deduction stress

When a speaker is deducing information or expressing probability, you can often tell how certain they are by how they stress the modal.  **26**

Listen to the sentences. Underline the stressed words. How sure is the speaker in each sentence?

- 1 There must be life somewhere in the universe.
- 2 Mars has signs of water, so it might have plant life.
- 3 We couldn't have walked on the Moon and learned nothing!

12 Read the predictions about space exploration. The level of probability is expressed by modal verbs, adjectives, or adverbs. Underline the modal expression in each one.

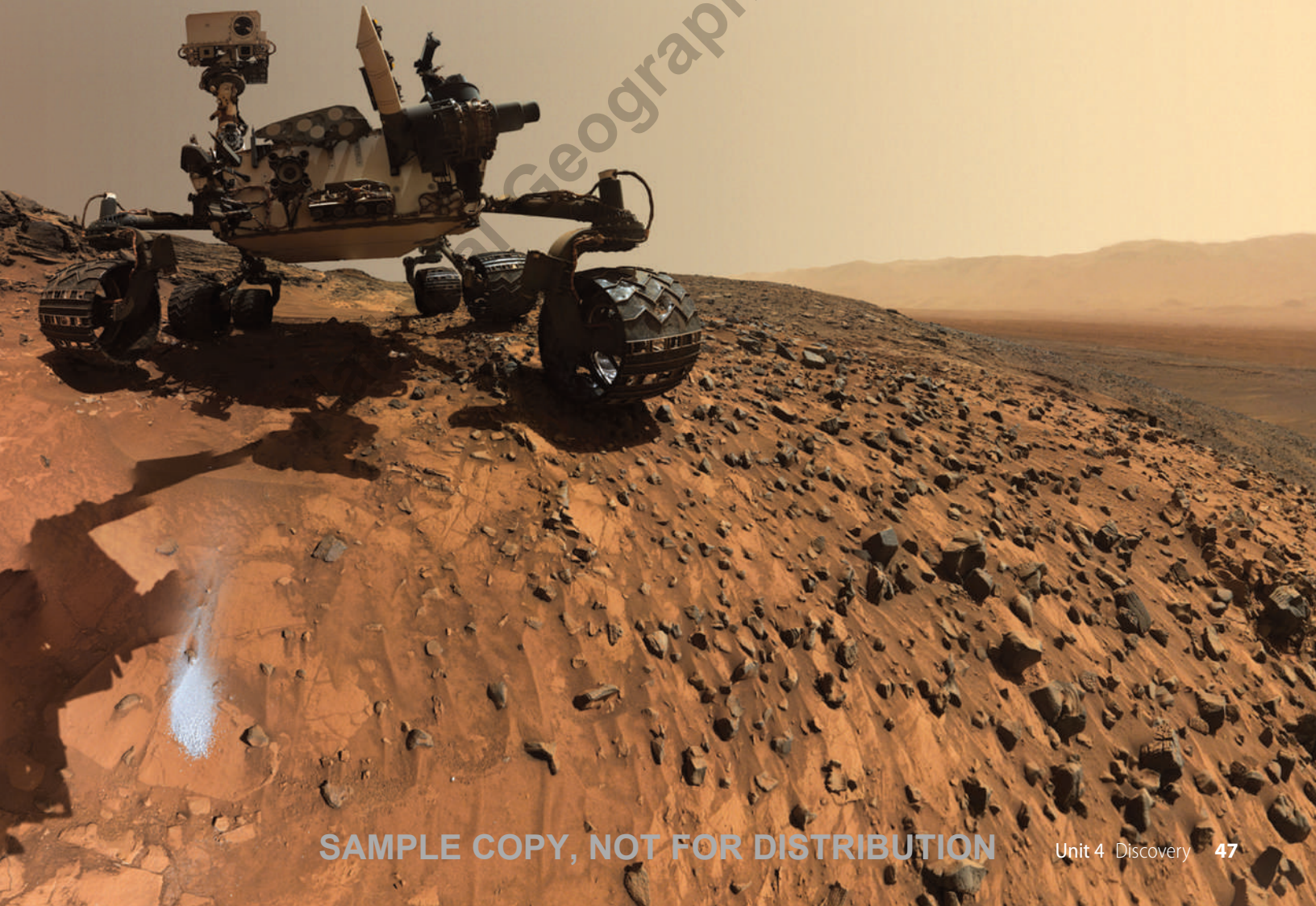
- 1 Robots, like the Mars Rover, and telescopes could completely replace manned space missions in the near future. **future possibility**
- 2 By the end of this century, we may have discovered life on another planet. **future possibility**
- 3 Humans will definitely go back to the Moon in the coming decades. **certainty**
- 4 People won't lose interest in space exploration. **certainty**
- 5 My country might send a rocket into space. **probability**

13 Does each prediction express a future possibility, probability, or certainty?

14 Look at the predictions in Activity 12. Which ones do you agree with? Which ones do you disagree with? Why? Work in pairs. Compare your opinions.

15 Work in pairs. Make predictions about space exploration. Use these ideas or ideas of your own.

- colonize the Moon
- vacations in space
- set foot on Mars



4B Discovering the Past

VOCABULARY BUILDING

Suffix -ity

The suffix *-ity* can be added to some words to mean "the state or condition of."

antique → *antiquity*, *human* → *humanity*

Note that there are some irregular formations.

celebrate → *celebrity*, *simple* → *simplicity*

1 The suffix *-ity* is often added to adjectives. What adjective is each noun formed from? Which are regular?

- | | | | |
|----------------|-----------|-------------|-----------|
| 1 curiosity | curious | 6 necessity | necessary |
| 2 creativity | creative | 7 humidity | humid |
| 3 authenticity | authentic | 8 mentality | mental |
| 4 clarity | clear | 9 intensity | intense |
| 5 possibility | possible | 10 civility | civil |

All are regular except for 4 and 6

READING

2 Work in pairs. You are going to read an article about space archeology. Before you read, discuss these questions.

- 1 What do you think space archeology might be?
- 2 What technology do you think space archeologists use?
- 3 How do you think it works?

3 Read the first paragraph and check your ideas.

4 Read the article. Match the sentences with paragraphs 1–5. There is an extra sentence.

- a Moreover, with each new batch of images, it is becoming increasingly clear that archeologists have underestimated the size of past human settlements. **2**
- b Space archeology not only helps with the discovery of new sites, but it is also helping to protect them. **3**
- c Strange as it may seem, archeologists often look to the sky to discover sites buried deep beneath the Earth. **1**
- d Parcak embraces the comparisons to Indiana Jones. Her Twitter handle is @indyfromspace, but she also stresses that the analogy isn't perfect.
- e Global Xplorer could help democratize archeology and answer some of the field's oldest and biggest questions. **5**
- f The project works like this. **4**

5 Cross out the information that is not given in the article.

- 1 Space archeology...
 - a is much cheaper and quicker than traditional methods.
 - b shows there are more sites than people thought.
 - ~~c will one day replace traditional methods.~~

2 Satellites can...

- a show where to find ancient settlements that are invisible on the ground.
- ~~b take accurate photographs of ancient sites.~~
- c help archeologists see significant changes to the surface of the land.

3 Sarah Parcak's project will...

- ~~a help to recover artifacts stolen by smugglers.~~
- b involve ordinary people in archeological work.
- c help to tackle the problem of looting.

4 People working on the project will...

- a study a small area of the Earth.
- b learn how to recognize ancient sites.
- ~~c know exactly where sites are being looted.~~

5 Sarah Parcak's aim is...

- a to learn more about ancient history.
- ~~b to encourage more people to be archeologists.~~
- c to encourage people to value their past.

CRITICAL THINKING Balanced arguments

Writers do not always present both sides of an argument or a complete list of advantages and disadvantages. They often present arguments that support their own point of view. As a reader, you sometimes need to think about what they are *not* saying as well as what they are saying.

6 Work in groups. Discuss the questions.

Positive. No disadvantages or potential problems are mentioned.

- 1 Does the writer present a *positive*, *negative*, or *balanced* evaluation of the technique? How do you know this?
- 2 Which of the points are mentioned in the article? **a, c, g**
 - a It enables archeologists to locate sites very quickly and accurately.
 - b It could create problems related to privacy.
 - c Global Xplorer could inspire many more people to be interested in their past.
 - d Training volunteers could be complicated and time-consuming.
 - e It is difficult to protect sites from looting.
 - f Untrained volunteers may make errors.
 - g It enables archeologists to make new discoveries about the past.
 - h Technology might replace archeologists one day.
- 3 Which points from question 2 are possible advantages and which are possible disadvantages? **Advantages a, c, g**
Disadvantages b, d, e, f, h
- 7** Was your impression of remote sensing influenced by the article? How could you check the advantages and disadvantages by yourself?

4B Discovering the Past

VOCABULARY BUILDING Suffix -ity

- 1 Tell students to close their books. Write the adjectives *humid*, *antique*, *humane*, and *simple* on the board. Ask for at least one noun that each adjective is generally used to describe (e.g., *humid weather*, *antique furniture*, *humane treatment*, *simple life*).
 - Then ask if anyone knows the one suffix that can be added to each adjective to make them into nouns. If you get the answer *-ity*, ask for the spelling of each noun. Ask if anyone can think of any other nouns ending in this suffix. Then go over the information in the Vocabulary Building box with students.
 - Do the first item with the class. Ask students to do the others individually, using a dictionary if necessary. While they work, notice words and phrases they look up, ask you about, or underline.
 - When most have finished, get students to compare answers in pairs.
 - Go through the answers by asking different students to read out the nouns and the connected adjectives. Pay attention to the word stress in each case, correcting where necessary. Write the adjectives on the board, get the class to repeat both the nouns and the adjectives and say where the stress is.

- 1 curi'osity – 'curious
- 2 crea'tivity – cre'ative
- 3 authen'ticity – au'thentic
- 4 'clarity – clear
- 5 possi'bility – 'possible
- 6 ne'cessity – 'necessary
- 7 hu'midity – 'humid
- 8 men'tality – 'mental
- 9 in'tensity – in'tense
- 10 ci'vility – 'civil

- It's also a good idea to ask questions to the class to check that they understood the vocabulary. *Can you think of two things you might ask just out of curiosity? How does your school encourage creativity? How can you check the authenticity of news that you read online? etc.*

Expansion

Students can write an example sentence containing each of the nouns using a dictionary if necessary. In pairs, students can read their sentences, saying *mmm* instead of the noun. Their partner should say what the missing word is.

Exam Skills Learn word families

Encouraging students to learn different forms of a word (e.g., *invent*, *invention*, *inventor*) in preparation for exams will help them in several ways. Sometimes an activity will require them to write a different form of a word related to a base word; sometimes different forms are used in a question and text of a comprehension activity; sometimes they will need to rewrite a sentence using a different word form. In all cases, they should also try to learn collocations of the other forms, not just the single words.

READING

- 2 Check that students understand what *archeology* is (the study of ancient civilizations and societies, done by examining items from the time that have been found)—and that they understand the title of the article they're going to read.
 - Put students into pairs to discuss the questions. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When a couple of pairs finish, stop the activity. Ask different pairs to report their ideas about each question. After each report, ask the rest of the class if anyone wants to disagree with or comment on anything that was said. There are no correct answers at this stage. Simply say they'll find out more when they read the article.
 - Finish by giving feedback about new language that came up, and look at errors to correct, which you may have written on the board.
- 3 Tell students they are going to read the first paragraph of the article about space archeology and that they should find out the answers to the questions from Activity 2.
 - Give a time limit of about three minutes or read out the article yourself while students read along with you.
 - Either ask the whole class for answers or choose individual students to give their answers and say which parts of the article helped them decide.

For notes on Activities 4–7, see page 49a.

- 4** Look at the instructions and give students time to read sentences a–f to check that they understand them. They must fit these into the blanks in the text. You may need to explain:
- batch of images* = a number of images that arrive and are dealt with at the same time
 - underestimate* = to think that something is smaller or less important than it really is
 - embrace* = to completely accept something, like an idea
 - handle* = the name someone uses on a social media site
 - analogy* = a comparison between two things that shows how similar they are
 - democratize* = to make something more accessible to a wider range of people
- Give a time limit of about ten minutes or read out the article yourself while they read along with you. You can also play the audio track as students read along.
 - Ask students to check their answers in pairs, then either ask the class for answers or choose individual students to give their answers and explain how they made their decisions. Say if they are correct—or explain why they're wrong.
- 5** Look at the directions and do the first item with the whole class. Ask them to provide evidence from the article of the options they think *are* mentioned.
- Put students in pairs. Tell them to decide which option isn't mentioned for the rest of the items and to find where in the article the other two options are mentioned.
 - Check the answers when most students have finished. Ask different pairs to give their answers and to explain how they made their decisions.

Expansion


Put students into small groups and ask them to discuss:

- whether they would like to work as space archeologists.
- in what ways the work sounds similar / different to the work normal archeologists do.
- what the best things about the job might be.
- what challenges space archeologists might face.

- For item 1, ask one or two different groups to report their ideas and then ask the rest of the class if anyone wants to add anything. You can check questions 2 and 3 at the same time. Ask the whole class which of a–h were mentioned. If they were mentioned, ask where. Either way, ask if each one is an advantage of space archeology or a disadvantage, and which relate to different types of archeological work.
 - Give feedback about new language that came up, and errors to correct, which you may have written on the board.
- 7** Discuss the questions as a class. Brainstorm possible questions or keywords to enter into a search engine to find out more. Discuss which would work best. If you have time, try and do different searches using each suggestion. Which brings up the best answers? Why might that search work best?

CRITICAL THINKING Balanced arguments

- 6** Tell students to read the box, or read it out yourself. Then put students in groups to discuss questions 1–3.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class. When a couple of groups have finished, stop the activity.



Described as a “modern-day Indiana Jones,” Sarah Parcak is pioneering the exciting new field of space archeology.

Space archeologist needs your help

“Satellite imagery lets us see the invisible. Now we can discover and explore far more of Egypt’s ancient treasures faster than ever before. Technology of the future is helping us save our past.” — SARAH PARCAK

27 **1** **c** Space archeology, or “remote sensing,” refers to the use of high-resolution satellite imaging and lasers to map and quantify ancient ruins and protect humanity’s past. The process is helping
5 archeologists plan and map their excavations and surveys more precisely and discover an invisible world of lost tombs, temples, and pyramids—even an entire Egyptian city buried for 3,000 years. Satellites cannot literally “see” beneath the ground, but satellite imagery
10 allows scientists to detect subtle short- and long-term changes to the Earth’s surface. This is because buried archeological remains affect the overlying vegetation, soil, and even water in different ways, depending on the landscape.

15 **2** **a** Egyptologist Sarah Parcak estimates that less than one percent of ancient Egypt has been discovered and excavated. Millions of sites are believed to remain undiscovered in the Egyptian desert. Of course, any discoveries made by satellite cameras will still need to
20 be confirmed by teams of archeologists digging on the ground, but the time and cost savings of satellite technology are enormous.

3 **b** In recent years, many ancient sites across the Middle East have been damaged, destroyed, or looted,
25 and the stolen artifacts are being sold by networks of antiquity smugglers. Parcak estimates that if nothing changes, all of Egypt’s sites will be affected by looting by 2040. So when she won the \$1 million TED Prize in 2016, she announced that she will spend the money on
30 developing a cutting-edge computer technology—which she is calling Global Xplorer for now—to combat

looting. Her vision is to engage people around the world in a project of archeological discovery and create a new citizen-science technology for mapping and
35 protecting ancient sites.

4 **f** When people join, they are given a card with a small satellite image covering somewhere between 400 and 2,500 square meters (1,312–8,202 square feet) of ground and with only a general idea of the location,
40 which protects the sites. They are then shown examples of what an ancient tomb, village, or looter’s pit would look like from space and asked to look for these features on their own card. The resulting data from all the different cards will then be shared with
45 archeologists and government authorities. “The big dream is that ultimately we will map the entire world,” says Parcak. “You’d have a global alarm system where areas would glow red when they are being looted.”

5 **e** Why did the Pyramid Age end, and why did
50 ancient Egypt collapse? Why did the flow of the Nile River change over time? How did humans shape landscapes, and how did landscapes shape us? “A hundred years ago, archeology was for the rich; fifty years ago it was mainly for men; now it is primarily for
55 academics. Our goal is to allow anyone to participate,” says Parcak. By introducing school children to the excitement of exploration and discovery, she also hopes to educate a future generation about the importance of archeological sites and the pressing need to protect the
60 world’s cultural heritage. “I think the only solution for stopping looting globally is to get people to buy into the idea that our human history is important,” she says.

4C Satellite Technology

GRAMMAR Passives

- 1 Work in pairs. List three things you can remember about Sarah Parcak.
- 2 Look at the Grammar box. Underline the passive forms.

Passives

- a *Parcak estimates that less than one percent of ancient Egypt has been discovered and excavated...*
- b *... millions of sites are believed to remain undiscovered in the Egyptian desert.*
- c *... the stolen artifacts are being sold by networks of antiquity smugglers.*
- d *... if nothing changes, all of Egypt's sites will be affected by looting by 2040.*
- e *When people join, they are given a card with a small satellite image...*
- f *They are then shown examples of what an ancient tomb, village, or looter's pit would look like...*

3 Answer the questions.

- 1 Which tenses are the verbs?
- 2 Why is the passive used in each example?
- 3 Which two examples include the agent (doer) of the passive verb? How is the agent introduced?
- 4 Look at examples e and f. What is different about them? (Think about the objects of the verbs.) Can you think of another way of expressing them?
- 5 Which example expresses a thought or idea felt by many people? Can you change the sentence to start with *It is...*?

Check your answers on page 134. Do Activity 3.

4 Work in pairs. What do you know about the history and use of satellites? Complete the article with verbs in the passive or active of the correct tense.

The world's first artificial satellite, Sputnik 1, (1) _____ (launch) by the Soviet Union on October 4, 1957. It (2) _____ (follow) four months later by the first US satellite, Explorer 1. The space race was on, and with it came a new way of looking at the Earth. **The first aerial photographs** were taken a century earlier by a French hot-air balloonist. **Balloons** (3) _____ (briefly use) to gather military intelligence during the US Civil War, and **other attempts to view the ground** (4) _____ (make) by attaching tiny cameras to kites and even to pigeons. Jump forward to the end of the 20th century and thousands of satellites (5) _____ (orbit) the planet, many of them providing steady streams of scientific data, along with views of the Earth that (6) _____ (never dream) of before. **Satellite imagery** (7) _____ (revolutionize) our lives: images (8) _____ (regularly bring) to us from around the globe. It (9) _____ (enable) us to produce accurate maps of the Earth and even to predict the weather. Over 6,500 satellites (10) _____ (estimate) to (11) _____ (put) into orbit, of which only about 1,000 (12) _____ (still use). The rest are basically just space trash now!

This US satellite is used
for communications.

4C Satellite Technology

GRAMMAR Passives

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 134.

- 1 Ask students to discuss in pairs how much they remember about Sarah Parcak, the space archeologist they read about on pages 48–49. Give students time to compare what they remember.
 - Get ideas from the class. Where possible, use the actual language from the article as you summarize for the class the things students say that they remembered.
- 2 Tell students they are going to be looking in more detail at how to use the passive and explain that the box contains examples from the article about Sarah Parcak.
 - Ask students to read the sentences in the Grammar box and to underline the passive forms in each one.
 - Check that all students have underlined the correct parts of the sentences.
- 3 Ask students to answer the grammar checking questions individually. When a few students have finished, stop the activity and get everyone to compare their ideas in pairs.
 - You can either go through the answers with the whole class, or wait for them to read the Grammar Reference on page 134 then ask the grammar checking questions to the class, or call on individual students to give their answers.

Answers

- 1 a: present perfect passive, b: present simple passive, c: present continuous passive, d: future passive, e and f: present simple passive
- 2 a: the agent is obvious (e.g., explorers and archeologists), b: general agent, e.g., people in general, c: focus on *artifacts* (e.g., a focus on what has been looted), d: focus on *all of Egypt's sites*, e and f: the agent is obvious/not important
- 3 c and d; *by* (c is a human agent; d is abstract—passive agents do not have to be human)
- 4 The verbs *give* and *show* can take two objects; e = *a card... with a small satellite image is given to them*, f = *examples of... are shown to them*.
Note that when the recipient of the passive verb (*they*) is put after the verb rather than being made the subject, they are introduced by a preposition, often *to*. This form is less common than the form in sentences e and f.
- 5 b *It is believed that millions of sites remain undiscovered in the Egyptian desert.*

At this point, have students complete Activity 3 on page 135 in the Grammar Reference section. You may also assign this activity as homework.

- 4 Tell students they are going to read about the history and uses of satellites. First ask them to work in pairs and discuss what they already know about the subject. Call on students for ideas and ask if anyone wants to add, or disagree with, anything.
 - Do the first item with the whole class. Ask for the answer and if someone says *was launched*, ask if it's active or passive (passive), why (*by the Soviet Union*), what tense it is (the past simple), and why (it's in the past: on October 4, 1957).
 - Get students to work in pairs to do the rest of the activity.
 - Check the answers. Get ideas from the entire class and for each correct answer ask if it's active or passive, why, what tense it is, and why. Write the correct answers on the board.

Answers

- 1 was launched
- 2 was followed
- 3 were briefly used / had been briefly used
- 4 were made / had been made
- 5 were orbiting
- 6 had never been dreamed
- 7 has revolutionized / is revolutionizing
- 8 are regularly (being) brought
- 9 enables / has enabled
- 10 are estimated
- 11 have been put
- 12 are still being used

Exam Skills Read the whole text first

Many English activities in exams use a short text with blanks to be completed either with or without multiple-choice options. Often the correct answer not only depends on words or grammar immediately next to the blank, but on a previous sentence or words and grammar in a later part of the text. For this reason, it is good to encourage students to read the whole text quickly *before* they start completing the blanks. You should also remind them to make sure that they read the whole text again *after* they have completed it.

Passive reporting structures

- 5 Write sentence **a** from the Grammar box on the board or ask students to look at it again. Explain that the same idea can be expressed using a reporting structure. (*It is estimated that* instead of *Parcak estimates that*.)
- Draw students' attention to the example and point out the differences. Do the second item with the whole class, then ask them to do the rest of the activity.
 - Go around and check that they are all on-task and provide help where necessary.
 - When most students finish, get them to compare answers in pairs and to help each other with anything they haven't finished.
 - Go through the answers by asking different students to read out the full sentences. Write the answers on the board.

Answers

2 Some pyramids are thought to be over 4,500 years old. 3 The Great Pyramid of Giza is estimated to weigh 6.5 million tons. 4 The pyramid is believed to have been built as a burial chamber for Egyptian Pharaoh Khufu. 5 Over two million stones are estimated to have been used to build each pyramid. 6 The Egyptians are believed to have transported the stones by river. 7 It was thought (by some early Arab historians) to have been built as an observatory. 8 They are reported to be visited by over two million people each year.

Expansion

Have students discuss which of the facts they already knew and which were new for them. What else do they know about ancient Egypt? Ask them to write three more sentences using three different reporting structures.

- 6 Begin by asking the whole group for anything they've heard news about in recent days. Write the general topic of each news story up on the board (e.g., sports, politics, entertainment, etc.)
- Once you have ten to fifteen ideas, put students into pairs and tell them to work together to say one thing about each story in two different ways. Give an example of your own if you feel students need a model. Explain that they can also use *was reported to have*, *was known to*, etc., as well as the sentence starters given.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over.
 - At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

At this point, have students complete Activity 4 on page 135 in the Grammar Reference section. You may also assign this activity as homework.

CRITICAL THINKING Information order

- 7 Look at the instructions and point out that new sentences often begin by referring back to something previously mentioned. Do the first item with the whole class as an example. Ask the students what they think *It* repeats, or connects to, from the previous sentence.
- Put students in pairs and ask them to discuss what the other words in bold repeat or refer to.
 - Check the answers with the class.

Answers

It refers to Sputnik 1.

The first aerial photographs refers to "a new way of looking."

Balloons refer to "balloonist."

other attempts to view the ground refers to the use of balloons (e.g., one way of viewing the ground).

satellite imagery rephrases "views of the Earth that had never been dreamed of before."

- 8 Remind the students that we usually begin sentences with previously mentioned ideas or information. Ask the whole class which of the two options makes the most sense.

At this point, have students complete Activity 5 on page 135 in the Grammar Reference section. You may also assign this activity as homework.

- 9 Do the first item together as an example. Ask students how *We know these* could be rewritten so that it starts by referring back to the previous sentence more clearly. Either wait for someone to volunteer the answer or call on someone to give it.
- Ask students to do the rest of the activity individually. Go around and help where necessary.
 - When most students are finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
 - Go through the answers and write them on the board.

Answers

1 These are known

2 This information is then examined by scientists

3 These (comparisons) are used to make projections about environmental change.

4 A relatively low altitude is needed / necessary for the delicate instruments that they carry

5 these instruments / they also benefit from a constant distance from the sun.

- 10 Put students into groups to discuss their ideas. If they have internet access, they could find out more about how satellites are used in each of the areas by researching it further.
- Hold a class feedback session to gather ideas.

Passive reporting structures

- 5 Look at sentence a in the Grammar box. The structure can be changed and the meaning stays the same. Look at sentences 1–8 about the pyramids. Write a second sentence so that it has the same meaning as the first.
- 1 It is known, however, that they acted as burial chambers. *They... **are known to have acted as burial chambers.***
 - 2 People think that some pyramids are over 4,500 years old. *Some pyramids...*
 - 3 It is estimated that the Great Pyramid of Giza weighs 6.5 million tons. *The Great Pyramid...*
 - 4 It is believed that the pyramid was built as a burial chamber for the Egyptian Pharaoh Khufu. *The pyramid...*
 - 5 It is estimated that over two million stones were used to build each pyramid. *Over two million...*
 - 6 It is believed that the Egyptians transported the stones by river. *The Egyptians...*
 - 7 Some early Arab historians thought it was built as an observatory. *It...*
 - 8 It is reported that the pyramids are visited by over two million people each year. *They...*
- 6 Work in pairs. Think about news you have seen or heard recently. Start with these reporting structures and use the passive where appropriate. Then present the same news in an alternative way.

It is reported / believed / known / estimated / considered...

It is reported that seven people have been injured in an earthquake in New Zealand.

Seven people are reported to have been injured in an earthquake in New Zealand.

Check your answers on page 134. Do Activity 4.

CRITICAL THINKING Information order

Sometimes, words will refer to something that you have previously read. These are called referents. The things they refer to are called antecedents. They refer to the same thing.

*The people watched **the satellite** as it flew overhead.*

- 7 Look at the words in bold in the article in Activity 4. They all refer to something from the previous sentence. What is it in each case?
- 8 Choose the most natural follow-up sentence.
- 1 Satellites send detailed images of archeological remains. **a**
 - a This data is then studied by archeologists.
 - b Archeologists then study this data.

- 2 The Earth is orbited by the Moon. **b**
 - a Thousands of man-made satellites also orbit the Earth.
 - b It is also orbited by thousands of man-made satellites.
- 3 Many motorists use GPS systems in their cars. **a**
 - a These help them to find their way to a destination.
 - b Destinations can be found quickly this way.

Check your answers on page 134. Do Activity 5.

- 9 Read about another type of satellite. Rewrite the underlined sections to make the text flow better. Use passives where necessary.

Many satellites orbit the Earth to monitor changes in the environment.

(1) We know these as Earth Observation Satellites, and they record data on gases in the atmosphere, the condition of the oceans, and vegetation changes. (2) Scientists then examine this information in order to make comparisons over time. (3) Projections about environmental change are made from the comparisons.

Earth Observation Satellites orbit the Earth about 800 kilometers (497 miles) above the Earth. (4) The delicate instruments that they carry need a relatively low altitude, and (5) a constant distance from the sun also helps them.

10 MY PERSPECTIVE

Work in pairs. Have you learned more about satellite technology? Make a list of as many uses of satellite technology as you can think of. Do you know any new ones?

The Great Pyramid of Giza in Egypt



4D The Boiling River of the Amazon

“There remains so much to explore.
We live in an incredible world. So go
out. Be curious.”

ANDRÉS RUZO

Read about Andrés Ruzo and get ready to watch his TED Talk. ▶ 4.0

AUTHENTIC LISTENING SKILLS

Engaging the listener's attention

Good speakers often engage their listeners' attention by using expressions that focus on interesting or significant information that is coming next. For example, "You'll never guess what happened then," "To my delight / disappointment," "The strange thing is that..." and "What impressed me was that..."

- 1 Look at the Authentic Listening Skills box. Then listen to two extracts from the TED Talk. Underline the expressions that focus attention on what is coming next. 🎧 28

- 1 But here's the thing: the data is showing that the boiling river exists independent of volcanism. It's neither magmatic or volcanic in origin, and again, over 700 kilometers away from the nearest volcanic center.
- 2 The river flowed hot and fast. I followed it upriver and was led by, actually, the shaman's apprentice to the most sacred site on the river. And this is what's bizarre. It starts off as a cold stream.

- 2 Complete the extract from the talk. 🎧 29

I asked for tea. I was handed a mug, a tea bag, and, well, pointed towards the river. (1) _____, the water was clean and had a pleasant taste, which is a little weird for geothermal systems. (2) _____ that the locals had always known about this place, and that I was by no means the first outsider to see it.

Activity 2

1 To my surprise

2 What was amazing is

WATCH

- 3 Work in pairs. Discuss the questions.

- 1 What is the temperature of: 100 degrees C; 70 degrees C; 25–29 degrees C
boiling water? a cup of coffee? a swimming pool?
- 2 What do you think could cause a river to boil?

- 4 Watch Part 1 of the talk. Choose the correct option.

▶ 4.1

- 1 Spanish conquistadors arrived in Peru looking for riches / a new civilization / a mythical river.
- 2 The Incas told them they would find a city made of gold / full of mythical creatures.
- 3 They found riches / strange creatures / a boiling river.
- 4 When he was a PhD student, Andrés read about / remembered the legend of the boiling river.
- 5 Other scientists and politicians told him it was possible / impossible that the river existed.
- 6 His uncle / His aunt / The shaman's wife had swum in the river.

- 5 Watch Part 2 of the talk. Label Andrés's actions 1–8 in the order you hear about them. ▶ 4.2

- 6 He saw a stone shaped like a giant serpent.
- 2 He heard a loud noise.
- 8 He received the shaman's blessing to study the river.
- 1 He set off expecting to find a warm stream.
- 7 He drank tea made from the river water.
- 5 He measured the temperature of the river.
- 3 He saw vapor rising from the trees.
- 4 He saw a shaman standing above the river.

4D The Boiling River of the Amazon

- **Warm up** Tell students they are going to watch a TED Talk about a geoscientist who made an amazing discovery.
- Focus students' attention on the quote. Do they consider themselves to be curious about the world? Can they give any examples of where their curiosity has led them?
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Then do the vocabulary activity.
- After they finish, you might write the key words from the About the Speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

AUTHENTIC LISTENING SKILLS Engaging the listener's attention

- 1 Either ask students to read the Authentic Listening Skills box silently to themselves or read it out yourself as they read along.
 - Ask students for an example of what might be said after each of the phrases shown in the box, e.g., *What impressed me was that all the teachers came to welcome the new students.* You could also ask if they can think of any more of these signposting phrases, e.g., *What was odd was;* *To my amazement;* *The really weird thing was.*
 - Tell students to read 1 and 2 and underline any similar phrases that they notice. Deal with any questions about language and give a brief translation if you can. There is no need for students to study and learn these words, but it will help them when they listen to the whole talk. You might need to explain:
independent = something that doesn't depend on another thing for its existence
volcanism = the eruption of molten rock (magma) onto the surface of the Earth
shaman = in some religions, is someone who has the power to talk to spirits and cure illness
 - Gather answers, then either use the audio or model the phrases yourself. After each phrase, pause the audio and cue everyone in to repeat the phrase, then call on a few students to say it individually.
 - Correct any issues with intonation that come up.
- 2 Look at the instructions and ask students to read the extract and check if there's anything they don't understand.
 - Play the extract through once and ask students to complete the sentences. Then tell them to compare their answers in pairs.
 - Go around and check how they did and decide if they will need to hear the audio again. Play the track again if necessary.
 - To go through the answers, call on a student to say the answer to item 1. Play the audio again to confirm or check

it. If they are uncertain you could play just that sentence again. Write the answers on the board, highlighting how the sounds change in fast speech with sounds disappearing or words linking together, etc.

- **Optional** Challenge students to say the extract as quickly as it is said in the audio track.

WATCH

- If you are short of time or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labeled as *TED Talk with activities*. At the end of each section, there is a short gist question.

- 3 This is intended as a warm up to lead into the video. Put students into pairs to discuss the questions or discuss them with the whole class.
 - Ask students for their ideas and ask the rest of the class if anyone wants to add anything. Alternatively, you could just give some feedback about new language that came up, and errors to correct (which you may have written on the board).

- 4 Tell students they will watch just the first part of the talk. They should try to complete the sentences as they watch. Ask students to read the sentences and check that they understand them. Deal with any questions about language that students have. You might need to explain:

Conquistadors /kan'kɪstə,dɔːz/ were the Spanish conquerors of Latin America in the sixteenth century.

From the thirteenth to the sixteenth century, the *Incas* were a very powerful and important ethnic group in Latin America.

- Play Part 1 straight through.
 - Allow time for students to compare their ideas in pairs. Then go through the answers, making sure you get students to justify their answers.
- 5 Ask the students to read the sentences and check that they understand them. Deal with any questions about language that students have. You might need to explain that a *serpent* is a large snake.
 - Tell students to put the sentences in the order they *expect* to hear about them.
 - When most students have finished, put them in pairs to compare their ideas then get ideas from the whole class. Where students don't agree, ask them to explain their answers to each other. Don't give the answers yet.
 - Play Part 2 straight through. Allow time for students to compare their ideas in pairs.
 - Check the answers as a class and write the answers on the board.

- 6 Explain the activity and put students in pairs to share their ideas.
- When a few pairs have finished, stop the activity. Ask different pairs for their ideas and see if anyone in the class wants to add anything or disagree. Help the students by correcting or giving them any English they need.

Suggested answers

- He didn't know how the shaman would react. He feared the shaman wouldn't give him permission.
- Perhaps the water of the river was sacred to the shaman and his tribe. Perhaps he didn't believe that people should take anything away from nature, including the water. In fact, the river was regarded as a place of great spiritual power and traditionally only the shaman could visit the river in order to commune with the spirits and learn their healing arts.

- 7 Tell the class they are going to watch the third part of the talk and that they should decide if the sentences are *true* or *false*—and why. Give students time to read through the sentences and answer any questions about language that they have. You might need to explain that if something *fluctuates*, it changes frequently.
- Play Part 3 straight through.
 - Give students time to compare their answers in pairs, then go through the answers, making sure students explain their answers.

- 8 Tell the class they are going to watch the final part of the talk and that they should decide which two ideas Andrés wants to convey.
- Give them time to read through the sentences and deal with any questions about language that students have. You could ask them to predict which two of the ideas will be correct before they watch Part 4.
 - Play Part 4 straight through.
 - Go through the answers, making sure you get students to explain their ideas.

9 VOCABULARY IN CONTEXT

- 9a** Tell students that they are going to watch some clips from the talk that contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer. You can also ask students to shout out the answers. If helpful, either you or the students could give an additional example before moving on to the next question.
- 9b** Check that students understand the words in italics and teach them again if necessary, or ask students if they can recall the example in the talk. Give one or two of your own examples. Tell students they can ask you further questions to find out more, and answer any questions they have.

- Tell students to complete the sentences.
- Put them in pairs to compare their sentences and go around and check that they are doing the activity correctly. Notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Get students to change pairs and continue monitoring.
- At the end of the activity, give feedback about new language that came up, and look at any errors, which you may have written on the board. You can also retell some interesting things you heard.

Teaching Tip Reorganizing pairs

When you ask students to repeat an activity, you may want to reorganize the pairs quickly. The easiest way to do this is to move a student from the end of a line to the beginning. It works for classes with even or odd numbers:

AB AB AB AB AB AB AB AB AB AB AB ABC
BA BA BA BA BA BA CA BA BA BA BA BAB

An alternative is to get the whole class to stand up and do the activity. First, ask them to find a partner they haven't spoken to that day. Then, every so often (before the amount of speaking drops), give the instruction for everyone to change partners, and everybody moves around randomly. You can do this several times.

- 10 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each activity.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

CHALLENGE

- You could give this activity for homework or you could get students to discuss the topic in class. If you decide to do this in class, start by talking about a discovery you have recently made to model the activity for the students.
- Ask students to share their discoveries in pairs. You could then ask them to do one or more of the following:
 - present their ideas to the class
 - record individual videos for homework
 - write short texts about their discoveries for homework
 - start the next lesson by presenting their ideas



6 Work in pairs. Discuss the questions.

- 1 Andrés says about the shaman, "To my tremendous relief—I was freaking out to be honest with you—a smile began to snake across his face, and he just laughed." Why do you think he was so relieved?
- 2 The shaman allowed Andrés to study the river on the condition that he poured the water back into the ground afterwards. Why do you think this was so important to the shaman?

7 Watch Part 3 of the talk. Are the sentences *true* or *false*? ▶ 4.3

- 1 Andrés regularly does fieldwork in Peru. **T**
- 2 His research has not always been easy. **T**
- 3 The hot water rises from cracks under the Earth's surface. **T**
- 4 The river temperature fluctuates between hot and cold. **T**
- 5 The water is probably heated by volcanoes. **F**
- 6 There are very few similar rivers in the world. **T**
- 7 More research is needed to fully understand the phenomenon. **T**

8 Watch Part 4 of the talk. Which two ideas do you think Andrés mainly wants to convey? ▶ 4.4

- a It is not possible to know everything about the world.
- b** Researchers find out information, but people need to decide what it means.
- c Science has allowed us to make amazing discoveries about the Earth.
- d** There are still many wonderful things in the world to be discovered.

9 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 4.5
- b Complete the sentences with your own words. Then discuss in pairs.
 - 1 When I said that _____, I was only *kidding*!
 - 2 Despite my *skepticism*, _____.
 - 3 If you set out on a journey, you should *ensure* that _____.

10 CHOOSE Choose one of the following activities.

- What characteristics do you need to be a scientific researcher? Do you think you could do the kind of work that Andrés does? What would be the rewards and difficulties? Discuss in groups.
- Research a legend or unsolved mystery from your own culture. Present your research to a partner.
- Andrés describes how different people might understand the significance of the boiling river. Choose one person and write a short newspaper article about the boiling river from the point of view of that person.

CHALLENGE

Andrés says, "Go out. Be curious." Think about an interesting discovery you have made recently—about the world, your country, your town, or your neighborhood. It could be at school, on TV, on the internet, in a book, or in a conversation. Share your discovery with a partner.

4E Breakthroughs

ACTIVITY 1

- 1 the wheel, around 3500 BC e.g., 5,500 years ago
- 2 writing, around 3,000 BC e.g., 5,000 years ago
- 3 paper, first century
- 4 gravity, 17th century
- 5 the steam engine, 1712
- 6 the first vaccination, 1796
- 7 the internal combustion engine, 19th century
- 8 electricity, 19th century
- 9 the television 1927
- 10 the Internet 1960s
- 11 the personal computer 1970s
- 12 streaming music 1990s

Useful language

Describing benefits

Thanks to X, we can...

X enables people to...

Without X, we'd have to...

Without X, we wouldn't be able to...

Before X was invented, people had to... Now they can...

Asking for clarification

What do you mean exactly?

What exactly do you mean by...?

I'm not clear on / about what you're saying.

So are you saying that...?

So am I right in thinking that...?

Giving clarification

Well, what I mean is...

No, I'm not saying that exactly.

No, what I'm saying is...

Yes, exactly.


Yes, kind of.

Yes, in a way.

SPEAKING


- 1 Work in pairs. Look at the list of discoveries, inventions, and technological breakthroughs. Put them in the order they were invented or discovered.

<u>1</u> the wheel	<u>6</u> the first vaccination
<u>8</u> electricity	<u>10</u> the Internet
<u>12</u> streaming music	<u>2</u> writing
<u>3</u> paper	<u>9</u> the television
<u>11</u> the personal computer	<u>7</u> the internal combustion engine
<u>5</u> the steam engine	<u>4</u> gravity

- 2 Listen to three people discussing another important breakthrough. Answer the questions.  30

- 1 What are they describing?
- 2 What are its benefits?
- 3 Has it created any problems or unwelcome side effects?
- 4 What could happen in the future?

- 3 Look again at the inventions and discoveries in Activity 1. Choose one of them and answer questions 2 and 3 in Activity 2.

- 4 Look at the Useful language box. Listen again. Which of the phrases in the Useful language box do you hear?  30

- 5 Work in groups. Discuss your ideas from Activity 3. Use expressions in the Useful language box to explain the benefits and ask for and give clarification. Try to agree on which breakthrough has brought the greatest benefit to humanity.

WRITING Discussion essay

- 6 Look at the question. What information would you need to answer it? Which of these sources would help you find out more?

Is Earth the only planet that has life?

an internet article	a blog	a science teacher
a newspaper article	Wikipedia	a friend or family member
a TV show	a science textbook	a scientific journal

The first steam locomotive was operated in 1804.



4E Breakthroughs

SPEAKING

- 1 Explain that the students are going to discuss important scientific breakthroughs. Give them time to read through the list and deal with any questions about language that they ask. You might need to explain:
the steam engine = an engine that performs mechanical work using steam. Commonly used for train engines.
vaccination = medical treatment given to protect people against disease
the internal combustion engine = an engine in which the burning of a fuel occurs in a confined space
- Put students in pairs to decide on the order the things were invented or discovered.
- When a couple of pairs have finished, stop the activity. Ask the whole class which thing was invented/discovered first. Either accept or give the correct answers and write the correct order on the board. Ask if anyone knows any extra information about who invented/discovered each one and when.
- Give some feedback about new language that came up, and look at errors to correct.

- 2 Look at the directions and emphasize that the discovery students will hear about is *not* one of those mentioned in Activity 1.
- Play the audio straight through then put students in pairs to discuss their ideas.
- Check the answers with the whole class. It's important that they heard the main answers. Anything extra they add is a bonus.

Answers

- 1 airplanes
- 2 We wouldn't be able to explore the world like we do now. Before they were invented people had to make long trips by train or by boat. Now they can travel to faraway places in hours.
- 3 They're a major cause of climate change.
- 4 Maybe business people won't need to travel long distances because they can do teleconferencing.

- 3 Ask students to go back to Activity 1 and choose one of the items to discuss in terms of benefits and problems/side effects.
- Set a time limit of about five minutes. Tell students that during this time, they can find extra information online if they need to. Go around and help with any language questions they have.

- 4 Tell students that you are going to play the audio again but first give them time to read through the box.
 - You might want to get the class saying some of the expressions. Model the sentences yourself and then drill with the whole class, then ask a few different students to say them individually. As you ask individuals, you could tell them to say them fast or slow, for example: *Juan—slow. Ana—fast. Sergei—fast*, etc. Correct any errors that come up.
 - Tell students that with these expressions, like with many of the Useful language presented, speakers may use some variation. For example, a speaker may say *What / How / Where do you mean exactly*, depending on what they're asking about.
 - Play the audio again. Then put students in pairs and give time to compare their answers.
 - Ask the whole class which phrases they heard used, and if they can remember anything about how/why they were used.
- 5 Put students into groups. Tell them to discuss the things they chose for Activity 3. First, they should explain the benefits and side effects they thought of, and add to each other's ideas, where possible. Next, they should try to agree on which of the things they had chosen in Activity 3 has brought the biggest benefit, and why.
 - When a couple of groups finish, stop the activity. Ask the whole class which thing they think has brought the biggest benefits, and why. Have a class vote to decide.

WRITING Discussion essay

- 6 Tell the students they are going to learn to write better discussion essays. Look at the title with them and put them into small groups to brainstorm what information they would need to find out / what questions they'd need to research in order to answer the question. (e.g., *What are the basic conditions necessary for life to exist?*) Can they think of any more?
 - After a few minutes, stop the activity. Ask groups to say any other questions they came up with or any other information they'd like to find out.
 - Next, explain that there are obviously lots of different sources available. Put the students back into groups and ask them to decide which of the sources listed would help them to find out more.
 - After a few minutes, stop the activity. Ask the whole class to decide the three best sources and to explain why.

- 7 Ask students what they think makes something more or less reliable as a source. After students come up with some ideas, look at the information box together. Put them into groups again and ask them to assess how reliable the sources in Activity 6 are.
- After a few minutes, stop the activity. Ask different groups to explain how reliable they think a few of the sources are and why they think this. After each source is discussed, ask the rest of the class if anyone wants to disagree with or comment on anything that was said.

Answers

a blog, possibly unreliable, this is usually a personal opinion
a friend or family member, possibly unreliable, unless they are an expert in the field
a newspaper article, possibly unreliable, not all newspapers report true facts
a science teacher, fairly reliable, but may have gaps in their knowledge
a science text book, very reliable, this has been checked by experts
a scientific journal, very reliable, facts carefully checked
a TV show, fairly reliable, not all programs report true facts
an internet article, possibly unreliable, if you don't know who the author is
Wikipedia, fairly unreliable, but may contain a few errors

8 WRITING SKILL Hedging

- 8a** Explain the activity and ask students to read the sentences on their own. Then put them into pairs to discuss which sentence is the odd one out, and why.
 - Ask the class for the answer and clarify that *UFOs do not exist* is different because it is written in the present simple and so is stated as a fact. The other sentences are hedged. Ask the class what the effect of this hedging is.
 - 8b** Tell students to read the Writing strategies box and then go back and find the hedging expressions in Activity 8a.
- 9 Put students into pairs. Ask them to use expressions from the Writing strategies box to rewrite the statements. Give an example to model the activity for the class. For example, *It is generally agreed that fire was humanity's first major discovery.*
- When a couple of pairs finish, stop the activity and ask pairs to read out their sentences. Write them on the board and ask the whole class which of the hedging expressions they think works best in each case, and why.
- 10 Look at the directions with the class and either read out the essay yourself while the students look at it and read along with you, or ask them to read it quietly.
- Set a time limit of about five minutes for students to answer the questions, then give them time to check their answers in pairs. Get the answers from the whole class and ask them if they agreed with the essay or not, what was good/bad about it, and if it was missing any crucial information or ideas.

Answers

Hedging expressions

There is now strong evidence that water, which is probably necessary for life to exist, may have existed on Mars millions of years ago.

Many scientists argue that, statistically, Earth is unlikely to be the only planet in the universe with living beings on it.

In my view, there might be other forms of life.

It could be many more years before we find conclusive proof.

- 11 Look at the directions and put students in pairs to do the activity. Give them a few minutes to find examples of each of these features.
- Ask different pairs to share the examples they found and then ask the rest of the class if anyone wants to add anything.

Answers

- The question of whether life exists outside our planet is one of the most fascinating questions in science.
- Are there primitive forms of life, such as bacteria, elsewhere in the universe? / Are there more intelligent beings that may be trying to contact us? / Are we missing signals, are extra-terrestrials unable or unwilling to talk to us, or is Earth really the only planet that has ever had life?
- There is now strong evidence that water, which is probably necessary for life to exist, may have existed on Mars millions of years ago. Water has also been discovered on Europa, one of the moons of the planet Jupiter. / Yet despite all these investigations, no unambiguous evidence of extra-terrestrial life has been found.
- It is widely believed that many thousands of planets may exist outside our solar system. / Many scientists argue that, statistically, Earth is unlikely to be the only planet in the universe with living beings on it.
- In my view, there might be other forms of life in the universe, but it could be many more years before we find conclusive proof.

- 12 Tell students they are going to research and write an essay about one of the questions here. Give them time to decide which question they want to answer.
- Put students into pairs to explain their choices and to discuss what they will need to find out in order to write a thorough discussion essay.
 - Give the writing activity for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go around and help them.

Exam Skills Meet the criteria

You should be able to find the writing criteria for exams by searching online, but tell students that if you don't give them the criteria used to mark writing, they can search themselves. Knowing how writing is marked can help make sure they cover what the exam tests.

- 7 Read about reliable information. Based on this criteria, are the sources in Activity 6 very reliable, fairly reliable, or possibly unreliable? Give reasons for your opinions.

Reliable information is true, up-to-date, and accurate. That means:

- you know and can trust who provided the information.
- the information is based on research that has been reviewed by experts.
- the source is not biased (i.e., wanting to convince you of their own opinion).

8 **WRITING SKILL** Hedging

2: it is stated as a fact without saying whose opinion it is
or how much evidence there is to support the opinion

- a Read four opinions. Which opinion looks different? Why?

- 1 People claim that the lost city of Atlantis still exists under the ocean.
- 2 UFOs do not exist.
- 3 There is little doubt that we will learn more about black holes in the near future.
- 4 According to many experts, dinosaurs died out because an asteroid hit the Earth.

- b Look at the Writing strategies box. Underline the hedging expressions in Activity 8a.

- 9 Work in pairs. Use some of the expressions in the Writing strategies box to give your views on the statements in Activity 8a. Then rewrite these sentences using hedging expressions.

- 1 Fire was humanity's first major discovery.
- 2 The wheel was discovered 6,000 years ago.
- 3 The internet was the greatest invention of the twentieth century.
- 4 Animal migration is one of the great mysteries of nature.

- 10 Read the essay on page 150. Underline the hedging expressions.

- 11 Look at the essay again. Find examples of:

- a strong topic sentence stating the situation.
- questions and unsolved mysteries.
- research that has been carried out.
- different theories or beliefs.
- the writer's own opinion.

- 12 Research and write an essay on one of these questions. Remember to include examples of the features in Activity 11.

Why do rivers boil?

How can remote sensing help archeologists?

What are the practical benefits of artificial satellites?

Writing strategies

Hedging

In factual essays, it is sometimes useful to say how sure or unsure you are about a statement and what your opinion is based on. This is called hedging. Use a range of modal verbs or expressions such as these:

It is generally agreed / widely believed that...

It is often claimed / generally assumed that...

According to most experts / Sarah Parcak, ...

Many scientists believe that...

Many experts argue that...

In my view / It seems to me that...

The evidence suggests / There is evidence that...

It is possible / conceivable that...



5 Global Citizens

A vibrant stained glass portrait of Martin Luther King Jr. The portrait is composed of various colored glass panes in shades of blue, green, yellow, orange, and red, separated by black lead lines. King is depicted from the chest up, wearing a white shirt and a blue tie, with his right hand raised in a gesture. The background is a complex mosaic of these same colors.

IN THIS UNIT, YOU...

- talk about the qualities of role models, emphasizing their abilities and achievements.
- read about volunteering.
- learn about two charity challenges.
- watch a TED Talk about how to be a global citizen.
- write a formal letter.

5 Global Citizens

Unit Overview

This unit covers what it means to be a citizen of the world. Students will learn concepts and language relating to the people who make the world a better place, both through their own actions in their daily lives and by starting larger movements.

In this unit, students will cover a range of topics around the unit theme including talking about what kinds of people can be role models, hearing and talking about the life story of a Nobel Peace Prize winner, reading about the increase in people doing volunteer work, learning about two social media campaigns that helped make the world a better place, watching a TED Talk about what makes somebody a citizen of the world, and learning how to make requests, talk about problems, and suggest solutions. By exploring these topics, students will learn the language they need to describe issues in the world and their own communities, as well as suggest ways to confront these issues and help make the world a better place.

Unit Objectives

Vocabulary

- Character adjectives
- **Vocabulary building** Collocations

Grammar

- **Grammar 1** Inversion
- **Grammar 2** Cleft sentences

Reading

- *A kinder world?*

TED Talk

- Hugh Evans: *What does it mean to be a citizen of the world?*

Pronunciation

- Contrastive stress

Speaking

- Making requests, suggestions, resisting, and persuading

Writing

- A formal letter

About the Photo

The photo shows a stained-glass window of Nelson Mandela, who was the leader of the African National Congress (ANC). The ANC fought against the racist system of apartheid in South Africa where blacks were separated and oppressed by the rich white minority population that had colonized the country. He was imprisoned between 1964 and 1991 for his support of the ANC and alleged terrorism. When he was finally released, he led negotiations to end the apartheid regime and introduced full, free elections. He became the president of South Africa in 1994 and died in 2013.

The window shown is in Regina Mundi Church in Soweto, Johannesburg, the largest Roman Catholic church in South Africa. Soweto was built on the edge of the mining area of Johannesburg, and it was the town where Nelson Mandela and his family lived, and where he returned to when he was released from prison.

Warm Up

- Focus students' attention on the photo or project it using the CPT.
- Ask for a show of hands from students who like it and choose one person to explain what they like about it. Choose someone who didn't put their hand up and ask why they don't like it.
- Ask if any students know who Nelson Mandela was. Ask them to tell what they know about him. Then explain who he was, using the information above or your own research.
- Ask students how they think the photo connects to the title of the unit and put them in pairs to discuss it for one or two minutes.

Resources

- Classroom Presentation Tool
- Tracks 31–36 (Audio CD, Website, CPT)

5A Role Models

VOCABULARY Character adjectives

- 1 Remind students of the conversation you had about the photo.
 - Call on volunteers to read the definition of a role model or read it out loud yourself. Ask students what they think about the definition.
 - Ask students to discuss the questions in pairs. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any new words/phrases on the board to look at with the whole class at the end of the activity.
 - Choose students to give their ideas and help them express them in English. Take notes on what students say. You will refer back to this discussion on page 59.
- 2 Tell students that they are going to learn some words and phrases to talk about a person's character.
 - Look at the directions and do the first item with the whole class. Ask for volunteers to give the answers or call on someone to answer. Tell students to do the rest of the activity individually, using a dictionary if necessary.
 - Go around and check that students are doing the activity correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
 - When most students are finished, have them compare answers in pairs and help each other with anything they haven't finished.
 - Go through the answers by asking different students to read out the sentence and the matching adjective. Write the answers on the board and as you write, ask a question or two to the class to check that they understood the vocabulary. For example, *Why might someone be apathetic about work or school? What might be a negative about being single-minded?*

Expansion

Students could use a dictionary and find out if any of the adjectives can be used to describe things other than a person's character.

- 3 Ask students to quickly write the opposites of the adjectives in the box using the prefixes.
 - Go through the answers with the class. As you get the answers, write them on the board and ask some follow-up questions such as *Why might a person be dissatisfied? What kind of things might an immature sixteen-year-old do?*
 - **Optional** Ask students if they can think of the opposite of the words from Activity 2. Point out that not all adjectives are made negative with a prefix.

- 4 Think of your own ideas to complete the sentences and give the first one as an example (e.g., *The problem with society today is that most people are too apathetic and not idealistic enough.*). Allow students to ask you questions about your sentence. Then ask students to complete the activity.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - Stop the activity when most students have finished. Before asking students to share their ideas, give some more of your own ideas and say a little more to explain further. Encourage students to ask questions.
 - Put students in pairs or groups to share their views. When a couple of pairs have finished, ask the class to change partners, but to start from the last statement this time. When a few pairs have finished, either stop the activity or ask students to change one last time.
 - At the end of the activity, retell some interesting things you heard to share with the class and give some feedback about new language that came up, and errors to correct, which you may have written on the board.

Suggested answers

- 1 The problem with society today is that most people are too *apathetic* and not *idealistic* enough.
- 2 The older generation says my generation is *irresponsible*.
- 3 As people get older, they tend to become more *realistic*.
- 4 Young people today are more *outspoken* than their parents were at the same age.
- 5 I think I am very *respectful*, but I would like to be more *ambitious*.
- 6 The key to happiness is to be *contented*.
- 7 I really like people who are *modest*.
- 8 I dislike people who are *intolerant*.

Teaching Tip Developing speaking through repetition

The first time students speak, they are thinking about *what* to say (content) which may mean they pay less attention to *how* to say it (the English they use). If you get them to repeat an activity two or three times, you can allow students to pay more attention to accuracy. You can do some correction or teach new language to the whole class between each repetition. To make it more interesting for students, you can change pairs or ask the same pair to say what they said before in a shorter time (e.g., five minutes for the first attempt and three for the next).

5A Role Models

VOCABULARY Character adjectives

1 MY PERSPECTIVE

Work in pairs. Look at the photo and read the caption. Then read the definition of a role model. Discuss the questions.

A role model is someone you look up to. Your role model may be a famous person who has achieved great things or someone you know personally who has given you encouragement or support. Role models have a positive influence by setting a good example and inspiring or encouraging you to do your best.

- 1 Do you think it is necessary or helpful to have a role model? Why?
- 2 Do you have a role model? Who is it? How do they match the description?
- 3 Which people in your country are good or bad role models for young people?

2 Match these adjectives with the descriptions. Which of these adjectives have a positive or negative meaning? Which are neutral?

apathetic	courageous	idealistic	materialistic
modest	outspoken	single-minded	trustworthy

- 1 Jun works hard to succeed and doesn't let anyone distract her from her goals. **single-minded (positive)**
- 2 Daniel lacks the motivation or energy to do anything. **apathetic (negative)**
- 3 You can rely on Maiko to keep her word. **trustworthy (positive)**
- 4 Sabine values money and possessions above everything else. **materialistic (negative)**
- 5 Kai Shen is never proud and doesn't think he's better than other people. **modest (positive)**
- 6 Paula says what she thinks, even if her opinions are not popular. **outspoken (neutral)**
- 7 Ahmed does not allow danger or risk to stop him from acting or speaking. **courageous (positive)**
- 8 Bruno always believes that good things can and will happen. **idealistic (neutral)**

3 Work in pairs. Form the opposite of the adjectives by adding a prefix: *in-*, *un-*, *ir-*, *im-*, or *dis-*. Write more character adjectives that have the same prefixes.

unambitious	immature	unrealistic	disrespectful
ambitious	mature	realistic	respectful
responsible	satisfied	supportive	tolerant
irresponsible	dissatisfied	unsupportive	intolerant
trustworthy - untrustworthy		modest - immodest	

4 Complete these sentences with adjectives from Activities 2 and 3 (or their opposites) or other character adjectives. Explain your ideas to a partner.

- 1 The problem with society today is that most people are too _____ and not _____ enough.
- 2 The older generation says my generation is _____.
- 3 As people get older, they tend to become more _____.
- 4 Young people today are more _____ than their parents were at the same age.
- 5 I think I am very _____, but I would like to be more _____.
- 6 The key to happiness is to be _____.
- 7 I really like people who are _____.
- 8 I dislike people who are _____.

This is a stained glass window of Nelson Mandela (born 1918, died 2013) in Soweto, South Africa. Mandela was an icon of leadership and humanity and was a role model for millions of people around the world.

LISTENING

5 You are going to listen to a speech about someone's role model, Malala Yousafzai. What do you know about Malala?

6 Listen to the speech. What adjectives does the speaker use to describe Malala? Are any the same as yours?

31 **determined, outspoken, passionate, courageous, "selfless" determination, "single-mindedly"**

7 Listen again. Are the sentences *true*, *false*, or is the information *not given*? 31

- 1 Malala campaigns for more educational opportunities for girls. **T**
- 2 She was not allowed to go to school. **F**
- 3 Her father shares her passion for education. **T**
- 4 She wrote a blog without revealing her identity. **T**
- 5 She was not seriously hurt in the attack. **F**
- 6 Malala was in the hospital for six months. **NG**
- 7 Malala shared her Nobel Peace Prize. **T**
- 8 The Malala Foundation puts pressure on world leaders. **NG**
- 9 Malala was angry with her attackers. **F**
- 10 Malala was named after her father. **F**

8 Work in pairs. Discuss the questions.

- 1 The name *Malala* means "sad" and "courageous." In what ways are these appropriate descriptions of Malala?
- 2 Look again at the definition of a role model on page 57. How was Malala's father a good role model for her?
- 3 In what ways is Malala a good role model? What do you think is her greatest achievement?

GRAMMAR Inversion

9 Look at the sentences from the speech in the Grammar box. Notice the inverted word order in **bold**. Underline the word or words that introduce the inversion.

Inversion

- a Not only **has she co-founded** the Malala Foundation... , but she has also continued to... speak out and challenge world leaders about girls' education.
- b Little **did he realize** that his own daughter would one day become such a courageous heroine herself.
- c Malala received death threats, as **did her father**, but...
- d ... so **passionate were they** about the right to education that they continued to speak out.
- e Only after Malala was attacked **did the law change**.
- f I am not against anyone. Neither **am I** here to speak in terms of personal revenge.

10 Choose the correct options to complete the rules about inversion.

- 1 In most sentences using inversion, the auxiliary verb or verb *to be* comes before / after the subject.
- 2 With inversion in the present and simple past, the *main verb* / auxiliary "do" comes before the subject.
- 3 Sentences using inversion are more / less emphatic.

Check your answers on page 136. Do Activities 1 and 2.

Malala Yousafzai, raised in Pakistan but now living in the UK, is a campaigner for girls' education.

LISTENING

About the photo

Malala Yousafzai was born in Mingora, Pakistan, in 1997. As a young girl, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala when she was coming home from school. She survived and has continued to speak out on the importance of education. She was nominated for a Nobel Peace Prize in 2013. The following year, she was nominated again and won, becoming the youngest person to ever receive the award.

- 5 Tell the class they are going to hear someone talk about their role model, Malala Yousafzai. Ask the class what they know about her. Don't give any feedback at this point. The activity is simply to generate ideas before students listen.
- 6 Tell students that they need to do two things while they listen to the audio—write down adjectives that they hear used to describe Malala, and check whether the speaker makes any of the points students mentioned in Activity 5.
 - Play the audio, then give students time to compare their ideas in pairs. Go around and see how students did (without saying anything). If the majority didn't understand, play the audio again.
 - Ask the students for their answers. If everyone agrees on an answer, write it on the board. If they don't agree or didn't hear, you can either give the adjectives or play the audio one more time. Ask if students heard anything to confirm or argue against any of their ideas from Activity 5.
- 7 Tell students that they are going to decide if the statements are *true*, *false*, or *not given*. You could ask them to decide in pairs what they think the answers are before they listen, but don't tell them if they are right or wrong.
 - Play the audio while students check or listen for answers. Allow time for students to compare their ideas in pairs. Go around and check how well they did in order to decide whether you need to play the audio again.
 - Check the answers as a class by asking for a show of hands, getting students to shout out an answer all together, or by calling on students.
 - Where students agree, write the answers on the board. Where there is disagreement, ask students to explain their answers, but *don't* say who is correct—put a question mark on the board. Tell students that they will listen again and check. Go through all answers like this and then play the audio again if necessary, telling students to focus on areas of uncertainty. If students are *still* unsure of the answer, play the audio again and stop at key points.

Answers

- 1 true (*she is a determined and outspoken campaigner for millions of girls all over the world ...*)
- 2 false (*She attended a small private school run by her father Ziauddin*)

- 3 true (*her father Ziauddin, also an advocate of girls' education... but so passionate were they about the right to education that they continued to speak out.*)
- 4 true (*she first started writing an anonymous blog at the age of 11*) (eventually Malala's identity as a blogger was discovered but she didn't reveal it)
- 5 false (*Malala was critically injured*)
- 6 not given
- 7 true (*she was awarded the Nobel Peace Prize, along with an Indian children's rights and education advocate, Kailash Satyarthi*)
- 8 not given
- 9 false (*She is also impressively free of hatred toward her attackers. "I am not against anyone. Neither am I here to speak in terms of personal revenge."*)
- 10 false (*... Malala's father named her after Malalai, a local folk heroine...*)

Exam Skills True / false—guide to guessing

In true / false activities, there are usually more true sentences, or even numbers of true and false. If the last answer was true, there is also a higher than 50% chance the next answer will be false and vice versa. Therefore, students should answer all the questions they can first, but if they have to guess, they should choose the opposite of the previous answer, unless this means there will be more false answers than true ones!

- 8 Put students in pairs to discuss the questions. After a few minutes, go over the answers together, asking students for ideas and helping them with their English if necessary.

Suggested answers

- 1 *Sad* because she was almost killed. *Courageous* because she spoke out despite the danger.
- 2 Malala's father was a passionate supporter of girls' education. He encouraged her to speak out for that.
- 3 She sets an example of being courageous and outspoken to achieve your ideals.

GRAMMAR Inversion

To prepare for teaching the following activities, see the Grammar Reference on page 136.

- 9 Call on different students to read a sentence each and say the words that introduce the inversion.
- 10 Ask students to complete the rules in pairs and call on students to decide on each correct choice.

At this point, have students complete Activities 1–2 on page 137 in the Grammar Reference section. You may also assign these activities as homework.

- 11** Look at the directions and do the first item as an example. Ask students to call out their answers. If they all say the same thing, tell them to do the rest. If there are any differences, explore which answer is correct by asking different students to explain their choice.
- Ask students to do the rest of the activity individually and go around the class and check that they are doing the activity. Notice any problems and help out if necessary.
 - When a few students have finished, stop the activity and ask students to compare their answers in pairs or help each other finish.
 - Go over the answers by calling on different students to give their ideas. As you review the answers, you might want to refer to the grammar rules or ask questions based on Activity 10 to reinforce rules if necessary.

Expansion

Ask students to try changing parts of each sentence while keeping the same grammar to create a new story. For example: *Never before has a 17-year old been elected to parliament. / She was a passionate advocate for independence, as were the people who voted for her.*

- 12** Ask for a volunteer to put the first sentence beginning into the correct order, then ask another student to match it with the correct second half. Write the answers on the board.
- Ask students to do the rest of the activity individually.
 - When a few are finished, stop the activity and ask students to compare their answers in pairs or help each other with any answers they haven't done.
 - Go through the answers by calling on different students to give their ideas. Ask them to read out the full sentence, paying attention to intonation.

Answers

- 1 Little did Malala imagine – b
- 2 No sooner had she won the Nobel Prize – d
- 3 Not until Malala was attacked – f
- 4 So determined is she to achieve her goals – c
- 5 Rarely has a teenage girl done so much – a
- 6 Not only has she published her autobiography – e

Expansion

Students could again try and change parts of each sentence while maintaining the same grammar to create a new story. For example: *Little did she imagine that one day she would be the world champion.*

- 13** Give an example of your own to model the activity. For example: *Under no circumstances should you try to make a friend feel bad.*
- Put students in pairs to make more friendship rules.
 - After the pairs have a list of rules, put pairs together to explain their rules to each other.
 - Go around and check that students are doing the activity correctly and help with any language they need. Write any new language on the board for feedback.
 - Ask students to share their ideas with the class. Praise the best advice or the rule that produced the biggest laugh. Also teach any language that came up in the discussion.
- 14** Think of a person that you could talk about to model a presentation for students. You could broaden the options to role models as well as friends. You may need to write it down before the start of the class to ensure it includes inversion and adjectives.
- Explain the directions and tell the class about your person. Highlight the vocabulary and grammar you use by drawing attention to them as you speak. Students can then ask questions to find out more.
 - Give students up to ten minutes to write their presentation and practice it. Go around and check that they are doing the activity correctly and help with any language they need.
- 15** Put students in groups to talk about the people they prepared to talk about in Activity 15 and ask each other questions. Alternatively, ask students to volunteer to present to the class or choose about six students to present. As students speak, take notes on areas of good language use, errors in pronunciation, or other ways the talk could be improved.
- After each person finishes, let the class ask questions, then give some feedback on how well the student(s) did and give some suggestions for improvement.

Expansion

Students could be asked to write up their presentations either in class or for homework with the grammar and/or vocabulary underlined or circled.

- 16** Tell students to turn back to Activity 1 on page 57. Ask them if they remember what they said. Use the notes you took to remind students about what they talked about.
- Put students in pairs to discuss if their opinions have changed and why.
 - Go around and check that students are doing the activity correctly and help with any language they need. Write any new language on the board for feedback.
 - Ask students to give their ideas.

11 Choose the correct options to complete the sentences.

- 1 Never before *a 17-year-old has won* / *has a 17-year-old won* a Nobel Prize.
- 2 Malala was a passionate advocate of girls' education, *as her father was* / *as was her father*.
- 3 So difficult *it was* / *was it* for girls to go to school that Malala *decided* / *did decide* to start blogging.
- 4 Only when *her identity was revealed* / *was her identity revealed*, she faced / *did she face* real danger from her enemies.
- 5 So badly *was she hurt* / *she was hurt* that *did she need* / *she needed* hospitalization.
- 6 Malala did not stop speaking out about education, nor *she stopped* / *did she stop* campaigning.

12 Put the words in the sentence beginnings (1–6) in the correct order. Then match them with the sentence endings (a–f).

- 1 imagine / did / Malala / little
 - 2 had / Nobel / no / the / she / Prize / sooner / won
 - 3 attacked / not / was / Malala / until
 - 4 her / to / she / so / goals / is / achieve / determined
 - 5 a / much / teenage / done / rarely / girl / so / has
 - 6 has / her / not / published / she / only / autobiography
- a to achieve global change.
 - b that one day she would win the Nobel Peace Prize.
 - c that she has even challenged the president of the US.
 - d that she used the money to fund a girls' school.
 - e but she has also had a movie made about her life.
 - f did the law change in Pakistan.

13 Work in pairs. Complete the sentences to give advice on how to be a good friend. Then explain your ideas to another pair.

- 1 Under no circumstances should you _____.
- 2 Only by _____ can you _____.
- 3 Not until _____.
- 4 Only when _____.

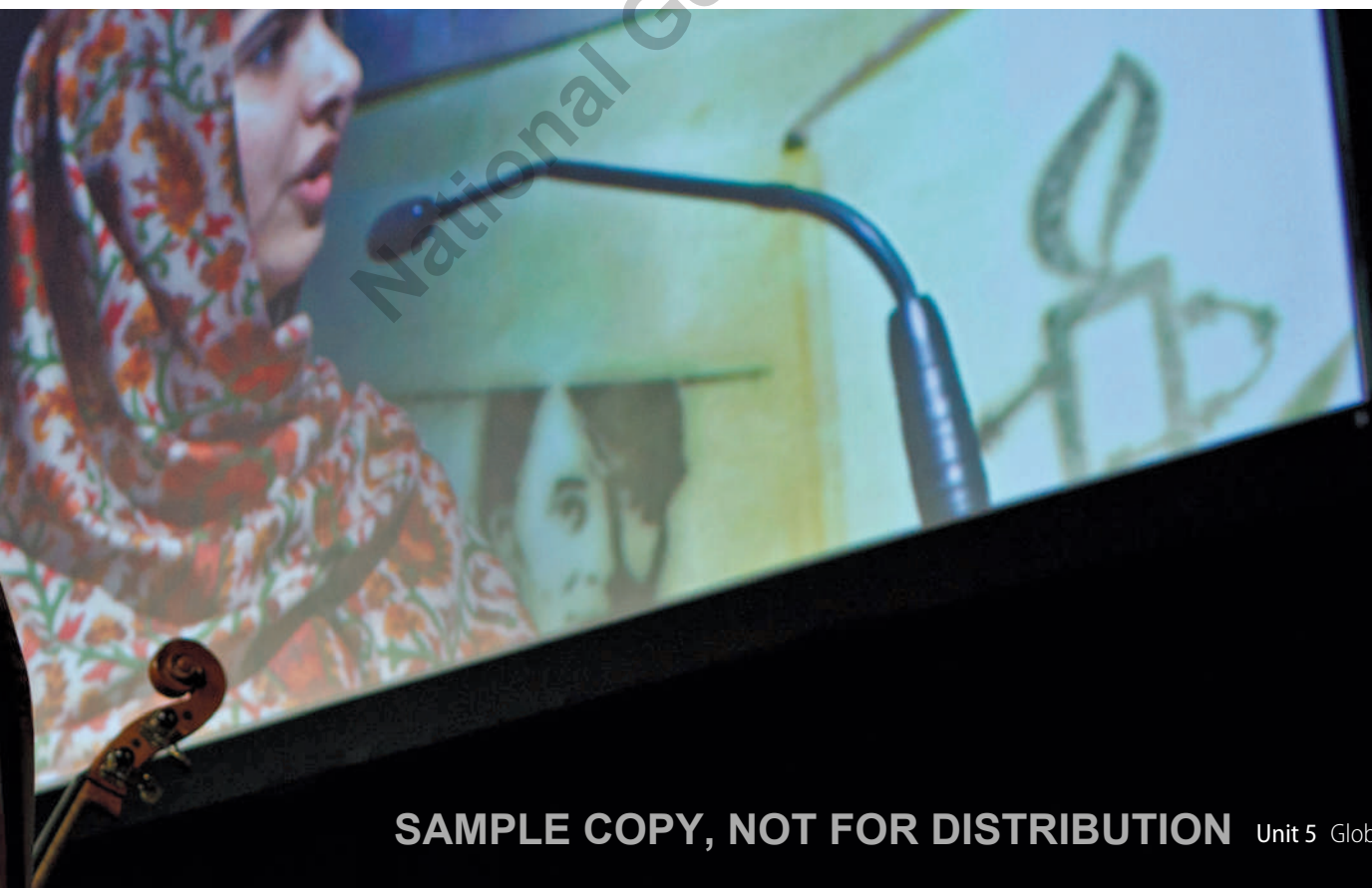
14 Prepare to give a short presentation about a good friend. Use the grammar in this lesson and character adjectives. Make notes on:

- your relationship to the person.
- her/his life story.
- her/his character, with examples.
- why she/he is a good friend.

15 Work in groups. Give your presentations. Listeners should think of three questions to ask at the end of each presentation.

16 MY PERSPECTIVE

Work in pairs. In Activity 1 you discussed whether it was helpful to have a role model. How has your opinion changed?



5B Making a Difference

VOCABULARY BUILDING

Collocations

Collocations are groups of words that often appear together. Using collocations can make speech sound more natural.

1 Two of the options collocate with the noun in each sentence. Delete the option that does not collocate with the noun.

- How can we all *play our* / *give* / *do our* part in making the world a better place?
- There are many ways to *perform* / *bring about* / *contribute* to change locally and globally.
- Volunteering can *do* / *make* / *have* a significant impact on people in local communities.
- We also need to *address* / *reduce* / *tackle* global issues like hunger and poverty.
- Charities *make* / *launch* / *run* campaigns to raise money for people affected by man-made and natural disasters.
- Campaign groups can do a lot to *increase* / *raise* / *rise* awareness of global issues.

2 Complete the sentences using words from Activity 1 and your own ideas. Then compare your ideas in pairs.

- The key challenge we need to _____ ...
- We should all _____ part in...
- My school could _____ a campaign to _____ awareness of...
- If we could..., it would _____ an impact on...

READING

3 Work in pairs. Discuss the questions.

- Do you think the world is becoming a kinder or less kind place? What evidence supports your opinion?
- What do you think "Think globally, act locally" means?
- What are "random acts of kindness"? Give examples.

4 Read the article. Keep the questions from Activity 3 in mind as you read. What ways of making the world a better place are mentioned?

5 Work in pairs. Find these words and phrases in the article and try to guess their meaning. Use the context to help you. Then check your ideas in a dictionary.

- | | |
|--------------------------|----------------------------|
| 1 coverage (line 1) | 5 altruistic (line 35) |
| 2 criteria (line 8) | 6 not your thing (line 44) |
| 3 a good cause (line 24) | 7 get down (line 60) |
| 4 win-win (line 32) | 8 grass-roots (line 64) |

6 Read the article again. Are the sentences *true* or *false*, or is the information *not given*? Find evidence for the true or false answers.

- The World Giving Index has gathered data for five years. **NG**
- More and more people worldwide are taking part in volunteer activities. **T**
- Myanmar is the kindest country according to the World Giving Index criteria. **T**
- More young people volunteer in the US than in other countries. **NG**
- Five percent of young people worldwide do volunteer work. **F**
- Volunteering has a positive effect on the volunteers. **T**
- RAKtivists take part in altruistic activities. **T**
- Online groups have a mainly educational purpose. **NG**

CRITICAL THINKING Faults in arguments

There are many ways that a writer can have a flawed argument. Sometimes it is deliberate, in order to produce a response (e.g., in advertisements), but often it is not on purpose. A common issue is drawing an illogical conclusion from a situation or fact (e.g., *A lot of people in my school volunteer, which demonstrates that young people are altruistic*).

7 Work in pairs. Answer the questions.

- Look at this sentence from the article. Why is ending **a** a more logical conclusion than ending **b**?

By socializing with people from different social and cultural backgrounds, you can learn more about people who are different from yourself,

- and in this way help to break down social barriers.*
- and in this way enjoy volunteering even more.*

- Complete the article with the more logical conclusions to each numbered paragraph (1–3).

1a This demonstrates how the desire to help people is an innate part of what it means to be human.

1b This demonstrates how people are often inspired to behave altruistically to people experiencing adversity.

2a For all these reasons, there is evidence that volunteering can give you an advantage in college admissions or job interviews.

2b In this way, you will be able to get a better job after volunteering.

3a RAKtivism is therefore a highly effective way of raising awareness and contributing to positive social change.

3b So there is no excuse for thinking there is nothing you can do to help.

8 MY PERSPECTIVE

Do you volunteer? Do you know anyone who does? If you don't, what type of volunteer activity interests you most? Why?

5B Making a Difference

- **Warm up** Write the phrase *make a difference* on the board and ask: *If you say someone is making a difference, is the difference a good thing or a bad thing?* (Generally good) Then ask students to think of a way they have made or are making a difference. To whom or to what? How? What was the result?

VOCABULARY BUILDING Collocations

- 1 Write the following on the board: *make / throw / have... a party*. And *give a hand / help / contribute... with the party*.
 - Explain that all the verb phrases in the examples on the board potentially have the same or a similar meaning, but one is not normally used in English with the noun (phrase). Ask the class to call out the incorrect word in each case (*make / contribute*). Ask *Why is "make" wrong?* (Note: the translation may be correct in the students' L1). Tell the class that there is no concrete reason. That's just the way English speakers say it. Then ask students *Why is "contribute" wrong?* Students may say "because you *contribute to* something not *with* something." You might ask *Why "to" and not "with"?* You can use this as a lead in to discussing how students need to learn more than just the meaning of words.
 - Look at the directions and do the first item with the entire class. Then get students to do the others individually.
 - When most are finished, get students to compare their answers in pairs.
 - Go through the answers and write them on the board. As you write, ask why the collocation isn't correct, or ask other questions about the verbs in the activity: *What might be the role someone could play in making the world a better place? How about a company?*

Exam Skills Vocabulary and a good dictionary

Remind students that the best indicator for exam success is the number of words they know, but what does it mean to know a word? Obviously the meaning and how it is said, but it's also important to know things like collocations, word families (the noun, adjective, verb form, etc., of a word), and other words that commonly go with it in a text. A good dictionary will give students a lot of this information and will have helpful examples.

- 2 Give one possible idea yourself for item 1. Perhaps make it a little unlikely, but think of a way to justify it, to show students that they can be playful, e.g., *The key challenge that we need to address today is the problem of getting young people off their phones long enough to focus on school!*
 - Ask students to complete the sentences for themselves. Go around and check that they are doing the activity correctly and help with any language they need. Write any new words/phrases that come up on the board for feedback.

- When most students are finished, teach any new language that you wrote on the board. Then ask one student about one idea. Ask them questions about it or challenge their idea to model the next part of the activity.
- Put students in groups to talk about their ideas. Go around and write further interesting ideas and new language to use as feedback at the end of the activity.

Suggested answers

- 1 The key challenge we need to address / tackle is climate change / poverty / population growth.
- 2 We should all play / do our part in reducing pollution / helping people in our neighborhoods.
- 3 My school could launch / have a campaign to raise awareness of the need to increase educational opportunities / the dangers facing the ocean.
- 4 If we could reduce our energy consumption, it would have / make an impact on global warming.

READING

- 3 Put students in pairs to discuss the questions, or hold a group discussion. (An example of a random act of kindness might be to bake a cake for someone who needs cheering up.)
 - Don't give any feedback yet—this activity is simply to generate ideas before students read.
 - You might correct students' misuse of language or help them if they don't know a word in English.
- 4 Tell students to read the article quickly and answer the questions in Activity 3.
 - Set a time limit of about three minutes for students to read the text. Then allow time for students to compare their answers in pairs.
 - Choose individual students to give their answers based on evidence from the text.

Answers

- 1 Yes, the world is becoming kinder. *Participation in all these areas (donating money to charity; helping a stranger in need; and volunteering), relative to the population as a whole, increased across the world in 2016 for the fifth year in a row.*
- 2 It means that to help make the world a better place, we need to start in our own local community.
- 3 Random acts of kindness are kind and selfless actions performed to help or cheer up a stranger, just to make them happier, for example, the student who writes Post-it notes to classmates to brighten their day.

For notes on Activities 5–8, see page 61a.

- 5** Look at the directions and do the first item with the class. Give students time to find the word. Use some of the questions in the Exam Skills box below to help them.
- Get students to do the rest of the activity in pairs. When a few pairs are finished, combine two pairs to make a group to check answers.
 - Go through the answers by calling on students to give their translations or explanations. Correct them if necessary. You might also ask some further questions, e.g., *Do you know any other situation in which you might talk about coverage?* (phones)

Answers

- 1 the way the media report on an event
- 2 a fact or standard that you use when making a choice
- 3 a socially useful organization or activity that is often not-for-profit, for example, a charity
- 4 benefiting both sides in a situation
- 5 showing a selfless concern for other people
- 6 not the kind of thing you like or enjoy
- 7 become discouraged
- 8 the most basic level of an activity or organization

Exam Skills Guessing unknown words

Students may need to guess the meanings of new words from context. To do this, they should decide what kind of word it is (adjective, noun, etc.). Can they see any other word within the unknown word—is it a different form of a word they already know? Are there any words that collocate with the unknown word? If they know other words that collocate with that word, the unknown word may be a synonym. Are there any linking words such as *but* or *although*—the unknown word might be an opposite of a known word in the sentence. Are there other clues that can be found—sometimes a definition or example is given after the word.

- 6** Do the first item with the whole class as an example. Ask the class if the statement is *true*, *false*, or *not given*. They can call out the answer together or you can ask for a show of hands.
- Don't immediately say if students give the correct answer, but ask students to explain why they chose what they did. If necessary, let students debate and see if they can persuade each other.
 - Give the answer and clarify why. (Answer: 1 is not given. The text says kindness has increased for five years, but not how long the survey has existed.)
 - Ask students to do the rest of the activity individually, then check answers in the same way as above, making sure you get students to justify answers.

Answers

- 1 not given
- 2 true (*The survey measures kindness according to three criteria: donating money to charity... Participation in all these areas, relative to the population as a whole, increased across the world in 2016*)
- 3 true (*...with Myanmar topping the list followed by the US and Australia.*)
- 4 not given
- 5 false (*...with one in five giving up their time for a good cause.*)
- 6 true (*...people who take part in such altruistic activities report a greater sense of purpose and meaning in their lives.*)
- 7 true (*The student who writes Post-it notes to classmates to brighten their day; the jogger who spends ten minutes picking up litter in the local park; the customer who compliments the waiter on his cheerful service; the person who starts collecting money for a good cause; they are all RAKtivists.*)
- 8 not given


CRITICAL THINKING Faults in arguments

- 7** On the board, write *A lot of people in my school volunteer, which shows that young people are basically altruistic.* Ask students if the second part of the sentence logically follows from the first. Ask why it might not be logical. (It's an overgeneralization. Also, even though the students are volunteering there can be other motives.)
- Read out the information in the Critical Thinking box, then look at item 1 and ask students why they think **a** is more logical than **b**.
 - Ask students to work on their own to complete the text with the best sentences, then put them in pairs to compare and discuss their answers. Check answers with the class.

Answers


- 1 **a**—there is a connection between *socializing with people from different social and cultural backgrounds and learning about how other people in society live* which leads to breaking down barriers. No evidence is given of how it can lead to *enjoying volunteering*.
- 2
 - 1 **b** The fact that *"more than half"* of people behaved this way is not evidence that this is *"innate."*
 - 2 **a** It says that volunteering is a good way to learn new skills and looks good on a resume. There is no evidence here that you will definitely get a job.
 - 3 **b** The paragraph lists ways of helping—it does not make any claims about the results.

- 8** Give a couple of examples from your own life. Then put students in pairs to discuss the questions.



Volunteers painting
a wall together

A kinder world?

 **32** With more and more coverage of local and global disasters in the media, you'd be forgiven for thinking that the world is becoming a more violent and heartless place. But according to the World Giving Index, an annual survey of charitable acts in 140 countries around the world, people across the globe are actually getting kinder. The survey measures kindness according to three criteria: donating money to charity; helping a stranger in need; and volunteering time to an organization. Participation in all these areas, relative to the population as a whole, increased across the world in 2016 for the fifth year in a row, with Myanmar topping the list, followed by the US and Australia. One of the most encouraging statistics is that more than half of the global population said they had helped a stranger—and the proportion was even higher in war-torn areas and places experiencing natural disasters, like Nepal, which suffered a devastating earthquake in 2015. (1) _____

Another interesting result from the survey is that it is young people who tend to be the most active in their local communities. The largest group of people doing volunteer work was people between the ages of fifteen and twenty-nine, with one in five giving up their time for a good cause. And according to a survey reported on the website *DoSomething.org*, more than half of teenagers and young adults in the US volunteered in 2011. The most popular activity was fundraising, but young people also tend to prefer direct forms of action that involve helping people or animals in need, such as working with the homeless, the disabled, and the elderly, or with food banks or programs for younger children.

Volunteering is a win-win situation. Research shows that it can be a hugely valuable and rewarding experience for

both the volunteers and the communities they support, and that people who take part in such altruistic activities report a greater sense of purpose and meaning in their lives. By socializing with people from different social and cultural backgrounds, you can learn more about people who are different from yourself. This helps to break down social barriers. Plus volunteering provides a great opportunity to learn new skills and boost your employment prospects, so it looks good on a résumé. (2) _____

If volunteering is not your thing, there are other ways of making a positive impact. You could become an activist in a local or online group to campaign for local or global change; or you could become a RAKtivist. RAKtivist is short for “Random Acts of Kindness activist.” Random acts of kindness are kind and selfless actions performed to help or cheer up a stranger, just to make them happier. The student who writes Post-it notes to classmates to brighten their day; the jogger who spends ten minutes picking up litter in the local park; the customer who compliments the waiter on his cheerful service; the person who starts collecting money for a good cause—they are all RAKtivists. The website *RandomActsofKindness.org* lists hundreds of ways you can lift someone's spirits with your actions as much as your words. (3) _____

It can be easy to get down when looking at all the huge challenges that confront humanity, but the saying “Think globally, act locally” urges people to consider the health of the entire planet and to take action in small ways at a grass-roots level in their own communities. In this way, everybody has the potential to change the world. Why not start today?



A group of people participate in the ALS Ice Bucket Challenge in Hangzhou, Zhejiang, China.

5C Ice Buckets and Rice Buckets

GRAMMAR Cleft sentences

1 Work in pairs. Discuss the questions.

- 1 Look at the photo of the Ice Bucket Challenge. Have you heard about it? How does it raise money for charity?
- 2 Read *Ice Bucket Challenge* and check your ideas. Do you think it is a good idea? What would you have done if you had been challenged to take part?

Ice Bucket Challenge

The Ice Bucket Challenge has been described as “the world’s largest social media phenomenon.” The idea was simple. People were filmed having a bucket of water and ice poured over them in return for donations to a charity and the chance to nominate others to do the same. It was Pete Frates, a former US baseball player, who started the challenge in 2011, after he was diagnosed with ALS (a disease that affects nerve cells in the brain and spine). He invited friends in the US to take the challenge to raise money for an ALS charity. But it was in mid-2014, when the Ice Bucket Challenge went viral*, that the challenge really took off. The ALS Association reportedly received over 40 million dollars in donations. It is because of this success that the challenge has been used by other charities to encourage donations.

went viral spread rapidly through social media and email

It cleft sentences

Cleft sentences are a way of changing the word order in a sentence to emphasize certain information.

- 1a *It was Pete Frates, a former US baseball player, who started the challenge.*
- 1b *Pete Frates, a former US baseball player, started the challenge.*
- 2a *It is because of this success that the challenge has been used by other charities.*
- 2b *The challenge has been used by other charities because of this success.*

2 Look at the Grammar box. Answer the questions.

- 1 How many main clauses are there in the **a** sentences, and how many in the **b** sentences? **a - two b - one**
- 2 How does each **a** sentence begin? **It is / was** **1a) Pete Frates 2a) success**
- 3 What is the most important information in sentence **1a** and in sentence **2a**?
- 4 Is the most important information at the beginning or the end of the **a** sentences? **beginning**

Check your answers on page 136. Do Activity 3.

3 Work in pairs. Rewrite the sentences to highlight the information in bold.

Over 40 million dollars have been raised **thanks to the Ice Bucket Challenge**.
It is thanks to the Ice Bucket Challenge that over 40 million dollars have been raised.

- 1 The Ice Bucket Challenge started in **the US**.
- 2 Pete Frates wanted to help **a medical charity**.
- 3 Pete Frates was diagnosed with ALS **in 2011**.
- 4 **Social media** publicized the challenge.
- 5 The challenge really took off **at that point**.
- 6 Some people have been critical **because of the lighthearted nature of the challenge**.

5C Ice Buckets and Rice Buckets

- **Warm up** Ask students to look back at Lesson 5B and write down four pieces of vocabulary they learned from it. Put the students into small groups and tell them to explain the items they chose to their partners, but not to say them. Their partners should try to guess from the explanations.

GRAMMAR Cleft sentences

- To prepare for teaching the following activities, see the Grammar Reference on page 136.
- 1 Discuss the first question as a class. You can also ask the students if they had heard of the challenge or the charity it was supporting. Then ask students to read the text and discuss the second question. You can supplement these questions by asking if they have heard of any similar viral campaigns, and whether they have taken part in any. What other things have gone viral recently? Why? What did students think of it/them?
 - Go around and check that students are doing the activity correctly and notice mistakes, difficulties, or where they use L1. When a couple of pairs are finished or are talking about other subjects, either stop the activity or ask students to change partners.
 - Give feedback by retelling some interesting things you heard and asking the class more about it, and/or teaching some of the language that came up.

Answers

- 1 People are filmed having a bucket of water and ice poured over them, in return for donations to a charity and the chance to nominate others to do the same.
- 2 Answers will vary.

Culture Note

Donations for the Ice Bucket Challenge happen in two ways: first, at the end of the video, the person who has completed the challenge tells people to make a donation; second, those doing the challenge nominate other people who can make a donation if they refuse to accept the challenge. There has been some criticism that the challengers often forget to mention giving a donation on their videos, and many don't donate either.

- 2 Get students to read the Grammar box silently, read the sentences aloud, or call on different students to read a sentence each and correct any pronunciation problems.
- Ask students to answer the questions in Activity 2 in pairs, or ask the questions yourself to the whole class. For each statement, ask students to shout out their answers together.

- Choose one or two students to explain their choices before they look at the Grammar Reference on page 136 to check.

Expansion

Students could discuss why people might be critical of the challenge being lighthearted. They could also make a list of three other criticisms. Ask pairs to report back to the class, or to change partners to discuss whether the criticisms are legitimate or not. Other criticisms might include: the success of the Ice Bucket Challenge detracted from other charities, who might have seen a drop in donations at the height of its popularity; pouring ice-cold water over your head could involve medical risks.

At this point, have students complete Activity 3 on page 137 in the Grammar Reference section. You may also assign this activity as homework.

- 3 Look at the directions and the example with the class. Ask students to volunteer to answer item 1 before they do the rest of the activity in pairs.
 - Go around the class and notice any errors, or help students as necessary.
 - As feedback, write any errors on the board for students to correct. Then read out the correct answers to ensure everyone has them.

Answers

- 1 It was in the US that the Ice Bucket Challenge started.
- 2 It was a medical charity that Pete Frates wanted to help.
- 3 It was in 2011 that Pete Frates was diagnosed with ALS.
- 4 It was social media that publicized the challenge.
- 5 It was at that point that the challenge really took off.
- 6 It is/was because of the lighthearted nature of the challenge that some people have been critical.

4 PRONUNCIATION Contrastive stress

- **a** Play the audio and ask students for answers to question 1.
- Call on individuals to answer the other questions.
- Play the audio again, getting the class to listen and repeat together, then ask individual students to repeat lines. Concentrate on students getting the contrastive stress right.
- **b** Put students in pairs to prepare their exchanges. If you think it would be useful, they can write the exchanges down before they practice them.
- Go around and listen to pairs' exchanges and check that they are getting the stress right. Ask one or two pairs to perform their exchange for the class.

Answers

b Suggested answers

- 1 **B:** *I think you're mistaken. It's actually a bucket of ice and water that is poured over them.*
- 2 **B:** *No he didn't. I think you'll see that he invited friends to take the challenge.*
- 3 **B:** *No, he wanted to support the ALS Association, actually.*
- 4 **B:** *Uh, no. They actually received \$40 million.*

- 5 Ask students to read the text and discuss the answers to the question with a partner.
- Check answers around the class.
- 6 Get students to read the Grammar box, then ask the questions to the whole class.
- Either clarify the answers yourself or ask students to look at the Grammar Reference on page 136 to check.
- **Optional** Students could write at least two more *it*- or *what*-cleft sentences related to what they have learned about so far in this unit.

Teaching Tip Giving everyone a chance to answer

One way to ensure differentiated learning is to give every student the chance to answer and have "one-on-one" teaching during feedback. As well as giving extra activities to fast finishers, sometimes you can stop an activity when they are finished, but when you go through the answers, you should make sure that you call on slower students to answer the first questions. If you only ask students to volunteer or allow the fastest students to answer the first questions, you will miss this opportunity and allow them to dominate. By doing this you will also find out if the fast students are simply going fast without accuracy and can tell them to slow down.

- 7 Read the directions and ask students to volunteer the answer for the first item. Ask them to do the rest individually. Go around the class and notice any errors.
- Write any errors that you noticed on the board for students to correct. Then read out the correct answers.
- 8 Read the first statement. Give one possible answer yourself (*What I love about social media is that if you ask a question, you get answers right away.*), then ask some students for ideas. Ask students to complete each sentence.
- Go around and check that students are doing the activity correctly and help with any language they need. Write some of these new words/phrases on the board for feedback.
- Put students in groups to discuss their ideas. To model, ask two or three students to read out one of their sentences and either agree or disagree with what they have said and add a comment—encourage a further response from the students in reply to your comment. Tell students they should do the same when they discuss in groups.
- Go around the class to help and notice what the students are doing well/not well.

Suggested answers

- 1 What I love most about social media is keeping in touch with people all the time / that you can connect with others who share the same interests.
What worries me about social media is that it can prevent you from seeing your real friends / that you don't really know who you are talking to sometimes.
 - 2 What charities should do to raise awareness is organize events like fun runs / advertise in shops and cafes, and so on / hold fundraisers like bake sales.
 - 3 What concerns people about giving to charities is that the money might not go to the right people / that too much money is spent on administrative activities.
 - 4 What inspires me about Bill Gates is the way he's used his money to do good.
- 9 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:
- 1 put students in pairs or groups to decide which they prefer.
 - 2 take a vote on each activity.
 - 3 if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

At this point, have students complete Activity 4 on page 137 in the Grammar Reference section. You may also assign this activity as homework.

4 PRONUNCIATION Contrastive stress

a Listen to two short exchanges. Answer the questions.



- A The first challenge took place in 2014.
 B *I think you're mistaken. It was actually in 2011 that the first challenge took place.*
 A Pete Frates played basketball.
 B *Uh, no. I think you'll see that it was baseball that he played, actually.*

- Which word or words carry the main stress in the parts of the sentences in italics? **in 2011; baseball**
- Why are those words stressed? **to correct the first statement**
- Listen and repeat the exchanges.

b Work in pairs. Make similar exchanges, correcting the information in bold. Use the underlined words and phrases in Activity 4a.

- A **bucket of ice** is poured over people.
- Pete Frates invited **politicians** to take the challenge.
- He wanted to support a **cancer charity**.
- The ALS Association received **14 million dollars**.

5 Read about the Rice Bucket Challenge. How is it different from the Ice Bucket Challenge? **People were asked to donate a bucket of rice rather than money.**

Rice Bucket Challenge

It was Manju Latha Kalanidhi, an Indian journalist, who came up with the idea for the Rice Bucket Challenge. What worried her about the Ice Bucket Challenge was that it wasted water, a precious resource in many parts of the world. She thought that it would be more useful to provide food, another precious resource, for those in need. What people were asked to do was to donate a bucket of rice to somebody in need. Soon after posting the challenge on social media, the page had 7,000 likes, and a month later the Twitter hashtag #ricebucketchallenge had been tweeted 11,000 times.

What cleft sentences

- a **What** worried her about the Ice Bucket Challenge was that it wasted water.
 b **What** people were asked to do was donate a bucket of rice to somebody in need.

6 Look at the sentences from the *Rice Bucket Challenge* in the Grammar box. Answer the questions.

- How do the sentences start? **What**
- How many clauses are there in the sentences? **two**
- Where is the important information? **at the end**

Check your answers on page 136. Do Activity 4.

Manju Latha Kalanidhi is the founder of the Rice Bucket Challenge.

7 Match the two parts of the sentences.

- What is different about the Rice Bucket Challenge **h**
 - What both challenges illustrate **d**
 - What the Rice Bucket Challenge highlights **c**
 - What Manju Latha Kalanidhi suggested doing **f**
 - What she did **e**
 - What both challenges do **a**
 - What people put in the bucket **b**
 - What inspired Manju Latha Kalanidhi **g**
- a is help people in need.
 b was rice.
 c is the scarcity of food.
 d is the global power of social media.
 e was post her idea on social media.
 f was giving food to the poor.
 g was the Ice Bucket Challenge.
 h is that people do not donate money.

8 Finish the sentences. Then read your sentences in groups. Do you have the same ideas?

- What I love / What worries me about social media is...
- What charities should do to raise awareness is...
- What concerns people about giving to charities is...
- What inspires me about... is the way...

9 CHOOSE Choose one of the following activities.

- Work in pairs. Plan another challenge to raise money for a charity. Then present it to another pair. Use cleft sentences to explain your ideas.
- Write a short paragraph about charities that answers these questions: *What inspires people to raise money for charities? What worries people about donating to charities?*
- Have a whole-class discussion on the topic *The government should provide for the sick and needy in society, not charities*. Use cleft sentences.



5D What does it mean to be a citizen of the world?

“They are ultimately global issues, and they can ultimately only be solved by global citizens demanding global solutions from their leaders.”

HUGH EVANS

Read about Hugh Evans and get ready to watch his TED Talk. ▶ 5.0

AUTHENTIC LISTENING SKILLS

Rhetorical questions

Speakers sometimes announce what is coming next by asking a rhetorical question (a question they don't expect an answer to) and then answering it themselves. This can introduce a new topic or section to the talk.

- 1 Look at the Authentic Listening Skills box. Listen and read the first rhetorical question from the TED Talk. What do you expect the speaker to talk about next? Listen and check your idea. ▶ 34

But how did we actually go about recruiting and engaging those global citizens?

- 2 Complete the extracts from the talk with the questions. Then listen and check. ▶ 35

- a So where are we?
b But have we achieved our mission?
c How will that achieve anything?

Now, maybe that doesn't sound like a lot to you.

(1) c Well, it achieved a lot because she wasn't alone.

(2) a We run this amazing festival, we've scored some big policy wins, and citizens are signing up all over the world. (3) b No. We have such a long way to go.

WATCH

- 3 Work in pairs. What kind of citizen do you identify as? Rank the descriptions in the correct order for you (1 = most; 4 = least). Say why.

- _____ as a member of your local community
_____ as a citizen of your town, city, or region
_____ as a citizen of your country
_____ as a global citizen

- 4 Watch Part 1 of the talk. Choose the correct options to complete the sentences. ▶ 5.1

- 1 Davinia is unusual because she works selflessly for other people / became a politician at a very young age.
2 She donated / raised money for girls' education.
3 Global citizens are defined by their actions / their beliefs and their actions.
4 Working with others worldwide is the best way / the only way to solve the world's problems.

- 5 Watch Part 2 of the talk. Are the sentences *true* or *false*? ▶ 5.2

- 1 As a boy, Hugh was not interested in social issues. *false*
2 Sonny Boy's family was rich. *false*
3 The family slept together in a tiny room. *true*
4 Meeting Sonny Boy made Hugh aware of inequalities. *true*
5 Hugh says that governments did not cause Sonny Boy's problems. *false*
6 He believes money can solve the problems. *false*
7 He says that communities cannot find their own solutions to their problems. *false*
8 Hugh decided to start a movement when he got back to Australia. *true*

5D What does it mean to be a citizen of the world?

- **Warm up** Tell students they are going to watch a TED Talk about being a citizen of the world.
- Focus students' attention on the quote. What do they understand about it? How far do they agree with it?
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Then do the vocabulary activity.
- After they finish, you might write the key words from the About the Speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

AUTHENTIC LISTENING SKILLS Rhetorical questions

- As well as teaching aspects of phonology and listening skills, these activities also:
 - allow you to pre-teach vocabulary.
 - allow students to read and hear new language before they listen to the TED Talk.
 - allow students to get used to the speaker's voice and style.

- 1 Either ask students to read the Authentic Listening Skills box, or read it out loud. Ask if rhetorical questions are used much in the students' own language. Are they a feature of everyday conversation or more formal presentations and speeches?
 - Ask students to suggest ideas for what the speaker will say after this rhetorical question. (He will talk about how they recruited and engaged global citizens.)
 - Play the audio for students to check their answers.

Expansion

Ask students to write down what they hear. On a first listen they take notes and compare in pairs or groups to reconstruct the text. They can listen one more time and further develop their ideas.

- 2 Put students in pairs to decide how the extracts will be completed.
 - Play the audio for them to check their answers.
 - You can then get students to practice reading out the short extracts, first in pairs and then ask two or three to read to the class.

WATCH

- If you are short on time or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labeled as *TED Talk with activities*. At the end of each section, there is a short gist question.

- 3 Look at the directions and give your own answer to the description you rank 1 and say why, as a model for students. (For example: *First and foremost, I see myself as a member of my local community. I live in a rural area and it's really important that we support each other in our everyday lives.*)
 - Give students a minute or two to think about their own rankings.
 - Put students in pairs. Go around and check that students are doing the activity correctly and help with any language they need, and make a note of any language points to go over with the class.
 - When the first pairs finish, check students' ideas by asking a couple of individual students for their answers and having a brief discussion. Teach any new language that came up during the activity.

Expansion

Ask students to think of at least two other groups they identify with. *Where would they rank on your list?* You can also get them to explain what actions they do for each of the groups they have talked about.

- 4 Tell students that they will watch just the first part of the talk. They should try to answer the questions as they watch. Ask students to read the questions and check that they understand them. Deal with any questions about language that students have.
 - Play Part 1 straight through.
 - Allow time for students to compare their ideas in pairs. Then go through the answers with the class.
- 5 Ask students to read the sentences and check that they understand them. You may need to explain:
 - inequalities* = large differences in areas such as wealth, health, and education between different social groups
 - rich* = wealthy
 - Play Part 2 of the talk and have students listen for the answers. At the end of Part 2, tell students to compare their ideas in pairs.
 - Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the video again.
 - Check the answers with the class and write the answers on the board.

Expansion

Ask students what they think of Hugh and how similar or different they were to him as a child.

- 6** Ask students to quickly read through the sentences. Remind them that the sentences are not exactly what they will hear, but summarize different sections.
- Play Part 3 once straight through and ask students to complete the sentences with the words or numbers.
 - Ask students to compare their answers in pairs. Go around and check how they did and decide if they will need to watch the video again.
 - Play Part 3 again, and get students to check their answers in pairs if necessary. Otherwise, go through the answers by calling on different students to give each answer. Play the video again to confirm or check, stopping at the relevant points. If students are uncertain about an answer, repeat just that sentence. If you are short on time, just give the correct answer.
 - Write the answers on the board.
- 7** Read question 1 with students and put them into pairs briefly to say what they think.
- Ask students their ideas in response to the questions. You could develop the discussion with follow-up questions such as *What historical events do you think he has in mind? Why? What things would he suggest people do next? How will the process continue?*
 - Ask students to read through the hopes in question 2. Remind them that the sentences are not exactly what they will hear but mean the same.
 - Play Part 4 once straight through and ask students to put the hopes in order.
 - Ask students to compare their answers in pairs. Go around and check how they did and decide if they will need to watch Part 4 again.
 - Play Part 4 again, and get students to check their answers in pairs if necessary. Otherwise, go through the answers and play the video again to confirm or check, stopping at the relevant points. If students are uncertain about an answer, repeat just that sentence. If you are short on time, just give the correct answer.
 - Write the hopes in the correct order on the board.

Answers

1

- a** Technology has developed so that nowadays it is easier to access information, influence events, and work together with people all over the world.
- b** There are many issues that still need to be tackled.

8 VOCABULARY IN CONTEXT

- **8a** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section.

- **8b** Check that students understand the words in italics and teach them again if necessary, or ask students if they can recall the example in the talk. Give one or two of your own examples. (*I didn't sleep a wink during that storm last night. I hate thunder and lightning and it makes my dog bark.*) Tell students they can ask you further questions to find out more, and answer any questions they have.
- Tell students to complete the sentences so they are true for them.
- Put them in pairs to compare their answers and go around and check that they are doing the activity correctly. Notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Get students to change pairs and continue monitoring.
- Give some feedback about new language that came up, and look at any errors which you may have written on the board. You can also retell some interesting things you heard.

CHALLENGE

- Ask students to discuss what *Think globally, act locally* means. They will need a definition to discuss the second question in this activity. (If everyone took action locally, it would have a global impact.)
- Put students in pairs to discuss the questions. You could get them to discuss the ideas first for two minutes in their own language. Then ask them to change pairs and set a time limit of about five minutes to discuss in English. You might also ask if there are any English words they need to know at this point.
- Go around and check that students are doing the activity correctly and help them with language if necessary.
- Stop the activity at the end of the time limit. Share any interesting things you heard and allow other students to comment. Teach any new language that came up.

Suggested answers

1

- a** idealistic: he dreams of a better world
- c** ambitious: to eliminate poverty is a big challenge

Less likely words to describe Hugh's ambitions are:

- b** realistic: he has clear plans and strategies, but they may not be realistic
- d** achievable: it's hard to predict whether, or when, these dreams will be achieved

2

Answers will vary.

- 9** Ask students to discuss the questions in pairs, then have a class discussion.



6 Watch Part 3 of the talk. Complete the sentences. ▶ 5.3

- 1 According to research, 18 percent of people who are concerned about the world's problems have taken action to change them.
- 2 Hugh wanted to encourage millions of people in dozens of countries to become global citizens.
- 3 Hugh found that many different kinds of people were concerned about the same issues.
- 4 Hugh organized the Global Citizen Music Festival at the same time as the UN General Assembly meeting.
- 5 People earned tickets for the festival by taking action on a global issue.
- 6 Last year, _____ people in New York were able to get tickets to the festival. more than 155,000
- 7 Members of Global Citizen come from 150 countries, and last year more than 100,000 people joined every week.
- 8 Davinia and 142,000 other people raised enough money to encourage donations from the US government.

7 Watch Part 4 of the talk. ▶ 5.4

- 1 What does Hugh mean by these statements?
 - a *Those of us who look beyond our borders are on the right side of history.*
 - b *We have such a long way to go.*
- 2 Label the future hopes in the order that Hugh mentions them. Global Citizen will:
 - c be recruited from every country in the world.
 - e become more determined.
 - a make sure that world leaders achieve new goals.
 - d increase in numbers.
 - b work to eradicate illnesses.

8 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 5.5
- b Complete the sentences in your own words. Then compare your sentences in pairs.
 - 1 I didn't *sleep a wink* the day before / after _____.
 - 2 I wonder why some people find it so hard to _____. After all, it's *not rocket science*.
 - 3 I'm not a _____ person. *Far from it*. I'm actually very _____.

CHALLENGE

Work in pairs. Discuss the questions.

- 1 Which of these words would you use to describe Hugh's ambitions for Global Citizen? Why?
 - a idealistic b realistic c ambitious d achievable
- 2 "Think globally, act locally." What can you do at a local level to change the world?

9 MY PERSPECTIVE

Work in pairs. Do you think younger people have a more global outlook than older people? Why? What are the advantages of thinking globally?

5E Changes

Useful language

Making a request

Any chance you could...? **girl**

I don't suppose you could... Do you think you could...?

Making a suggestion

Why don't you...? **girl**

I think it'd be a great idea to...

We could... **girl**

Resisting

Yes, but the thing / problem is... **boy**

What's the point / use of...? **boy**

You must be joking. **boy**

I'm afraid I'm busy. I have to...

I'm not sure if I'm into... **boy**

Sorry, there's no way I'm doing that.

It's a waste of time / money.

Persuading

Oh, come on! **girl**

That's no excuse. **girl**

It's for a good cause / It'll be fun. **girl**

It's a great way to... **girl**

Don't be lazy.

You'll never know until you try. **girl**

You could (easily)... **girl**

Giving in to persuasion

Oh, fine. **boy**

OK, you've convinced me. **boy**

SPEAKING

- 1 Match verbs in column A with nouns in column B to make collocations about ways to change society or your community.

A	B
1 collect	a blog
2 put on	a petition
3 sign	a charity run
4 go on	money
5 write	a concert
6 hold	a volunteer group
7 boycott	a demonstration
8 join	money
9 take part in	a product
10 donate	a fund-raising sale

- 2 Work in pairs. Discuss the questions.

- Have you ever done any of the things in Activity 1?
- If so, when and why? Did you achieve your goal?
- If you have not done any of these things, why not?

- 3 Listen to a conversation between two friends. Answer the questions. 36

- What things does the girl try to persuade the boy to do? Does she succeed?
- What three excuses does the boy make?
- What points does she make to convince him?

- 4 Listen again to either the girl or the boy. Which of the phrases in the Useful language box do you hear? Then compare in pairs. 36

- 5 Work in pairs. Choose two or three of the ideas and make short dialogs.

climb a mountain	get a part-time job	go on a day trip	help a neighbor
join a gym	prepare a special meal	watch a sport	

- A Why don't we have a barbecue tomorrow to celebrate the end of the semester?
 B I'm afraid I'm busy. I have to finish a project.
 A Oh, come on. You could easily do it later. It'll be fun.
 B Oh, fine.



5E Changes

- **Warm up** Ask students to look at the photo and discuss these questions in small groups.

Are charity events like this popular in your country?

What are the most popular types of event?

What kinds of causes are they most often in support of?

What charity would you raise money for if you were doing something like this? Why?

SPEAKING

- 1 Tell students they are going to learn some collocations to talk about changes in society and community. Look at the directions and do the first item as a class.
 - Tell students to do the rest of the activity individually. Go around and check that they are doing the activity correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
 - When the first few students are finished, have them compare answers in pairs and help each other with anything they haven't finished.
 - Go through the answers by asking different students to read out the full collocation. Write the collocations on the board.
 - As you write on the board, ask a question or two to the class to check that they understood the vocabulary. For example: *What might you sign a petition about?* *Why might you boycott something?*
 - 2 Give one or two examples from your own life including at least one that applies to a friend or family member to model the activity clearly. For example: *When I was in college, I went to a demonstration when the president was in town. It was a very powerful feeling, being part of such a big crowd. My sister did a charity run recently to raise money for our local hospital. They took care of my dad when he was really sick, so she wanted to give something back.*
 - Put students in pairs to discuss the questions. Go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When the first pairs have finished, ask students to change partners and discuss the questions again.
 - Change pairs one last time, or stop the activity and give some feedback by sharing any interesting things you heard and teaching any new language that came up.
 - 3 Tell the class they are going to hear a conversation in which a girl is trying to persuade her friend to do something. Ask students to read the questions before you play the audio.
 - Play the audio once while students note down their answers. Give them time to compare their answers in pairs.
- Go around and notice how well the students did. If the majority have not understood, play the audio again.
 - Ask the students to give their answers.

Answers

- 1 Sponsor her for a charity run in the park. Yes. Get him to do the run, too. Yes.
- 2 He's never gone jogging. He's not sure if he's into it. He's busy. He has to go shopping. He has no sponsors.
- 3 It's a good cause; It'll be fun. It's a good way of meeting people; It's a great way of getting in shape. Good exercise; He can do his shopping later; He could help raise money; He could easily get sponsors if he put a request on social media.

- 4 Look at the directions and give students time to read the phrases in the box. Have half the class listen to the boy and half listen to the girl.
 - Play the audio and get students to check off the phrases they hear for their speaker. Put students in pairs. One student should have listened for the boy, and one should have listened to the girl.
 - Ask one pair to list which phrases they heard for one of the speakers. Ask another pair if they heard any others. Do the same for the other speaker.
 - If students have missed expressions, you can play the audio one more time. Note: Some expressions can be used with a word or two changed, e.g., *I'm not sure if you've convinced / persuaded me.*
- 5 Ask students to read the ideas in the box and then read out the short sample conversation in pairs. Ask them which of the ideas in the box the conversation is about (prepare a special meal).
 - Choose a student to model the activity further. Ask the student *Why don't we go to the mountains this weekend and climb [name of mountain]?* Continue the conversation with the student. Focus on making specific suggestions, e.g.,
A: *Why don't we climb Mount Fuji this weekend?*
B: *You must be joking!*
A: *Come on! It'll be fun! The weather forecast is great and the views are amazing. We won't go all the way to the top!*
B: *I'm not very into walking long distances uphill.*
A: *It's a great way of getting some fresh air.*
B: *Oh, fine. You can buy dinner afterward!*
 - Ask students to take turns starting similar conversations. With weaker groups you might ask them to write their dialogs first.
 - Go around the class and notice if they are using the language from the box, or listen for any errors they make.
 - When most students have done two or three conversations stop the class and ask them to change partners, or move on to give some feedback on any language that came up.

- 6 Ask students to discuss the questions in pairs. Set a time limit of between five and ten minutes.
 - Go around the class to check that students are doing the activity and offer help if necessary. Help students keep track of time by telling them how long they have left.
 - When the time is up, stop the activity preparation. If any new language came up as a result of this planning stage, teach it now.
- 7 Put students in groups. Ideally students from the pairs in Activity 6 should go into *different* groups. They should try to persuade each other to follow their plans.
 - When the first groups have finished discussing each other's ideas, stop the activity.
 - Give feedback on how well they did or ask students to give each other a score out of ten on how well they persuaded them. Ask groups to share their ideas for improvements. Which does the class think is the best?

Expansion

Ask the class to name some charities they know. Then discuss what they know about what the charity does, how it raises money, how effective it is, and whether students would support each and how.

WRITING A formal letter

- Warm up** You could start by asking the whole class if anyone has ever written a formal letter in their first language. If so, who to and why? If no one has, ask who they think they might need to write formal letters to in the future, and why. Ask the group what features they'd expect to find in formal letters that they wouldn't see in emails.
- 8 Tell students they are going to learn to write formal letters better and ask them to read the letter on page 151. You could read it out loud as they follow along.
 - Ask students to compare their answers with a partner, then check answers around the class.

Answers

- 1 World hunger. One person in nine goes to bed hungry every night, and about 45% of all child deaths are linked to malnutrition. Not only is this unjust, but it is also inexcusable in a world of plenty.
- 2 put pressure on global leaders to tackle child hunger at the summit

9 WRITING SKILL Making a point

- Focus the students' attention on the EPIC format. Ask students if they can remember the points Constanza made in each of the EPIC sections before they look at her letter again.

- In pairs, students read the letter again to answer the questions. You might want to tell one student to have page 67 open while the other has page 151 open, to avoid a lot of flipping backward and forward.
- Check answers with the class and make sure students have noticed the features used in the letter.

Answers

- 1 E Engage attention – Paragraph 1
P State the problem – Paragraphs 2 and 3
I Inform about solutions – Paragraph 4
C Call for action – Paragraph 5
- 2 The world produces enough food to feed the global population of seven billion people. Yet one person in nine goes to bed hungry every night, and about 45% of all child deaths are linked to malnutrition. People are still suffering from malnutrition and hunger, often as a result of poverty, famine, or conflict. [...] It is the children who suffer most. [...] Only by getting enough food and a balanced diet can children grow up strong and healthy and develop resistance to disease.
- 3 unjust, inexcusable, horrifying
- 4 She uses long sentences.
- 5 This is our chance to take action and help all the world's children.
Together, we can change the fate of millions of children who need our help.

- 10 Explain the activity. First ask students to work in pairs or groups to brainstorm changes they would like to see and then get them to share their ideas with the class.
 - In their pairs or group, students should choose one idea from the list they produced. Then they should discuss what to write in each paragraph and how they can use the EPIC format.
 - If you are going to give the students a grade, tell them it will be higher if they write the letters in a similar way to the model and use language they have learned.
 - Give the writing for homework or set a time limit of twenty minutes to do it in class. Fast finishers could check their writing for mistakes or they could plan and write a second letter.
 - As students are writing, go around and help them.
 - Optional** Circulate the letters students have written or ask them to put them up on the wall. Students should go around and decide which two they would publish if they were a newspaper editor. They could also note errors.

Exam Skills Writing: get someone else to check

Encourage students to get a friend to read what they have written and ask them if there is anything they do not understand or if they have any ideas to improve it. Doing this regularly before an exam will help them think about the common errors they make, which will help them look out for those when they are writing under pressure.

6 Work in pairs. You are going to try to persuade other people to take action to improve the local community. Complete these steps.

- 1 Think of a change you would like to make in one of these areas:
 - **Your school:** e.g., provide a new sports field, better food in the cafeteria, more after-school activities / clubs, or a recycling program.
 - **Your local community:** e.g., improve or add a facility (e.g., the local youth club), raise awareness of an issue (e.g., homelessness), or introduce a new system (e.g., keeping the streets clean).
- 2 Decide what you will do. Use the ideas in Activity 1 to help you.
- 3 Think of three reasons to help persuade other people to join you.

7 Work in groups. Try to persuade other people to join you.

WRITING A formal letter

8 Work in pairs. Read the letter on page 151. Answer the questions.

- 1 What is the writer concerned about? Why?
- 2 What does she want the politician to do?

9 **WRITING SKILL** Making a point

Read the letter again. Answer the questions.

- 1 Notice how the writer uses the "EPIC" format to make her point. Divide the letter into sections.

E Engage attention

P State the problem

I Inform about solutions

C Call for action

- 2 What facts and statistics does the writer mention?
- 3 What adjectives does she use to create an emotional response?
- 4 Does she use short or long sentences?
- 5 Find examples of optimistic statements. How could these persuade the reader to take action?

10 Write a letter to a leader urging him/her to take action on a national or global issue (e.g., education, climate change, disease, the environment, or poverty).

- Begin with *Dear Mr. / Ms. (last name)* and end with *Yours sincerely*.
- Begin with *Dear Sir / Madam* if you don't know the person's name.
- Use the "EPIC" format.
- Use inversions and cleft sentences.

Writing strategies

Making a point

E Engage attention

Use short sentences and strong adjectives to engage the reader's emotions.

I am writing to / in connection with / in response to...

P State the problem

Support your statements with facts.

A key challenge that we face is...

Not only is this... , but it is also...

I Inform about solutions

State clearly what action you want him/her to take. Make optimistic statements.

What we need to do is...

What I suggest doing is...

Only by...ing can we...

C Call for action

I urge you to... / I call on you to...

This is our chance to...

Together, we can...

The New York City Marathon is a popular race for people running for charity.



6 Education

The Green School in Bali believes that
"Everyone must act in a way which promotes
the dignity, health, and safety of others."

IN THIS UNIT, YOU...

- talk about school rules and why they are important.
- read about a fascinating experiment in changing teaching methods.
- learn about Bangladeshi boat schools.
- watch a TED Talk about an inspirational teacher who fixed a broken school.
- write an opinion essay about the Internet.

6 Education

Unit Overview

This unit covers aspects of education. Students will learn concepts and language relating to learning and school, both through talking about how it affects their own lives and talking about how people learn around the world.

In this unit, students will cover a range of topics around the unit theme including learning the vocabulary to talk about school rules and norms, listening and talking about school rules and expectations around the world, reading about an interesting intercultural social experiment focused on education, learning about some unique schools around the world, watching a TED Talk about fixing “broken” schools, and talking about and writing opinions and testing. By exploring these topics, students will learn the language they need to describe their own educational experience, as well as talk about issues surrounding education and learning around the world.

Unit Objectives

Vocabulary

- School rules
- **Vocabulary building** Nouns and prepositions

Grammar

- **Grammar 1** Modals of permission and obligation
- **Grammar 2** Passive *-ing* forms and infinitives

Reading

- *Are our kids tough enough? Chinese School*

TED Talk

- Linda Cliatt-Wayman: *How to fix a broken school?*
Lead Fearlessly, Love Hard

Pronunciation

- Rise-fall-rise intonation

Speaking

- Agreeing and disagreeing

Writing

- An opinion essay

About the Photo

The photo shows the inside of the Green School on the Indonesian island of Bali. The school’s approach to learning is one of education “for sustainability, through community-integrated, entrepreneurial learning, in a wall-less, natural environment.” They teach with a “holistic, student-guided approach,” which “inspires and empowers” the green leaders of the future. The school buildings are ecologically sustainable and made primarily of bamboo, with local grass, and mud walls are also used.

Warm Up

- Focus students’ attention on the photo or project it using the CPT.
- Tell them that it’s the interior of the Green School on the island of Bali in Indonesia. Ask for a show of hands from students to see who’d like to study in a school like this. Choose one person to explain what they’d like about it. Choose someone who didn’t put their hand up and ask why they *wouldn’t* like it.

Resources

- Classroom Presentation Tool
- Tracks 37–43 (Audio CD, Website, CPT)

6A Play by the Rules

VOCABULARY School rules

- **Warm up** Put students in groups to discuss what they like about their school, how they feel about the buildings, what the best rules are, if they know any schools that are different from theirs—and any differences they know of in terms of subjects they teach, buildings, rules, etc.
- 1 Tell students to read the caption and discuss in pairs how students at the Green School would be expected to behave. Ask them to give examples of expected behavior that could promote dignity, health, and safety.
 - Ask pairs to report their ideas and then ask the rest of the class if anyone wants to add anything. Give feedback about new language that came up, and focus on errors to correct.

Suggested answers

Dignity: Be polite to everybody. Don't criticize another student's answer in class—everyone is entitled to an opinion, even if it's different from yours. Health: Wash your hands after using the bathroom. Safety: Move around the school safely and sensibly. Don't leave your bag where someone can trip over it.

- 2 Tell students to think about the rules at their school. Ask volunteers to call out some of the rules and write them on the board. Ask them to think about why these rules exist and what benefits they have. Read the questions together and put students in pairs to discuss them and take notes.
- When a couple of pairs are finished, stop the activity. Ask different pairs to report their ideas and then ask the rest of the class if anyone wants to add anything.

Suggested answers

Schools have rules to define the school's values. They make sure everybody knows how to behave and teach students how to live together. They are usually made by the principal, or the teachers and administration. If students had a say, it might encourage them to think about the consequences of their actions and take responsibility for them. It would also help them decide what is fair and reasonable. On the other hand, students don't have as much experience with community life as adults, and may come up with rules that are unrealistic.

- 3 Look at the instructions with the class and tell students to match the excerpts in 1–5 with the rules in a–e. Tell them to use a dictionary if they need to.

- Check the answers with the class and write them on the board. As you write on the board, ask follow-up questions to check that they understood the vocabulary, e.g., *Can you give an example of inappropriate clothing for school?*
- 4 Read the first two sentences out loud or call on a volunteer to read them. Ask students what they think about the punishment. What advice can they think of?
 - Tell students to read the rest of the consequences in pairs and take notes about what they think of each and how the behavior could be improved.
 - Call on pairs to see what they thought about each consequence and how the behavior could be improved. Ask if the other pairs agree or disagree and why.
- 5 Look at the directions and do the first item with the class. Ask a student to read the sentence aloud, then ask for a volunteer to explain the difference in meaning between *suspend* and *take a mediation approach*.
 - Put students in pairs to read the rest of the sentences and discuss the pairs of words. Go around and check that students are doing the activity correctly.
 - Go through the answers by asking pairs to explain the difference between options. Ask follow-up questions to the class to push their ability to use the vocabulary, e.g., *Can you think of other reasons a student might be suspended?*

Suggested answers

- 1 *suspend*: students are not allowed to attend school for a time period; *take a mediation approach*: students talk to each other, either with other students or a teacher present, to solve their differences
bully: frighten or hurt someone who is weaker than you; *show disrespect*: not show any respect or polite behavior towards someone
- 2 *offensive*: unpleasant or insulting, likely to make people upset; *inappropriate*: comments which are not suitable for the situation
- 3 *not on time*: being late to class or school; *skip class*: stay away from school or class without permission
detention: have to stay late at school after other students go home; *warning*: telling someone they will be punished if they do something again

Exam Skills Vocabulary: different meanings

Remind students that when words have similar meanings, it's important to learn how the meanings differ, and the different ways the words can be used. This means noting the collocations that go with each word and using a dictionary to find more examples of collocations and examples of usage. Being able to recognize common combinations of words will help them read more quickly and improve their listening skills.



6A Play by the Rules

VOCABULARY School rules

- 1 Work in pairs. Look at the photo and read the caption. Give three examples of how you think students would be expected to act at the Green School. Do you agree with the quote?
- 2 Work in pairs. Discuss the questions.
 - 1 Why do schools have rules or codes of conduct?
 - 2 How are they set up? Should students have any say in what the rules are?
- 3 Match the excerpts from the Green School's Code of Conduct about expected behavior (1–5) with the rules below (a–e).
 - 1 Students are expected to respect the rights, needs, and feelings of others. In return, they can expect such consideration to be shown to them.
 - 2 It is everyone's right to have a safe, clean, and comfortable place to work.
 - 3 Courtesy is an important part of our daily lives. It costs nothing but shows our respect for each other and makes life more pleasant for everyone.
 - 4 Absence of even one day will cause students to miss lessons and lose out on essential teaching.
 - 5 Students are responsible for their personal appearance and are expected to take pride in it.
 - a No inappropriate clothing. 5
 - b No vandalism. 2
 - c Don't bully other students and don't show disrespect to anyone. 1
 - d No offensive language or disruptive behavior in class. 3
 - e Don't skip class, and be punctual. 4
- 4 Read the consequences of not following a code of conduct. Are they fair? How can they help students improve their behavior?

The school will **give** a range of **punishments** if students misbehave. Students who are not punctual will **be given a warning**. With regard to truancy, students who skip classes will **be given a detention** after school, where they will do extra homework so they don't fall behind with schoolwork. If the student's conduct does not improve, the school may **take away some privileges**; for example, they will not be allowed to leave the school at lunchtime. In cases of more severe **misbehavior**, different punishments will be applied. If students bully or disrespect staff or other students, we take a **mediation approach** in which students and staff discuss the effects of their behavior on other people. If their behavior does not improve, they will be **suspended** from school, either temporarily or permanently. With everyone's cooperation, the rules will not need **enforcing**, but they will ensure that we can all live and work happily together.
- 5 Work in pairs. Explain the difference between the options in bold.
 - 1 The school promotes caring and positive relationships. We will **suspend** / **take a mediation approach with** students who **bully** / **show disrespect**.
 - 2 Students learn best in a calm, friendly environment. It is disruptive to the class if students make **offensive** / **inappropriate** comments.
 - 3 You need to be in class in order to learn. Students who **are not on time** / **skip class** are given a **detention** / **warning**.

LISTENING

6 Work in groups. Discuss the questions.

- 1 What type of behavior is expected at your school?
- 2 What punishments are given if students misbehave? Which are the most effective / appropriate? Why?

7 Listen to a podcast about school rules around the world. Note the punishments you hear. 🎧 37

8 Listen again. Choose the correct options to complete the sentences. 🎧 37

- 1 In the school in Mexico, phones can sometimes / never be used in class.
- 2 In the school in Thailand, students got away with / punishments were given for lateness.
- 3 In the school in South Korea, punishments were very serious / relatively lenient.
- 4 In the school in Brazil, students may be suspended for serious / minor misbehavior.
- 5 The Japanese high school had a strict / lenient attitude toward students' appearance.
- 6 In the school in Colorado, US, the students' behavior improved / got worse.
- 7 In the Argentinian school, the students were punished for / got away with speaking Spanish.

9 Listen again. Which of the students (1–7) mention the following? 🎧 37

- a a punishment that benefits the school **3**
- b different rules for elementary and high schools **5**
- c a regret about the past **7**
- d people discussing problems together **6**
- e a public punishment **2**
- f a popular punishment **4**
- g an unnecessary worry **1**

10 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 Which of the schools is most similar to your school?
- 2 Which one would you most like to attend?

GRAMMAR Modals of permission and obligation

11 Work in pairs. Look at the extracts from the podcast in the Grammar box. Which other ways can you think of to express the words in bold in each context?

Modals of permission and obligation

- a In some schools in Mexico you're **allowed to** use phones... in class. **can**
- b But in my school, you **can't** use them at all, except for emergencies. **aren't allowed to, must not**
- c We're **supposed to** leave them in our lockers. **should**
- d ... shouting "I **must** be punctual" or "I **must not** be late." **have to / can't**
- e ... students who break the rules **have to** do jobs like cleaning the classrooms. **must**
- f At Japanese elementary schools, children usually **don't have to** wear a uniform. **don't need to**

LISTENING

- **Warm up** Explain to students that they will be hearing about different schools around the world. Ask if they know anyone who's ever studied abroad and, if so, what the experience was like. You could also ask the class if they know about any school rules around the world that are different from their own.
- 6 Read the questions as a class. Ask students to answer them in pairs. Give them about three minutes to discuss.
- Ask students if what they talked about had any differences from or similarities to any rules they talked about in the Warm up.
- 7 Look at the directions with the class and point out that they only need to listen for any punishments they hear mentioned the first time they listen.
- Play the audio once straight through.
 - Ask students to compare their notes in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you need to play the audio again.
 - Check the answers as a class by asking the whole class or by calling on people. Clarify anything that caused confusion.

Answers

- 1 Mexico – phones can be taken away
- 2 Thailand – students have to run around the school shouting "I must not be late."
- 3 South Korea – cleaning classrooms
- 4 Brazil – suspended from school
- 5 Japan – no punishment mentioned
- 6 USA – bullies sit down with their victims
- 7 Argentina – no punishment mentioned

- 8 Tell students they're going to listen again, this time for more detail. Ask them to read 1–7 and check that they understand them. You may need to explain the meaning of *lenient* (not severe). You could ask what they think the answer to 1 is before they listen, but don't tell them if they are right or wrong.
- Play the audio.
 - Get students to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
 - Check the answers as a class by asking for a show of hands, asking students to shout out an answer altogether, or calling on students. Ask students to tell you how they made their decisions and, where relevant, rephrase their ideas using language from the audio, if you can.
 - Where students agree, write the answer on the board. Where there is disagreement, see what the majority thinks and then give the answer, explaining why the answers are correct.

- 9 Students will hear the audio one more time. Ask them to read a–g and check that they understand them. You could ask who they think mentioned the idea before they listen, but don't tell them if they are right or wrong.
- Play the audio. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to replay the listening.
 - Check the answers with the whole class. Make sure students explain how they made their decisions and, where relevant, rephrase their ideas using language from the audio.
- 10 Before the class, decide which of the schools mentioned in the podcast is most similar to a school you went to or have worked in. Share your ideas with the class. Highlight some of the language you use. When you finish, encourage students to ask you follow-up questions.
- Put students in pairs to discuss their own ideas. Go around and check that students are doing the activity correctly and notice mistakes, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
 - At the end of the activity, ask a few different pairs which school is most similar to their own and which they'd most like to attend. Make sure they explain their ideas. See what the most popular choices are.
 - Give some feedback about new language that came up, and look at any errors to correct, which you may have written on the board. You can also retell some interesting things you heard.

GRAMMAR Modals of permission and obligation

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 138.
- 11 Tell the students that they'll be looking in more detail at some of the grammar from the podcast. Look at the instructions and do the first item with the whole class. Read the sentence out and ask if anyone can think of another way of expressing *are allowed to* (Answer: *can*). Once you have an answer, put the students in pairs to do the rest of the activity.
- When most pairs have finished, check the answers by asking the whole class for their ideas. Put the correct answers, and alternatives, on the board.
 - Note that while *must* and *have to* are given as approximate equivalents here, they can have slightly different meanings. This is covered in the Grammar Reference.

- 12** Look at the directions and ask students to complete the sentences.
- When most students are finished, get them to compare answers in pairs.
 - Check the answers with the class and write them on the board. Where there is disagreement, write the possible options.
 - Play the audio, stopping after each sentence. Check the answers, making any changes necessary on the board. Paraphrase the meaning of each answer, to reiterate the meanings.
- 13** Look at the directions and ask the class if there is a difference between the first pair of sentences (Answer: Yes). Ask for a volunteer to explain the difference.
- Put students into pairs to discuss the rest of the activity. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1.
 - When a few pairs are finished, stop the activity and check the answers with the whole class. Make sure students explain any differences.

Answers

- different
a = present prohibition, i.e., we aren't allowed to;
b = past prohibition (*couldn't* = past of *must not*, i.e., we weren't allowed to)
- different
a = prohibition, i.e., they weren't allowed to;
b = lack of obligation, i.e., it wasn't necessary to
- different
a = it wasn't necessary; we don't know if I wrote it or not;
b = I wrote it, but it wasn't necessary
- similar, both express obligation
- same: the past of *should(n't)* is expressed with *were(n't) supposed to*

At this point, have students complete Activities 1–3 on page 139 in the Grammar Reference section. You may also assign these activities as homework.

- 14** Look at the directions and read the first sentence to the class. Ask which part of it could be replaced by a modal verb or phrase. Point out that there may be several different ways these could be added. Remind students that they will need to change pronouns, etc., where needed. Get a variety of answers from the class and if any incorrect options are given, explain why these are wrong.
- Get the students to go through the paragraphs individually, noting where they think changes can be made. Go around and see if any particular difficulties are common. Make a note of these and focus more on these areas during feedback.

- Once a few students have finished both paragraphs, put them into pairs to compare their ideas and help each other with anything they haven't finished.
- Check the answers by reading out each sentence and asking the class to stop you when you say a part that could be replaced by a modal verb or phrase. Ask for possible answers. If any incorrect options are given, explain why they're wrong. Write the phrase being replaced and the alternatives on the board.

Suggested answers

Assignments

We have to / must / should turn in our assignments on time and they have to / must / should be legible. (A modal of obligation is more likely in the context, and since the college is giving the rules, *have to* is most likely. Since students are discussing the rules together, *must* is also possible. Students can use *should* because they may feel that *is expected to* suggests a lower level of obligation, which is acceptable, but less likely than *have to*.)

We're supposed to / We should type them but we're allowed to / we can handwrite them in certain situations. (Both options are equally acceptable.)

We have to / must / need to ask the professor first though. (*Have to* is most likely because it's an expression of a rule, but *must* or *need to* are both acceptable.)

We also have to / need to / We must also request extensions if we can't finish work on time. If we disagree with a grade, we have to / must / need to discuss it with the professor first. (*Have to* expresses a rule so is the most likely form, but the others are acceptable.)

Exams

We must not / can't / We aren't allowed to take any books, mobile devices, or other aids into the exam. (*Can't* is slightly more likely because it is often used for official prohibitions, but the other two are correct.)

We can't be more than five minutes late, or we might not be allowed into the exam.

We have to / must stay for the first half hour, then we can / are allowed to hand in our papers and leave. (Both forms are equally possible in each case.)

- 15** Look at the directions and give students time to read them.
- Put students in groups to discuss three or four of the areas.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to review.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

12 Complete these sentences from the podcast with the past forms of the modals and expressions in parentheses. Then listen and check your answers. 38

- 1 ... students who arrived late must run (must / run) around the school several times...
- 2 We weren't allowed to wear (not be allowed / wear) make-up...
- 3 ... and the boys couldn't have (not can / have) long hair...
- 4 ... we were supposed to answer (be supposed / answer) them in English, but nobody did.

13 Work in pairs. Look at sentences *a* and *b* in each pair. Is there a difference in meaning? Discuss the difference if there is one.

- 1 **a** We **must not use** our phones at all during school hours.
b We **couldn't use** our phones at all during school hours.
- 2 **a** The girls **couldn't wear** pants to school.
b The girls **didn't have to wear** pants to school.
- 3 **a** You **didn't have to write** a 2,000-word essay this time.
b You **weren't supposed to write** a 2,000-word essay this time.
- 4 **a** If we're late three times in a row, we **have to see** the principal.
b If we're late three times in a row, we **must see** the principal.
- 5 **a** We **aren't supposed to bring** any phones into the class.
b We **shouldn't bring** any phones into the class.

Check your answers on page 138. Do Activities 1–3.

14 Read the paragraphs from a college guidebook for students. Identify parts where a modal verb or expression from Activities 12–13 can be used. Rewrite the paragraphs from the students' point of view.

Assignments

You are expected to turn in your assignments on time and with a high standard of legibility. Typed assignments are preferable; handwritten is acceptable in certain situations, but it is necessary to request your professor's approval. It is also necessary to request an extension from your professor if you are unable to turn in a piece of work on time. If you disagree with any grade given to you, it is necessary to discuss it with your professor.

We have to turn in our assignments on time and...

Exams

You are forbidden to take books, mobile devices, or other aids into the exam. Students who arrive more than five minutes late may not be allowed to take the exam. Students are obligated to remain in the exam room for the first half hour, after which time they are allowed to hand in their exam and leave.

15 Work in groups. Discuss the rules relating to these areas at your school. Do you think they are fair? Rewrite some of the rules to make them more fair in your opinion. Justify your new rules.

bullying	electronic devices
food and drink	homework
other areas	punctuality
speaking in class	truancy
uniform and appearance	

Students in school uniforms in Havana, Cuba



6B Culture Shock!

VOCABULARY BUILDING

Nouns and prepositions

Some nouns, as well as some verbs and adjectives, are normally followed by the same preposition (e.g., *have admiration for someone, have a talent for something, have a reason for doing something*). When you learn new vocabulary, make a note of the prepositions it is used with.

- 1 Match each group of nouns with a preposition that the words are all commonly used with.

between	for	in	on	to
e	b	d	c	a
a approach	attitude	challenge	damage	threat
b need	punishment	respect	responsibility	talent
c advice	ban	focus	influence	impact
d change	decrease	improvement	increase	rise
e clash	comparison	conflict	difference	gap

- 2 Complete the sentences with nouns from Activity 1. There may be more than one possible answer.

- Although teachers have a significant _____ on how well students learn, in the end students should take _____ for their own learning.
- The huge _____ in the use of computers in recent years presents a significant _____ to older people.
- There is a _____ for a radical _____ in teaching methods for certain subjects.
- There is sometimes a _____ between students' abilities and their parents' expectations.
- If schools establish a _____ on smartphone use, it could lead to an _____ in concentration.

3 MY PERSPECTIVE

Work in pairs. Do you agree with the statements in Activity 2? Why?

READING

- 4 Read a review of a television show called *Are our kids tough enough? Chinese School*. Answer the questions.

- Who are the kids referred to in the title of the TV show? Why do they need to be "tough"?
- What exactly was the experiment, and what was the reason for it?
- What is the reviewer's opinion of the show?

- 5 Work in pairs. Find differences between the British and Chinese educational systems in these areas that are mentioned or suggested in the review.

- talking in class
- the teacher's authority
- educational achievement in math and science
- the length of the school day
- class size
- attitudes toward competition
- hobbies and extracurricular activities
- concentration and paying attention
- teaching methods

- 6 Choose the best meaning for these words and phrases in the text.

- talk back (line 9) **a** argue **b** reply
- insights into (line 11) **a** new understandings of **b** descriptions of
- counterparts (line 24) **b** people in a similar situation
- let off steam (line 35) **a** release tension **b** be allowed to play
- a far cry from (line 52) **a** very different from **b** separate from
- thrive (line 58) **a** succeed and be happy **b** compete

- 7 Work in pairs. How do you think the experiment ended? Why?

CRITICAL THINKING Evaluating an experiment

- 8 Read about the results of the Chinese school experiment. Compare them with your ideas in Activity 7.

After four weeks, the two groups were tested in science, math, and Mandarin, and the group taught by the Chinese method had higher scores in all subjects.

- 9 Read some comments* about the experiment. Do you think they are true? How could the experiment be improved to get a better result?

- Of course the students using the Chinese method got better scores. They had many more hours of teaching.
- I wonder what was in the tests. Did they test knowledge or understanding?
- They probably got higher scores because they were on television. They wanted to show off in front of their friends.

*The comments were created for this activity.

6B Culture Shock!

- **Warm up** Explain that the reading is about an instance of students experiencing culture shock. Ask the class what they think *culture shock* means and agree on a definition. (It's a feeling of confusion felt when you visit a country or place that you don't know.) Choose one of the following for them to discuss:

- 1 Put students in pairs and ask them to think of as many different times as they can when you might get culture shock (for example, when going abroad, or when returning home after a long time away).
- 2 Put students in groups. Ask them to discuss ways in which you could experience culture shock within your own country. What might be good/bad about experiences like this?

VOCABULARY BUILDING Nouns and prepositions

- 1 Tell students to close their books. Write the following on the board: *have admiration* _____ *someone*, *have a talent* _____ *something*, *have a reason* _____ *doing something*. Ask the class what they think the missing word is in each case. If this is difficult, tell them it's the same word in each (*for*).
 - Explain that the next activity tests how much they know about nouns that are followed by particular prepositions. Ask if anyone can think of any other nouns that are usually followed by *for*.
 - Ask students to open their books. Read out or ask students to read the explanation box.
 - Focus students on the activity and ask them to use a dictionary if necessary. While they work, notice any words they look up, ask you about, or underline.
 - When most are finished, get students to compare their answers in pairs. Then check the answers with the class and write the answers on the board. As you check, ask additional questions to check that everyone understood the nouns in each section. For example: *What kinds of things might people need to take responsibility for? When? etc.*
- 2 Tell students they are going to look at how to use some of the noun + preposition collocates. Read out the first item and ask students to complete the blanks with nouns from Activity 1. Either wait for someone to volunteer the answers or call on someone.
 - Ask students to do the rest of the activity individually.
 - Have students compare answers in pairs and help each other with anything they haven't finished.
 - Go through the answers by asking different students to read out the full sentences including the prepositions. Write the answers on the board and ask follow-up questions to the class to check that they understood the vocabulary, e.g., *How can students take responsibility for their own learning?*

Answers

- 1 influence / impact, responsibility; 2 rise / increase, challenge; 3 need, change / improvement; 4 difference / gap / conflict / clash; 5 ban, improvement / increase

- 3 Put students in pairs to discuss the statements in Activity 2. Give your own opinion about the first sentence as a model. When you finish, encourage students to ask you two or three follow-up questions.
- When a few pairs are finished, either stop the activity or ask students to change partners.
- At the end of the activity, ask for a show of hands to see if students agreed or disagreed. Ask why in each case.

READING

- **Warm up** Put students in groups and ask them to share their ideas on what Chinese schools are like. What might be good/bad about them?
- 4 Tell students they are going to read a review of a British TV show. Ask them to read the review and then answer the three questions. Give a time limit of eight to ten minutes.
- Put students in pairs to discuss their ideas. Then ask the class for answers and their explanations in each case. Try to use language from the review when paraphrasing the answers.

Answers

- 1 British students. They need to be "tough" in order to succeed with a more demanding educational environment.
- 2 A class of British 13- to 14-year-olds were taught math, science, and Mandarin by Chinese teachers using traditional Chinese teaching methods, then tested against their peers. This was to see if it would be possible for their academic performance to improve through a drastic change in teaching methods and educational principles.
- 3 The reviewer thought the show was full of "entertaining insights" (line 11), and that it "raised as many questions as it answered" (line 56).

Teaching Tip Rephrase students' ideas

When students answer gist questions like in Activity 4, they'll often understand the meaning, but have their own ways of expressing themselves, rather than using the exact language from a text. This is good because it shows comprehension. However, it's useful to repeat these ideas using the actual language from the text. This is partly so the class can clearly hear the answers, and partly because it focuses attention directly on language that may be new.

For notes on Activities 5–9, see page 73a.

- 5 Explain that students should try to find examples of specific differences between the school systems. Give them time to read 1–9 to check that they understand them. You may need to explain that *extracurricular activities* are things you do at school that are not part of class (e.g., sports). Ask students to give examples of any they do.
- Put students in pairs and tell them to find specific examples of differences connected to each of the areas mentioned.
 - When a couple of pairs are finished, stop the activity and either ask the whole class for answers or choose individual students to give their answers. When they are right, ask which part of the review gave them the answer.

Answers

- British: it is more common, and (according to the Chinese teacher) children learn less as a result; Chinese: it is less common, or not allowed.
- British: some children think they can challenge the teacher's authority; Chinese: respect for the teacher is absolute.
- British students are three years behind their Chinese counterparts in math and science.
- British: a little more than six hours a day; Chinese: twelve hours a day.
- British: maximum 30 students; Chinese: 50 students.
- British: students compete against themselves; Chinese: students compete with each other.
- British: students have hobbies and extracurricular activities; Chinese: students do not normally have time for hobbies or extracurricular activities.
- British: students may lack the ability to concentrate and pay attention; Chinese: students have the ability to concentrate and pay attention.
- British: students are used to discovery-style learning, which involves figuring things out for themselves, questioning what they are taught, and learning from their mistakes; Chinese: students are expected to listen to the teacher and to absorb information.

- 6 Explain that the activity explores some of the vocabulary from the review in more detail. Tell students to work on their own to find the words in the text. They should then use the context to guess the approximate meaning and decide which of the options is closest to their idea.
- Check answers with the class. As you are going through the answers, you might want to remind students that no two words or phrases ever work completely interchangeably; give examples of how the new words work, showing them used in a similar way to how they are used in the review; explain how the synonyms can be used differently, so you can *answer a teacher or parent back*, but you can't *answer back an email or a question*, though you can *reply* to them.

Exam Skills Memorizing phrases

One way for students to memorize phrases and chunks is to write the first letter of each word in the chunk. A good time for them to do this could be at the end of a class when they review. For example: *This was a f__ c__ from the discovery-style learning the class is used to. (far cry)*

- 7 Put students in pairs to briefly discuss how they think the experiment ended and why.
- When a few pairs are finished, stop the activity and ask for ideas from the class. See if one particular theory is more popular than others. Find out why.

CRITICAL THINKING Evaluating an experiment

- 8 Read out the text yourself or ask students to read it. Ask if anyone had a similar idea about how the experiment would end. Then put the students in pairs and ask them to discuss:
- why they think the test scores were better for the students taught the Chinese way.
 - if they think the results would be the same for all other subjects. Why?
 - whether this means the Chinese system should be more widely adopted.
 - what else was being taught in those classes other than just the content.
 - Hold a class feedback session.
- 9 Put students in groups to discuss the comments. Say how you feel about the first comment as a model. When you finish, encourage students to ask you follow-up questions.
- When a few are finished, ask the class how they feel about each comment and why.
 - Ask the class if they can think of ways in which the experiment could be improved and how.

Suggested answers

- The point could be valid because people might learn more if they study longer. Though, people might learn less well if they are tired from studying too long. The comparison between the groups would be more valid if both studied the same number of hours.
- This is valid. We don't know enough about the aims of the teachers, or the content of the test. Let's say one set of teachers aimed to develop understanding and the other set aimed to develop knowledge. If the students were only tested on their knowledge, it would not be a fair comparison of the effectiveness of the two types of teaching.
- This is valid. The conditions for the sets of students are not the same. Only the students doing Chinese classes were filmed and we don't know if that had an effect. To make the experiment more valid, it would have been better to film both sets.



Schoolchildren exercising before class in Beijing, China

Are our kids tough enough? Chinese School

39 "This is why you learn less than Chinese students. You slow the teachers down. We have to wait until you stop talking." Miss Yang's class of British teenagers stares at her with a mixture of bewilderment and amusement. "You can't say that. That's so rude," retorts 13-year-old Sophie. "Please be quiet," says Miss Yang. Such a challenge to a teacher's authority would be unthinkable back in China, where respect for the teacher is absolute, students do as they are told, and it would not occur to students to talk back.

The first episode of the BBC's *Are our kids tough enough? Chinese School* was full of such entertaining insights into the clash between two very distinct educational cultures. Part innovative educational experiment, part reality TV*, the four-part series will follow the progress of a class of relatively well-behaved 13- to 14-year-olds in a successful British comprehensive school* who are to be taught math, science, and Mandarin by highly-experienced and qualified Chinese teachers using traditional Chinese teaching methods. At the end of the four-week period, the students will have been exposed to very different teaching styles than their peers, who they will be tested against. This is in the context of an increasingly competitive employment market in which British schoolchildren are three years behind their Chinese counterparts in math and science. Will it be possible for their academic performance to be improved by a drastic change in teaching methods and educational principles?

There were some shocks in store for the British children. Not only did they have to attend classes for twelve hours a day, almost double the length of their normal school day, but they were also taught in a class with fifty students, as opposed to the normal UK maximum class size of thirty. The day started at 7:00 a.m. with a two-hour mandatory PE session which entailed running several laps around the sports field, and which turned out to be the most popular class—a chance to let off steam and have fun. But there was also a competitive element, with students being timed, tested, and ranked.

This proved disheartening to Joe, who excelled academically but finished last. It was also a contrast from the system they were used to, in which they competed not against each other, but against themselves.

This was followed by ten grueling hours of classes until seven p.m., when the students were allowed to go home for two hours of mandatory homework to review what they had learned. Unlike British schoolchildren, Chinese students do not normally have time for hobbies or extracurricular activities*; their focus is often on achieving the high test scores, which allows them to get a place at a top university. This also instills in them the ability to concentrate and pay attention, a skill that the British children evidently lacked. British children yawned their way through hours of lessons in which the teacher taught from the board at a fast pace, expecting them to absorb information. This was a far cry from the discovery-style learning the class is used to, which involves figuring things out for themselves, questioning what they are taught, and learning from their mistakes.

The show raised as many questions as it answered. Is there such a thing as an ideal teaching method? Can students thrive in an educational system from a country whose assumptions and norms differ so radically from their own? Having been exposed to a different way of learning, would the students prefer to be taught using the new teaching methods? How would the Chinese teachers cope with extremely disrespectful students? And would the experiment work the other way around, with Chinese students taught by British teachers? It will be fascinating to see the results after four weeks.

reality TV a TV show about the real lives of ordinary people

comprehensive school a UK school that does not pick students based on their ability

extracurricular activities activities held at school after classes finish

Students sit in the classroom of a solar-powered boat school in Bangladesh.

6C Education Initiatives

GRAMMAR Passive *-ing* forms and infinitives

- 1 Work in pairs. List four things you can remember about the Chinese school experiment.

Passive *-ing* forms and infinitives

- 1 ... a class of relatively well-behaved 13- to 14-year-olds... who are to be taught math, science, and Mandarin by highly-experienced and qualified Chinese teachers...
- 2 At the end of the four-week period, the students will have been exposed to very different teaching styles than their peers, who they will be tested against.
- 3 Will it be possible for their academic performance to be improved by a drastic change in teaching methods and educational principles?
- 4 But there was also a competitive element, with students being timed, tested, and ranked.
- 5 Having been exposed to a different way of learning, would the students prefer to be taught using the new teaching methods?
- 6 And would the experiment work the other way around, with Chinese students taught by British teachers?

- 2 Look at the examples in the Grammar box from the review on page 73. Circle examples of the passive gerund (*-ing* form). Underline examples of the passive infinitive.
- 3 Work in pairs. Look at the examples in the Grammar box again. Answer the questions.
- 1 Look at the sentences containing an infinitive. Why is the infinitive without *to* (base form) used? Why is the infinitive with *to* used?
 - 2 How do you express the passive infinitive in the past?
 - 3 Look at the examples of the passive *-ing* form. Why is the *-ing* form used?
 - 4 The verb *be* is missing from sentence 6. Rewrite the sentence with the full passive form.
 - 5 Why does the writer use the passive in each sentence?
 - 6 Which sentences include the agent of the passive verb? Why?

Check your answers on page 138. Do Activities 4 and 5.

- 4 Read about a school in China. Put the verbs in the correct passive or active form.

A private school in China is taking its students back to traditional ways of learning, which involve (1) learning (learn) the ancient art of calligraphy, or decorative handwriting, and (2) studying (study) ancient Chinese texts rather than (3) being taught (teach) math or science. After (4) having been shown (show) how to form the Chinese characters used in calligraphy, the students are then expected (5) to memorize (memorize) long passages from Chinese philosophy. The teachers believe that (6) being educated (educate) in such traditional ways enables the students (7) to develop (develop) better concentration skills. Despite these methods (8) being considered (consider) old-fashioned by many, students appear to enjoy (9) being challenged (challenge) in this way. The teachers hope their ideas will (10) be adopted (adopt) by mainstream schools in the future.

6C Education Initiatives

- **Warm up** Tell students to select five chunks / phrases that they have learned in recent classes. They should write sentences featuring them, but instead of writing the whole chunk / phrase, they should simply write the first letter of each word. They can then compare their sentences in pairs or small groups and guess their partners' missing words.

GRAMMAR Passive *-ing* forms and infinitives

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 138.
- 1 Explain that you'll now be looking in more detail at different passive structures, but that first students should discuss in pairs how much they remember about the experiment they read about in the Reading. Give students time to compare what they remember.
 - Get ideas from the class. Where possible, use the actual language from the article as you summarize for the group the things students say that they remembered.
 - 2 Explain that the Grammar box contains examples of different passive structures from the Reading. Read out the first example in the box and ask if it's a passive gerund or a passive infinitive. When you have the correct answer, tell students to underline it.
 - Give students a couple of minutes to decide whether the highlighted structures in 2–6 should be circled or underlined.
 - When most students are finished, get them to compare answers in pairs, then go through the answers by asking the whole class. For each answer, ask students how they decided.
 - 3 Put students in pairs and tell them to answer the grammar checking questions in 1–6. When a few pairs have finished, stop the activity.
 - You can either go through the answers now or wait for students to read the Grammar Reference on page 138 before checking them with the class.

Answers

- 1 In sentence 2 the infinitive without *to* is used (because the infinitive follows a modal verb, and we don't use *to* – *will be tested*). In sentence 3 the infinitive with *to* is used – *to be improved*. After *It* + adjective we use the infinitive + *to*.
- 2 *have been* + past participle (*have been exposed*)
- 3 *being timed, tested, and ranked* – after a preposition (*with*)
- 4 *And how would the experiment work the other way around, with Chinese students **being** taught by British teachers?*

5

- 1 The relative clause relates to the students so it is more natural for the reference to them to be in the passive to keep information flow.
- 2 The context has made it clear who will do the exposing and testing, so the agent isn't needed.
- 3 Information flow: the previous sentence refers to the British students so it is natural to continue with given information.
- 4 The agent is clear and doesn't need to be mentioned.
- 5 The two passives here give a more formal, academic feel to the writing.
- 6 Here the end-focus position is used to highlight the new information (British teachers).

6

- 1 *by... Chinese teachers* – the agent is needed here because the type of teacher is important.
- 3 *by a drastic change in teaching methods and educational principles* – what might change the children's performance is important.
- 6 *by British teachers* – this is new information so needs to be included.

At this point, have students complete Activities 4–5 on page 139 in the Grammar Reference section. You may also assign these activities as homework.

- 4 Tell students that they are going to read more about education in China. Look at the instructions and do the first item with the whole class. Once someone says *learning*, ask if it's active or passive (active), why (it's the students who do the learning), and why the *-ing* form is used (because after *involve*, we use an *-ing* form).
 - Get students to complete the rest of the activity individually. When most have finished, ask them to compare their answers in pairs.
 - Check the answers with the class. In each case, ask if the answer is active or passive, about the present or about the past, etc. This will help to reinforce the rules.
 - Write the answers on the board as you go through them.

- 5 Put students in pairs to discuss the questions. Give a time limit of about five minutes.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When a few pairs are finished, either stop the activity or ask students to change partners.
 - At the end of the activity, ask the class to report back on their discussions, then give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

- 6 Focus students' attention on the photos and ask if anyone knows why the students are on a boat. There's no need to give any answers at this point. You can also tell students to write two questions they'd like to find the answers to as they read. If you do this, make sure you ask them to compare in pairs after reading to see if their questions were answered.
 - Give a time limit of a few minutes for students to read the text. They should ignore the italicized options for now and just get a general understanding of the content. You might need to explain:

Monsoon floods: floods happen when a lot of rain falls in a short period of time. A monsoon is a period of heavy rain in India and southeast Asia.

If something is *submerged*, it's completely underwater.

An *initiative* is an official action intended to solve a problem.

- Check ideas around the class. (The students are on a boat because their ways of getting to their normal school have been flooded so they have lessons on the boat so they don't miss classes.)
- Now ask students to go back and choose the correct options to complete the description individually.
- When most are finished, ask students to compare their answers in pairs.
- Check answers with the class. Ask for a show of hands for each option and ask students to explain their answers. Write the answers on the board as you go through.

Expansion

Tell students to imagine that they want to share this article via social media. Tell them to think of five hashtags they'd add to attract attention. Have them compare ideas with a partner and decide the three best hashtags. They can also write a question and a comment as social media responses to this article.

- 7 Have a class discussion to talk about the floating schools and any other situations students know about where getting to school can be a challenge.

- **Optional** Tell students that they are going to be allowed to use their phones/tablets to search for more information about learning in difficult educational circumstances. First, brainstorm the best words to use and put them on the board. Then, give each student a time limit of five minutes to search, read, and take notes. They can then compare what they read about in groups and/or report back to the whole class.

Suggested answer

The floating schools allow students to continue their education in circumstances where it might otherwise be interrupted so they don't fall behind.

- 8 Put students in groups to discuss the questions. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, vote on the most interesting idea. Why did students think this was the most interesting?
- 9 Tell students that they're going to discuss questions that will help them practice using the passive structures. Give them a minute or two to read the questions and make notes on their answers.
 - To model the activity, give one or two of your own answers, e.g., *Students should be encouraged to study computer coding.* Make sure to use passive structures. Use your voice to highlight them. Then put students in groups to share their own ideas.
 - Go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - Have a class feedback stage to give students a chance to share their ideas. Then give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- 10 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task—or you could have a vote on which task the whole class should do. For the vote:

- 1 put students in pairs or groups to decide which they prefer.
- 2 take a vote on each task.
- 3 if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

5 Work in pairs. What do you think of the idea of the school in Activity 4? Could something similar work in your country? Why?

6 Choose the correct options to complete the article about a different type of school.

The Boat Schools of Bangladesh

Every day during the rainy season, Anna Akter, a nine-year-old student in Bangladesh's remote Natore district, waits by the river to (1) *being picked / be picked* up by the boat that has become her school for the duration of the annual monsoon floods. Then, (2) *having been picked up / being picked up* from different riverside stops, Anna and the other children are taught their usual material before (3) *being dropped / to be dropped* off at the end of the day. These "floating schools" mean that, instead of (4) *be prevented / being prevented* from going to class because the roads have been flooded with water, Anna and hundreds of children like her can (5) *be educated / to be educated* on the boat, without their education (6) *being interrupted / be interrupted*.

Up to two thirds of rural Bangladesh is hit by annual flooding, a situation that may (7) *have been made / having been made* worse by the effects of climate change. In 2007, for example, it was estimated that around 1.5 million people were affected by floods. As a result, every year many of the country's schools have (8) *to be closed / be closed* temporarily. The founder of the Boat Schools, Mohammed Rezwan, was lucky enough (9) *being taken / to be taken* to school in his family's boat as a child, but he remembers many of his classmates (10) *having been forced / have been forced* to stay at home. As a result, he launched the Floating Schools initiative with his own money in 2002. It was the first such program (11) *to be launched / having been launched*, but its success has led to floating schools (12) *being introduced / to be introduced* in other flood-prone countries, including Cambodia, Nigeria, the Philippines, Vietnam, and Zambia.

7 Work in pairs. Read the article again. How do Floating Schools improve children's education?

8 MY PERSPECTIVE

Work in groups. Discuss the three educational initiatives you have read about: a Chinese school in the UK, traditional learning, and floating schools. Which did you find most interesting? Why?

9 Make brief notes to answer each question. Then discuss your answers in groups.

- 1 Which subjects should students be encouraged to study these days?
- 2 What can you remember being told when you first started learning English?
- 3 Is there anything you regret not learning when you were younger? What?
- 4 When your parents, or other older members of the family, buy a new phone, do they need to be taught how to use it? What do you do to help them?
- 5 Do you like being challenged? By what?

10 CHOOSE

Choose one of the following activities.

- Think of your favorite lesson from last week. Work in pairs. Explain why you liked it and what you learned.
- Work in pairs. Think of another interesting type of school—either one you know or one you research on the Internet. Write a short essay about it. Then share the essays in class and vote on the most interesting one.
- Research teaching methods used when your parents and / or grandparents went to school. Report back to the class in a later lesson.

A teacher leads the class in a well-equipped classroom in a Bangladeshi boat school.



6D How to Fix a Broken School? Lead Fearlessly, Love Hard

“We have to make sure that every school that serves children in poverty is a real school.”

LINDA CLIATT-WAYMAN

Read about Linda Cliatt-Wayman and get ready to watch her TED Talk. ▶ 6.0

AUTHENTIC LISTENING SKILLS

Deducing the meaning of unknown words

It is often possible to guess the meaning of new words that you hear, especially when someone is speaking slowly. You can do this by using the context and your knowledge of other words and word-building. Often you can guess the spelling, too, even if you have never heard the word before. You can then look the word up in a dictionary.

- 1 Look at the Authentic Listening Skills box. Then listen to two extracts from the TED Talk. Complete what Linda says with one word in each space. 🎧 40

1 I graduated from Philadelphia public schools, and I went on to teach special education for 20 years in a low-income, low-performing school in North Philadelphia, where crime is rampant and deep poverty is among the highest in the nation.

2 After things were quickly under control, I immediately called a meeting in the school's auditorium to introduce myself as the school's new principal.

- 2 Work in pairs. Compare the words you wrote, and see if you can figure out their meanings. Use a dictionary to check your ideas.
- 3 Listen to two more excerpts. Write down any words that you do not recognize. 🎧 41
- 4 Work in pairs. Compare the words you wrote down and see if you can figure out their meanings. Use a dictionary if you need to.

WATCH

- 5 Work in pairs. Discuss the questions.

1 Which of these might you expect to find in a “broken school”? Use your dictionary if you need to. Can you think of other things?

affluence	assaults	bullying	creativity
high exam scores		high morale	illiteracy
juvenile delinquency		truancy	vandalism

2 If you were in charge of a “broken school,” which of these areas would be your top priority to fix? Why? Would you choose any other areas to tackle?

behavior	morale	school environment	test scores
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3 Imagine it is your first day in charge of a “broken school.” How would you spend it? Why?

- 6 Watch Part 1 of the talk. Are the statements *true* or *false*? ▶ 6.1

- 1 Linda had never been to Philadelphia before becoming principal. **F**
- 2 She spoke to the school on her first day as principal. **T**
- 3 She was not used to working in schools with social problems. **F**
- 4 Ashley interrupted Linda's lecture to challenge her. **T**
- 5 Ashley's words helped Linda understand her own school days. **T**
- 6 She met Ashley again at Strawberry Mansion School. **F**

6D How to Fix a Broken School? Lead Fearlessly, Love Hard

- Tell students they are going to watch a TED Talk about the way a principal transformed a struggling school in Philadelphia.
- Focus students' attention on the quote. What do they think she means by "a real school"?
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Do the vocabulary activity that follows.
- After they finish, you might write the key words from the About the Speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

AUTHENTIC LISTENING SKILLS Deducing the meaning of unknown words

- 1 Either ask students to read the Authentic Listening Skills box to themselves or read it out loud yourself as they read along.
 - Look at the directions and give students one minute to read the extracts and make sure they understand the language.
 - Play the audio and tell them to listen and write the missing words. Don't check answers at this stage.
- 2 Put students in pairs. Tell them to compare what they wrote and to decide what they think the words mean. Allow them to use a dictionary if necessary.
 - Ask students what the missing words were. Ask how to spell them. Ask what students think they mean and clarify for the class by giving a short definition (*rampant* means happening in an uncontrolled way; an *auditorium* is the place where the audience sits in a theater, lecture hall, etc.).
 - Ask questions to give the class a better idea of how to use the new words: *What else might be rampant? What kind of things usually happen in an auditorium?*
 - Write one or two extra examples on the board to consolidate their understanding, e.g., *Corruption is rampant there. We had to go to the school auditorium for the announcement.*
- 3 Tell students to write down any words they don't understand or aren't sure they can use. Play the audio.
- 4 Put students in pairs and tell them to compare the words they wrote down. If they wrote different words, they can explain the meanings to each other. If they wrote the same words, they should decide what they think the words mean.
 - Ask the class what words they wrote down. Ask how to spell them and what they mean. Write the words and definitions on the board.
 - Ask questions to give the class a better idea of how to use the new words and write one or two extra examples on the board to consolidate their understanding.

- **Optional** Ask students to choose the three words they think they're most likely to use themselves in future. Put them in groups to explain which words they chose and why they think they're useful.

WATCH

- 5 Approach this activity in two stages. First, put students in pairs and ask them to decide which of the words in the box they associate with a broken school. One goal of this is to see how much of this language students already know and to show you what items to focus on most during feedback.
 - Go around and check if there are any items students aren't sure of. You might need to explain the following:
affluence = the state of being very rich
juvenile delinquency = criminal behavior by young people
If a school has *high morale*, there's a lot of enthusiasm about the school's current situation
illiteracy = the inability to read or write
 - When a few pairs are finished, stop the class and ask about each of the things.
 - Next, ask students to imagine they're in charge of a broken school and think about their answers to the second set of questions. Give your own answers to model the task. Put students in pairs to ask and answer.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1.

Suggested answers

- 1 You might expect assaults, bullying, illiteracy, juvenile delinquency, skipping class, and vandalism. Other things could be theft or carrying weapons. Affluence, creativity, high exam results, and high morale are usually associated with successful schools.
 - 2 Students' ideas for what to tackle as a priority will vary.
 - 3 On the first day, the teacher might, for example: give a speech outlining his or her expectations, visit all the classes to observe them, have a meeting with the teachers, speak to student leaders.
- 6 Tell the class they are going to watch the first part of the talk and that they should decide if the sentences are true or false and why. Give them time to read the sentences and deal with any questions about language.
 - Play Part 1 of the talk straight through, then get students to compare their answers in pairs.
 - Go through the answers, making sure you get students to justify their answers. If necessary, play Part 1 again.

- 7 Ask students to read the actions in a–d and check that they understand them and that they need to put them in order as they watch Part 2 of the talk.
 - Play Part 2 straight through. Then ask students to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 2 again.
 - Check the answers as a class. Ask students to justify their answer before confirming whether they are correct or not.
- 8 Ask the students to read the problems in 1–8 and check that they understand them, and that they are listening for the problems Linda mentions in Part 3.
 - Play Part 3 straight through. Then ask students to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 3 again.
 - Check the answers as a class. Ask students to justify their opinions before giving the correct answers.

Answers

1, 3, 4, 6, 8

They developed a lesson delivery model for instruction that focused on small-group instruction, making it possible for all the students to get their individual needs met in the classroom.

- 9 Ask students to read the sentence beginnings and endings and check that they understand them.
 - Play Part 4 straight through. Then ask students to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 4 again.
 - Check the answers as a class. Ask students to justify their opinions before you give the correct answers.

10 VOCABULARY IN CONTEXT

- **10a** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question so students can choose the correct definition.
- **10b** Check that students understand the words in italics and teach them again if necessary, or ask students if they can remember the example in the talk. Give one or two of your own examples of the completed sentences.
- Tell students to complete the sentences so that they are true for them and give them a few minutes to write them down.
- Put students in pairs to share their ideas and go around and check that students are doing the activity correctly. Notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.

- Give feedback about new language that came up, and look at any errors, which you may have written on the board. You can also retell some interesting things you heard.

- 11 Put students in pairs and ask them to decide which of the words in the box they think describe Linda's leadership style and why they think so. One goal is to see how much of this language students already know and to show you what items to focus on most and give extra examples of during feedback.
 - Go around and check if there are any items students aren't sure of. You might need to explain the following:

approachable = a person who is easy to talk to

inspirational = a leader who gives you enthusiasm

authoritarian = a person who controls everything and forces people to follow strict rules

empathic = a person who understands how others feel because he/she can imagine what it's like to be them

tough = a person who is strong and able to deal with difficult things

compassionate = a person who feels sympathy for people in bad situations

- When a few pairs are finished, stop the class and ask about each item. Ask, for example, *So, would you describe Linda as approachable? Why?*
 - Ask students to work in pairs to discuss the other questions. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When a couple of pairs are finished, stop the activity and ask the class what they think the three most important factors in achieving success were and why, and whether they'd like a principal like Linda. There are no correct answers here.
- 12 Hold a class discussion to find out if any of the ideas they talked about in Activity 5 were mentioned, and if anyone changed their minds because of the talk.

CHALLENGE

- Ask the class if they can remember Linda's three slogans. You could write these up on the board. (*If you're going to lead, lead. / So what? Now what? / If nobody told you they loved you today, you remember I do, and I always will.*)
- Put students in pairs and ask them to come up with three slogans for their own school. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Stop the activity and ask each pair to briefly explain the slogans they chose and why. Write them on the board. Finish by having the class vote on the three most popular.



7 Watch Part 2 of the talk. Number Linda's actions in the order she describes them. ▶ 6.2

- a throw away unwanted equipment 4
- b appoint an excellent team 1
- c redecorate and clean the school 3
- d give students safe lockers 2

8 Watch Part 3 of the talk. What problems among the students does Linda mention? How did Linda and her team improve the students' performance? ▶ 6.3

- | | |
|-----------------------|-----------------------------|
| 1 poor attendance | 5 violence |
| 2 bullying | 6 problems with learning |
| 3 poverty | 7 vandalism |
| 4 difficult home life | 8 poor academic achievement |

9 Watch Part 4 of the talk. Match the sentence beginnings with the endings. ▶ 6.4

- 1 Linda holds regular "town hall" meetings at school so that b
 - 2 She is strict about discipline so that a
 - 3 It is important to give students a "real school" so that d
 - 4 Teachers should remember students are sometimes scared so that c
- a her students respect her and they can work together better.
 - b communication can be improved.
 - c they can provide them with hope for the future.
 - d they can do well in life after school.

10 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 6.5

b Complete the sentences in your own words. Then compare in pairs.

- 1 I hope that one day I'll be able to _____, but I still have *a very long way to go*.
- 2 *Fast forwarding to* _____ (time / date), I'll probably be _____.
- 3 Something that's often *on my mind* lately is _____.

11 Work in pairs. Discuss the questions.

1 Which of these words describe Linda's leadership style?

approachable	authoritarian	compassionate
democratic	empathic	imaginative
inspirational	tough	

- 2 Linda described the improvements made at her school. What do you think were the three most important factors in achieving these?
- 3 Would you like to have a principal like Linda? Would her approach work in your school? Why?

12 Which of the ideas you discussed in Activity 5 were mentioned in the talk? Have you changed your mind about any of your ideas as a result of watching the talk?

CHALLENGE

Work in pairs. Can you remember Linda's three slogans? If you could create three slogans for your school, what would they be? Why did you choose them?

6E Testing Times

Useful language

Partially agreeing

I know what you mean, but...

I hear what you're saying, but...

I see your point, but...

I agree somewhat, but...

That's partly true, but...

Challenging an argument

Yes, but don't you think...?

Are you really saying that...?

I'm not so sure about that.

I don't think I agree.

Settling an argument

*Maybe we'd better agree to disagree
(on that).*

*It's a complex issue. / It's not black
and white.*

There are no easy answers.


Maybe we should change the subject.

Students take their examination
in an exam hall at Dongguan
University of Technology in south
China's Guangdong province.

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 What do you think the difference is between tests and continuous assessment?
- 2 Which do you prefer?
- 3 Can you think of other types of testing?

2 Listen to two students discussing tests and continuous assessment. Complete the table.  42 **Answers for arguments used on Teacher page.**



	in favor of tests	against tests	arguments used
Mateo		against tests	
Sofia	in favor of tests		

3 Listen again. Which expressions from the Useful language box do you hear?

 42

4 Listen again. Write down the expressions for agreeing and disagreeing that you hear. What others do you know?  42

5 **PRONUNCIATION** Rise-fall-rise intonation

- a Look at the expressions for partially agreeing in the Useful language box. Then listen and underline the word(s) with the main stress. Notice the rise-fall-rise intonation at the end.  43
- b Listen again and repeat the intonation.  43

6 Work in groups. Discuss two or three of these opinions.

- 1 In my opinion, schools should do more to develop children's creativity.
- 2 Frankly, I think that studying literature is a waste of time.
- 3 I don't think people should have to wear a school uniform.
- 4 I personally feel that it should be mandatory to study computer skills starting at the age of five.
- 5 My view is that speaking English fluently is more important than learning grammar rules.



6E Testing Times

- **Warm up** Start by putting students in pairs and asking them to discuss the last test they took. Ask: *What was the test for? How did it go? How did you prepare for it?* Alternatively, ask them to look at the photograph and to discuss what's similar/different about the way tests are taken in their school.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.

SPEAKING

- 1 Explain that in this lesson, students will focus on the language of giving opinions, and talking about tests and assessment. First, ask what the difference between *testing* and *continuous assessment* is. Then ask students which they prefer, why, and what other types of testing they can think of. Take a class vote to find out who prefers testing and who prefers continuous assessment.
- **Optional** Ask students what they think the pros and cons of the different ways of testing that they come up with are.

Answers

testing = assessment to measure knowledge or skill;
continuous assessment = students are examined continuously over the course of a school year.
There are other types of testing, including daily classwork, course-related projects and papers, and practical work. The scores usually make up part of a grade with more formal tests.

- 2 Look at the table with students and prepare them for listening and completing it.
- Play the audio straight through, then ask students to compare their answers in pairs.
- Check the answers with the class. It's important that they heard the main answers outlined in the chart. Anything extra they noted is a bonus. Do they agree more with Mateo or Sofia?

Answers

arguments used

Mateo: continuous assessment is more useful; students can cheat on exams; exams are a memory test; open-book exams or problem-solving activities are learning; some students don't perform at their best in exams
Sofia: people cheat on homework and classwork; memorizing things is the best way of learning; students need exams to push them to learn; students need to be tested against each other

- 3 Tell students you will play the audio one more time and that this time they should place a check mark next to all the phrases from the Useful language box that they hear. Give them time to read through the box.
- Play the audio again. Put students in pairs and give them a minute or two to compare their answers.
- Then ask the class which phrases they heard, and if they can remember anything about how/why they were used.
- 4 Play the audio one more time and ask students to write down expressions for agreeing or disagreeing that they hear, but that aren't in the Useful language box.
- Check answers with the class and ask them if they can think of any other expressions that are used to express these functions.

Answers

Expressions for agreeing and disagreeing:

You can say that again!

Yeah, that's a good point.

No way!

I'm sorry, I totally disagree.

Other expressions that students might suggest:

You're absolutely right!

I guess so.

Me too. / Me neither.

Come on!

Exactly!

I'm afraid I disagree

Definitely!

Do you really think so?

Right.

I'm not so sure about that.

I totally agree.

5 PRONUNCIATION Rise-fall-rise intonation

- **5a** Tell students to look again at the expressions in the box for partially agreeing. Put them in pairs to discuss which words they think will be stressed the most in each one.
 - Play the audio and ask the students to check their ideas.
 - Ask the class which words had the strongest stress.
 - **5b** Either use the audio or model the expressions yourself. After each, pause the audio and have the class repeat. Then call on a few different students to say each one individually.
 - You could ask students to write down the expressions they repeated. They can then work in pairs and write conversations for each one, with the expressions appearing wherever they want in each conversation.
- 6 Tell students that they are going to choose two or three of the statements to discuss. Explain your own feelings about one of them as a model. (*I think wearing a school uniform is a good idea. It gives students a sense of identity and belonging.*) Allow students to agree or disagree, ensuring that they use expressions from the box and the correct intonation.
 - Put students into groups to discuss their ideas.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct.

WRITING An opinion essay

- 7** Explain that in this part of the lesson you'll be looking at how to write better opinion essays. Put students in pairs and tell them to read the essay question and then share their opinions about it, giving reasons to justify how they feel.
- When a couple of pairs are finished, stop the activity and ask how many students think the main purpose of education is to prepare students and how many think the main goal is personal development. Choose one or two students from each side to explain their ideas.
- 8** Tell students to read the essay on page 151 and answer the questions. Check the answers with the whole class, asking which parts of the essay helped students decide, where relevant.
- 9** Ask students to look at the essay again and find the answers to the questions. Check answers as a class.

Answers

- 1** Many students see the purpose of education as finding work—there are other important aims too. *As a result, there is increasing competition to obtain high scores in order to go to a great college and have a successful career.*
- 2** Young people need basic skills to enter the workplace and earn a living; schools should equip them to make a contribution to society.
- 3** personal development (helping students to realize their potential); helping students discover their strengths and passions, consider their aims in life and set goals for the future
- 4** The focus of schools should be on personal development and enabling students to develop their individual talents and interests. The justification is that they will find the right career path and become valuable members of society.

10 WRITING SKILL Avoiding repetition

- **10a** Explain that in written English, we often use synonyms of words or phrases already mentioned to make the writing less repetitive. Put students in pairs. Tell one student to keep the book on page 79, while the other looks again at the essay on page 151. They should find at least two words or phrases that are synonymous with each of a–f.
- When two or three pairs are finished, stop the activity. Get answers from the class and write them on the board.
- **10b** Ask one student to read the paragraph out loud, then ask students to give their opinions. Which is the most popular opinion?

- **10c and 10d** Give students a minute or two to match the underlined items in **10b** with a–f. Check the answers with the class.
- Ask students to think about which of the synonyms are more formal, and whether they can think of any other synonyms for these words and phrases.

Answers

a

- | | |
|---------------------------------------|-------------------------|
| a purpose, goal, focus | c improves – enhances |
| b main, key, central | d say – maintain |
| c find work, have a successful career | e necessary – they need |
| d equip, help | f consider – think |

- e make a contribution to society, become valuable members of society

- f obtain high scores, academic success

c

- | | |
|---|-------------------------|
| a access – get | d maintain – say |
| b an excessive amount of – far too much | e necessary – they need |
| | f consider – think |

d

More formal terms are on the left-hand side:

- a access – get
b an excessive amount of – far too much
c improves – enhances
d maintain – say
e necessary – they need
f consider – think

- 11** Tell students that they are going to write an opinion essay of their own in response to the opinions given in Activity 10b. Put them in pairs to reflect on what the class has already said about it, and to share their opinions and justify how they feel.
- Tell the students to work on their own and plan what will go in each of their four paragraphs. They should use the structure of the essay on page 151 as a model.
- 12** Give the writing for homework or give a time limit of twenty minutes to do it in class. Encourage students to use synonyms to avoid repetition and expressions from the Useful language box.
- If you are going to give the students a grade, tell them it will be higher if they organize the essay in a similar way to the model and use language they have learned in this unit.

Exam Skills Writing: a plan and first draft

Remind students that it helps to write a plan before they start writing their essay. They should think about the common structure of the kind of writing they are doing and write it down. They should then add ideas to go with each part of the essay. Then from the plan, they should write a first draft as quickly as possible. They can then go back and make changes, additions, and alterations.

WRITING An opinion essay

- 7 Work in pairs. Read the essay question. Discuss your opinions.

Some people believe that the main goal of schools is to prepare students for work. Others say that personal development is a more important focus. What is your opinion? Support your ideas with arguments and examples from your own experience.

- 8 Read the essay on page 151. Answer the questions.

- 1 In the writer's view, what is the key goal of schools?
- 2 Does the writer mention your ideas?
- 3 What other ideas are mentioned?

- 9 Work in pairs. Answer the questions.

- 1 In paragraph 1, which two opposing views are introduced? What background information is given?
- 2 In paragraph 2, what two arguments are mentioned for seeing education as preparation for work?
- 3 In paragraph 3, what other purposes of education are mentioned?
- 4 In paragraph 4, what is the writer's personal view and what justification is mentioned?

- 10 WRITING SKILL Avoiding repetition

- a Work in pairs. Read the essay on page 151 again. Find at least two different words and phrases which have a similar meaning to the words below.

- | | | |
|------------------|-------------|---------------------|
| a aim | c get a job | e be a good citizen |
| b most important | d enable | f do well at school |

- b Read two opinions about the internet. Which one do you agree with more? Why?

Some people think that the Internet enhances people's lives because they can get all the information they need for their lives and studies. Others maintain we have far too much information nowadays.

- c Match the underlined words and phrases with those with a similar meaning (a–f).

- | | | |
|--------------------------|------------|-------------|
| a access | c improves | e necessary |
| b an excessive amount of | d say | f consider |

- d Which alternatives are more formal, and which more informal? Can you think of other alternatives?

- 11 You are going to write an essay discussing the opinions in Activity 10b. Make notes for a four-paragraph essay. Support your ideas with arguments and examples from your own experience.

- 12 Write your essay. Use phrases from the Useful language box. Avoid repetition.

Useful language

Discussing an opposing opinion

On the one hand, it is true that...

It is definitely true that...

It is probably true to say that...

There are strong arguments for the idea that...

Expressing a personal opinion

On the other hand,...

However,...

It seems to me that...

I would question whether...

I would argue that...

It is my (personal) view that...

I strongly believe that...

Concluding

To conclude,...

To sum up,...

All in all,...

In conclusion,...

Activity 8

- 1 Personal development, e.g., developing individual talents and interests; only in this way can [students] choose the right career path for the future and become valuable members of society.

- 2 Answers will vary.

- 3 Preparation for work; equipping students to make a contribution to society; helping students discover their strengths and passions; consider aims for their lives and set goals for their future; vocational training; academic success; choosing the right career path for the future.



7

Moving Forward

IN THIS UNIT, YOU...

- talk about ways of commuting to school.
- read about innovative designs inspired by nature.
- learn about sustainable cities.
- watch a TED Talk about transportation systems of the future.
- write a report.

7 Moving Forward

Unit Overview

This unit covers aspects of transportation. Students will learn concepts and language relating to transportation and getting around, both through talking about how it affects their own lives and talking about how people make journeys around the world.

In this unit, students will cover a range of topics around the unit theme including learning vocabulary related to daily commutes and routines around the world, listening and talking about transportation issues in some of the world's great cities, reading about how engineers borrow from nature to discover new transportation technologies, learning about how advances in transportation can help cities become sustainable, watching a TED Talk about driverless vehicles, and learning how to ask for and report on information. By exploring these topics, students will learn the language they need to describe how people get around and commute, as well as talk about how transportation can be improved to make people's lives better.

Unit Objectives

Vocabulary

- Everyday commutes
- **Vocabulary building** Verb suffixes

Grammar

- **Grammar 1** Ellipsis and substitution
- **Grammar 2** Nominalization

Reading

- *Biological blueprints*

TED Talk

- Wanis Kabbaj: *What a Driverless World Could Look Like*

Pronunciation

- Words with two stress patterns

Speaking

- Asking for and giving information

Writing

- A report

About the Photo

The photo shows a train pusher on a Tokyo train. Because of the high volume of people on certain commuter trains in Japan, one of the jobs of rail workers is to push people all the way into the train so that the doors can be closed. In rush hour some trains are 200% above their standard capacity but the Japanese rail network is famed for being punctual, and with trains arriving at some stations every five minutes, the *oshiya* (pushers) are kept busy. Getting off at the right station requires passengers to be strong and determined!

The first train pushers first appeared on the New York subway in the 1920s but they are no longer used there because the doors are now controlled automatically.

Warm Up

- Focus students' attention on the photo or project it using the CPT.
- Check that students know the words *commute* and *commuter*.
- Ask students if there are any unique jobs where they live that have to do with commuting and have them discuss them in pairs. If there are no unique jobs, tell students to talk about some other aspect of transportation or commuting that is unique to where they live. How would they describe it to somebody from a different place?

Resources

- Classroom Presentation Tool
- Tracks 44–51 (Audio CD, Website, CPT)

7A Getting There

VOCABULARY Everyday commutes

- 1 Ask students to look at the photo and read the caption. Then ask them if this happens where they live. Why do they think this is the situation? What other solutions could there be for overcrowding on trains? Why do they think this solution has been chosen? How would they feel about doing a job like this? How would they feel as a commuter?
 - Put students in pairs to discuss the questions, then ask pairs for their ideas.
- 2 Tell students they are going to learn some words and phrases to talk about travel and commuting. Then look at the instructions and do the first item with the whole class. Ask for a volunteer to answer, or call on someone.
 - Ask students to complete the rest of the text individually, using a dictionary if necessary.
 - Go around and check that students are doing the activity correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback. When most students are finished, get them to compare their answers in pairs and help each other with anything they haven't finished.
 - Go through the answers by asking different students to read out the full, completed sentences. Write the answers on the board, and as you write, ask additional questions to check that students understand the new vocabulary, e.g., *What else might experience breakdowns other than trains? What happens when there's a breakdown? Where else might you drop someone off, other than at school? What's the opposite of dropping someone off? (picking them up)*

Expansion

Students can look at the words from Activity 2 again and write other forms of as many of the words as they can. For example: *break down* (verb) / *breakdown* (noun) and *congested* (adjective) / *congestion* (noun). Use a dictionary to help if necessary.

Teaching Tip Translation pre-teaching

If you are sure that students will not know many of the words in a vocabulary activity, you could do a quick pre-teaching. Tell students you will read out the words and their translations once. Say the word (or a collocation) followed by the translation. Say them at a medium pace. Then tell the students to work in pairs or threes to do the activity, sharing what they remember or managed to write down of the translations. They can also still use a dictionary.

- 3 Ask students to read the full text in Activity 2 again and find three variations of *commute*. Ask them what parts of speech they are (Answer: *commute* – verb, *commuter* – noun, *commuting* – -ing verb form).
 - Write these groups of words from the text on the board. Ask students if the words in each group have the same meaning. If not, what is the difference?
 - a commute (n), crossing (n), trip (n)
 - b transportation, vehicles
 - c exhaust (n), smog
 - d congestion, gridlock, rush hour
 - e subway, Tube
 - As you get the answers you can ask some follow-up questions, e.g., *Where do you commute to and from? What different kinds of vehicles can you think of? What else has/ gives off/emits exhaust? Other than exhaust fumes, what else contributes to smog?*

Answers

- a *commute* = the travel to or from work or school, *crossing* suggests a sea journey from one place to another, *trip* = can be the same as a commute, but can also mean travel to another place, or longer travel, like a vacation
- b *transportation* (particularly US) = mass systems of movement of people and goods, *vehicles* = individual means of transportation, e.g., bus, car, train
- c *exhaust* = unpleasant gases / fumes emitted from vehicles, chimneys, etc., *smog* = a mixture of gas, smoke, and exhaust found in a city
- d *congestion* = being full / blocked, often by traffic, which causes very slow movement; *gridlock* = no movement at all, when traffic stands still, *rush hour* = the busy times of day when most people are commuting
- e *subway* = (US) underground railway, e.g., in New York, (UK) underground passage, e.g., under a road; also called a *metro*; *tube* = underground railway in London

- 4 Read through the questions with the class, then put students in groups to discuss the questions.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. When a couple of groups have finished, ask the class to make new groups and discuss the questions again, but to start from the last question this time.
 - When a few groups are finished, stop the activity. Give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
 - Have pairs share some of their ideas. Who has the most interesting/expensive, or longest, journey to school?

7A Getting There

VOCABULARY Everyday commutes

- 1 Look at the photo. Is public transportation busy where you live? Could a scene like this happen?
- 2 Complete the text about getting to school with these words and phrases.

breakdowns	carpool	commute	commuters	commuting
congested	congestion	connection	drop them off	exhaust
shuttle service	smog	stuck	subway	

Some trips to school can be as simple as walking ten minutes down the road, but, increasingly in our urbanized world, the daily (1) commute is taking longer and uses several methods of transportation, making it more complicated.

In Tokyo, Japan, students regularly take the train, bus, or (2) subway to get to school, and (3) commuters can be as young as six. Their journeys can easily be an hour or more and can include several types of transportation. Although public transportation in Japan is reliable, (4) breakdowns can happen, so the youngest kids have yellow flaps on their backpacks so that adults know to look out for them if they miss a (5) connection or appear lost.

In UK towns and cities, the trip to school is usually by school buses or public transportation (e.g., trains, buses, and the Tube in London), though a lot of parents take younger kids by car and (6) drop them off at school. This adds to the volume of rush-hour traffic and can result in vehicles getting (7) stuck in gridlock. One way of helping the problem may be to (8) carpool—several people traveling to school in a single car. Another may be encouraging students to bike or walk to school. While that may ease the (9) congestion, students will then be among the cars and therefore breathing in (10) exhaust.

If you live in Istanbul, Turkey, (11) commuting to school can involve changing continents! Crossing the Bosphorus, a waterway in the city, means going from Asia to Europe or vice versa. In a city known to be badly (12) congested, the ferry (13) shuttle service is the most pleasant means of avoiding the (14) smog that can occur in parts of the city, and it has connections to the city's bus and subway services.

- 3 Work in pairs. Answer the questions.

- 1 Find the three forms of *commute*. What parts of speech are they?
- 2 Look at these groups of words from the text. Do the words in each group have the same meaning? If not, what is the difference?
 - a commute (n), crossing (n), trip (n)
 - b transportation, vehicles
 - c exhaust (n), smog
 - d congestion, gridlock, rush hour
 - e subway, Tube


- 4 MY PERSPECTIVE

Work in groups. Discuss the questions about your commute to school.


- 1 How do you commute to school? Is it expensive? Is it tiring?
- 2 How far do you travel and how long does it take you?
- 3 What are the advantages and disadvantages of your commute?

Subway trains in Tokyo, Japan, get so crowded that people are hired as "pushers" to make sure everyone fits.

LISTENING

- 5 Listen to a radio show about commuting in cities. Identify the problems mentioned for each city.  44

	Mexico City	Istanbul
air pollution	✓	
the city's location	✓	✓
shortage of public transportation		✓
the number of traffic lanes		✓
congestion at rush hour	✓	✓
lack of incentive to use public transportation		✓
overcrowded public transportation	✓	

- 6 Listen again. Complete the sentences.  44

- There is air pollution in Mexico City because the smog can't escape.
- Gloria's father commutes from his home in the suburbs to the business district.
- He regularly spends four hours a day commuting.
- The population of Mexico City is more than 21 million.
- Mexico City has experimented with restricting traffic.
- Mexico City may soon have a new elevated monorail system.
- Many streets in Istanbul are too narrow for cars.
- People need to use bridges to get from A to B.
- In heavy traffic, motorists often change lanes and honk their horns.
- Istanbul has a large new underwater and will soon have more subway lines railway tunnel.

- 7 Work in pairs. Do you think these solutions relate to Mexico City, Istanbul, or both?

- They're planning to introduce more ferries to ease the congestion.
- They've improved emissions testing for vehicles.
- They've increased the number of bus lanes.
- They're looking into building a fourth bridge.
- They're introducing a bike-sharing program.

GRAMMAR Ellipsis and substitution

- 8 Work in pairs. Look at the sentences from the radio show in the Grammar box. Answer the questions about the words in bold.

- In sentences a–e, which words are omitted?
- In sentences f–j, which words do the underlined words replace?

Ellipsis and substitution

- It's infuriating. **Yes, it must be.***
- Could you move closer to the center? **We'd really like to.***
- You can imagine how heavy the traffic gets during rush hour. **I definitely can.***
- Hasn't the government widened the roads? **Well, maybe they could have, but no.***
- Has the government come up with any solutions? **They have, but we need more.***
- Why not use public transportation instead? **He's tried doing that.***
- Are things any better where you are? **I'm afraid not.***
- We have a similar problem to **the one** Gloria talked about.*
- Do you get to school by car? **I don't, but lots of my friends do.***
- I hope that'll help. **I hope so, too.***

Check your answers on page 140. Do Activities 1–3.



LISTENING

Exam Skills Review what you did in class

It is estimated that people forget at least half of what they learn within a day of first learning it! So remind students that if they don't do anything else, they should review what they did in class shortly after it finishes. They could start by just writing down all the words and phrases they remember. Then they should look back at their notes, then cover them and add to what they've already written. They can repeat this until they remember it all.

- **Warm up** If you are starting this class with the listening, ask students to do a "word shower." This is when you ask them to write down all the words they remember from the previous class.
 - Put students in pairs to list as many words as they can remember in one minute. At the end of the minute, see which pair has the most. Ask them to come to the board and write their list, while asking the rest of the students to continue adding to their lists. They could look back at their notes or in the Student Book if they want to.
 - When the first pair have written up their list, ask people to shout out their additional words.
- 5** Tell the class they are going to hear a radio show about commuting. Look at the directions and ask students to read the prompts in the table and check that they know what to listen for.
- Play the audio straight through, then give students a chance to compare their answers in pairs. Go around and notice how well they did, without saying anything. If you see the majority have not understood, be prepared to play the audio again.
 - Draw the grid on the board and call on individual students to give their answers. If everyone agrees on an answer, check it off in the table. If they don't agree or most don't know, you can put a question mark in the box and play the audio again for students to check, then finalize the answers.
- 6** Ask students to read through the sentences quickly. Remind them that the sentences are not exactly what they will hear, but summarize different sections of the audio.
- Play the audio again while students complete the sentences. Ask them to check their answers in pairs. Go around and check how they did and decide if they need to listen again.
 - Go through the answers by calling on different students to say each answer. When all students agree, write the answer on the board. If there is disagreement, ask students to justify their answers, but *don't* say who is correct—put a question mark on the board. Tell students they will listen again and check. Go through all the answers like this and then play the audio again (if necessary).

- If students are *still* unsure of an answer, play the listening again and stop at key points. Replay these sections two or three times if students are still struggling.

- 7** Put students in pairs to discuss the sentences. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a few students are finished, stop the activity and hold a group feedback session.

GRAMMAR Ellipsis and substitution

- To prepare for teaching the following activities, see the Grammar Reference on page 140.
- 8** Look at the directions and do the first item with the whole class.
- Put students in pairs to do the rest of the activity and go around to check that they are doing it correctly.
 - When a few pairs are finished, you can then either go through the answers or wait for students to read the Grammar Reference on page 140, then check them.

Answers

1

- a** infuriating
- b** move (closer to the center)
- c** imagine (how heavy the traffic gets)
- d** widened the roads
- e** come up with some solutions

2

- f** using public transportation
- g** things aren't any better
- h** problem
- i** don't get to school by car, do get to school by car
- j** that'll help

At this point, have students complete Activities 1–3 on page 141 in the Grammar Reference section. You may also assign these activities as homework.

- 9 Look at the directions and do the first item with the whole class. Ask everyone to shout out their answers. If they all say the same thing, tell them to do the rest of the activity. If there are any differences, explore which one is correct by asking different students to explain their choice.
 - Ask students to do the rest of the activity individually. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When a few are finished, stop the activity and ask students to compare their answers in pairs and help each other with any answers they haven't finished.
 - Go through the answers by calling on different students to give their ideas. As you go through, you might refer to the grammar rules or ask questions based on Activity 8 to reinforce rules if necessary.
- 10 Say how you feel about one of the questions as a model. Put students in groups to discuss how they feel about the questions in Activity 9.
 - Ask students to do the rest of the activity individually. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - Call on groups to share what they talked about.
- 11 Look at the directions and do the first item with the whole class. Make sure the correct tense and ellipsis is used.
 - Ask students to do the rest of the activity individually, then get them to compare their answers in pairs.
 - Check the answers by calling on different students and write them on the board.
- 12 Before the class, write some of your own questions. They do not have to be connected to transportation. Look at the directions and ask a few students different questions for them to reply to with a phrase. Don't ask your questions in the order of the answers to make sure students think about the answers.
 - Put students in pairs and give them time to write their own questions. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - Get them to change pairs and ask students to take turns asking and answering their questions. Remind them to ask the questions in a random order.
- At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Suggested answers

- 2 Have you ever been to France?
- 3 Have you ever ridden a horse?
- 4 Are you on vacation this week?
- 5 Do you play basketball?
- 6 Why did you turn the lights off?
- 7 Did you do your homework? Did you know the teacher is out sick?
- 8 Are you going to the concert on Saturday?
- 9 Did you get your mom a birthday present over the weekend?

Teaching Tip Helping students speak more by modeling activities

One way to encourage more students to talk is to model speaking activities for the whole class yourself. Here, you could ask students to choose two questions from Activity 9 to ask you. You should reply with detailed answers that are true for you (but which also use ellipsis and/or substitution). This helps students see that you expect longer answers, allows you to maybe recycle some language learned in recent lessons, and lets students see your more human side!

9 Choose the best answer in each response to the questions below.

- 1 What is public transportation like where you live?
a It's better than it used to.
b It's better than it used to be.
- 2 Do towns and cities have enough bike lanes?
a Well, there are some, but not enough.
b Well, there are some ones, but not enough.
- 3 Are towns and cities likely to introduce bike-sharing programs?
a I don't know, but I definitely hope to.
b I don't know, but I definitely hope so.
- 4 Do drivers usually obey the rules of the road?
a Well, most drivers do obey, but some don't obey.
b Well, most drivers do, but some don't.
- 5 Does the government need to build more sidewalks in rural areas?
a Walking in the country can be dangerous... so yes, they really need to.
b Walking in the country can be dangerous... so yes, they really need.
- 6 Has your country introduced strict regulations for private drivers and taxis?
a They must, but I don't know the details.
b They must have, but I don't know the details.

10 MY PERSPECTIVE

Work in pairs. Discuss the questions in Activity 9.

Ferries at Eminonu with the Topkapi Palace in the background in Istanbul, Turkey

11 Rewrite the underlined phrases to use ellipsis or substitution. **1 finally did (so)** **2 to (to visit it) / to do so/it**
3 it was! **4 one** **5 I couldn't**

Dad's a civil engineer, and he travels a lot for his job. His company had been saying they would send him abroad, and last year they (1) finally sent him abroad—to Thailand. I'd always wanted to visit Bangkok, so at last I was finally able (2) to visit Bangkok. I'd heard that public transportation in Bangkok could be really busy, and (3) it was really busy! *Tuk-tuks* (three-wheeled taxis) are great. They're disappearing, but I got a ride in (4) a tuk-tuk once; but they're too dangerous for the school commute. I would have loved to commute on the Skytrain—an elevated railway—but that's mainly for the business districts, so (5) I couldn't use it.

12 Work in pairs. Write questions for these answers. Then ask another pair your questions. Answer using ellipsis and/or substitution.

1 *Can you ride a bike?*

- 1** No, I wish I could.
- 2** I might, some day.
- 3** No, never, but I'd like to.
- 4** No, but I will be very soon.
- 5** I don't, but I have a friend who does.
- 6** Because I was told to.
- 7** I wouldn't have if I'd known.
- 8** I definitely am!
- 9** I should have, but I didn't have time.



7B Nature's Algorithms

VOCABULARY BUILDING

Verb suffixes

Many verbs in English have the suffixes *-ize*, *-ify*, *-ate*, or *-en*.
Examples: *civilize*, *minimize*; *clarify*, *identify*; *estimate*, *operate*; *harden*, *weaken*.

- 1 Complete the words with *-ize*, *-ify*, or *-ate*.

circul ate	collabor ate	communic ate
imit ate	innov ate	just ify
maxim ize	memor ize	priorit ize
pur ify	regul ate	replic ate
subsid ize	un ify	util ize

- 2 Add the suffixes *-ize*, *-ify*, *-ate*, or *-en* to these words to form verbs. You may need to change the part of speech.

electric	formula	long	origin
simple	stable	strong	urban
electrify	formulate	lengthen	originate
simplify	stabilize	strengthen	urbanize

- 3 Complete the sentences with a verb from Activities 1 or 2 in the correct form. There may be more than one possible answer.

- There are many ways in which we design technology to ~~imitate~~ / ~~replicate~~ / ~~regulate~~ / ~~utilize~~ the natural world in some way.
- The doctors needed to ~~stabilize~~ / ~~regulate~~ the patient's heart rate in order to do the operation.
- Many species of insects ~~collaborate~~ / ~~communicate~~ in groups to work more effectively.
- Increasing online crime has ~~intensified~~ / ~~maximized~~ / ~~strengthened~~ efforts from IT experts everywhere to improve online security.
- Sometimes new transportation ideas are too complex and need to be ~~simplified~~.

READING

- 4 Work in pairs. You are going to read an article about biomimicry. Can you think of any connections between these pairs?

a bullet train—a kingfisher's beak
a car windshield—a butterfly's wing
a drone—a moth
a sailboat—a shark
traffic—a swarm of ants

- 5 Read the article and check your answers. What other examples of biomimicry are mentioned?

- 6 Work in pairs. Read the article again. Choose the best subtitle for each paragraph and say why it is best. There is one subtitle you do not need.

- A field of study uniting experts
- A smart way to save money and electricity
- An improvement inspired by a hobby
- Designing new roads for the future
- Flying machines designed to copy nature
- Working together to prevent gridlock

- 7 Underline the evidence in the article for these statements.

- Natural systems and organisms have evolved over a long period of time.
- The designer of the bullet train decided to rethink the shape of the engine.
- Modern flying machines cannot completely avoid risks in the natural environment.
- Smart energy grids copy the way bees communicate with each other.
- Smart traffic solutions require drivers to have a new mindset.

CRITICAL THINKING Understanding connotation

Writers can create a positive or negative impression with the words they use. Some words (e.g., *relaxed*, *young*) have **positive connotations** (they suggest positive ideas), while others (e.g., *lazy*, *immature*) have **negative connotations**.

- 8 Work in pairs. Answer the questions.

- Find words and phrases with positive or negative connotations in paragraph 1.
- What impression of biomimicry is the writer trying to convey with their word choice? Is it successful?
- Find words in these sentences that convey a positive or negative impression of biomimicry.
 - Biomimicry seeks sustainable solutions by imitating nature's tried-and-true patterns and strategies.
 - The so-called benefits remain unconvincing.
 - The Biomimicry Institute empowers people to create nature-inspired solutions for a healthy planet.
 - Butterfly wings are undoubtedly beautiful, but nature also has a darker and more competitive side.
 - Biomimicry will catalyze a new era in design and business that benefits both people and the planet.

- 9 MY PERSPECTIVE

What do you think of the parallels made in the text between the natural world and human innovation? Think about ways in which the natural world might have inspired the following: flight, underwater exploration, clothing, building materials, societies.

7B Nature's Algorithms

- **Warm up** Write these questions on the board or read them out. Put students in groups to discuss them briefly.
Do you study design or engineering at your school at all?
Have you ever had to design or make anything? What?
How did it go?
Do you know anyone who works in design or engineering?
Do you know what they do exactly?
Does engineering/design attract you as work? Why?

VOCABULARY BUILDING Verb suffixes

- 1 Write these words on the board: *broaden*, *classify*, *integrate*, and *subsidize*. Ask what kind of words they are. (verbs) Ask individuals if they know what they mean. If they are unsure, underline the stem and see if they recognize the word or know any other words with the same stem. Use that to guide them to the meaning.
- Ask students to read the information box, then look at the directions and do the first item with the whole class.
- Tell students to do the rest of the activity individually, then to compare their answers in pairs. Go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1.
- Go through the answers by asking different students to say the verbs while you write them on the board. As you write the answers, ask students to explain the meaning or ask follow-up questions, e.g., *What things might circulate? What is the noun form of prioritize? Why might the government subsidize something? Do you know anything that is purified?*
- 2 Look at the directions and do the first item with the whole class. Then ask students to do the rest of the activity individually, before checking the answers.
- Go through the answers by asking different students to say the verbs while you write them on the board. As you write the answers, ask students to explain the meaning, or ask follow-up questions as in Activity 1.
- 3 Look at the directions and do the first item with the whole class.
- Ask students to complete the activity, then check their answers in pairs.
- Check the answers with the whole class and write them on the board, asking follow-up questions as you write, e.g., *How does technology imitate the natural world? What might doctors try to stabilize?*

Expansion

Have students discuss a few questions based on the verbs or word families in the previous activity.

Do you think it's good that the world is becoming more urbanized? Why?

What three things would you prioritize if you were president? Why?

Do you think you maximize your time at school? Why?

Do you think it is possible to justify hurting someone? Why?

READING

- 4 Look at the directions and ask what students think *biomimicry* means. (It's the study of nature in order to find solutions to human problems.) Ask students if they can see words or parts of words within *biomimicry* that they can use to work out its meaning. (*bio* = nature, *mimic* = to copy)
- Give students time to read the pairs of words and explain any language they are unsure of. You may need to explain:
kingfisher = blue and orange bird that lives near water and catches fish to eat
beak = the hard curved or pointed part of a bird's mouth
windshield = the large glass window at the front of a car
drone = small aircraft that does not have a pilot and is controlled from the ground
- At this point don't give any feedback as the point of the activity is to generate ideas before students read rather than get the correct answers. You might correct students' use of language or help them if they don't know a word in English.
- 5 Tell students to read the article quickly and find the connections between the pairs of things in Activity 4. Ask them to underline any other examples of biomimicry they find.
- Choose individual students to give their answers and explain their decisions based on the text.

Answers

a bullet train – a kingfisher's beak: the nose of the train is the same shape as the bird's beak

a car windshield – a butterfly's wing: non-reflecting, energy – efficient windshields are inspired by butterfly wings

a drone – a moth: there are now designs for drones the size of moths

a sailboat – a shark: the surface of the boat mimics a shark's skin

traffic – a swarm of ants: using "swarm intelligence" in the same way as ant colonies to communicate with other cars to avoid/reduce traffic

Other examples:

swimsuits whose surfaces mimic a shark's skin; solar cells based on the structure of a leaf; building materials inspired by bones and eggshells; Da Vinci's drawings of helicopters and parachutes were based on observations from nature; and the Wright brothers' first aircraft was based on the flight of birds.

For notes on Activities 6–9, see page 85a.

- 6 Ask students to read the subtitles, then put them in pairs to match them to the paragraphs in the text.
- Do the activity as a race. Ask pairs to do it as quickly as they can. Time them, and when students finish, tell them to raise their hand and write down the time that you tell them. When the last pair finishes (or when you feel they've had enough time), stop the activity.
 - Go through the answers by calling on different pairs to give their subtitles. Tell students to add 30 seconds to their time for every one that is incorrect. Then see who was the fastest and most accurate. Have a discussion about ways of doing an activity like this more quickly.

Answers

Paragraph 1 a

the exciting and rapidly emerging discipline called biomimicry (lines 2–3); ... creative minds from such diverse fields as biology, architecture, engineering, and medicine (lines 6–8)

Paragraph 2 c

The train's designer, an engineer who also happened to be an avid birdwatcher (lines 24–25); ... remodeled the nose of the engine using the shape of the kingfisher's beak. The result? Today's super-streamlined bullet train which travels at higher speeds than the original prototype and uses less energy (lines 28–32)

Paragraph 3 e

Da Vinci's drawings of helicopters and parachutes are clearly based on observations from nature, and the Wright brothers created their first aircraft by studying the flight of birds. (lines 33–36); ... studying the characteristics of winged creatures to come up with designs for even more complex vehicles, including robotic drones (lines 38–40)

Paragraph 4 b

... to come up with smart energy and transportation solutions (lines 48–49); ... design interconnected components that communicate with each other, thus maximizing efficiency and reducing costs (lines 56–58)

Paragraph 5 f

Could cars use such "swarm intelligence" in the future to communicate with each other and reduce traffic? (lines 64–66); ... can only function if people are prepared to think collaboratively (lines 67–68)

Exam Skills Fast reading

Students might find themselves short of time on an exam and they will need to speed up their reading. Tell them to try reading the first sentence in each paragraph quickly, then skimming over the rest to get an idea of what the text is about. They might then be able to guess some answers if they're running out of time.

- 7 Look at the directions and do the first item with the whole class. Call on someone to read what they underlined.
- Ask students to do the rest of the activity individually and underline the section in each paragraph that tells them the answer. Tell them to check their answers in pairs.
 - Go through the answers, asking students to read out the sections of the text that they underlined.

CRITICAL THINKING Understanding connotation

- 8 Write these words on the board: *relaxed / lazy; young / immature; slim / thin*. Point out that people can use different words to talk about the same idea, but the choice can show a positive or negative attitude. Ask students which words show a positive or negative attitude. (*Lazy, immature, thin* usually imply a negative attitude.)
- Tell students to read the Critical Thinking box, or read it out loud. Then put them in pairs to answer the questions.

Answers

- Positive words and phrases: *exciting and rapidly emerging; solutions to human challenges; creative minds; nature has ... streamlined; innovative products; Olympic-winning; inspired by; innovations*
- The writer is trying to convey a positive impression of biomimicry.
- sustainable, tried-and-true (positive)
 - so-called, unconvincing (negative)
 - empowers, nature-inspired, solutions, healthy (positive)
 - beautiful (positive); darker, competitive (negative)
 - catalyze, benefits (positive)

- 9 Have a class discussion to discuss students' ideas.


Suggested answers

Flight: The latest plane's curved wing tips designed to mimic the way a bird's wing bends when it flies by adjusting to flying conditions.

Underwater exploration: Researchers are using the jellyfish as an inspiration for a new underwater vehicle that is powered by hydrogen, and using contractions like the jellyfish does to move, the bot, called "robojelly" pulses through the sea.


Clothing and materials: Velcro was inspired by the inventor noticing how seeds with hooks stuck to his dog's fur while they were out for walks.

Society: Bees in a hive instinctively sense what jobs need to be done, even though no one tells them to do them. This behavior is based on where they are in the hive, and what other bees around them are doing.



Designers can use vapor during wind-tunnel tests to show how aerodynamic a car is.

Biological blueprints

 **45** What do a Japanese bullet train and a kingfisher have in common? The answer lies in the exciting and rapidly emerging discipline called *biomimicry*. Literally meaning “imitation of life” or “copying nature,” biomimicry looks to the natural world for solutions to human challenges. Increasingly, creative minds from such diverse fields as biology, architecture, engineering, and medicine are studying processes that nature has developed and streamlined over billions of years and replicating them in innovative products and technologies. These include Olympic-winning sailboats and swimsuits whose surfaces mimic a shark’s skin; solar cells based on the structure of a leaf; building materials inspired by bones and eggshells; and non-reflective, energy-efficient windshields inspired by butterflies’ wings. The questions behind such innovations are “How would nature solve this?” or “What blueprint already exists in the natural world?”

But back to the bullet train. The first train was, as the name suggests, shaped like a bullet, with a rounded engine at the front. But when it entered tunnels, it created a pressure wave that resulted in a huge sonic boom, like a clap of thunder, as the train emerged at the other end. The train’s designer, an engineer who also happened to be an avid birdwatcher, went back to the drawing board. Observing how a kingfisher was able to move smoothly between the air and the water with minimum turbulence, he remodeled the nose of the engine using the shape of the kingfisher’s beak. The result? Today’s super-streamlined bullet train, which travels at higher speeds than the original prototype and uses less energy.

Designs inspired by nature are not new. Da Vinci’s drawings of helicopters and parachutes are clearly based on observations from nature, and the Wright brothers

created their first aircraft by studying the flight of birds. But in recent years, teams of engineers and researchers worldwide have been studying the characteristics of winged creatures to come up with designs for even more complex vehicles, including robotic drones (unmanned aircraft) the size of hummingbirds, moths, or even tiny bees. These vehicles are programmed to avoid obstacles and to stabilize themselves after a collision, but they face the same threats as actual insects, which include being eaten, caught in a spider’s web, or even squashed by pedestrians.

Urban planners are also drawing inspiration from the biological world to come up with smart energy and transportation solutions. A problem with complex human infrastructure, such as the electrical grid, is that its various parts don’t talk to each other or monitor the whole grid. In bee colonies, by contrast, individuals can sense what jobs need to be done and do them instinctively without central organization. By identifying the unifying pattern, or algorithm, underlying the bees’ system, energy companies can design interconnected components that communicate with each other, thus maximizing efficiency and reducing costs.

Researchers have also discovered an exemplary case of perfect traffic in nature: there is never congestion on ant tracks. Like bees, ants continuously communicate by touch and by the release of pheromones, or chemical signals, which give them an overview of the movements of the swarm as a whole. Could cars use such “swarm intelligence” in the future to communicate with each other and reduce traffic? In purely technical terms it is a possibility. But radical new systems like these can only function if people are prepared to think collaboratively, and that may take some time.

7C Sustainable Cities

GRAMMAR Nominalization

- 1 Work in pairs. Read the text in the Grammar box about the challenges of urbanization. What do you think the other problems are? What sustainable solutions might there be?

Nominalization

A *The rapid growth of our cities has led to an increase in the world's urban population. // UN predictions suggest that by 2050, about two-thirds of the world's population will be living in cities // creating a shortage of living space and other problems // Therefore, there is a desperate need to find sustainable solutions to these problems of urbanization. //*

- 2 Text A in the Grammar box contains the same facts as Text B below, but they are expressed differently. Look at the underlined sections of Text B. How are they different from Text A?

B Our cities are (1) growing rapidly // and so the world's urban population (2) has increased // (3) The UN has predicted // that by 2050, about two-thirds of the world's population will be living in cities // and there (4) won't be enough living space // So, (5) we desperately need to find sustainable (6) ways of solving the problems // which will be created because so many (7) people will be living in urban areas //

- 3 Answer the questions about the two texts.

adjective + noun

- How are the adverb + verb combinations in Text B expressed in Text A?
- How many clauses does each text contain? **Text A = five** **Text B = seven**
- Which text has more nouns? Which has more verbs? **Text A has more nouns** **and Text B more verbs**
- Which text is more formal and impersonal? **Text A**

Check your answers on page 140. Do Activities 4–6.

- 4 **PRONUNCIATION** Words with two stress patterns

- a Where do you think the main stress is in the words in bold?

- The population of urban areas will **increase**.
- There will be an **increase** in the population of urban areas.

- b Listen and check. Then choose the correct options to complete the rule.  46

Some two-syllable words are stressed on the (1) first / second syllable when they are verbs and on the (2) first / second syllable when they are nouns.

- c Listen to five pairs of sentences. Underline the stressed syllable and write N (noun) or V (verb).  47

- | | | |
|-----------------------|---------------------|-------|
| 1 a <u>decrease</u> V | b <u>decrease</u> N | _____ |
| 2 a <u>imports</u> N | b <u>imports</u> V | _____ |
| 3 a <u>record</u> V | b <u>record</u> N | _____ |
| 4 a <u>present</u> V | b <u>present</u> N | _____ |
| 5 a <u>suspect</u> N | b <u>suspect</u> V | _____ |

The rapid-transit system in Curitiba, Brazil, connects express buses that get around the city quickly. Its popularity has decreased traffic and helped reduce pollution.

7C Sustainable Cities

- **Warm up** Ask students to look back at lessons 7A and 7B and find three words or phrases that they connect to the photograph on page 86. Put them into small groups to compare the language they chose and ask them to explain their choices.

GRAMMAR Nominalization

- To prepare for teaching the following activities, see the Grammar Reference on page 140.

- 1 Look at the directions and ask students to read the Grammar box. Then ask them to work in pairs to list at least two more problems in addition to those mentioned in the text. What might be sustainable solutions to these problems?
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help with language if necessary.
- When most pairs are finished, stop the activity and ask students to tell the class the problems they thought of. Call on students who you thought had interesting things to say.

Suggested answers

Increased industrialization and more vehicles lead to more pollution.

An increase in urban population leads to more competition for jobs, which results in more people out of work and increased levels of poverty.

Natural habitats will be destroyed to make room for the increase in population.

Sustainable solutions include cleaner factories, environmentally friendly cars, better public transportation, improved medical facilities, and better education, which would enable people to find jobs.

- 2 and 3
- Look at the directions for Activity 2 and ask students to read text B and the questions in Activity 3. Put them in pairs to do both activities at the same time.
- Go around and check that students are doing the activities correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the activities, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- You can either go through the answers now or wait for students to read the Grammar Reference on page 140 before checking them with the class.
- For Activity 3, item 2, the clauses are shown by slashes (/).

Answers

- 2 1 growing rapidly = rapid growth
 - 2 has increased = an increase in
 - 3 The UN has predicted = UN predictions
 - 4 won't be enough = a shortage of
 - 5 we desperately need = a desperate need
 - 6 ways of solving the problems = solutions to these problems
 - 7 people... living in urban areas = urbanization
- Students should notice that a phrase using a verbal construction has changed to a phrase using a noun.

- In Activity 3, item 3, the noun and verb breakdown is as follows:
A = 17 nouns (growth, cities, increase, world, population, UN, predictions, world, population, cities, shortage, space, problems, need, solutions, problems, urbanization); 6 verbs (has led, suggest, will be living, creating, is, to find)
B = 13 nouns (cities, world, population, UN, world, population, cities, space, ways, solving, problems, people, areas); 10 verbs (are growing, has increased, has predicted, will be living, won't be, need, to find, solving, will come about, will be living)

At this point, have students complete Activities 4–6 on page 141 in the Grammar Reference section. You may also assign these activities as homework.

- 4 **PRONUNCIATION** Words with two stress patterns
 - **4a** Look at the directions and ask students to say the sentences to themselves and say if the stress is the same or different. Don't give the answer at this point.
 - **4b** Play the audio for students to check their answers.
 - Ask students to complete the rule, then check the answers by asking students to shout out the answer all together. Give the correct answer if there is any disagreement.
 - **4c** Look at the directions and play the first pair of sentences. Do the first item with the class.
 - Play the rest of the audio while students do the rest of the activity.
 - Check answers with the class, then play the sentences again, pausing after each one. Get students to repeat, and make sure they get the stress correct.

Expansion

Ask students to write an example sentence for either the noun or verb that is true for them.

- 5 Tell students that they are going to read about ways to make cities more sustainable. Ask them to read the whole text in one minute to see what ideas are suggested, and if any are the same as the ones they thought of in Activity 1.
- If any of the students' ideas from Activity 1 are mentioned, have a conversation about which ones, then put students in pairs to do the activity.
- Check the answers by calling on different students. Write the answers on the board and ask students to give the following preposition or the full noun phrase.

Expansion

Ask students to write their own sentences using each of the noun phrases to say something new. For example:
There is a pressing need for a radical change in the way we deal with trash.
We should support the creation of communities in which there is fresh food available.
There is a reduced need for...

- 6 Look at the directions and the example, then ask students to do the others individually by choosing the appropriate verb phrase and turning it into a noun phrase. Go around and check that they are doing the activity correctly, notice any problems, and help if necessary.
- When the first students are finished, stop the activity and ask students to compare their answers in pairs.
- Go through the answers by calling on students to read out their complete sentences. As you go through, ask students to give you the phrase that links the cause and effect. (1 is due to, 2 could result in, 3 could result from, 4 could lead to, 5 would bring about, 6 could cause)

Exam Skills Always try to answer!

With vocabulary and grammar activities that do not have a penalty for an incorrect answer, students should always write something. Sometimes they may also be able to eliminate answer choices before they guess. For example, they might be able to figure out the type of word that's missing (noun, verb, preposition etc.) and make an educated guess by using the context around it.

- 7 Tell students to look at the photo of the smart path at the bottom of the page and read the caption. Put them in pairs to discuss how and why such sidewalks might be useful. After a few minutes, get ideas from the whole class.
- Look at the directions and ask students to suggest a way to nominalize the first part of the first sentence. Give students a moment to think about it before calling on someone to try.

- Put students in pairs to do the rest of the activity. Go around and check that students are doing the activity correctly and notice errors. Help them by correcting if necessary.
- When a few pairs are finished, put the pairs into groups to compare their ideas and help each other finish.
- As feedback, focus on errors to correct, which you may have written on the board.

Suggested answer

More interest in the idea of smart sidewalks has resulted in increased financial investment in research. The recycling of old rubber tires creates small electromagnetic tiles. The production of energy from people walking on them can be used to power small appliances. The installation of smart sidewalks in places such as shopping centers... could one day lead to an increase in energy production.

- 8 Put students in pairs or groups to discuss the questions. Go around and listen to students and note any interesting points.
- When the first couple of pairs or groups are finished, stop the activity and share some of the interesting things you heard, or ask the relevant student to share it with the rest of the class.
- 9 Put students in pairs or groups to discuss the initiatives. You can also ask them to share any other ways they have heard of improving cities. Go around and listen to students and note any interesting points.
- When the first couple of pairs or groups are finished, stop the activity and share some of the interesting things you heard, or ask the relevant student to share it with the rest of the class.
- 10 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:
 - 1 put students in pairs or groups to decide which they prefer.
 - 2 take a vote on each activity.
 - 3 if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

- 5 Work in pairs. Complete the text about sustainable cities with these nominalizations.

change	conservation	contribution
cost	creation	decrease
disruption	improvements	need
reduction		

Transportation

In light of the widespread problems with traffic jams, there is an urgent need for a radical (1) change in the way people travel. We need sustainable cities. First of all, sustainable cities support the (2) creation of communities in which amenities are built close together, so there is a reduced (3) need for commuting far. Other measures include (4) improvements to existing public transportation systems. For example, the Brazilian city of Curitiba, rather than accepting the huge (5) cost of constructing a whole new subway system and the severe (6) disruption to the lives of the city's residents, decided to improve and speed up the public bus network by making it more like a subway system, with raised platforms, longer buses, and pre-paid tickets.

Energy use

An important aim of sustainable cities is to achieve a (7) reduction / decrease in the city's carbon footprint. The use of renewable energy and the introduction of energy (8) conservation measures can produce a massive (9) decrease / reduction in CO₂ emissions. Waste recycling can also make an important (10) contribution to energy production.

- 6 Complete the cause-and-effect sentences (1–6) by nominalizing these phrases.

it improves air quality	sea levels rise
they get healthier	they get more independent
they pollute the air	we invest in renewable energy

- Air pollution is largely due to vehicle emissions.
- A reduction in car ownership could result in an improvement in air quality / improved air quality.

- Better health / Improved health in young people could result from encouragement to walk to school.
- Lowering the driving age to 16 could lead to greater independence for young people.
- Investment in renewable energy / Investing (more) in renewable energy would bring about less reliance on fossil fuels.
- Failure to tackle climate change could cause a rise in sea levels.

- 7 Work in pairs. Read about another way of improving energy efficiency. Rewrite the text using nominalizations and verbs expressing cause and effect from Activity 6. Then compare your ideas with another pair.

More and more people are becoming interested in the idea of smart sidewalks, and they are investing more money into research. People can recycle old tires to create small electromagnetic tiles. When people walk on them, they produce energy, which can be used to power small appliances. Smart sidewalks are being installed in places such as shopping centers, concert venues, sports venues, and airports, and one day this could provide more of our energy.

- 8 Had you heard of smart sidewalks before? Where else do you think they could be installed to produce energy?

9 MY PERSPECTIVE

Work in groups. Discuss the initiatives from this lesson that you find most interesting, giving your reasons.

10 CHOOSE

Choose one of the following activities.

- Research how different towns around the world are becoming more sustainable. Write a report on an initiative that you find interesting.
- Work in pairs. Write a paragraph for how a town or city in your country could become more sustainable. Then read your paragraph and explain your ideas in groups.
- Work in pairs. Find four or five interesting facts in this unit. Write a multiple-choice question about each one. Then work with another pair to ask and answer your questions.

The Van Gogh–Roosegaarde bicycle path in the Netherlands is made from thousands of stones poured into concrete and covered in a material that allows them to absorb energy during daylight and glow after dark.

7D What a Driverless World Could Look Like

“Our current way of thinking is not working. For our transportation to flow, we need a new source of inspiration.”

WANIS KABBAB

Read about Wanis Kabbaj and get ready to watch his TED Talk. ▶ 7.0

AUTHENTIC LISTENING SKILLS

Predicting what comes next

When people listen to a speaker, they constantly make and update predictions about what the speaker might say next. It is often possible to do this by noticing the words he or she uses, especially if they are stressed. This makes it easier to follow the flow of ideas.

- 1 Look at the Authentic Listening Skills box. Then read the first sentence from the TED Talk. Decide which of the topics Wanis is most likely to talk about next. Listen and check your answer. 🔊 48

One of my greatest pleasures in life is, I have to admit, a bit special.

- a the speaker's life
- ☒ b a description of the pleasure
- c why the pleasure is special

- 2 Work in pairs. Read and listen to three more sentences from the talk. Predict what Wanis might talk about after these sentences. Use the stressed words in bold to help. 🔊 49

- 1 *Some **cities** are calmly industrious, like Dusseldorf or Louisville.*
- 2 *For decades, our **remedy** for **congestion** was simple.*
- 3 *But if you look at our cities, **yes**, we have some underground subway systems and some tunnels and bridges, and also some helicopters in the sky. **But**...*

- 3 Listen and check your ideas. 🔊 50

WATCH

- 4 Work in pairs. What do you know about driverless cars? What could be the advantages and disadvantages?

- 5 Watch Part 1 of the talk. Choose the correct options to complete these sentences. ▶ 7.1

- 1 Wanis sees cities as “living beings” because
 - a they are full of people.
 - ☒ b the roads remind him of a human body.
 - c they are lively and energetic places.
- 2 Wanis's main complaint about traffic is that
 - a there are too many vehicles on the road.
 - b people make too many unnecessary trips.
 - ☒ c people waste too much time traveling slowly.
- 3 Wanis says that a program of expanding or building new roads
 - a can never solve the problem of traffic jams.
 - b is only possible outside cities.
 - ☒ c is possible in some cities, but not others.

- 6 Watch Part 2 of the talk. Are these statements *true* or *false*? ▶ 7.2

- 1 Wanis was first inspired by the vascular system when he was sick. **F**
- 2 The body contains 16,000 miles of blood vessels. **F**
- 3 Wanis believes more vehicles should travel in the air and underground. **T**
- 4 The Chinese bus can travel above congested streets. **T**
- 5 Commuters in Tel Aviv and Abu Dhabi are traveling in detachable pods. **F**
- 6 Businesses are interested in the potential of urban flying vehicles. **T**

7D What a Driverless World Could Look Like

- **Warm up** Tell students they are going to watch a TED Talk about how driverless vehicles might change our world.
- Focus students' attention on the quote. What is the speaker referring to when he says "our current way of thinking"? What do students think the new source of inspiration might be?
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Then do the vocabulary activity that follows.
- After they finish, you might write the key words from the About the Speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

AUTHENTIC LISTENING SKILLS Predicting what comes next

- 1 Either ask students to read the Authentic Listening Skills box to themselves or read it out loud yourself as they read along.
 - Then ask students to read the first part of the sentence and shout out together a, b, or c to decide how it will continue.
 - Play the audio for students to check.
 - Comment if they were mainly correct and check what his great pleasure is.
- 2 Put students in pairs to decide how each extract will continue. You could ask them to talk generally or write what they think the next line will be.
 - Ask some pairs to share their predictions.
- 3 Play the audio for students to check their predictions.
 - Let students discuss briefly before checking the answers as a class.

Answers

- 1 Others project an energy that they can hardly contain, like New York or Hong Kong. And then you have Paris or Istanbul, and their patina full of history.
- 2 build new roads or enlarge existing ones.
- 3 the vast majority of our traffic is focused on the ground, on the surface.

WATCH

- 4 Put students in pairs to discuss the questions, or hold a whole-class discussion.
 - At this point don't give feedback as the point of the activity is simply to generate ideas before students watch, rather than get correct answers.
 - You might correct students' misuse of language or help them if they don't know a word in English.

Suggested answers

Advantages: You can relax or sleep and let the car drive you; you can read, work, be online, or watch a DVD in the car; there may be less human error causing accidents as a result of exhaustion, losing concentration, or talking on a phone; there won't be any bad drivers. Disadvantages: There could be accidents due to computer errors; it may be stressful relying on a machine to drive you; it may not be easy to combine driven and driverless cars; it will be expensive to set up roads and systems.

- 5 Tell the class they are going to watch the first part of the talk and decide which option completes each sentence. Give them time to read through the sentences and deal with any questions about language.
 - Play Part 1 of the talk straight through, then get students to compare their answers in pairs.
 - Go through the answers, making sure you get students to explain their answers. If necessary, play Part 1 again, stopping after each answer.
- 6 Ask students to read the sentences and check that they understand them and the activity. Deal with any questions about language that come up.
 - Play Part 2 of the talk straight through, then get students to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 2 again.
 - Go through the answers and write them on the board, making sure you get students to explain their answers. If necessary, play Part 2 again, stopping after each answer.

Answers

- 1 F (My "aha moment" happened when **speaking with a biotech customer**. She was telling me how her treatment was leveraging specific properties of our vascular system.)
- 2 F (each of us has **60,000 miles of blood vessels** in our bodies)
- 3 T (the vast majority of our traffic **is focused on the ground, on the surface**. . . while our vascular system uses **the three dimensions inside us**, our urban transportation is mostly two-dimensional.)
- 4 T (This Chinese concept of a bus that can **straddle** traffic jams)
- 5 F (Tel Aviv and Abu Dhabi **are talking about testing** these futuristic networks of suspended magnetic pods.)
- 6 T (Flying cars are finally moving from science-fiction déjà vu to **attractive business-case territory**.)

7 and 8

- Ask students to read through the sentences in Activity 7 and the summary in Activity 8 quickly. Remind them that the sentences are not exactly what they will hear, but summarize different sections of the next part of the talk.
- Play Part 3 of the talk straight through. Students should try and complete both activities as they watch but they may need to do Activity 7 as they watch the first time, then watch again to do Activity 8.
- Give students time to compare their answers to both activities in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 3 again.
- Go through the answers by calling on different students to give each answer. If necessary, play Part 3 again to confirm or check, stopping at the relevant points. Write the correct answers on the board.

9 Ask students to read through the sentences quickly. Remind them that the sentences are not exactly what they will hear, but mean the same.

- Play Part 4 straight through, then ask students to compare their answers in pairs. Go around and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 4 again.
- Check the answers with the class by voting on each choice or asking students to shout out their choice at the same time. If there are differences of opinion, ask students to explain their answers. Play Part 4 again to check answers if necessary.

10 VOCABULARY IN CONTEXT

- **10a** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If helpful, either you or the students could give an additional example before moving on to the next question.
- **10b** Check that students understand the words in italics and teach them again if necessary, or ask students if they can remember the example from the talk. Give one or two of your own examples as a model. (*I was amazed at how people-centric Amsterdam was when I went there. It's actually more bike-centric than anything.*) Tell students they can ask you follow-up questions to find out more, and answer any questions they have.
- Tell students to think about their own experiences and give them a few minutes to write them down.

- Put students in pairs to share their ideas and go around and check that students are doing the activity correctly. Notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Get students to change pairs and continue monitoring.
- At the end of the activity, give feedback about new language that came up, and look at any errors which you may have written on the board. You can also retell some interesting things you heard.

CHALLENGE

- Look at the directions and ask for a volunteer to choose one of the features they would prioritize, and to say why. Then put students in pairs to decide which three ideas they would choose, and which they would not include. Give a time limit of ten minutes for this stage. Go around and check that students are doing the activity correctly and help them with language if necessary.
- After ten minutes, put the pairs into small groups and give five more minutes for them to decide on the five most important things they would focus on.
- At the end of the activity, see if there is any agreement about the best features to include. Share anything interesting that you heard, and teach any new language that has come up.

11 Put students in pairs to discuss the question, or hold a whole-class discussion.



7 Watch Part 3 of the talk. Complete the statements with numbers or a percentage. ▶ 7.3

- 1 Almost 30% of traffic in cities is caused by drivers looking for somewhere to park.
- 2 85% of cars in cities contain only one passenger.
- 3 Every time our heart beats, it pushes millions of red blood cells around the body.
- 4 More than 95% of the oxygen capacity of our blood cells is used efficiently.

8 Complete the summary.

The train Wanis describes does not need to stop because the cars (1) _____ and turn into detach (dynamically) (2) express driverless buses. Then a section of the bus (3) detaches and (4) self-drives to your house.

9 Watch Part 4 of the talk. Choose the correct options. ▶ 7.4

- 1 It is easy / difficult for driverless cars to learn traffic rules.
- 2 Driverless cities would still need / would not need traffic lights and traffic lanes.
- 3 Cars would drive faster than / at the same speed as they do now.
- 4 Cars would move according to new rules / changing algorithms.
- 5 Driverless cars will flow freely / will not need robotic control.
- 6 Wanis believes these developments could happen now / in the near future.

10 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 7.5

b Think of an example of each of the following. Then compare your examples in pairs.

- 1 an "aha" moment you have had
- 2 something that has been an *eye-opener* for you
- 3 how a city can be *car-centric* or *people-centric*
- 4 an *attribute* of a healthy transportation system

CHALLENGE

Work in pairs. Imagine you have to design a transportation strategy for a sustainable city. Which three features would you prioritize? Which three would you not include? Make notes on your reasons for each.

- build more bike lanes and paths
- build tunnels and overpasses
- encourage carpooling
- encourage working from home
- only allow parking outside the city center
- expand the subway system
- encourage delivery by drones
- invest in driverless cars
- subsidize all public transportation
- widen existing roads

Now work in groups. Try to agree on a plan to include five different features.

11 MY PERSPECTIVE

Discuss in pairs. Would you want to travel in a driverless car? Why?

7E Opinion Poll


SPEAKING

- 1 Work in pairs. Compare the length of different trips from your home to school, the city center, and other places in your town or city.

It's a twenty-minute walk.

It's a ten-minute bus ride.

It's a three-hour drive.

- 2 Listen to the survey on a local bus system. Number the questions in the order you hear them. (The wording may be different.)  51

1 Do you use the bus system?

3 Why is that?

8 How could local authorities improve the bus service?

6 What is the bus fare to the city center?


4 How do you normally travel?

5 If the buses ran more frequently, would you use them more often?

2 How often do you take the bus?

7 If the city council subsidized the bus service, would you use it more often?

- 3 Listen to the interview again. Is the interviewee positive or negative about the local bus system? What indicates this?  51

- 4 Look at the Asking for information section of the Useful language box. Use these expressions to make the questions in Activity 2 more polite. Then listen again and check. What do you notice about the word order in indirect questions?  51

- 5 Work in pairs. Ask and answer the questions in Activity 2 about your own town or city. Use some indirect questions.

- 6 Work in pairs. Choose one of these topics and write six to eight questions about your town or city. Then ask different class members the questions and write down their answers. (You will use them later to write a report.) Use the expressions in the Useful language box.

traffic near your school / home / in the city center

conditions for cyclists / pedestrians

public transportation (e.g., buses, subway, shuttles, ferries)

Useful language

Introducing a survey

I'm conducting / carrying out a survey on...

Would you mind answering a few questions?

Asking for information

I wonder if I could / Can I ask...?

I'd like to know...

Do you happen to know / Do you have any idea...?

Giving information

I'd say... / I think... / I have a feeling...

Not offhand. / Not off the top of my head.

As far as I know / remember, ...

On average, ... / Generally speaking, ...

Sorry, I have no idea. / don't have a clue.

School buses in Zhengzhou, the capital of central China's Henan Province



7E Opinion Poll

- **Warm up** Ask students what an opinion poll is. Put them into groups and give them three minutes to come up with as many reasons why an opinion poll might be taken as possible. Get ideas from the whole class. Ask if anyone has ever taken part in one.

About the photo

The Yutong Bus Company has over 30% of the school bus market in China. It specializes in these smaller-sized buses, which are well adapted to rural towns and villages as well as the narrow streets of larger cities. The success of the company can also be attributed to its establishment of a dedicated bus research center and its use of advanced manufacturing technology.

SPEAKING

- 1 Look at the directions and give examples of your own commute using the structure shown on the page. Ask students why there is no 's' in *twenty-minute* and *three-hour*. (Because they are (compound) adjectives, and adjectives aren't made plural. Note also the hyphen.)
 - Put students in pairs to talk about their trips. Go around and check that students are doing the activity correctly and notice errors or difficulties.
 - When the first pairs finish, ask students to change partners.
 - At the end of the activity, find out who has the most interesting journey. Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

Expansion

Have students work in pairs to talk about long / short / difficult trips to do an activity / compete in a sports event / visit a family member or friend / go on vacation.

- 2 Tell students they are going to hear someone conducting a survey and ask them to read through the questions.
 - Play the audio straight through and give students time to compare their answers in pairs. Go around and notice how well the students did, without saying anything. If you see that most students had trouble, be prepared to play the audio again.
 - Ask students for their answers.
- 3 Before you play the audio again, take a vote on whether students think the interviewee was positive or negative. Ask students to explain their answers.
 - If most students are correct, you can move to the next activity. Otherwise, play the audio again and ask students to add to their previous answers.
 - After playing the audio again, take another vote and see if there are any changes.

Answers

Negative: he doesn't use it on a regular basis, it's not convenient, they're never on time, expensive. He gives the service four out of ten.

- 4 Look at the directions and do the first item with the whole class. Write the question on the board and ask students to give other ways of asking the same thing using indirect questions. For example: *I wonder if I could ask you if/whether you use the bus system. / I'd like to know if/whether you use the bus system.* Check that students have noticed that word order becomes sentence word order—we do not invert the subject and verb in indirect questions.
 - Put students in pairs to write more polite versions of the questions. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - When students are finished, play the audio for them to check their questions. Ask if anyone had any alternative questions, and write them all on the board.

Answers

- a ... can I ask whether you use the local buses at all?
 - b And can I ask why that is?
 - c And finally, what could the city do to improve the bus system, in your opinion?
 - d Do you know what the bus fare downtown is?
- Question order becomes sentence order.

- 5 Ask students to work in pairs to discuss the questions, or hold a whole-class discussion.

Expansion

Students could either think of three follow-up questions to ask or do the survey again, but this time answering as one of their parents or grandparents.

- 6 If you think students want to hold an opinion poll about something other than transportation, they can choose another topic. Put students who would like to work on the same topic in pairs.
 - Tell pairs to write some questions for the topic they are most interested in. They will both need to have copies of the questions because they will each be conducting the survey with different people. Go around and check that students are doing the activity correctly and give some help if they get stuck.
 - When each pair has at least six questions, ask students to change partners and ask and answer their questions. They should write down the answers, then change partners again.
 - When students have conducted enough interviews, ask them to return to their original partner to collate the answers.

WRITING A report

- 7 Tell the students that they are going to learn to write reports better.
- Have a class discussion about the questions. Do students think there are enough green spaces in their area? Would they like to see them used differently? How?
- 8 Explain the activity and ask students to look at the report on page 152. Give a time limit of a couple of minutes for reading, or read it aloud while they follow along.
- Put students in pairs to discuss the questions that might have been asked.
 - Check answers and write the questions on the board.

Suggested answers

Do you use the parks and recreation spaces on a regular basis? / How often do you use the parks?
Do you use the parks for exercise and sports?
Do you use the parks as meeting places?
Do they provide an escape from town life? / Do you use them to get away from town life?
Which parks do you like the most?
What do you think of the facilities? Do you like the facilities?
What facilities do you use?
Are there any areas that you don't like / use?
What's your opinion of the opening and closing times?

- 9 Ask students to read the list of features and say which are not usually found in a report.
- Let students look at page 152 again to check their answers and find examples. Check the answers around the class and ask for examples of the language used to illustrate the features.

Answers

Not a feature of a report = 7 personal opinions

Examples of other features:

- A report on the use of parks and green spaces / Purpose of the report, Use of the parks, Opinions of interviewees, Recommendations*
- This report has been written to provide information on the results of an investigation into parks and recreation spaces in the town.*
- Students from schools and colleges across the town were asked about how they use the parks, their satisfaction with them, and their suggestions for improvements.*
- just over half, the (vast) majority, approximately a third, virtually no one, about half of, just over a third, most, a sizeable minority, virtually all*
- grammar, e.g., passive: Improvements have been introduced; vocabulary, e.g., determine*

- 6 *It is suggested that the parks should be closed two hours later*
- 8 *an investigation into parks; their suggestions for improvements; maintenance of the running track*

- 10 Let students look at page 152 again to find examples.
- Check the answers around the class and ask for examples of the language. Write a list on the board.
- 11 Look at the directions and do the first item with the whole class. Wait for someone to volunteer an answer. Note that there will be more than one possible answer.
- Ask students to do the rest of the activity individually, preferably without looking at the back of the book.
 - Check answers around the class and accept any answer that is logically correct.

Exam Skills Learn useful chunks for writing

Remind students that it is normal to use standard phrases and style when writing, because it helps readers understand their intention. Using these phrases appropriately usually results in good scores on exams. And because students won't have notes to refer to, these phrases are worth memorizing.

12 WRITING SKILL Expressions of approval and disapproval

- Put students in pairs to look at the report again and highlight the (dis)approval expressions.
- When you go through the answers, if students are unsure of other phrases, provide them with two or three more yourself. You can also ask questions such as *What adverbs go with value or rate? (highly / greatly) What's the opposite of rate something highly? (have a very low opinion of something)*

Answers

Expressing approval: greatly value, rate highly, speak approvingly about

Expressing disapproval: express dissatisfaction, be deeply disappointed, heavily criticize

Other possibilities: opposites of above are e.g., appreciate something (greatly), disapprove of something, dislike something, welcome something

- 13 Give the writing for homework or give a time limit of twenty minutes to do it in class. Encourage students to use expressions from the Useful language box.
- If you are going to give the students a grade, tell them it will be higher if they organize the report in a similar way to the model and use language they have learned in this unit.
 - Allow some time for students to work with the partner they did the survey with in Activity 6 to plan their writing. If they are writing in class, go around and help them. You might note some common errors for feedback.

WRITING A report

- 7 Are there green spaces where you live? How are they used?
- 8 Work in pairs. Read the report on page 152. What questions do you think the interviewers asked?
- 9 Work in pairs. Which of these is not a feature of a report? Find examples of the others in the report.
- | | |
|--------------------------------|---------------------|
| 1 a title and subheadings | 5 a formal style |
| 2 a statement of purpose | 6 recommendations |
| 3 the background of the report | 7 personal opinions |
| 4 figures and statistics | 8 nominalizations |
- 10 Find phrases in the report to express the number of students with a particular opinion (e.g., *almost half*).
- 11 A survey asked students about a bike path to school from the town center. Complete the text with expressions of quantity from Activity 10.

	always	usually	sometimes	occasionally	never
Do you bike to school?	35%	19%	9%	11%	26%
Do you use the bike path?	90%	8%	2%	0%	0%

We surveyed the students about biking to school and found that (1) the majority / almost three quarters biked to school at least occasionally. (2) About half (of the students) / just over half always or usually biked, and (3) a sizeable minority / a fifth said that they sometimes or occasionally did. When asked if they used the bike path, (4) the vast majority used it all the time while (5) a small minority / about a tenth used it most of the time. (6) No one said they had no or little interest in using the path at all.

- 12 **WRITING SKILL** Expressions of approval and disapproval
- Work in pairs. Find three ways of expressing approval and three of expressing disapproval in the report on page 152. Can you think of any other ways of writing about people's (dis)approval of something?
- 13 Work in pairs. Plan a report based on the findings of the survey you conducted in Activity 6. Then write the report using the features from Activities 9–12 and expressions in the Useful language box.

Activity 10

virtually no one
approximately a third, just over a third,
a sizeable minority
about half of the (girls), just over half
the majority (of), most (of)
the vast majority, virtually all

Useful language

Explaining the purpose

This report has been written to provide information on...

The purpose of this report is to inform the public about...

The purpose of the survey / investigation was to determine...

Explaining findings

It was found that...

The key finding is that...

Most of the people interviewed feel that / find...

Most respondents said that / reported...

A number of people commented on...

With regard to / Regarding...

In terms of...

Overall, it appears / would appear that...



8 The Real Me

IN THIS UNIT, YOU...

- talk about teenage stereotypes.
- read about Ms. Marvel, the teenage comic superhero.
- learn about how sleep patterns change in adolescence.
- listen to a TED Talk about how the teenage brain is wired.
- write an essay comparing advantages and disadvantages.

8 The Real Me

Unit Overview

This unit covers what makes a person who they are. Students will learn concepts and language relating to personality traits and habits and talk about what makes them who they are, as well as talk about the characteristics of teenagers around the world.

In this unit, students will cover a range of topics around the unit theme including learning vocabulary related to expressing teenage stereotypes and attitudes, reading about a new take on a classic superhero, learning about habits and sleep patterns watching a TED Talk about how the teenage brain works, and learning how to show understanding and express advantages and disadvantages. By exploring these topics, students will learn the language they need to describe their own attitudes and traits, as well as be comfortable talking about the differences and similarities they share with other teenagers.

Unit Objectives

Vocabulary

- Teenage stereotypes
- **Vocabulary building** Binomial expressions

Grammar

- **Grammar 1** Adverbials
- **Grammar 2** Expressing habitual actions and states

Reading

- *Ms. Marvel Teenage Comic Superhero*

TED Talk

- Sarah-Jayne Blakemore: *The Mysterious Workings of the Adolescent Brain*

Pronunciation

- *really*
- Intonation to show understanding

Speaking

- Showing understanding, offering encouragement and help

Writing

- An essay comparing advantages and disadvantages

About the Photo

The photo shows South African boys practicing the iSbhujwa style of dance, which has evolved from hip-hop and breakdancing, as well as local traditional dances. It's a dance with complicated technical footwork that has roots in the poor townships and political movements of South Africa from the 1950s. "Crews" battle against each other in competitions and the best dancers can become professionals with huge followings.

Warm Up

- Focus students' attention on the photo or project it using the CPT.
- Ask the class how they think the photo connects to the title of the unit. Put them in pairs to discuss it for a couple of minutes, then choose students to give their ideas.
- Find out if anyone in the class has a similar hobby. How do students express "the real me"?

Resources

- Classroom Presentation Tool
- Tracks 52–57 (Audio CD, Website, CPT)

8A A typical teenager?

VOCABULARY Teenage stereotypes

- 1 Ask the class for one example of a stereotypical teenage characteristic, and for one example of stereotypical teenage behavior. Write them on the board in two different columns.
 - Put students in groups and give them a few minutes to come up with more ideas. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1.
 - Ask students to call out the things they talked about and add them to the lists. Then give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
 - **Optional** Ask students to discuss in what ways they think they're typical teenagers, and in what ways they're different.
- 2 Tell students that they are going to take a quiz about teenagers. As a model, give your own answers to the first couple of questions and explain why you chose those answers in as much detail as you can. When you finish, let students ask you two or three follow-up questions to find out more.
 - Allow time for students to read through the quiz and ask any questions about language. Even though it looks like a speaking activity, one goal here is to see how much of the language in bold students already know, and therefore, to show you what to focus on most and give extra examples of during feedback. You might need to explain the following:

If you're *influenced by your peers*, people the same age as you have an effect on you.
peer pressure = the influence that other people of your age/ social class have on the way you think, dress, and behave
follow the crowd = to do things because others are doing them, too
do your own thing = to do what you want, without worrying what others think
The way you *come across* is the way you seem to be to other people.
If something *gives you a thrill*, it excites you.
play it safe = to avoid danger and don't take risks
impulsive = to do things without thinking about the results
weigh the pros and cons = to think about the advantages and disadvantages of doing something
 - Ask students to take the quiz, then put them into pairs to share their answers. As they're talking, go around and check if there are any items that they aren't sure of. Make a note of these and return to them during feedback.
 - If you think students won't feel self-conscious, ask for a show of hands to see who chose which answer to each question. If you want more information, choose one or two students to ask why they gave each answer that they did. Find out if any of the typical characteristics and behavior they thought of in

Activity 1 were on the quiz. Explain and give extra examples of how to use any words or phrases that students struggled with.

Teaching Tip Vocabulary: No pre-teaching

Most vocabulary activities are a kind of test to see what students know and don't know, and to let them share their knowledge. Because of this, it's better to let students work in pairs and do the ones they know, and use a dictionary when they're unsure. Comparing answers in groups can also help. While they are doing this, you can help different students and you will also notice the words they are all getting wrong or need a dictionary for. When you give feedback, these are the words you can spend more time on in order to check students' understanding.

- 3 Explain that this activity checks how well the students can use the words and phrases from Activity 2. Look at the directions and do the first item with the whole class. Either wait for someone to volunteer the answer or call on someone. If you think the students will find the activity difficult, repeat this process with one more sentence.
 - Put students in pairs to do the rest of the activity and go around and check that they are doing it correctly.
 - Check answers around the class, and, as you check answers, ask questions to push students' ability to use the vocabulary, e.g., *Who else, other than peers and parents, might teenagers be influenced by? How?*
 - Put students back into pairs and ask them to discuss whether or not they agree with each of the sentences. Give your own thoughts about the first sentence as a model.
 - Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- 4 Ask students to go look at the quiz and find the character adjectives. They can shout them out as they find them. Write each one on the board and ask how it's pronounced and where the main stress is. To check meaning, ask questions such as *What kind of things might you do if you're ____? / What's the problem if you're ____?*
 - Tell students to think of three people they know who could each be described with one of the character adjectives. Give them two or three minutes to think about what the people they chose actually do that illustrates these characteristics.
 - Tell the whole class about a person you know who fits one of the descriptions on the board. Say as much as you can about the person, but don't use the adjective. Finish by saying: *So he's/she's really ____?* and check that students guess the correct adjective.
 - Put students into pairs to do the same. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

8A A typical teenager?

VOCABULARY Teenage stereotypes

1 Do you think teenagers have typical characteristics and behaviors? Why? If yes, how would you describe them?

2 Take the quiz. Does it mention your ideas? Compare your answers in pairs.

- 1 How much are you **influenced by** your **peers**?
 - a I very often give in to **peer pressure**.
 - b I **follow the crowd** with some things but sometimes **do my own thing**.
 - c I don't pay attention to what other people do.
- 2 How self-conscious are you?
 - a I **couldn't care less about** what other people think of me.
 - b I'm aware of how I **come across** but not very worried.
 - c What people think of me is very important.
- 3 What is your attitude toward authority?
 - a I never question what other people tell me to do.
 - b I obey the rules, but I like to talk about them and know why they exist.
 - c I'm the typical rebellious teenager!
- 4 How moody are you?
 - a I'm usually very even-tempered.
 - b I'm always cheerful and in a good mood.
 - c My moods tend to go up and down a lot.
- 5 What is your attitude toward risk?
 - a I avoid danger, but I sometimes take calculated risks.
 - b Risky activities **give me a thrill**.
 - c I prefer to **play it safe** and avoid taking risks.
- 6 How impulsive are you?
 - a I often do things without thinking of the consequences.
 - b I always have a lot of self-control.
 - c I generally **weigh the pros and cons** before acting.

3 Work in pairs. Complete the sentences with the correct form of the words or phrases in bold in the quiz. Do you agree with them?

- 1 Teenagers usually compare themselves with their **peers**.
- 2 There's a lot of _____ to wear fashionable clothes. **peer pressure**
- 3 People who **come across** as self-confident are usually less confident deep down.
- 4 Teenagers tend to be more _____ their friends than by their parents. **influenced by**
- 5 People who don't **follow the crowd** when it comes to fashion tend to stand out.
- 6 Regardless of their own interests, parents should allow kids to _____ in their free time. **do their own thing**
- 7 People who _____ about what other people think are in danger of becoming arrogant. **couldn't care less** **weigh the pros and cons**
- 8 When making a decision, you'll have a better idea of what to do if you **play it safe**.
- 9 You'll never learn from new experiences if you always **play it safe** and avoid danger.
- 10 People tend to do extreme sports because the danger _____ **gives them a thrill**

4 Find six character adjectives in the quiz. Do they have a positive or negative meaning, or could they be either? Use a dictionary if necessary. Then describe people you know using the adjectives.

negative: self-conscious, rebellious, moody

positive: even-tempered, cheerful, self-controlled

both: impulsive

Teens in South Africa practice iSbhujwa, a type of local dance, for a competition.

LISTENING

- 5 Listen to a radio show where a psychologist and a teenager talk about the teenage years. According to the speakers, are the statements *true*, *false*, or *not given*? 52

- 1 Teenagers tend to be the same all over the world.
- 2 The concept of a "teenager" is a modern invention.
- 3 Laura is always influenced by her peers.
- 4 Laura looks more self-confident than she feels.
- 5 There are cultural differences in attitudes to authority.
- 6 Many teenagers enjoy volunteering and helping others.
- 7 Laura prefers to avoid taking risks.
- 8 Laura had a difficult experience while changing trains.

- 6 Look at the quiz on page 93. Listen again. Find the answers that best describe a "typical teenager." For which question is it hard to generalize about a typical teenager? 52

7 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 How much do you think teenagers in your country fit the stereotypes described?
- 2 How are teenagers in your country portrayed in the media? Are they ever unfairly criticized?
- 3 What would you say to point out the positive contributions of teenagers?

Teenagers shopping in Hiroshima, Japan



GRAMMAR Adverbials

- 8 Look at the sentences from the radio show in the Grammar box. Underline the adverbs and adverbials. Then answer the questions.

Adverbials

Adverbials consist of one word or expressions of two or more words. They modify the meaning of a sentence or part of a sentence.

- a I definitely like to follow the fashion. **level of certainty**
- b Interestingly, that depends a lot on the culture. **attitude**
- c I probably wouldn't wear anything that made me stand out. **level of certainty**
- d Teenagers will often engage in risky activities. **frequency**
- e I really like traveling. **degree**
- f In fact, I have my own taste in music. **attitude**
- g I planned it carefully. **manner**
- h Teenagers will have their ups and downs from time to time. **frequency**
- i Maybe that's another myth? **level of certainty**
- j Teenagers also tend to be very self-conscious. **addition**

- 1 What do the underlined adverbs and adverbials express: addition, attitude, degree, frequency, manner, or level of certainty?

Teenagers shopping in Poznan, Poland



LISTENING

- **Warm up** Explain that the students will be hearing about teenagers around the world. Tell them to look at the pictures on this page and the next, and then discuss in pairs what they think unites all the teenagers shown, and in what ways they might be different. Stop the class after a few minutes and ask for ideas. Explain that they'll talk more about this topic in this lesson.
- 5 Tell the class they are going to hear a psychologist and a teenager talking, and that they should decide if the sentences are true, false, or not mentioned. Give students time to read the sentences and deal with any questions about language that students have.
- Play the audio once straight through, then tell students to compare their answers in pairs. Go around and notice how well students did without giving any feedback. Decide whether you need to play the audio again.
 - Go through the answers, making sure you get students to justify their answers.

Answers

- 1 false (He says *There are certain characteristics that are universal, and others which are cultural.*)
- 2 not given
- 3 false (She says *But I don't always follow the crowd.*)
- 4 true (He says he thinks she's self-confident to which she replies *That's amazing! I'm actually very self-conscious.*)
- 5 true (He says *that depends a lot on the culture.*)
- 6 not given
- 7 true (She says *I don't really like taking risks.*)
- 8 false (She says *I was pretty nervous about taking a long flight recently*)

- 6 Ask students to take a quick look at the quiz on page 93 again. Which of the answers do they think best describe a typical teen?
- Play the audio again and tell students to check their answers, or listen to find the answers. Then give them time to compare their answers in pairs.
 - Check answers around the class, making sure everyone has heard the part of the conversation that gives the answers.

Answers

- 1 b (... teenagers, or adolescents, tend to be more influenced by their peers and they look for their approval—though of course not all of them give in to peer pressure.)
- 2 c (Teenagers also tend to be very self-conscious.)
- 3 Can't generalize (*In some cultures, teenagers are expected—or even encouraged—to be open-minded and question what other people think. But that's not always the case. In many parts of the world, respect for authority is more highly valued.*)
- 4 c (... with emotional and physical changes going on, it's natural that most teenagers will have their ups and downs from time to time.)
- 5 b (*Do all teenagers love danger and excitement?... that's not a myth at all. Teenagers will often engage in risky activities.*)
- 6 a (... most teenagers are more impulsive. They frequently make decisions without thinking about the long-term consequences.)

- 7 Look at the directions and give your own opinion about one of the questions to model the activity. When you finish, encourage students to ask you two or three follow-up questions.
- Put students in pairs to discuss the questions. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

GRAMMAR Adverbials

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 142.
- 8 Look at the Grammar box with students, and the definition of *adverbials*. Read out the first two examples, using your voice to stress the underlined adverbials. For sentences c–j, read the sentences out loud and ask the class what the adverb or adverbial phrase is in each one.
- Ask students to answer the grammar checking questions individually. When a few students have finished, stop the activity and get everyone to compare their ideas in pairs.
 - You can either go through the answers now or wait for them to read the Grammar Reference and then either ask these grammar checking questions to the whole class or call on individuals to check their answers.

At this point, have students complete Activities 1–2 on page 143 in the Grammar Reference section. You may also assign these activities as homework.

9 PRONUNCIATION *really*

- **9a** Explain that the word *really* can mean different things in different contexts and the way it's said can change its meaning, e.g., say the short exchange below twice, once where you make *Really?* sound excited and interested, and once where it sounds bored. Ask the class what the difference in meaning is.
—*I ran 10 miles yesterday.*
—*Really?*
 - Tell students to look at sentences 1–3 and to decide where they think the main stress will be in each one. When most students have finished, get ideas from the whole class, asking students to read the sentences with the stress as they think it should be. Don't give the answers yet.
 - Play the audio and stop after each sentence. Ask the class where the main stress is in each.
 - **9b** Either use the audio or model the sentences yourself. After each one, pause and have students repeat the sentences, focusing on the intonation of *really*. Then call on a few different students to say them individually.
 - **9c** Tell students to work individually and make lists of three things in each of the categories given. Next, tell them to look again at their lists and for each thing, decide if they like/enjoy/want to, or *really* like/enjoy/want to, and if they *don't really* or *really don't* like/enjoy/want to.
 - Give a few examples of your own as a model. Make sure you use each of the three patterns in at least one, and pay attention to sentence stress. For example: *I really like relaxing at home on the weekend instead of going out. / I really don't like watching horror movies. / I don't really like eating vegetables, but I do because I know they're good for me!*
 - Put students in pairs to share their ideas, paying attention to where they stress sentences. Go around and listen. Correct any sentence stress errors you hear and help by giving the students any English they need. Write some of these points on the board, or remember them for class feedback.
- 10** Look at the directions and do the first item with the class. Ask where the adverbials can go, and stress that where more than one possibility exists, students should decide where the best position for each is.
- Have students work in pairs to put the rest of the adverbials in the correct places, and go around and check that students are doing the activity correctly. Notice any difficulties and help by correcting or explaining more clearly where necessary.
 - When a few pairs are finished, stop the activity and quickly run through the answers.
 - Ask students to change partners to discuss if each sentence is true for them, and why. Model the activity by saying if the first sentence is true for you. When you finish, let students ask you two or three follow-up questions to find out more.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1.

- Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Answers

- 1 I'd probably enjoy backpacking around the world very much.
- 2 I definitely wouldn't enjoy extreme sports like rock climbing at all.
- 3 I possibly might try to overcome an irrational fear I have some day.
- 4 To make a balanced decision, I just try to weigh the pros and cons carefully.
- 5 I also ask my parents and peers for guidance most of the time. / Most of the time I also ask my parents and peers for guidance.
- 6 I usually do my homework very quickly every night; as a result I have more time for my family and friends. / I do my homework very quickly every night; as a result I usually have more time for my family and friends.

Teaching Tip Speaking feedback

For some speaking activities, there might only be one point you want to focus on, while for others there may be ten! Even if the speaking is casual or a warm up to the lesson, students may find that they don't have the words to express themselves, so if you can provide that language, you can help the individual student and also show the rest of the class how speaking more can lead to learning more.

- 11** Look at the directions and model the activity by telling students how you would complete the first item. Let students ask you follow-up questions to find out more.
- Tell students to complete the sentences in ways that are true for them. Give them four or five minutes to write, then put them in pairs or groups to share their ideas.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Expansion

Select eight adverbials that students have learned and write them on the board. Put them in pairs and give them five minutes to make as many true sentences about teenagers as they can using them. Put the pairs into groups of four and ask them to discuss their sentences, say which they think are true/not true, and decide which sentence is best, and why.

- 2 Choose the correct option to complete the rules.
- Adverbs expressing an attitude (e.g., **apparently**, **frankly**), **perhaps**, and **maybe** tend to be used at the beginning / in the middle / at the end of a clause.
 - Longer adverbials and adverbs of manner tend to be used at the beginning / in the middle / at the end of a clause.
 - Frequency adverbs, adverbs of degree, and others such as **probably**, **also**, and **just** tend to be used at the beginning / in the middle / at the end of a clause.
- 3 Which sentence expresses a stronger negative idea?
- I really don't like speaking in public.
 - I don't really like taking risks.

Check your answers on page 142. Do Activities 1 and 2.

9 PRONUNCIATION *really*

- Listen to the sentences from the radio show. Underline the words that carry the main stress. 🎧 53
 - I really like traveling.
 - I really don't like speaking in public.
 - I don't really like taking risks.
- Listen again and repeat the sentences. 🎧 53
- Work in pairs. Talk about things you (don't) like, (don't) enjoy, or (don't) want to do. Use *really* and the correct stress in your sentences.

- 10** Work in pairs. Decide where to put the adverbials in parentheses in the sentences. More than one position may be possible. Then discuss if the statements are true for you.

- I'd enjoy backpacking around the world. (probably / very much)
- I wouldn't enjoy extreme sports like rock climbing. (definitely / at all)
- I might try to overcome an irrational fear I have. (possibly / some day)
- To make a balanced decision, I try to weigh the pros and cons. (just / carefully)
- I ask my parents and friends for guidance. (also / most of the time)
- I do my homework every night; I have more time for my family and friends. (as a result / usually / very quickly)

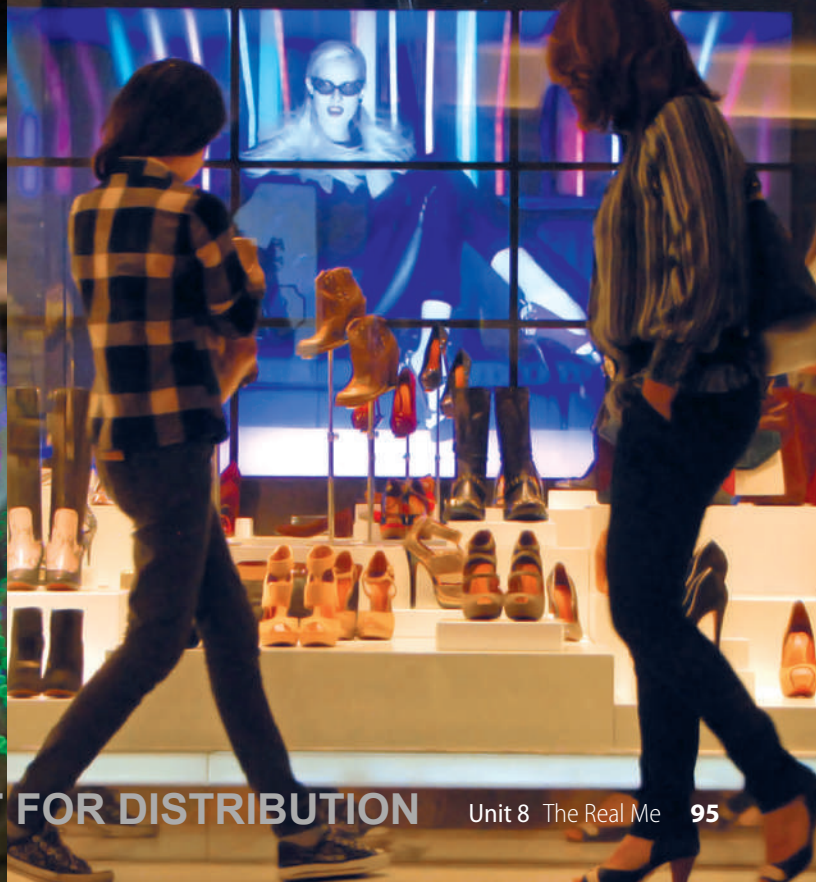
- 11** Complete the sentences with your own opinions. Then read them to a partner and explain your ideas.

- Interestingly, most people in my family...
- Basically, teenagers are...
- Strangely enough, I have never...
- To tell the truth, I would never risk...
- Honestly, I don't imagine...
- Apparently, most teenagers...

Teenagers shopping in Dubai, UAE

LOUIS VUITTON

Teenagers shopping in São Paulo, Brazil



8B Teenage Superheroes

VOCABULARY BUILDING

Binomial expressions

Binomial expressions are pairs of words used together, joined by *and*. The words always appear in the same order. (For example, *peace and quiet*, *black and white*, *fish and chips*). It would sound awkward to say *quiet and peace*.

- 1 Work in pairs. Complete the binomial expressions with these words. Then guess what they mean.

clear	downs	ends	figures	foremost
order	sound	sweet	tear	tribulations

- | | |
|----------------------------------|----------------------------|
| 1 first and <u>foremost</u> | 6 facts and <u>figures</u> |
| 2 odds and <u>ends</u> | 7 law and <u>order</u> |
| 3 short and <u>sweet</u> | 8 wear and <u>tear</u> |
| 4 trials and <u>tribulations</u> | 9 ups and <u>downs</u> |
| 5 safe and <u>sound</u> | 10 loud and <u>clear</u> |

- 2 Put these pairs of words into the correct order with *and*.

- | | |
|----------------------|-----------------------|
| 1 gentlemen / ladies | 5 lightning / thunder |
| 2 black / white | 6 there / here |
| 3 address / name | 7 bed / breakfast |
| 4 salt / vinegar | 8 forth / back |

- 3 Complete the sentences with expressions from Activity 1.

- Their parents were relieved when the children turned up safe and sound.
- We don't have much time, so let's keep this short and sweet.
- He supported his argument with interesting facts and figures.
- They had their ups and downs, but overall they had a good relationship.
- The insurance policy doesn't cover wear and tear to the equipment.

READING

- 4 Work in pairs. Discuss the question.

Do you know any of these superheroes? Do you know any others? What are their characteristics?

Batman Captain America Flash Wonder Woman X-Men

- 5 Read the article about Ms. Marvel. Which of these features of superheroes are described?

a backstory	a desire to help
a secret identity	a special costume
confidence in their own abilities	extraordinary powers

- 6 Work in pairs. Find these words and phrases in the article and try to guess their meaning using the context to help you. Then check your ideas in a dictionary.

Paragraph 1	groundbreaking, skyrocketed
Paragraph 2	phase, reconcile
Paragraph 3	distinctive, alien
Paragraph 4	coming-of-age, overwhelming
Paragraph 5	misfit, worthy

- 7 Work in pairs. Answer the questions.

- In what way is Kamala "torn between two worlds"?
- How does Kamala's idea of what she wants out of life change?
- How does Kamala's story reflect "every teenager's coming-of-age crisis"?
- What is Kamala's "dual identity" and how does she "come to terms" with it?
- What makes the book different, according to Wilson?
- What are the similarities between Ms. Marvel and Sana Amanat?
- What do "misfits" and superheroes have in common?
- In what way can Ms. Marvel be "a comfort and a joyful inspiration"?

8 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Would you like to read a Ms. Marvel comic? Why?
- Sana says "This character is a celebration!" What do you think she means?
- What is the value of comic superheroes to teenagers?

CRITICAL THINKING Evaluating evidence

When writers make arguments, read carefully to see what facts they give as evidence to support them. Then you can decide how much you can trust their opinions and claims.

- 9 Work in pairs. Answer the questions.

- Which of the facts support the statement from the article? How strong is the evidence? How could you check it?
The Ms. Marvel phenomenon has skyrocketed to success.
 - The first series has consistently appeared on the *New York Times* Bestseller List.
 - The first series had seven reprintings in the first year.
 - Even boys and men have become huge fans.
- Find evidence in the article for these claims. How strong is the evidence?
 - Kamala's "dual identity" becomes her strength. (line 41)
 - That's what makes this book different. (line 47)
 - She is first and foremost a real girl. (line 56)

8B Teenage Superheroes

- **Warm up** Tell the students that in this lesson they're going to read about comic books and superheroes. Ask how many of them read, or have read, comics. If several people raise their hands, put them into groups with at least one comic reader in each. If not, have a class discussion. Ask which comics they read/have read before; why they like them; what makes comics better than other kinds of reading material; what they've learned from comics, and why they think comics are looked down on by some people.

VOCABULARY BUILDING Binomial expressions

- 1 Tell students to close their books. Write the following on the board: *peace and* ____, *black and* ____, *fish and* _____. Ask the whole class what they think the missing words are.
- Once you have the answers, explain that you're going to look at *binomials*—pairs of words like these that are used together. Ask if anyone can think of any others.
- Ask students to open their books. Read out, or ask the students to read, the box. Ask if these pairs of words exist in the students' first language. Can they think of any other binomials in their L1?
- Look at the directions and do the first item with the whole class. Once someone has said *foremost*, explain the meaning and give an example of when this might be used. Then put students in pairs to do the others, using a dictionary if necessary.
- Check the answers around the class and write them on the board. Give extra explanations and examples of any binomials you saw students having trouble with. Ask questions to check understanding, e.g., *When might you tell someone that you got home "safe and sound"?*

Answers

- 1 *First and foremost* is used to say something is the first and most important thing. It is often used in presentations and essays, e.g., *There are many good reasons for learning English. First and foremost, it is the world's most widely spoken language.*
- 2 *Odds and ends* are objects that are all different and not particularly important, e.g., *I keep my odds and ends in this drawer.*
- 3 If something is *short and sweet*, it isn't too long or complicated, e.g., *I'll keep my comments on your test results short and sweet because you all did extremely well.*
- 4 *Trials and tribulations* are the difficulties and problems involved in something, e.g., *They soon learned about the trials and tribulations of setting up a new business.*
- 5 If someone is *safe and sound*, they are free from danger and not hurt. It is often used when people have been worried, e.g., *After being missing for hours, the hiker was found safe and sound.*
- 6 *Facts and figures* are exact and detailed information, e.g., *Please provide facts and figures about the education system in your country when you write your essay.*

- 7 *Law and order* refers to safe and peaceful conditions in society that result when people obey the law, e.g., *The police were at the scene to maintain law and order.*
- 8 *Wear and tear* refers to the changes or damage that normally happen to something that has been used, e.g., *At home we normally take off our shoes to avoid wear and tear on the carpet.*
- 9 *Ups and downs* refer to a mixture of good and bad experiences, e.g., *My team has had its ups and downs this season, but we ended up champions.*
- 10 Something that is *loud and clear* is clearly expressed and easy to understand, e.g., *The message came across loud and clear; things would have to change.*

Exam Skills Learn useful chunks for speaking

Speakers tend to use a lot of common groups of words—collocations, chunks, phrases, binomials, etc. Rather than having to think of how to combine single words with grammar every time they want to say something, knowing a lot of these groups of words allows students to speak more quickly and fluently. Learning word combinations can also help students in a speaking exam, but they must learn how to use them appropriately.

- 2 The objective here is to check that students understand the order the words appear in. Remind them that the order that binomials are used in is very important and cannot be changed.
- Do the first item with the class, then ask students to do the rest of the activity individually.
- Have students compare answers in pairs.
- Ask different students to read out the binomials in the correct order. Ask the class if everyone agrees before clarifying the answers and writing them on the board.
- Give extra explanations and examples for any binomials you saw students having trouble with.

Answers

- | | |
|------------------------|-------------------------|
| 1 ladies and gentlemen | 5 thunder and lightning |
| 2 black and white | 6 here and there |
| 3 name and address | 7 bed and breakfast |
| 4 salt and vinegar | 8 back and forth |

- 3 Look at the directions and do the first item together.
- Ask students to do the rest of the activity and go around and check that they are doing the activity correctly.
- Go through the answers by asking different students to read out full sentences including the binomials.

For notes on Activities 4–9, see page 97a.

READING

- 4 Ask the class which of these superheroes and their powers they know, any others they can think of, and how they'd describe each one.

Suggested answers

Extraordinary powers and abilities; courage; a strong moral code; sense of responsibility; desire to help; honesty; intelligence; flaws; endurance

- 5 Tell students that they are going to read an article about a superhero called Ms. Marvel. Ask why they think the hero has this name and what they can guess about her. (*Marvel* is the name of the publisher of *Spider-Man*, *Hulk*, and *Wolverine* comics, among many others. *To marvel* means to feel surprise, wonder, or admiration.)
- Explain that the box contains some common features of superheroes. Give students time to read and check that they understand them. You may need to explain that if a character *has a backstory*, you learn about events that happened in the past that explain why they are the way they are.
 - Tell students to read the article and find the characteristics that are mentioned, and where.
 - Give a time limit of about ten minutes, or read out the article yourself while students follow along. At the end of the time, tell students to compare their answers in pairs.
 - Check answers around the class, asking students to read out the sections of the article that gave them their answers.
- 6 Look at the directions and do the first item with the whole class. Ask: *What's the context? What kind of words go with it? What kind of word is it?* (adjective) *Can you see any words within this word that you recognize?*
- Tell students to work in pairs and to find the words in the article. They should then use the context to guess the approximate meaning, then use a dictionary to check their ideas.
 - When two or three pairs are finished, stop the activity and get answers from the class. Ask what other words are used with the words in question; ask if the word is a verb, adjective, noun, or adverb; ask what students think it means, and then clarify so everyone is clear about the meaning.

Answers

Paragraph 1: groundbreaking = innovative; skyrocketed = increased rapidly

Paragraph 2: phase = period of time, stage; reconcile = settle a conflict

Paragraph 3: distinctive = characteristic, easy to distinguish; alien = from another world

Paragraph 4: coming-of-age = becoming an adult; overwhelming = very strong

Paragraph 5: misfit = someone who behaves differently from a certain group or feels they do not belong;

worthy = deserving attention, respect

- 7 Give students time to read the questions and ask about any language they need help with. Then put them in pairs to read the article again and find the answers.
- Check answers around the class, making sure students can justify them by reading out the sentences in the text that gave them their answers.

Suggested answers

- 1 She struggles to reconcile being an American teenager with the demands and expectations of her more conservative parents.
- 2 Kamala realizes that merely looking like her hero was not what she wanted.
- 3 The normal trials of being in high school are still a part of her life.
- 4 She is both herself and a superhero, and she comes to terms with it by realizing it is a strength; it makes her both tough and vulnerable.
- 5 It's both illuminating and emotionally brutal.
- 6 Both struggled to find their place in society. Both are the daughters of Pakistani-American immigrants.
- 7 Misfits and superheroes have their "otherness" in common.
- 8 Ms. Marvel can be an inspiration to girls and women, to help them find a place in society, and become something different and amazing. She can be a role model to children going through the same coming-of-age problems.

- 8 Put students in pairs to discuss the questions.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1.

CRITICAL THINKING Evaluating evidence

- 9 Read the box out loud, or ask students to read it. Stress that this is particularly important when reading research and/or journalism that's designed to influence your opinions.
- Put students in pairs to discuss the questions.
 - When most pairs are finished, stop the activity. For question 1, ask pairs to report their ideas. For question 2, ask what evidence they found to back up each statement.

Answers

- 1 **a** and **b** provide strong factual evidence, and can be checked online. Be aware though that just because something appears online doesn't always mean it's true; **c** is weak because no facts or statistics are given.

- 2 **a** *Kamala realizes that it is possible to be both herself and a superhero at the same time.*

- b** *It's both illuminating and emotionally brutal.*

- c** *Amanat wanted her to feel accessible to everyone . . . struggling with high school, insecurities, identity, and growth . . . to help girls see they are normal and worthy, no matter what they look like or where they come from.*

They are strong evidence because Wilson, her creator, says them.

Ms. Marvel

Teenage comic superhero



54 Meet Ms. Marvel—the first female Muslim-American superhero to have her own comic book series. Ever since her first appearance in 2014, the groundbreaking Ms. Marvel phenomenon has skyrocketed to success. The first series has consistently* appeared on the *New York Times* Bestseller List, and it had seven reprintings in the first year alone. Even boys and men have become huge fans, with one naming her “our new Spiderman.”

So who is Ms. Marvel? We first meet her as Kamala Khan, an ordinary 16-year-old high school student from New Jersey in the US and the daughter of Pakistani-American immigrants. Though respectful of her heritage, she has always felt different from her more conservative parents and feels torn between two worlds. She is going through a rebellious phase and struggles to reconcile being an American teenager with the demands and expectations of her parents, whom she loves but who drive her crazy, and her peers, who don't really understand what her home life is like.

Kamala is a big fan of superheroes, and her role model is Carol Danvers, the original Ms. Marvel. In the first issue, Kamala has a vision of Carol asking her what she wants out of life. Kamala immediately replies, “I want to be you.” All of a sudden, she finds herself transformed into Ms. Marvel, with amazing superhuman powers that allow her to change her body shape and lengthen her arms and legs at will. However, as time goes on, Kamala realizes that merely looking like her hero was not what she wanted after all. She goes on to adopt her own distinctive costume, and to use her superhuman powers first to rescue a friend from drowning, and then to defend New Jersey from enemy alien invaders.

Ms. Marvel is the co-creation of Sana Amanat, Director of Content and Character Development at Marvel Comics, and writer G. Willow Wilson. For Wilson, Kamala's story

reflects every teenager's coming-of-age crisis. “She's so young—only 16—that the normal trials and tribulations of being in high school are still very much a part of her life, even as she's becoming something different and amazing.” As she grapples with* her overwhelming new powers and gradually comes to terms with her new identity, Kamala realizes that it is possible to be both herself and a superhero at the same time. Wilson believes that this “dual identity” becomes her strength and makes her tough and vulnerable simultaneously. “When you try to straddle* two worlds, one of the first things you learn is that instead of defending good people from bad people, you have to spend a lot of time defending good people from each other. It's both illuminating and emotionally brutal. That's what makes this book different.”

Amanat, like Kamala, struggled to find her place in society. The daughter of Pakistani-American immigrants, she felt like a misfit growing up in an overwhelmingly white suburban neighborhood in New Jersey. As a fan of X-Men, she discovered the power of storytelling and the “otherness” of comic superheroes to work through her own identity crisis. For Amanat, Kamala is so valuable in our storytelling culture because she is first and foremost a real girl. “I wanted her to feel accessible to everyone—to be a comfort and a joyful inspiration to women of all colors and backgrounds who are struggling with high school, insecurities, identity, and growth. We wanted to help girls see they are normal and worthy, no matter what they look like or where they come from. This character is a celebration!”

consistently *continuing without change*
grapples with *tries hard to understand*
straddle *be on both sides of something*

A young man naps at the Temple of Heaven in Beijing, China.

8C A Good Night's Sleep

GRAMMAR Expressing habitual actions and states

1 Work in pairs. Discuss the questions.

- 1 How many hours of sleep do you average a night?
- 2 Has this changed since you became a teenager? If so, how and why?

2 Read a post and response on a teenage health-advice website. Then answer the questions in pairs.

Problem I'm worried that I'm not getting enough sleep lately. This never used to cause me problems on such a regular basis! When I started high school, I would always go to bed at ten and sleep like a log until the alarm went off at six the next morning. I was doing well at school and getting good grades. Now I tend to not feel sleepy until after midnight. So I'll stay up texting friends or playing computer games. On an average night, I won't fall asleep until around one or two. This means that I feel sleepy and moody the next morning. I'm always losing concentration, and I even fall asleep in classes. I'm not used to feeling like this, and I'm concerned about the effect it's having on my schoolwork and homelife.

Advice I just checked this, and what you're describing is completely normal. We usually follow the pattern of being awake during the day when it's light and asleep at night when it's dark. During adolescence, there's a tendency for this pattern to shift because the body starts to produce melatonin (a hormone that makes you feel sleepy) later at night. It means that teenagers have a natural tendency to fall asleep later, and wake up later than they did as children. Generally speaking, teenagers need about nine hours of sleep. If they don't get enough, it can have a negative impact on their mood and life. But don't worry—there are solutions!

- 1 Have you experienced this problem with sleep?
- 2 What new facts did you learn?
- 3 Can you think of any solutions? What are they?

3 Look at the Grammar box. Then find more examples of expressing habits or regular actions in the post and response in Activity 2.

Expressing habitual actions and states

In addition to using the simple present and simple past tenses, there are many different ways to talk about present and past habits in English.

- a *This **never used to cause** me problems on such a regular basis!*
- b *I **would always go** to bed at ten. . .*
- c *I **tend to not feel** sleepy until after midnight.*
- d *I'll **stay up** texting my friends.*

4 Choose the correct options to complete the rules. Use the post and response in Activity 2 to help you.

Use:

- *used to* and *would (always)* + infinitive to describe repeated actions in the past. We don't use (1) *used to* / *would* to describe states in the past.
- the present continuous with *always* or *forever* to describe (2) *a frequent* / *an occasional* action.

8C A Good Night's Sleep

GRAMMAR Expressing habitual actions and states

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 142.
- 1 Explain that in this lesson you'll be talking about sleep. Give your own answers to the two questions to model the activity, referring back to your teenage days. Encourage students to ask any other connected questions they may have.
- Put students in pairs to discuss the two questions. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- When a couple of students are finished, ask the class to change partners. When a few have finished, either stop the activity or ask students to change one last time.
- At the end of the activity, give some feedback about new language that came up, and share any interesting things you heard with the class.
- 2 Ask the class what problems connected to sleep teenagers may sometimes experience. Listen to their ideas, rephrasing them into better English where necessary. Ask if students agree with each other's ideas.
- Tell students to read the post to find out what problem is mentioned, what new facts they learn, and what they think the solutions to the problem might be.
- When several students are finished, get answers from the whole class. Once you have the answers to the three questions, ask if anyone in the class has experienced similar problems, and, if so, how they dealt with them. (The problem is that the writer isn't getting enough sleep, so their school work and home life are suffering.)
- 3 Tell students to read the Grammar box and then to look back at the post in Activity 2 and underline examples of other ways of talking about habitual actions and states. Ask for a volunteer to do the first one as an example.
- When most students are finished, put them in pairs and get them to compare what they have underlined and help each other with anything they haven't finished.
- Go through the answers by asking the whole class for the examples they found. Write these on the board.

- 4 Ask students to work individually to choose the correct options to complete the grammar rules. Remind them to use the examples in the Grammar box and on the board to help them.
- When a few students are finished, stop the activity and tell them to compare their answers in pairs.
- You can either go through the answers now or wait for students to read the Grammar Reference on page 142 before checking them with the class.

At this point, have students complete Activities 3–5 on page 143 in the Grammar Reference section. You may also assign these activities as homework.

- 5 Look at the directions and do the first item with the whole class. Then put students in pairs to do the rest of the activity.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting, explaining more if necessary, or giving them the English they need, and make a note of any language points to go over with the class.
 - When a few pairs are finished, stop the activity and check the answers. Make sure students not only say if options are similar or different, but that they explain any differences in meaning.

Answers

- no difference
- no real difference—*tend not to* is a little more formal
- used to take* refers to a past habit; *am used to taking* refers to an activity the speaker is accustomed to doing now
- no difference
- little difference: the continuous here can suggest slight annoyance with the habit
- usually wake up* just states a fact; *are used to waking up* states a fact but also suggests that it's something many people are accustomed to
- no difference
- no difference

- 6 Students should now change the sentences in Activity 5 to make them true for themselves. To model the activity, say true things about yourself, adding extra information if you can. When you finish, encourage students to ask you two or three follow-up questions.
- Give students a few minutes to think about how they could make each sentence true for themselves, then put them in pairs to compare their ideas.
 - Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- 7 Explain that now students will read some solutions to sleep problems. Put them in pairs and tell them to read the list and discuss which ones they do. They should explain how often they do each one. To model the activity, give your own answers. Use the target grammar in your model, for example, *I tend to not go to bed at a fixed time, it tends to vary. Some nights I'll go to bed much later than others. When I was a kid, I always used to go to bed around nine, but now it depends.*
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1.
 - Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

- 8 Give students time to read the sentences and think about how they'd use them to describe themselves. If possible, they should build a story/anecdote around the ones they choose.
- Model the activity with your own answer, and let students ask questions to find out more. Put students in pairs or groups to share their ideas.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class. Encourage them to ask each other questions to find out more and keep the conversation going.
 - At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
 - Optional** Have students explain how any sentences they haven't discussed connect to their life. Or they could write one or two short anecdotes based around the sentences that they feel are most connected to their life.

Exam Skills Ask questions and comment on what your partner says

A lot of speaking exams are done in pairs and part of what is tested is the students' ability to listen and respond to their partner. It is OK to nod and smile, but students will get better grades by using comments like *Really? That's a good idea*, etc. They can also ask direct questions (*So why did you decide to do that?*). Students can also play devil's advocate (where they take an opposite position or question a point of view), even though they may actually agree with it. To be able to do this naturally, they need to practice in class, so remind them that if they are running out of things to say, they should ask their partner a question.

- 9 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:
- put students in pairs or groups to decide which they prefer.
 - take a vote on each activity.
 - if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

- *will* or *won't* + the base form for repeated actions in the (3) *future / present*.
- *be used to* + the *-ing* form to describe actions that we are (4) *accustomed / unaccustomed to*.
- the verb *tend (not)* + infinitive for (5) *states and repeated actions / states but not repeated actions*.

Check your answers on page 142. Do Activities 3–5.

5 Work in pairs. Is there a difference in meaning between the two options? If there is, explain the difference.

- 1 I *would / used to* go to bed at 9:00 p.m. when I was a kid.
- 2 Most people *tend to not / don't usually* fall asleep quickly after they've been using a computer.
- 3 I *used to take / am used to taking* a nap in the afternoon.
- 4 My mother *will often get up / often gets up* before anyone else in the house.
- 5 I *always oversleep. / I'm always oversleeping*.
- 6 Most people *usually wake up / are used to waking up* with an alarm clock.
- 7 I *never used to / didn't use to* stay up all night.
- 8 Teenagers *have a tendency / There is a tendency for teenagers to* stay in bed late on weekends.

6 Work in pairs. Make the sentences in Activity 5 true for you.

7 Work in pairs. Look at the tips for improving sleep habits. Can you suggest others? Discuss if these are true for you.

Tips for a good night's sleep

Here are some ideas that those of us in the medical profession tend to suggest to teenagers with sleep problems:

- Have a regular bedtime and stick to it.
- Exercise regularly during the day.
- Listen to relaxing music before you go to bed.
- Avoid having too much caffeine.
- Don't watch horror or action movies before you go to bed.
- Don't use electronic devices right before bedtime.

8 Work in pairs. Choose some of the statements and use them to describe yourself.

When I was a child, my parents would make me eat vegetables. I used to refuse. But I've gotten used to eating them now, and I actually like them a lot.

- 1 I didn't use to like them, but now I do.
- 2 I always do that. It drives my parents crazy.
- 3 I'm getting used to doing it, but it's hard.
- 4 I'll often do that at night, but I never used to.
- 5 I wasn't used to doing that.

9 CHOOSE

Choose one of the following activities.

- Work in pairs. Choose one or two of the ideas in Activity 5 or Activity 7 and write questions to find out about the past and present habits of classmates. Then ask your classmates and report on the class's habits.
- Write a blog post about a problem you have with sleep, getting up, or other routine activity, like studying or getting enough exercise. Then exchange your post with a classmate and write a reply.
- Work in groups. Compare your past and present habits in one or more of these areas.

playing video games	playing sports	reading
spending and saving money	watching TV	

Experts say that using electronic devices like tablets can harm sleep patterns.

8D The Mysterious Workings of the Adolescent Brain

“The adolescent brain undergoes really quite profound development, and this has implications for education.”

SARAH-JAYNE BLAKEMORE

Read about Sarah-Jayne Blakemore and get ready to watch her TED Talk. ▶ 8.0

AUTHENTIC LISTENING SKILLS

Preparing to listen

Before you listen to a talk about a new or complex topic, think about what you are going to listen to. You can do this by using clues (e.g., the title or description of the talk) and by researching the topic beforehand. This lets you focus more on general listening and not just on the complex ideas.

- 1 Look at the Authentic Listening Skills box. Then read the descriptions of parts of the brain. What else do you know about the human brain?

The *prefrontal cortex* is an area at the front of the brain connected with higher-level thinking.

Gray matter is a substance existing throughout the brain that consists mainly of neurons (cells that carry messages to, from, and within the brain).

The *limbic system* is a complex system of nerves in the brain that is connected to instinct and emotion.

- 2 Read the title of the TED Talk, the quotation, and the definitions in Activity 1. Which of these topics do you expect the speaker to mention? What might she say about them? Can you predict any others?

- | | |
|----------------------------------|----------------------------------|
| • The structure of the brain | • How adults learn |
| • How scientists study the brain | • How adolescents think and feel |
| | • How adolescents learn |

WATCH

- 3 Watch Part 1 of the talk. Choose the correct option, according to Sarah-Jayne. ▶ 8.1

- 1 In the past, people thought that the brain changed mainly in *childhood* / *adolescence*.
- 2 Nowadays, we have *better equipment* / *more funding* to study the brain.
- 3 Structural MRI helps scientists study how the brain *is formed* / *works*.
- 4 Functional MRI can reveal how the brain *works in different situations* / *develops*.

- 4 Watch Part 2 of the talk. Are the statements *true* or *false*?

▶ 8.2

- 1 Before the photo was taken, Michael Owen had just scored a goal. **F**
- 2 Most of the fans in the photo root for Owen's team. **T**
- 3 The photo shows that people often react without thinking. **T**
- 4 Sarah-Jayne's experiments compare how adults and adolescents understand the thoughts and feelings of others. **T**
- 5 Teens and adults think in similar ways in social situations. **F**

- 5 Watch Part 3 of the talk. Choose the correct option.

▶ 8.3

In the first experiment, ...

- 1 the man behind the shelves (the director) can see *all* / *some* of the objects.
- 2 the participant can see *all* / *some* of the objects.
- 3 the *director* / *participant* is asked to move some objects.
- 4 the participant has to *think about* / *ask about* which objects the director can see.

In the control experiment, ...

- 5 there is *no* / *a different* director.
- 6 participants *have to* / *do not have to* move objects.
- 7 participants have to *think about the director's perspective* / *remember a rule*.

8D The Mysterious Workings of the Adolescent Brain

- **Warm up** Tell students they are going to watch a TED Talk about the way brain development affects behavior in young people.
- Focus students' attention on the quote. What do they think it means? What do they think any of the implications of brain development might be for education?
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Then do the vocabulary activity.
- After they finish, you can write the key words from the About the Speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

AUTHENTIC LISTENING SKILLS Preparing to listen

- 1 Either ask students to read the Authentic Listening Skills box silently to themselves or read it out as they follow along.
 - Give students a minute or two to read the descriptions of different parts of the human brain and make sure they understand the language there (*Instinct* is the tendency to behave in a certain way without knowing why. *My instinct told me to run when I heard the explosion.*). Then put them in groups to discuss what else they know about the brain.
 - Go around and provide help where necessary.
 - After a few minutes, stop the activity. Ask different groups what they came up with. After each set of ideas is explained, ask the rest of the class if anyone wants to disagree with, or comment on, anything that was said.
- 2 Give students a minute or two to read the title, quote, and topics and make sure they understand the language. Then put them in groups to discuss the questions.
 - Go around and provide help where necessary.
 - After a few minutes, stop the activity. Ask different groups what they came up with. After each set of ideas is explained, ask the rest of the class if anyone wants to disagree with, or comment on, anything that was said.

WATCH

- 3 Tell the class they are going to watch the first part of the talk and that they should choose the correct options in 1–4, based on what the speaker says. Give students time to read through the sentences first and deal with any questions about language that they have. You may need to explain:
adolescence = the period of your life when you change from being a child to a young adult
MRI = Magnetic Resonance Imaging, a way of producing images of the inside of your body
structural MRI = a noninvasive technique for examining the

structure of the brain, while *functional MRI* examines brain activity

- Play Part 1 of the talk straight through, then get students to compare their answers in pairs. Go around and notice how well students did without saying anything. If you see that the majority have not understood, be prepared to play Part 1 again.
 - Go through the answers, making sure you get students to justify their answers. If necessary, play Part 1 again, stopping after each answer.
- 4 Tell the class they are going to watch the second part of the talk and that they should decide if the sentences are true or false, and why. Give students time to read through the sentences first and deal with any questions about language that students have.
 - Play Part 2 of the talk straight through, then get students to compare their answers in pairs. Go around and notice how well students did without saying anything. If you see that the majority have not understood, play Part 2 again.

Answers

- 1 false (*So this is a soccer game. Michael Owen has just missed a goal... Michael Owen missing this goal*)
 - 2 true (*and the only people who don't are the guys in yellow at the back—and I think they're on the wrong end of the stadium, and they're doing another social emotional response*)
 - 3 true (*really nicely illustrates is how automatic and instinctive social emotional responses are*)
 - 4 true (*So in my lab, we bring adolescents and adults into the lab to have a brain scan, we give them some kind of task that involves thinking about other people, their minds, their mental states, their emotions*)
 - 5 false (*adolescents and adults use a different mental approach, a different cognitive strategy, to make social decisions*)
- 5 Tell the class they are going to watch the third part of the talk and that they should choose the correct options to complete each sentence, based on what the speaker says. Give students time to read through the sentences first and deal with any questions about language that students have.
 - Play Part 3 of the talk straight through, then get students to compare their answers in pairs. Go around and notice how well students did without saying anything. If you see that the majority have not understood, be prepared to play Part 3 again.
 - Go through the answers, making sure you get students to justify their answers. If necessary, play Part 3 again, stopping after each answer.

- 6 Tell the class they are going to watch the fourth part of the talk and that they should answer the questions as they watch. Give students time to read through the sentences first and deal with any questions about language that students have. You may need to explain:
self-consciousness = a nervous and uncomfortable feeling because you're worried what people think of you
hypersensitive = incredibly sensitive—maybe in a bad way
- Play Part 4 of the talk straight through, then get students to compare their answers in pairs. Go around and notice how well students did without saying anything. If you see that the majority have not understood, be prepared to play Part 4 again.
- Go through the answers, making sure you get students to justify their answers. If necessary, play Part 4 again, stopping after each answer.

7 VOCABULARY IN CONTEXT

- **7a** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or the students could give an additional example before moving on to the next question.
 - **7b** Check that students understand the words in italics and teach them again if necessary, or ask students if they can recall the example in the talk. Give one or two of your own examples. (*I get a kick out of playing basketball. I love the feeling of competition and the exercise.*) Tell students they can ask you follow-up questions to find out more, and answer any questions they have.
 - Tell students to think about their own examples and give them a few minutes to write them down.
 - Put students in pairs to share their ideas and go around and check that students are doing the activity correctly. Notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
 - Get students to change pairs and continue monitoring.
 - At the end of the activity, give some feedback about new language that came up, and look at any errors which you may have written on the board. You can also retell some interesting things you heard.
- 8 Give students time to read the statements, and give your own opinion about the first one to model the activity, for example, *I think neuroscience would be interesting to study at school, but given the time constraints, I think it's probably more important to learn the basics before looking into this area too deeply.*

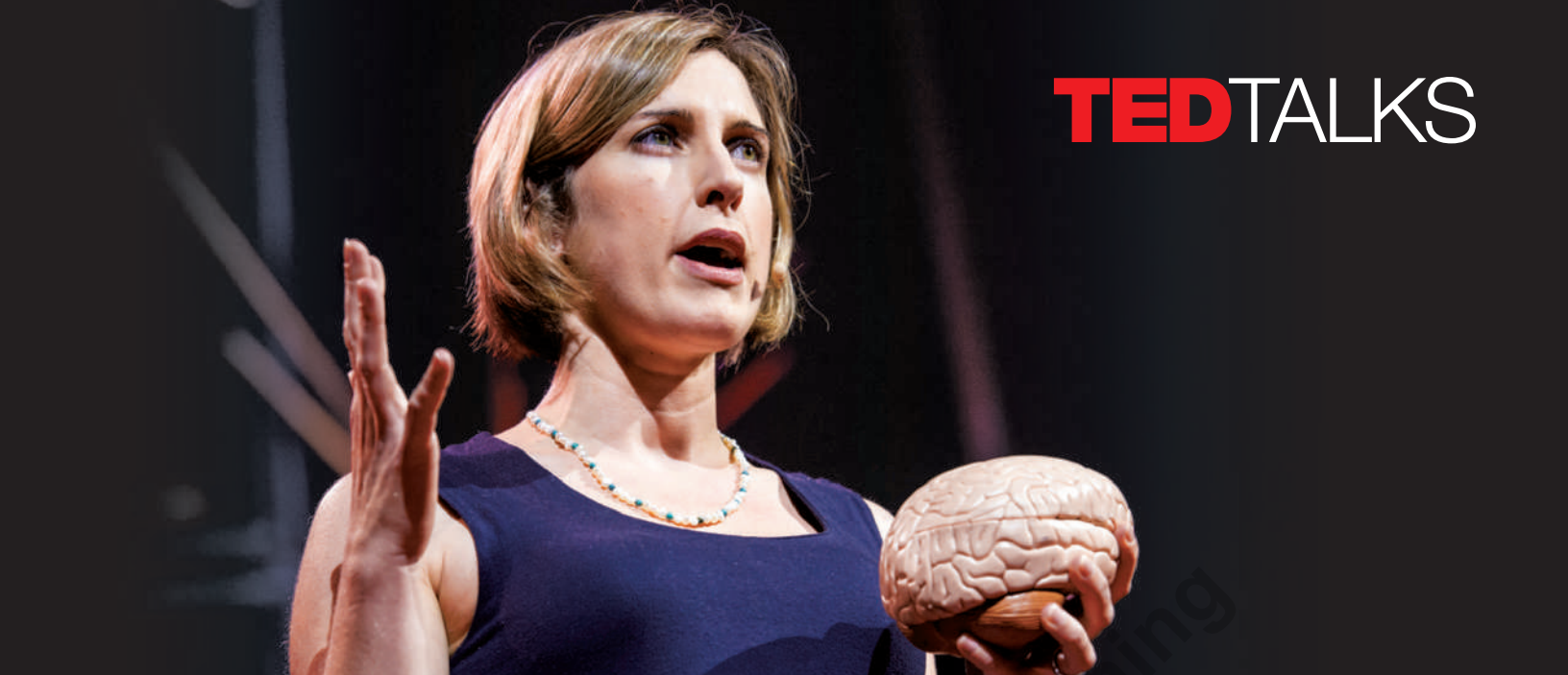
- Put students in pairs to discuss their own opinions. Go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class and ask if anyone would like to share any of their opinions with the class.

CHALLENGE

- This is probably best done in two parts. First, remind the class of Sarah-Jayne's definition of the development of social intelligence, then get ideas from the class and write them on the board. Some suggested answers: body language (gestures and physical movements); posture (the way they sit or stand); tone of voice; facial expressions; actions and behavior; what they say and don't say; your own instinctive reaction.
- Next, ask students to work in pairs and to read the adjectives in the box. Tell them to combine these feelings with their ideas from the first part of the Challenge activity to continue conversations a–f. Their partner should guess how they are feeling. Do one yourself as a model.
- Go around and listen as students are speaking. Make the occasional guess and see if you're right.
- Ask which emotions were easiest/hardest to convey and why.

Expansion

Have students work in groups and tell each other about the last time they felt each of the feelings in the box, and why.



The results

- 8 All participants make more errors when there is *a director* / *no director*.
- 9 Children get *better* / *worse* at doing both tasks as they grow older.
- 10 In adolescence, the ability to see another person's perspective is *fully developed* / *still developing*.

6 Watch Part 4 of the talk. Answer the questions. ▶ 8.4

- 1 Which of these stereotypical teenage characteristics are mentioned?

<u>desire to be liked by friends</u>	<u>indecision</u>
<u>moodiness</u>	<u>self-consciousness</u>
<u>risk-taking</u>	

- 2 What are the results (a–c) of the brain features (1–3)?

- 1 a hypersensitive limbic system c
- 2 an underdeveloped prefrontal cortex b
- 3 the brain is still malleable a

- a The teenage years are a great opportunity for learning and creativity.
- b Teens find it more difficult to control their impulses.
- c Teens get a rewarding feeling from risk-taking.

7 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 8.5

- b Think of examples of the following things. Then compare your ideas with a partner.

- 1 things you have *radically changed* your views on
- 2 errors you are particularly *prone to* making in English
- 3 activities that give you *a kick*
- 4 an activity you need to do carefully, with *split-second* timing

8 MY PERSPECTIVE

Work in pairs. Choose two statements you agree with and say why.

Neuroscience should be a mandatory subject for adolescents and young adults in school.

Environment and upbringing are more important than genetics in developing a person's character.

Knowing that my brain is still developing makes me more careful about things like diet, sleep, and hobbies.

Teenagers' tendency to take risks should be seen as a positive trait.

CHALLENGE

Work in pairs. Discuss the questions.

- 1 Sarah-Jayne describes the development of social intelligence as the ability to understand how other people are thinking and feeling. What things do you think can help you interpret this?
- 2 Practice saying the sentences to demonstrate some of the states in the box. Can your partner guess your mood? Use ideas from question 1 to convey your feelings. Then continue some of the conversations.

astonished	bored	delighted
embarrassed	furious	nervous
puzzled	suspicious	upset

- a This isn't mine. Someone else must've left it here.
- b I just found out my test score.
- c We're spending our vacation at the beach again.
- d I'm going climbing tomorrow.
- e You're looking very sharp today.
- f I've never done anything like this before.

8E Looking on the Bright Side

Useful language

Showing understanding

What a drag / a pain.

You must have been so frustrated.

How upsetting / annoying!

I'm not surprised you feel upset / irritated.

That's totally understandable.

Offering encouragement

Well, at least...

(Look) on the bright side, ...

It might not be as bad as you think.

Offering help

I'm more than happy to... , if that would help.




I could... , if that's helpful.

Let me know if you need a hand with...

Would you like me to... ?

Is there anything I can do to help?

SPEAKING

- 1 Work in pairs. Talk about a time when you had a problem and someone offered you help or encouragement. Were they able to see things from your perspective? Did they offer you any comforting "words of wisdom"?
- 2 Listen to two conversations in which a friend tries to help with a problem. Answer the questions about each conversation.  55
 - 1 What is the problem?
 - 2 How does the friend offer to help?
- 3 **PRONUNCIATION** Intonation to show understanding
Listen to the expressions for showing understanding. Which word or words carry the main stress? Do the expressions end with a falling or a rising tone? Listen again and repeat.  56 They end with a falling tone.
- 4 Look at the Useful language box. Work in pairs. Listen to five people describing problems. Respond using expressions for offering understanding or encouragement.  57
- 5 Work in pairs. Choose two of the situations and make up conversations. Find out more information, show understanding, and offer encouragement and help.
 - I'm finding it hard to choose a college course.
 - I can't seem to get to school on time these days. I keep oversleeping.
 - I feel stressed out about the test next week.
 - My friend keeps texting me late at night. It's really annoying!!
 - It's Lucia's birthday tomorrow, and I haven't gotten her anything yet.

WRITING An essay comparing advantages and disadvantages

- 6 Work in pairs. Read the essay question. Discuss your views on the options.

What are the advantages and disadvantages of the different options for getting advice on how to solve a problem? Which do you think is the best? Why?



8E Looking on the Bright Side

- **Warm up** Ask students what they think is going on in the photograph, and whether they think the young women are wearing the wigs just for fun or to make a bigger point. If the latter, then what kind of point might it be? Alternatively, ask students when they might try *looking on the bright side*, what the opposite is (always seeing the bad in things/people, or being pessimistic), and which they do more often.

SPEAKING

- 1 Tell the class they are going to look at ways of showing understanding and offering help and encouragement. To model the first activity, describe a time when someone offered you help and encouragement when you had a problem. Explain what they said and how they helped.
 - Put students in pairs to share their own experiences.
 - Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- 2 Look at the directions and tell students to read the questions and get ready to take notes.
 - Play the audio straight through. Get students to compare their answers in pairs. If necessary, play the audio again.
 - Check answers with the class. It's important that they heard the main answers outlined below. Anything extra they added is a bonus.

Answers

Conversation 1

- 1 Joel's computer's crashed and he lost his assignment. He didn't back it up.
- 2 Luis offered to lend him his computer.

Conversation 2

- 1 Gaby's just had a row with Kristen, because she keeps buying the same clothes as her.
- 2 Erin offers to have a word with Kristen.

- 3 **PRONUNCIATION** Intonation to show understanding
 - Tell students to look at the expressions in the Useful language box for showing understanding. Put them in pairs to discuss which words they think will carry the main stress in each one, whether the expressions will end with a rising or falling tone—and why.
 - Play the audio and ask students to check their ideas.
 - Check answers around the class.
 - Either use the audio or read the expressions yourself. After each one, pause and have the class repeat it. Then call on a few different students to say them individually.
 - Correct any mistakes that you hear.

- 4 Tell students to look at the expressions in the Useful language box for offering encouragement and help. Model the expressions yourself and get students to repeat, both chorally and individually.
 - Explain to students they will hear five people describing difficulties. Explain that you will stop after each one and that they should work in pairs to come up with two different responses, using the expressions in the box.
 - Play the audio and stop after the first speaker. Give students a minute or two to share ideas. Then ask the whole class what they came up with.

Suggested answers

- 1 What a drag. / What a pain. Is there anything I can do to help?
 - 2 I'm not surprised you feel upset / irritated. I'm more than happy to come with you, if that would help. / Would you like me to come with you?
 - 3 That's totally understandable. / I'm not surprised you feel upset / irritated. Well, at least you've got a job.
 - 4 You must have felt so frustrated. I could talk to him if that's helpful. / Would you like me to talk to him?
 - 5 What a drag. / How annoying. I'm more than happy to let you borrow mine if that would help.
- 5 Put students in pairs and tell them to choose three sentences to start conversations with. They should take turns starting and then continue each conversation for as long as they can, using expressions from the box where appropriate.
 - To model the activity, choose one of the stronger students from the group and roleplay a conversation with them. Encourage the student to start, then respond with an expression from the box and continue from there.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1.
 - Ask if any pairs would like to perform any of their conversations for the class.

WRITING An essay comparing advantages and disadvantages

- 6 Explain that in this part of the lesson you'll be looking at how to write essays comparing advantages (pros) and disadvantages (cons) better. Put students in pairs to discuss the pros and cons of the different options, giving reasons to justify how they feel.
 - When a couple of pairs are finished, stop the activity and ask the class for the lists of pros and cons.

7 and 8

- Ask students to read the essay on page 152 and check if it makes any of the points they discussed.
- Get them to read it again and find the expressions introducing the pros and cons.
- Check answers around the class and write them on the board before students start writing their paragraph.
- Students can work in pairs or individually to do the writing activity. They should use both the expressions from the essay on page 152 and the Useful language box.
- As students are writing, go around and help them. You might note some common mistakes for feedback.

Answers**7****Talking to a friend**Advantages

A friend knows you very well and is concerned about your happiness and well-being.

They can easily understand what you are going through, because they are the same generation.

Disadvantages

They may not question your attitude because they want to make you happy.

They may not be experienced enough to give the right advice.

Online forumsAdvantages

They are anonymous, so it is easier to be open about your problem.

You have the chance to read a variety of opinions from many different people.

Disadvantages

A variety of opinions could create confusion, so it is necessary to consider the advice critically.

People who post on online forums can sometimes write cruel and hurtful things.

Of course, no one can solve a problem for you; nonetheless, it is always helpful to get different perspectives on an issue. My own view is that the advantages of talking to a friend outweigh the disadvantages, as it is more personal, and by sharing a problem, you can feel less stressed out about it.

8

There are pros and cons to both alternatives. / There are many benefits of ... / Another benefit is that ... / However, one possible disadvantage is that ... / The main advantage of ... / However, this has the possible disadvantage of ... / Another significant drawback is that ... / The advantages of ... outweigh the disadvantages.

9 WRITING SKILL Interpreting essay questions

- Tell students to read the explanation box and let them ask you any questions they have about it. At this stage, you could talk the class through the Exam tip below.
- Then ask students to read the essay question twice—once quickly, once more slowly. They should think about guidelines 2–5 and decide how they would approach this title. Give them time to compare their ideas with a partner and discuss what they think the essay requires of them.

Answers**2** instruction words: *discuss, explain*

topic words: *best living arrangement for college students, advantages and disadvantages*

3 must include: discuss the advantages and disadvantages of two of the options
 explain which one you think is the best option
 give reasons to support your answer
 use your own words as much as possible
 can include if you want: make use of the opinions expressed by other readers

4 An essay, so formal or semiformal**5** Word count 220–260 words**Exam Skills Read the details carefully**

Before they go into an exam, students should know how many pieces of writing they need to do, how much time they will have, and the minimum and maximum number of words they will be asked to write. When they are in the exam, they must produce the style of writing that is being asked for (email/essay/article, etc.) and each should include all the features that are expected in the type of writing. Before students start to plan a piece of writing, they should make a list of these points and cross them off as they include them.

- 10** Tell students that they are going to write an essay for the title in Activity 9. Give them time to make a plan. Tell them to use a dictionary or to ask you if they need help with any vocabulary. Encourage them to think about how to use language from the Useful language box. Give a time limit of about six minutes for the planning stage.
 - When time is up, put students in small groups to compare their ideas and add anything further to their plans.
- 11** Give the writing for homework or give a time limit of twenty minutes to do it in class.
 - If you are going to give the students a grade, tell them it will be higher if they organize the essay in a similar way to the model and use language they have learned in this unit.
 - If they are writing in class, go around and help them. Note common errors for feedback when the time is up.

Talking to your parents

Posting a question on an online forum

Talking to a friend

Talking to a professional (e.g., a teacher or doctor)

- 7 Read the essay on page 152. Does the writer mention the points you discussed? What other points are mentioned?
- 8 Work in pairs. Find expressions in the essay that describe advantages and disadvantages. Then write a paragraph about one of the other options in Activity 6. Use expressions from the Useful language box.

9 **WRITING SKILL** Interpreting essay questions

When you write an essay, it is important to read and analyze the question carefully.

- 1 Read the question at least twice.
- 2 Look for instruction words (e.g., *explain*) and topic words (e.g., *advice*).
- 3 Decide what you must include and what you can include if you want.
- 4 Decide what is an appropriate style.
- 5 Check the word count and any other instructions.

Work in pairs. Read the essay question. Interpret it using the guidelines (1–5).

You have read an online article about the best living arrangement for college students. Four of the options are mentioned below, along with some of the readers' comments. Write an essay discussing the advantages and disadvantages of two of the options (1–4). You should explain which one you think is the best option. Give reasons to support your answer. You may refer to the opinions of other readers, but you should use your own words. Write your answer in 220–260 words in the appropriate style.

- | | |
|------------------------------------|------------------------------------|
| 1 living at home with your parents | saves a lot of money |
| 2 sharing an apartment | roommates could be messy |
| 3 living in college dorms | could be noisy |
| 4 living alone in a studio | peace and quiet, good for studying |

- 10 You are going to write an essay comparing advantages and disadvantages. Make notes for a plan with four paragraphs.
- 11 Write your essay. Use expressions from the Useful language box.

Useful language

Introducing advantages and disadvantages

What are the benefits of...?

There are pros and cons to...

There are many advantages to...

However, it also has some disadvantages / drawbacks.

One possible advantage / disadvantage of... is...

The main advantage / disadvantage of... is...

This has the (possible) advantage / disadvantage of...

Another plus is...

One major drawback is...

The advantages outweigh the disadvantages.

Listing points

First of all, ... / First and foremost, ...

Moreover, ... / In addition, ...

Another benefit...

Most importantly...

Finally / Lastly / Last but not least...

Many college students choose to live in cities or on a college campus because it allows them to be around other people who share their interests.



9 A Healthy Life

IN THIS UNIT, YOU...

- talk about how to stay healthy.
- read about the secrets of living a long and happy life.
- learn about different forms of preventive medicine.
- watch a TED Talk about how a teenager's invention helped his grandfather.
- write a proposal about making positive connections with the elderly.

9 A Healthy Life

Unit Overview

This unit covers different aspects of health and happiness. Students will learn concepts and language relating to health and fitness and how they affect a person's life, as well as talk about health trends around the world.

In this unit, students will cover a range of topics around the unit theme including learning vocabulary and grammar related to describing and giving advice about a healthy lifestyle, reading about places where people live the longest, talking about preventative care, watching a TED Talk about how a teenager helped his sick grandfather, and writing and talking about proposals to improve people's lives. By exploring these topics, students will learn the language they need to describe their own attitudes and traits, as well as be comfortable talking about the differences and similarities they share with other teenagers.

Unit Objectives

Vocabulary

- Health and fitness
- **Vocabulary building** Adjective suffixes *-able* and *-ible*

Grammar

- **Grammar 1** Relative clauses with prepositions
- **Grammar 2** Articles

Reading

- *The Healthiest Places in the World?*

TED Talk

- Kenneth Shinozuka: *My Simple Invention, Designed to Keep My Grandfather Safe*

Pronunciation

- Intonation in responses

Speaking

- Discussing, summarizing, and responding to proposals

Writing

- A proposal

About the Photo

The photo shows yogis (people who do yoga) practicing together in a park. The popularity of yoga has almost doubled in some parts of the world since 2012, largely due to its beneficial effects on stress, flexibility, physical fitness, and overall health. It is also seen as a form of meditation, and can be done by everyone from children to the elderly. Even though it has been around for over 15,000 years, it looks set to gain many more followers in the next few years.

Warm Up

- Focus students' attention on the photo or project it using the CPT.
- Ask students if they recognize the activity being done in the photo. Is it popular where they live? Have any of them done it? Read, or paraphrase, the information from About the Photo above.
- Put students in groups to discuss what they like (or don't like) about the photo and activity.
- Call on groups to give their ideas.

Resources

- Classroom Presentation Tool
- Tracks 58–63 (Audio CD, Website, CPT)

9A How to Stay Well

VOCABULARY Health and fitness

- 1 Hold a class discussion to find out what students do to stay healthy and in good shape. Who has the most unusual way to stay healthy?
 - **Optional** Put students in pairs to talk about the activities mentioned in the class discussion and talk about what aspect of fitness/well-being each activity improves, if there are any downsides to the activities, and what the best overall activity for health and fitness is.
- 2 Tell students that they are going to learn some words and phrases to talk about staying healthy. Look at the directions and do the first item with the whole class, then ask them to do the rest of the activity in pairs, using a dictionary if necessary.
 - While they work, notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
 - Go through the answers by asking different students to read out the full sentences. Write the answers on the board and ask follow-up questions, such as *What would be the opposite of "rich in"? (It's low in...)*
- 3 Look at the directions and ask for ideas for the first example. They can be playful, but remind students that they need to give an explanation, too, e.g., *Wear bright colors. People who wear brighter clothing have been found to have lower rates of depression. / Eat a variety of brightly colored foods. Brighter colors indicate freshness while a variety of colors in your diet ensures a variety of nutrients.*
 - Put students in pairs to write more pieces of advice. Go around and check that students are doing the activity correctly and notice any interesting examples and help with any new language. Focus on these aspects in feedback.
 - When most students are finished, stop the activity and ask students to read out some of their advice.
 - **Optional** Take a class vote on the best advice.
- 4 Go over the sentences and make sure that students understand the language used.
 - Put students into groups to talk about their answers. Model the activity by talking about your answer to one of the sentences, e.g., *A nutritious meal I had recently was grilled fish with vegetables.*
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. Ask for volunteers to share their ideas with the class. You can also share some interesting things you heard with the class.

Suggested answers

Don't eat junk food. It has too much salt, sugar, and fat. Eating too much can lead to obesity. If you do want junk food, eat it in moderation.

Perform some random acts of kindness. You'll become happier over time, and it will improve your well-being. Laugh and smile a lot. If you laugh, you'll feel better. It lowers your blood pressure, it relieves stress, and it gives you a general sense of well-being.

If you're out in the sun during the day, protect yourself from the sun's harmful rays by wearing sunscreen.



People around the world participate in activities to feel healthier and connect with others. These people are doing group yoga in a park in Vilnius, Lithuania.

9A How to Stay Well

VOCABULARY Health and fitness

- Look at the photo and read the caption. What are five ways you stay fit and healthy?
- Work in pairs. Complete the tips for staying healthy with these words and phrases. Which of your ideas from Activity 1 are mentioned?

alert	beneficial effect	carbohydrates	detrimental effect
enhance	in moderation	intake	nutrients
nutritious	obesity	protein	refined sugar
relieve stress	sedentary lifestyle	unprocessed	well-being

Have a balanced diet. You can get all the essential (1) nutrients the body needs if your diet contains foods rich in (2) protein (e.g., fish, beans, dairy products), (3) carbohydrates (e.g., bread, potatoes, pasta), non-saturated fats, and plenty of fruit and vegetables.

Eat (4) in moderation. Overeating will make you put on weight and can lead to (5) obesity.

Eat naturally. Cut down on processed foods and food containing (6) refined sugar and choose (7) unprocessed foods such as whole grain bread and brown rice, which are more (8) nutritious.

Reduce your salt (9) intake. Too much salt can have a (10) detrimental effect on your health and is associated with high blood pressure and heart disease.

Drink plenty of water. Staying hydrated can have a (11) beneficial effect on your energy level and also keeps your organs and skin healthy.

Stay active and get exercise. Studies suggest that a (12) sedentary lifestyle (e.g., spending long periods sitting in front of the computer or television) is related to a number of illnesses later in life. Staying active is also good for your heart.

Get enough sleep. A good night's sleep can (13) enhance your mood and help you stay (14) alert throughout the day.

Relax. Activities such as yoga or meditation or taking deep breaths can (15) relieve stress when you feel under pressure and help you refocus.

Practice the art of appreciation. Not only is "an attitude of gratitude" good for the people around you, but it can also increase your own emotional (16) well-being.

- Work in pairs. Write six more tips like the ones in Activity 2. Use these words.

bright colors junk food kindness laugh smile sunscreen


- Complete the sentences. Then work in pairs. Compare and give reasons for your answers.


- I should reduce my intake of _____ and eat / drink more _____.
- If I _____, it will be beneficial for my well-being.
- A nutritious meal I had recently was _____.
- _____ can have a detrimental effect on the health of young children.
- People who have a sedentary lifestyle should _____.
- Foods such as _____ are full of nutrients.

LISTENING

- 5 Work in pairs. Discuss the questions, giving reasons for your opinions.

2 Is drinking coffee bad for you? it depends
1 Is it OK to skip breakfast? no
5 Should you exercise every day? yes
4 Is chocolate really a superfood? no
3 Can exercise improve your mood? yes

- 6 Listen to a radio show in which an expert responds to the questions in Activity 5. Number the questions in the order you hear them. Is the answer to each one *yes*, *no*, or *it depends*?  58

- 7 Work in pairs. Match the topics with the statements. More than one answer may be possible. Then listen again and check your ideas.  58

- a skipping breakfast 4, 6
b drinking coffee 1, 5
c getting exercise 3, 7, 8
d eating chocolate 2

- 1 It might prevent an illness that affects the elderly.
- 2 It can be done in moderation.
- 3 It can make you feel less stressed.
- 4 You may end up with a less healthy alternative.
- 5 It has both beneficial and detrimental effects.
- 6 It could lead to problems at school.
- 7 It has a range of benefits for the body.
- 8 Variety is recommended.

8 MY PERSPECTIVE

Work in pairs. Say how much you agree with the statements and why.

- 1 It's hard to know what is healthy because experts' advice keeps changing.
- 2 It's too hard to make healthy lifestyle choices because of peer pressure.

GRAMMAR Relative clauses with prepositions

- 9 Match the sentences with the extracts from the radio show in the Grammar box. There are some differences between 1–3 and a–c. Why do you think they are different?

- 1 It can also contain sugar and fat, which can both make you put on weight. **c**
- 2 Exercise can relax you, wake you up, and give you confidence, which are all really important. **b**
- 3 Find an activity you're interested in. **a**

Relative clauses with prepositions

- a *Ideally, young people should find an activity in which they are interested...*
b *... physical activity can relieve stress... make you feel more alert and confident, all of which are obviously important.*
c *... it also contains sugar and fat, both of which contribute to weight gain...*

- 10 Work in pairs. Look at the sentences in Activity 9 and in the Grammar box. Answer the questions.

- 1 Which sentences contain defining relative clauses? Which contain non-defining clauses?
- 2 In which two positions can we put a preposition in a relative clause? Why?
- 3 Some of the relative clauses contain a word expressing quantity. What are these words, and what positions do they appear in?

Check your answers on page 144. Do Activities 1 and 2.



LISTENING

- **Warm up** Focus students' attention on the photo or project it using the CPT. Possible questions to ask include: *What is parkour?* (It's an activity where the aim is to get from one point to another in the fastest and most efficient way possible, and without using any equipment to help. Running, jumping, and climbing are common ways of moving in parkour.) *Do you know anyone who does parkour? Have you ever watched people doing it? What attributes do you need to be good at parkour? How do you think people learn to do it? Is it something you would do? Why?*
- 5 Tell the class that they are going to hear a radio show about healthy living where an expert answers the questions in Activity 5. Put students in pairs and ask the students to decide what they think the answers are for each question. You might need to explain *skip breakfast*: if you skip something, you don't do it, but instead continue on with the rest of the day.
- When the first couple of pairs are finished, stop the activity and ask for some ideas. At this point don't give any feedback on the content as the goal is to simply generate ideas before students listen, rather than get the correct answers. However, you might correct students' use of language or help them if they don't know a word in English.
- 6 Look at the directions and make sure students are ready to do both activities—put the questions in order and answer *yes, no, or it depends*.
- Play the audio, then give students time to compare their answers in pairs. Go around and notice how well students did without saying anything. If you see that most students have not understood, play the audio again.
- Check the answers with the class and write them on the board. If necessary, play the audio again, stopping after the answer to each of the questions.
- 7 Give the students a couple of minutes to read through the statements, then put them into pairs to do what they can from memory. Go around the class and get a feel for how much they can recall to get an idea if you will need to play the audio more than once.
- Play the audio again for students to check their answers, or to complete the activity. Encourage them to write down what was said as evidence for their answers.
- Check answers with the class. If students disagree about answers, play the audio again to confirm who is right. Draw attention to any problem sounds or words and explain them.
- 8 Put students in pairs to discuss the questions.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- **Optional** Students who finish early could think of at least one other statement about health and fitness for the class to discuss. When everyone has finished Activity 8, ask them to read out their statements for the class to discuss.

GRAMMAR Relative clauses with prepositions

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 144.
- 9 Look at the directions and give students time to do the activity.
- Check the answers with the class and write them on the board. Ask students what they notice is different about the sentences. (Answer: different word order and some different vocabulary which is more formal/informal)
- 10 Put students in pairs to answer the questions.
- You can either go through the answers now or wait for them to read the Grammar Reference on page 144. Then either ask these grammar checking questions to the whole class or call on individuals to check their answers.

Answers

The sentences from the radio show use relative clauses that are formal. Sentences 1–3 mean the same, but are less formal.

Answers

1

3, a = defining

1, 2, b, c = non-defining

2 before the relative pronoun (more formal) or at the end of the clause (less formal)

3

2, b = *all*, 1, c = *both*; they can go before the relative pronoun and add *of* (more formal) or before the verb (main verb) / after *be* (less formal).

At this point, have students complete Activities 1–2 on page 145 in the Grammar Reference section. You may also assign these activities as homework.

- 11** Look at the directions and the example with the whole class. Do item 2 together, then ask students to do the rest of the activity individually.
- When most students are finished, tell them to compare their answers in pairs.
 - Check the answers by calling on different students. Write the answers on the board as you go through.

Answers

- 2** ... which you get some enjoyment from.
(Also possible: which you enjoy.)
- 3** ... which / that you are good at / talented at.
- 4** ... who you can relax and be yourself with / around?

- 12** Ask students to read the report through before they start trying to complete it. Answer any questions about language that they have.
- Tell them to complete the activity individually, then allow time for them to compare their answers with a partner.
 - Check answers around the class. As you go through, you can refer to the Grammar Reference on page 144 or ask questions based on Activity 10 to reinforce rules if necessary.
- 13** Put students in pairs to discuss the questions, or hold a whole-class discussion.
- If you do the activity in pairs, go around and notice any interesting comments. At the end of the activity, share anything of interest you heard or ask two or three students the questions if you know they have something to say.

Expansion

Have students explain to the class why they thought advice was surprising or made them want to change their habits. Hold a class vote to see what the most surprising and useful advice was.

11 Read the advice to teenagers. Then rewrite it in a less formal way to email to a friend.

- 1 It is vital to eat breakfast every day. Try to have some cereal, fruit, yogurt, or eggs, all of which contain essential nutrients for your health.
Make sure you eat breakfast every day. Have some...
cereal, fruit, yogurt, or eggs, which are all nutritious.
- 2 It is essential to do some physical activity each day from which you obtain some enjoyment.
You need to get some exercise everyday, ...
- 3 It is advisable to focus more on school subjects and activities at which you are talented.
You should focus more on subjects and activities...
- 4 It is a sensible idea to develop a wide circle of friends with whom you can relax and be yourself.
Why don't you make some good friends...

12 Complete the article with these relative expressions.

all of whom	both of which	half of whom
in which	many of which	some of which
the most common of which		where

According to World Health Organization (WHO) estimates, physical inactivity accounts for 3.2 million deaths globally, (1) many of which could be prevented by more active lifestyles. Other studies have shown that inactivity is a major factor in many illnesses, (2) the most common of which are cancer, diabetes, stroke, and heart disease. Globally, around 31 percent of adults were not active enough in 2008. Furthermore, studies have established a link between activity and dementia. A study at the University of Illinois looked at a number of older adults, (3) half of whom engaged in moderate aerobic exercise. Brain scans showed that brain volume increased in this half of the group, unlike in the control half.

The countries (4) where people are the least active are higher income countries; inactivity is linked to insufficient exercise in free time and a sedentary lifestyle, (5) both of which are more widespread in the developed world. The WHO makes specific recommendations for children aged between five and seventeen, (6) all of whom should do at least 60 minutes of moderate to intense physical activity daily. The organization suggests a number of ways (7) in which children can get exercise, including games, sports, and household chores, (8) some of which can be easily included in a more active daily routine.

13 MY PERSPECTIVE

Work in pairs. What do you think about the advice given in this lesson? What surprised you the most? Will it make you change your habits at all? Why?

A group of friends practice parkour in Gaza City while bystanders watch.

9B Live Long and Prosper

VOCABULARY BUILDING

Adjective suffixes *-able* and *-ible*

Many adjectives in English contain the suffixes *-able* or *-ible*, which mean “can be done” (e.g., *sustainable*, *affordable*, *accessible*). Adjectives ending with *-able* usually have a corresponding verb (e.g., *enjoy*—*enjoyable*, *afford*—*affordable*), but adjectives ending in *-ible* often do not (e.g., *horrible*, *visible*).

1 Choose the correct options to complete the definitions.

- 1 Edible mushrooms can be *cooked* / *eaten*.
- 2 Legible handwriting can be *appreciated* / *read*.
- 3 A feasible project can be *completed* / *explained*.
- 4 An audible comment can be *laughed at* / *heard*.
- 5 An accessible building can be easily *constructed* / *reached*.
- 6 A plausible excuse can be *believed* / *forgiven*.

2 Match the adjectives (1–10) with the nouns (a–j). Use a dictionary if you need to. More than one alternative may be possible.

- | | |
|------------------------------|---------------|
| 1 achievable <u>a</u> | a goal |
| 2 curable <u>e</u> | b battery |
| 3 disposable <u>b/c/j</u> | c bottle |
| 4 inflatable <u>i</u> | d coat |
| 5 memorable <u>h</u> | e disease |
| 6 preventable <u>e/g</u> | f energy |
| 7 rechargeable <u>b</u> | g error |
| 8 recyclable <u>b/c</u> | h trip |
| 9 renewable <u>f</u> | i life jacket |
| 10 machine-washable <u>d</u> | j razor |

READING

3 Work in pairs. Look at the photo. How old do you think these people are? Can you think of any “secrets” to living a long life?

4 Read the article and check your ideas. Which statement best summarizes the article? 2

- 1 A healthy diet can increase your life expectancy.
- 2 Longevity (a long life) is associated with both lifestyle and diet.
- 3 People living on islands tend to have a healthier lifestyle.

5 Work in pairs. Are the statements *true*, *false*, or *not stated*?

- 1 People live longer than average in Ikaria and Okinawa. **T**
- 2 Most people in Ikaria and Okinawa live to be 100. **NS**

- 3 People in Ikaria and Okinawa do not suffer from chronic illnesses. **F**
- 4 The lifestyle of Ikarians has been influenced by the island’s location. **T**
- 5 Many Ikarians have a vegetarian diet. **NS**
- 6 In Ikaria, all generations work together to fund and organize local festivals. **NS**
- 7 Okinawans have the highest life expectancy in the world. **NS**
- 8 There is a higher ratio of fast food restaurants in Okinawa than in the rest of Japan. **T**
- 9 Younger Okinawans have a lower life expectancy than their elders. **T**

6 Work in pairs. Find evidence in the article to support these conclusions.

- 1 Be active in your daily life.
- 2 Have a sense of purpose.
- 3 Take time to relax.
- 4 Belong to a community.
- 5 Value family life.
- 6 Eat a plant-based diet.
- 7 Don’t overeat.

7 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 Do you want to live to be a centenarian? Why?
- 2 In what ways is the lifestyle of people in Ikaria and Okinawa similar or different from that of your community?
- 3 Which aspects of life in Ikaria and Okinawa do you think are the most important for good health? Why?

CRITICAL THINKING Checking facts

Some websites and publications contain information that is inaccurate, out of date, or false. Check information carefully from more than one source before accepting it as true. Use this checklist.

- Who is the writer? What experience or qualifications do they have?
- What can you find out about the purpose of the website or publication?
- Does the writer present only one side of the issue or multiple perspectives?
- Does the writer state where they got their information? Can you check it?
- When was the article written? Has the information been updated?

8 Find three claims in the article that you would like to investigate. Then investigate them on two or three websites using the checklist to determine the reliability and credibility of the source.

9B Live Long and Prosper

- **Warm up** Ask the class the following questions and find out who has the oldest relative in the class.
Is longevity common in your family? Do you have any idea why? Who are the oldest people in your family? What's their daily routine? What are they like? How well do you get along with them?

VOCABULARY BUILDING Adjective suffixes -able and -ible

- 1 Tell students to close their books. Write the following words on the board: *sustainable, affordable, visible*. Ask what kind of words they are and what they mean. Underline the stem and ask for other words with the same stem. Ask students to suggest nouns that might be described by each adjective. (*sustainable development/growth, affordable housing/cars, visible damage/improvement*)
- Ask students to open their books. Look at the directions and do the first item with the whole class. Then ask students to do the rest of the activity individually.
- Check answers with the class and write them on the board. You can ask follow-up questions such as *What's the opposite of an **edible** mushroom?* (inedible/poisonous) *What's the opposite of **legible**?* (illegible) *Do you know anyone with illegible handwriting?*
- 2 Look at the directions and do the first item with the whole class. Then ask students to do the rest of the activity individually. While they work, notice words and phrases they look up, ask you about, or underline.
- When most are finished, get students to compare their answers in pairs. Go through the answers and write them on the board.
- As you write on the board, get students to repeat the collocations and say where the stress is. (It falls on the main stress in each of the words in the collocation.) You can also ask follow-up questions such as *Can you give an example of a curable disease? What do you do with disposable bottles? Where do they end up?*
- **Optional** Have students write a full page (in their notebooks if possible) of words from Activities 1 and 2 with ideas from the Exam Skills box in the next column. Alternatively, ask them to invent five -able adjectives. See who can get the most amusing or useful one.

Exam Skills Keep a vocabulary notebook

As a way to review what was done in class, students should keep a vocabulary notebook. Remind them that when they add words to the notebook, it is a good idea to also include common collocations, example sentences showing grammar, a definition or synonym in English, and other words in the word family. Few, if any, exams test single words in isolation, so it's important for students to think about context when they review and consider how words are used. Students could also create an alphabetical list of words from different units, or pages based on different prepositions or affixes (-ible/-able/-ness/re-/mis-, etc.), or pages based on verb patterns (-ing or infinitive), or pages based on topics.

READING

- 3 Discuss the questions with the whole class. Get students' ideas on what kinds of things can contribute to longevity and list them on the board. There are no correct answers at this stage as this activity is simply to generate ideas before students read. However, you might correct students' use of language or help them if they don't know a word in English.

Suggested answers

lots of exercise/no exercise; a healthy diet with lots of fresh fruits and vegetables; eating no or little meat; a positive attitude; enough rest and sleep; being happy; keeping busy; being with their family; access to doctors and hospitals

- 4 Tell students to read the article and see which of the ideas from Activity 3 were mentioned, and decide on the best summary sentence.
- Give a time limit of about four minutes, then tell students to stop reading.
- Take a vote on the best summary and ask two or three students to justify their choice. Then ask students about the list of factors you wrote on the board in Activity 3 and check off the ones that were mentioned in the article.

For notes on Activities 5–8, see page 109a.

- 5 Ask students to read through the sentences before they start the activity and answer any questions they have about vocabulary. You might need to help with *chronic* (a chronic illness is one that lasts a long time, or recurs frequently).
- Put students in pairs to do the activity, and remind them to find and highlight or underline part of the text to justify their answers.
- Go through the answers with the class, asking for justifications for each one.

Answers

- 1 true (*where life expectancy is considerably higher than the norm, and where there is a high proportion of centenarians*)
- 2 not stated (it says *a high proportion reach 100* but not most people)
- 3 false (*a lower incidence of preventable chronic illnesses, such as heart disease, cancer, and diabetes, that commonly kill people in the developed world*—It doesn't say they don't have them—just they have a lower incidence)
- 4 true (*Its relative geographical and cultural isolation, and low numbers of tourists, mean that, so far at least, Ikaria has remained largely unaffected by a Westernized way of life.*)
- 5 not stated (it says *Islanders live on a variant of the Mediterranean diet... low in meat.*)
- 6 not stated (it says *everyone takes part, they combine their money to buy food and drink*, but it doesn't state who organizes the festivals)
- 7 not stated (it says *longest life expectancy in Japan* but doesn't say whether this is in the world)
- 8 true (*it now has more per person than anywhere else in the country.*)
- 9 true (*Today almost 30 percent of Okinawan men die before reaching 65, and nearly half of men in their forties are obese. In the 1995 census, Okinawa had the highest longevity of all 47 prefectures of Japan.*)

- 6 Look at the directions and do the first item with the whole class. Students may have to look for evidence for each conclusion in different parts of the article. Wait for someone to volunteer an answer or call on someone.
- Put students in pairs to do the rest of the activity, and remind them to find and highlight or underline part of the text to justify their answers.
- Go through the answers with the class, asking for evidence for each one.
- 7 Put students in pairs to discuss the questions.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- **Optional** Ask students to discuss how the lessons of the research can be applied to the whole of society or the world. What things might prevent its application?


CRITICAL THINKING Checking facts

- 8 Ask students to close their books and write six questions they might want to ask about a website or publication to know if it is a good source of information. Then tell students to open their books and ask them to read the Critical Thinking box.
- Ask students why these questions are important. What would they expect the answer to be if the source is a) reliable or b) possibly unreliable? Ask for any other questions that students wrote, and put those on the board.
- Ask students first to identify three claims in the article, especially any that they were surprised by. For example: Our genes determine around a quarter of our life expectancy.
Heart disease, cancer, and diabetes commonly kill people in the developed world.
Japan is the world's longest lived country.
Okinawa now has more fast food outlets per person than anywhere else in Japan.
- Ask students around the class for suggestions for search terms for one of the claims, then allow them to do more research online on their own, either in class or for homework.
- **Optional** Instead of looking at facts in the text, you could ask students to suggest some common beliefs (e.g., that you can get a cold from going out with wet hair) and ideas/views that are being circulated in the news. Ask students to investigate whether they are true or not.



Vasili and Eleftheria
enjoy a long life
in Ikaria.

THE HEALTHIEST PLACES IN THE WORLD?

 **59** We know that our genes determine only about a quarter of our life expectancy. So how do we account for the rest? People have tried to find the secrets to a long and healthy life for thousands of years. In recent years, however, demographers* around the world may have finally found some promising clues. What they discovered were regions around the world where life expectancy is considerably higher than the norm and where there is a high proportion of centenarians*. These places also tend to have a lower rate of preventable chronic illnesses that commonly kill people in the developed world, such as heart disease, cancer, and diabetes.

Ikaria is a small Greek island whose inhabitants live eight years longer than the world average and have considerably lower dementia rates. Its relative geographical and cultural isolation and low numbers of tourists mean that, so far at least, Ikaria has remained largely unaffected by a Western way of life. Islanders live on a variant of the Mediterranean diet—rich in olive oil and vegetables and low in meat and dairy products (apart from goat's milk). Researchers at the University of Athens, in Greece, also point out the health benefits of the local greens and herbs that are a part of the Ikarian diet. Their vegetables are picked wild or home-grown, and they also drink green herbal tea sweetened with locally produced honey rather than a lot of coffee.

Sociability and a slow pace of life are key factors in the health of the community. Ikarians tend to wake up naturally, work in the garden, have a late lunch, take a nap, and visit neighbors after sunset. At local festivals in which everyone—teenagers, parents, the elderly, young children—takes part, they combine their money to buy food and drink and give what is left over to the poor. The one old people's home on the island is only used by those who have lost all their family. “It would shame us to put an old person in a home,” said one resident. And as another put it, “Ikaria isn't a *me* place. It's an *us* place.”

Okinawa, Japan, consists of 161 small islands some 1,300 km (808 miles) south of Tokyo. Researchers, like the ones at the Okinawa Centenarian Study, have found that elderly people here have the longest life expectancy in Japan, which is the world's longest-lived country. Okinawans use small plates to reduce meal portions. Their diet is low in meat, fish, and dairy products but rich in other forms of protein such as beans and tofu* and also includes a high proportion of plants such as seaweed and sweet potatoes. In terms of social life, each resident is assigned at birth to a *moai*—a small social network whose members are responsible for one another throughout their lives. There is no word for retirement in the Okinawan language. Instead, Okinawans' lives are governed by another principle called *ikigai*, which roughly translates as “the reason why you wake up in the morning.” Demographers who have visited the island have encountered an 85-year-old whose lifelong passion was his work as a fisherman, an 84-year-old training for a decathlon, a 102-year-old karate grand master, and a 102-year-old woman whose greatest joy was her great-great-granddaughter.

However, the famed longevity of Okinawans is now under threat as a generation that grew up eating a Western diet is now reaching middle age. Japan's first fast food restaurant opened in Okinawa in 1963, and it now has more fast food restaurants per person than anywhere else in the country. Today, almost 30 percent of Okinawan men die before reaching 65, and nearly half of men in their forties are obese. In the 1995 census, Okinawa had the highest longevity of all 47 prefectures in Japan. By 2000, it was 26th. Could it be that the secret to longevity is to be found with an earlier generation and in a traditional lifestyle?

demographer a scientist who studies human populations
centenarians people one hundred years old or older
tofu a form of solid protein made from soy milk



Healthy food is a key ingredient in preventing illnesses.

9C Prevention as Cure

GRAMMAR Articles

- 1 Work in pairs. Read the sayings from around the world in the Grammar box. What does each one mean? Do you agree with the idea in each one? Do you have similar sayings in your language?

Articles

- a *Prevention is better than cure.*
- b *When the heart is at ease, the body is healthy.*
- c *From the bitterness of disease man learns the sweetness of health.*
- d *The greatest wealth is health.*
- e *Laughter is the best medicine.*
- f *Diseases of the soul are more dangerous and more numerous than those of the body.*
- g *A man too busy to take care of his health is like a mechanic too busy to take care of his tools.*
- h *Time, not medicine, cures the sick.*

- 2 Read these rules about the use of articles. Then find examples of each use in the sayings in the Grammar box.

- 1 Use a plural noun without an article to refer to a group in general. **f (diseases)**
- 2 Use an uncountable noun without an article to refer to the concept in general. **a (prevention, cure), d (health), e (laughter), h (time, medicine)**
- 3 Use *the* with an uncountable noun to make it specific, often with a phrase that specifies it. **c (the bitterness, the sweetness)**
- 4 Use *the* with a singular noun in more formal contexts to refer to all examples of the noun. **b (the heart, the body), f (the soul, the body)**
- 5 Use *a/an* to refer to a single example of a group. **g (a man, a mechanic)**
- 6 Use *the* with certain adjectives to refer to a group of people. **h (the sick)**

Check your answers on page 144. Do Activities 3 and 4.

- 3 Work in pairs. Which of these health nouns can be both countable and uncountable? For those that can be both, is there a difference in meaning?

activity	checkup	cure	diet
exercise	health	illness	life
medicine	scan	well-being	youth

- 4 Work in pairs, A and B. Student A completes Text A, and Student B completes Text B. Use with *the*, *a/an*, or — (no article).

A Preventive medicine

(1) — preventive medicine, or (2) — preventive healthcare, is not about giving patients (3) **a** cure; it is about enabling (4) — people to stay healthy. Many traditional forms of (5) — medicine, such as Chinese acupuncture, are based on preventing (6) — illness and strengthening (7) **the** immune system. Nowadays it takes the form of giving (8) — information on how to live (9) **a** healthy life or (10) — advice on exercise and diet. (11) — doctors also attempt to detect (12) — illness before symptoms emerge, with regular checkups, for example.

9C Prevention as Cure

GRAMMAR Articles

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 144.
- Ask students to look at the two photos and say what they see. Then put them in pairs to discuss how each photograph is connected to the title of the lesson, which photo they feel they have more connection to, and why.

- 1 Find out if students know what a “saying” is in this context. (It’s a short, well-known statement that gives a general truth, or some practical advice about life.)
- Tell students to read through the sayings in the box and check any vocabulary they are unsure of. You may need to help with:

at ease = relaxed and happy

disease of the soul = either a mental illness or someone who does bad things

- Look at the first saying with the class. Ask students what they think it means, then take a vote to see how many people agree with it. Ask one student who agrees that it is good advice to give reasons to explain their view. Play devil’s advocate and question their ideas (*Not everything can be prevented, can it? What about when someone gets in an accident?*).
- Put students in pairs to discuss the rest of the sayings. Go around and check that students are doing the activity. Notice any interesting ideas and help with language if necessary.
- When most students are finished, stop the activity and gather class feedback about the meanings of the proverbs, and if students agree with them.

Suggested answers

- a It’s easier to stop something happening than to repair the damage after it has happened.
- b When we’re feeling content and happy, we are more likely to be healthy.
- c When you recover from being sick, you appreciate life and health.
- d Health is the most valuable thing you can have.
- e You feel better when you laugh—it relieves stress and improves well-being.
- f Being unhappy and “unwell” emotionally is both more common and more life-threatening than being physically sick or injured.
- g If you are too busy to look after your health, you are likely to suffer.
- h We can recover from a lot of illnesses if we rest and allow them to take their time, without taking medicine.

Exam Skills When you can’t say what you want

It’s important to keep talking during speaking practice in class. However, it’s also important that they realize that in order to improve their English they need to learn new language! So, when they are speaking and they find they don’t know the right word, they should try to explain it to themselves in a different way, but they should also write down the word they wanted *in their own language*. They can then look it up in the dictionary after the activity.

- 2 Review with students what an article is. (*A/An* is the indefinite article; *the* is the definite article; we say *zero article* when no article is required.) Ask students to read the rules and then go through them with the class. Call on different students to give each answer.

At this point, have students complete Activities 3–4 on page 145 in the Grammar Reference section. You may also assign these activities as homework.

- 3 Put students in pairs to decide which nouns are countable/uncountable. Write the answers they give in two columns on the board but don’t comment on whether they are right or wrong at this stage.
- Tell students to work in pairs again to check their answers and think about differences in meaning, using a dictionary if necessary.

Answers

The following can be both countable and uncountable:

activity – countable = a single task; uncountable = the concept of being active

diet – countable = a specific program, (e.g., to lose weight); uncountable = the type of food a person eats in general

exercise – countable = an individual activity; uncountable = the concept of doing physical activity to improve health

illness – countable = a specific disease; uncountable = the state of being sick

life – countable = the existence of an individual; uncountable = the general state of existence, (e.g., human life)

medicine – countable = a particular substance to cure a sickness or injury; uncountable = the treatment of illness, or the study of health, sickness, and treatment

youth – countable = a young person; uncountable = young people in general, or the state of being young

- 4 Tell students that they are going to read about two methods of prevention in health.
- Put the students into A/B pairs to read the texts. They should first read their whole text in 30 seconds to get a general idea about it. Then tell them to read again and complete the text.
- When the first students have finished, you should stop everyone so they are not tempted to start on the other text.

Exam Skills Dictionaries and learning word grammar

Sometimes a single word such as *medicine* will have a different meaning associated with different grammar, e.g., whether it is countable or uncountable. (*The drawer has six different headache medicines in it! / The best medicine for a cough is honey.*) Students should make sure they use a dictionary that shows as much of this information as possible because this word grammar is often tested on language exams and a good dictionary will contain examples that will show how the words may appear on tests.

- 5 Ask students to tell their partner what they read about and then to discuss which is a better way of preventing illness.
 - Go around and check that students are doing the activity and listen for any interesting points.
 - Gather feedback around the class about which method of prevention they thought was better, and why.
- 6 Tell students to check each other's answers. You could ask students to give each other a score out of six for how much of the text they remembered, and another score out of six for how well they completed the text.
 - Give students five minutes to read their partner's text and decide on their scores. When the time is up, tell students to return their partner's book, explain their scores, and say which articles they think are wrong (if any). Write the answers on the board while they are doing this.
 - When a few pairs are finished, stop the activity and ask a couple of students how well they think their partner did. Ask everyone to check their answers with those on the board.
 - Deal with any questions about different answers, referring back to the rules in Activity 2 and/or the Grammar Reference section on page 144.
- 7 Tell students that they are going to read about some more types of preventive technology. Look at the first item together and ask what condition the technology is aiming to prevent. Then give students two minutes to read the other items and think about the sorts of conditions that each technology might prevent.
 - At the end of the two minutes, put students into pairs to compare their ideas. You could discuss the answers at this stage now, or move on and discuss all the answers at the end.
 - Ask students to add in articles where necessary. Do the first item with the whole class. Wait for someone to volunteer an answer and ask another student why it is (in)correct. Put students in pairs to do the rest of the activity and go around and check that they are doing it. Help out if you notice students having difficulties or where they are disagreeing.
 - When most pairs have finished, ask students to compare their answers with another pair.

- Check the answers with the class by asking different students to read out the whole sentence.

Suggested answers

Conditions

- 1 obesity, lack of exercise
- 2 hay fever, allergies, asthma, breathing problems
- 3 diabetes
- 4 heart disease, high blood pressure

- 8 Put students into groups to discuss the questions.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- 9 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:
 - 1 put students in pairs or groups to decide which they prefer.
 - 2 take a vote on each activity.
 - 3 if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

B Wearable technology

More and more people are wearing technology to monitor and regulate their own health. (1) _____ wearable fitness trackers, which are worn on (2) **the** _____ wrist like (3) **a** _____ watch, record (4) _____ data on (5) **a / the** _____ person's activities (e.g., calories burned, steps taken, hours of sleep). This is then transmitted to (6) **an / the** _____ app on their smartphone. (7) _____ studies have found that in some cases, using (8) _____ wearable technology can lead to (9) **an** _____ increase in (10) _____ physical activity of up to 25 percent and (11) **a** _____ reduction in (12) _____ blood pressure.

5 Tell your partner about what you learned. Which way of preventing illness described in each text do you think is better? Why?

6 Now look at each other's texts. Do you agree with the articles your partner used?

7 Work in pairs. Read about other types of preventive health technology. Add *a/an* or *the* where appropriate. What conditions could these devices help with?

- 1 This is **a** free, online tool which can help you create **a** daily personalized diet. Just type in information about your age, weight, and health goals.
- 2 This is **a** wearable electronic device that measures air pollution and gives **a** warning on your smartphone when you should go inside.
- 3 Research is being conducted in order to develop smart contact lenses that monitor **a / the** user's blood-sugar level. Lenses then send data to **the** person's smartphone and their doctor.
- 4 This is **a** small recorder that is inserted under **the** skin to record **a / the** patient's heart rhythm.

8 Work in groups. Discuss the questions.

- 1 What are the advantages and disadvantages of the preventive devices described in Activity 7? Which would you be interested in using? Why?
- 2 What other wearable technology would you like to see? Why? How would it be useful?
- 3 Do you wear a fitness tracker, or do you know someone who does? If so, how helpful is it? If not, would you like to wear one? Why?

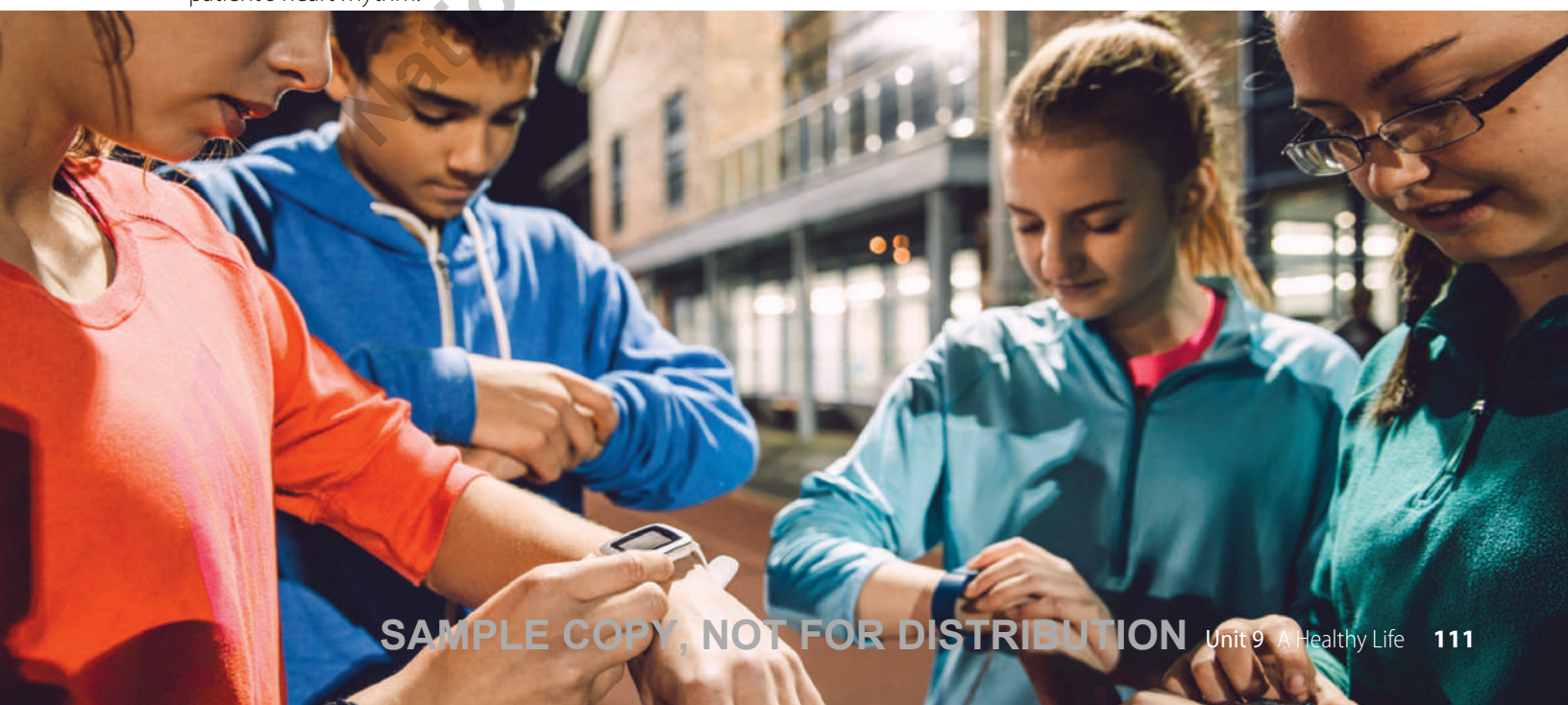
9 CHOOSE

Choose one of the following activities.

- Find reliable information from two or three sources about a type of food or drink that is good or bad for you. Summarize your findings in a short report and read it to the class. Pay attention to article use.
- Work in pairs. Create either a health brochure or a poster for a campaign to promote healthy living for teenagers. Show your brochure or poster to another pair. Pay attention to article use.
- Look at some ingredients that are often promoted as essential for a happy life. Choose the three that you think are the most important, thinking of examples from your own life or the lives of people you know. Work in groups and discuss your ideas.

ability to deal with life's difficulties	awareness
being part of something bigger	exercise
focusing on positive emotions	giving to other people
having a clear purpose	learning new things
self-acceptance	strong relationships

Young runners check their fitness trackers before a run.



9D My Simple Invention, Designed to Keep My Grandfather Safe

“I was really struck by the power of technology to change lives for the better.”

KENNETH SHINOZUKA

Read about Kenneth Shinozuka and get ready to watch his TED Talk. ▶ 9.0

AUTHENTIC LISTENING SKILLS

Understanding fast speech

When you listen to fast speech, listen for key words that can help you understand the gist (main idea). If you are listening to or watching a recording (e.g., online videos or streamed TV or movies), play a short part several times. See if you can understand more each time. Remember that weak forms of common words (e.g., *the, a, an, of, at, to*) are often said very quickly.

- 1 Look at the Authentic Listening Skills box. Then predict which words complete the extract from the TED Talk.

My family (1) has experienced firsthand
(2) the struggles (3) of caring
(4) for an Alzheimer's patient. Growing up
(5) in a family (6) with three generations,
I've always been very close (7) to my grandfather.

- 2 Listen and check your ideas. How are the missing words pronounced? 🎧 60

- 3 Listen to three more extracts from the TED Talk. You will hear each section several times. Complete what Kenneth says. Try to guess the words you can't hear. 🎧 61

- As the number of Alzheimer's patients _____ overwhelming societal challenge.
- When I was _____ suddenly got lost.
- My aunt _____ the bed.

Activity 3

- triples by the year 2050, caring for them as well as the rest of the aging population, will become an
- four years old, my grandfather and I were walking in a park in Japan when he
- , his primary caregiver, really struggled to stay awake at night to keep an eye on him, and even then often failed to catch him leaving

WATCH

- 4 Work in pairs. Discuss the questions.

- What do you know about Alzheimer's disease?
- What challenges might people who care for those with Alzheimer's face?

- 5 Watch Part 1 of the talk. Are the sentences *true, false, or not stated*? ▶ 9.1

- Alzheimer's disease is currently the biggest health problem among old people in America. **NS**
- By the middle of this century, there will be twice as many Alzheimer's patients as now. **F**
- Kenneth's family did not know his grandfather had Alzheimer's until he got lost. **T**
- His grandfather's illness has gotten worse in the last two years. **F**
- Kenneth was worried about both his grandfather and his aunt. **T**
- Kenneth's invention involves sending a signal from a sock to a smartphone. **NS**
- Kenneth wanted his grandfather to be able to sleep better. **NS**

- 6 Watch Part 2 of the talk. Number the statements in the order that Kenneth mentions them. ▶ 9.2

- 4 Kenneth was too young to implement his plan.
- 1 An elderly friend was badly hurt in a fall.
- 2 Kenneth was inspired to use sensors to help the elderly.
- 3 Kenneth designed a system to detect falls.

9D My Simple Invention, Designed to Keep My Grandfather Safe

- **Warm up** Tell students they are going to watch a TED Talk about how a teen's invention helped his sick grandfather.
- Focus students' attention on the quote. What do they think it means? What do they think any of the implications of brain development might be for education?
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Then do the vocabulary activity.
- After they finish, write the key words from the About the Speaker section on the board and ask students to retell it aloud.

AUTHENTIC LISTENING SKILLS

Understanding fast speech

- 1 Either ask students to read the Authentic Listening Skills box to themselves or read it out yourself.
 - Ask students to read the extract and complete it. Let them compare their answers with a partner. Go around and notice how well they do, but don't correct them at this point.
- 2 Play the audio for students to check their answers.
 - Put students in pairs to practice reading the extract out loud. Go around and listen and check that they are using weak forms of the words they filled in.
 - Call on a few students to read the extract to the class, and encourage them to sound as natural as possible.
- 3 Tell students to read the sentences.
 - Play the audio once through, then play each sentence a few times to give students a chance to listen and write. Let them check their answers with a partner.
 - Check the answers and write them on the board. Play the audio again for students to follow along.

WATCH

- 4 Put students in pairs to discuss the questions or have a class discussion. Prompt students by asking them if they know anyone who is affected by Alzheimer's disease; what age people usually get it; how long it lasts; symptoms; treatment and cost.
 - If students are working in pairs, go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1.
- 5 Tell the class that they are going to watch the first part of the talk and decide if the statements are *true*, *false*, or *not stated*. Give students time to read through the sentences first and deal with any questions about language that they have.
 - Play Part 1 of the talk straight through, then get students to compare their answers in pairs. If you see that most did not understand, be prepared to play Part 1 again.

- Go through the answers, making sure you get students to explain their answers. If necessary, play Part 1 again, stopping after each answer.

Answers

- 1 NS (He says *What's the fastest growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease. But he doesn't say this is specifically amongst old people.*)
- 2 F (*As the number of Alzheimer's patients triples by the year 2050.*)
- 3 T (*my grandfather and I were walking in a park in Japan when he suddenly got lost. It was one of the scariest moments ... and it was also the first instance that informed us that my grandfather had Alzheimer's disease.*)
- 4 F (*Over the past twelve years, his condition got worse and worse.*)
- 5 T (*I became really concerned about my aunt's well-being as well as my grandfather's safety.*)
- 6 NS (*why don't I put a pressure sensor on the heel of his foot? Once he stepped onto the floor and out of the bed, the pressure sensor would ... send an audible alert to the caregiver's smartphone.*)
- 7 NS (*my aunt could sleep much better at night, but doesn't mention his grandfather.*)

Teaching Tip Dealing with sensitive issues

With a subject like Alzheimer's some students may have personal experience which they feel sensitive about. However, don't assume that they will want to avoid the subject. It will often be seen as an opportunity to share their feelings with others, when they might not otherwise, and if a student brings up this personal experience rather than talking in general terms, you can assume that they want to talk. The first role of the teacher is to respond to this as a person with sympathy, and to talk to the student as you would to anyone else and not shut down the conversation. If students shift to L1 you can still show that same sympathy in English. You can also ask if they are comfortable with you sharing the experience and language with other students in the class.

- 6 Ask the students to read the sentences and check that they understand them. Ask them to briefly discuss what order they think the sentences will be mentioned in.
 - Play Part 2 of the talk straight through, then get students to compare their answers in pairs. Go around and notice how well students did without saying anything.
 - Check the answers as a class, asking for additional details such as *What did you find out about the fall?*

- 7** Ask students to read through the activity and ask any questions they have about language.
- Play Part 3 of the talk straight through, then get students to compare their answers in pairs. Go around and check how well students did without saying anything. If you see that most have not understood, play Part 3 again.
 - Go through the answers and write them on the board, making sure you get students to explain their answers. If necessary, play Part 3 again, stopping after each answer.

- 8** Ask students to read the text and check that they understand it. Remind them that it is a summary, so what they will hear will be the same ideas, but in different words.
- Do the first item with the whole class by playing Part 4 up to the first blank and asking someone for the answer. Then play Part 4 straight through while students complete the summary. At the end, give them time to compare their answers with a partner. Go around and notice how well students did without saying anything. If you see that most have not understood, play Part 4 again.
 - Go through the answers and write them on the board.

9 VOCABULARY IN CONTEXT

- **9a** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you want to, you can ask students to call out the answers. If helpful, either you or the students could give an additional example before moving on to the next question.
- **9b** Check that students understand the words in italics and teach them again if necessary, or ask students if they can recall the example in the talk. Give one or two of your own examples. (*I used an online tutorial to learn how to use iMovie. It walked me through it step-by-step.*) Tell students that they can ask you follow-up questions to find out more, and answer any questions they have.
- Tell students to think about their own examples and give them a few minutes to write them down.
- Put students in pairs to share their ideas and go around and check that students are doing the activity correctly. Notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Get students to change pairs and continue monitoring.
- At the end of the activity, give feedback about new language that came up, and look at any errors which you may have written on the board. You can also share some interesting things you heard with the class.

- 10** Look at the questions and give your own answer for the first one.
- Put students in pairs to discuss their answers. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- Ask students to read the situation and ask about anything they do not understand. You might need help with *frail* = a person who is weak and may get sick or hurt easily.
- You could discuss the first option as a class. Ask students to volunteer pros and cons and note them on the board. Put students into groups to discuss the other options in the same way. Go around and check that students are doing the activity correctly and help them with language if they need it.
- When the first couple of pairs are finished, stop the activity and ask the pairs to form a group with another pair. Tell them to compare their ideas and debate what they think the best solution is. Go around and again note any interesting arguments, errors, or new language you could teach.
- When half the groups are finished, stop the activity. Ask different groups their decision and ask for their reasons. Allow the debate to continue if there are differing opinions.
- Give some feedback on language students used by correcting some errors as a class on the board or teaching new language which came up.

Expansion

Ask students to discuss or use the internet to find out what options their country or state provides to care for old people. Do they think these options are adequate? What could be done to improve them?



7 Watch Part 3 of the talk. Match the stage in the invention process with things that Kenneth used. There may be more than one for each stage. ▶ 9.3

- 1 He created a sensor to put on patients' feet. c, d
- 2 He designed an electric circuit. b, f
- 3 He coded a smartphone app. f, a, e

- a YouTube
- b a small battery
- c ink particles that conduct electricity
- d a thin material
- e textbooks
- f Bluetooth technology

8 Watch Part 4 of the talk. Complete the summary. Then watch again to check your answers. ▶ 9.4

Kenneth designed two different (1) prototypes for his device. One was designed to fit inside a (2) sock, and the other was designed to be worn on the patient's (3) foot. Since his grandfather started using the device, it has had a 100 percent (4) success rate. Kenneth has tested his invention at residential homes and now hopes to make it into a (5) marketable product. He has discovered that not everybody is willing to (6) wear socks at night. He is now conducting research into how often patients (7) wander at night, and how this relates to their (8) daily activities and diet during the day. He still remembers how his invention helped him know when his grandfather (9) was wandering out of bed, and this has inspired him to use (10) technology to change people's lives and help them to be healthier.

9 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 9.5

b Think of an example of the following things. Then compare your ideas with a partner.

- 1 something you have *experienced firsthand* that has taught you a useful lesson about life
- 2 people who used to *keep an eye on* you
- 3 an interest that *stems from* shared family activities
- 4 a skill you have learned from an online *tutorial*

10 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 In what ways have your grandparents or older relatives helped you and your family throughout your life?
- 2 What do you do, or what could you do, to improve their quality of life?

CHALLENGE

Work in groups. Read the situation. Discuss the pros and cons of each option. What would you advise your family to do? Why?

Your grandparent lives alone, is getting less mobile and more frail, and finds it hard to do everyday tasks. Your parents work full-time, and there is no spare room in your house. Your grandparent has two more children; one, who is single, lives in a distant city where your grandparent knows no one, and the other, who does not work, is in poor health and has little contact with the family. Your grandparent could:

- a come and live with your family.
- b live with another relative.
- c share living arrangements among the relatives.
- d move into a residential care home.
- e continue to live at home with specialist help.

9E Stronger Together

Useful language

Introducing the proposal

*This proposal is based on
a discussion about... / a survey
in which...*

It outlines / suggests ways in which...

*It puts forward suggestions /
proposals for...*

*It concludes by recommending... /
making recommendations about...*

Making recommendations

*There are several steps / measures
that could be taken.*

*It is suggested / recommended
that... should...*

*The school could / might consider
doing...*

Explaining the reasons for recommendations

*If these recommendations are
implemented, ...*

By doing this, ... / In this way, ...

This would enable people to...

WRITING A proposal

1 How much involvement do elderly people have in your school? How could this be increased? What could the benefits be?

2 Work in pairs. Read the proposal on page 153. Answer the questions.

- 1 What concerns did the elderly people express?
- 2 What opportunities did they identify?
- 3 How do the proposal's suggestions benefit both the elderly and the young?
- 4 Is the situation that the writer describes similar in your country?

3 **WRITING SKILL** Impersonal style

In reports, proposals, and academic writing, it is common to use impersonal structures instead of personal pronouns such as *I*, *we*, or *you*. These include: passive verbs, a gerund (-ing form) as subject, *there is / are*, and *it is / would be* + adjective.

a Find examples of impersonal structures in the proposal on page 153.

b Rewrite these sentences in a more impersonal style using the words in parentheses.

- 1 Perhaps we could schedule regular movie nights. (possible)
- 2 We don't have enough volunteers. (a lack)
- 3 We should speak clearly and loudly in case they are hard of hearing. (helpful)
- 4 If we organized events, they could meet more people. (organizing)
- 5 We could devote one day a month to visiting people. (devoted)

4 Choose one of these topics to write a proposal about. Discuss problems with the current situation and make suggestions for improving it. Use phrases from the Useful language box.

- Providing healthier food at your school cafeteria
- Creating a buddy system between older and younger students
- Making the school or local community feel more like an us place



9E Stronger together

WRITING A proposal

- 1 Tell students that they are going to learn to write a proposal better. They are going to read one about a project for elderly people to be involved in schools more. Ask them to look at the photo and say what is happening and how this might benefit both the older people and the kids.
- Put students in pairs to discuss the questions or hold a whole-class discussion.

Suggested answers

Help with reading, math, science, gardening, practical skills; act as role models and mentors; assist in class; give one-to-one tutoring; take on the negative perceptions the young have of older generations; talk to them and answer questions about what life was like when they were younger; educate them about changes in the community. Have lunch in school with the students rather than be on their own; access school computers; reduce fear of the young; get involved in the local community; keep active physically and mentally; help with isolation and loneliness; learn new skills.

- 2 Tell students to read the questions, then read the proposal on page 153 to find the answers. Give a time limit of about four minutes.
- When the time limit is reached, tell students to stop reading and compare their answers with a partner.
- Check answers around the class.

Answers

- 1 Loneliness and isolation. Many elderly people feel out of touch with the local community, and find it difficult to get out. They would appreciate more support for their caregivers.
- 2 They want to share skills and support the school.
- 3 If young people visit elderly people in their homes, they can build relationships and learn more about their needs; Elderly people could give talks and teach practical skills at school, and students will benefit from their skills and experience; Pupils could provide support for families of elderly people, e.g., give them rides to the doctor or nurse; Students could accompany elderly people on trips to local attractions.
- 4 Answers will vary.

3 WRITING SKILL Impersonal style

- 3a Choose one of the impersonal sentences from the proposal and write it on the board. Explain the idea of these structures by reading out the text in the box. Ask students

how the sentence on the board could be written in a more direct or personal way.

- Ask students to work in pairs to find other impersonal structures. You might want to tell one student to have page 114 open and the other student to have page 153 open to avoid a lot of flipping backward and forward.
- Ask different students to read out structures that they found. As they do so, you could also ask them to identify any of the characteristics of impersonal structures mentioned in the box (passive, gerund subject, etc.).

Answers

The proposal is based on...

There are several steps that the school could take...

It would be useful to devote...

It is recommended that...

Involving students in this plan would benefit...

- 3b Look at the directions and do the first item with the whole class. Call on someone to answer and write the correct sentence on the board.
- Ask students to do the rest of the activity individually. Go around and check that they are doing the activity correctly and notice when most are finished. Allow time for students to compare their answers with a partner.
- Call on different students to read out the sentences and write them on the board.

Answers

- 1 It might be possible to schedule regular movie nights.
- 2 There is a lack of volunteers.
- 3 It would be helpful to speak clearly and loudly in case they are hard of hearing.
- 4 Organizing social events would enable / allow them to meet more people.
- 5 One day a month could be devoted to visiting people.

- 4 Look at the directions and put students in pairs to choose one of the topics.
- Ask students to make a list of problems and then come up with appropriate solutions. They don't need to use the language in the box at this point.
- Students use the proposal in the next speaking session, so it is probably best for them to write their proposal, although it is not necessary. If you do it now, give a time limit of about twenty minutes to do it in class. Remind students that following the model they read will help, and point out the advice on page 153 as well as the Useful language box.
- As students are writing, go around and help them.

SPEAKING Talking about proposals

- 5 Look at the directions and ask students to give one potential problem to check that they have understood. Put them into pairs to discuss other possible problems.
- When the first couple of pairs are finished, stop the activity. You don't have to get any feedback at this stage since students will now listen to a discussion about the proposal.

Suggested answers

There aren't enough hours to get through schoolwork, so it is unlikely that students will be able to take hours out to visit elderly people.
Elderly people might not be very good at public speaking. Students wouldn't be interested.
Does the school have the budget for trips? Shouldn't the money be spent on books, facilities, etc.?
How to make contact with old people in the community?
How can the school provide support for caregivers?
Do the students have the time? Will they resent having to take care of someone else's grandparent?
What if students don't have access to cars?

- 6 Tell the class that they are going to hear a conversation about the proposal. Tell students to listen and see if any of the ideas they thought of in Activity 5 are mentioned.
- Play the audio straight through once. Were any of their ideas covered?
 - Play the audio again and tell students to write down the issues, difficulties, and solutions they hear. Give them time to compare their answers with a partner while you go around and see how well they did (without saying anything). Play the audio again if necessary.
 - Check answers around the class.

Answers

- It might not be practical to take time out of the school day; They would need to talk to all the teachers about that.
- A lot of elderly people can't walk very far; They would have to choose trips that didn't involve too much walking.
- Elderly people might not have transportation to be able to get to the school; They would need to organize rides or taxis.

- 7 Point out the Useful language box and tell students to read through it. Ask what expressions they can think of for responding enthusiastically and write them on the board, e.g., *That's a great idea! I love that idea! Yes, let's do that!*
- Play the audio one more time and ask students to check the phrases they hear.
 - Check answers around the class, asking students to complete the expressions if they can. Then ask which phrases were used to respond enthusiastically. Model the intonation in the examples yourself and get the class and individual students to repeat them.

8 PRONUNCIATION Intonation in responses

- 8a and 8b** Look at the directions and ask students to read the responses.
- Play the audio and ask students to note whether the responses rise or fall at the end. Get them to compare their answers with a partner.
- Check answers around the class, calling on different students to give each answer and read out the response with the correct intonation. Play the audio again or model the answers yourself, and get the class and individual students to repeat them.

Answer

Falling intonation means nothing more to add, it sounds definite; Rise-fall-rise expresses reservations.





- 9 Look at the directions and remind students to look at the phrases in the Useful language box for responding to proposals. Read the first sentence out and ask which sentence starter from the box works best here and how students might finish it. Put students in pairs to do the rest of the activity.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

Suggested answers

- Yes, it's worth remembering that we'd have to talk to each of them individually.
- Yes, you'd need to bear in mind that not everyone is used to talking to older people, so maybe we could put students in pairs.
- It's a good idea in principle, provided our parents would be able to give us a ride if we needed one.
- I wonder how feasible it would be to set one up online so we can all see it.
- Yes, you'd need to keep in mind that we might have to find a van or bus with handicapped access.

- 10 Ask students to work in the same pairs as they were in for Activity 4, and to look back at their proposals and practice reading them out to each other.
- Then ask the pairs to split up and create new groups of three to five students. Tell everyone to take turns presenting their proposals to the group. At the end of each proposal the others in the group should comment and ask questions.
 - Go around the class and check that they are doing the activity correctly. Write down any good points or comments for feedback regarding how students deliver the proposals, as well as students' questions about the proposals.
 - When most of the groups are finished, stop the activity and ask each group which proposal they thought was the best and why. You might also give some feedback on delivery, pronunciation, and use of language you have covered in the lesson.

SPEAKING Talking about proposals

- 5 Work in pairs. Look again at the proposal on page 153. Can you think of any potential problems or issues with it?
- 6 Listen to someone describing and answering questions about the proposal. What three issues or potential problems are mentioned? What solutions are proposed?  62
- 7 Listen again. Which expressions from the Useful language box do you hear? How did the speakers respond enthusiastically to suggestions?  62
- 8 **PRONUNCIATION** Intonation in responses
- a Listen to someone responding to proposals. Which word or words are stressed? Does the speaker's voice fall or rise at the end? Why?  63
- 1 That's a great idea!
 - 2 What a fantastic idea!
 - 3 I really like the idea of taking them on trips.
 - 4 That sounds like an excellent way of helping!
 - 5 It's a good idea in principle, ...
 - 6 Yes, but the problem is...
 - 7 You'd need to keep in mind that...
 - 8 It's worth remembering that...
- b Listen to the sentences again. Repeat the intonation.  63
- 9 Work in pairs. Use phrases from the Useful language box to respond to these comments on the proposal on page 153.
- 1 Some older people may have difficulty hearing.
 - 2 Some students don't know what to say to older people.
 - 3 How could students visit older people in their homes?
 - 4 We'd need to organize a schedule.
 - 5 Some older people may have difficulty getting up or around.
- 10 Work in groups. Take turns describing the proposals you wrote in Activity 4. You should respond to each other's ideas and ask questions. Use phrases from the Useful language box. Decide which proposal you like best and why.

Activity 7

Enthusiastic responses:

That sounds like an excellent way of helping old people.
I really like the idea of taking them on trips.

Useful language

Summarizing proposals

Basically / In essence what we're aiming to do is... ✓

Our goal is to...

What we're proposing to do, specifically, is... ✓

Our first / second recommendation is... ✓

Responding to proposals

It's a good idea in principle, provided that... ✓

Yes, but the problem is...

You'd need to keep in mind that... ✓

It's worth remembering that...

I wonder how feasible it would be to... ✓



Elderly people being introduced to video games by students.

10 Ideas



IN THIS UNIT, YOU...

- talk about how to express ideas.
- read about the power of photography to change people's perspectives.
- learn about how people respond to new ideas.
- watch a TED Talk about the secret to giving an excellent talk.
- write a review about a performance that changed your perspective.

10 Ideas

Unit Overview

This unit covers different aspects of ideas and how people share them. Students will learn concepts and language relating to how people think and form ideas, as well as talk about how these ideas then spread.

In this unit, students will cover a range of topics around the unit theme including learning vocabulary about the thought process and expressing ideas, listening to and asking questions about concepts, reading about how images can change the way we think, learning about some ideas and people who have changed the world, watching a TED Talk about how to effectively express ideas, and writing and talking about presentations and reviews. By exploring these topics, students will learn the language they need to describe and explore their own ideas, as well as trace how ideas are formed and shared around the world.

Unit Objectives

Vocabulary

- Making your point
- **Vocabulary building** Adjectives ending in *-ful* and *-less*

Grammar

- **Grammar 1** Advanced question types
- **Grammar 2** Subordinate and participle clauses

Reading

- *Earthrise*

TED Talk

- Chris Anderson: *TED's Secret to Great Public Speaking*

Pronunciation

- Question intonation
- Intonation of signpost expressions

Speaking

- Giving a presentation

Writing

- A review

About the Photo

The photo shows members of the audience at a TED Summit in 2016. TED is a nonprofit organization whose mission is to spread ideas through talks and conferences, making the ideas accessible to all. TED stands for Technology, Entertainment, and Design, which were the original topics that the organization covered when it started in 1984, but now a wide spectrum of subjects are covered, in many languages, and reaching communities across the globe.

Warm Up

- Ask students to think of a time when they formulated a new idea or thought of a way to solve a problem. Give them a few minutes to write down some notes about what the situation was, what the idea was, and what happened next. Model by describing a time when you had an idea.
- Put students in pairs to discuss what they wrote notes about.
- Call on pairs to give their ideas.

Resources

- Classroom Presentation Tool
- Tracks 64–74 (Audio CD, Website, CPT)

10A Expressing Ideas

VOCABULARY Making your point

- 1 Focus students' attention on the photo. Ask if anyone has ever stood up and asked a question in a situation like this. If they have, ask them to tell the class about it.
 - Look at the questions and give your answer to one of them as a model, e.g., *I went to an event recently where one of my favorite authors was reading from her new book. I've loved her work for years, and really wanted to ask her a question about one of her characters. I was really nervous, but I finally got to ask my question—and got a really great reply!*
 - Put students in pairs to discuss the questions. While they talk, go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. Ask students to share their experiences.
- 2 Tell students that they are going to take a quiz about getting ideas across, but that first they will be looking at the new vocabulary used in the quiz. Tell them to work individually and find ten words or phrases in the quiz that match the meanings in 1–10. They can use a dictionary if necessary.
 - When the first few students are finished, put students in pairs to check and help each other. Then stop and check answers with the class. Write them on the board.
 - Put students back into pairs and ask them to discuss what they think the other six words or expressions in the quiz mean.
 - When a few pairs are finished, go through the answers by asking the whole class for their ideas. As you check their answers, you might want to clarify meanings, give extra examples, and ask follow-up questions about some items to make sure the class understood the vocabulary, e.g., *Can you think of three different situations where eye contact is important? What's the opposite of sticking to the point?* (going off topic), etc.

Answers

Definitions for unused words and expressions:

make eye contact = when two people look directly into each other's eyes

facial expressions = the thoughts or feelings showing on someone's face; certain facial expressions are signals of specific emotions like happiness, surprise, and anger.

engage attention = make somebody interested enough to keep listening; also called *keeping attention*

misinterprets = misunderstands something

stick to the point = focus on the important part of the problem or story and keep talking about it

mind goes blank = can't remember a particular thing or unable to think of something to say

Teaching Tip Exploring collocations

Remind students that asking simple questions about vocabulary allows them to explore collocations. For example, if they come across an adjective + noun collocation, they could ask: *What else could be described as (adjective)? What other adjectives describe (noun)?* If they have a verb–noun collocation, they could ask: *What else do you (verb)? What other things can you do to (noun)?* For noun + verb collocations: *What else does (noun) do? What other things (verb)?*

- 3 Tell students that they are now going to take the quiz. To model the activity, give your own answers to the first couple of questions and explain why you chose those answers. Allow students to ask you two or three follow-up questions.
 - Give students time to answer the questions, then put them in pairs to discuss their answers and explain why they chose them.
 - When a couple of pairs are finished, stop the activity. Ask for a show of hands to see who chose which answers to each question. Ask one or two students why for each item.
 - Give feedback about new language that came up, and look at any errors to correct, which you may have written on the board.

Exam Skills Studying for exams

It has been proven that we remember most when we do a little bit of reviewing frequently, rather than trying to do a lot all at the same time. Reviewing the night before an exam, when students know what will be tested, might work for some people, but doing this when they take a general (proficiency) exam such as IELTS or TOEFL doesn't work for anyone because there are too many possible words and too much grammar that could be tested.

- 4 Look at the directions and give students time to read the summaries. Then play the audio once straight through.
 - Tell students to compare their answers in pairs, then go through the answers, making sure students explain their answers.
- 5 Put students in pairs or small groups to discuss the questions. Give your own opinion about one of the questions as a model, e.g., *The first time I spoke at a conference, I was incredibly nervous. I had tried to learn my talk by heart, so my mind went blank a couple of times. I had to pause and look at my notes, but trying to find my place was difficult. What I should have done was just have a few notes, then I think I would have relaxed more.* When you finish, encourage students to ask you two or three follow-up questions.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1.
 - At the end of the activity, ask the class the questions and call on students to answer out loud. Make sure they explain as much as they can about their ideas. Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

10A Expressing Ideas

VOCABULARY Making your point

- 1 Work in pairs. Look at the photo and read the caption. When and where do you normally ask questions? Have you ever asked questions in public?
- 2 Read the quiz about expressing ideas. Match the meanings (1–10) with the words or phrases in bold in the quiz. There are six extra words and phrases. What do these words mean? Use a dictionary if necessary.
- | | | | |
|----------------------------------|---------------------------------|------------------------------------|---------------------|
| 1 specialized vocabulary | jargon | 6 hand or body movements | gestures |
| 2 support | back up | 7 in a few words | concisely |
| 3 forget my point | lose my train of thought | 8 give more information | elaborate on |
| 4 exact | concise | 9 comparisons explaining something | analogies |
| 5 say again with different words | rephrase | 10 get across | convey |
- 1 How do you make sure your listeners understand you?
- a I **make eye contact** to make sure they haven't tuned me out.
 - b I ask questions to make sure they are still with me.
 - c I don't. I just keep talking and hope for the best.
- 2 What do you do to **convey** your ideas to listeners?
- a I speak clearly and **concisely** with examples to **back up** my ideas.
 - b I avoid **jargon** and explain any difficult words.
 - c I use **analogies** to explain complex ideas.
- 3 How good are your communication skills?
- a I use **gestures** and **facial expressions** to help get my point across.
 - b I vary my intonation to **engage** my listeners' **attention**.
 - c I try to be open-minded and listen to others' points of view.
- 4 How do you react if someone misunderstands or **misinterprets** you?
- a I **rephrase** my answer using simpler and more **precise** words.
 - b I **elaborate on** my point with different examples.
 - c I tend to freeze, and my **mind goes blank**.
- 5 What do you do if someone interrupts or makes an irrelevant comment?
- a I try to **stick to the point** and not get distracted.
 - b I sometimes panic and **lose my train of thought**.
 - c I pause to think of the best way to respond.

- 3 Work in pairs. Answer the questions in Activity 2 so they are true for you. You can agree with more than one answer. Then compare your answers.

- 4 Listen to six extracts. Choose the correct statement to describe each extract.

64

- | | |
|---|---|
| <u>4</u> She lost her train of thought. | <u>1</u> He was concise and to the point. |
| <u>2</u> His mind went blank. | <u>5</u> She rephrased her idea. |
| <u>3</u> She elaborated on her idea. | <u>6</u> He used jargon. |

5 MY PERSPECTIVE

Work in pairs. Discuss the questions.

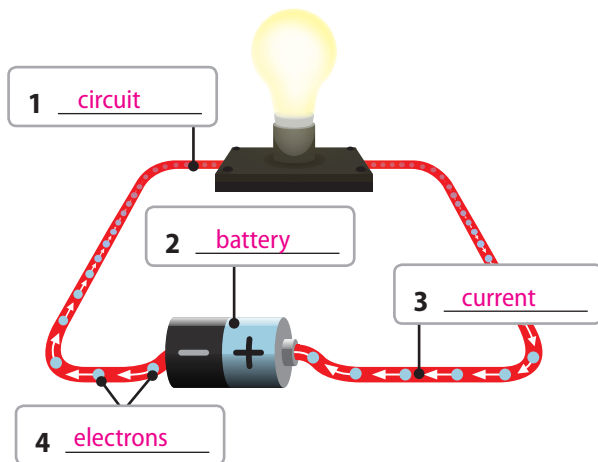
- 1 Has your mind ever gone blank when you were trying to express an idea? What did you do?
- 2 How can someone convey confidence or a lack of confidence nonverbally?
- 3 What effect does other people's body language have on you?

People line up to speak and ask questions at a TED event in Banff, Canada.

LISTENING

- 6 Work in pairs. You are going to listen to Dr. Emily Grossman talk about how she explains the concept of electricity to students. Study the description of electricity. Label the diagram with the underlined words.

Electricity is a kind of energy caused by the movement of electrons, which are tiny parts of an atom, around a circuit. A circuit is a closed path that allows an electric charge to move from one place to another. One way of creating energy is by attaching a battery to the circuit. The flow of electricity around the circuit is called the current, and the rate of flow is measured in units called *coulombs*. The size of a current depends partly on the voltage of the battery. *Voltage* refers to the amount of power in the electricity flow (and it is measured in units called *joules*).



- 7 Listen to the interview. Answer the questions. 65

- What three tips for conveying ideas does Emily give?
- What analogy does Emily use to describe electricity? What do you remember about it?
- Does she think that analogies are more effective than examples or visuals?

- 8 Work in pairs. Match the parts of the analogy to the scientific terms. Use a dictionary if necessary. Listen and check your ideas. 66

- | | |
|-----------------------------------|-------------|
| 1 racetrack <u>b</u> | a electrons |
| 2 a horse <u>c</u> | b circuit |
| 3 hairs <u>a</u> | c a coulomb |
| 4 horses | d current |
| per second <u>d</u> | e voltage |
| 5 stable <u>f</u> | f battery |
| 6 bales of hay <u>g</u> | g joules |
| 7 number of bales of hay <u>e</u> | |

- 9 Listen to the end of the interview again. What types of visuals does Emily mention? Why is each effective? 67

- 10 Work in pairs. How successful was Emily's analogy for you? Do you feel like you understand electricity more?

GRAMMAR Advanced question types

- 11 Look at the questions from the interview in the Grammar box. Can you remember the answers?

Question forms

- How do you think people can get their ideas across most effectively?
- Could you tell us how you use analogies to help you explain things?
- You do what?
- Isn't it hard to think of analogies for some situations?
- You think analogies work better than, say, examples or visuals, don't you?

A band makes flashing lightning from electricity while singing on stage in China.

LISTENING

- **Warm up** If you are starting a new class, you could begin by saying that in this lesson, students will read and hear about electricity. Put them into small groups to discuss what they already know about how electricity works, how it was discovered, and any important principles or experiments connected to electricity that they know.

6

Background Information

Dr. Emily Grossman is a British scientist and TEDx speaker who now uses her skills to give talks and writes about science to show people how exciting it is, and to make it more accessible by explaining complex concepts in a way that everyone can understand. She is also passionate about encouraging young people, especially girls, to follow careers in science.

- Look at the directions and explain that students will now look at some key vocabulary connected to the topic of electricity. Tell them to read the text, then put them into pairs to label the diagram with the underlined words. You may need to help with the following vocabulary:
atom = the smallest unit of any element
charge = the amount of electricity that something carries
flow (n) = the continuous movement of something in one direction
voltage = the amount of power in an electric current.
Voltage is measured in *volts*.
- Check the answers with the class.

- 7 Look at the directions and ask students to read the questions. Deal with any language questions that students ask.
- Play the audio once straight through, then give students time to compare their answers in pairs.
- Go through the answers, making sure students justify their answers.

Answers

- 1 Avoid jargon; use (concrete) examples; use metaphors and analogies
- 2 horses racing around a racetrack
- 3 No, they are all equally effective.

- 8 Ask students what they can remember about the horse analogy that Dr. Grossman used. Ask them to do the matching activity and see how much they can do. Go around and help if necessary. Don't check answers at this point.
- Play the second part of the interview again and have students check their answers. Give students time to compare their answers with a partner.
- Go through the answers, playing the audio and pausing after each answer if necessary.

- 9 Explain to students that when speaking, using a *visual* is when a speaker uses a picture, video, chart, graph, or other visual aid to reinforce what he/she is saying.
- Tell them to write down some notes about what visuals Dr. Grossman mentions and why she says they can be effective.
- Play the end of the interview again and have students check their answers with a partner.

Answers

cartoon (of a horse) – to make people smile or giggle
diagram (of a racetrack and electrical circuit) – so that people can see how to bring the analogy together with the real-life situation

- 10 Put students in pairs or hold a class discussion to find out if students liked this way of learning about electricity. Did they think it was an effective analogy? Ask them if they can think of any other analogies that could have been used here.
- Ask students what analogies they would use to describe subjects that they know a lot about.

GRAMMAR Advanced question types

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 146.
- 11 Tell students that they are going to look in more detail at different ways of asking questions, and different functions that questions can serve. Put them into pairs and ask them to try and remember the answers to each of the questions from the interview. Stress that they should try to remember the exact words they heard.
- Ask students for the answers to each of the questions. Write them on the board and get everyone to contribute to try and reconstruct the exact answers. If students need help, you could write words, or first letters of words, on the board to remind them.

Answers

- a Well, I think there are three main points to consider. Firstly, avoiding jargon where at all possible. Secondly, using concrete examples that are relatable and relevant to your audience. And thirdly where possible illustrating your point by using a metaphor or an analogy.
- b Sure. So one of my favorite examples is when I'm teaching electricity, and I ask students to imagine a racetrack.
- c Yeah, so I say what's your favorite type of racetrack, would it be horse racing or motor racing?
- d Absolutely, so not all situations will be sort of able to be explained by an analogy...
- e No, absolutely not.

- 12** Ask students to match the questions in the Grammar box to the question types 1–5.
- Check answers with the class and write them on the board. Ask students how they made their decisions.
- 13** Put students in groups to answer the questions.
- You can either go through the answers now or wait for them to read the Grammar Reference on page 146.

Answers

- 1 The tag is the same polarity (affirmative/affirmative) as in the statement. Most tag questions have the opposite polarity in the tag from in the statement. This tends to expect a positive answer.
- 2 Usually an answer repeating or expanding on what was just said. Echo questions tend to ask for clarification or express surprise.
- 3 We add *not* to the verb. This is more likely when expecting a *yes* answer.
- 4 We use statement word order rather than inverting the verb and the subject, e.g., *you use*. When the introductory phrase isn't a question there is no question mark, e.g., *I'd like to know (how you use analogy)*.
- 5 It could be placed at the end, e.g., *How can people get their ideas across most effectively, do you think?* This position means that the question reverts to normal question word order. Adding *do you think* forces the question into statement word order (as in indirect questions).

At this point, have students complete Activities 1–3 on page 147 in the Grammar Reference section. You may also assign these activities as homework.

- 14** Look at the directions and explain that the questions in 1–6 all come from an interview that students will hear. First, they should try to complete each question with up to three words.
- Allow time for students to compare their answers with a partner. There is no need to check answers at this stage.
 - Play the audio while students check or complete the questions.
 - Go through the answers, asking what kind of question each one is.
- 15 PRONUNCIATION Question intonation**
- **15a** Ask students to listen to the questions in Activity 14 again and decide if they think each one will end with a rising or a falling tone.
 - When most students are finished, get ideas from the whole class. Where students don't agree, ask them to justify their answers. Don't confirm or deny the answers yet.
 - Play the audio and stop after each sentence. Ask whether the question ends on a rise or a fall.

Answers

- | | | |
|---------------|---------------|---------------|
| 1 fall | 3 fall | 5 rise |
| 2 rise | 4 rise | 6 rise |

- **15b** Explain that the class will now look at some different meanings rising and falling tones can convey. Tell students to read the four statements, then play the questions again, stopping after each one.
 - Ask which of the four extra meanings students feel each question conveys.
- 16** Look at the directions and play the interview one last time.
- Put the students in pairs and ask them to compare their answers and add anything to their own notes that they missed.
 - Check answers around the class. Try to use language from the actual interview when paraphrasing the answers.
- 17** Put students in pairs. Tell them to decide who is asking the questions and who is being interviewed. They should then use the questions from Activity 14 and the notes on the answers from Activity 16 to recreate as much of the interview as possible. Then change roles and repeat.
- At the end of the activity, give some feedback about new language that came up, and focus on any issues with question tone that you heard.
- 18** Look at the directions and do the first item with the whole class. Then ask students to work individually to rewrite the rest of the questions, following the patterns in the Grammar box. Stress that there are many different ways the questions could be rewritten.
- After a few minutes, put students in pairs to compare their ideas.
 - Ask the class how they rewrote each question. Write their suggestions on the board and where multiple answers are possible, accept any that you think are correct. Ask students which one they think works best, and why.

Suggested answers

- 1 Could you tell me if you use many gestures when you speak?
- 2 Sorry, you do/did what? / What did you say you did?
- 3 Why do you think these gestures help people to understand?
- 4 Isn't it easier to just rely on speech when we explain something?
- 5 So, you would use fewer gestures when you talk to someone from another country, would you?

- 19** Put students in pairs to list the gestures they use when speaking, and what they mean. To model the activity, give one or two examples that are true for you.
- When a few pairs are finished, stop the activity and put the pairs into groups of four. Tell the groups they should compare their lists and ask each other questions using the different kinds of questions outlined in the Grammar box.


12 Match the questions in the Grammar box with a question type.

- 1 a tag question e
- 2 an echo or reply question c
- 3 a negative question d
- 4 a polite indirect question b
- 5 an indirect opinion question a

13 Work in groups. What do you know about these question types? Answer the questions.



- 1 How is the tag question in the Grammar box different from most tag questions? What answer does this expect?
- 2 What kind of answer do we expect to an echo question?
- 3 How do we make negative questions? Does the negative question in the Grammar box expect a *yes* or *no* answer?
- 4 How does the word order change in indirect questions? Do they always have a question mark?
- 5 Is there anywhere else you could place *do you think* in the indirect opinion question?


Check your answers on page 146. Do Activities 1–3.

14 Complete these questions with one or two words. Then listen to an interview and compare your answers.  68

- 1 Don't you think that gestures are international?
- 2 Could you tell us something about differences in the meaning of gestures?
- 3 So you'd say the biggest issue with using the wrong gesture is causing confusion, wouldn't you?
- 4 I'm sorry, it's considered what?
- 5 We aren't necessarily conscious of our gestures, though, are we?
- 6 What do you think the answer is?

15 PRONUNCIATION Question intonation

- a Listen to the questions. Does each one end with a rising or falling tone?  69
 - b What can a rising tone and a falling tone mean? Match meanings to the questions in Activity 14. You can use some more than once.  69
- _____ I'm surprised by this. 4 (rise)
- _____ I really want information. 2, 3 (rise); 6 (fall)
- _____ I'm quite sure of this, but I'd like confirmation. 1 (fall)
- _____ I'm asking for agreement. 5 (fall)

16 Listen to the interview again. Take notes on the answers to the questions in Activity 14.  68

17 Work in pairs. Ask and answer the questions in Activity 14 to recreate the interview.

18 Rewrite the sentences to make one of the question types in Activity 12. Use the words in parentheses.

- 1 Do you use many gestures when you speak? (Could you?)
- 2 I'm sorry. I'm not sure I understand what you said exactly. (what?)
- 3 Why do these gestures help people to understand? (do you think?)
- 4 It's easier just to rely on speech when we explain something, right? (Isn't?)
- 5 So, would you use fewer gestures when you talk to someone from another country? (you would)

19 Work in pairs. Make a list of gestures you frequently use when you speak and what they mean. Then discuss your gestures with another pair. Try to use three of the questions from Activity 18 or similar questions.



10B Iconic Images

VOCABULARY BUILDING

Adjectives ending in *-ful* and *-less*

Some English adjectives end in *-ful* or *-less* (e.g., *thankful* – **full of** thanks; *homeless* – **without** a home). Some are paired (e.g., *powerful* / *powerless*; *hopeful* / *hopeless*), and some are not. We can say *skillful* (**with** a lot of skill) but not *skillless*, and *jobless* (**without** a job) but not *jobful*.

- 1 Which of these words can be followed by a) both *-ful* and *-less*, b) only *-ful*, or c) only *-less*?

doubt	event	fear	forget	fruit
heart	meaning	point	regret	tact
taste	thought	waste	worth	

- 2 Work in pairs. Tell your partner about one of the options.

- 1 an *eventful* / *fruitless* journey you have taken
- 2 a time when you felt *doubtful* / *regretful*
- 3 a *fruitful* / *pointless* discussion you have taken part in
- 4 a *tactless* / *meaningful* remark someone made to you
- 5 someone you know who is *forgetful* / *thoughtful*
- 6 a place you know with *tasteful* / *tasteless* decor

READING

- 3 Work in pairs. Look at the photo. Answer the questions.

- 1 What does the photo show?
- 2 What do you think is special about it?
- 3 Why do you think it is called “Earthrise”?
- 4 What thoughts and feelings does the photo inspire in you?

- 4 Read the article. Check your answers to Activity 3, questions 1–3.

- 5 Work in pairs. Read the article again. Choose the option that is not indicated in the article.

- 1 The writer says that photographs can _____.
a show beautiful and poetic images.
b help us see beyond our normal experiences. (lines 13–14)
c change our beliefs and attitudes. (lines 16–17)
- 2 The Apollo crew _____.
a was the first to travel around the moon. (lines 24–26)
b had been told not to take photographs of the Earth.
c were surprised by the Earth’s beauty. (lines 30–32)

- 3 The “Earthrise” photograph _____

- a was the first photo of the Earth taken on the mission.
- b was shot without planning or preparation. (lines 35–37)
- c showed the Earth as more beautiful than the moon. (lines 49–50)

- 4 After seeing the Earth from space, crew members _____

- a turned their attention to the scheduled mission.
- b felt a longing to return to Earth. (line 51)
- c experienced strong emotions. (lines 51–52)

- 5 “Earthrise” has become an iconic image because _____

- a it was widely distributed and viewed. (lines 54–57)
- b it showed the effects of pollution and loss of resources.
- c it made people think about the planet in a new way. (lines 58–62)

- 6 Work in pairs. Answer the questions.

- 1 Why is “Earthrise” described as “groundbreaking”?
- 2 What new perspective on the Earth did it give?
- 3 What is the powerful message that it conveys?
- 4 Why did it inspire people to protect the planet?
- 5 What did you find most surprising or inspiring?

CRITICAL THINKING Understanding quotations

Writers sometimes quote other opinions to back up or elaborate on a point. The words used to introduce the quotation can also persuade readers that the opinion is true. Read carefully and make up your own mind whether or not to agree with an opinion. Use the evidence presented.

- 7 Work in pairs. Answer the questions.

- 1 Read the sentences beginning with “According to...” (line 6) and “As National Geographic photographer...” (line 15). Which way of introducing the quotation suggests that the writer agrees with it?
- 2 Choose the more persuasive option.
a He *explains* / *suggests* that “images speak a universal language.”
b She *argues* / *demonstrates* that “photographs can transport us to other worlds.”
c He *says* / *points out* that “the best images help us see our lives from a different perspective.”
- 3 Find more quotes by Lovell and Borman in paragraphs 3 and 4. How persuasively are their opinions presented? Do you agree with them? Why?

- 8 MY PERSPECTIVE

Work in pairs. Tell each other about a photo that is special to you or that you are proud of.

10B Iconic Images

- **Warm up** Tell students that in this lesson they're going to read about the power of photographs. Put them into groups and give them one minute to talk about each of the following.
- A photograph that:
 - you always keep with you
 - shocked you
 - made you laugh
 - you've put on your wall or used as a screensaver
 - you wish you'd taken
 - made you want to do something or go somewhere new

VOCABULARY BUILDING Adjectives ending in *-ful* and *-less*

- 1 With books closed, explain that the students are going to look at two common suffixes and write the following adjectives on the board: *thankful, skillful, powerless, jobless*. First, ask how they might use each adjective and accept any possible answers you hear, e.g., *I'm just thankful to be alive. She's a very skillful player*. Then ask what the opposite of each adjective is. (There are several possible answers, but expect: *thankless, untalented / unskilled / not very good, powerful, employed / in work*.)
- Ask students what they notice about adjectives ending in *-ful* and *-less*. Tell them to open their books and then either read out, or ask the students to read, the explanation box. Ask if anyone can think of any other adjectives that can take both suffixes, and any others that can take one, but not the other.
- Look at the directions and do the first item with the whole class. Then get students to do the others individually, using a dictionary if necessary. While they work, notice any words they look up, ask you about, or underline.
- When most have finished, get students to compare answers in pairs.
- Go through the answers with the class and write them on the board. As you write, it's a good idea to ask questions to the class to check that they understood the adjectives, e.g., *If the decor in someone's house is very **tasteful**, what might it look like? If a family is **wasteful**, what do they do, or not do?*
- **Optional** Tell students to think of nouns that the adjectives can describe. They can use a dictionary if necessary. Where adjectives can be followed by *-ful* and *-less*, do both adjectives collocate with similar nouns or different? Ask students to write example sentences of how each adjective is commonly used.

Answers

Both: doubtful / doubtless, fearful / fearless, fruitful / fruitless, meaningful / meaningless, tactful / tactless, tasteful / tasteless, thoughtful / thoughtless
Only *-ful*: eventful, forgetful, regretful, wasteful
Only *-less*: heartless, pointless, worthless

- 2 Look at the directions and stress that both options in each case are possible. Give students time to read the phrases to check that they understand them. You may need to explain that a *tactless remark* is undiplomatic and may hurt or upset people who hear it.
- To model the activity, tell the class about a *fruitful* or *eventful* journey you've been on, e.g., *I bought a bureau online and had to pick it up from the seller. I drove about 50 miles to pick it up, but there was no one home when I arrived. I looked at the text message I had from the seller to arrange the pick-up time, and realized I was a day too early. I had to go home, and do it all again the next day. That was a fruitless journey!* When you finish, encourage students to ask you two or three follow-up questions to find out more.
- Give students a minute or two to prepare their stories. Tell them to use a dictionary or to ask you if they need help with any vocabulary.
- Put students in pairs to share their experiences. Listen and take notes as they talk.
- At the end of the activity, call on students to share their stories with the class. Give feedback on how well they used the *-ful/-less* adjectives, and teach new language that came up.

READING

- 3 Do this as a pair or class discussion. If you do it as pair work, ask students about their ideas when they finish talking, but don't give any answers at this point.

For notes on Activities 4–8, see page 121a.

- 4 Tell students to read the article and find the answers to questions 1–3 from Activity 3. Give a time limit of about ten minutes.
- At the end of the time, ask students to compare their answers with a partner.
 - Check answers around the class. Try to use language from the actual review when paraphrasing the answers for everyone to hear.

Answers

- 1 *the Earth as a blue planet, partially covered by white swirling clouds and contrasting starkly with the empty backdrop of space and the dead, gray lunar surface* (lines 40–43)
- 2 Seeing the Earth like this for the first time *transformed people's attitudes* to Earth.
- 3 It shows the Earth rising above the surface of the moon (in the same way that we normally see the sun rising above the surface of the Earth).

Exam Skills Improve your speed

To do well on the reading part of a test, students need to improve reading speed. They can do this partly by learning more language—especially collocations and phrases, using flashcards to help them remember new items, timing themselves, rereading a text several times and trying to read it quicker each time, and reading longer texts slightly below their level (e.g., by using a graded reader).

- 5 Look at the directions and give students time to read the activity and ask any questions about language. Remind them that the answers are the options which are *not* mentioned, and they should find evidence in the article for the other two options in each question. Do the first item with the whole class.
- Put students in pairs to do the rest of the activity. Go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
 - Check the answers with the class. Ask different pairs to give their answers and to explain how they made their decisions. Say if they are correct—or ask another pair to explain why they're wrong.
- 6 Put students in pairs to discuss the questions. They might want to highlight or underline specific parts of the article that help them with their answers.
- Check answers and collect feedback around the class.

Answers

- 1 *It transformed people's attitudes to a world they had taken for granted up to that point.* (lines 21–22)
- 2 That the divisions between countries (national interests, wars) and its problems (famines, disease) are less important than the unity of the Earth: *From out there, it really is "one world."* (lines 61–62)
- 3 Many people think it led to the birth of environmental movement, and the first Earth Day celebration in 1970. (lines 62–64)
- 4 People became aware of *its smallness, fragility, and vulnerability* (line 66) and that *there was no other sanctuary in the solar system, and so they needed to conserve Earth's resources.* (lines 67–68)
- 5 Answers will vary.

CRITICAL THINKING Understanding quotations

- 7 Tell students to read the box, or read it out yourself. You could ask the class to suggest other ways of introducing quotes they can think of. Then put students into pairs to discuss the questions.
- Go around and check that students are doing the activity correctly and notice mistakes, difficulties, or where they use L1 and help them by correcting or giving them the English they need. When a few pairs have finished, stop the activity.
 - For question 1, ask one or two students to explain their ideas and then ask the rest of the class if anyone wants to add anything. You might add that we often use *According to* in a letter of complaint (e.g., *According to your website...*, *but in reality...*). Check question 2 by asking the class which option in each case sounds stronger and more persuasive. Finally, ask pairs which quotations they found and what they add to the article. You could also ask whether there was anything anyone disagreed with.

Answers

- 1 *As X says* implies that the writer agrees with the person quoted. *According to* means it's just the opinion of the person quoted.
- 2 **a** explains: *Explains* refers to a fact. *Suggests* refers to a personal idea; **b** demonstrates: *Argues* refers to a personal opinion. *Demonstrates* shows clearly that something is true; **c** points out: *Says* is just a statement. *Points out* refers to indicating a fact or situation.
- 3 Answers will vary.

- 8 Put students in pairs to discuss the questions, or hold a whole-class discussion.



The photo “Earthrise” was taken from the Apollo 8 spacecraft on the morning of December 24, 1968.

EARTHRISE

70 A picture, so the saying goes, is worth a thousand words. But in a world in which millions of photographs are taken and uploaded every minute and we are exposed to a daily avalanche of pictures on our computer screens, what is the value of a single image? According to Martin Barnes, Senior Curator of photographs at the Victoria and Albert Museum in London, “Great photographs are like visual poetry. They neatly capture and express a situation or emotion that transcends the everyday.” By capturing a single moment and holding it absolutely still, a photograph can convey a powerful idea in a universal language. But more than that, images can transport us to new places and help us see our lives from a different perspective. As National Geographic photographer Aaron Huey says, “Photography has the power to undo your assumptions about the world.”

Nowhere is this more clearly illustrated than in “Earthrise,” the groundbreaking picture which, though not the first ever photo of the Earth from space, transformed people’s attitudes to a world they had taken for granted up to that point. It all started on the morning of December 21, 1968, when the crew of Apollo 8—Frank Borman, Jim Lovell, and Bill Anders—set out for humanity’s first manned mission to orbit the moon. With the excitement of lunar exploration, photographs of Earth were not included at all in the official NASA plans. Yet when, on Christmas Eve, and on their fourth orbit, the crew emerged from behind the moon’s dark side, they saw in front of them an astounding sight—an exquisite blue sphere hanging in the blackness of space.

“Look at that picture over there. Here’s the Earth coming up. Wow! That is pretty!”, exclaimed Anders. It is thought that at this point Borman snapped a black-and-white image of the scene. “Hey, don’t take that. It’s

not scheduled,” Anders joked. He then added, “Hand me that roll of color, quick.” After a brief scramble to find the film, Anders shot a color photograph. It showed the Earth as a blue planet, partially covered by white swirling clouds and contrasting starkly with the empty backdrop of space and the dead, gray lunar surface, which Borman described as “a vast, lonely, forbidding expanse of nothing.” Looking back on the mission, Anders observed, “I was immediately almost overcome by the thought that here we came all this way to the moon, and yet the most significant thing we’re seeing is our own home planet.” Borman also said that glimpsing Earth was “the most beautiful, heart-catching sight of my life, one that sent a torrent of nostalgia, of sheer homesickness, surging through me.”

The true power of photographs lies in what is done with them after they are created. Within just a few months of the shot being taken, millions of people on Earth had seen the picture, which soon became one of the most iconic images of the century. “Earthrise” gave a new perspective on the planet at a time of great social and political unrest. As Borman remarked, “Raging nationalistic interests, famines, wars, pestilences don’t show from that distance. From out there, it really is ‘one world.’” Moreover, many people credit the birth of the environmental movement and the first Earth Day celebration in 1970, to this view of the planet from outer space—a view that showed its smallness, fragility, and vulnerability. People realized there was no other sanctuary in the solar system, and so they needed to conserve Earth’s resources and protect it from pollution and destruction. Lovell concluded, “It was the most beautiful thing there was to see in all the heavens. People down here don’t realize what they have.”



10C Ideas Worth Spreading

GRAMMAR Subordinate and participle clauses

1 Work in pairs. Read about new ideas. Discuss the questions.

New ideas are often met with resistance and criticism, or even rejected, when they are first proposed. For example, when Thomas Edison first had the idea for the electric light bulb, experts in the scientific community couldn't imagine why it would ever work. Even Einstein's theory of relativity was initially ridiculed.

- 1 Can you think of other ideas (in science, society, or everyday life) that are now widely accepted, but which were initially rejected?
- 2 What can people do nowadays to gain widespread acceptance of their ideas?

2 Read the text. Could Ignaz Semmelweis have done more to gain acceptance of his idea?

Please wash your hands

Ignaz Semmelweis, known as "the savior of mothers," was a nineteenth-century Hungarian physician. Having worked for a number of years as Director of Maternity Care at Vienna General Hospital, Semmelweis became concerned with the high number of mothers dying at the hospital shortly after childbirth. Since he had noticed that fewer mothers died when giving birth in hospital wards run by midwives,* he wondered if this might be due to infection being spread by doctors who were working with dead bodies before delivering babies. He therefore proposed the radically simple idea that doctors should wash their hands before they delivered babies. Once implemented, this practice drastically reduced the mortality rate. However, his colleagues were offended by his idea, refusing to believe they could be responsible for the deaths of their patients. Not being able to persuade his colleagues, Semmelweis argued with many of them and eventually left the hospital.

Although his hypothesis was supported by the statistical analysis he conducted in the 1840s, Semmelweis did not publish his results until 1861, only a few years before his death in 1865. Later in the century, scientists such as Pasteur and Koch proved the link between germs and disease, leading to the request now repeated every day across the world: "Please wash your hands."

midwives *people trained in helping women give birth*

3 Work in pairs. Look at the examples from the text in the Grammar box. Answer the questions.

Subordinate and participle clauses

- a *Having worked* for a number of years as Director of Maternity Care, ...
- b ... the high number of mothers **dying** at the hospital...
- c *Since he had noticed* that...
- d ... fewer mothers died when **giving** birth in hospital wards **run** by midwives, ...
- e ... doctors should wash their hands **before** they **delivered** babies.
- f *Once implemented*, this practice drastically reduced the mortality rate.
- g ..., **refusing** to believe they could be responsible for the deaths of their patients.
- h *Not being able* to persuade his colleagues, ...

10C Ideas Worth Spreading

GRAMMAR Subordinate and participle clauses

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 146.

- 1 Explain that in this lesson you'll be talking about new ideas and how they spread. Ask students to read the opening paragraph and discuss the questions in pairs. You may need to explain:
 - If an idea is *met with resistance*, lots of people refuse to accept it.
 - If you *propose a new theory / idea*, you suggest it; you put it forward for consideration.
 - If an idea is *ridiculed*, people don't take it seriously.
- 2 Go around and check that students are doing the activity correctly and notice mistakes, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- 3 When a couple of pairs are finished, ask the class to change partners. When a few have finished, either stop the activity or ask students to change one last time.
- 4 At the end of the activity, give some feedback about new language that came up, and share some interesting things you heard with the class.

Suggested answers

Pythagoras declared that the Earth was round in about 500 BC; people remained unconvinced until Aristotle stated it again in 350 BC; not universally believed until Columbus sailed to the Americas in 1492.

Aristotle claimed the Earth was the center of the universe; this was believed until the 1600s when the theory was that the Earth revolves around the sun. Steve Wozniak's "personal computer" wasn't well received by the company he worked for. They thought it was useless and that nobody would use one. They rejected it five times. So he teamed up with Steve Jobs to form Apple.

In 1903 a politician in the UK said that he didn't believe that the invention of cars would ever affect how many people rode horses.

- 2 Tell students that they are going to read a text about a Hungarian physician from the nineteenth century and that as they read, they should think about what he did to spread his ideas—and what he could have done to ensure greater acceptance of these ideas.
 - Give a time limit of three or four minutes for students to read the text, then ask them to compare their answers in pairs.
 - Check answers with the class and deal with any vocabulary students ask about.

Answers

His idea was that doctors should wash their hands before they delivered babies. He discovered it because he noticed that fewer mothers died when giving birth in hospital wards run by midwives. He could have published his results and the statistical analysis sooner; he could have conducted trials in other areas to try to show the link.

- 3 Explain that the Grammar box contains examples of different types of subordinate clauses from the text. Either get students to read the box silently, or read it out loud yourself. Look at the instructions and remind students that a present participle is the *-ing* form and the past participle is the *-ed* form.
 - Put students in pairs to discuss the grammar checking questions. When a few pairs are finished, stop the activity.
 - You can either give the answers now or wait for them to read the Grammar Reference and then ask the grammar checking questions to the class or call on individuals to check their answers.

Answers

- 1 participle clauses: a, b, d, f, g, h. The difference between these and the other subordinate clauses (c and e) are that participle clauses use *-ing* or *-ed* forms (and don't show tense or person), whereas the other clauses start with a conjunction and use normal (finite) verb forms.
- 2 active participle clauses: a, b, d (*giving*), g, h; passive participle clauses: d (*run*), f. The *-ing* form (present participle) expresses an active meaning; the *-ed* form (past participle) expresses a passive meaning.
- 3 h We put *not* before the participle.
- 4 *having worked* = *having* + past participle
- 5 b mothers (who were) dying at the hospital, d hospital wards (which were) run by midwives
- 6 c expresses reason and e expresses time. They can express time, i.e., that the action in the participle clause happened before the action in the main clause, as in clauses a and f, or other notions such as reason, as in clause h.

At this point, have students complete Activities 4–6 on page 147 in the Grammar Reference section. You may also assign these activities as homework.

- 4 Look at the directions and do the first item with the whole class. Then put students into pairs to discuss the options in the rest of the sentences, and to decide which option is incorrect.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a few pairs are finished, stop the activity and check the answers with the class. Make sure students explain any differences in meaning between the correct options.

Answers

- 1 *Worked* is incorrect because it expresses passive, and this is an active sentence.
- 2 *Having offended* is incorrect because it is active.
- 3 *realized* is incorrect because it is passive; *not realizing* suggests the same time as the main clause, i.e., *because they didn't realize*.
- 4 *Discouraging* is incorrect because it is active.
- 5 *Being proved* is incorrect as it suggests present, where past is needed, i.e., *having been proved*; the other two are both correct, but the third option includes a time conjunction.

- 5 Tell students they are going to read a text about Blanca Treviño, who is an innovative Mexican businesswoman. Look at the directions and do the first item with the whole class. Once someone gives the answer *raised*, ask if it's active or passive (passive) and why (*by her parents*). Explain that it's a reduced clause and the "real" meaning here is that *she was born and she was raised in Mexico and she's very well-known*.
- Get students to complete the rest of the paragraph individually, then ask them to compare their answers with a partner.
- Check answers around the class. For each correct answer, ask how students decided. Write the answers on the board as you go through them.
- 6 Put the students in pairs and make sure that everyone knows whether they are A or B. Look at the directions and give a time limit of about ten minutes. Stress that while students should use the ideas given, they can rearrange the order information is presented in and add ideas of their own—using their own knowledge or extra information found online—and be sure they use subordinate and participle clauses in their texts.
- As the students write their own texts, go around and check that they are doing the activity correctly and notice any mistakes or difficulties they have, particularly ones involving

clauses. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- At the end of the time limit, stop students and put them in pairs to read their texts to each other. What similarities and differences can they see in the two stories? At the end of the activity, ask the whole class what similarities and differences they noticed.
- Give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

Suggested answers

- A After returning from his vacation, Alexander Fleming discovered that he had accidentally left a dish containing bacteria open. There was green mold growing, which, the bacteria not having spread, wasn't poisonous. This mold was penicillin and it went on to save many lives.
- B Dr. John Kellogg worked in a US hospital with patients on strict diets and allowed only bland food. He had been cooking wheat (for them) one day, which, having been left out for too long, went stale. Not having much money for the meals, Dr. Kellogg flattened the wheat and toasted it. When he served it to the patients, it proved to be very popular.

Expansion

Working in pairs, students could look at their partner's text and discuss any errors they notice, any ways in which they think the texts could be improved, and any extra information they think it would be good to include.

- 7 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:
 - 1 put students in pairs or groups to decide which they prefer.
 - 2 take a vote on each activity.
 - 3 if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

- 1 Which examples are participle clauses? Which are subordinate clauses? What are the differences between them?
- 2 Which of the participle clauses are active? Which are passive? What is the rule?
- 3 Which example is negative? How do we make participles negative?
- 4 Which participle indicates the past?
- 5 Which ones are reduced relative clauses?
- 6 The two subordinate clauses express a notion (e.g., purpose, contrast). Which notions do they express? Do the participle clauses express notions?

Check your answers on page 146. Do Activities 4–6.

- 4 Work in pairs. Delete the incorrect option in the sentence. Why is it incorrect?**

- 1 *Having worked* / ~~*Worked*~~ as a physician, Semmelweis noticed that many mothers were dying after childbirth.
- 2 *Offended* / ~~*Having offended*~~ by his idea, people rejected it as untrue.
- 3 His colleagues refused to wash their hands, not *realizing* / ~~*realized*~~ the danger.
- 4 ~~*Discouraging*~~ / *Discouraged* by the hostile reception to his views, he left the hospital.
- 5 *Proved* / ~~*Being proved*~~ / *Once proved* by scientific evidence, the link between germs and disease was widely accepted.

- 5 Complete the text about an innovative businesswoman with the correct form of the verbs in parentheses. There may be more than one correct answer.**

Born and (1) raised (raise) in Monterrey, Mexico, Blanca Treviño is one of Latin America's most well-known business innovators. (2) Having studied (study) computer science in Monterrey, she joined Softtek, the Mexican IT company, which, (3) led (lead) by Treviño as its President, has become the most prominent IT company in Latin America. The company is now also (4) enjoying (enjoy) success in the United States. (5) Promoting (promote) both Latin American (As she promotes) information technology and women in business, Treviño has become a popular speaker at international conferences. She was also once (6) featured (feature) in CNN's Leading Women series. Now (7) known (know) beyond her home country, Treviño has been identified by several media publications as one of the most influential executives in Latin America.

Blanca Treviño, President of Mexican IT company Softtek

- 6 Work in pairs. Student A looks at the A prompts, and Student B looks at the B prompts. Using the prompts and any other information you can find, write "The story of an idea." Then read your story to your partner. What are the similarities and differences?**

- A** discovery of penicillin—Alexander Fleming / returned from vacation / accidentally left dish with bacteria open / green mold growing / bacteria hadn't spread / mold not poisonous / turned into penicillin / saved many lives
- B** how Cornflakes came about—Dr. John Kellogg / worked in US hospital / patients on strict diets and bland food / Kellogg cooked wheat / left for too long / went stale / not much money for meals / flattened wheat and toasted it / served to patients / proved very popular

- 7 CHOOSE** Choose one of the activities below.

- Research a famous "person of ideas" (for example, Gabriel Garcia Marquez, Mary Wollstonecraft, King Sejong, Muhammad Yunus, Ellen Ochoa, or somebody else). Make a poster and include a short description of the person's life and the development of their ideas.
- Write a short story called "A change of mind." Answer these questions. Then read your story to a partner. Who had the idea? What was it? Why was it good? How did the person pursue it? What was the final result?
- Work in pairs. Think of an idea that people disagree about nowadays (for example, the use of animals in science). Make notes about the idea. Then discuss it with another pair.

(After studying /
After having studied /
After she had studied)



10D TED's Secret to Great Public Speaking

“ Ideas are the most powerful force shaping human culture. ”

CHRIS ANDERSON

Read about Chris Anderson and get ready to watch his TED Talk. ▶ 10.0

AUTHENTIC LISTENING SKILLS

Collaborative listening

Often when you listen, you aren't alone. People naturally discuss what they have just heard because it is common for different members of an audience to hear and remember different things. By comparing notes and ideas, you can find that as a group you understand something better than any one individual.

- 1 Look at the Authentic Listening Skills box. Then work in groups. Listen to the beginning of the TED Talk. ▶ 71

Student A: listen and note any references to ways of giving a TED Talk

Student B: listen and note any references to Chris's experience

Student C: listen and note any information you want

- 2 Compare your notes. Listen again and check. ▶ 71

- 3 Listen to another extract from the talk without taking notes. Then compare what you heard in your groups. Did you remember the same information? Listen again and check. ▶ 72

WATCH

- 4 Watch Part 1 of the talk. Make notes to answer the questions. ▶ 10.1

- 1 What is the danger of trying to follow a fixed formula?
- 2 What "gift" do successful speakers give their audience?
- 3 What do Haley's and the listeners' brains have in common?

- 4 What are the components of the idea in Haley's mind?
- 5 How is Haley's idea "teleported" into people's minds?
- 6 How does Chris define "an idea"?

- 5 Watch Part 2 of the talk. Match the speakers with their topics. Two topics are not used. ▶ 10.2

- 1 Sir Ken Robinson e
- 2 Elora Hardy a
- 3 Chimamanda Adichie c
- a an innovation in construction
- b the importance of literature
- c understanding cultural complexity
- d how to raise stronger children
- e how to improve schools

- 6 Complete the summary. Watch Part 2 again to check your answers. ▶ 10.2

Chris Anderson says that everyone's mind contains many ideas which are (1) carefully linked together to create an individual (2) worldview. The different (3) components of this make people react and see things differently, so they should be very (4) reliable. It is important to convey ideas clearly because they can (5) change forever the way people understand reality and (6) shape both their behavior and civilization as a whole.

- 7 Watch Part 3 of the talk. What are the four key ingredients of a good TED Talk? ▶ 10.3

Activity 4

- | | |
|--------------------------------|---|
| 1 come across as clichéd | 5 by listening to a voice and watching a face |
| 2 an idea | 6 a pattern of information |
| 3 the same brain-wave patterns | |
| 4 interconnected neurons | |

10D TED's Secret to Great Public Speaking

- **Warm up** Tell students they are going to watch a TED Talk about how to be a great public speaker.
- Focus students' attention on the quote. What do they think it means? Do they agree with it?
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary activity.
- After they finish, you might write the key words from the About the Speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

AUTHENTIC LISTENING SKILLS Collaborative listening

- 1 Ask students to read the Authentic Listening Skills box to themselves or read it out yourself as they read along. Then look at the directions and prepare everyone to listen and take notes.
 - Assign students to A-B-C groups. Play the audio once straight through while students take notes. There is no need to check anything at this stage.
- 2 Have students compare their notes on giving a TED Talk and Chris's experience. Again, there is no need to check answers at this stage. They should add anything to their own notes that they learn from their partners to build a fuller picture.

Answers

TED Talk: *Give a talk on a round, red rug. / Share a childhood story. / Divulge a personal secret. / End with an inspiring call to action. / If you overuse those devices, you're just going to come across as clichéd or emotionally manipulative.*
Chris's experience: *over the past twelve years / listened to many amazing TED speakers. / He's helped them prepare their talks for prime time, and learned directly from them their secrets of what makes for a great talk.*

- 3 Explain that the students will now hear another extract from the talk and that this time they should listen and see how much they understand. Tell them *not* to take notes.
 - Play the audio once straight through. Then put the students in groups of three again to compare what they heard.
 - Ask the whole class for ideas on what they heard and write them on the board. Where possible, try to use language from the actual talk when paraphrasing the answers for everyone to hear. Establish whether there are any details missing, or anything anyone is still unsure about. If so, clarify what you want the class to listen for the second time around.
 - Play the audio again, then ask students to compare in groups, then check again with the whole class and add anything to the notes on the board.

- Ask students how they felt about this way of working together. Did they find it useful? Can they see any opportunities for working like this in their school life, e.g., comparing notes after classes, doing homework together?

WATCH

- 4 Look at the directions and give students time to read through the questions. Deal with any questions about language that students have. You might need to explain that the idea of things being *teleported* comes from science fiction and involves things being sent very quickly, usually in the form of energy or signals.
 - Play Part 1 of the talk straight through, then get students to compare their answers in pairs. Go around and notice how well students did without saying anything. If you see the majority did not understand, play Part 1 again.
 - Go through the answers, making sure you get students to justify their answers. If necessary, play Part 1 again, stopping after each answer.
- 5 Look at the directions and give students time to read through the activity.
 - Play Part 2 of the talk straight through. Go around and notice how well students did without saying anything. If you see the majority did not understand, play Part 2 again.
 - Go through the answers, and, if necessary, play Part 2 again, stopping after each answer.
- 6 Ask students to read the summary and complete as much of it as they can from memory. Allow time for them to compare their answers with a partner.
 - Ask the class what they think the answers are and write ideas on the board. If there is disagreement, note down the different possibilities, but don't give the correct answers yet. If there are no suggestions for any particular blanks, write the number and leave a space on the board.
 - Play Part 2 of the talk again.
 - Check answers with the class and confirm whether the answers on the board were correct.
- 7 Put students into pairs to guess what key ingredients of a good talk they think Chris will mention. Get ideas from the class and note them on the board.
 - Play Part 3 of the talk straight through.
 - Check the predictions that have been written on the board.

Answers

- 1 Limit your talk to just one major idea.
- 2 Give your listeners a reason to care.
- 3 Build your idea piece by piece out of concepts listeners already understand.
- 4 Make your idea worth sharing.

8 Look at the directions and give students time to read the sentences first. Deal with any questions about language. Ask them to do what they can based on their first viewing of Part 3 in Activity 7.

- Play Part 3 again while students complete the activity, then allow time for them to compare their answers in pairs.
- Go through the answers, making sure you get students to justify their answers.

9 VOCABULARY IN CONTEXT

- **9a** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or the students could give an additional example before moving on to the next question.
- **9b** Check that students understand the words in italics and teach them again if necessary, or ask students if they can remember the example in the talk. Give one or two of your own examples. (*For me, unless a story has well-developed characters and a few plot twists, I'm usually disappointed.*) Tell students they can ask you follow-up questions to find out more, and answer any questions they have.
- Tell students to think about their own examples and give them a few minutes to write them down.
- Put students in pairs to share their ideas and go around and check that students are doing the activity correctly. Notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Get students to change pairs and continue monitoring.
- At the end of the activity, give feedback about new language that came up, and look at any errors which you may have written on the board. You can also share some interesting things you heard with the class.

- 10** Look at the directions and give students a few minutes to look back through the book and decide which talk they enjoyed the most. Once students have chosen, tell them to analyze why they enjoyed that talk and why they think it worked so well. They could refer to some of the ideas from Chris Anderson's talk when trying to decide this.
- Put students in pairs to share their ideas. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class. Which was the most popular talk?

CHALLENGE

- Look at the directions and give students time to read the strategies. Then tell them to choose the five they think are the most important and to number them from 1 (most important) to 5.
- Put students in pairs and tell them to compare their ideas. They should then agree on the five best strategies, persuading each other of their own choices if necessary.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Put students in groups of four and tell them to decide together on the five best strategies. Then put them in groups of eight and finally have a class vote.
- Give feedback about any new language that came up, and share any interesting ideas or arguments that you heard.

Exam Skills Managing conversations

When they are in a pair in a speaking exam, part of what students are tested on is how well they manage and share conversations. They might find themselves paired with someone who doesn't speak English as well as they do, but even then, they need to give their partner an opportunity to speak. They should ask questions like *What do you think?* or *What would you do?* to get their opinion, and if their partner doesn't know how to say something, they should help them say it.



8 Watch Part 3 of the talk again. Choose the correct options to complete ideas from Chris's guidelines. ▶10.3

- 1 You should focus on a single idea / a few important ideas.
- 2 It's helpful to elaborate on / check that the audience understands your main idea.
- 3 You should present your idea logically / help listeners realize what they don't know.
- 4 You should explain your concepts carefully / build on the audience's current knowledge.
- 5 Metaphors can be very helpful / sometimes be confusing.
- 6 It's a good idea to edit your talk carefully beforehand / rehearse your talk.
- 7 An idea worth sharing is practical for / relevant to your audience.
- 8 A good idea is one that inspires large or small changes / changes everything.

9 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶10.4
- b Think of examples of the following things. Then compare your ideas in pairs.
 - 1 the elements that *make up* a good story
 - 2 a piece of news or an event you found *startling*
 - 3 a time when someone *saw through* an excuse you made
 - 4 how you might *bridge the communication gap* when speaking to someone who doesn't speak your language

10 MY PERSPECTIVE

Look back at the TED Talks you have seen in this course. Choose your favorite talk. Work in pairs. Explain why you have chosen that talk.

CHALLENGE

Look at the strategies for giving a good presentation. Choose the five you consider to be the most important and think about how to justify your ideas.

- Keep it short and simple.
- Think about your audience.
- Use visual aids (pictures, objects, charts, or slides with key phrases).
- Anticipate questions.
- Rehearse and time your presentation.
- Speak at a normal speed and volume.
- Look at the audience and vary your eye contact.
- Vary your intonation.
- Explain key words.
- Check understanding.
- Relax and be aware of your body language.
- Use gestures to help explain your ideas and connect with the audience.

Work in groups and compare your ideas.

10E Changing Perspectives

SPEAKING

Useful language

Introducing your presentation

I'm going to talk to you / tell you about...

I want to share with you...

Starting

Put your hands up if...

I want to start by asking...

So, let's start by looking at...

Highlighting important points

Now,...

So, why / what...? Well,...

As you can see,...

The really interesting / strange thing is that...

And / But more than that,...

Finishing

Thank you for listening.

If you have any questions, I'll do my best to answer them.

Are there any questions?

1 Work in pairs. Discuss the questions.

- 1 Have you ever kept a diary? What did you write about? When did you write it? Do you still write it?
- 2 What could be the rewards and challenges of keeping a diary?

2 Listen to a talk about keeping a diary. Answer the questions. 73

She involves them with a question: "Hands up if you've ever kept a diary?" She also shows them her diary.

- 1 How does the speaker engage the audience's attention and interest?

- 2 Label the sections of the presentation in the order you hear them.

_____ 3 _____ research on keeping a diary

_____ 2 _____ a life-changing experience


_____ 1 _____ the writer's first diary

3 Work in pairs. Discuss what you can remember about each section. Then listen again to check your ideas and add more information. 73

4 Match the signpost expressions with their uses. You can use one more than once.

- | | |
|-----------------------------------|------------------------------------|
| 1 Turning now to (research), ... | a to give an example |
| 2 To elaborate on that, ... | b to start a new section |
| 3 To expand a little on that, ... | c to return to an earlier point |
| 4 To digress for a moment, ... | d to repeat the main points |
| 5 To go back to (my diary), ... | e to talk about an unrelated topic |
| 6 To summarize, ... | f to give more information |
| 7 To illustrate that, ... | |

5 PRONUNCIATION Intonation of signpost expressions

Listen to the expressions in Activity 4. Does the speaker's voice go up or down at the end of each one? Listen again and repeat.  74

6 Plan a presentation. Follow this procedure.

- 1 Think of an experience you've had which has changed your perspective.
- 2 Decide on the content for your talk and structure it clearly. Use the four suggestions from Chris's TED Talk. Use expressions from the Useful language box.
- 3 Think of a good opening line.



Singer Juan Luis Guerra performs onstage during the 16th Latin GRAMMY Awards in Las Vegas, Nevada.

10E Changing Perspectives

- **Warm Up** Start by getting students to do a word shower, writing down all the words and phrases they can remember from the unit. Get students to do this individually, then share in pairs or groups, and then combine all the ideas as a class.

SPEAKING

- 1 Put students in pairs to discuss the questions or hold a class discussion. To model the activity, you could tell the class whether you have ever kept a diary, when, what you wrote in it, when you wrote it, and if you still do it today. Encourage students to ask any questions they may have. Then give them time to share their own experiences.
 - If students are working in pairs, go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. Find out who keeps a diary, and why, and what students think are the rewards and challenges of keeping a diary or a blog.
- 2 Look at the directions and give students time to read the questions.
 - Play the audio straight through while students make notes.
 - Check the answers with the whole class.
- 3 Put students into pairs to compare any notes they made for Activity 2, and anything else they remember about the talk.
 - Play the audio again while students add to their notes. Ask them to compare their notes with a partner again and add anything they missed.
 - Combine students' notes on the board.
- 4 Look at the directions and ask students what they think *signpost expressions* are. Ask if anyone noticed any signposting phrases being used in the talk. Do the first item with the class, then ask students to do the rest of the activity.
 - When a few students are finished, stop the activity and get them to compare their ideas in pairs.
 - Go through the answers with the class. See if anyone can remember how each sentence starter was used in the talk.
- 5 **PRONUNCIATION** Intonation of signpost expressions
 - Tell students to listen to the expressions and pay attention to the intonation in each one.
 - Play the audio, pausing after each expression and getting the class to repeat each one. Ask a few students to repeat individually, making sure they use the correct intonation.
- 6 Tell students that they are now going to plan short presentations of their own. They should start by thinking of an experience they have had that changed their perspective. To help them with ideas, you could suggest some kinds of experiences that they might want to think about, e.g., a trip abroad, a conversation that changed their opinion of someone, something they learned, a book or movie that changed their perspective in some way. To model this, give an example of your own.
 - Give students a few minutes to think about ideas about transformative experiences and write down some key words only. Then put them into pairs to explain what they thought of, and how it changed their perspective.
 - Next, tell the students to work individually again and to plan how they will structure their talk. Give a time limit of about ten minutes. Encourage them to refer back to the four key ingredients for a great talk mentioned by Chris Anderson. Stress that they should also think about how to begin their talk and use some of the phrases in the Useful language box. As they work, go around and help with any questions students ask and provide any extra language you think they need.

Research about the benefits of keeping a diary
it relieves stress, boosts your mood, improves creativity,
and develops your empathy / writing uses left brain—
analytical and rational so right brain is free to create
and to feel / writing in a diary removes mental blocks,
so you can use all of your brainpower and understand
yourself and other people better / writing in English
might improve your language skills

Answers

The writer's first diary
keeping a diary changed her life / when she was
twelve she got a diary for her birthday and in it wrote
every night for a couple of months—funny or exciting
things—then lost interest
A life-changing experience
when she was fourteen she had a big argument with
her best friend / she was angry and upset and confused
/ she read a blog about how putting things into words
can help, so she wrote everything down. Two things
started happening: she started feeling a lot less stressed,
she cleared her mind, started to realize that maybe she
was wrong. / misinterpreted what friend had said and
not taken her situation into account / apologized for the
misunderstanding, they're best friends again.

- 7 Put students into small groups and tell them to decide who is presenting first, second, etc. Give a time limit for each speaker and stick to it. Then allow time for the rest of the group to ask each speaker questions.
 - During the presentations and questions, go around and monitor. Make a note of any language to deal with in feedback.
 - When everyone has given their presentation, ask each group which presentation they thought was the best, and why. Invite the best speakers to give their presentations to the class.
 - To finish, you could give some feedback about new language that came up, and deal with anything you noted while monitoring.

Expansion

There are several ways you could vary this final activity. You could:

- ask the students to give their presentations to the whole class (if you have a small class).
- either design a rubric for grading the presentations yourself or get the class to create one. Decide which categories to focus on (e.g., pronunciation, vocabulary, use of phrases from this lesson, etc.) and how many possible points speakers can score in each section. The students can then use the rubric as they listen.
- give the preparation for homework and encourage students to use PowerPoint slides or some other form of visual aid when presenting during the next class.
- get students to record their presentations at home and send you the files.

WRITING A review

- 8 Explain that in the next part of the lesson, the students will be learning how to write better reviews. To model the activity, describe an event that made a big impression on you, and why. Try to use expressions from the Useful language box and encourage students to ask follow-up questions to find out more. Put them into pairs to discuss an event they have attended.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. Ask a few volunteers to share their experiences with the class.

- 9 Look at the directions and ask students to read the review on page 154 and answer the questions.
 - Check answers with the class, asking which parts of the review helped students decide their answers.

Answers

The writer came away *feeling uplifted and optimistic about the power of music to bring people together*—because Guerra conveys the message that life is good and because of the *9,000 fans of all ages who were loving every moment*.

10 WRITING SKILL Reference

- Have students read the explanation box silently, or read it out loud yourself. Then look at the directions and do the first item with the class. Put students into pairs to complete the rest of the activity. You might need to help with the following items:

soloist = someone who performs part of a piece of a music alone; *solo* = a piece of music performed by one person

have rapport with your audience = the audience likes, understands, and respect you

set = a series of songs that a band or singer plays

encore = a short performance given after the main performance
- Check the answers with the class.

- 11 Look at the directions and give students time to take notes about the event they described in Activity 8.
 - Focus on the Useful language box and go around the class asking students to complete the sentence starters in appropriate ways. Encourage students to use some of these expressions as they write their review, as well as to follow the model on page 154. If you are going to give students a score, tell them it will be higher if they write their review in a similar way and use language they have learned.
 - Give the writing for homework or set a time limit of about twenty minutes to do it in class. If it is done in class, go around the class and notice any errors as students are writing or help them if they ask you.

Exam Skills Keep a record of mistakes to avoid

Remind students that when you give them back corrected written work, they should notice any errors that have been highlighted and corrected, and keep a record of them in their notebook. The next time they do a piece of writing they should look back at these notes, then check their work to make sure they haven't repeated them.

- 7 Work in groups. Give your presentations. Ask questions at the end.

WRITING A review

- 8 Work in pairs. Talk about a concert, play, or sports event you have been to that made an impression on you. What made it special?
- 9 Read the review of a concert on page 154. How did the concert change the writer's perspective on life and why?
- 10 **WRITING SKILL** Reference

Like *the*, you can use *this* or *these* to refer back to something you have just mentioned (e.g., *this* in line 9 refers back to *a new song*). *This*, *these*, and *such* / *such a(n)* (meaning of *this kind* or *like this*) can also be followed by a summarizing noun (e.g., *these musicians* refer back to the group 440, and *such versatility* refers back to Guerra's musical abilities).

Work in pairs. Complete the sentences with *this*, *these*, or *such* followed by these summarizing adjectives.

classic songs concert encore energy solos stage presence

- I was struck by the young musician's confidence and rapport with the audience. **Such stage presence** is rare in a performer of his age.
 - After finishing the set, the band returned and played two more songs. **This encore** lasted over fifteen minutes.
 - The singer left the stage while the drummer and guitarist each played for several minutes. **These solos** were greeted with loud applause.
 - The band played non-stop for four hours. I don't know where they found **such energy**.
 - I saw the group live two years ago. **This concert** was their first gig in this country.
 - The audience was singing along to old favorites. **These classic songs** included hits from their first album.
- 11 Write a review based on the ideas you discussed in Activity 8. Use the expressions in the Useful language box.

Useful language

Giving background details

The concert was held / given...

The play started... / was put on by...

Describing the effect of the performance

The band energized / amazed the audience.

The actor gave a powerful / electric performance.

The audience was moved to tears.

Evaluating the performance

Highlights included... / For me the highlight was...

The most impressive aspect of the performance was...

A disappointing part of the concert was...

It was an unforgettable concert.

I came away feeling...

It is well worth seeing.



UNIT 1 GRAMMAR REFERENCE AND PRACTICE

REVIEW OF TENSES

Future forms

Use:

- the simple present for scheduled future events.

*The class **starts** next September.*

- the present continuous for definite future arrangements.

*They're **opening** a new restaurant next month.*

- *be going to* for predictions based on information in the present and definite intentions.

*This math test is **going to be** tough. I didn't study enough.*

- *will/won't* for predictions that are certain or possible, often with *guess, think, hope*, etc. It is also used for predictions based on experience.

*I'll **have** the chance to learn another instrument.*

*It'll **be** easier the second time.*

- the future continuous for actions that will be in progress at a point in the future.

*I'll **be practicing** hard all next summer.*

Note that the choice of future form can be subjective, depending on the attitude of the speaker.

Time expressions referring to the future are often used with these forms (e.g., *tonight, [by] next week/month/year, in five years*).

Present and past tenses

Use:

- the present continuous for changing trends.

*People are **becoming** more aware of the need to stay healthy.*

- the simple past for a series of actions in the past.

*The chance **came up**, so I **grabbed** the opportunity.*

- the past continuous for repeated actions over a temporary period in the past.

*We **were feeding** the neighbor's cat while she was away.*

- the simple present or the present perfect after time words (e.g., *when, after, as soon as, once*).

*As soon as I've **finished** my homework...*

- the present perfect and present perfect continuous to express actions starting at a point in the past and continuing to (just before) the present or having an effect on the present.

*I've **always lived** in a big city.*

*I've **been learning** Chinese for the last three years.*

- the past perfect and past perfect continuous to express actions starting at a point in the past and continuing to a more recent past.

*I'd **never been** interested in cycling before (that time).*

*My dad **had been working** in the family business (up to that time).*

It is possible to use verbs that are usually considered stative verbs in an active way by using a different tense. This is common when the verb takes a different meaning.

*We **have** a chain of language schools. (have = own—stative verb)*

*I've **been having** a good time. (have = experience—action verb)*

Stative verbs can also be used in a continuous form to emphasize the temporary/current nature of the activity. It is more often used in speech.

*They're **absolutely loving** it.*

CONTINUOUS AND PERFECT ASPECTS

Continuous aspect

Continuous forms focus on the temporary nature of an action.

*I **work** in Costa Rica. = on a permanent basis*

*I'm **currently working** in Costa Rica. = for a limited period*

The temporary nature of the action is often shown with time adverbs and expressions such as *at the moment, currently*, etc.

The continuous aspect emphasizes duration in contrast with a completed action.

*We've **stayed** here a couple of times.*

*We've **been staying** with our aunt while our parents are away.*

Perfect aspect

The perfect aspect usually creates a link between two times.

In the case of the past perfect between two actions in the past, one occurs at a time before the other.

*I'd **been studying** law for a year before I came here.*

The continuous and perfect aspects can be used together. In the case of the present perfect, the simple is used to express completed actions and the continuous for ongoing actions.

*I've **read** the book for tomorrow's class. (= completed; I won't read any more.)*

*I've **been reading** the book for tomorrow's class for three hours now. (= I might read more though.)*

Some verbs can be used in the simple or continuous in the perfect form with no difference in meaning (e.g., *work, live, study*).

1 Choose the best option to complete the sentences.

- 1 It's always been my dream to study as a ballet dancer, and I think that next summer **b**
 - a I'm finally making it happen!
 - b I'm finally going to make it happen!
- 2 I'm applying to a school in Moscow, and hopefully **a**
 - a I won't run into too many obstacles.
 - b I don't run into too many obstacles.
- 3 Applications have to be in by early May; the first interviews are in June; and the final selection **a**
 - a takes place at the end of August.
 - b is taking place at the end of August.
- 4 Classes start in October, so I'll know in early September if I have a spot, and, if I do, **b**
 - a I'm moving to Moscow that month.
 - b I'll move to Moscow that month.

2 Are the sentences correct? If not, correct the mistake.

- 1 It was clear after only a couple of hours that he had taken on too much. **Correct**
- 2 As soon as I've achieved my goal of running five miles a day, I ~~start training~~ for a marathon. **will start training**
- 3 The recent report shows that more students in the US ~~currently take~~ full-time rather than part-time classes. **are currently taking**
- 4 We arrived at summer camp last week, and so far we've been loving every minute. **Correct**
- 5 Large numbers of people are walking or biking to work every day because of the traffic problems. **Correct**
- 6 Excuse me. I'm ~~wanting~~ to go to the health center. Is this the right way? **I want**
- 7 This piano piece is really difficult. I'm ~~practicing~~ it for weeks now, and I'm still making mistakes. **I've been practicing**
- 8 Let me tell you, if you want to realize your potential here, you ~~weren't trying~~ hard enough up to now. **haven't been trying**

3 Complete the text with these verb phrases.

completed	do not	going to
had emerged	had initially shown	has become
has progressively	lost	managed to
was pursuing		

Stephen Hawking is a name that few people

- (1) **do not** instantly recognize, and his life story
- (2) **has become** even more famous since the release of the 2014 film, *The Theory of Everything*. Born in 1942, Hawking had an uneventful early life. Although he (3) **had initially shown** little academic talent at school, he (4) **completed** school earlier than most students, finishing at the age of 17 to study physics and chemistry at Oxford. It was while he

(5) **was pursuing** his postgraduate studies at Cambridge that he developed motor neuron disease, a condition where all muscle control is eventually (6) **lost**, and he became very depressed. Once he (7) **had emerged** from the depression, Hawking (8) **managed to** continue his career and became a brilliant physicist. Now in his seventies, Hawking continues to contribute to science, although his condition (9) **has progressively** worsened. He still works and is not (10) **going to** retire from scientific life yet.

4 Choose the correct response to each question.

- 1 So, you're without a job at the moment. Is that right? **b**
 - a Yes, I'm looking for something new for three months now.
 - b Yes, I've been looking for something new for three months now.
- 2 You lost your job a few months ago. Are you on unemployment? **a**
 - a Well, I've only received one payment so far.
 - b Well, I've only been receiving one payment so far.
- 3 Your grandfather worked in local government, didn't he? **b**
 - a Yes, he was staying in the same job his entire career.
 - b Yes, he stayed in the same job his entire career.
- 4 Are you earning the minimum wage at your job? **b**
 - a Yes, but I only do it for the summer.
 - b Yes, but I'm only doing it for the summer.

5 Complete the sentences in each pair. Use the verb in each of the forms given.

- 1 **work** – simple past/past continuous
 - a My mother **worked** as a nurse for the first few years of her career, before she had children.
 - b My mother **was working** as a nurse when she met my father.
- 2 **try** – present perfect continuous/present continuous
 - a Working women **have been trying** to break the glass ceiling since the 1970s.
 - b Working women **are trying** to break the glass ceiling with ever more enthusiasm.
- 3 **put** – present perfect/present perfect continuous
 - a The government **has been putting** training programs in place for many years now.
 - b The government **has put** a new series of training programs in place.
- 4 **spend** – present continuous/present perfect continuous
 - a Both of us **have been spending** more time at home since the baby was born.
 - b Both of us **are spending** more time at home at the same time.

MODIFYING ADJECTIVES

Adjectives can be modified by using an adverb (e.g., *really*, *absolutely*) or with adverbial phrases (e.g., *a little*, *at all*).

*He's a **really slow** reader, and he's **a little distracted** this morning.*

Gradable and ungradable adjectives

Gradable adjectives represent a point on a scale and can be modified to express degrees of a quality (e.g., *interesting*, *cold*, *tired*, *angry*, *scared*, *sad*).

They can be made comparative.

*His latest book is **more interesting than** his others.*

Ungradable adjectives express the limit of a quality or scale (e.g., *fascinating*, *freezing*, *exhausted*, *furious*, *terrified*, *heartbroken*).

They usually can't be compared.

*It's **much more freezing** in the library today than usual.*

Adverbs of degree

Common adverbs that strengthen gradable adjectives are *very*, *really*, *so*, *pretty*, *extremely*, and *terribly*.

*You should see that movie. It's **extremely funny**.*

Common adverbs that strengthen ungradable adjectives are *really*, *absolutely*, *incredibly*, *so*, and *completely*.

*You must see that movie. It's **absolutely hilarious**!*

Other adverbs can be used with ungradable adjectives, such as *completely*, *totally*, and *highly*, but these are only used with certain adjectives (e.g., *completely disastrous*, *totally deaf*, *highly acclaimed*).

Adverbs and adverbials can also be used to weaken adjectives. With gradable adjectives, *a little*, *slightly*, *not very* / *not all that*, and *somewhat* are usually used.

*It's **a little warm** in here.*

With ungradable adjectives, use *nearly*, *almost*, or *practically*.
*These two books are **practically identical**.*

Pretty is usually used with gradable adjectives with a negative meaning.

*Her latest book is **pretty disappointing**.*

If used with a positive adjective, it expresses surprise.

*This book is **pretty good**. I didn't enjoy her other books.*

NARRATIVE TENSES AND FUTURE IN THE PAST

Narrative tenses

The simple past is used to talk about a series of completed events that happened in the past. Background actions and those in progress at the time are introduced with the past continuous.

*All our friends **were complaining** about the cost of books, so we **decided** to share our books.*

The past perfect describes actions that took place before the main narrative time of the story. The past perfect describes an action completed before the main narrative, and the past perfect continuous expresses an action that was in progress before the time of the main narrative.

*We **had been wondering** if it was possible for readers to put their thoughts about the book on a website once they **had finished** it.*

The narrative can also be moved with verbs in the *-ing* form after time prepositions and conjunctions of time.

***After leaving** all the books for others to find, we felt very lighthearted.*

***After we had left** all the books for others to find, we felt very lighthearted.*

Future in the past

There are several different ways of expressing a future event from a viewpoint in the past. *Was/were going to* + the base form of a verb is often used (usually when the event did not take place). The past continuous can also be used.

*We **were going to (intending to / hoping to) get** tickets for the book festival this year, but they sold out.*

Expressions such as *was/were about to* + infinitive and *was/were on the point/verge of* + *-ing* can be used when the future event is imminent and may or may not have taken place.

*I **was about to buy (was on the verge / point of buying)** the book when I realized I didn't have my wallet.*

Use *would* + base form or *was/were* + base form (more formal) when the future event actually did happen.

*When writing the book, she had no idea that it **would become / was to become** the work that made her name known all over the world.*

Use *was/were* + infinitive if the event did not happen.

*The book launch **was to take place** at the festival in July (but the book wasn't ready in time).*

1 Write these adjectives under the correct heading.

angry	big	boiling	cheap	cold
difficult	disgusting	enormous	exhausted	free
freezing	furious	hot	impossible	priceless
scared	terrified	tired	unpleasant	valuable

Gradable

angry, big, cheap, cold,
difficult, hot, scared,
tired, unpleasant,
valuable

Ungradable

boiling, disgusting, enormous,
exhausted, free, freezing, furious,
impossible, priceless, terrified

2 Choose the correct option to complete the sentences.

- Jo Nesbo's latest thriller is absolutely *interesting* / *intriguing*, but the ending gets a little *unpleasant* / *disgusting*.
- A** What did you think of that new comedy?
B I thought it was pretty *funny* / *hilarious*—I couldn't stop laughing.
- This first edition of *The Hobbit* is more *valuable* / *priceless* than I thought.
- Have you read this book? I found it practically *difficult* / *impossible* to understand.
- Gina was absolutely *angry* / *furious* when her friend told her the ending of the book she was reading.
- It's very *cheap* / *free* to go to the local movie theater on Monday evenings, so we go every week, even if we're totally *tired* / *exhausted*.

3 Complete the paragraph with the verbs in parentheses in the simple past, past continuous, past perfect, or the -ing form.

I (1) started (start) studying literature at college last month. I didn't know anyone there, so I decided to join a club. One day, after my class (2) had finished / finished (finish), I (3) was walking (walk) past the literature department bulletin board when a small sign (4) caught (catch) my eye. It (5) was advertising (advertise) a book club. What's the point of a book club when you're already studying literature, I thought, but I was intrigued, so I decided to follow up on it. After (6) calling (call) the phone number on the sign and (7) talking (talk) to the organizer, we agreed that I'd go to the next meeting, a few days later. It (8) became (become) apparent that this was no ordinary book club. Each member (9) had brought / brought (bring) along their choice of book for the following meeting. The one rule was that the choices (10) had to (must) be books that weren't from the literature classes, so there were biographies, history books, travel books—you name it. It turned out to be the most interesting club I've ever joined!

4 Use the word in parentheses to complete the second sentence so that it means the same as the first. Use no more than five words.

- We meant to visit the book festival this year as usual, but it was on the weekend of Marta's wedding. (going)
We were going to the book festival this year as usual, but it was on the ^{visit} weekend of Marta's wedding.
- You took that book by Paulo Coelho back to the library? I wanted to start reading it tonight! (about)
You took that book by Paulo Coelho back to the library, but I was about to _{start reading} it.
- Luis had the pen in his hand, ready to sign the publishing contract when he noticed that there was a spelling mistake in his name. (verge)
Luis was on the verge _{of signing} the contract when he noticed that there was a spelling mistake in his name.
- I took the Suzanne Collins trilogy on vacation, but I hardly had any time for reading. (thinking)
I was thinking about / of reading the Suzanne Collins trilogy on vacation, but I hardly had any time for reading.
- They announced that they would reveal the identity of the new James Bond after the ceremony. (was)
They announced that the identity of the new James Bond was (going) to _{be revealed} after the ceremony.

5 Choose the correct option to complete the text.

I (1) was dusting / dusted my bookshelves about a year ago when I wondered why I (2) accumulated / had accumulated so many books. Did I need them? I was (3) on the verge of / about to donating some of them, but something stopped me. I (4) had also been considering / also considered selling some of them, but wondered if there was a better way.

That was when I (5) had discovered / discovered BookCrossing. It was set up in 2001, by Americans Ron and Kaori Hornbaker and Bruce and Heather Pedersen after Ron (6) noticed / was noticing that, unlike for dollar bills, for example, there was no website dedicated to tracking books throughout their life.

The four then (7) had come up / came up with the idea of a website that allowed used books to be distributed and followed, simply by giving each book a unique number that could be tracked online. I joined immediately and started registering my books. After (8) doing / done that, I distributed them—to friends, family, strangers on buses, etc.—and then I tracked their locations. Within a few months, my books (9) had traveled / been traveling to several different countries and had had many readers. When I started using BookCrossing, I had no idea that it (10) was becoming / would become such an interesting part of my life.

FIRST AND SECOND CONDITIONAL

The first conditional is used to describe an event in the result clause that is a real possibility in the future but is dependent on the condition in the *if*-clause. It is often used to express requests, offers, suggestions, and warnings.

If you don't take action now, it could be too late.

Any present form can be used in the *if*-clause and any future form in the result clause.

*If global temperatures **have increased** again this year, carbon emissions **will need** to be further reduced.*

Most modals can be used in the result clause to express differing levels of certainty (e.g., *may, might, should, can, could*).

*If global temperatures **have increased** again this year, carbon emissions **may need to be / should be** further reduced.*

Unless expresses a negative condition and has a similar meaning to *if... not* or *except if...*

***Unless** we act now, the problem will never be fixed.*

Suppose can be used in speech to introduce the *if*-clause, often with a question.

***Suppose** we lower the price, will that help?*

Note that sometimes the difference between the first conditional and zero conditional comes down to the speaker's point of view. With a sentence like *If you see someone dumping chemicals, please report it immediately*, the speaker may be thinking of any time this happens, in which case it is the zero conditional and *if* is similar to *when*. But if the speaker is thinking about a specific future time when it might happen, it is the first conditional.

The second conditional is used to express an unlikely future event or a hypothetical situation (contrary to known facts) that is dependent on the condition in the *if*-clause. It is often used to express advice, desires, and polite requests.

If we had recycling centers, it would make life much easier!

The simple past or past continuous can be used in the *if*-clause. *Would/might/could + base form / be + -ing form* can be used in the result clause.

Unlikely event: *If everyone **recycled** more, we **might need** fewer landfills.*

Impossible situation: *If we **weren't filling** landfill sites, we **wouldn't be poisoning** the land.*

Using *could* in the result clause expresses ability.

*If local authorities **provided** the facilities, we **could** all **recycle** more.*

There are alternatives to *if* for conditional sentences. *Provided/On the condition (that)* and *As long as* make the condition necessary for the result to be achieved.

***As long as** everyone helps, the problem might disappear.*

In the second conditional, the event in the result clause can be made less likely by using *was/were + infinitive* in the *if*-clause and more formal by removing *if* and transposing *was/were* and the subject.

*If everyone **were to recycle** more...*

***Were** everyone **to recycle** more...*

THIRD AND MIXED CONDITIONALS, I WISH / IF ONLY

The third conditional is used to express a hypothetical (imaginary) past event or situation that is dependent on the condition in the *if*-clause. It is often used to express regret.

If I had bought that new car, I would be spending less on gas.

The past perfect can be used in the *if*-clause with *would/could/might have + past participle* in the result clause.

*If the local authorities **hadn't stopped** the development, the Roman villa **might/could/would have been destroyed**.*

The third conditional can be made more formal by removing *if* and transposing *had* and the subject.

***Had** they **not stopped** the development...*

The condition can be made more necessary with *had it not been for... + noun*.

***Had it not been for** their quick action...*

The two common mixed conditionals are:

- a hypothetical situation in the past with a hypothetical result in the present; the past perfect in the *if*-clause and *would might/could + base form / be + -ing form* in the result clause.

*If you **hadn't told** her the truth, we **would still be talking**.*

- a hypothetical situation in the present with a hypothetical result in the past; a past form in the *if*-clause and *would/might/could + have + past participle* in the result clause.

*If UNESCO **didn't exist**, the site **might have been lost**.*

Use *I wish/if only* to express regrets about the past.

***I wish/If only** I had bought the new car...*

Other structures can be used to express regret.

***I should have bought** the new car...*

1 Complete the sentences with the correct form of the verb in parentheses. There may be more than one possible answer.

- If we want to slow the pace of global warming in the future, we (will) have to (have to) take action now.
- We could reduce the effects of climate change if less carbon was released (be released) into the air.
- Less carbon might / would be released (be released) if we were all more aware of our carbon footprint.
- Renewable energy would/might be (be) a serious possibility if the government were prepared to invest in it.
- Low-lying land will be in danger of severe flooding if sea levels rise (rise) significantly.

2 Put the words and phrases in the correct order to complete the sentences.

- your town / green / suppose / to go / decided*
Suppose your town decided to go green?
- Stores will get lower energy bills *at night / condition / turn / that / the lights / they / on / off / the*
on the condition that they turn the lights off (turn off the lights) at night
- Also, all the streetlights would be turned off at night to save energy, *dangerous areas / they / unless / potentially / were / in*
unless they were in potentially dangerous areas
- solar panels / homeowners / on their roofs / should / install*
Should homeowners install solar panels on their roofs, the city will pay 25% of the costs.

3 Match the *if*-clauses (1–5) with the result clauses (a–e).

- If the polar ice caps weren't melting, c
- If temperatures hadn't risen in some parts of the world, d
- If numbers of the spruce bark beetle* hadn't increased because of warm summers, a
- If fewer tourists visited the Great Barrier Reef each year, e
- If some animal parts weren't believed to cure diseases, b

spruce bark beetle *an insect that eats spruce trees*

- Alaska would have more spruce trees now.
- fewer species would have been put on the endangered list.
- sea levels wouldn't have risen so quickly over the last century.
- some animal species wouldn't have moved to cooler areas.
- it might not have suffered so much damage.

4 Complete the paragraphs about UNESCO World Heritage Sites using the correct form of the verbs in parentheses to make conditional sentences. Use the texts to help you.

In 1999, there were plans to enlarge a salt factory in a bay that was a safe home for the Pacific gray whale. UNESCO warned the Mexican government about the potential danger to wildlife, and Mexico refused to give permission to build the factory in 2000. The Whale Sanctuary of El Vizcaíno now also protects seals, sea lions, and four endangered species of sea turtles.

If UNESCO (1) hadn't warned (not warn) the Mexican government about the threats to wildlife, they (2) would have given (give) permission to build the factory, and the Whale Sanctuary (3) wouldn't contain (not contain) so many endangered species today. If they (4) had built (build) the factory, the Pacific gray whale (5) might be / would be (be) extinct today.

Dubrovnik, Croatia, suffered serious damage during the Balkan War in 1991. Given the city's historical importance, the Croatian government received assistance—both technical and financial—from UNESCO to help them restore important buildings. Consequently, the city was removed from the World Heritage in Danger list in 1998.

If Dubrovnik (6) weren't considered / hadn't been considered / wasn't considered (not be considered) such an important historic city, UNESCO (7) would / might not have provided (not provide) assistance. If UNESCO (8) hadn't given (not give) technical advice and financial assistance, the Croatian government (9) would / might not have restored (not restore) the buildings, and the heritage of the city (10) might / would be (be) in danger today.

5 Complete the second sentence so that it means the same as the first.

- If I'd accepted the offer to go on the safari, I'd have seen a lot of endangered animals.
I wish I d taken up the offer to go on the safari (I'd have seen a lot of endangered animals).
- If only I hadn't thrown away that old coat. I could really use it now!
If I hadn't thrown away that old coat, I would / could / use / wear it now.
- We overuse fossil fuels, so the global temperature has risen too much.
The global temperature would be lower if only we hadn't overused fossil fuels.
- I regret not taking an ecology class in college.
If only I had taken a course in ecology at college.
- We're changing the biodiversity of the planet because we have caused so many species to disappear.
If so many species hadn't disappeared, we wouldn't be changing the biodiversity of the planet.

UNIT 4 GRAMMAR REFERENCE AND PRACTICE

MODALS OF DEDUCTION AND PROBABILITY

To express certainty that something is or is not true based on logical deduction from available evidence, use *must* or *can't* + base form / *be* + *-ing* form.

*There **must be** more planets in the universe than we are aware of.*

*Life forms similar to our own **can't exist** in our solar system.*

*Somewhere in the universe a life form **must be watching** us.*

To express present or future possibility, use *may*, *might*, or *could* + base form / *be* + *-ing* form.

*Life **could exist** elsewhere in the universe.*

*Some countries **might send** people into space again in the future.*

Modal verbs can also be used to make logical deductions about the past that express certainty or probability.

A *The US space program **couldn't have been** cheap!*

B *No, it **must have cost** billions of dollars.*

A *Yes, and it **might have cost** more than they estimated.*

Modal adjectives, adverbs, and expressions can also be used to indicate probability.

adjectives: *It is **probable** that humans will go to the Moon again.*

adverbs: *I'd **definitely** be interested in visiting the space station.*

expressions: *It's **bound to** cost a huge amount. It's **likely to be** funded by taxes.*

PASSIVE VOICE

The passive is formed the same way in every tense (e.g., a form of the verb *to be* + the past participle).

*New discoveries **are being made** all the time.*

*You'll **be contacted** as soon as the funding **has been put** in place.*

*The excavations **had been started** before the final decision **was made**.*

The object of the active verb becomes the subject of the passive verb; if the subject of the active verb is included, it is called the agent, and it is introduced with *by*.

The archeology student [subject] removed the wrong items [object] from the tomb.

The wrong items [subject] were removed from the tomb (by the archeology student [agent]).

Some verbs have two objects (e.g., *bring*, *give*, *lend*, *offer*, *show*, *teach*). Both need to be included in the passive.

*The team leader showed **the team the ancient vase**.*

*The team was shown **the ancient vase**.*

*The ancient vase was shown **to the team**.*

The first passive example is more common.

The passive is used when the agent is obvious, unimportant, or unknown or when the speaker wants to "hide" the subject of the active verb.

I'm afraid I broke this vase while I was digging it up.

I'm afraid this vase was broken while it was being dug up.

Passive reporting structures

The passive is used with verbs such as *say*, *think*, *believe*, *know*, *consider*, *estimate*, *expect*, and *report* to express general beliefs and opinions and to report events. The passive can be used with *it*, followed by a *that*-clause.

*It is **believed that** the Great Wall of China is the world's most visited ancient site.*

Or the passive can start with the main focus of the clause and an infinitive clause.

*The Great Wall of China is **believed to be** the world's most visited ancient site.*

This structure can be used in the future and the past.

*It is **estimated that** around ten million people **will visit** the Great Wall this year.*

*Around ten million people **are expected to visit** the Great Wall this year.*

*It is **generally thought that** the Great Wall **was built** to keep out Mongolian invaders.*

*The Great Wall **is generally thought to have been built** to keep out Mongolian invaders.*

Information order

It is best to put known information at the beginning of a clause, and the passive is often used in order to achieve this.

*The first artificial satellite was Sputnik 1. **It was launched** by the Soviet Union in 1957. (It = the satellite = known information)*

Compare this with the active equivalent which is less natural.

*The first artificial satellite was Sputnik 1. The Soviet Union **launched it** in 1957.*

The passive puts the new information in end-focus position to highlight it.

1 Choose the correct option to complete the sentences.

- 1 The human race has always looked to the stars, so we might / can't have always believed that it would be impossible / possible to go there one day.
- 2 We face a certain / an uncertain future now, and it is highly unlikely / likely that countries will look at exploring other planets.
- 3 China has really accelerated its space program, and it is probable / unlikely that it will land an unmanned vehicle on the Moon soon.
- 4 The International Space Station shows that it must / can't be possible for countries to work together to explore space for the benefit of us all.
- 5 For most countries, space exploration is bound / unlikely to have a positive effect on national identity.

2 Complete the second sentence so that it means the same as the first. Use *must*, *can't*, *could*, *couldn't*, or *might* (+ *have*).

- 1 It is thought that Marco Polo was born in Venice.
Marco Polo might have been born in Venice.
- 2 It is likely that the name "Polo" comes from *paulus*, the name of a bird.
The name "Polo" could / might have come from the name of a bird.
- 3 His father traveled a lot, so it is virtually impossible that Marco knew him well as a child.
His father traveled a lot, so Marco can't / couldn't have known him well as a child.
- 4 It is highly likely that Marco worked for Kublai Khan when he was in China.
Marco could / must have worked for Kublai Khan when he was in China.
- 5 So many different versions of his travels exist that it is almost certain that we don't know the truth.
So many different versions of his travels exist that we can't know the truth.

3 Rewrite the sentences in the passive, including the agent if necessary. Answers to Activities 3 and 4 on page 232.

- 1 The ancient Greek philosopher Aristotle devised the first method of classifying the living world.
- 2 Ferdinand Magellan could have circumnavigated the Earth before anyone else if soldiers in the Philippines hadn't killed him.
- 3 People were making fairly accurate maps of the world about 2,000 years ago.
- 4 We can date the origins of microbiology to the seventeenth century, after Leeuwenhoek discovered techniques for magnifying objects up to 500 times.

- 5 In the 1960s, Watson and Crick modeled the working of DNA, and we have reached a much greater understanding of disease since then.

4 Rewrite these headlines in two different ways using the verb in parentheses.

- 1 Damaged space shuttle lands in Antarctica (think)
It is thought that the damaged space shuttle has landed in Antarctica.
The damaged space shuttle is thought to have landed in Antarctica.
- 2 Missing mountaineer found alive and well in remote mountain hut (report)
- 3 Number of potential space tourists now over 1,000 (estimate)
- 4 Archeologist finds new evidence of ancient Mayan settlement (believe)
- 5 Recent storms cause at least \$2 billion in damage to homes and businesses (know)

5 Choose the best option to complete the text.

Krystyna Chojnowska-Liskiewicz is a Polish explorer who was born in Warsaw in 1936. She always loved the ocean and studied shipbuilding at Gdansk University, (1) b, whom she later married. She worked at Gdansk Shipyard as a ship designer, and, while she was there, she improved her sailing skills.

Her breakthrough solo circumnavigation of the world in the yacht *Mazurek* started in 1976 and lasted for two years. (2) a. Chojnowska-Liskiewicz was not alone in making this attempt; another sailor named Naomi James from New Zealand was trying for the record at the same time, (3) a. When Chojnowska-Liskiewicz completed her voyage in April of 1978, she became the first woman to successfully sail around the world alone. (4) b.

- 1 **a** where a man with a similar affection for the sea attracted her
b where she was attracted to a man with a similar affection for the sea
- 2 **a** The yacht had been built by her husband for this journey
b Her husband had built the yacht for this journey
- 3 **a** and she completed her voyage not long afterwards
b and her voyage was completed not long afterwards
- 4 **a** Others, such as James and Kay Cottee of Australia, would subsequently repeat this feat
b This feat would subsequently be repeated by others, such as James and Kay Cottee of Australia

INVERSION

Inversion is when the order of the subject and verb in a clause changes so that the auxiliary verb comes before the subject, or if the main verb is *be*, a form of *be* comes before the subject. This places greater emphasis on the subject.

be: Not only **was Malala** very brave...

simple present and simple past: Little **did anyone** realize that...

other tenses: *Never before* **had anyone** challenged the idea that...
Rarely **have I** encountered such rudeness...

modal verbs: *Under no circumstance* **should we** underestimate...

Inversion is used after particular grammatical features:

- negative adverbials such as *not only* (... but), *no sooner* (... than), *under no circumstances*, *in no way*.

No sooner had I arrived home **than** the doorbell rang.

- adverbs with negative or restrictive meaning (e.g., *little*, *hardly*, *scarcely*, *rarely*, *seldom*, *never*, *neither*, *nor*).

Little did anyone realize that her profile would bring such danger.

- negative or restrictive adverbial clauses, such as *only + when / because / if / after*, and *not + since / until*.

Only if we listen to people like Malala **will the world become** a safer place for girls.

Note that inversion here comes in the main clause, not after the conjunction.

- comparisons using *as*, *so*, and *such*.

Malala's parents were very worried about her, **as was** the entire world.

Some of Malala's peers didn't attend school. **Such is** the life of many girls.

CLEFT SENTENCES

Two of the most common types of cleft sentences are *it*-clefts and *what*-clefts. Both types change one clause into two and emphasize particular information by doing so.

it-cleft sentences

An *it*-cleft takes important information from a simple clause and foregrounds it in a clause starting *It* + a form of *to be*. This is followed by a subordinate clause, usually a relative clause.

Malala's bus was stopped on this road. (important information = on this road)

It was on this road that Malala's bus was stopped.

The attackers wanted to target Malala. (important information = Malala)

It was Malala whom the attackers wanted to target.

Any part of a clause can be emphasized using *it*-clefts.

Nelson Mandela made his final speech in Johannesburg in 2004.

subject: **It was Nelson Mandela who** made his final speech in Johannesburg in 2004.

object: **It was his final speech that** Nelson Mandela made in Johannesburg in 2004.

place adverbial: **It was in Johannesburg that / where** Nelson Mandela made his final speech (in 2004).

time adverbial: **It was in 2004 that / when** Nelson Mandela made his final speech (in Johannesburg).

Note that the adverbs *where* and *when* can be used to begin the subordinate clause after place and time adverbials. This structure is often used to make a connection or a contrast with what was said before.

*Alessandro worked at a shelter for homeless people on his trip. It was **there that** he met Lia and Joe.*

*Joe didn't change his political views; it was **Lia who** did that.*

what-cleft sentences

A *what*-cleft emphasizes important information by creating a new subject for the clause. The subject is a nominal clause starting with *what* (and sometimes *who*). Unlike *it*-clefts, the important information in *what*-clefts is put at the end of the sentence.

The *what*-clause uses the main verb from the original clause, and the important information is introduced with a form of *to be*.

Her passion inspired us all. (important information = her passion)

What inspired us all was her passion.

The new organization needs some good publicity. (important information = good publicity)

What the new organization needs is some good publicity.

Note that *what* in these sentences means "the thing(s) that."

What-clefts can be used to emphasize the subject or object of a clause and verb phrases.

subject: *The new fundraising initiative began yesterday.* → **What began yesterday was the new fundraising initiative.**

object: *The new fundraising initiative raised a lot of issues.* → **What the new fundraising initiative raised was a lot of issues.**

verb phrase: *The initiative needs to raise awareness.* → **What the initiative needs is to raise awareness. / What the initiative needs to do is raise awareness.**

1 Complete the speech with one word in each space.

My friends, it is an honor to stand before you and accept this award for service to the community. Little (1) did I expect to find myself in this position. In fact, I imagine it is not (2) only me who is surprised to be here, but also all my neighbors who suffered because of my actions as a teenager. I was not a model citizen in my youth, but (3) neither / nor was I a bad person. I was just bored because I was not able to find a job after finishing school. In fact, (4) not until I had to face some of the consequences of my actions (5) did I begin to appreciate the trouble I was causing people. Once I realized this, in no (6) way could I continue to behave as I had, so I decided to focus my energy on doing good deeds for my neighbors—things as simple as shopping for elderly people and helping in their gardens. No sooner (7) had I filled my week with these tasks (8) than I was offered a job. That was when I started to recruit my unemployed friends to do some of my good deeds. So, I'd like to finish by thanking them for helping out and by thanking you for this award.

2 Complete the sentences with these words and phrases.

as was	no sooner	only after
seldom	under no circumstances	

- No sooner had the politician finished her speech than the audience stood up and clapped.
- The mayor of the town was nominated for a community award, as was the deputy mayor.
- Under no circumstances should you listen to that girl; she's a bad influence.
- Only after he had had several operations did he fully recover from his wounds.
- Seldom have I seen this kind of behavior from someone so young.

3 Write *it*-cleft sentences to emphasize the part of the sentence given in each case.

Answers to Activities 3 and 4 on page 232.

The Chairman of the Norwegian Nobel Committee awarded Malala the Nobel Peace Prize in Oslo in December of 2014.

- the Chairman of the Norwegian Nobel Committee
- Malala
- the Nobel Peace Prize
- in Oslo
- in December of 2014

4 Put the words and phrases in the correct order to make *what*-cleft sentences.

- us / what / amazed / was / to the group / commitment / his
- will make / what / difference / big / a / is / social media / having / a / presence
- charity / needs / this / what / is / to promote / a new face / it
- all the students / what / surprised / was / the report / tone / negative / the / of
- principal / what / the / requested / was / the school / to improve / six months
- what / a higher profile / is / need / we / why / the advertising agency / that's / we've hired

5 Complete the paragraph with the best options. There are three clauses that you do not need.

UNICEF is the United Nations charity that works to help children across the world. (1) e that it focuses on to a great extent. Over 59 million children around the world don't go to elementary school, and UNICEF tries to improve the situation for them. (2) i, but it also tries to ensure continuing education in conflict and disaster zones. For example, after the earthquake in Nepal in 2014, (3) a was build 1,400 temporary schools for the displaced children. (4) f had to try to provide continuing education for so many children—both for those in conflict zones and those who have left conflicts behind. (5) c is the basic belief that every child has a right to an education, and (6) h that it can fulfill its mission.

- what UNICEF did
- It provides textbooks,
- What fuels UNICEF's mission
- only with financial help from people around the world
- It is the education of children in unsafe situations
- Not until recent times with so many conflicts has UNICEF
- Not until recent times with many conflicts did UNICEF
- it is only with financial help from people around the world
- Not only does it provide textbooks,

UNIT 6 GRAMMAR REFERENCE AND PRACTICE

MODALS OF PERMISSION AND OBLIGATION

Permission is expressed by *can* or *am/is/are allowed to*.

Girls **can wear** pants, and they're **allowed to wear** jewelry.

For the past, use *could* or *was/were allowed to*.

In elementary school we **could wear** whatever we wanted, and in kindergarten we **were even allowed to bring** toys to school.

May for permission is more formal.

Visitors **may leave** their belongings in the staff room.

Obligation can be expressed by *must*, *have to*, *need to*, *should*, *ought to*, and *be supposed to*. *Must* and *have to* express strong obligation.

We **have to wear** a uniform, and we **must** always **carry** ID.

Must is usually more formal than *have to*, but often they are interchangeable.

We **have to keep** all personal details confidential.

You **must show** your ID to get in.

There is no past form of *must* for obligation, so the past is always expressed by *had to*.

Every day, we **had to wait** until our parents came to pick us up.

Need to is used in a similar way to *must* and *have to* but can express a more physical necessity.

You **need to take** a break every two hours to be productive.

For less strong obligation *should*, *ought to*, or *be supposed to* are used. These often suggest that the obligation is not followed.

We **should/ought to/are supposed to do** our homework during our study period, but we usually just talk.

For the past, use *was/were supposed to* + base form or *should have* + past participle.

We **were supposed to study** three times a week.

Should have can suggest the action didn't happen.

We **should have studied** three times a week.

For strong prohibition, use *can't* or *not be allowed to*.

The students **can't run** in the hallways.

We **aren't allowed to use** our phones at school.

Use *shouldn't* and *not be supposed to* for less strong prohibition and to suggest that sometimes we do the prohibited action.

We **aren't supposed to leave** early, but sometimes we do.

For the past, use *couldn't*, *wasn't/weren't allowed to* or *wasn't/weren't supposed to*.

We definitely **couldn't leave** the school at lunchtime.

Shouldn't have + past participle suggests that the action was done.

You **shouldn't have yelled** at him; you'll get in trouble.

Use *doesn't/don't have to* or *doesn't/don't need to* when something isn't necessary.

In the last two years of school, we **don't have to wear** a uniform.

For the past, use *didn't have to* or *didn't need to* + past participle.

In elementary school, we **didn't have to/didn't need to carry** any books around; they were all in the classrooms.

PASSIVE -ING FORMS AND INFINITIVE

The present passive *-ing* form and present passive infinitive are formed with a past participle.

-ing form = *being* + past participle: **Being taught** by a real actor is amazing!

infinitive = *to be* + past participle: They don't want **to be given** any credit.

As with the active voice, the passive *-ing* forms are used after certain verbs and prepositions and in non-finite clauses.

The important thing is **being recognized** for your work.

The passive infinitive is used after certain verbs, in adjective constructions, and in infinitive clauses.

To be voted "teacher of the year" is a great honor.

Form the past passive *-ing* form and past passive infinitive with *been* + past participle.

-ing form = *having been* + past participle: I regret **never having been given** the opportunity to go to college.

infinitive = *(to) have been* + past participle: I would like **to have been invited**, but I wasn't.

Use the past passive *-ing* form and past passive infinitive in the same constructions as in the present.

Having been exposed to the hot sun, he got heatstroke.

It was impossible not **to have been affected** by the recession.

1 Choose the two options that are possible in each sentence.

- The girls in our school aren't very happy with the rule that they can't / don't have to / aren't allowed to wear pants.
- We all understand the dangers of bullying; the principal wasn't supposed to give / didn't need to give / didn't have to give us a lecture about it!
- Punishment can / may / must be given after three unexcused school absences if the principal considers it necessary.
- Disruptive behavior will result in losing privileges. Respect should / can / needs to be shown in all areas of school life.
- The school can't / shouldn't / isn't allowed to suspend students without warning.

2 Complete the text with these modal expressions.

Use each expression once.

are supposed to	don't have to	don't have to
have to	have to	should
should	shouldn't	

If you're looking for innovative solutions to engage both children and teachers in the learning process, you (1) don't have to look any further than Finland, and, in particular, the elementary school run by Jussi Hietava, a teacher and teacher trainer. In this school, neither the students nor the teacher (2) have to rely on technology to make the school day interesting and fulfilling. Students (3) are supposed to move around during classes, and they (4) don't have to take endless tests and exams or do a lot of homework. However, they currently (5) have to assess themselves and their peers, offering constructive feedback. They also take outside play breaks of fifteen minutes up to four times a day. Their teachers believe that they (6) should take these breaks in order to maximize their learning. Similarly, the teachers are freer than in many schools. Hietava believes that they (7) shouldn't feel restricted by rules and regulations but (8) should feel able to experiment with new styles of teaching and learning.

3 Complete the second sentence so that it means the same as the first. Use the word in parentheses.

- Fortunately, it wasn't necessary for me to get a master's degree in education to become a teacher. (need)
I _____ a master's degree in education to become a teacher. **didn't need**
- We obviously weren't supposed to skip school, but we sometimes skipped gym class. (shouldn't)
We obviously _____ school, but sometimes we skipped gym class. **shouldn't have skipped**

- It wasn't necessary for the younger children to wear the school uniform. (to) **didn't need / have to wear**
The younger children _____ the school uniform.
- We brought all the ingredients for the cooking class, but it wasn't necessary since the class was canceled. (have)
We _____ all the ingredients for the cooking class since the class was canceled. **didn't need / have to bring**

4 Complete the text with one word in each space. You can repeat words.

Having long (1) been considered one of the best education systems in the world, the system in Singapore has also been criticized in the past for being too dependent on formal testing. An initiative to (2) be implemented in the next few years will change the system to a broader view of achievement. Exams (3) have already been abandoned in elementary schools, with students now (4) being encouraged to learn a wider range of skills. While students would have (5) been recognized individually for their achievement in the past, the emphasis is now more on group achievement and on students (6) being rewarded for overcoming challenges and for improving. The former emphasis on memorization (7) has largely been dropped and soon (8) will be fully replaced with more applied learning, based on real-life topics and situations.

5 Complete the second sentence so that it means the same as the first. Use a passive form.

- The school administration may suspend any student who exhibits poor behavior.
Any student who exhibits _____ .
- Only teaching assistants with a college education can monitor advanced-level classes.
Advanced-level classes _____ .
- The emphasis on testing young children regularly will be reconsidered next year.
The emphasis on young children _____ .
- Given this new information, we should have adopted a different approach.
A different approach _____ .
- Having abandoned the recent trial, the team will now move on to a new project.
The recent trial _____ .

ACTIVITY 5

- ... poor behavior may be suspended by the school administration
- ... can (only) be monitored (only) by teaching assistants with a college education
- ... being tested regularly will be reconsidered next year
- ... might have been adopted, given this new information
- ... having been abandoned, the team will now move on to a new project

ELLIPSIS AND SUBSTITUTION

Ellipsis

Ellipsis is leaving out an element of a clause because the meaning can be understood without it. This avoids repetition.

These parts of a clause can be omitted in speech and writing.

A repeated noun/pronoun in a second clause starting with *and* or *but* can be omitted. However, it cannot be omitted after a subordinating conjunction (e.g., *because, if, although*).

(< > = words that can be omitted)

I learned to drive and <I> took the test when I was 17.

Adjectives can be omitted after the verb *be*.

They say it's really crowded there. Yes, it is <crowded>.

The main verb can be omitted after auxiliaries and modal verbs.

A *I think they're bringing in traffic reduction measures.*

B *They are <bringing in traffic reduction measures>, but not yet.*

A *They said it would lower pollution, and we're sure that it will <lower pollution>.*

With complex verb phrases (more than one auxiliary), just the main verb or one or more of the auxiliaries can be omitted.

A *The new road should have been completed weeks ago.*

B *Yes, it should have been <completed weeks ago>. / Yes, it should have <been completed weeks ago>. / Yes, it should <have been completed weeks ago>.*

Infinitive clauses can be omitted, ending the sentence with *to*.

A *They expect to increase the number of bus routes next month.*

B *Good. They need to <increase the number of bus routes>.*

Substitution

Substitution replaces one part of a clause with something else.

Like personal pronouns (*he, us, them*, etc.) which substitute for nouns, quantifiers such as *any, both, few*, and *much* are commonly used as pronouns.

*There used to be a lot of smog, but there isn't as **much** now.*

The pronoun *one* is used only with countable nouns and can be made plural.

*We use electric cars, but we still have some gas **ones**.*

An adjective can't be used on its own to substitute for a noun.

*My car doesn't meet the emissions standards, so I'll have to buy **a new**.*

After some verbs usually followed by a *that*-clause (e.g., *be afraid, appear, believe, expect, guess, hope, suppose, think*), *so* or *not* can be used to substitute for the clause.

A *Can we drive into this part of the city?*

B *I guess **so**.*

The negative of *be afraid* and *hope* is usually formed with *not* after the verb; most of the other verbs form the negative with auxiliary *do* + *not* + verb, but in more formal contexts verb + *not* can be used.

*It was thought that most teachers wanted on-site parking, but it would appear **not**.*

With the simple present and simple past, the auxiliary *do* is used as a substitute for the main verb.

*Asked if he drove here, he said that he **did**.*

Use *do it/that/so* to substitute a whole clause.

*We didn't use to recycle our old clothes, but at school they encouraged us to **do it / do so**.*

NOMINALIZATION

Nominalization is the creation of nouns, often abstract, from verbs and sometimes adjectives.

*The committee **decided** to close the school, which angered all the students' parents. —> The **decision** of the committee to close the school angered all the students' parents.*

*The artist's creation was **perfect**, and critics praised it. —> The **perfection** of the artist's creation was praised by critics.*

Nominalization is very common in more formal and academic writing. The focus is more on ideas than actions.

Some verbs convert easily to nouns (e.g., *grow* —> *growth*, *develop* —> *development*). For others, equivalents are used (e.g., *build* —> *construction*, *buy* —> *purchase*), although the *-ing* form of the verb can be used (e.g., *build* —> *building*).

*It took years to build the new station. —> The **construction/ building** of the new station lasted a long time.*

Nominalizations can be followed by a prepositional phrase, often *of* + noun.

*People are consuming more energy. —> The **consumption** of energy is rising.*

With widely used concepts, compound nouns are often formed (e.g., *energy consumption, air pollution*).

Nominalization is often used as a way of expressing an idea from a previous sentence in one word.

*More people are biking to work. This **trend** is reducing pollution.*

1 Cross out all of the words that could be left out to avoid repetition.

- 1 I had been warned that the transportation system in the city was very confusing, and it was ~~very confusing~~.
- 2 The changes were introduced to encourage people to take public transportation, and, after a few months, it became clear that they had ~~encouraged people to take public transportation~~.
- 3 **A** We could bike into town.
B We could ~~bike into town~~, but where will we leave the bikes?
- 4 The government first introduced a traffic tax on weekdays, and then ~~they introduced the traffic tax~~ on weekends, too.

2 Read part of a text about the transportation system in Rio de Janeiro during Carnival. Write what the pronouns and verbs in *italics> are substitutes for.*

Once you arrive in Rio, you'll notice that the transportation system (1) *there* is easy to use. You can choose between buses, the subway, taxis, and for (2) *those* brave enough to rent and ride a bike, there are plenty of places to (3) *do so*.

Taking the bus is cheap, but it's smart to use (4) *them* only during the day. Another option is the subway. (5) *It* has only two lines, and you might need to take a shuttle bus to get to your destination. If you intend to use the subway during Carnival, check your routes carefully before you (6) *do*.

- 1 Rio 2 tourists / people 3 ride / rent a bike
- 4 buses 5 the subway 6 use the subway (during carnival)

3 Read the rest of the text from Activity 2. Replace the underlined words with these substitute phrases.

another do it do so not one these

For a lot of tourists, however, the best way to travel in Rio is by taxi. Unlike in some cities, (1) taxis in Rio are cheap. Remember, though, that during Carnival many streets are closed, so you should give yourself plenty of time. If (2) you don't give yourself plenty of time, you might arrive late. Taxis here have two rates—(3) a rate for daytime and (4) a rate at night. If you're staying in a hotel and can book your taxis through them, you should (5) book your taxis through them, as they will know the best companies.

Rio is wonderful at Carnival time, so if you get the opportunity to visit then, (6) visit!

- 1 these 2 not 3 one
- 4 another / one 5 do so / it 6 do it

4 Rewrite the sentences as nominalization + preposition. Use a dictionary if necessary.

- 1 Can you clarify the meaning? → a clarification of the meaning
- 2 They changed plans. → a change in / of plans
- 3 They created new green spaces. → the creation of new green spaces
- 4 The idea originated here. → the origin of the idea
- 5 We've integrated all the suggestions. → the integration of (all) the suggestions
- 6 He justified the expense. → his justification of the expense

5 Complete the text with these nominalizations.

commute to	donations	food production
for sale in	the creation of	the cultivation of
the use of	volunteer labor	

The town of Todmorden in West Yorkshire, England, has become known for its "Incredible Edible" project—part of which refers to (1) the use of pieces of abandoned land around the town for (2) the cultivation of vegetables and fruit (3) for sale in the town's stores and supermarkets. (4) Food production in Todmorden has become a community project, using (5) volunteer labor and (6) donations from local businesses. A typical program in the town was (7) the creation of the garden in the Health Center parking lot, which focuses on plants with medicinal uses. Even businesspeople on their (8) commute to work can help by pulling weeds out of the garden on the train station platform!

6 Complete the text by making nominalizations from the words in parentheses.

Sustainable cities aim to be as self-sufficient as possible in terms of (1) resource management / the management of resources (manage / resources) and (2) food production / the production of food (produce / food). They encourage grassroots initiatives such as (3) urban farm creation / the creation of urban farms (create / urban farms), as well as smart solutions such as (4) the monitoring of (monitor) energy use to maximize resource efficiency. Other priorities include (5) job creation / the creation of jobs (create / jobs), (6) the development of (develop) community-based businesses, (7) crime prevention / the prevention of crime (prevent / crime), and (8) the encouragement of (encourage) strong community links, in order to cause (9) (an) improvement (improve) in the quality of life of their inhabitants.

UNIT 8 GRAMMAR REFERENCE AND PRACTICE

ADVERBIALS

Adverbials are both single-word adverbs (e.g., *quickly, perhaps*) and longer phrases with an adverbial function (e.g., *on time, at the end of the day*).

Adverbials can express different meanings and can appear in different positions in the clause/sentence.

Front position

Adverbials of attitude (e.g., *perhaps, basically, honestly, in fact*) and some time adverbs (e.g., *then, later, suddenly*) are put at the beginning of the sentence.

Honestly, I don't agree.

Then we need to consider the changes happening at this time.

Text connectors of addition, result, contrast, etc., are also put at the beginning (e.g., *in addition, as a result, however*).

That is one idea. However, there are others.

Some adverbs can also be moved from other positions to the beginning of a sentence to foreground them.

Occasionally, we all do something that we later regret.

Mid position

Adverbs of frequency (e.g., *always, often, rarely*), adverbs of degree (e.g., *very, really, almost*), and adverbs of certainty (e.g., *definitely, probably*) are usually put in the middle of the clause.

We've almost finished the study on risk-taking in teens.

The adverb comes before the verb in simple tenses, but it follows *be*. In compound tenses, it comes between the auxiliary and the verb.

He always agrees with us / He is always in agreement with us / He has always agreed with us.

In the negative, the adverb usually follows the negative auxiliary.

He doesn't always agree / He isn't always in agreement / He hasn't always agreed.

Notice the word order with adverbs of certainty in the negative.

He definitely doesn't agree with everything we say.

We probably wouldn't want to stay up all night.

Note the difference in meaning with *really* in different positions in negative sentences.

We wouldn't really want to do that. (slight reluctance)

We really wouldn't want to do that. (strong reluctance)

While most frequency adverbs can come at the beginning for emphasis, *always* has to be placed with the verb, and negative

adverbs of frequency (*never, hardly, rarely*) need subject-verb inversion if they are placed at the beginning.

End position

Adverbs of manner (e.g., *quickly, carefully, well, fully*) can go before or after the verb + object.

We planned the experiment carefully.

We carefully planned the experiment.

Longer adverbial phrases of place and time usually go at the end of the clause, following the order manner, then place, then time.

We waited patiently outside the theater for hours.

EXPRESSING HABITUAL ACTIONS AND STATES

Use the present and past continuous, often with an adverb such as *always, forever, or constantly*, to express habitual actions.

Mom's constantly telling me to sit up straight.

This form can describe an emotional reaction to a habitual action, often annoyance, but also other emotions (e.g., pleasure).

The puppy was so sweet; he was always following me around.

Use *will* for present habits and *would* for past habits, sometimes with *always*.

My younger sister will keep working at the restaurant.

I would always borrow my sister's clothes as a child.

To suggest annoyance in speech, *will* or *would* can be stressed.

Note that *always* is not used to express habits in the negative because this expresses "sometimes."

My best friend wouldn't always invite me to go with her.
(= sometimes she invited me, but not every time)

Use *used to* + base form to express past habits or states.

I used to bite my nails when I was a child.

Use *didn't use to* or *never used to* (more emphatic) for the lack of a habit.

You never used to take me to school!

Note the difference between *used to* + base form and *be/get used to* + *-ing* form. This refers to actions or states that the speaker is or is becoming accustomed to.

I never used to like it, but now I'm getting used to living here.

Use *tend to* + base form or, more formally, expressions like *have a tendency* + infinitive or *there is a tendency* + infinitive.

Teenagers tend to / have a tendency to worry a lot.

1 Correct the mistake in each sentence.

Answers to Activities 1 and 2 on page 232.

- 1 People often think that when you're a teenager you follow foolishly the crowd without making up your own mind.
- 2 My brother always disturbs me when I've finished almost my homework.
- 3 If I had more self-confidence, I wouldn't probably give in to peer pressure.
- 4 People think I'm rebellious, but that's just because of what I say; I often don't act badly.
- 5 I totally had misunderstood what was needed for the chemistry assignment last week.
- 6 I'm completely out of cash at the moment. I bought a really expensive pair of boots last Friday stupidly.

2 Put the words and phrases in the correct order.

- 1 most teenagers / influenced by / aren't / their peers / easily / in fact
- 2 people / maybe / better / more openly / if we spoke / would understand us / about our emotions
- 3 acting / instead of / impulsively / weigh / the pros and cons / carefully / you should
- 4 definitely / our parents / on Saturday night / to go to / the club / wouldn't want
- 5 stereotypes / annoy me / thought-through / frankly / badly / really / of the moody teenager
- 6 sensibly / don't / of their brains / developed / young people / always / as certain aspects / fully / aren't / behave

3 Choose the correct options to complete the post on a teenage health-advice website.

Problem I'm really starting to get concerned about the amount of time I'm spending online, especially on social media sites. Every day after school, (1) I'll / I'd go straight to my room and go online and then again after dinner. My parents think I'm doing my homework, but I'm sure my mom suspects something because she (2) 's always asking / always asks me if I'm finished. I (3) 'm used to / tend to follow a lot of people that I don't really know on social media, and I know it isn't good. I (4) used to tell / 'm always telling myself "just another ten minutes," but that ten minutes turns into an hour, then two. The worst thing is that I (5) used to get / 'm used to getting really good grades at school, and I (6) will / would hang out with a great group of friends after school, but now my grades are slipping and my friends (7) would get / are getting used to me making excuses and disappearing after school. Mom often asks about my friends, but I (8) 'm used to / 'll just blow her off by saying we're all busy with the exams coming up. In fact, I really don't know what I'm going

to do when the exams come along and my parents see how badly I do. Please help me!

4 Complete the response to the problem with these expressions. There is one you do not need.

always following	getting used to	have a tendency
there is a tendency	used to be	will tend to

Advice Young people can (1) have a tendency to do things in extremes, but I think you do have a problem. From what you say, you (2) used to be an outgoing and hardworking student, and the fact that this has changed is a cause for concern. Spending a lot of time online in itself may not be such an issue. Your parents may not see it this way because (3) there is a tendency for older people to see online time as wasted time, which isn't necessarily the case. What concerns me more is that you appear to be (4) always following people you don't know online rather than interacting with friends. I think you should start by talking to your friends about this. They may be (5) getting used to you disappearing after school, but my guess would be that they're concerned about you. Ask them what they do online and how they control their time, and see if you can change your habits.

5 Complete the second sentence so that it means the same as the first. Use the word in parentheses.

- 1 My little brother takes my things without asking! (taking)
My little brother is always taking my things without asking !
- 2 Older people tend to spend far less time online than younger people. (tendency)
There is a tendency for older people to spend far less time online than younger people .
- 3 I'm used to communicating with my friends by text. (tend)
I tend to communicate with my friends by text .
- 4 When my parents were my age, they'd spend hours watching TV. What's the difference? (to)
My parents used to spend hours watching TV when they were my age. What's the difference ?
- 5 Teenagers tend to need more sleep than adults. (tendency)
Teenagers have a tendency to need more sleep than adults .

RELATIVE CLAUSES WITH PREPOSITIONS

The use of prepositions with relative clauses is the same in both defining and non-defining relative clauses.

In informal language, the preposition is placed at the end of the relative clause.

Defining: *It's your health **that** smoking has a detrimental effect **on**.*

Non-defining: *For breakfast I have a big bowl of cereal, **which** I add extra nuts and berries **to**.*

In formal language, the preposition is placed at the beginning of the relative clause, in front of the relative pronoun.

Defining: *One has to be aware that it's one's own health **on which** smoking has a detrimental effect.*

Non-defining: *For breakfast, we recommend cereals with high fiber, **to which** extra nuts and berries can be added.*

When *who* comes after a preposition, it can become *whom*.

*There are people **for whom** a sedentary lifestyle is unavoidable.*

Note that prepositions are not used before the relative pronoun *that*.

Some words can be placed before the preposition (usually *of*) in formal, non-defining relative clauses. The most common of these are quantifiers (e.g., *all*, *several*, *none*, *both*).

*Try to eat green leafy vegetables, **most of which** are rich in vitamins and minerals.*

*The patient visited several specialists, **all of whom** were puzzled by her symptoms.*

Note that in less formal contexts the quantifiers may have to be changed.

*I visited a lot of doctors, **who** were **all** puzzled by my symptoms.*

Superlatives are placed before *of which/whom*.

*Berries are a good addition to any diet, **the most nutritious of which** is possibly blueberries.*

There are also a number of useful set phrases following this pattern (e.g., *the majority of which*, *a number of whom*).

ARTICLES

The indefinite article (*a/an*) is used to introduce a singular countable noun for the first time. It is used to refer to something indefinite (e.g., not specified).

*There's **a pharmacy** in the shopping center.* (any pharmacy, not a specific one)

It can also be used for an example of a group.

***An antibiotic** is a type of medicine that fights infection.*

Note that singular countable nouns are almost always preceded by the indefinite or definite article or another determiner.

The definite article (*the*) precedes a singular countable noun when both speaker and listener know which one it is.

*Go to **the pharmacy** in the shopping center. It's open late.*

Here, *pharmacy* is made specific by the prepositional phrase that follows it. It could also be specified by a relative clause or a previous mention.

*He works in **the pharmacy** that opened last year.*

*A new doctor started at the clinic last week. **The doctor** is a specialist in heart disease.*

The definite article is also used when it is assumed that the listener knows "which one" the speaker is talking about.

*It would be a good idea to take **the medicine**, wouldn't it?*

In relatively formal contexts, the definite article can be used to refer to a single object that represents the whole group or class of the object or a species.

*Exercise is good for **the heart**.* (e.g., all hearts)

***The tiger** has been hunted for decades.*

The + adjective is also used to refer to some groups of people.

***The sick** and **the elderly** are the most vulnerable groups in society.*

The zero article (e.g., no article) is used with plural nouns when referring to the group in general and uncountable nouns when referring to the concept in general.

***Humans'** immune systems can fight off most minor **illnesses**.*

***Health care** is high on the agenda of most governments these days.*

When either a plural noun or an uncountable noun is made specific by a relative clause or a prepositional phrase, use the definite article.

***The minor illnesses that we all suffer in childhood** can be prevented by vaccinations.*

***The health of people living into old age** is a hot topic for governments these days.*

There are many fixed uses of articles. Some illnesses take the indefinite article (e.g., *a heart attack*, *a cold*), while others don't take an article (e.g., *diabetes*).

The possessive adjective (*my*, *his*, etc.) is usually used with parts of the body.

*I broke **my wrist**.*

1 Complete the text using one or two words in each blank.

The human body needs a variety of minerals to stay healthy, some (1) of which we need to be careful about. One of these is salt, a substance (2) which / that many of us put on our food without thinking. Adults should eat no more than six grams of salt a day. That's approximately a teaspoon. Too much salt can increase the possibility of heart disease, (3) from / of which millions of people in the developed world die each year.

An easy way of reducing salt intake is to identify the types of food (4) to which we regularly add salt—fries, tomatoes, eggs, for example—and try to avoid these foods. More problematic is packaged food like soups or sauces (5) to which a lot of salt is added to enhance the flavors because it is not always easy to read the salt content on the label. Busy people, for (6) whom shopping is a chore to be completed as fast as possible, are unlikely to check the salt content of every item they choose. Fortunately, in many countries there are clearer food labels today, (7) many / several / some of which use color coding to indicate levels of particular substances in the food.

If you are one of the many people (8) to / for whom salt is an essential aid to flavor, try experimenting with other seasonings like pepper, garlic, or lemon juice, none (9) of which are as detrimental to our health as salt.

2 Rewrite the sentences with relative clauses so that they mean the same thing. The relative clauses all contain a preposition. Write a formal (F) or informal (I) sentence, as in the examples. Answers to Activity 2 on page 232.

- Do you know a good physical therapist? Can I go to them? (I)
Do you know a good physical therapist (that) I can go to?
- We have just received a delivery of medical supplies. Payment is required for them. (F)
We have just received a delivery of medical supplies for which payment is required.
- Professor Harris is unable to attend the lecture on nutrition. She was invited to it last week. (F)
- There's a podcast on teenagers' health. You should really listen to it. (I)
- What happened to that brochure on obesity? I saw it the other day. (I)
- Patients should not become close to counselors. They might become dependent on them. (F)

- Do you remember Samia, the medical student? I introduced you to her at the party. (I)
- His new book is on a new treatment for asthma. There is currently no cure for it. (F)

3 Choose the correct option to complete the sentences. (–) means no article is needed.

- If you aren't feeling right, go to – / the doctor and ask for a / the checkup.
- The / – mental health is a / the huge concern for many societies today.
- Some doctors believe that an / the aspirin a day is good for – / the heart.
- Too much time using – / a computer without taking a break can result in injury to the / a wrist.
- My / The ankle really hurts. I think I must have injured it when I was on – / the running track.
- / The elderly need a very specific type of a / – medical attention.
- Some of the / – most common medical problems suffered by the / – teenagers are the / – asthma, allergies, and fatigue.
- One of – / the major priorities for any government is the / – health of the / a nation.

4 Complete the text with the definite article, the indefinite article, and the zero article.

With (1) – advances in (2) – medicine and better nutrition, (3) – people are generally living longer these days, and more people are living to be older than 100. While (4) the official record for (5) the oldest person to have lived goes to Frenchwoman Jeanne Calment, who died at 122 in 1997, Carmelo Flores, (6) a Bolivian man who died in 2014, is said to have lived to (7) the ripe old age of 124. However, this claim has not been verified. (8) The problem is that (9) – birth certificates didn't become official in Bolivia until 1940, so there isn't (10) an official record of Flores's birth.

Even in his final years, Flores lived alone in (11) a hut high in (12) the Andes. He believed that (13) – diet was (14) a very important ingredient in his recipe for long life, in particular (15) – mushrooms and quinoa*.

quinoa a seed grown in the Andes

ADVANCED QUESTION TYPES

Tag questions are formed by changing a statement to a tag (e.g., from positive to negative, or negative to positive).

You **haven't followed** the argument at all, **have** you?

The positive can also be used in both the statement and the tag. This usually asks for confirmation.

You **would agree** the smile is universal then, **would** you?

Other less common forms of tag questions are:

Someone misled you about that gesture, didn't **they**?

Explain that to me again, **would you?** / **will you?** / **could you?**

Indirect questions can be asked to be polite or to soften a question. These start with an introductory phrase (e.g., *Can you tell me / I'd like to know...*).

What **would you use** here? → *Can you tell me what you'd use here / I'd like to know what you'd use here.*

In the simple present and simple past, *do/does/did* is omitted in the indirect question.

Does the journal use a lot of jargon? → *Do you know if the journal uses a lot of jargon?*

Did the lawyer clarify the wording? → *Could you tell me if the lawyer clarified the wording?*

There is a second type of indirect question which asks for an opinion with *do you think*.

Why do you think these gestures have an offensive meaning?

Negative questions are formed by using the negative form of the auxiliary verb.

Why haven't these ideas **become** more universally accepted?

Yes/no questions in the negative are often used to ask for confirmation.

Didn't you **notice** the expression on her face?

Echo questions are used to show surprise at a piece of information, or to ask someone to repeat something. The appropriate question word is used to ask about the piece of information.

A We went to the Eden Project last month.

B You went **where**?

SUBORDINATE AND PARTICIPIAL CLAUSES

Subordinate clauses add information to the main clause in a sentence and start with a subordinating conjunction (e.g., *since*).

← main clause →

Doctors have been washing their hands regularly

← subordinate clause →

since Semmelweis noticed the problem.

Subordinate clauses are finite (e.g., the verb contains information about tense and person).

The subordinating conjunction provides a meaning connection between the main and subordinate clauses (e.g., in the example above, the meaning is one of time: *since*). Other meanings conveyed are reason (*because, as*), result (*so*), purpose (*so that*), and concession (*although*).

Although he proved his theory, he didn't publish it.

The subordinate clause can come first, usually followed by a comma.

Participial clauses are similar to subordinate clauses, but the verbs in them are non-finite (e.g., they don't show tense or person). There are different types of participial clauses.

Present participial clauses use the present participle and have an active meaning. When they precede the main clause, they often express the idea of cause.

Noticing that fewer mothers died when giving birth at home, he decided to investigate...

When they follow the main clause, they often express result.

Pasteur and Koch proved the link between germs and disease, leading to the request... (which led to...)

Note that present participial clauses can also be introduced by subordinating conjunctions.

Noticing that fewer mothers died when giving birth at home...

Past participial clauses use the past participle and have a passive meaning. They can be used alone or after subordinating conjunctions *when, once, until, although, if, and unless*.

Discouraged by the hostile reception, he decided to leave.

Although abandoned, the building still showed potential.

Perfect participial clauses use the present participle *having* + past participle. They have an active meaning and refer to the past.

Having left the hospital, he returned to Hungary.

The negative of a participial verb is made by putting *not* in front of the participle.

Not wanting to accept responsibility for the deaths, the doctors rejected the argument.

1 Rewrite the basic question or statement in the question form given in parentheses.

- Do you know what this facial expression means? (negative question)
Don't you know what this facial expression means?
- What does this facial expression mean? (indirect question)
Could / Can you tell me / Do you know / I'd like to know what this facial expression means?
- Do you understand what this facial expression means? (positive tag question)
You understand what this facial expression means, do you?
- What does this facial expression mean? (indirect opinion question)
What do you think this facial expression means?
- I don't understand what it means. (echo question)
(I'm sorry) it means what?

2 Put the words in the correct order to make questions.

- You understand tip and tongue, don't you?
Isn't it fascinating how languages differ?
the / Sorry, / what / on / ? Sorry, on the what?
think / English / When / you / you / do / speak / I'll / like / ?
what / you / tell / expressions / mean / Can / kind of / you / me / ? Can you tell me what kind of expressions you mean?

3 Complete the dialog with the questions from Activity 2.

- A I know lots of expressions about the mind in English.
 B (a) 5 I don't really know any.
 A Yeah, well, something like "my mind goes blank," or the one I like is "on the tip of my tongue."
 B (b) 3
 A On the tip of my tongue.
 B Oh, tongue. OK. But what does it mean?
 A You don't know? (c) 1
 B Yes, of course, but together I don't have a clue.
 A I assumed you would because Spanish has a similar expression. It's like, when you can almost remember something, but not quite. So I could say "What's that actor's name? It's on the tip of my tongue."
 B Ah, yes, we do have a similar expression, but it translates literally as "It's under my tongue."
 A Oh, OK. (d) 2 Really interesting.
 B (e) 4 I've been here for ages!

4 Rewrite the sentences using a subordinate clause instead of the participial clause.

- Understanding the link between germs and infection now, doctors are much more careful.
Because they understand the link between germs and infections now, doctors are much more careful.

- Not being healthy enough to go home, the patients had to remain in the hospital.
Because they weren't healthy enough to go home, the patients had to remain in the hospital.
- Left to his own thoughts, the researcher realized where he was going wrong.
When (he was) left to his own thoughts, the researcher realized where he was going wrong.
- Having taken her final exams, she started working in the local hospital.
After she had taken her final exams, she started working in the local hospital.
- Antibiotics are being overused today, resulting in more resistant bacteria.
Antibiotics are being overused today, which results in more resistant bacteria.

5 Complete the text with these words and phrases.

being used	breaking	depending on
having realized	Initially discovered	Not having
not using	Viewed	

I was recently in a remote area in East Africa when I fell, (1) breaking my leg badly. (2) Not having immediate access to an X-ray machine, I started to think about this vital tool that the developed world takes for granted. (3) Initially discovered by Roentgen in 1895, the simple X-ray now contributes to speedy diagnosis in much of the modern world. Roentgen, (4) having realized the potential importance of his discovery, started testing it by X-raying his wife's hand. (5) Viewed by many at first as an invasion of privacy, X-rays soon became used in medicine and by the military, (6) being used on the battlefield as a way of locating bullets in soldiers who had been shot. However, (7) depending on harmful radiation for the clear imaging, it became obvious that X-rays needed to be used sparingly. It was only in the 1970s that a safe alternative to X-rays was found: (8) not using dangerous radiation, magnetic resonance imaging allows clear images of the body without serious risk and is now the diagnostic tool of choice in many medical arenas.

6 Complete the second sentence so it means the same as the first.

- I had a brilliant idea and wanted to tell the world!
Having had a brilliant idea, I wanted to tell the world.
- But since I'm not well-known in my field, I knew I'd have to find someone to advise me.
But not being well-known in my field, I knew I'd have to find someone to advise me.
- After I'd identified the leading scientist in the field, I decided to write to her.
Having identified the leading scientist in the field, I decided to write to her.

IRREGULAR VERBS

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
arise	arose	arisen
beat	beat	beaten
become	became	become
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned	burned
burst	burst	burst
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dream	dreamed	dreamed
fall	fell	fallen
feed	fed	fed
fight	fought	fought
flee	fled	fled
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
grow	grew	grown
hang	hanged/hung	hanged/hung
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	kneeled	kneeled
lay	laid	laid
lead	led	led
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
mean	meant	meant

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
mislead	misled	misled
misunderstand	misunderstood	misunderstood
must	had to	had to
overcome	overcame	overcome
rethink	rethought	rethought
ring	rang	rung
rise	rose	risen
sell	sold	sold
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
shut	shut	shut
sink	sank	sunk
slide	slid	slid
smell	smelled	smelled
spell	spelled	spelled
spend	spent	spent
spill	spilled	spilled
split	split	split
spoil	spoiled	spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swear	swore	sworn
tear	tore	torn
throw	threw	thrown
undergo	underwent	undergone
undertake	undertook	undertaken
upset	upset	upset
wake	woke	woken
win	won	won
withdraw	withdrew	withdrawn

WRITING

UNIT 1 An article

Choose an interesting title that summarizes the content of the article.

Engage the reader's interest with questions.

Sub-headings can make the article more interesting and easier to read.

Include personal information and examples to make your article more interesting.

Introduce separate points with words and phrases such as *First of all*, *Secondly*, and *Finally*.

Finish with an interesting or inspiring sentence.

How to excel at your sport

Reach for the stars

Have you always dreamed of being an Olympic swimmer? Of course, not everyone can win medals, but don't let that stop you. With practice and determination, you can make progress as a swimmer beyond your wildest dreams.

From small beginnings

I've been passionate about being a competitive swimmer ever since I was a small child. My dad used to take us to the local swimming pool every Saturday for swimming lessons. While the other kids were splashing around, I used every second of the time to practice my strokes. Soon, I started entering races, and even though I didn't win them all I kept improving my time. By the time I was 14, I was the fastest swimmer at my school, and now my burning ambition is to swim for my country.

Best tips for success

There are a few things you need to keep in mind if you really want to excel as a swimmer. First of all, no matter how talented you are, you need dedication in order to succeed. It isn't easy to get up every morning at 6:00 a.m. Nevertheless, with time you can overcome your dislike of getting up early and even start enjoying it! Secondly, you need a really good coach who can improve your technique and encourage you to do your best. And last but not least, you need to have a positive attitude.

Go for it!

Even if you don't take part in competitions, swimming is a great sport that people of all ages can enjoy. It is an exciting and rewarding activity, as well as a great way of staying in shape and making friends. So why not join your local swimming club now? Who knows, it could be the start of a life-long passion!

UNIT 2 A story

Set the scene for the story by describing the time, place, protagonist, and background actions.

Use a variety of narrative tenses and introduce the events and actions in a story with phrases like *At that moment* and *Just then*.

Notice how the repeated use of *would* emphasizes the main idea of the story.

A change of direction

One bright, sunny morning in mid-summer, Tarek was sitting on the deck behind his house, watching the birds flying in and out of the trees and chirping happily. He sipped his morning coffee and pondered his life. He had just taken his final exams at school and was anxiously awaiting the results. He had been hoping to study medicine in college, but he needed very good grades. He feared that the exams had not gone well.

At that moment, his mother stepped out onto the deck and handed him a large brown envelope. Tarek tore it open impatiently. He stared at the results and his heart sank. To his utter disappointment, he had scored three Fs—the worst possible result. He would never get into a good college now. He picked up the slip of paper with the results, crumpled it into a ball, and hurled it to the ground.

Just then, a bird swooped down and landed on the deck beside him. It seemed to study him carefully for a moment, and then it snatched the ball of paper in its beak and soared into the air and out of sight. A sudden thought came into Tarek's mind. He would travel. Yes, he would go to college—eventually. He would retake his exams—next year. But before that, he would travel and see the world. He drank his coffee and opened wide the door into his house.

Use adverbs (e.g., *happily*, *anxiously*, *impatiently*) to make your writing more colorful.

Describe emotional reactions.

Describing a change or turning point makes your story more interesting.

Your closing sentence can provide a conclusion or leave it open-ended for the reader to imagine.

UNIT 3 Informal emails

There are many fixed expressions in informal emails.

Remember to use contractions in informal emails.

Abbreviations, exclamation points, dashes, and ellipses are all common in emails. *BTW* means "by the way" and introduces an idea not directly related to the previous point.

To end an informal email, use an informal expression (e.g., *best wishes*, *lots of love*, etc.) or just write your name or initial. *xx* means "love" or "lots of love."

Use a range of phrasal verbs and informal expressions.

A Hello Sara,

How are things? Hope you're well. Sorry I haven't been in touch for so long. I've been up to my eyes with studying for my exams. Anyway, I'm emailing with a request. Some friends and I are organizing an event called "Songs for the Sea" for World Oceans Day on June 8th. It would be great if you could come and play a couple of songs. Let me know, and I'll email you with more details.

All the best,
Paul

B Hi Jo,

Thanks for your email. Sorry to hear you didn't pass your driving test—better luck next time... Anyway, this is just to let you know that I'm planning to go to an event called "Songs for the Sea" on Sat., the 8th. There's an excellent line-up—should be awesome. Do you want to come along? I could pick you up around 6 and then drop you off afterwards. *BTW* I have a new car—can't wait to show you!! See ya!, Matt

C Hi Matt,

Good to hear from you. Glad to hear about the car!! Thanks for the invitation. I googled the event, and it sounds awesome. So, yeah, I'd love to come, and thanks for the offer of a ride! See you Saturday!

J xx

D Hi Sara,

Just a quick email to say thanks so much for playing at the event last Saturday. It was an amazing performance, and everyone loved the songs. I absolutely loved the last one—really moving. Thanks again, and let's get together soon. Will be great to catch up.

Write soon,
Paul

UNIT 4 A discussion essay

Start a discussion essay with a statement about the significance of the topic. It should be related to the title.

Remember to start your paragraphs with topic sentences that summarize the main idea.

Is Earth the only planet that has life?

The question of whether life exists outside our planet is one of the most fascinating questions in science. Are there primitive forms of life, such as bacteria, elsewhere in the universe? Are there more intelligent beings that may be trying to contact us? Robotic space probes and powerful telescopes, such as the Hubble Space Telescope, are helping scientists to answer these questions. Moreover, giant radio dishes are trying to detect signals from outer space.

Some important data has already been gathered. There is now strong evidence that water, which is probably necessary for life to exist, may have existed on Mars millions of years ago. Water has also been discovered on Europa, one of the moons of the planet Jupiter. Many planets exist outside our solar system, and research is being conducted to determine whether there could be water on them.

Many scientists argue that, statistically, Earth is unlikely to be the only planet in the universe with living beings on it. Yet despite all these investigations, no unambiguous evidence of extraterrestrial life has been found. Are we missing signals, are extraterrestrials unable or unwilling to talk to us, or is Earth really the only planet that has ever had life? In my view, there might be other forms of life in the universe, but it could be many more years before we find conclusive proof.

Introduce new points with words and phrases like *moreover*, *furthermore*, *in addition*, *additionally*, and *also*.

Use hedging expressions to say how sure you are about something and what evidence there is.

End the essay with a clear statement of your opinion, based on evidence.

UNIT 5 A formal letter to persuade someone to help

Begin a formal letter by stating your purpose.

Use strong language to emphasize the importance of the points you are making (e.g., *it is horrifying that...*, *it is incredibly important to...*).

Use emphatic structures to make your point clearly (e.g., *Only by -ing ... can ...*, *Not only is this unjust, but ...*).

Dear Ms. Vazquez:

I am writing to urge you to take action on behalf of the world's children at the upcoming UN World Summit.

The world produces enough food to feed the global population of seven billion people. Yet one person in nine goes to bed hungry every night, and about 45% of all child deaths are linked to malnutrition. Not only is this unjust, but it is also inexcusable in a world of plenty. These children need our help, and they need it now.

It is horrifying that in many parts of the world, people are still suffering from malnutrition and hunger. In these situations, it is the children who suffer most. Only by getting enough food and a balanced diet can children grow up strong and healthy and develop resistance to disease.

Right now, world leaders are preparing for the next UN World Summit. This is our chance to take action and help all the world's children. What we need to do is implement long-term policies, such as teaching people about nutrition, supporting small farmers, providing school meals, and ensuring that children under two get a balanced diet and enough to eat.

I call on you to put pressure on global leaders to tackle the challenge of child hunger at this summit. Together, we can change the fate of millions of children who need our help.

Yours sincerely,
Constanza Jara

Include facts and statistics to inform the reader, and make your argument more persuasive.

Be clear about the action you want the reader to take.

Make optimistic statements to emphasize solutions to the problems.

UNIT 6 An opinion essay

In an opinion essay, state the arguments for and against different views, including one that is different from your own.

In the second paragraph, explore the arguments against your own point of view.

Support general statements with examples from your own experience.

In the third paragraph, outline your own views on the topic, using the language of personal opinions.

In the final paragraph, summarize both sides of the argument and state your own opinion.

Schools have so many different functions that it is difficult to identify one single aim. On the one hand, it is probably true that, for many students the main purpose of their education is to find work. In my country, there is a great deal of unemployment among young people. As a result, there is increasing competition to obtain high scores on exams in order to go to a great college and have a successful career. On the other hand, most schools have other important goals as well.

There are strong arguments for the view that preparation for work is the key function of a school. Young people need skills to enter the workplace, so all students need to leave school with a good level of language and mathematical literacy and IT skills. Moreover, schools should equip young people to make a contribution to society. My school, for example, provides internships and vocational training that prepare students for the job opportunities that are available.

However, I would question whether preparing students for work is the most important job of schools. I strongly believe that one of the key goals of education should be personal development, in other words helping students to reach their potential. In particular, schools should help students discover their strengths and passions, consider their aims in life, and set goals for the future. In my case, it was in an after-school club that I developed a strong interest in local wildlife. Now I am hoping to study ecology in college and work in nature conservation after I graduate.

In conclusion, it seems to me that although vocational training and academic success are important, the central focus of schools should be on personal development. Schools should enable students to develop their individual talents and interests; only in this way can they choose the right career path for the future and become valuable members of society.

UNIT 7 A report

Give your report a clear and informative title and use sub-headings for each section.

In the first paragraph, state the purpose of the report and summarize the questions asked.

Summarize the findings in the body of the report, using a variety of quantity expressions.

Use formal language (e.g., *expressed dissatisfaction with*, not *complained about*).

Use the final paragraph to summarize the findings and make a brief recommendation.

A report on the use of parks and green spaces

Purpose of the report

This report has been written to provide information on the results of an investigation into parks and recreation spaces in the town. Improvements have been introduced to these spaces over the last few years to make them more accessible and appealing to young people. The purpose of the survey was to determine how well the updates are meeting the needs of young people and to suggest further possible improvements. Students from schools and colleges across the town were asked about how they use the parks, their satisfaction with them, and their suggestions for improvements.

Use of the parks

It was found that the parks are used on a regular basis by just over half the students interviewed. The majority use the parks for exercise and sports, while approximately a third use the spaces as inexpensive and convenient meeting places. Virtually no one views the spaces as an escape from town life.

Opinions of interviewees

The vast majority greatly value the parks with sports facilities, in particular Breakspear Park with its swimming pool and soccer field. About half of the girls rated the cafe in Highfield Park very highly, and just over a third of all interviewees spoke approvingly about the parks that offered shelter against bad weather. Most interviewees expressed dissatisfaction with the less formal open spaces, which they felt were more appropriate for dog walkers. A sizeable minority of the interviewees were deeply disappointed that the running track in Taunton Park was overgrown. Virtually all of the interviewees heavily criticized the early closing times of the parks.

Recommendations

Overall, it appears that young people are relatively satisfied with the facilities at the parks, with the main exception of closing times. It is suggested that the parks should be closed two hours later, particularly in the summer, and that maintenance of the running track should be resumed as soon as possible.

UNIT 8 An essay comparing advantages and disadvantages

When comparing the advantages and disadvantages of two options, mention both options in the first paragraph.

In the second paragraph, list both the pros and cons of the first option.

In the third paragraph, list the pros and cons of the second option.

Finish by saying which of the two options you think is better, giving clear reasons for your choice.

There are many times in life when we struggle to find a solution to a problem. In these situations, it can be very helpful to talk the issue over with a good friend or to discuss it on an online forum. There are pros and cons to both alternatives.

There are many benefits to talking to a friend. First and foremost, a friend knows you very well and is concerned about your happiness and well-being. Another benefit is that they can easily understand what you are going through, because they are from the same generation. However, one possible disadvantage is that they may not question your attitude because they want to make you happy. Most importantly, a friend may not be experienced enough to give the right advice.

The main advantage of online forums is that they are anonymous, so it is easier to be open about your problem. Moreover, in an online forum you have the chance to read a variety of opinions from many different people. However, this has the possible disadvantage of creating confusion, so it is necessary to consider the advice critically. Another significant drawback is that people who post in online forums can sometimes write cruel and hurtful things.

Of course, no one can solve a problem for you; nonetheless, it is always helpful to get different perspectives on an issue. My own view is that the advantages of talking to a friend outweigh the disadvantages, as it is more personal, and by sharing a problem, you can feel less stressed out about it.

UNIT 9 A proposal

As in a report, give your proposal a title and use sub-headings.

In the introduction, briefly state what the proposal includes: the research, the findings, and recommendations.

In a proposal, the *Recommendations* section is longer than in a report.

Use bullet points to list your recommendations.

Use a variety of language to give recommendations.

Use impersonal expressions and a formal style.

Give concrete examples (*for instance, such as, like ...*).

Finish by stating the improvements that could be made if the proposal is implemented.

Making links between the school and elderly people in the community

Introduction

This proposal is based on the results of a survey in which 35 people, all over the age of 65, were asked about their concerns and suggestions for greater involvement in our community. It outlines both difficulties experienced by the elderly and contributions they could make. It concludes by making recommendations on how the school could make positive links with older local residents.

Challenges and opportunities

The main difficulties that need to be addressed are loneliness and isolation. Many elderly people tend to feel out of touch with the local community and find it difficult to get out, either due to difficulties in getting around by walking or a lack of reliable public transportation. They would appreciate more support for their caregivers. In terms of opportunities, they are excited to share skills and support the school.

Recommendations

There are several steps that the school could take in order to involve local elderly residents in the community.

- First of all, it would be useful to devote a certain number of school hours every month to visiting elderly people in their homes. This would build relationships and enable their visitors to learn more about their needs.
- Secondly, it is recommended that elderly people be invited to the school to give talks, on local history for example, or to teach practical skills such as knitting or woodwork. In this way, the community would benefit from their skills and experience.
- Third, students could provide support for families who have older family members living with them, for example, in the form of rides to the doctor.
- Finally, the school might consider scheduling a small number of field trips to local attractions, where students could volunteer and accompany the elderly people.

Conclusion

By implementing these suggestions, the school could make positive links with elderly people. These are not just old people in need of help, they are people with amazing life experiences and talents to share. Involving students in this plan would benefit not only the older people, but also the students themselves.

UNIT 10 A review

A giant of Latin Music

Begin your review with a strong opening sentence to engage the reader's attention (e.g., describing the performer, the type of music or play, or the performance).

Last weekend's sell-out concert by Juan Luis Guerra proved beyond any doubt that he is a giant of Latin music. In the concert, given to launch his new album *Todo tiene su hora*, the singer from the Dominican Republic gave a thrilling performance, mixing nostalgia and novelty. The city stadium was packed with 9,000 fans of all ages who were loving every moment, singing along with old favorites and dancing to the infectious rhythms of salsa, merengue, and bachata.

In the first paragraph, give background information about the performer(s), the performance, and the audience.

In the final paragraph, evaluate the performance and give a personal opinion.

Guerra opened the two-hour set by emerging theatrically from an old-fashioned telephone booth on stage and singing a new song, "Cookies & Cream," featuring catchy lyrics and a strong, energetic beat. This was followed by an exhilarating mixture of new tunes and classic hits such as "La bilirrubina" and "Ojalá que llueva café," accompanied by the artist's talented backing group, 440. These musicians also entertained the crowd during a break by Guerra with powerful instrumental solos and exciting choreography. Guerra ended the concert with a lengthy encore to satisfy his loyal fans, some of whom had crossed continents for a once-in-a-lifetime glimpse of the superstar.

In the second paragraph, focus on interesting details about the performance, using a variety of adjectives to convey your opinion.

Describe the impact the performance had on you and how it has changed your ideas or feelings.

For me, the most impressive aspect of Guerra's performance was his ability not only to energize the audience with the dance tunes, but also to move them with tender romantic ballads and social commentary. Such versatility is for me the hallmark of a great performer. Through his joyful music and lyrics, his modest stage presence, and his effortless rapport with the audience, Guerra conveys the message that life is good. I came away feeling uplifted and optimistic about the power of music to bring people together. It was an unforgettable and life-enhancing evening with a must-see performer. Don't hesitate to catch another concert on the tour if you can.

Make a recommendation about whether to see the performance or not.

UNIT 1

a dream come true (phr)	/ə ,drɪm kʌm 'tru/
a glass ceiling (phr)	/ə ,glæs 'silɪŋ/
affluent (adj)	/'æfluənt/
aspiration (n)	/'æspɪ'reɪʃən/
aspire to be (phr)	/ə'spaɪr tu bi/
audition (n)	/ə'dɪʃən/
be famous (phr)	/'bi 'feɪməs/
be successful (phr)	/'bi sək'sesfəl/
broaden one's horizons (phr)	/'brɒdən wʌnz hə'reɪzənz/
bureaucracy (n)	/'bjʊ'rəkrəsi/
burning ambitions (phr)	/'bɜ:rnɪŋ æm'bɪʃənz/
catch sight of (phr)	/'kætʃ 'saɪt əv/
dedicated (adj)	/'dedɪ'keɪtɪd/
dedication (n)	/'dedɪ'keɪʃən/
devastated (adj)	/'devə'steɪtɪd/
dive into (phr v)	/'daɪv 'ɪntu/
do volunteer work (phr)	/'du ,vɒlən'tɪr ,wɜ:k/
early retirement (n)	/'ɜ:li rɪ'taɪərmənt/
envision (v)	/'ɪn'vɪʒən/
excel (v)	/'ɪk'sel/
favor (v)	/'feɪvər/
fulfill (v)	/'fʊl'fɪl/
fulfill one's dream (phr)	/'fʊl'fɪl wʌnz 'drɪm/
genes (n)	/'dʒɪnz/
go into (phr v)	/'goʊ 'ɪntu/
go to college (phr)	/'goʊ tə 'kɒlɪdʒ/
grab an opportunity (phr)	/'græb ən ,əpər'tʊnəti/
inherent (adj)	/'ɪn'herənt/
make a difference (phr)	/'meɪk ə 'dɪfərəns/
minimum wage (n)	/'mɪnɪmə 'weɪdʒ/
never in one's wildest dreams (phr)	/'nevər ɪn wʌnz 'waɪldɪst ,drɪmz/
noticeable (adj)	/'nəʊtɪsəbəl/
overcome an obstacle (phr)	/'oʊvər ,kʌm ən 'əbstəkəl/
parental leave (n)	/'pə'rentəl 'lɪv/
pass my driving test (phr)	/'pæs maɪ 'draɪvɪŋ test/
premises (n)	/'premɪsɪz/
prior to that (phr)	/'praɪər tə ,ðæt/
pursue (v)	/'pər'su/
pursue a goal (phr)	/'pər,su ə 'gəʊl/
raise a family (phr)	/'reɪz ə 'fæmli/
realize one's potential (phr)	/'ri:əlaɪz wʌnz pə'tenʃəl/
respectively (adv)	/'rɪ'spektɪvli/
scholarship (n)	/'skɒləʃɪp/
see the world (phr)	/'si ðə 'wɜ:rlɪd/
set a target (phr)	/'set ə 'tɑ:ɡɪt/
set up a business (phr)	/'set ʌp ə 'bɪznəs/
setback (n)	/'set ,bæk/
state benefits (n)	/'steɪt 'benɪfɪts/
status (n)	/'stætəs/
striking (adj)	/'straɪkɪŋ/
subtle (adj)	/'sʌtləl/

survey (v)	/sə'rveɪ/
undertake a journey (phr)	/'ʌndər'teɪk ə 'dʒɜ:ni/
unemployment rate (n)	/'ʌnɪm'plɔɪmənt ,reɪt/
vision (n)	/'vɪʒən/
vocational	/'vəʊ ,keɪʃənəl/
(a) voluntary layoff (n)	/'vɒləntəri 'lei ,ɔ:f/
we made it (phr)	/'wi 'meɪd ɪt/

UNIT 2

accessible (adj)	/'æksə'səbəl/
build up (phr v)	/'bɪld 'ʌp/
catch up with (phr v)	/'kætʃ 'ʌp wɪð/
come up with (phr v)	/'kʌm 'ʌp wɪð/
disastrous (adj)	/'dɪ'zæstrəs/
dismay (n)	/'dɪs'meɪ/
do away with (phr v)	/'du ə'weɪ wɪð/
dull (adj)	/'dʌl/
entertaining (adj)	/'entər'teɪnɪŋ/
fascination (n)	/'fæsnɪ'neɪʃən/
from scratch (phr)	/'frɒm 'skrætʃ/
get hold of (phr)	/'get 'həʊld əv/
get around to (phr v)	/'get 'əraʊnd tu/
go out of one's way (phr)	/'goʊ 'aʊt əv wʌnz 'wei/
gripping (adj)	/'grɪpɪŋ/
grow out of (phr v)	/'grəʊ 'aʊt əv/
hospitality (n)	/'hɒspɪ'tæləti/
intriguing (adj)	/'ɪn'trɪɡɪŋ/
lean on (phr v)	/'lɪn ,ən/
live up to (phr v)	/'lɪv 'ʌp tu/
long for (phr v)	/'lɒŋ ,fɜ:/
look forward to (phr v)	/'lʊk 'fɔ:rwɜ:rd tu/
moving (adj)	/'mu:vɪŋ/
narrator (n)	/'næ'reɪtər/
numerous (adj)	/'numərəs/
overrated (adj)	/'oʊvər'reɪtɪd/
patch (n)	/'pætʃ/
sacred (adj)	/'seɪkrɪd/
sentimental (adj)	/'sentɪ'mentəl/
shatter (v)	/'ʃætər/
sip (v)	/'sɪp/
slow-moving (adj)	/'sləʊ 'mu:vɪŋ/
snatch (v)	/'snætʃ/
soar (v)	/'sɔ:/
stick to (v)	/'stɪk tu/
thought-provoking (adj)	/'θɔ:t prə'vəʊkɪŋ/
thrill (n)	/'θrɪl/
touching (adj)	/'tʌtʃɪŋ/
trigger (v)	/'trɪɡər/
trilogy (n)	/'trɪlədʒi/
witty (adj)	/'wɪti/
wrestle with (phr v)	/'resəl ,wɪð/

UNIT 3

a steep learning curve (phr)	/ə ,stɪp 'lɜ:rnɪŋ ,kɜ:rv/
antibiotic (n)	/'æntɪbɪə'tatɪk/
antidepressant (n)	/'æntɪdɪ'presənt/
antisocial (adj)	/'æntɪ'səʊʃəl/
biodiversity (n)	/'baɪəʊdɪ'vɜ:rsəti/
biography (n)	/'baɪ'əgrəfi/
biology (n)	/'baɪ'ələdʒi/
blow one's mind (phr)	/'bləʊ wʌnz 'maɪnd/
buzz (n)	/'bʌz/
climate change (n)	/'klaɪmət ,tʃeɪndʒ/
coral (n)	/'kərəl/
coral reef (n)	/'kərəl 'rɪf/
diversity (n)	/'daɪ'vɜ:rsəti/
eco-friendly (adj)	/'i:kəʊ ,frɛndli/
ecology (n)	/'i:kələdʒi/
ecosystem (n)	/'i:kəʊ ,sɪstəm/
ecotourism (n)	/'i:kəʊ ,tʊrɪzəm/
endangered species (n)	/'ɪn ,deɪndʒəd 'spɪʃɪz/
flood levels (n)	/'flʌd ,levəlz/
fossil fuels (n)	/'fəsəl ,fju:əlz/
geography (n)	/'dʒɪəgrəfi/
geology (n)	/'dʒɪələdʒi/
geophysics (n)	/'dʒɪəʊ'fɪzɪks/
global warming (n)	/'gləʊbəl 'wɜ:rnɪŋ/
greenhouse gases (n)	/'grɪnhaʊs 'gæsɪz/
habitat (n)	/'hæbɪtæt/
heritage (n)	/'herɪtɪdʒ/
hyperactive (adj)	/'haɪpər'æktɪv/
hypersensitive (adj)	/'haɪpər'sensətɪv/
macroclimate (n)	/'mækroʊ ,klaɪmət/
macroeconomy (n)	/'mækroʊ ɪ ,kənəmi/
macro lens (n)	/'mækroʊ ,lɛnz/
mammal (n)	/'mæməl/
marine reserve (n)	/'mɜ:rɪn rɪ'zɜ:rv/
microchip (n)	/'maɪkroʊ ,tʃɪp/
microscope (n)	/'maɪkroʊ ,skəʊp/
microsurgery (n)	/'maɪkroʊ 'sɜ:dʒəri/
monolingual (adj)	/'mənəʊ'lɪŋgwəl/
monologue (n)	/'mənələg/
monotonous (adj)	/'mə'nəʊtənəs/
oil refinery (n)	/'ɔɪl ,rɪfəməri/
persistent (adj)	/'pɜ:sɪstənt/
polar ice-caps (n)	/'pəʊlər 'aɪs kæps/
preservation (n)	/'prezə'veɪʃən/
projection (n)	/'prə'dʒɛkʃən/
renewable energy (n)	/'rɪ ,nuəbəl 'enɜ:dʒi/
reproduce (v)	/'rɪprə'dʌs/
sea defenses (n)	/'si dɪ'fensɪz/
stark (adj)	/'stɑ:k/
sustainable (adj)	/'sə'steɪnəbəl/
take for granted (phr)	/'teɪk fɔ: 'græntɪd/
wilderness (n)	/'wɪldərnəs/
wreak havoc (phr)	/'rɪk 'hævək/

WORD LISTS

UNIT 4

archeologist (n)	/ˌɑːkiˈælədʒɪst/
archeology (n)	/ˌɑːkiˈælədʒi/
authentic (adj)	/əˈθentɪk/
authenticity (n)	/ˌɔːθenˈtɪsəti/
bacteria (n)	/bækˈtɪriə/
boundary (n)	/ˈbaʊndəri/
circumnavigate (v)	/ˌsɜːrkəmˈnævəˌgeɪt/
clarity (n)	/ˈkleəri/
clear (adj)	/kleə/
combat (v)	/ˈkʌmbæt/
conclusive (adj)	/kənˈklusɪv/
creativity (n)	/ˌkriːɪˈtɪvəti/
curiosity (n)	/ˌkjʊəriˈʌsəti/
curious (adj)	/ˈkjʊəriəs/
detect (v)	/dɪˈtekt/
determine (v)	/dɪˈtɜːmɪn/
discovery (n)	/dɪˈskʌvəri/
endeavor (v)	/ɪnˈdevər/
endurance (n)	/ˈendərəns/
engage (v)	/enˈgeɪdʒ/
ensure (v)	/enˈʃʊə/
exhilarating (adj)	/ɪgˈzɪləˌreɪtɪŋ/
exploration (n)	/ˌekspləˈreɪʃən/
fleet (n)	/fliːt/
fragile (adj)	/ˈfrædʒəl/
fragility (n)	/fræˈdʒɪləti/
glory (n)	/ˈɡlɔːri/
glow (v)	/ɡloʊ/
historian (n)	/hɪˈstɔːriən/
humanity (n)	/hjuˈmænəti/
humid (adj)	/ˈhjuːmɪd/
humidity (n)	/hjuˈmɪdəti/
hypothesis (n)	/haɪˈpəθəsəs/
intense (adj)	/ɪnˈtens/
intensity (n)	/ɪnˈtensɪti/
kid (v)	/kɪd/
landmark (n)	/ˈlændˌmɑːrk/
launch (n)	/ləʊntʃ/
listener (n)	/ˈlɪsənər/
map (v)	/mæp/
mission (n)	/ˈmɪʃən/
motivate (v)	/ˈmoʊtɪveɪt/
motivation (n)	/ˌmoʊtɪˈveɪʃən/
necessary (adj)	/ˈnesəˌseri/
necessity (n)	/nəˈsesəti/
network (n)	/ˈnetˌwɜːrk/
pit (n)	/pɪt/
primitive (adj)	/ˈprɪmətɪv/
resolution (n)	/ˌrezəˈluʃən/
skepticism (n)	/ˈskeptɪˌsɪzəm/
seek (v)	/sɪk/
sense (v)	/sens/
settlement (n)	/ˈsetəlmənt/
spin-off (n)	/ˈspɪnˌɔːf/
stability (n)	/stəˈbɪləti/
stable (adj)	/ˈsteɪbəl/
trek (v)	/trek/

ultimately (adv)	/ˈʌltɪmətli/
unanimous (adj)	/juˈnænɪməs/
vegetation (n)	/ˌvedʒəˈteɪʃən/
vulnerability (n)	/ˌvʌlnərəˈbɪləti/
vulnerable (adj)	/ˈvʌlnərəbəl/

UNIT 5

address global issues (phr)	/əˈdres ˌɡləʊbəl ˈɪʃuz/
advocate (n)	/ˈædvəkət/
ambitious (adj)	/æmˈbɪʃəs/
anonymous (adj)	/əˈnɒnɪməs/
apathetic (adj)	/ˌæpəˈθetɪk/
bring about change (phr)	/ˌbrɪŋ əˌbaʊt ˈtʃeɪndʒ/
call on someone (phr v)	/ˈkɔːl ɒn sʌmwʌn/
campaign (v)	/kæmˈpeɪn/
compliment (n)	/ˈkɒmplɪmənt/
condemn (v)	/kənˈdem/
confront (v)	/kənˈfrʌnt/
contented (adj)	/kənˈtentɪd/
contribute (v)	/kənˈtrɪbjʊt/
countless (adj)	/ˈkaʊntləs/
courageous (adj)	/kəˈreɪdʒəs/
coverage (n)	/ˈkʌvərɪdʒ/
criteria (n)	/ˈkraɪˈtɪriə/
devastating (adj)	/ˈdevəˌsteɪtɪŋ/
discontented (adj)	/ˌdɪskənˈtentɪd/
disrespectful (adj)	/ˌdɪsrɪˈspektfəl/
face a challenge (phr)	/ˌfeɪs ə ˈtʃæləndʒ/
famine (n)	/ˈfæmɪn/
far from it (phr)	/ˌfɑː frʌm ɪt/
foundation (n)	/ˌfaʊnˈdeɪʃən/
globe (n)	/ɡləʊb/
hatred (n)	/ˈheɪtrɪd/
have an impact on (phr)	/ˌhæv ən ˈɪmpækt ɒn/
horrifying (adj)	/ˈhɔːrɪˌfaɪɪŋ/
I didn't sleep a wink (phr)	/aɪ ˌdɪdənt ˌslɪp ə ˈwɪŋk/
idealistic (adj)	/aɪˌdɪəˈlɪstɪk/
immature (adj)	/ɪˌmætʃjər/
increase awareness (phr)	/ɪnˌkris əˈweɪnəs/
index (n)	/ˈɪndeks/
intolerant (adj)	/ɪnˈtələrənt/
irresponsible (adj)	/ɪˌrɪˈspʌnsəbəl/
it wasn't rocket science (phr)	/ɪt ˌwʌzənt ˈrəʊkɪt ˌsaɪəns/
launch a campaign (phr)	/ˌləʊntʃ ə kæmˈpeɪn/
make an impact on (phr)	/ˌmeɪk ən ˈɪmpækt ɒn/
materialistic (adj)	/məˌtɪəriəˈlɪstɪk/
mature (adj)	/məˈtʃʊr/
modest (adj)	/ˈmɒdɪst/
nutrition (n)	/nuˈtrɪʃən/
outspoken (adj)	/ˌaʊtˈspəʊkən/
play one's part (phr)	/ˌpleɪ wʌnz ˈpɑːt/

proportion (n)	/prəˈpɔːʃən/
raise awareness (phr)	/ˌreɪz əˈweɪnəs/
random (adj)	/ˈrændəm/
realistic (adj)	/ˌrɪəˈlɪstɪk/
recreational (adj)	/ˌrekriˈeɪʃənəl/
resistance (n)	/rɪˈzɪstəns/
respectful (adj)	/rɪˈspektfəl/
responsible (adj)	/rɪˈspʌnsəbəl/
role model (n)	/ˈrəʊl ˌmɒdəl/
run a campaign (phr)	/ˌrʌn ə kæmˈpeɪn/
shoulder to shoulder with (phr)	/ˈʃəʊldər tə ˈʃəʊldər wɪð/
single-minded (adj)	/ˌsɪŋɡəlˈmaɪndɪd/
summit (n)	/ˈsʌmɪt/
supportive (adj)	/səˈpɔːrtɪv/
tackle global issues (phr)	/ˌtækəl ˌɡləʊbəl ˈɪʃuz/
take part (phr)	/ˌteɪk ˈpɑːt/
the homeless (n)	/ˌðə ˈhəʊmləs/
tolerant (adj)	/ˈtələrənt/
top (v)	/tɒp/
trustworthy (adj)	/ˈtrʌstˌwɜːði/
twist (n)	/twɪst/
unambitious (adj)	/ˌʌnæmˈbɪʃəs/
unrealistic (adj)	/ˌʌnˌrɪˈlɪstɪk/
unsupportive (adj)	/ˌʌnsəˈpɔːrtɪv/
upcoming (adj)	/ˌʌpˌkʌmɪŋ/
urge (v)	/ɜːrdʒ/
volunteer (v, adj)	/ˌvɒlənˈtɪər/

UNIT 6

accessories (n)	/əkˈsesəriz/
advice on (phr)	/ədˈvaɪs ɒn/
approach to (phr)	/əˈprəʊtʃ tu/
assumption (n)	/əˈsʌmpʃən/
attitude to (phr)	/ˈætɪˌtʊd tu/
ban on (phr)	/ˈbæn ɒn/
be given a warning (phr)	/bi ˌɡɪvən ə ˈwɔːnɪŋ/
be punctual (phr)	/bi ˈpʌŋktʃuəl/
bully (v)	/ˈbʊli/
bullying (n)	/ˈbʊlɪŋ/
challenge to (phr)	/ˈtʃæləndʒ tu/
change in (phr)	/ˈtʃeɪndʒ ɪn/
clash (n)	/kleɪʃ/
clash between (phr)	/ˈkleɪʃ bɪˌtwɪn/
clear up (v)	/ˌkleə ˌʌp/
comparison between (phr)	/kəmˈpærɪsən bɪˌtwɪn/
comprehensive (adj)	/ˌkæmprɪˈhensɪv/
conclude (v)	/kənˈkluːd/
conflict between (phr)	/ˈkɒnflɪkt bɪˌtwɪn/
counterpart (n)	/ˈkaʊntərˌpɑːt/
damage to (phr)	/ˈdæmɪdʒ tu/
decrease in (phr)	/ˈdɪkris ɪn/
detention (n)	/dɪˈtenʃən/

difference between (phr)	/ˈdɪfrəns bi,twɪn/
disruptive (adj)	/dɪsˈrʌptɪv/
distinct (adj)	/dɪˈstɪŋkt/
drastic (adj)	/ˈdræstɪk/
enforce (v)	/ɪnˈfɔːrs/
fast forward (v)	/ˌfæst ˈfɔːwɜːd/
five consecutive years (phr)	/ˌfaɪv kənˈsekjətɪv ˌjɪrz/
focus on (phr)	/ˈfəʊkəs ɒn/
gap between (phr)	/ˈɡæp bi,twɪn/
give a punishment (phr)	/ˈɡɪv ə ˈpʌnɪʃmənt/
have a very long way to go (phr)	/ˌhæv ə ˈveri lɔŋ ˌweɪ tə ˌɡoʊ/
impact on (phr)	/ˈɪmpækt ɒn/
improvement in (phr)	/ɪmˈpruvmənt ɪn/
inappropriate (adj)	/ˌɪnəˈprəʊpriət/
increase in (phr)	/ˈɪnkriːs ɪn/
influence on (phr)	/ˈɪnfluəns ɒn/
innovative (adj)	/ˈɪnəˌveɪtɪv/
insight (n)	/ˈɪnsaɪt/
literacy (n)	/ˈlɪtərəsi/
misbehave (v)	/ˌmɪsbɪˈheɪv/
misbehavior (n)	/ˌmɪsbɪˈheɪvjər/
need for (phr)	/ˈniːd fɔː/
norm (n)	/nɔːm/
offensive (adj)	/əˈfensɪv/
peer (n)	/pɪr/
principle (n)	/ˈprɪnsəpəl/
punishment for (phr)	/ˈpʌnɪʃmənt fɔː/
radically (adv)	/ˈrædɪkli/
regime (n)	/ˈreɪˌʒɪm/
respect for (phr)	/rɪˈspekt fɔː/
responsibility for (phr)	/rɪˌspʌnsəˈbɪləti fɔː/
restorative approach (n)	/rɪˌstɔːrətɪv əˈprəʊtʃ/
rise in (phr)	/ˈraɪz ɪn/
set the tone (phr)	/ˌset ðə ˈtoʊn/
show disrespect (phr)	/ˌʃoʊ ˌdɪsrɪˈspekt/
skip class (phr)	/ˈskɪp ˈklæs/
suspend (v)	/səˈspend/
take away privileges (phr)	/teɪk əˈwei ˈprɪvəlɪdʒɪz/
talent for (phr)	/ˈtælənt fɔː/
threat to (phr)	/ˈθret tu/
thrive (v)	/θraɪv/
unthinkable (adj)	/ʌnˈθɪŋkəbəl/
vandalism (n)	/ˈvændəˌlɪzəm/
vocational (adj)	/vəʊˈkeɪʃənəl/
what is on their minds (phr)	/ˌwɒt ɪz ˌɒn ðeər ˈmaɪndz/
workplace (n)	/ˈwɜːrkˌpleɪs/

UNIT 7

aha moment (phr)	/əˈhɑː ˌmoʊmənt/
attributes (n)	/ˈætrɪˌbjʊts/
breakdown (n)	/ˈbreɪkˌdaʊn/
car-centric (adj)	/ˌkɑː ˈsentrɪk/
carpool (v)	/ˈkɑːˌpul/

collaborate (v)	/kəˈlæbəreɪt/
communicate (v)	/kəˈmjuːnɪkeɪt/
commute (n/v)	/kəˈmjʊt/
commuter (n)	/kəˈmjʊtər/
commuting (n)	/kəˈmjʊtɪŋ/
component (n)	/kəmˈpəʊnənt/
congested (adj)	/kənˈdʒɛstɪd/
congestion (n)	/kənˈdʒɛstʃən/
connection (n)	/kəˈnekʃən/
consumption (n)	/kənˈsʌmpʃən/
crossing (n)	/ˈkrɒsɪŋ/
drop someone off (phr v)	/ˌdrɒp sʌmwʌn ˈɒf/
electrify (v)	/ɪˈlektɪfaɪ/
eye-opener (n)	/ˈaɪ ˌoʊpənər/
formulate (v)	/ˈfɔːmjəˌleɪt/
fumes (n)	/ˈfjuːmz/
gridlock (n)	/ˈɡrɪdˌlɒk/
happen to (phr v)	/ˈhæpən ˌtu/
imitate (v)	/ɪˈmɪteɪt/
imitation (n)	/ˌɪmɪˈteɪʃən/
infrastructure (n)	/ˌɪnfəˈstrʌktʃər/
innovate (v)	/ˈɪnoʊveɪt/
innovation (n)	/ˌɪnoʊˈveɪʃən/
journey (n)	/ˈdʒɜːni/
justify (v)	/ˈdʒʌstɪfaɪ/
lengthen (v)	/ˈleŋθən/
maximize (v)	/ˈmæksɪmaɪz/
memorize (v)	/ˈmeməraɪz/
obstacle (n)	/ˈɒbstəkl/
originate (v)	/əˈrɪdʒəneɪt/
overview (n)	/ˈoʊvərˌvjuː/
paradox (n)	/ˈpærədɒks/
prioritize (v)	/praɪˈɔːrɪtaɪz/
purely (adv)	/ˈpjʊrli/
purify (v)	/ˈpjʊrɪfaɪ/
radical (adj)	/ˈrædɪkəl/
rate (v)	/reɪt/
regulate (v)	/ˈregjəˌleɪt/
replicate (v)	/ˈreplɪkeɪt/
restless (adj)	/ˈrestləs/
restrict (v)	/rɪˈstrɪkt/
resume (v)	/rɪˈzʊm/
rush hour (n)	/ˈrʌʃ ˌaʊər/
shaped (adj)	/ʃeɪpt/
shuttle service (n)	/ˈʃʌtəl ˌsɜːrvɪs/
simplify (v)	/ˈsɪmplɪfaɪ/
smog (n)	/smɒɡ/
stabilize (v)	/ˈsteɪbəlaɪz/
strengthen (v)	/ˈstreŋθən/
stuck (adj)	/stʌk/
subsidize (v)	/ˈsʌbsɪdaɪz/
subway (n)	/ˈsʌbˌweɪ/
transportation (n)	/ˌtrænsˈpɔːtɪʃən/
underlying (adj)	/ˌʌndərˈlaɪɪŋ/
unify (v)	/ˈjuːnɪfaɪ/
urbanize (v)	/ˈɜːrbənaɪz/
utilize (v)	/ˈjuːtɪlaɪz/
vehicle (n)	/ˈviːkl/
walker (n)	/ˈwɒkər/

UNIT 8

adolescent (n)	/ˌædəˈlesənt/
assignment (n)	/əˈsaɪnmənt/
bed and breakfast (n)	/ˌbed ænd ˈbreɪkfəst/
believe it or not (phr)	/bɪˈlɪv ɪt ɔː ˌnɒt/
black and white (adj)	/ˌblæk ænd ˈwaɪt/
brothers and sisters (n)	/ˌbrʌðəz ænd ˈsɪstərz/
brutal (adj)	/ˈbrʊtəl/
cheerful (adj)	/ˈtʃɪrfəl/
come across (phr v)	/ˌkʌm əˈkrɒs/
conservative (adj)	/kənˈsɜːrvətɪv/
consistently (adv)	/kənˈsɪstəntli/
couldn't care less (phr)	/ˌkʊdənt keɪ ˈles/
distinctive (adj)	/dɪˈstɪŋktɪv/
do my own thing (phr)	/ˌdu maɪ ˌoʊn ˈθɪŋ/
drawback (n)	/ˈdrɒˌbæk/
dual (adj)	/ˈduːl/
engage in (phr v)	/ɪnˈɡeɪdʒ ɪn/
even-tempered (adj)	/ˌivən ˈtempərd/
facts and figures (phr)	/ˌfæktz ən ˈfɪɡərz/
first and foremost (phr)	/ˌfɜːst ænd ˈfɔːˌmoʊst/
fish and chips (n)	/ˌfɪʃ ænd ˈtʃɪps/
follow the crowd (phr)	/ˌfɒləʊ ðə ˈkraʊd/
foremost (adj)	/ˈfɔːˌmoʊst/
generalization (n)	/ˌdʒenərəlaɪˈzeɪʃən/
give me a thrill (phr)	/ˌɡɪv mi ə ˈθrɪl/
here and there (phr)	/ˌhɪər ænd ˈðeər/
humility (n)	/ˈhjuːˌmɪləti/
husbands and wives (n)	/ˌhʌzbəndz ænd ˈwaɪvz/
impulsive (adj)	/ɪmˈpʌlsɪv/
influenced by peers (phr)	/ˌɪnfluənst baɪ ˈpiːr/
insecurities (n)	/ˌɪnsəˈkjʊrɪtiz/
kick (n)	/kɪk/
law and order (n)	/ˌlɔː ænd ˈɔːdə/
loud and clear (phr)	/ˌlaʊd ænd ˈklɪr/
men and women (n)	/ˌmen ænd ˈwɪmɪn/
moody (adj)	/ˈmuːdi/
name and address (n)	/ˌneɪm ænd əˈdres/
nonetheless (adv)	/ˌnʌndəˈles/
odds and ends (n)	/ˌɒdz ænd ˈendz/
outweigh (v)	/ˈaʊˌtweɪ/
overwhelming (adj)	/ˌoʊvərˈwelɪŋ/
peace and quiet (phr)	/ˌpiːs ænd ˈkwaɪət/
peer pressure (n)	/ˈpiːr ˌpreʃər/
perspective (n)	/pəˈspektɪv/
phenomenon (n)	/ˈfəˌnəməˌnɒn/
play it safe (phr)	/ˌpleɪ ɪt ˈseɪf/
prone to (adj)	/ˈprəʊn ˌtu/
rebellious (adj)	/rɪˈbeljəs/
reconcile (v)	/ˈrekənˌsaɪl/
safe and sound (adj)	/ˌseɪf ænd ˈsaʊnd/
self-conscious (adj)	/ˌself ˈkənʃəs/
self-controlled (adj)	/ˌself kənˈtrəʊld/
short and sweet (phr)	/ˌʃɔːt ænd ˈswɪt/
stereotype (n)	/ˈsteriəʊˌtaɪp/
thunder and lightning (n)	/ˌθʌndər ænd ˈlaɪtnɪŋ/

WORD LISTS

torn between (phr)	/ˈtɔrn bɪ,twɪn/
transition (n)	/trænˈzɪʃən/
trials and tribulations (phr)	/ˌtraɪəlz ænd ˌtrɪbjʊˈleɪʃənz/
undergo (v)	/ˌʌndərˈɡoʊ/
ups and downs (phr)	/ˌʌps ænd ˈdaʊnz/
wear and tear (n)	/ˌweər ænd ˈteər/
weigh the pros and cons (phr)	/weɪ ðə ˌproʊz ænd ˈkɒnz/
within a split second of (phr)	/wɪðɪn ə ˌsplɪt ˈsekənd əv/
worthy (adj)	/ˈwɜrði/

UNIT 9

account for (phr v)	/əˈkaʊnt ˌfɔr/
achievable (adj)	/əˈtʃɪvəbəl/
address (v)	/əˈdres/
affordable (adj)	/əˈfɔrdəbəl/
alert (adj)	/əˈlɜrt/
assign (v)	/əˈsaɪn/
audible (adj)	/ˈɔdəbəl/
beneficial (adj)	/ˌbenɪˈfɪʃəl/
carbohydrate (n)	/ˌkɑrboʊˈhaɪˌdreɪt/
chronic (adj)	/ˈkrɒnɪk/
commonly (adv)	/ˈkɒmənlɪ/
correlation (n)	/ˌkɒrəˈleɪʃən/
curable (adj)	/ˈkjʊərəbəl/
detrimental (adj)	/ˌdetrɪˈmentəl/
disposable (adj)	/dɪˈspəʊzəbəl/
drink plenty of water (phr)	/ˌdrɪŋk ˈplenti əv ˈwɔtər/
eat naturally (phr)	/ˌiːt ˈnætʃərəli/
edible (adj)	/ˈedɪbəl/
enhance (v)	/enˈhæns/
enjoyable (adj)	/enˈdʒɔɪəbəl/
experience firsthand (phr)	/ɪkˈspɪəriəns ˌfɜrstˈhænd/
feasible (adj)	/ˈfɪzəbəl/
get enough sleep (phr)	/get ɪˌnʌf ˈslɪp/
have a balanced diet (phr)	/hæv ə ˌbælənst ˈdaɪət/
horrible (adj)	/ˈhɒrəbəl/
in moderation (phr)	/ɪn ˌmɒdəˈreɪʃən/
inflatable (adj)	/ɪnˈfleɪtəbəl/
intake (n)	/ˈɪnteɪk/
isolation (n)	/ˌaɪsəˈleɪʃən/
keep an eye on (phr)	/ˌkiːp ən ˈaɪ ɒn/
label (v)	/ˈleɪbəl/
legible (adj)	/ˈledʒəbəl/
lifelong (adj)	/ˈlaɪfˌlɒŋ/
loneliness (n)	/ˈlʌnlɪnəs/
longevity (n)	/lɒnˈdʒevəti/
machine-washable (adj)	/məˌʃɪn ˈwɔʃəbəl/
memorable (adj)	/ˈmemərəbəl/
moderate (adj)	/ˈmɒdərət/
moderation (n)	/ˌmɒdəˈreɪʃən/
nap (n)	/næp/
nutrient (n)	/ˈnjuːriənt/

nutritious (adj)	/nuˈtrɪʃəs/
obese (adj)	/oʊˈbiːs/
obesity (n)	/oʊˈbiːsəti/
occasional (adj)	/əˈkeɪʒənəl/
outlet (n)	/ˈaʊtˌlet/
plausible (adj)	/ˈplɔzəbəl/
practice the art of appreciation (phr)	/ˌpræktɪs ðə ˌɑrt əv əˌprɪʃiˈeɪʃən/
preliminary (adj)	/ˌpriˈlɪmɪnəri/
preventable (adj)	/ˌpriˈventəbəl/
protein (n)	/ˈprəʊtɪn/
rechargeable (adj)	/rɪˈtʃɑrdʒəbəl/
recyclable (adj)	/rɪˈsaɪkləbəl/
reduce (v)	/rɪˌdʌs/
refillable (adj)	/rɪˈfɪləbəl/
refined sugar (n)	/rɪˌfaɪnd ˈʃʊɡər/
refundable (adj)	/rɪˌfʌndəbəl/
relax (v)	/rɪˌlæks/
relieve stress (phr)	/rɪˌlɪv ˈstres/
renewable (adj)	/rɪˈnuəbəl/
specifically (adv)	/spəˈsɪfɪkli/
stamina (n)	/ˈstæmɪnə/
stay active (phr)	/steɪ ˈæktɪv/
stem from (phr v)	/ˈstem ˌfrəm/
unaffected (adj)	/ˌʌnəˈfektɪd/
unprocessed foods (phr)	/ənˈprɒˌsest ˌfʊdz/
visible (adj)	/ˈvɪzəbəl/
well-being (n)	/ˌwel ˈbiːŋ/

UNIT 10

analogy (n)	/əˈnælədʒi/
analytical (adj)	/ˌænəˈlɪtɪkəl/
back up (phr v)	/ˌbæk ˈʌp/
backing (adj)	/ˈbækɪŋ/
bundle (n)	/ˈbʌndəl/
circuit (n)	/ˈsɜrkɪt/
concisely (adv)	/kənˈsaɪsli/
contrast (v)	/kənˈtræst/
convey (v)	/kənˈveɪ/
cookies (n)	/ˈkʊkɪz/
doubtful (adj)	/ˈdaʊtful/
doubtless (adj)	/ˈdaʊtləs/
elaborate on (phr v)	/ɪˈlæbəˌreɪt ɒn/
empathy (n)	/ˈempəθi/
engage (v)	/ɪnˌgeɪdʒ/
eventful (adj)	/ɪˈventful/
exclaim (v)	/ɪkˈskleɪm/
exquisite (adj)	/ɪkˈskwɪzɪt/
facial expression (n)	/ˌfeɪʃəl ɪkˈspreʃən/
fearful (adj)	/ˈfɪrfəl/
fearless (adj)	/ˈfɪrləs/
forget one's point (phr)	/fərˌget wʌnz ˈpɔɪnt/
forgetful (adj)	/fərˈgetful/
fruitful (adj)	/ˈfrʊtful/
fruitless (adj)	/ˈfrʊtləs/
gesture (n)	/ˈdʒestʃər/

get across (phr v)	/ˌget əˈkras/
giggle (v)	/ˈɡɪɡəl/
glimpse (n)	/ˈɡlɪmps/
heartless (adj)	/ˈhɑrtləs/
homeless (adj)	/ˈhoʊmləs/
hopeful (adj)	/ˈhoʊpfəl/
hopeless (adj)	/ˈhoʊpləs/
infectious (adj)	/ɪnˈfekʃəs/
jargon (n)	/ˈdʒɑrgən/
jobless (adj)	/ˈdʒəbləs/
lengthy (adj)	/ˈleŋθi/
lose my train of thought (phr)	/ˌlʊz maɪ ˌtreɪn əv ˈθɔt/
make eye contact (phr)	/ˌmeɪk ˈaɪ kəntækt/
make up (phr v)	/ˌmeɪk ˈʌp/
meaningful (adj)	/ˈmiːnɪŋfəl/
meaningless (adj)	/ˈmiːnɪŋləs/
metaphor (n)	/ˈmetəfɔr/
mind goes blank (phr)	/ˌmaɪnd ɡoʊz ˈblæŋk/
misinterpret (v)	/ˌmɪsɪnˈtɜprɪt/
neatly (adv)	/ˈniːtli/
nostalgia (n)	/ˌnɔˈstældʒə/
novelty (n)	/ˈnɒvəlti/
partially (adv)	/ˈpɑrʃəli/
pointless (adj)	/ˈpɔɪntləs/
powerful (adj)	/ˈpaʊərfəl/
powerless (adj)	/ˈpaʊərləs/
precise (adj)	/ˈpriːsaɪs/
raging (adj)	/ˈreɪdʒɪŋ/
rational (adj)	/ˈræʃənəl/
regretful (adj)	/rɪˈɡretfəl/
rephrase (v)	/ˌriˈfreɪz/
republic (n)	/rɪˈpʌblɪk/
run around (phr v)	/ˌrʌn əˈraʊnd/
scramble (n)	/ˈskræmbəl/
sheer (adj)	/ʃɪr/
see right through (phr verb)	/ˌsi ˌraɪt ˈθru/
skillful (adj)	/ˈskɪlfəl/
snap (v)	/snæp/
stable (n)	/ˈsteɪbəl/
startling (adj)	/ˈstɑrtlɪŋ/
stick to the point (phr)	/ˌstɪk tu ðə ˈpɔɪnt/
summarize (v)	/ˈsʌməraɪz/
surge (v)	/sɜrdʒ/
sync with (phr verb)	/sɪŋk wɪð/
tactful (adj)	/ˈtæktfəl/
tactless (adj)	/ˈtæktləs/
tangle (n)	/ˈtæŋɡəl/
tasteful (adj)	/ˈteɪstfəl/
tasteless (adj)	/ˈteɪstləs/
tender (adj)	/ˈtendər/
thankful (adj)	/ˈθæŋkful/
thoughtful (adj)	/ˈθɔtful/
thoughtless (adj)	/ˈθɔtləs/
unrest (n)	/ʌnˈrest/
wasteful (adj)	/ˈweɪstfəl/
weave together (phr v)	/ˌwiːv təˈɡeðər/
worthless (adj)	/ˈwɜrθləs/

Audio Script

Unit 1: Page 10, Listening (Track 1)

1

Well, my dad had been working at a really stressful job—he hated his boss, and the politics, and he just wasn't very happy. Every day, he was leaving home at six in the morning and not getting back until late, sometimes after ten at night. He'd always dreamed of being self-employed, being his own boss, and he loved to cook. So we said to him, "Why not open a restaurant? You could rent a place and then find a partner and see if you can make it work." So he did that, a year ago, and now the business is going strong. He and his partner are opening a new restaurant next month! And they're absolutely loving it.

2

Running is becoming really popular where I live and lots of my friends were doing it. I'd never been very athletic, but I took it as a personal challenge I guess. And once I'd overcome my dislike of getting up early every morning before school, and got into a routine, I actually started enjoying it. I decided to try to beat my best time by a few seconds every day. I ran my first half marathon last week, and my goal is to run a full marathon. Even a half marathon is hard for me, so it's going to be tough but hopefully I'll be able to do it!

3

I've always been interested in stargazing, ever since I saw my first shooting star as a child. But can you imagine the experience of seeing lots of them all together? It's called a "meteor shower." I'd heard there was going to be a meteor shower over a few nights... called the Perseid meteor shower. Anyway, I went out into the countryside with a friend hoping to catch sight of it. It was getting later and later, we were getting colder and colder and nothing was happening. And then suddenly it got really cloudy and we couldn't see any stars—shooting or not!! I was devastated! I'm determined to see a meteor shower so I'm definitely going to try again next time.

4

I've been taking cello lessons since I was a kid. My family said, "You're really good at this, you could excel if you put your mind to it." And then the chance came up to apply for a scholarship to go to music school, so I grabbed the opportunity. I had to take a theory test and do an audition, but I got in! It's a dream come true! Classes start next September, so I'll be practicing a lot all next summer. And as soon as I start class I'll have the chance to pick up another instrument. It'll probably be the piano, I think. I've always loved the sound of the piano!

Unit 1: Page 16, Authentic Listening Skills (Track 4)

1

I myself have a story in Brazil that people think is an overnight success.

2

When I launched my first book, I worked really, really hard to distribute it everywhere in Brazil. With that, over three million people downloaded it, over 50,000 people bought physical copies. When I wrote a sequel, some impact was guaranteed.

3

Even if I did little, sales would be OK. But OK is never OK. When you're growing towards a peak, you need to work harder than ever and find yourself another peak.

Unit 1: Page 18, Speaking (Track 5)

Female I've been reading about a surfer called Bethany Hamilton. She lost her arm when she was 13, and still somehow managed to win surfing competitions.

Male Wow! How did she lose her arm?

Female Well, she was out surfing and she was attacked by a shark and it actually bit off her arm!

Male How awful.

Female Yeah. But amazingly, she made a complete recovery despite losing a lot of blood. You'd think that she'd never want to go into the water again, wouldn't you? But she didn't let it get her down. She was determined to keep on surfing, even though she'd lost her arm. So three weeks after the accident, she was back in the water, struggling to keep her balance on the surfboard. She kept getting knocked off by the waves. But nevertheless, in the end she succeeded in staying on the board, and even surfing huge waves.

Male Good for her!

Female And not only that, but she went on to win surfing competitions, too.

Male Wow. I couldn't surf, even if I tried. How do you think she did it?

Female I think the secret of her success is her passion for surfing. Keep in mind that all of her family was crazy about surfing, so I guess she had a head start.

Male True. You have to have a natural talent to win competitions, though. It's not all down to your genes or your upbringing and dedication.

Female Yeah, I think you're right. Still, I think the most inspirational thing about her, for me, is that she didn't quit surfing because of the accident. She continued in spite of the setbacks. She must really believe in herself.

Male Hmm. All the same, self-confidence isn't enough on its own. I couldn't surf even if I told myself 100 times I could do it.

Female Me neither.

Unit 1: Page 18, Speaking (Track 7)

Despite losing a lot of blood, she made a complete recovery. She made a complete recovery, despite losing a lot of blood.

She was able to keep her balance, in spite of the waves. In spite of the waves, she was able to keep her balance.

I couldn't surf, even if I tried. Even if I tried, I couldn't surf.

Unit 1: Page 18, Speaking (Track 8)

1 For an athlete, I think the secret of success is to practice every day.

2 A lot of actors succeed because of who they know.

3 The most inspirational thing about a good leader is self-confidence.

4 Some people are just born with exceptional musical talent.

Unit 2: Page 22, Listening (Track 9)

Lucas Hi. I'm Lucas. I'm not that into reading but this is a great book. It's called *The Blue Sky* and it's by a Mongolian writer called Galsan Tschinag. It's set in Mongolia and it's semi-autobiographical, based on his real childhood experiences. So it's written from the point of view of a small child who's living with his family who live as nomads in a yurt, which is a kind of traditional tent. Anyway, the story follows the main character, who's also the narrator, as he comes of age and has to start working as a shepherd. There isn't much of a plot—he just describes his everyday experiences, family life, the good things and the bad, that kind of thing.

Oh yeah, there's a very sad part where his dog dies. It's really moving without being sentimental. It's a little slow-moving at times, but it's really opened my eyes to a completely different way of life. It made me want to keep reading. So yeah, I really recommend this book. It's actually the first of a trilogy, so I'll probably try to get a hold of the sequel too.

Beatriz Hi. I'm Beatriz. When I bought *The House of the Spirits* by the Chilean novelist, Isabel Allende, I expected a great story, but when I started reading it, I discovered it was much, much more than that. It's a family saga, and it's set in Chile in the twentieth century. The plot's pretty complex, but her descriptions are incredibly vivid. Basically, it tells the story of two families over four generations, so you read about their lives, and the history of Chile at the same time, which I really liked. And another thing that's very interesting is that it uses this technique called magical realism, which means that normal things happen in the novel, but strange or magical things happen too, and that's normal! Like you have one of the main characters, Clara, who can see into the future. And she does things like play the piano without opening the lid, for example. I did enjoy that—it was exciting. I really recommend this book—she writes well and it's pretty accessible—I couldn't put it down.

Unit 2: Page 30, Speaking (Track 14)

A Did I tell you about our trip to Germany last month? When we went skiing?

B No. What happened?

A Well, it was kind of a disaster. At least it started off in a disastrous way, but it worked out okay in the end.

B Really? What happened?

A Well, my dad had booked a couple weeks in Munich as a family vacation. I'd been studying forever for my exams and had just finished taking them, so it was supposed to be a celebration.

B Sounds great!

A Yeah. He booked the plane tickets and a hotel. It was going to be our first family trip abroad in a couple of years and we were really looking forward to it. The flight was really, really early so we had to stay in a hotel near the airport the night before, since it was an early flight... getting up early was *not* fun!

B Poor you.

A So, we arrived at the airport, and went to check in. And the guy at the desk, he looked at our tickets and said, I'm sorry, you're too late. Dad said, what do you mean? It's five thirty, the flight isn't till eight.

B Yeah...

A And he said, No it's not the time, it's the date. Your flight was for the twenty second; it's the twenty third today.

B Oh no!

A So we said, can we transfer the tickets to another flight and he said, "I'm sorry that's not possible."

B So what did you do?

A Well, Mom and Dad argued about it for a while but there was a growing line of people behind us and they were getting pretty annoyed. So anyway, to cut a long story short, he did put us on a flight later that evening, but we had to pay for the tickets.

B At least you got there in the end!

A We got there in the end, but we lost most of the first day. We were supposed to arrive at about noon but we didn't get there till ten thirty at night!

B Oh no, that's too bad!

A Anyway, after that everything went smoothly. And we ended up having a great time.

Unit 2: Page 30, Speaking (Track 16)

1 So I opened my suitcase and I found that the jar of honey I'd packed had broken and spilled all over my clothes.

2 I was a little skeptical about seeing the movie because it didn't get good reviews. But I decided to go and I'm so glad I did. It was amazing.

3 When I went to the game, I couldn't find my ticket. I took everything out of my backpack, but I realized I must've left it at home.

4 Anyway, this stranger came up to me and said, excuse me... I've got an extra ticket I can't use. Do you want it?

5 So, I was sitting on the platform reading my book. And I was so engrossed in it that I didn't notice the train arrive, and when I looked up it was leaving, and I'd missed it!

6 So I bought this paperback from a second hand store, I took it home and opened it and I found a \$50 bill inside it!

Unit 3: Page 33, Vocabulary (Track 17)

1 marine reserve

2 coral reefs

3 oil refineries

4 global warming

5 climate change

6 greenhouse gases

7 polar ice-caps

8 endangered species

9 sea levels

10 flood defences

11 fossil fuels

12 renewable energy

Unit 3: Page 34, Listening (Track 18)

Interviewer Can you tell me a little bit about what you do?

Enric Sala I am an ocean explorer. I work at National Geographic, but I try to be at the office as little as possible. I try to be in the ocean as much as possible. And I lead a project called the Pristine Seas project. We combine scientific research and media to inspire the leaders of the countries that own the last pristine places in the ocean to protect them. So I'm doing scientific research, films, articles, social media, to try to convince these leaders to create the largest marine reserves on the planet.

Interviewer How do you feel about the current health of the ocean?

Enric Sala The ocean is in serious trouble because we are taking fish out of the ocean faster than they can reproduce. There is global pollution, and climate change through the warming of the water and acidification is going to transform the entire ecosystem. And just to give you an example, 90% of the large animals in the ocean—sharks, groupers, tuna—are gone. We ate them in the last hundred years. 90% gone. There are projections that predict that if we don't change our course before 2050, most of the fisheries of the world will have collapsed. Coral reefs are in danger also because of overfishing, pollution, and warming. And a quarter of the coral reefs of the world have vanished. You know, and so on. So there are many, many problems affecting the ocean from the smallest organism to the largest. The good news is that there are solutions at work and we can talk about that later.

Interviewer How can people, who are not necessarily in contact with the oceans, help?

Enric Sala What people can do to help, there are many things you can do to help. But one very simple thing is eat more vegetables. It's good for you—you're going to feel better and you're going to have less pressure on the ocean. Also it's not a good idea to eat big fish because they have lots of mercury. The bigger the fish, like the tuna or sharks, have lots of mercury. And farm fish like salmon also have lots of mercury and they are not the most sustainable sources.

Unit 3: Page 38, Listening (Track 20)

The Galápagos Islands are one of the most astonishing and spectacular places on Earth. They contain one of the richest marine ecosystems in the

world, and they were among the first places to become a UNESCO World Heritage Site in 1978. The islands are situated in the Pacific Ocean approximately 620 miles off the coast of Ecuador. People from all over the world come to visit the islands and their massive marine reserve with species ranging from coral and sharks to penguins and marine mammals. Thanks to the unique position of the islands, where three ocean currents meet, and their extreme isolation, the island's rich ecosystem is home to more than 1,300 species found nowhere else on Earth. They are also home to unusual plant and animal life such as marine iguanas, giant tortoises, and huge cacti. In recent years, the Galápagos Islands have been facing a number of threats such as the introduction of new species, increased tourism, population growth, and illegal fishing. In July of 2010, UNESCO removed the Galápagos Islands from the World Heritage list because they found that Ecuador had made significant progress in addressing these problems.

Unit 3: Page 42, Speaking (Track 24)

Okay, so I've been learning about the ocean at school and I never realized how many amazing fish and sea mammals there are under the surface. And that many are threatened because of how much plastic there is in the ocean. Apparently there are huge areas of garbage in the North Pacific—some people say each one is the size of Texas. They're made up of little bits of plastic mixed up with other bigger pieces of garbage, like shoes and pieces of old computers—most of it, about 80 percent, comes from the land. And the problem with plastic is that most of it isn't biodegradable—which means that it doesn't break up into little pieces. So marine mammals, like seals, get tangled up in abandoned fishing nets, and other mammals and fish eat the plastic and then we end up eating them! If we don't do something about all the plastic in the oceans, more and more creatures will die. So, this is what I've decided to do. My promise is to stop using plastic bags and to use bags made of natural materials instead. Hopefully by doing this I'll be able to persuade other people to do the same, and maybe we can cut down on the amount of plastic that ends up in the ocean.

Unit 4: Page 46, Listening (Track 25)

Host Today we're going to answer listeners' questions about voyages of discovery. And the first question is why did people go on these voyages? What motivated them?"

Expert Well I think a major motivation may have been curiosity—a desire to map the world and discover new territories and to test hypotheses, for example, to prove the world must be round. Take Christopher Columbus, an Italian explorer who was sponsored by the king and queen of Spain. He set sail in 1492 to test the hypothesis that it was possible to reach Asia by sailing west. He actually arrived in America and has often been called the first person to discover America. Of course, that's almost certainly not true. The Chinese Admiral Zheng He was a great navigator who traveled all over the world—including possibly Australia—with a fleet of over 2,000 ships. Some historians believe that Zheng He may have gotten to the Americas before Columbus, around 1421. And even Zheng He was not the first to arrive in America. We have archeological evidence that Viking explorers must have reached the coast of America as early as the eleventh century and established settlements there. For me, the motivation of someone like astronaut Neil Armstrong is different. Why did he go to the Moon? Because President Kennedy had set the goal of landing a man on the Moon before the end of the 1960s.

Host I think that answers that question. OK, here's one that's sort of connected... were those expeditions or voyages beneficial to the explorers, or to the countries they arrived at?

Expert That's a good question. In some cases, explorers set out in search of adventure, or personal glory, or wealth and power for their countries. But in many cases there were two-way benefits. The Moroccan explorer Muhammad Ibn Battuta, for example, traveled extensively in Asia and Africa in the fourteenth century. He kept detailed records of his voyages which opened people's eyes to life in other cultures, and he

also established trading networks along the coast of Africa. So trade and intercultural exchange, and disseminating ideas, were important spin-offs of these voyages. The Spanish took horses and cattle to South America, and brought back potatoes and tomatoes. And Zheng He brought back giraffes and camels to China from his expeditions!

Host Really? I didn't know that. Another question... is space travel the same kind of voyage of discovery?

Expert Absolutely. In the past, people had ships and compasses; nowadays we have rockets, computers, and powerful telescopes. But it's still about pushing the boundaries of knowledge. Think of the Apollo 11 mission. The day Neil Armstrong first set foot on the Moon—July 20th 1969—was a major landmark in the history of discovery. Data gathered on the Moon voyages has proved that there can't be life on the Moon. But who knows... life could exist elsewhere in the universe.

Unit 4: Page 54, Speaking (Track 30)

Man Well I think they're one of the most important inventions of the last century. I mean, just imagine what life would be like without them. We wouldn't be able to explore the world like we do now.

Woman How do you mean exactly?

Man I mean, before they were invented people had to make long trips by train or by boat, whereas now they can travel to far-away places in hours rather than days or even weeks. It just meant that people didn't travel as much.

Woman I disagree. I think they've been a disaster for humanity.

Man What exactly do you mean by disaster?

Woman Well what I mean is, they're a major cause of climate change. If we're serious about reducing our carbon footprint, we need to stop using them so much.

Man So are you saying people shouldn't use them? That they shouldn't go abroad on their vacations?

Woman No, I'm not saying that exactly. What I'm saying is people need to use them a lot less. Once a year maximum, I reckon.

Man That's true. Anyway it's mainly business people who use them. And now people can do teleconferencing and stuff like that, maybe they won't need to travel long distances in the future.

Woman Let's hope so.

Unit 5: Page 58, Listening (Track 31)

Today I would like to talk about someone who has become a role model for countless young people all over the world. Her name is Malala Yousafzai, and she is a determined and outspoken campaigner for millions of girls all over the world who do not have access to formal education for social, economic, or political reasons.

Malala was born on July 12th 1997 in north-west Pakistan. She attended a small private school run by her father, Ziauddin, who is also an advocate for girls' education. It was thanks to his encouragement and support that she first started writing an anonymous blog at the age of 11. She used this blog to express fears that her school would be attacked by militants who opposed girls' education. Malala received death threats, as did her father; but they were so passionate about the right to education that they continued to speak out, and eventually Malala's identity as a blogger was discovered.

On October, 9th 2012, as Malala and her friends were going home on the school bus, they were shot in the head by a gunman. Malala was seriously injured, and her friends were also hurt in the attack. The attack was condemned worldwide, and in Pakistan. Until then, Pakistan had one of the highest numbers of out of school children in the world. Only after Malala was attacked did the law change, and a law was passed to give girls the right to free and mandatory education. Malala survived the attack and in 2014, at the age of 17, she was awarded the Nobel Peace Prize, along with an Indian children's rights and education advocate, Kailash Satyarthi. She was the youngest person ever to receive a Nobel Prize.

What I admire most about Malala is her energy, her courage and her selfless determination to empower women to unlock their potential and demand change. Not only has she co-founded the Malala Foundation to finance girls' educational projects, but she has also continued to work single-mindedly to speak out and challenge world leaders about girls' education. She is also impressively free of any hatred towards her attackers. As she herself said after the attack: "I am not against anyone. Neither am I here to speak in terms of personal revenge." When Malala's father named her after Malalai, a local folk heroine, little did he realize that his own daughter would one day become such a courageous heroine herself.

Unit 5: Page 64, Authentic Listening Skills (Track 34)

But how did we actually go about recruiting and engaging those global citizens? Well, we used the universal language: music. We launched the Global Citizen Festival in the heart of New York City in Central Park, and we persuaded some of the world's biggest artists to participate.

Unit 5: Page 66, Speaking (Track 36)

Man What are you up to this weekend?

Woman I'm going on a charity run in the parks. It's to raise money for a new family room at the hospital. Actually, I've got the form here. I could use some more sponsors. Any chance you could sponsor me?

Man Well, I'm not sure...

Woman Oh come on. It doesn't have to be a lot. It's a good cause.

Man Okay fine, I'll do it.

Woman Great! You're the best. Hey, why don't you do the run too? It'll be fun. It's a good way of meeting people too.

Man Me, running? You must be joking! I've never done any jogging. Not sure if I'm into it.

Woman Well, you'll never know till you try! And it's a great way of getting fit. Good exercise. We could go jogging together after class this week to train.

Man Yes, but the thing is, I'm busy this weekend. I have to go shopping.

Woman That's no excuse. Do it later! Just think of all the money you could raise for the family room.

Man Mmm... but what's the point of doing a run if I have no sponsors?

Woman That's no problem. You could easily get sponsors if you put out a request on social media.

Man OK, you've persuaded me. I just hope it doesn't rain!

Unit 6: Page 70, Listening (Track 37)

We asked 500 people around the world: What are the most common school rules in your country? Here are some of the responses.

1

In some schools in Mexico you're allowed to use phones for activities in class, for example, to check a word. But in my school, you can't use them at all, except for emergencies. We're supposed to leave them in our lockers. Once I brought my phone in secretly because I was waiting for an important text. I was very scared of having it taken away, but I didn't need to worry because no one checked our bags.

2

I was at a school in Thailand and the teachers were very strict about punctuality. When I was at school, students who arrived late had to run round the school several times, shouting "I must be punctual" or "I must not be late." It was very embarrassing, and so you'd definitely make sure you arrived on time to avoid that.

3

In South Korea, teachers aren't allowed to exclude students from school in state schools. But there are other kinds of sanctions. In my school, students who break the rules have to do jobs, like cleaning the classrooms. I think that's a really positive way of dealing with students who misbehave.

4

In my school in Brazil, students can be suspended from school for really serious misbehavior, like getting into fights or bullying. The problem is

that very often the badly-behaved students really like that because it means they don't need to go to school!

5

At Japanese elementary schools, children usually don't have to wear a uniform. But in high school, everyone has to wear one. There are a lot of rules about students' appearance, too. For example, when I was at school we couldn't wear any jewelry or accessories, and dying your hair wasn't allowed either. We weren't allowed to wear make-up, and the boys couldn't have long hair or beards.

6

In my school in Colorado in the USA we use a restorative approach to deal with the problem we have with bullying. So the bullies sit down with the kids they were bullying and listen to how it felt to be on the receiving end of all that anger, and got them to take responsibility for their actions. And it worked so well that they didn't need to suspend the bullies like before because their behavior improved so much.

7

When I was 15, I went to an international boarding school in Argentina. In the afternoons the teachers spoke to us only in English, and we were supposed to answer them in English, but nobody did. If we answered in Spanish, they just said "You should speak in English!". But because they just let us off the hook, I was lazy, and didn't make an effort. I really should've, because my English would be a lot better now.

Unit 6: Page 76, Authentic Listening Skills (Track 41)

1

So, I assembled a top-notch leadership team who believed in the possibility of all the children, and together, we tackled the small things, like resetting every single locker combination by hand so that every student could have a secure locker.

2

We cleaned every classroom to its core, recycling every, every textbook that was not needed, and discarded thousands of old materials and furniture. We used two dumpsters per day.

Unit 6: Page 78, Speaking (Track 42)

Mateo I wish I didn't have to do this stupid exam tomorrow. I'm fed up with all this reviewing.

Sofia You can say that again! But I guess we have to take exams if we want to get good grades to get into college.

Mateo Yes, but don't you think it would be far more useful if our grades were based on our coursework, you know, like some kind of continuous assessment? That's a much better way of showing what we can do, in my view.

Sofia Yeah, I know what you mean, but the fact is that some people cheat on their classwork. They get their mom or their brother to do it.

Mateo I'm not so sure about that. People can cheat in exams too! And anyway exams are basically just a memory test. You fill your mind with facts the day before the exam and then you forget them the next day.

Sofia Yeah and certainly that's the best way of learning. I don't think people would bother learning if they didn't have exams to push them into doing it.

Mateo So are you really saying that forgetting things the next day is learning? No way! What about open book exams, you know, when you can use books in the exams, and don't just have to memorize facts? Or problem solving tasks? That's learning.

Sofia Well, I see your point but I still think we need to be tested against each other.

Mateo I'm sorry, I totally disagree. Maybe exams are OK for you, you're good at them. But some people—like me, for example—just get nervous, and they don't perform at their best.

Sofia OK, OK... maybe we'd better just agree to disagree on that!

Unit 7: Page 82, Listening (Track 44)

Brad Hello, I'm Brad Thomas and today on *Crossing Borders* we're discussing your commute to school in some of the world's major cities. First up is Gloria. Hello, Gloria.

Gloria Hi Brad.

Brad Now, you're from Mexico City...

Gloria That's right.

Brad ... where the traffic is supposed to be really bad. How does that affect your commute?

Gloria Well Brad, I ride my bike to school, and I have to say that the smog is just awful. Mexico City is actually built in a lake bed surrounded by mountains, so the smog can't escape. But traffic is a huge problem in the city, too. We live in the suburbs, but my father works in the business district. For him, commuting to work is an absolute nightmare. He spends at least two hours twice a day stuck in traffic, watching pedestrians pass him! It's infuriating.

Brad Yes, it must be. Could you move closer to the center?

Gloria We'd really like to, believe me, but rents are just too high. And the problem is, more and more people are coming to work in Mexico City. We now have over 21 million residents and more than 3.5 million cars on the road. You can imagine how heavy the traffic gets, especially during rush hour.

Brad I definitely can, Gloria. So why not use public transportation instead?

Gloria He's tried doing that, but our subway and our buses are always packed. The government's tried restricting traffic on certain days, and now they want to build an elevated monorail system. Maybe that'll work.

Brad Hopefully it will, Gloria. Thank you. Now over to Mehmet in Istanbul. Are things any better where you are?

Mehmet I'm afraid not, Brad. Traffic regularly comes to a standstill here. A lot of the streets in the city center are very narrow—they were built for horses, not cars!

Brad Hasn't the government widened the roads?

Mehmet Well, maybe they could have, but no, it's a historical city. And we have a geographical problem like the one Gloria talked about. Istanbul is surrounded by water on three sides, so it isn't easy to get to places across the water. Sometimes the only way to get from A to B is across our main bridges and these are regularly gridlocked—not just at peak times, but sometimes even at two o'clock in the morning, with drivers going over the speed limit, changing lanes and honking their horns... it's chaos!

Brad And do you get to school by car, Mehmet?

Mehmet I don't, but lots of my friends do. I take the bus, but it's actually easier to travel by car so naturally lots of people do that.

Brad And has the government come up with any solutions?

Mehmet They have—but we need more. They've built more bus lanes and a massive underwater railway tunnel. Now the plan is to build more subway lines, which we desperately need. I hope that'll help.

Brad I hope so too. Thank you, Mehmet.

Unit 7: Page 86, Pronunciation (Track 46)

1 The population of urban areas will increase.

2 There will be an increase in the population of urban areas.

Unit 7: Page 86, Pronunciation (Track 47)

1a Traffic is expected to decrease by the end of the year.

1b A decrease in traffic is expected by the end of the year.

2a Overall, imports of vehicles are going up.

2b The country imports a huge number of vehicles.

3a The city is expecting to record an improvement in emission levels.

3b Emissions are at a record high at the moment.

4a They're going to present all the drivers with a new GPS.

4b All the drivers are going to be given a present of a new GPS.

5a They've arrested a suspect for the robberies.

5b They suspect that one of the sales assistants is responsible for the robberies.

Unit 7: Page 88, Authentic Listening Skills (Track 50)

1 Some cities are calmly industrious, like Dusseldorf or Louisville. Others project an energy that they can hardly contain, like New York or Hong Kong. And then you have Paris or Istanbul, and their patina full of history.

2 For decades, our remedy for congestion was simple: build new roads or enlarge existing ones.

3 But if you look at our cities, yes, we have some underground subway systems and some tunnels and bridges, and also some helicopters in the sky. But the vast majority of our traffic is focused on the ground, on the surface

Unit 7: Page 90, Speaking (Track 51)

Woman Excuse me, sorry to bother you. I'm conducting a survey on people's use of the local bus system. I wonder if I could ask you a few questions?

Man Sure, go ahead.

Woman Great, thanks, first of all, can I ask whether you use the local buses at all?

Man I do, once in a while. But not on a regular basis.

Woman So how often would you say you take the bus?

Man I'd say once or twice a month, on average.

Woman And can I ask why that is?

Man Well to be honest it's not very convenient. The buses downtown only run once an hour. And the last bus from downtown is at ten o'clock. And on top of that, they're never on time.

Woman How do you normally get in and out of the city?

Man I usually ask my mom for a ride. Or I sometimes ride my bike, if I'm feeling energetic. It's around a twenty-minute ride.

Woman I see. And if the buses ran more frequently, would that encourage you to use them?

Man It might. But they'd have to improve their punctuality, as well.

Woman Do you know what the bus fare downtown is?

Man Not off the top of my head. It just went up. But it's more than I can afford to pay, anyway.

Woman And if the local authorities were to subsidize the service, might that influence you to take the bus?

Man Possibly. It would depend on how much it cost. I'd have to see.

Woman And I'd like to know how satisfied you are with the service, on a scale of one to ten.

Man On a scale of one to ten... maybe four.

Woman And finally, what could the city do to improve the bus system, in your opinion?

Man Mm. Well, definitely have more buses for a start. And maybe they could build more bus lanes, so the buses don't get stuck in traffic jams?

Woman Well, that's it. Thank you very much for your time.

Man No problem.

Unit 8: Page 94, Listening (Track 52)

Host Hi and welcome back to Teen Talk. In the next part of the show we're talking to Dr. Guy Ingram, an expert on teenage psychology, and Laura, who is... a teenager. So, Dr. Ingram, is there such a thing as a typical teenager?

Guy That would be too much of a generalization. There are certain characteristics that are universal, and others which are cultural. Let's start with the universal ones first. Basically, the teenage years mark the transition from childhood to adulthood, which means becoming independent from parents. This life stage is known as adolescence. So teenagers, or adolescents, tend to be more influenced by their peers and they look for their approval—though of course not all of them give in to peer pressure.

Host Does that make sense to you, Laura?

Laura Well, yes, up to a point. I definitely like to follow the fashion, and be popular with my peers. I probably wouldn't wear anything that made me stand out. But I don't always follow the crowd. In fact, I have my own taste in music for example, which is different from my friends.

Guy Teenagers also tend to be very self-conscious. What about you, Laura? You come across as pretty self-confident.

Laura That's amazing! I'm actually very self-conscious. I really don't like speaking in public... I get really embarrassed speaking in front of the class or if people look at me, for example.

Host Well, you're doing really well! Dr. Ingram, teenagers are often seen as rebellious and argumentative. Is that true or is it a stereotype?

Guy Interestingly, that depends a lot on the culture. In some cultures, teenagers are expected—or even encouraged—to be open-minded and question what other people think. But that's not always the case. In many parts of the world, respect for authority is more highly valued.

Host And are teenagers moody and difficult all over the world? Or is that an unfair stereotype?

Guy Well, maybe it's a bit unfair to characterize *all* teenagers as difficult! But with emotional and physical changes going on, it's natural that most teenagers will have their ups and downs from time to time. But many teenagers are also very positive—cheerful and enthusiastic—and turn into even-tempered adults.

Host And what about risk? Do all teenagers love danger and excitement? Or perhaps that's another myth?

Guy Actually that's not a myth at all. Teenagers will often engage in risky activities.

Laura So I'm not a typical teenager in that case. I don't really like taking risks—I'm pretty cautious. But I might take calculated risks.

Host How do you mean?

Laura Well, for example, I really like traveling, but I was pretty nervous about taking a long flight recently, because I had to change planes in a city I didn't know. But I planned it carefully and luckily it all worked out fine.

Guy That's interesting. Because most teenagers are more impulsive. They frequently make decisions without thinking about the long-term consequences.

Host That's interesting. What about...

Unit 8: Page 102, Speaking (Track 55)

1

Luis Hey Joel. How's it going? You look a bit stressed.

Joel Hi Luis. Actually I'm feeling completely overwhelmed. I'm supposed to hand in my assignment tomorrow, but my computer crashed and I lost everything.

Luis Oh no, what a drag. And you didn't back it up?

Joel No. All I have is a hard copy of my outline.

Luis What a pain. Still, at least you've got your plan.

Joel That's true, but I can't use my computer until it's fixed.

Luis Is there anything I can do to help? I could lend you mine, if that's any use.

Joel Really? Are you sure? That would be fantastic.

Luis No problem. Why don't you come back to my place now and you can take it?

Joel Thanks so much, you're a real friend. I owe you one!

2

Erin Hey Gaby. You seem a bit down. What's up?

Gaby Actually I just got into an argument with Kristen.

Erin Oh no... what about?

Gaby Well, this may sound stupid, but the thing is she keeps buying the same clothes as me. It's driving me crazy.

Erin How infuriating!

Gaby Yeah, she showed up to Alex's yesterday wearing the same sweatshirt as the one I bought last week!

Erin I'm not surprised you feel irritated. But, looking on the bright side, at least it shows you've got good taste in clothes.

Gaby Mmm, maybe. But anyway, when I said she should do her own thing more often a minute ago, she got upset and walked away. Maybe I didn't say it right.

Erin Would you like me to have a word with her? She usually listens to me.

Gaby Are you sure? That's not too much trouble?

Erin No trouble at all.

Gaby You're the best.

Unit 8: Page 102, Speaking (Track 56)

What a drag.

What a pain.

You must have been so frustrated.

How upsetting!

How annoying!

I'm not surprised you feel upset.

I'm not surprised you feel irritated.

That's totally understandable.

Unit 8: Page 102, Speaking (Track 57)

1 I have to hand in my assignment tomorrow and I've only done half of it.

2 I've been invited to a concert tomorrow, but I've already made plans to play tennis with Jack. I wish I could decide what to do.

3 I'm sick of my part time job. It's so boring, and the pay is really bad.

4 My dad keeps asking me to play football with him. But I hate football and I'm terrible at it.

5 I wish I had a better bike. This one is so old and it keeps breaking.

Unit 9: Page 106, Listening (Track 58)

Host I've got some questions for you from our listeners. Here's the first one. Is it OK to skip breakfast?

Expert No, that's not a good idea, because you could have an energy dip later on in the day and then find yourself feeling less alert, having aches and pains, and have trouble concentrating in class. Even if you don't feel hungry, it's a good idea to eat something light in the morning—an egg, some yogurt, cereal, or a piece of fruit. If not, you'll get hungry later on and eat snacks like chips or candy.

Host Is drinking coffee bad for you?

Expert That's an interesting one. We've all heard warnings about the detrimental effects of too much caffeine. And it's true that too much of it can cause bad side effects like nausea and headaches. But now there's new research suggesting that, in moderation—around two or three cups a day—there are several ways in which it can actually be good for you. For example, it can increase blood supply to the brain, which may protect against developing dementia in old age. I know most of the listeners won't be thinking about that just yet, and it's quite a complicated topic. But as long as you don't drink coffee all night to help you stay awake doing homework, it seems that for most people the health benefits outweigh the risks.

Host Can exercise improve your mood?

Expert Yes, there's plenty of evidence that regular physical activity can have a positive impact on your mood. It can relieve stress, reduce depression, and make you feel more alert and confident, all of which are obviously important in the teenage years, when your mood tends to go up and down a lot. Not to mention the physical benefits, like improving your physical health and increasing your strength, stamina and flexibility.

Host Is chocolate really a superfood?

Expert Well, it would be wonderful if it were true, but unfortunately there's no evidence to support that idea. On the positive side, it contains cocoa, which is a good source of minerals and may slightly lower your blood pressure. But you have to weigh that against the fact that it also contains sugar and fat, both of which contribute to weight gain and a higher risk of diseases linked to obesity. So it's OK as an occasional treat, say, to reward yourself after a test. But I'm afraid too much of it is definitely bad for you!

Host Should you exercise every day?

Expert Yes, 60 minutes or more of physical activity per day is what's recommended for teenagers. Try to get a mixture of moderate exercise—like walking to school, or helping out with housework—and then at least three days a week more intense aerobic exercise that makes you breathe harder and speeds up your heart rate. You don't need to work out at the gym, if you aren't

interested in that. Ideally, young people should find an activity in which they *are* interested—cycling, jogging, dancing—and it's better to find someone you can exercise with. If the school you go to has after-school sports clubs, join up with other people. That's a great way of getting more motivated!

Unit 9: Page 115, Speaking (Track 62)

Student 1 Okay, so basically what we're trying to do is improve the lives of elderly people in the community. What we're proposing to do, specifically, is set up links between the school and older people. First of all, we suggest visiting them in their homes, as part of the school day. And then our second recommendation is inviting some of them to give talks at school and help out with classes.

Student 2 We also think it could be really helpful to set up a support system for relatives, like offering lifts to take them to the doctor or clinic, stuff like that. And then our final suggestion is organizing coach trips to places in the area. What do you think?

Teacher 1 That sounds like an excellent way of helping elderly people. I wonder how practical it would be to take time out of the school day. Have you thought about how many hours a week that would be?

Student 1 Not yet, we'd need to talk to all the teachers about that.

Teacher 2 I really like the idea of taking them on trips. Where would you think of taking them, exactly? You'd need to bear in mind that a lot of them can't walk very far.

Student 1 Well I guess we'd need to ask them where they'd like to go. But that's a good point, we'd have to choose trips that didn't involve too much walking.

Teacher 1 I think it's a good idea in principle to ask them to help at school, as long as they can get here. What if they don't have a car?

Student 1 Mmm, I guess we'd need to organize rides or taxis.

Unit 10: Page 117, Vocabulary (Track 64)

1 I think if you want to get your ideas across clearly, you need to stick to your point; what I mean is, you shouldn't give too many irrelevant examples; or to put it another way, you should avoid getting distracted by interruptions.

2 Mmm... Sorry, I have no idea about that one. I can't think of anything.

3 A huge amount of meaning is conveyed by body language. For example, your facial expressions, eye contact, gestures, and posture can make you seem confident or nervous, friendly or aggressive, open-minded or defensive. Your tone of voice is important too. If you vary your intonation, you sound interested and interesting but a flat monotone voice makes you seem bored and boring.

4 Umm, where was I? What was I saying?

5 If you want to communicate well, then make understanding your goal.

6 In semantics or pragmatics, the Gricean maxims are communicative principles that were proposed as an elaboration of Grice's Cooperative Principle. He distinguished four categories, with several submaxims.

Unit 10: Page 118, Listening (Track 65)

Interviewer So Emily, how do you think people can get their ideas across most effectively?

Emily Well, I think there are three main points to consider. Firstly, avoiding jargon where at all possible. Secondly, using concrete examples that are relatable and relevant to your audience. And thirdly, where possible, illustrating your point using a metaphor or an analogy.

Interviewer So could you tell us how you use analogies to help you explain things?

Emily Sure. So one of my favorite examples is when I'm teaching electricity and I ask students to imagine a racetrack.

Interviewer Sorry, you do what?

Emily Yeah, so I say what's your favorite type of racetrack, would it be horse racing or motor racing. So let's say they say horse racing. I say OK, so imagine the horses running round a race track. In our analogy the horses represent electrons and the racetrack represents an electrical circuit, and the electrons are moving around the circuit.

Now actually in real life electrons are super tiny so we actually think of bundles of electrons or packets of electrons called coulombs so let's say the horse represents a coulomb and actually the electrons are actually the tiny little hairs on the horse's back. Now one of the questions that students often ask me is what's the difference between current and voltage. So I say imagine you're standing at the side of the racetrack. If you were to count the number of horses that run past each second, you'd be measuring the current, so that's horses per second or in the real situation, coulombs per second, units of charge per second.

Now for voltage let's imagine that it's a circular racetrack and that the horses are starting off in a stable and coming back to the stable. Now in the stable they get fed, they get fed bales of hay which gives them energy, and they use this energy running around the track. Now in real life electricity the stable represents the battery, and inside the battery the units of the packet of electrons get given units of energy called joules. So the voltage is the number of bales of hay—energy—given to each horse or the number of joules of energy per coulomb.

Interviewer And isn't it hard to think of analogies for some situations?

Emily Absolutely... so not all situations will be sort of able to be explained by an analogy, so yes, finding the analogy in the first place can be tough but when you hit on one, it's gold.

Interviewer So you think analogies work better than, say examples or visuals, don't you?

Emily No, absolutely not. I think that the three go hand in hand. I think a great analogy can speak, you know a picture speaks a thousand words they say and absolutely but to, to, to bring it together with visuals, to have, ... you know, if I was doing it in a public talk, I would talk about the horse racing analogy and then I might flash up a cartoon of a horse to make people smile or giggle or I might actually do a diagram of a racetrack and have it next to a diagram of an electrical circuit so that you know I'd have the horse flashing up at the same time as an electron flashing so that people could actually see how to bring the analogy together with the real-life situation so I think there's space for both.

Interviewer That's really interesting.

Unit 10: Page 118, Listening (Track 66)

Interviewer So could you tell us how you use analogies to help you explain things?

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Interviewer Sorry, you do what?

Emily Yeah, so I say what's your favorite type of racetrack, would it be horse racing or motor racing. So let's say they say horse racing. I say OK, so imagine the horses running round a racetrack. In our analogy the horses represent electrons and the racetrack represents an electrical circuit, and the electrons are moving around the circuit.

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Unit 10: Page 118, Listening (Track 67)

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Unit 10: Page 119, Grammar (Track 68)

A Obviously, there are thousands of different languages in the world, but don't you think that gestures are international?

B No, not at all! That's a common mistake that people make, and then they don't understand it when their gestures aren't understood when they're in a different country. There are huge differences in the meaning of gestures around the world.

A Could you tell us something about differences in the meaning of gestures?

B Of course. Well, to take a really common gesture, the head nod...

A ... to say yes...

B ... that's the point. In most places—western Europe, the Americas, Southeast Asia—yes, that is the case, but there are some countries, such as Greece, Turkey and Lebanon where a single head nod actually means “no.”

A So you'd say the biggest issue with using the wrong gesture is causing confusion, wouldn't you?

B Again, no. Some misunderstandings can actually lead to people being offended. For example, the thumbs-up gesture, which is generally understood to mean “Everything's OK,” is actually an offensive gesture in Greece and Sardinia. Even with something as normal as making eye contact—you and I look each other in the eyes when we speak, but in some cultures, for example some African countries, sustained eye contact can be seen as aggressive. And touching other people is a real issue. For example, in Thailand and Laos it's considered taboo to touch someone on the head.

A I'm sorry, it's considered what?

B Taboo, that means it's something we just don't do, or just don't talk about.

A Oh, OK, thanks. We aren't necessarily conscious of our gestures, though, are we?

B No, so it can be really problematic.

A Clearly. What do you think the answer is?

B Well, when we teach languages, we should focus on non-verbal as well as verbal communication, but that of course wouldn't cover many countries. The other thing is that travel guides could include more information on non-verbal communication, and tour companies could ensure they inform their clients before they travel.

Unit 10: Page 119, Pronunciation (Track 69)

1 Don't you think that gestures are international?

2 Could you tell us something about differences in the meaning of gestures?

3 We aren't necessarily conscious of our gestures, though, are we?

4 So you'd say the biggest issue with using the wrong gesture is causing confusion, wouldn't you?

5 So what do you think is the answer?

6 I'm sorry, that's where?

Unit 10: Page 124, Authentic Listening Skills (Track 71)

Some people think that there's a TED Talk formula:

“Give a talk on around, red rug.”

“Share a childhood story.”

“Divulge a personal secret.”

“End with an inspiring call to action.”

No. That's not how to think of a TED Talk. In fact, if you overuse those devices, you're just going to come across as clichéd or emotionally manipulative. But there is one thing that all great TED Talks have in common, and I would like to share that thing with you, because over the past twelve years, I've had a ringside seat, listening to many hundreds of amazing TED speakers, like these. I've helped them prepare their talks for prime time, and learned directly from them their secrets of what makes for a great talk.

Unit 10: Page 124, Authentic Listening Skills (Track 72)

Haley Van Dyck!

Over the course of 18 minutes, 1,200 people, many of whom have never seen each other before, are finding that their brains are starting to sync with Haley's brain and with each other. They're literally beginning to exhibit the same brain-wave patterns. And I don't just mean that they're feeling the same emotions. There's something even more startling happening.

Let's take a look inside Haley's brain for a moment. There are billions of interconnected neurons in an impossible tangle. But look here, right here—a few million of them are linked to each other in a way which represents a single idea. And incredibly, this exact pattern is being recreated in real time inside the minds of everyone listening. That's right; in just a few minutes, a pattern involving millions of neurons is being teleported into 1,200 minds, just by people listening to a voice and watching a face.

Unit 10: Page 126, Speaking (Track 73)

Put your hands up if you've ever had a diary? I guess that's most of you! Well, I'm going to talk to you about how keeping a diary changed my life.

So, let's start by looking at my very first diary. As you can see, it's one of those really cool diaries with a lock and padlock. I got it on my twelfth birthday, and I wrote in it every night for a couple of months, before I went to sleep. In those days, I just used to write about funny or exciting things that happened to me, family vacations, classes at school, going out with friends, stuff like that. But then I lost interest and stopped writing in it.

So, how did this diary have such a life-changing effect on me? Well, something happened when I was fourteen. I had a big argument with my best friend. It left me feeling really angry and upset and confused, with my thoughts and emotions tangled up. I read a blog about how putting things into words can help, so I got out my diary and wrote everything down. And then I noticed two things happening. First of all, I started feeling a lot less stressed. But more than that, it felt like I'd cleared my mind, and I started to realize that maybe I was wrong about the argument. I'd misinterpreted what my friend had said to me, and hadn't really taken her situation into account. Long story short, I went to my friend, apologized for the misunderstanding, and now we're best friends again. If I hadn't written in my diary, who knows, we might still be upset with each other today!

Now, the really interesting thing I've learned since then is that there's a lot of research about the benefits of writing in a diary. Yes, it relieves stress, and it boosts your mood. But it also improves your creativity, and develops your empathy. When you write, you use your left brain, which is analytical and rational. And that means your right brain is free to create and to feel. So, to summarize, writing in a diary removes mental blocks and it allows you to use all of your brainpower so you can understand yourself and other people better. And there's one more benefit—if you write in English, you never know, it might just improve your language skills too!

Well that's it. Thank you for your attention. Are there any questions?

Unit 1: Bel Pesce: Five Ways to Kill Your Dreams

PART 1

I dedicated the past two years to understanding how people achieve their dreams. When we think about the dreams we have, and the dent we want to leave in the universe, it is striking to see how big of an overlap there is between the dreams that we have and projects that never happen. So I'm here to talk to you today about five ways how not to follow your dreams.

One: Believe in overnight success. You know the story, right? The tech guy built a mobile app and sold it very fast for a lot of money. You know, the story may seem real, but I bet it's incomplete. If you go investigate further, the guy has done 30 apps before and he has done a Master's on the topic, a Ph.D. He has been working on the topic for like twenty years.

This is really interesting, I myself have a story in Brazil that people think is an overnight success. I come from a humble family, and two weeks before the deadline to apply for MIT, I started the application process. And, voila! I got in. People may think it's an overnight success, but that only worked because for the seventeen years prior to that, I took life and education seriously. Your overnight success story is always a result of everything you've done in your life through that moment.

Two: Believe someone else has the answers for you. Constantly, people want to help out, right? All sorts of people: your family, your friends, your business partners, they all have opinions on which path you should take: "And let me tell you, go through this pipe." But whenever you go inside, there are other ways you have to pick as well. And you need to make those decisions yourself. No one else has the perfect answers for your life. And you need to keep picking those decisions, right? The pipes are infinite and you're going to bump your head, and it's a part of the process.

PART 2

Three, and it's very subtle but very important: Decide to settle when growth is guaranteed. So when your life is going great, you have put together a great team, and you have growing revenue, and everything is set—time to settle. When I launched my first book, I worked really, really hard to distribute it everywhere in Brazil. With that, over three million people downloaded it, over 50,000 people bought physical copies. When I wrote a sequel, some impact was guaranteed. Even if I did little, sales would be okay. But okay is never okay. When you're growing towards a peak, you need to work harder than ever and find yourself another peak. Maybe if I did little, a couple hundred thousand people would read it, and that's great already. But if I work harder than ever, I can bring this number up to millions. That's why I decided, with my new book, to go to every single state of Brazil. And I can already see a higher peak. There's no time to settle down.

Fourth tip, and that's really important: Believe the fault is someone else's. I constantly see people saying, "Yes, I had this great idea, but no investor had the vision to invest." "Oh, I created this great product, but the market is so bad, the sales didn't go well." Or, "I can't find good talent; my team is so below expectations." If you have dreams, it's your responsibility to make them happen. Yes, it may be hard to find talent. Yes, the market may be bad. But if no one invested in your idea, if no one bought your product, for sure, there is something there that is your fault. Definitely. You need to get your dreams and make them happen. And no one achieved their goals alone. But if you didn't make them happen, it's your fault and no one else's. Be responsible for your dreams.

PART 3

And one last tip, and this one is really important as well: Believe that the only things that matter are the dreams themselves. Once I saw an ad,

and it was a lot of friends, they were going up a mountain, it was a very high mountain, and it was a lot of work. You could see that they were sweating and this was tough. And they were going up, and they finally made it to the peak. Of course, they decided to celebrate, right? I'm going to celebrate, so, "Yes! We made it, we're at the top!" Two seconds later, one looks at the other and says, "Okay, let's go down."

Life is never about the goals themselves. Life is about the journey. Yes, you should enjoy the goals themselves, but people think that you have dreams, and whenever you get to reaching one of those dreams, it's a magical place where happiness will be all around. But achieving a dream is a momentary sensation, and your life is not. The only way to really achieve all of your dreams is to fully enjoy every step of your journey. That's the best way.

And your journey is simple—it's made of steps. Some steps will be right on. Sometimes you will trip. If it's right on, celebrate, because some people wait a lot to celebrate. And if you tripped, turn that into something to learn. If every step becomes something to learn or something to celebrate, you will for sure enjoy the journey.

So, five tips: Believe in overnight success, believe someone else has the answers for you, believe that when growth is guaranteed, you should settle down, believe the fault is someone else's, and believe that only the goals themselves matter. Believe me, if you do that, and you will destroy your dreams.

Thank you.

Unit 2: Ann Morgan: My Year Reading a Book from Every Country in the World

PART 1

It's often said that you can tell a lot about a person by looking at what's on their bookshelves. What do my bookshelves say about me? Well, when I asked myself this question a few years ago, I made an alarming discovery. I'd always thought of myself as a fairly cultured, cosmopolitan sort of person. But my bookshelves told a rather different story. Pretty much all the titles on them were by British or North American authors, and there was almost nothing in translation. Discovering this massive, cultural blind spot in my reading came as quite a shock.

And when I thought about it, it seemed like a real shame. I knew there had to be lots of amazing stories out there by writers working in languages other than English. And it seemed really sad to think that my reading habits meant I would probably never encounter them. So, I decided to prescribe myself an intensive course of global reading. 2012 was set to be a very international year for the UK; it was the year of the London Olympics. And so I decided to use it as my time frame to try to read a novel, short story collection or memoir from every country in the world. And so I did. And it was very exciting and I learned some remarkable things and made some wonderful connections that I want to share with you today.

PART 2

After I'd worked out how to fit reading and blogging about, roughly, four books a week around working five days a week, I then had to face up to the fact that I might not be able to get books in English from every country. Only around 4.5 percent of the literary works published each year in the UK are translations, and the figures are similar for much of the English-speaking world. Although the proportion of translated books published in many other countries is a lot higher. 4.5 percent is tiny enough to start with, but what that figure doesn't tell you is that many of

those books will come from countries with strong publishing networks and lots of industry professionals primed to go out and sell those titles to English-language publishers. So, for example, although well over 100 books are translated from French and published in the UK each year, most of them will come from countries like France or Switzerland. French-speaking Africa, on the other hand, will rarely ever get a look-in.

The upshot is that there are actually quite a lot of nations that may have little or even no commercially available literature in English. Their books remain invisible to readers of the world's most published language. But when it came to reading the world, the biggest challenge of all for me was that fact that I didn't know where to start. Having spent my life reading almost exclusively British and North American books, I had no idea how to go about sourcing and finding stories and choosing them from much of the rest of the world. I couldn't tell you how to source a story from Swaziland. I wouldn't know a good novel from Namibia. There was no hiding it—I was a clueless literary xenophobe. So how on earth was I going to read the world?

PART 3

I was going to have to ask for help. So in October 2011, I registered my blog, ayearofreadingtheworld.com, and I posted a short appeal online. I explained who I was, how narrow my reading had been, and I asked anyone who cared to leave a message suggesting what I might read from other parts of the planet. Now, I had no idea whether anyone would be interested, but within a few hours of me posting that appeal online, people started to get in touch. At first, it was friends and colleagues. Then it was friends of friends. And pretty soon, it was strangers.

Four days after I put that appeal online, I got a message from a woman called Rafidah in Kuala Lumpur. She said she loved the sound of my project, could she go to her local English-language bookshop and choose my Malaysian book and post it to me? I accepted enthusiastically, and a few weeks later, a package arrived containing not one, but two books—Rafidah's choice from Malaysia, and a book from Singapore that she had also picked out for me. Now, at the time, I was amazed that a stranger more than 6,000 miles away would go to such lengths to help someone she would probably never meet.

But Rafidah's kindness proved to be the pattern for that year. Time and again, people went out of their way to help me. Some took on research on my behalf, and others made detours on holidays and business trips to go to bookshops for me. It turns out, if you want to read the world, if you want to encounter it with an open mind, the world will help you.

But perhaps the most amazing example of the lengths that people were prepared to go to to help me read the world, came towards the end of my quest, when I tried to get hold of a book from the tiny, Portuguese-speaking African island nation of São Tomé and Príncipe. Now, having spent several months trying everything I could think of to find a book that had been translated into English from the nation, it seemed as though the only option left to me was to see if I could get something translated for me from scratch. Now, I was really dubious whether anyone was going to want to help with this, and give up their time for something like that. But, within a week of me putting a call out on Twitter and Facebook for Portuguese speakers, I had more people than I could involve in the project, including Margaret Jull Costa, a leader in her field, who has translated the work of Nobel Prize winner José Saramago. With my nine volunteers in place, I managed to find a book by a São Toméan author that I could buy enough copies of online. Here's one of them. And I sent a copy out to each of my volunteers. They all took on a couple of short stories from this collection, stuck to their word, sent their translations back to me, and within six weeks, I had the entire book to read.

PART 4

The books I read that year opened my eyes to many things. As those who enjoy reading will know, books have an extraordinary power to

take you out of yourself and into someone else's mindset, so that, for a while at least, you look at the world through different eyes. That can be an uncomfortable experience, particularly if you're reading a book from a culture that may have quite different values to your own. But it can also be really enlightening. Wrestling with unfamiliar ideas can help clarify your own thinking. And it can also show up blind spots in the way you might have been looking at the world.

When I looked back at much of the English-language literature I'd grown up with, for example, I began to see quite how narrow a lot of it was, compared to the richness that the world has to offer. And as the pages turned, something else started to happen, too. Little by little, that long list of countries that I'd started the year with, changed from a rather dry, academic register of place names into living, breathing entities.

Now, I don't want to suggest that it's at all possible to get arounded picture of a country simply by reading one book. But cumulatively, the stories I read that year made me more alive than ever before to the richness, diversity and complexity of our remarkable planet. It was as though the world's stories and the people who'd gone to such lengths to help me read them had made it real to me. These days, when I look at my bookshelves or consider the works on my e-reader, they tell a rather different story. It's the story of the power books have to connect us across political, geographical, cultural, social, religious divides. It's the tale of the potential human beings have to work together.

And, it's testament to the extraordinary times we live in, where, thanks to the internet, it's easier than ever before for a stranger to share a story, a worldview, a book with someone she may never meet, on the other side of the planet. I hope it's a story I'm reading for many years to come. And I hope many more people will join me. If we all read more widely, there'd be more incentive for publishers to translate more books, and we would all be richer for that.

Thank you.

Unit 3: Jason deCaires Taylor: An Underwater Museum, Teeming with Life

PART 1

Ten years ago, I had my first exhibition here. I had no idea if it would work or was at all possible, but with a few small steps and a very steep learning curve, I made my first sculpture, called 'The Lost Correspondent'. Teaming up with a marine biologist and a local dive center, I submerged the work off the coast of Grenada, in an area decimated by Hurricane Ivan. And then this incredible thing happened. It transformed. One sculpture became two. Two quickly became 26. And before I knew it, we had the world's first underwater sculpture park.

In 2009, I moved to Mexico and started by casting local fisherman. This grew to a small community, to almost an entire movement of people in defense of the sea. And then finally, to an underwater museum, with over 500 living sculptures. Gardening, it seems, is not just for greenhouses. We've since scaled up the designs: 'Ocean Atlas', in the Bahamas, rising sixteen feet up to the surface and weighing over 40 tons, to now currently in Lanzarote, where I'm making an underwater botanical garden, the first of its kind in the Atlantic Ocean.

So why exhibit my work in the ocean? Because honestly, it's really not easy. When you're in the middle of the sea under a hundred-foot crane, trying to lower eight tons down to the sea floor, you start to wonder whether I shouldn't have taken up watercolor painting instead.

But in the end, the results always blow my mind.

PART 2

The ocean is the most incredible exhibition space an artist could ever wish for. You have amazing lighting effects changing by the hour, explosions of sand covering the sculptures in a cloud of mystery, a unique timeless quality and the procession of inquisitive visitors, each lending their own special touch to the site.

But over the years, I've realized that the greatest thing about what we do, the really humbling thing about the work, is that as soon as we submerge the sculptures, they're not ours anymore, because as soon as we sink them, the sculptures, they belong to the sea. As new reefs form, a new world literally starts to evolve, a world that continuously amazes me. It's a bit of a cliché, but nothing man-made can ever match the imagination of nature.

Sponges look like veins across the faces. Staghorn coral morphs the form. Fireworms scrawl white lines as they feed. Tunicates explode from the faces. Sea urchins crawl across the bodies feeding at night. Coralline algae applies a kind of purple paint. The deepest red I've ever seen in my life lives underwater. Purple sponges breathe water like air. And grey angelfish glide silently overhead.

I'm standing here today on this boat in the middle of the ocean, and this couldn't be a better place to talk about the really, really important effect of my work. Because as we all know, our reefs are dying, and our oceans are in trouble.

PART 3

So here's the thing: the most used, searched and shared image of all my work thus far is this. And I think this is for a reason, or at least I hope it is. What I really hope is that people are beginning to understand that when we think of the environment and the destruction of nature, that we need to start thinking about our oceans, too.

Since building these sites, we've seen some phenomenal and unexpected results. Besides creating over 800 square meters of new habitats and living reef, visitors to the marine park in Cancun now divide half their time between the museum and the natural reefs, providing significant rest for natural, overstressed areas. Visitors to "Ocean Atlas" in the Bahamas highlighted a leak from a nearby oil refinery. The subsequent international media forced the local government to pledge 10 million dollars in coastal cleanups. The sculpture park in Grenada was instrumental in the government designating a spot—a marine-protected area. Entrance fees to the park now help fund park rangers to manage tourism and fishing quotas. The site was actually listed as a "Wonder of the World" by National Geographic.

So why are we all here today in this room? What do we all have in common? I think we all share a fear that we don't protect our oceans enough. And one way of thinking about this is that we don't regard our oceans as sacred, and we should. When we see incredible places—like the Himalayas or the *La Sagrada Familia*, or the *Mona Lisa*, even—when we see these incredible places and things, we understand their importance. We call them sacred, and we do our best to cherish them, to protect them and to keep them safe. But in order to do that, we are the ones that have to assign that value; otherwise, it will be desecrated by someone who doesn't understand that value.

So I want to finish up tonight by talking about sacred things. When we were naming the site in Cancun, we named it a museum for a very important and simple reason: museums are places of preservation, of conservation and of education. They're places where we keep objects of great value to us, where we simply treasure them for them being themselves. If someone was to throw an egg at the Sistine Chapel, we'd all go crazy. If someone wanted to build a seven-star hotel at the bottom of the Grand Canyon, then we would laugh them out of Arizona. Yet every day we dredge, pollute and overfish our oceans. And I think it's easier for us to do that, because when we see the ocean, we don't see the havoc we're wreaking. Because for most people, the ocean is like this. And it's really hard to think of something that's just so plain and so enormous, as fragile. It's simply too massive, too vast, too endless. And what do you see here? I think most people actually look past the horizon. So I think there's a real danger that we never really see the sea, and if we don't really see it, if it doesn't have its own iconography, if we miss its majesty, then there's a big danger that we take it for granted.

PART 4

And we don't want to stop in Grenada, in Cancun or the Bahamas. Just last month, I installed these Four Horsemen of the Apocalypse in the Thames River, in central London, right in front of the Houses of Parliament, putting a stark message about climate change in front of the people that have the power to help change things.

Because for me, this is just the beginning of the mission. We want to team up with other inventors, creators, philanthropists, educators, biologists, to see better futures for our oceans. And we want to see beyond sculpture, beyond art, even.

So let's think big and let's think deep. Who knows where our imagination and willpower can lead us? I hope that by bringing our art into the ocean, that not only do we take advantage of amazing creativity and visual impact of the setting, but that we are also giving something back, and by encouraging new environments to thrive, and in some way opening up a new—or maybe it's a really old way of seeing the seas: as delicate, precious places, worthy of our protection.

Our oceans are sacred.

Thank you.

Unit 4: Andrés Ruzo: The Boiling River of the Amazon

PART 1

As a boy in Lima, my grandfather told me a legend of the Spanish conquest of Peru. Atahualpa, emperor of the Inca, had been captured and killed. Pizarro and his conquistadors had grown rich, and tales of their conquest and glory had reached Spain and was bringing new waves of Spaniards, hungry for gold and glory. They would go into towns and ask the Inca, "Where's another civilization we can conquer? Where's more gold?"

And the Inca, out of vengeance, told them, "Go to the Amazon. You'll find all the gold you want there. In fact, there is a city called Paititi—El Dorado in Spanish—made entirely of gold."

The Spanish set off into the jungle, but the few that return come back with stories, stories of powerful shamans, of warriors with poisoned arrows, of trees so tall they blotted out the sun, spiders that ate birds, snakes that swallowed men whole and a river that boiled.

All this became a childhood memory. And years passed. I'm working on my PhD at SMU, trying to understand Peru's geothermal energy potential, when I remember this legend, and I began asking that question. Could the boiling river exist?

I asked colleagues from universities, the government, oil, gas and mining companies, and the answer was a unanimous no. And this makes sense. You see, boiling rivers do exist in the world, but they're generally associated with volcanoes. You need a powerful heat source to produce such a large geothermal manifestation. And as you can see from the red dots here, which are volcanoes, we don't have volcanoes in the Amazon, nor in most of Peru. So it follows: We should not expect to see a boiling river.

Telling this same story at a family dinner, my aunt tells me, "But no, Andrés, I've been there. I've swum in that river."

Then my uncle jumps in. "No, Andrés, she's not kidding. You see, you can only swim in it after a very heavy rain, and it's protected by a powerful shaman. Your aunt, she's friends with his wife."

"¿Cómo?"

PART 2

You know, despite all my scientific skepticism, I found myself hiking into the jungle, guided by my aunt, over 700 kilometers away from the nearest volcanic center, and well, honestly, mentally preparing myself to behold the legendary "warm stream of the Amazon."

But then ... I heard something, a low surge that got louder and louder as we came closer. It sounded like ocean waves constantly crashing, and as we got closer, I saw smoke, vapor, coming up through the trees. And then, I saw this.

I immediately grabbed for my thermometer, and the average temperatures in the river were 86 degrees C. This is not quite the 100-degree C boiling but definitely close enough. The river flowed hot and fast. I followed it upriver and was led by, actually, the shaman's apprentice to the most sacred site on the river. And this is what's bizarre. It starts off as a cold stream. And here, at this site, is the home of the Yacumama, mother of the waters, a giant serpent spirit who births hot and cold water. And here we find a hot spring, mixing with cold stream water underneath her protective motherly jaws and thus bringing their legends to life.

The next morning, I woke up and ... I asked for tea. I was handed a mug, a tea bag and, well, pointed towards the river. To my surprise, the water was clean and had a pleasant taste, which is a little weird for geothermal systems.

What was amazing is that the locals had always known about this place, and that I was by no means the first outsider to see it. It was just part of their everyday life. They drink its water. They take in its vapor. They cook with it, clean with it, even make their medicines with it.

I met the shaman, and he seemed like an extension of the river and his jungle. He asked for my intentions and listened carefully. Then, to my tremendous relief—I was freaking out, to be honest with you—a smile began to snake across his face, and he just laughed.

I had received the shaman's blessing to study the river, on the condition that after I take the water samples and analyze them in my lab, wherever I was in the world, that I pour the waters back into the ground so that, as the shaman said, the waters could find their way back home.

PART 3

I've been back every year since that first visit in 2011, and the fieldwork has been exhilarating, demanding and at times dangerous.

So why does the river boil?

Fault-fed hot springs. As we have hot blood running through our veins and arteries, so, too, the earth has hot water running through its cracks and faults. Where these arteries come to the surface, these earth arteries, we'll get geothermal manifestations: fumaroles, hot springs and in our case, the boiling river.

We mapped the temperatures along the river, and this was by far the most demanding part of the fieldwork. And the results were just awesome.

Sorry, the geoscientist in me coming out. And it showed this amazing trend. You see, the river starts off cold. It then heats up, cools back down, heats up, cools back down, heats up again, and then has this beautiful decay curve until it smashes into this cold river.

But here's the thing: the data is showing that the boiling river exists independent of volcanism. It's neither magmatic or volcanic in origin, and again, over 700 kilometers away from the nearest volcanic center.

How can a boiling river exist like this? I've asked geothermal experts and volcanologists for years, and I'm still unable to find another non-volcanic geothermal system of this magnitude. It's unique. It's special on a global scale. So, still—how does it work? Where do we get this heat? There's still more research to be done to better constrain the problem and better understand the system, but from what the data is telling us now, it looks to be the result of a large hydrothermal system.

Basically, it works like this: So, the deeper you go into the earth, the hotter it gets. We refer to this as the geothermal gradient. The waters could be coming from as far away as glaciers in the Andes, then seeping down deep into the earth and coming out to form the boiling river after getting heated up from the geothermal gradient, all due to this unique geologic setting.

PART 4

But again, despite all of these studies, all of these discoveries and the legends, a question remains: What is the significance of the boiling river? What is the significance of this stationary cloud that always hovers over this patch of jungle? And what is the significance of a detail in a childhood legend?

To the shaman and his community, it's a sacred site. To me, as a geoscientist, it's a unique geothermal phenomenon. But to the illegal loggers and cattle farmers, it's just another resource to exploit. And to the Peruvian government, it's just another stretch of unprotected land ready for development.

My goal is to ensure that whoever controls this land understands the boiling river's uniqueness and significance. Because that's the question, one of significance. And the thing there is, we define significance. It's us. We have that power. We are the ones who draw that line between the sacred and the trivial. And in this age, where everything seems mapped, measured and studied, in this age of information, I remind you all that discoveries are not just made in the black void of the unknown but in the white noise of overwhelming data.

There remains so much to explore. We live in an incredible world. So go out. Be curious. Because we do live in a world where shamans still sing to the spirits of the jungle, where rivers do boil and where legends do come to life.

Thank you very much.

Unit 5: Hugh Evans: What does it mean to be a citizen of the world?

PART 1

I want to introduce you to an amazing woman. Her name is Davinia. Davinia was born in Jamaica, emigrated to the US at the age of 18, and now lives just outside of Washington, DC. She's not a high-powered political staffer, nor a lobbyist. She'd probably tell you she's quite unremarkable, but she's having the most remarkable impact. What's incredible about Davinia is that she's willing to spend time every single week focused on people who are not her: people not her in her neighborhood, her state, nor even in her country—people she'd likely never meet.

Davinia's impact started a few years ago when she reached out to all of her friends on Facebook, and asked them to donate their pennies so she could fund girls' education. She wasn't expecting a huge response, but 700,000 pennies later, she's now sent over 120 girls to school. When we spoke last week, she told me she's become a little infamous at the local bank every time she rocks up with a shopping cart full of pennies.

Now, Davinia is not alone. Far from it. She's part of a growing movement. And there's a name for people like Davinia: global citizens. A global citizen is someone who self-identifies first and foremost not as a member of a state, a tribe or a nation, but as a member of the human race, and someone who is prepared to act on that belief, to tackle our world's greatest challenges. Our work is focused on finding, supporting and activating global citizens. They exist in every country and among every demographic.

I want to make the case to you today that the world's future depends on global citizens. I'm convinced that if we had more global citizens active in our world, then every single one of the major challenges we face—from poverty, climate change, gender inequality—these issues become solvable. They are ultimately global issues, and they can ultimately only be solved by global citizens demanding global solutions from their leaders.

PART 2

As a "why" kid, I thought I could change the world, and it was impossible to convince me otherwise. And when I was twelve and in my first year of high school, I started raising money for communities in the developing world. We were a really enthusiastic group of kids, and we raised more

money than any other school in Australia. And so I was awarded the chance to go to the Philippines to learn more. It was 1998. We were taken into a slum in the outskirts of Manila. It was there I became friends with Sonny Boy, who lived on what was literally a pile of steaming garbage. That night with Sonny Boy and his family changed my life forever, because when it came time to go to sleep, we simply laid down on this concrete slab the size of half my bedroom with myself, Sonny Boy, and the rest of his family, seven of us in this long line, with the smell of rubbish all around us and cockroaches crawling all around. And I didn't sleep a wink, but I lay awake thinking to myself, "Why should anyone have to live like this when I have so much?" Why should Sonny Boy's ability to live out his dreams be determined by where he's born, I just didn't get it, and I needed to understand why.

And if we're to try to help kids like Sonny Boy, it wouldn't work just to try to send him a few dollars or to try to clean up the garbage dump on which he lived, because the core of the problem lay elsewhere. And as I worked on community development projects over the coming years trying to help build schools, train teachers, and tackle HIV and AIDS, I came to see that community development should be driven by communities themselves, and that although charity is necessary, it's not sufficient. We need to confront these challenges on a global scale and in a systemic way. And the best thing I could do is try to mobilize a large group of citizens back home to insist that our leaders engage in that systemic change.

PART 3

But this is not about any one organization. This is about citizens taking action. And research data tells us that of the total population who even care about global issues, only eighteen percent have done anything about it. It's not that people don't want to act. It's often that they don't know how to take action, or that they believe that their actions will have no effect. So we had to somehow recruit and activate millions of citizens in dozens of countries to put pressure on their leaders to behave altruistically.

And as we did so, we discovered something really thrilling, that when you make global citizenship your mission, you suddenly find yourself with some extraordinary allies. See, extreme poverty isn't the only issue that's fundamentally global. So, too, is climate change, human rights, gender equality, even conflict. We found ourselves shoulder to shoulder with people who are passionate about targeting all these interrelated issues. But how did we actually go about recruiting and engaging those global citizens? Well, we used the universal language: music. We launched the Global Citizen Festival in the heart of New York City in Central Park, and we persuaded some of the world's biggest artists to participate. We made sure that these festivals coincided with the UN General Assembly meeting, so that leaders who need to hear our voices couldn't possibly ignore them.

But there was a twist: you couldn't buy a ticket. You had to earn it. You had to take action on behalf of a global cause, and only once you'd done that could you earn enough points to qualify. Activism is the currency. I had no interest in citizenship purely as some sort of feel-good thing. For me, citizenship means you have to act, and that's what we required. And amazingly, it worked. Last year, more than 155,000 citizens in the New York area alone earned enough points to qualify. Globally, we've now signed up citizens in over 150 countries around the world. And last year, we signed up more than 100,000 new members each and every week of the whole year.

See, we don't need to create global citizens from nothing. We're already everywhere. We just need to be organized and motivated to start acting. And this is where I believe we can learn a lot from Davinia, who started taking action as a global citizen back in 2012. Here's what she did. It wasn't rocket science. She started writing letters, emailing politicians' offices.

She volunteered her time in her local community. That's when she got active on social media and started to collect pennies—a lot of pennies. Now, maybe that doesn't sound like a lot to you. How will that achieve anything? Well, it achieved a lot because she wasn't alone. Her actions, alongside 142,000 other global citizens, led the US government to double their investment into Global Partnership for Education. And here's Dr. Raj Shah, the head of USAID, making that announcement. See, when thousands of global citizens find inspiration from each other, it's amazing to see their collective power.

PART 4

We live in a time that favors the global citizen, in an age where every single voice can be heard. See, do you remember when the Millennium Development Goals were signed back in the year 2000? The most we could do in those days was fire off a letter and wait for the next election. There was no social media. Today, billions of citizens have more tools, more access to information, more capacity to influence than ever before. Both the problems and the tools to solve them are right before us. The world has changed, and those of us who look beyond our borders are on the right side of history.

So where are we? So we run this amazing festival, we've scored some big policy wins, and citizens are signing up all over the world. But have we achieved our mission? No. We have such a long way to go.

But this is the opportunity that I see. The concept of global citizenship, self-evident in its logic but until now impractical in many ways, has coincided with this particular moment in which we are privileged to live. We, as global citizens, now have a unique opportunity to accelerate large-scale positive change around the world. So in the months and years ahead, global citizens will hold world leaders accountable to ensure that the new Global Goals for Sustainable Development are tracked and implemented. Global citizens will partner with the world's leading NGOs to end diseases like polio and malaria. Global citizens will sign up in every corner of this globe, increasing the frequency, quality and impact of their actions. These dreams are within reach. Imagine an army of millions growing into tens of millions, connected, informed, engaged and unwilling to take no for an answer.

I'm a global citizen.

Are you?

Thank you.

Unit 6: Linda Cliatt-Wayman: How to fix a broken school? Lead Fearlessly, Love Hard

PART 1

It was November 1, 2002, my first day as a principal, but hardly my first day in the school district of Philadelphia. I graduated from Philadelphia public schools, and I went on to teach special education for twenty years in a low-income, low-performing school in North Philadelphia, where crime is rampant and deep poverty is among the highest in the nation.

Shortly after I walked into my new school, a huge fight broke out among the girls. After things were quickly under control, I immediately called a meeting in the school's auditorium to introduce myself as the school's new principal.

I walked in angry, a little nervous—but I was determined to set the tone for my new students. I started listing as forcefully as I could my expectations for their behavior and my expectations for what they would learn in school. When, all of a sudden, a girl way in the back of the auditorium, she stood up and she said, "Miss! Miss!" When our eyes locked, she said, "Why do you keep calling this a school? This is not a school."

In one outburst, Ashley had expressed what I felt and never quite was able to articulate about my own experience when I attended a low-performing school in the same neighborhood, many, many, many years earlier. That school was definitely not a school.

Fast-forwarding a decade later to 2012, I was entering my third low-performing school as principal. I was to be Strawberry Mansion's fourth principal in four years. Shortly as I approached the door of my new school and attempted to enter, and found the door locked with chains, I could hear Ashley's voice in my ears going, "Miss! Miss! This is not a school."

I noticed that the classrooms were nearly empty. The students were just scared: scared to sit in rows in fear that something would happen; scared because they were often teased in the cafeteria for eating free food. They were scared from all the fighting and all the bullying. This was not a school. And then, there were the teachers, who were incredibly afraid for their own safety, so they had low expectations for the students and themselves, and they were totally unaware of their role in the destruction of the school's culture.

PART 2

My first slogan is: if you're going to lead, lead.

I am a leader, so I know I cannot do anything alone. So, I assembled a top-notch leadership team who believed in the possibility of all the children, and together, we tackled the small things, like resetting every single locker combination by hand so that every student could have a secure locker. We decorated every bulletin board in that building with bright, colorful, and positive messages. We took the chains off the front doors of the school. We got the lightbulbs replaced, and we cleaned every classroom to its core, recycling every, every textbook that was not needed, and discarded thousands of old materials and furniture. We used two dumpsters per day.

And, of course, of course, we tackled the big stuff, like rehauling the entire school budget so that we can reallocate funds to have more teachers and support staff. We rebuilt the entire school day schedule from scratch to add a variety of start and end times, remediation, honors courses, extracurricular activities, and counseling, all during the school day. All during the school day.

The results? Strawberry Mansion was removed from the Persistently Dangerous List our first year after being—after being on the Persistently Dangerous List for five consecutive years. Leaders make the impossible possible.

PART 3

That brings me to my second slogan: So what? Now what?

When we looked at the data, and we met with the staff, there were many excuses for why Strawberry Mansion was low-performing and persistently dangerous. They said that only 68 percent of the kids come to school on a regular basis, 100 percent of them live in poverty, only one percent of the parents participate, many of the children come from incarceration and single-family homes, 39 percent of the students have special needs, and the state data revealed that six percent of the students were proficient in algebra, and 10 were proficient in literature.

After they got through telling us all the stories of how awful the conditions and the children were, I looked at them, and I said, "So what. Now what? What are we gonna do about it?"

We developed a lesson delivery model for instruction that focused on small group instruction, making it possible for all the students to get their individual needs met in the classroom.

The results? After one year, state data revealed that our scores have grown by 171 percent in algebra and 107 percent in literature. We have a very long way to go, a very long way to go, but we now approach every obstacle with a "So What. Now What?" attitude.

PART 4

And that brings me to my third and final slogan. If nobody told you they loved you today, you remember I do, and I always will.

My students have problems: social, emotional and economic problems you could never imagine. Some of them are parents themselves, and

some are completely alone. If someone asked me my real secret for how I truly keep Strawberry Mansion moving forward, I would have to say that I love my students and I believe in their possibilities unconditionally.

So—if I'm going to push my students toward their dream and their purpose in life, I've got to get to know who they are.

We hold monthly town hall meetings to listen to their concerns, to find out what is on their minds. They ask us questions like, "Why do we have to follow rules?" "Why are there so many consequences?" "Why can't we just do what we want to do?" They ask, and I answer each question honestly, and this exchange in listening helps to clear up any misconceptions. Every moment is a teachable moment.

My reward, my reward for being non-negotiable in my rules and consequences is their earned respect. I insist on it, and because of this, we can accomplish things together. They are clear about my expectations for them, and I repeat those expectations every day over the P.A. system. I remind them—I remind them of those core values of focus, tradition, excellence, integrity and perseverance, and I remind them every day how education can truly change their lives. And I end every announcement the same: "If nobody told you they loved you today, you remember I do, and I always will."

Ashley's words of "Miss, Miss, this is not a school," is forever etched in my mind. If we are truly going to make real progress in addressing poverty, then we have to make sure that every school that serves children in poverty is a real school, a school, a school—a school that provides them with knowledge and mental training to navigate the world around them. I do not know all the answers, but what I do know is for those of us who are privileged and have the responsibility of leading a school that serves children in poverty, we must truly lead, and when we are faced with unbelievable challenges, we must stop and ask ourselves, "So what. Now what? What are we going to do about it?" And as we lead, we must never forget that every single one of our students is just a child, often scared by what the world tells them they should be, and no matter what the rest of the world tells them they should be, we should always provide them with hope, our undivided attention, unwavering belief in their potential, consistent expectations, and we must tell them often, if nobody told them they loved them today, remember we do, and we always will.

Thank you.

Unit 7: Wanis Kabbaj: What a Driverless World Could Look Like

PART 1

One of my greatest pleasures in life is, I have to admit, a bit special. I cannot tell you how much I enjoy watching cities from the sky, from an airplane window. Some cities are calmly industrious, like Dusseldorf or Louisville. Others project an energy that they can hardly contain, like New York or Hong Kong. And then you have Paris or Istanbul, and their patina full of history. I see cities as living beings. And when I discover them from far above, I like to find those main streets and highways that structure their space. Especially at night, when commuters make these arteries look dramatically red and golden: the city's vascular system performing its vital function right before your eyes. But when I'm sitting in my car after an hour and a half of commute every day, that reality looks very different. Nothing—not public radio, no podcast—not even mindfulness meditation makes this time worth living.

Isn't it absurd that we created cars that can reach 130 miles per hour and we now drive them at the same speed as 19th-century horse carriages? In the US alone, we spent 29.6 billion hours commuting in 2014. With that amount of time, ancient Egyptians could have built 26 Pyramids of Giza. We do that in one year. A monumental waste of time, energy and human potential.

For decades, our remedy to congestion was simple: build new roads or enlarge existing ones. And it still works today in fast-growing emerging cities. But in more established urban centers, significant network

expansions are almost impossible: habitat is just too dense, real estate, too expensive and public finances too fragile. Our city's vascular system is getting clogged, it's getting sick, and we should pay attention. Our current way of thinking is not working. For our transportation to flow, we need a new source of inspiration.

PART 2

So after 16 years working in transportation, my "aha moment" happened when speaking with a biotech customer. She was telling me how her treatment was leveraging specific properties of our vascular system. "Wow," I thought, "Our vascular system—all the veins and arteries in our body making miracles of logistics every day."

So, what if the solution to our traffic challenges was inside us? I wanted to know: why is it that blood flows in our veins most of our lives, when our big cities get clogged on a daily basis? And the reality is that you're looking at two very different networks. I don't know if you realize, but each of us has 60,000 miles of blood vessels in our bodies—60,000 miles. That's two-and-a-half times the Earth's circumference, inside you. What it means is that blood vessels are everywhere inside us, not just under the surface of our skin.

But if you look at our cities, yes, we have some underground subway systems and some tunnels and bridges, and also some helicopters in the sky. But the vast majority of our traffic is focused on the ground, on the surface. So in other words, while our vascular system uses the three dimensions inside us, our urban transportation is mostly two-dimensional. This Chinese concept of a bus that can straddle traffic jams—that was an eye-opener on new ways to think about space and movement inside our cities. Tel Aviv and Abu Dhabi are talking about testing these futuristic networks of suspended magnetic pods. And we can keep climbing, and fly. The fact that a company like Airbus is now seriously working on flying urban taxis is telling us something. Flying cars are finally moving from science-fiction déjà vu to attractive business-case territory. And that's an exciting moment.

PART 3

So building this 3-D transportation network is one of the ways that we can mitigate and solve traffic jams. But it's not the only one. We have to question other fundamental choices that we made, like the vehicles we use. Just imagine a very familiar scene: You've been driving for 42 minutes. The two kids behind you are getting restless. And you're late. Do you see that slow car in front of you? Always comes when you're late, right? That driver is looking for parking. There is no parking spot available in the area, but how would he know? It is estimated that up to 30 percent of urban traffic is generated by drivers looking for parking. Do you see the 100 cars around you? 85 of them only have one passenger. Those 85 drivers could all fit in one Londonian red bus. So the question is: Why are we wasting so much space if it is what we need the most? Why are doing this to ourselves?

Biology would never do this. Space inside our arteries is fully utilized. At every heartbeat, a higher blood pressure literally compacts millions of red blood cells into massive trains of oxygen that quickly flow throughout our body. And the tiny space inside our red blood cells is not wasted, either. In healthy conditions, more than 95 percent of their oxygen capacity is utilized. Can you imagine if the vehicles we used in our cities were 95 percent full, all the additional space that you would have to walk, to bike and to enjoy our cities?

Blood is both a collective and individual form of transportation. But for our cities, we've been stuck. We've been stuck in an endless debate between creating a car-centric society or extensive mass-transit systems. And I think we should transcend this. I think we can create vehicles that combine the convenience of cars and the efficiencies of trains and buses. Just imagine. You're comfortably sitting in a fast and smooth urban train, along with 1,200 passengers. The problem with urban trains is that

sometimes you have to stop five, ten times, fifteen times before your final destination.

What if in this train you didn't have to stop? In this train, wagons can detach dynamically while you're moving and become express, driverless buses that move on a secondary road network. And so without a single stop, nor a lengthy transfer, you are now sitting in a bus that is headed toward your suburb. And when you get close, the section you're sitting in detaches and self-drives you right to your doorstep. It is collective and individual at the same time. This could be one of the shared, modular, driverless vehicles of tomorrow.

PART 4

Now ... as if walking in a city buzzing with drones, flying taxis, modular buses and suspended magnetic pods was not exotic enough, I think there is another force in action that will make urban traffic mesmerizing. If you think about it, the current generation of driverless cars is just trying to learn traffic rules, which is relatively simple, and coping with human unpredictability, which is more challenging. But what would happen when whole cities become driverless? Would we need traffic lights? Would we need lanes? How about speed limits? Red blood cells are not flowing in lanes. They never stop at red lights. In the first driverless cities, you would have no red lights and no lanes. And when all the cars are driverless and connected, everything is predictable and reaction time, minimum. They can drive much faster and can take any rational initiative that can speed them up or the cars around them. So instead of rigid traffic rules, flow will be regulated by a mesh of dynamic and constantly self-improving algorithms. The result: a strange traffic that mixes the fast and smooth rigor of German autobahns and the creative vitality of the intersections of Mumbai.

Traffic will be functionally exuberant. It will be liquid like our blood. And by a strange paradox, the more robotized our traffic grid will be, the more organic and alive its movement will feel. So yes, biology has all the attributes of a transportation genius today. But this process has taken billions of years, and went through all sorts of iterations and mutations. We can't wait billions of years to evolve our transportation system. We now have the dreams, the concepts and the technology to create 3-D transportation networks, invent new vehicles and change the flow in our cities.

Let's do it.

Thank you.

Unit 8: Sarah-Jayne Blakemore: The Mysterious Workings of the Adolescent Brain

PART 1

15 years ago, it was widely assumed that the vast majority of brain development takes place in the first few years of life. Back then, 15 years ago, we didn't have the ability to look inside the living human brain and track development across the lifespan. In the past decade or so, mainly due to advances in brain imaging technology such as magnetic resonance imaging, or MRI, neuroscientists have started to look inside the living human brain of all ages, and to track changes in brain structure and brain function, so we use structural MRI if you'd like to take a snapshot, a photograph, at really high resolution of the inside of the living human brain, and we can ask questions like, how much gray matter does the brain contain, and how does that change with age? And we also use functional MRI, called fMRI, to take a video, a movie, of brain activity when participants are taking part in some kind of task like thinking or feeling or perceiving something.

So many labs around the world are involved in this kind of research, and we now have a really rich and detailed picture of how the living human brain develops, and this picture has radically changed the way we think about human brain development by revealing that it's not all over in early

childhood, and instead, the brain continues to develop right throughout adolescence and into the '20s and '30s.

One of the brain regions that changes most dramatically during adolescence is called prefrontal cortex. So this is a model of the human brain, and this is prefrontal cortex, right at the front. Prefrontal cortex is an interesting brain area. It's proportionally much bigger in humans than in any other species, and it's involved in a whole range of high level cognitive functions, things like decision-making, planning, planning what you're going to do tomorrow or next week or next year, inhibiting inappropriate behavior, so stopping yourself saying something really rude or doing something really stupid. It's also involved in social interaction, understanding other people, and self-awareness.

So MRI studies looking at the development of this region have shown that it really undergoes dramatic development during the period of adolescence.

PART 2

So in my lab, we're interested in the social brain, that is the network of brain regions that we use to understand other people and to interact with other people. So I like to show a photograph of a soccer game to illustrate two aspects of how your social brains work. So this is a soccer game.

Michael Owen has just missed a goal, and he's lying on the ground, and the first aspect of the social brain that this picture really nicely illustrates is how automatic and instinctive social emotional responses are, so within a split second of Michael Owen missing this goal, everyone is doing the same thing with their arms and the same thing with their face, even Michael Owen as he slides along the grass, is doing the same thing with his arms, and presumably has a similar facial expression, and the only people who don't are the guys in yellow at the back and I think they're on the wrong end of the stadium, and they're doing another social emotional response that we all instantly recognize, and that's the second aspect of the social brain that this picture really nicely illustrates, how good we are at reading other people's behavior, their actions, their gestures, their facial expressions, in terms of their underlying emotions and mental states. So you don't have to ask any of these guys. You have a pretty good idea of what they're feeling and thinking at this precise moment in time.

So that's what we're interested in looking at in my lab. So in my lab, we bring adolescents and adults into the lab to have a brain scan, we give them some kind of task that involves thinking about other people, their minds, their mental states, their emotions, and one of the findings that we've found several times now, as have other labs around the world, is part of the prefrontal cortex called medial prefrontal cortex, which is shown in blue on the slide, and it's right in the middle of prefrontal cortex in the midline of your head. This region is more active in adolescents when they make these social decisions and think about other people than it is in adults, and this is actually a meta-analysis of nine different studies in this area from labs around the world, and they all show the same thing, that activity in this medial prefrontal cortex area decreases during the period of adolescence. And we think that might be because adolescents and adults use a different mental approach, a different cognitive strategy, to make social decisions, and one way of looking at that is to do behavioral studies whereby we bring people into the lab and we give them some kind of behavioral task, and I'll just give you another example of the kind of task that we use in my lab.

PART 3

So imagine that you're the participant in one of our experiments. You come into the lab, you see this computerized task. In this task, you see a set of shelves. Now, there are objects on these shelves, on some of them, and you'll notice there's a guy standing behind the set of shelves, and there are some objects that he can't see. They're occluded, from his point of view, with a kind of gray piece of wood. This is the same set of shelves from his point of view. Notice that there are only some objects that he

can see, whereas there are many more objects that you can see. Now your task is to move objects around. The director, standing behind the set of shelves, is going to direct you to move objects around, but remember, he's not going to ask you to move objects that he can't see. This introduces a really interesting condition whereby there's a kind of conflict between your perspective and the director's perspective. So imagine he tells you to move the top truck left. There are three trucks there. You're going to instinctively go for the white truck, because that's the top truck from your perspective, but then you have to remember, "Oh, he can't see that truck, so he must mean me to move the blue truck," which is the top truck from his perspective. Now believe it or not, normal, healthy, intelligent adults like you make errors about 50 percent of the time on that kind of trial. They move the white truck instead of the blue truck. So we give this kind of task to adolescents and adults, and we also have a control condition where there's no director and instead we give people a rule. We tell them, okay, we're going to do exactly the same thing but this time there's no director. Instead you've got to ignore objects with the dark gray background. You'll see that this is exactly the same condition, only in the no-director condition they just have to remember to apply this somewhat arbitrary rule, whereas in the director condition, they have to remember to take into account the director's perspective in order to guide their ongoing behavior.

Okay, so if I just show you the percentage errors in a large developmental study we did, this is in a study ranging from age seven to adulthood, and what you're going to see is the percentage errors in the adult group in both conditions, so the gray is the director condition, and you see that our intelligent adults are making errors about 50 percent of the time, whereas they make far fewer errors when there's no director present, when they just have to remember that rule of ignoring the gray background. Developmentally, these two conditions develop in exactly the same way. Between late childhood and mid-adolescence, there's an improvement, in other words a reduction of errors, in both of these trials, in both of these conditions. But it's when you compare the last two groups, the mid-adolescent group and the adult group where things get really interesting, because there, there is no continued improvement in the no-director condition. In other words, everything you need to do in order to remember the rule and apply it seems to be fully developed by mid-adolescence, whereas in contrast, if you look at the last two gray bars, there's still a significant improvement in the director condition between mid-adolescence and adulthood, and what this means is that the ability to take into account someone else's perspective in order to guide ongoing behavior, which is something, by the way, that we do in everyday life all the time, is still developing in mid-to-late adolescence. So if you have a teenage son or a daughter and you sometimes think they have problems taking other people's perspectives, you're right. They do. And this is why.

PART 4

So we sometimes laugh about teenagers. They're parodied, sometimes even demonized in the media for their kind of typical teenage behavior. They take risks, they're sometimes moody, they're very self-conscious. So people often ask, "Well, is adolescence a kind of recent phenomenon? Is it something we've invented recently in the West?" And actually, the answer is probably not. There are lots of descriptions of adolescence in history that sound very similar to the descriptions we use today. Today we try to understand their behavior in terms of the underlying changes that are going on in their brain. So for example, take risk-taking. We know that adolescents have a tendency to take risks. They do. They take more risks than children or adults, and they are particularly prone to taking risks when they're with their friends. There's an important drive to become independent from one's parents and to impress one's friends in adolescence. But now we try to understand that in terms of the development of a part of their brain called the limbic system, so I'm going to show you the limbic system in red in the slide behind me, and also on this brain. So the limbic system is right deep inside the brain, and

it's involved in things like emotion processing and reward processing. It gives you the rewarding feeling out of doing fun things, including taking risks. It gives you the kick out of taking risks. And this region, the regions within the limbic system, have been found to be hypersensitive to the rewarding feeling of risk-taking in adolescents compared with adults, and at the very same time, the prefrontal cortex, which you can see in blue in the slide here, which stops us taking excessive risks, is still very much in development in adolescents.

So brain research has shown that the adolescent brain undergoes really quite profound development, and this has implications for education, for rehabilitation and intervention. The environment, including teaching, can and does shape the developing adolescent brain, and yet it's only relatively recently that we have been routinely educating teenagers in the West. All four of my grandparents, for example, left school in their early adolescence. They had no choice. And that's still the case for many, many teenagers around the world today. 40 percent of teenagers don't have access to secondary school education. And yet, this is a period of life where the brain is particularly adaptable and malleable. It's a fantastic opportunity for learning and creativity.

So what's sometimes seen as the problem with adolescents—heightened risk-taking, poor impulse control, self-consciousness—shouldn't be stigmatized. It actually reflects changes in the brain that provide an excellent opportunity for education and social development. Thank you.

Unit 9: Kenneth Shinozuka: My Simple Invention to Keep my Grandfather Safe

PART 1

What's the fastest growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease. Every 67 seconds, someone in the United States is diagnosed with Alzheimer's. As the number of Alzheimer's patients triples by the year 2050, caring for them, as well as the rest of the ageing population, will become an overwhelming societal challenge.

My family has experienced firsthand the struggles of caring for an Alzheimer's patient. Growing up in a family with three generations, I've always been very close to my grandfather. When I was four years old, my grandfather and I were walking in a park in Japan when he suddenly got lost. It was one of the scariest moments I've ever experienced in my life, and it was also the first instance that informed us that my grandfather had Alzheimer's disease. Over the past twelve years, his condition got worse and worse, and his wandering in particular caused my family a lot of stress. My aunt, his primary caregiver, really struggled to stay awake at night to keep an eye on him, and even then often failed to catch him leaving the bed. I became really concerned about my aunt's well-being as well as my grandfather's safety. I searched extensively for a solution that could help my family's problems, but couldn't find one.

Then, one night about two years ago, I was looking after my grandfather and I saw him stepping out of the bed. The moment his foot landed on the floor, I thought, why don't I put a pressure sensor on the heel of his foot? Once he stepped onto the floor and out of the bed, the pressure sensor would detect an increase in pressure caused by body weight and then wirelessly send an audible alert to the caregiver's smartphone. That way, my aunt could sleep much better at night without having to worry about my grandfather's wandering.

So now I'd like to perform a demonstration of the sock. Could I please have my sock model on the stage? Great. So once the patient steps onto the floor an alert is sent to the caregiver's smartphone.

Thank you.

Thank you, sock model.

So this is a drawing of my preliminary design.

PART 2

My desire to create a sensor-based technology perhaps stemmed from my lifelong love for sensors and technology. When I was six years old, an elderly family friend fell down in the bathroom and suffered severe injuries. I became concerned about my own grandparents and decided to invent a smart bathroom system. Motion sensors would be installed inside the tiles of bathroom floors to detect the falls of elderly patients whenever they fell down in the bathroom. Since I was only six years old at the time and I hadn't graduated from kindergarten yet, I didn't have the necessary resources and tools to translate my idea into reality, but nonetheless, my research experience really implanted in me a firm desire to use sensors to help the elderly people. I really believe that sensors can improve the quality of life of the elderly.

PART 3

When I laid out my plan, I realized that I faced three main challenges: first, creating a sensor; second, designing a circuit; and third, coding a smartphone app. This made me realize that my project was actually much harder to realize than I initially had thought it to be.

First, I had to create a wearable sensor that was thin and flexible enough to be worn comfortably on the bottom of the patient's foot. After extensive research and testing of different materials like rubber, which I realized was too thick to be worn snugly on the bottom of the foot, I decided to print a film sensor with electrically conductive pressure-sensitive ink particles. Once pressure's applied, the connectivity between the particles increases. Therefore, I could design a circuit that would measure pressure by measuring electrical resistance.

Next, I had to design a wearable wireless circuit, but wireless signal transmission consumes lots of power and requires heavy, bulky batteries. Thankfully, I was able to find out about the Bluetooth low energy technology, which consumes very little power and can be driven by a coin-sized battery. This prevented the system from dying in the middle of the night.

Lastly, I had to code a smartphone app that would essentially transform the caregiver's smartphone into a remote monitor. For this, I had to expand upon my knowledge of coding with Java and XCode and I also had to learn about how to code for Bluetooth low energy devices by watching YouTube tutorials and reading various textbooks.

PART 4

Integrating these components, I was able to successfully create two prototypes, one in which the sensor is embedded inside a sock, and another that's a re-attachable sensor assembly that can be adhered anywhere that makes contact with the bottom of the patient's foot. I've tested the device on my grandfather for about a year now, and it's had a 100 percent success rate in detecting the over 900 known cases of his wandering.

Last summer, I was able to beta test my device at several residential care facilities in California, and I'm currently incorporating the feedback to further improve the device into a marketable product. Testing the device on a number of patients made me realize that I needed to invent solutions for people who didn't want to wear socks to sleep at night.

So sensor data, collected on a vast number of patients, can be useful for improving patient care and also leading to a cure for the disease, possibly. For example, I'm currently examining correlations between the frequency of a patient's nightly wandering and his or her daily activities and diet.

One thing I'll never forget is when my device first caught my grandfather's wandering out of bed at night. At that moment, I was really struck by the power of technology to change lives for the better. People living happily and healthfully—that's the world that I imagine.

Thank you very much.

Unit 10: Chris Anderson: TED's Secret to Great Public Speaking

PART 1

Some people think that there's a TED Talk formula:

"Give a talk on around, red rug."

"Share a childhood story."

"Divulge a personal secret."

"End with an inspiring call to action."

No. That's not how to think of a TED Talk. In fact, if you overuse those devices, you're just going to come across as clichéd or emotionally manipulative.

But there is one thing that all great TED Talks have in common, and I would like to share that thing with you, because over the past 12 years, I've had a ringside seat, listening to many hundreds of amazing TED speakers, like these. I've helped them prepare their talks for prime time, and learned directly from them their secrets of what makes for a great talk.

And even though these speakers and their topics all seem completely different, they actually do have one key common ingredient. And it's this: Your number one task as a speaker is to transfer into your listeners' minds an extraordinary gift—a strange and beautiful object that we call an idea. Let me show you what I mean. Here's Haley. She is about to give a TED Talk and frankly, she's terrified.

Presenter: Haley Van Dyck!

Over the course of 18 minutes, 1,200 people, many of whom have never seen each other before, are finding that their brains are starting to sync with Haley's brain and with each other. They're literally beginning to exhibit the same brain-wave patterns. And I don't just mean they're feeling the same emotions. There's something even more startling happening.

Let's take a look inside Haley's brain for a moment. There are billions of interconnected neurons in an impossible tangle. But look here, right here—a few million of them are linked to each other in a way which represents a single idea. And incredibly, this exact pattern is being recreated in real time inside the minds of everyone listening. That's right; in just a few minutes, a pattern involving millions of neurons is being teleported into 1,200 minds, just by people listening to a voice and watching a face.

But wait—what is an idea anyway? Well, you can think of it as a pattern of information that helps you understand and navigate the world. Ideas come in all shapes and sizes, from the complex and analytical to the simple and aesthetic.

PART 2

Here are just a few examples shared from the TED stage. Sir Ken Robinson—creativity is key to our kids' future.

Sir Ken Robinson: My contention is that creativity now is as important in education as literacy, and we should treat it with the same status.

Chris Anderson: Elora Hardy—building from bamboo is beautiful.

Elora Hardy: It is growing all around us, it's strong, it's elegant, it's earthquake-resistant.

Chris Anderson: Chimamanda Adichie—people are more than a single identity.

Chimamanda Adichie: The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete.

Chris Anderson: Your mind is teeming with ideas, and not just randomly. They're carefully linked together. Collectively they form an amazingly complex structure that is your personal worldview. It's your brain's operating system. It's how you navigate the world. And it is built up out of millions of individual ideas.

So, for example, if one little component of your worldview is the idea that kittens are adorable, then when you see this, you'll react like this. But if another component of your worldview is the idea that leopards are dangerous, then when you see this, you'll react a little bit differently. So, it's pretty obvious why the ideas that make up your worldview are crucial. You need them to be as reliable as possible a guide, to the scary but wonderful real world out there.

So that's why ideas really matter. If communicated properly, they're capable of changing, forever, how someone thinks about the world, and shaping their actions both now and well into the future. Ideas are the most powerful force shaping human culture.

PART 3

So if you accept that your number one task as a speaker is to build an idea inside the minds of your audience, here are four guidelines for how you should go about that task:

One, limit your talk to just one major idea. Ideas are complex things; you need to slash back your content so that you can focus on the single idea you're most passionate about, and give yourself a chance to explain that one thing properly. You have to give context, share examples, make it vivid. So pick one idea, and make it the through-line running through your entire talk, so that everything you say links back to it in some way.

Two, give your listeners a reason to care. Before you can start building things inside the minds of your audience, you have to get their permission to welcome you in. And the main tool to achieve that? Curiosity. Stir your audience's curiosity. Use intriguing, provocative questions to identify why something doesn't make sense and needs explaining. If you can reveal a disconnection in someone's worldview, they'll feel the need to bridge that knowledge gap. And once you've sparked that desire, it will be so much easier to start building your idea.

Three, build your idea, piece by piece, out of concepts that your audience already understands. You use the power of language to weave together concepts that already exist in your listeners' minds—but not your language, their language. You start where they are. The speakers often forget that many of the terms and concepts they live with are completely unfamiliar to their audiences. Now, metaphors can play a crucial role in showing how the pieces fit together, because they reveal the desired shape of the pattern, based on an idea that the listener already understands.

For example, when Jennifer Kahn wanted to explain the incredible new biotechnology called CRISPR, she said, "It's as if, for the first time, you had a word processor to edit DNA. CRISPR allows you to cut and paste genetic information really easily." Now, a vivid explanation like that delivers a satisfying aha moment as it snaps into place in our minds. It's important, therefore, to test your talk on trusted friends, and find out which parts they get confused by.

Four, here's the final tip: Make your idea worth sharing. By that I mean, ask yourself the question: "Who does this idea benefit?" And I need you to be honest with the answer. If the idea only serves you or your organization, then, I'm sorry to say, it's probably not worth sharing. The audience will see right through you. But if you believe that the idea has the potential to brighten up someone else's day or change someone else's perspective for the better or inspire someone to do something differently, then you have the core ingredient to a truly great talk, one that can be a gift to them and to all of us.

Communicative Activities

Teacher Notes

1.1 In Your Dreams

Aim

To provide practice of a wide variety of tenses

Language

The tense system

Vocabulary: a slightly different angle on the theme of dreams

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Give out the worksheets and do the first item with the whole class. Then students complete the rest of the sentences with the correct forms of the verbs in parentheses. Say that when more than one option is possible they should decide what they think the best one is, and explain why.
- When a few students are finished, stop the activity and put them in pairs to compare their ideas. If they think different answers are possible, they should discuss the difference in meaning.
- Get the answers from the whole class and write them on the board. Where more than one option is possible, say whether one is better than the others, and why. Check that students understand any differences in meaning.
- Explain that some of the sentences are true and some are false. In small groups, have students discuss which they believe and which they don't, and explain why.
- While students are sharing their ideas, go around and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- When a couple of groups are finished, stop the activity and ask the whole class which sentences were false and why. Then reveal the real answers.
- Work on new language that came up, and look at errors to correct, which you may have written on the board.

Fast finishers

- Ask students to think of some things they have dreamed about. Tell them to write down four and invent an extra one. Then in pairs or small groups they share their lists and see if they can guess the false one in each.
- Ask students to agree on ten things people often dream about. In pairs or small groups, they discuss whether these dreams have any particular meanings. If so, what?

Answers

1 have (recently) discovered; **2** dream; **3** report, dreamed, were dreaming; **4** are dreaming, have reported; **5** have (always) dreamed; **6** will have spent; **7** dreamed OR had dreamed OR had been dreaming (*had dreamed* works best here as it emphasizes *before*), invented; **8** try, will remember OR are going to remember (both fine—and with no real difference in meaning); **9** were dreaming OR have been dreaming (*have been dreaming* is better as it shows connection to the moment of waking up); **10** move, make, dream / are dreaming (*are dreaming* is better as it suggests *started but not finished*); **11** made, had dreamed OR had been dreaming (*had been dreaming* is better as it emphasizes duration and continuation); **12** will (already) have had, will / are going to experience (both options are fine)

1.2 Vocabulary Quiz

Aim

To review and build on vocabulary from the unit

Language

Jobs and employment language

Time

Approximately 30 minutes, including Extensions

Preparation

Either one copy of the worksheet for every two to four students, or one for you to ask the questions as a team game

Procedure

- Put students in teams of two to four. Either distribute the worksheets or read out the questions, one at a time.
- If you give the quiz as a worksheet, give a time limit of around fifteen minutes. Tell students to write down their answers (see also *Fast finishers* below). Decide whether students can consult their notebooks or a dictionary.
- If you read out each question, give students a short time to discuss their answers and write them down.
- When the time is up, ask the teams to exchange their papers. Go through the answers one at a time. You can decide how to give points.
- Ask the teams to add up their scores and see who won.

Fast finishers

- Ask them to look through the unit and find three more words they learned which they can't remember the meaning of. They can ask these questions at the end of the quiz.

Extension 1

- Students choose five words or phrases from the quiz or quiz answers and write five sentences with them. Four should be true and one should be false.
- They read out their sentences in groups. The others ask questions to find out more to decide which one is false.

Extension 2

- Explain how knowing the extra information about the vocabulary helps them to use the words.
- Ask students to work in groups and discuss:
 - 1 how they record vocabulary in their notebooks;
 - 2 whose notebook is best and why;
 - 3 how they can improve their notebooks.

Answers

- 1 Any of the following: have a good idea, write a business plan, find a location, get backing, raise money, do advertising
- 2 You usually aim to **pursue a career** (in finance).
- 3 They may be cautious or want to play it safe, they may be risk-averse or not recognize the potential. Later they may feel regretful or bitter, or they might just be accepting.
- 4 Obstacles, difficulties, a disability, opposition, a challenge
- 5 They might travel, take a class or read something outside of their usual comfort zone.
- 6 **Unemployment rate, rate of inflation, interest/growth rate**
- 7 In business or government or other large organizations. The consequence is that most leaders are men from the same ethnic and social background. While there isn't as much open discrimination, women and minorities simply don't get chosen for the top jobs—there is an unseen barrier.
- 8 You are made expendable for economic reasons: the company is restructuring or downsizing or changing direction or going bankrupt, and they have to get rid of people. People hopefully will get a severance payment, and then find a new job. Some may become unemployed, get depressed, etc.
- 9 An apprenticeship is specific training leading to the person doing the job. It's usually also paid. To get one you need to apply.
- 10 **Unemployment benefits, family/child benefits, perhaps housing or disability benefits**—it will depend on the country.
- 11 Mansions, big apartment buildings, etc., fancy restaurants, fancy cars, very clean streets, private security guards, gated communities
- 12 A small minority or possibly also a **slight** or **slim majority**.
- 13 **grant a visa:** government / home office / border agency
grant a wish: fairy godmother, genie, parent!
grant permission to build something: government, local council
- 14 They can mean the same. However, occasionally people might take a year off from work. You wouldn't call that a gap year—you'd call it a "career break" or "sabbatical."
- 15 **volunteer**
- 16 reflect **on**, benefit **from**, and apply **for**.
- 17 You might be discouraged by failing, by someone's negative comment, by a scary or embarrassing experience, other bad experiences (getting ill afterward), etc.; being **encouraged**
- 18 At school you might have tests or graded homework; you may notice the person is able to do more with their language (successful real-life experiences); at work through a formal appraisal or successful completion of tasks.
- 19 A common, ordinary, or unremarkable statistic, image, or feature.
- 20 **even though, despite, in spite of, but**

2.1 Opening Lines

Aim

To practice writing stories collaboratively

To discuss opening lines/scenes in books and movies

Language

Narrative tenses

Time

Approximately 30 minutes, including Extension

Preparation

Enough copies of the worksheet to provide one opening line for each pair of students, cut up

One blank sheet of paper for each pair

Procedure

- Put students in pairs. Explain that they are going to write stories, line by line, with other people in the class.
- Hand out one opening line to each pair. You don't have to use all the lines and some pairs can have the same line. Allow students to ask about words they don't know. Write them on the board and explain them to the whole class.
- Ask pairs to write their opening line at the top of their sheet, and then discuss and write the next line. When they have finished, they should hold their paper in the air.
- Tell pairs to swap their paper with another pair who are holding up their paper.
- They read the story so far, discuss it and write the next sentence. When they have finished, they hold the paper up and swap it with someone else holding their paper.
- During the activity, you might need to manage the paper swapping to keep it flowing. Help students who need it.
- Allow fifteen to twenty minutes, then stop the activity.
- Ask students to read and write a second draft of the text they have, by making corrections, using a greater variety of tenses or vocabulary, and making additions and cuts. If the story doesn't have an ending, they should write one.
- Students take turns reading out the stories and the class can vote on the best.

Extension

- The following five lines are real book openings:

"This is the saddest story I have ever heard." –Ford Madox Ford, *The Good Soldier*

"It was a bright cold day in April and the clocks were striking thirteen." –George Orwell, 1984

"It was the wrong number that started it, the telephone ringing three times in the dead of night." –Paul Auster, *City of Glass*

"I am an invisible man." –Ralph Ellison, *Invisible Man*

"Someone must have slandered Josef K, for one morning, without having done anything truly wrong, he was arrested." Franz Kafka, *The Trial*

- Ask students if they know which books any of the quotes are from. Which do they like the best? Why?
- Ask them to think of three great beginnings to movies or books that they know. Then, working in pairs, tell them to explain to each other what happens.

2.2 And the award goes to...

Aim

To discuss movies of personal importance to students

To practice describing, debating, and persuading

Language

Common questions asked in conversations about movies

Persuasive language

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each group of three or four students, cut up

Procedure

- Tell the class they're going to be talking about their favorite movies, and that later the class will host its very own Oscars award ceremony. First, though, they should think of a movie they've seen recently. While students are thinking—or before the activity starts—write on the board a few common questions often asked about movies, such as *Who's in it? What kind of movie is it? What's it about? Who's it by? / Who directed it? When did it come out? What's it like? What did you think of it?*
- Model the first activity by telling the class about a movie you've seen and enjoyed. Encourage them to ask questions. If anyone else has seen it, compare opinions. Then put students in groups to discuss the movies they chose. While they are talking, go around and correct errors or give students the English they need.
- When a couple of groups are finished, stop the activity and share any interesting things you heard. Then work on new language that came up, and look at errors to correct, which you may have written on the board.
- Then tell students that they will now decide their own winners for the class Oscars. In groups of three or four they will need to agree on their nominations for the categories on the cards. Give each group a set of cards, placed face down. They should persuade each other of their favorite nominee for each category. The movies can come from any era, but each group can have only one nominee for each category and write it down. If they don't have any ideas for a category, they should move on.
- Once two or three groups have finished, combine the groups into larger groups and tell them to reach collective decisions for each category, voting where necessary.
- Finally, ask the whole class for their nominations for each category. Where there is more than one, encourage students to explain why their nomination should win. Then hold a class vote to decide the ultimate winners.

Extension

- You could redo the card-based activity, but this time for the **worst** possible nominations. Run the activity in the same way and hold class votes to decide the “winners.”

3.1 A Big if

Aim

To provide more practice of a variety of conditionals

Language

Zero, first, second, third, and mixed conditionals

Time

Approximately 30 minutes

Preparation

One set of conditional sentence starters for each pair, cut up

Procedure

- Each of these three activities can be done independently, so you could choose to do one, two, or all of them.

A

- Give one set of sentence starters to each pair, face down. Students take one strip at a time and take turns to complete each sentence in different ways. To model the activity, choose one strip and give some possible endings. For example: *If you really wanted to help save the environment, you wouldn't have thrown that plastic bag out of the window / you could join Greenpeace.*
- Explain that for each strip, the last person who comes up with an ending keeps the strip. The winner is the person who "wins" the most strips.

B

- Give one set of sentence starters to each pair, face down. The first student turns over the top strip and completes the sentence to make a full conditional. The second student uses the end of the first sentence to make another conditional sentence. The first student does the same, and together they make a chain of conditionals.
- To model the activity, choose one strip and demonstrate by saying, for example: *If you really wanted to help save the environment, you wouldn't have thrown that plastic bag out of the window. // Yes, but if I hadn't thrown it out of the window, I'd have had to carry it around with me—and it smelled bad! // Yes, but if you'd carried it around, you could've put it in the trash later, etc.*
- Say that for each starter, students should continue making a chain of connected sentences for as long as they can. While they are talking, go around and notice errors, difficulties, or where they use L1, and offer help.
- When a couple of pairs are finished, stop the activity. Work on new language that came up, and look at errors to correct, which you may have written on the board.

C

- Say that this activity is a competition: you will read out five different situations and give students two minutes on each one to produce as many conditional sentences connected to the situation as they can. Model this by saying: imagine you've broken a vase at a friend's house. You could write: *I'll pay for it if you like* or *It wouldn't have happened if you hadn't pushed me.*
- Put students in pairs. Say the first situation below to the whole class. Give them two minutes to write down all the conditional sentences connected to the situation that they can. Stop the activity and ask how many sentences each pair has. Ask the pair that has the most to read out their sentences. Explain that other pairs can challenge anything they think is wrong, and offer corrections. The winner is the pair with the most *correct* sentences. Write the name of the pair on the board and award a point.
- Repeat this with each situation. While students are talking, go around and notice errors, difficulties, or where they use L1, and offer help.
- At the end of the activity, announce the winning pair. Work on new language that came up, and look at errors to correct, which you may have written on the board.

The situations to read out:

- You were late for work.
- You missed your brother's wedding.
- You failed an end-of-year exam.
- You're entering a competition.
- You're deciding what to do when you graduate.

3.2 The World of Art

Aim

To give fluency practice and critical thinking skills through questions about art

Language

Talking about kinds of artists and art; *it represents...*; *it says something about...*, etc.

Describing images: *in the foreground / background / bottom right-hand corner, in the top left, there's a man / woman...* -ing..., etc.

Ways of explaining unknown words

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for every two students

Procedure

- Put the class into pairs and hand out the worksheet.
- Students can do Part 1 individually, but you can also ask them to do it in pairs. Give students about five minutes to write down their ideas (longer if they do it in pairs). Tell them to think about how they can justify their answers and explain the pieces of art.
- Go around the class and check that they are doing the activity correctly. Help if needed.
- When half of the class seems to be finished, stop the activity. You might teach the whole class any new vocabulary that may have come up.
- Put the class into groups of four to six and ask them to discuss the questions in Part 2.
- Go around the class and notice any language students don't know and any interesting pieces of art they discuss.
- When the first few students are finished, stop the activity. Ask students how easy or difficult they found the discussion and why. Ask one group to share their list of artists and see how many others agreed. Then ask different students what their favorite piece of art is.
- Work on new language that came up, and look at errors to correct, which you may have written on the board.
- Put the class in pairs or groups to discuss Part 3. Give a time limit of three to five minutes to discuss the questions and generate initial ideas.
- When time is up, discuss questions 3–8 as a class. These are more broad philosophical / critical thinking questions. You might guide the discussion with your own ideas or encourage discussion between different students.
- As a final discussion, ask if the students, view of the art world has changed at all.

4.1 Grammar Auction

Aim

To consolidate the understanding of how a variety of modal verbs and passive structures are used

Language

Language in an auction, for example, *How much should I bid for sentence number 5? Going once, going twice, gone to team X for \$1,000*, etc.

Error correction

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for every pair of students, fake money (if available)

Procedure

- Explain that you're going to do some grammar review as *an auction*. Ask who knows what *an auction* is and what happens during an auction (i.e., it's a public event when things are sold to the people who offer the most money. People *bid* on things, and *the highest bidder* wins.).
- Put students into pairs or small groups and give each pair the worksheet. Say that each pair/group has \$10,000 to bid with, and the winners will be whoever manages to buy the most correct sentences with that money. If you can find fake money for them to use, it will make it more fun.
- Students read the sentences, identify the correct ones, correct the wrong ones, and plan which sentences they are going to bid for. Give a time limit of about ten minutes.
- Run the auction in a fun, fast way. Start each bid at \$100. Move upward in hundreds (*Do I hear two hundred for sentence number 3? Three hundred?*). After each sale, write the number, the team that bought it, and the price. Remind students they can't spend more than \$10,000 total!
- After the auction, read each sentence and have students vote on which are correct. See which team has won, and who has spent money on incorrect sentences.
- In pairs, tell students to look back at the corrections they made and decide if they want to make any changes. Write the best correction for each wrong sentence on the board.

Extension

- Give points for the corrections. Ask a different pair for their correction each time. If they're right, award a point; if not, offer the sentence to the next pair.
- Rather than openly bidding against each other, the teams could write down how much they want to bid for each sentence on a piece of paper. This is called a "silent auction." Collect these and then read them out loud to see who bid the most.

Answers

The wrong sentences are:

- 1 Members of expeditions like Hudson and his son are ~~expected~~ **known / believed / thought** to have been left behind to die in a remote wilderness
- 3 It's probable that humans ~~don't ever~~ **won't ever / will never** go to the moon again.
- 5 It's estimated that around two million people **will** visit the site next year.
- 9 I can't believe they managed to do it. It ~~must well~~ **have been** really complicated.
- 13 They're saying it might have crashed. It ~~must not~~ **can't** have been designed very well.
- 15 I'd definitely be interested in getting a hold of one, but ~~it's bound to not be cheap~~ **it's bound to be expensive / it definitely won't be cheap.**

4.2 Who goes in the spaceship?

Aim

To practice fluency and debating skills

To develop ideas of role models

Language

Modals and second conditionals

Phrases for disagreeing and justifying (*No way! That's crazy! How can you say that! Surely, ... Can't you see that ... etc.*)

Time

Approximately 30 minutes, including Extension

Preparation

A copy of one set of cards for each group of three, five, or seven students, cut up

Cards completed with four local heroes and celebrities, or left blank for students to add in their own choices

A timer for each group

Procedure

- You may wish to remove cards, but you don't have to. Students will have to improvise. This is part of the game.
- Put students into groups of three, five, or seven. Try to keep the numbers odd because of voting (but don't worry if one group is even). The larger the group, the fewer turns students will have, but the more students there will be to judge each debate.
- Hand a set of cards to each group. If you have left the blank cards blank, ask students to add names of people (living or dead) they think of as role models.
- Students shuffle the cards and place them face down in the center.
- The first student picks up the first card and the next player picks up the next card. They both show the others.
- Now tell the class to imagine that the Earth is dying and there is only one place left on a spaceship taking a thousand people to start a new life in space. They should debate who of the two people in the cards should be taken. Set a time limit for the discussion of two to three minutes.
- When time is up, stop the discussion. Tell the rest of the group that they can each ask one question to each of the two players. Then they should vote on who to take.
- The winner keeps their card, and the loser puts their card at the bottom of the pile.
- The next two students pick their cards and the game proceeds in the same way.

- As the game goes on, go around the class and check students are doing the activity correctly. Notice language that comes up or if they use L1. Give help if needed, and note this language down to teach the class later, or stop the game from time to time to teach some of it.

Extension

- Students can reshuffle the cards and start again.
- You could ask students to select a group of ten people to go on one spaceship.
- You could get students to research any lesser-known people and report back to the class.

5.1 One thing that I really love is...

Aim

To give more practice of cleft sentences

Language

Cleft sentences

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for each group of three to six students, cut up

Procedure

- Put students into groups of three to six. The smaller the group, the longer the game will last.
- Give a set of cards (topic + cleft sentences) to each group and ask them to place the topic cards in a pile and to distribute the cleft sentence cards equally in the group.
- Students take a topic card from the top of the pile. They take turns to say a sentence about the topic using one of their sentence cards. After the first student says their sentence, they put the sentence card they played face down in a new pile in the middle, and the next student plays. If they can't play a card, the next person tries to say a sentence, and so on. Keep going until no one can say a sentence. The last person to speak picks up the next topic and tries to say a sentence, and the game continues like this. The winner is the first person to get rid of all of their sentence cards.
- You can add a rule if you want. At any point, a player can challenge another if they think their sentence is incorrect. The player who is wrong picks up a sentence card.
- As students are playing, go around and help referee on any challenges. Also notice any errors or good examples of language to give some feedback at the end of the game.

Fast finishers

- Students can replay the game, especially if they haven't used all the topics.

5.2 Vocabulary Quiz

Aim

To review and build on vocabulary from the unit

Language

Various personality and citizenship-related words

Time

Approximately 30 minutes, including Extension

Preparation

Either one copy of the worksheet for every two or three students, or one for you to ask the questions as a team game

Procedure

- Put students in teams of two to four. Either distribute the worksheets or read out the questions, one at a time.
- If you give the quiz out as a worksheet, give a time limit of around fifteen minutes. Tell students to write down their answers (see also *Fast finishers* below). Decide whether students can look at their notebooks or a dictionary.
- If you read out each question, give students time to discuss their answers and write them down.
- When the time is up, ask the teams to exchange their papers. Go through the answers one at a time. You can decide how to give out points.
- Ask the teams to add up the scores and see who won.

Answers

- 1 They may become unwilling to try to change anything for the better, so may not vote or try to tackle discrimination or poverty; they may not protest or try to tackle injustices, etc.
- 2 Answers will vary, but could include: mass immigration, social tensions, a huge gap in wealth, growing inequality, a poor economy, high unemployment, etc.
- 3 You can *take part in* altruistic or volunteer activities, a competition, a discussion, a demonstration, etc.
- 4 Answers will vary, but they need to be things that have become incredibly well-known and famous via social media, so encourage students to give concrete examples.
- 5 You don't buy it or use its services, usually as a protest against its business practices, because of its politics, because it's using child labor or not paying taxes, etc.
- 6 They state their opinion honestly, so they might be saying divisive/unpopular things about race, religion, immigration, wealth, taxes, corruption, crime, etc.
- 7 In short: first, you need to identify how the disease spreads, and then find a cure. Then make a vaccine and ensure everyone at risk gets vaccinated.
- 8 You can boost your employment chances (or harm / damage them), your confidence (or dent / knock / hurt it), the economy (or damage it / harm it / slow it down), boost someone's popularity (or dent / hurt it), etc.
- 9 By starting a social media campaign, by holding awareness-raising events, by talking and writing about it, etc., because you felt strongly about an issue and felt more people needed to know and do something about it.
- 10 If you *raise money*, you get people to give it for a particular purpose by doing a sponsored event, etc. If you *donate money*, you give it. If you *fund* something, you provide the money for something that costs a lot. You can fund research, education, healthcare, etc.
- 11 When you're trying to realize one of your goals / ambitions. If you're single-minded, you are focused, determined, and won't let anything stand in your way.
- 12 You can have a passion for: education, music, driving, food, movies, reading, sports, politics, etc. or anything you have a strong enthusiasm for and interest in.
- 13 You can found a company; a school or college; a town, city, or country; a company; a political organization; etc. Names will vary, but ensure students explain their ideas.
- 14 You can reveal your identity (or hide it), reveal the truth (or hide it / cover it up), reveal the answers (or keep them secret / hide them / not mention them), reveal plans (or keep them quiet / fail to disclose them / hide them), etc.
- 15 Because they do something that's seen as being grown-up / they're responsible / they act in a calm, cool way. The opposite is *very immature*.
- 16 Give money to charity, provide free services sometimes, do volunteer work, help strangers in need, etc.
- 17 When you're going through hard / tough times, when you have problems, when you're down on your luck, etc.
- 18 There's a real scarcity of oil, fresh water, jobs, hope, optimism, decent leaders, etc.
- 19 *idealistic* = believing very firmly in something that's good, but that may be very hard to achieve; *optimistic* = hopeful about the future and expecting good things to happen; *realistic* = able to see things as they really are.
- 20 Because they feel strongly that it's important that you do this thing. Governments might urge people to vote / do more to protect the environment; your teachers might urge you to study more, etc.

6.1 For and Against

Aim

To practice spoken fluency

Language

Phrases for agreeing and disagreeing

General vocabulary connected to education

Time

Approximately 30 minutes, including Extension

Preparation

Either one worksheet for each group of four to six, cut up, or one for you to dictate the quotes

Procedure

- Put students into groups of four to six. Ask each group to divide themselves into As and Bs. Ask all the As to raise their hands and then all the Bs.
- Hand out the sets of quotes to each group, face down. They can be shuffled or placed in any order. Or read them out loud if you prefer.
- Students pick up the first quote. They have two or three minutes to discuss what it means and debate it: the As must argue against it and the Bs must argue for it.
- When the time is up, stop the discussion and ask them to pick up the next quote, but this time they should exchange roles so As argue for and Bs argue against.
- Continue like this until they have discussed all the quotes or you have had enough.
- As they are talking, go around the class and notice any errors, when they use L1, or when they don't know a word in English. Give help, but also write these points down to teach the whole class at the end of the activity.
- You might also give some feedback and teach students some useful language in between rounds.

Extension

- Ask the groups to discuss which quote they think was the best and which was the worst. Ask different groups for their ideas.
- Ask students to research quotes on a topic such as love, war, or sports and write them on the board for the class to discuss.

6.2 Rules and Regulations

Aim

To practice modal verbs for permission and obligation

Language

Modal verbs and a variety of phrases for talking about rules

Making suggestions and persuading

Talking about the rules of specific activities

Time

Approximately 30 minutes, including Extension

Preparation

One set of cards for each pair of students, cut up

Procedure

- Say that students are going to come up with a series of new rules to improve a variety of areas of life. Put students in pairs and give a set of cards face down to each pair. They have one minute to think of a new rule or a rule change for each item on the cards and write it down. If they have more than one idea, they decide on the best.
- Time the activity and stick to one minute per card.
- As students are talking, go around and notice errors, difficulties, or where they use L1. Give help.
- After fifteen minutes, stop the activity and put students into groups of four. They now compare the rules or rule changes that they wrote and choose the best in each case.
- When one or two groups are finished, stop the activity. At this stage, you could:
 - ask the whole class for their ideas on each subject and have a quick class vote to decide the best in each case.
 - ask each group to share the three best/funniest/most interesting ideas they came up with.
 - pick some cards; ask the class for their ideas on each.
- Share any interesting things you heard. Work on new language that came up, and look at errors to correct, which you may have written on the board.

Extension

- Students find out about recent real rule changes that have happened in three of the areas that most interest them.

7.1 Building Noun Phrases

Aim

To develop students' understanding of noun phrases and to practice using them

Language

Aspects of noun phrase creation: adjectives, relative clauses, prepositional phrases, etc.

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for each pair of students (There are two copies of the same worksheet on the photocopiable page.)

Procedure

- Put students in pairs and give each pair a copy of the worksheet. Students have five minutes to add the words and phrases to the basic sentences so they make sense and write them down.
- Go around the class to check that they are doing the activity correctly. Tell them if a sentence is wrong (but don't say in what way) and get them to rework it.
- When time is up, ask a pair to say their sentences.
- Write the answer on the board and, as you do so, draw attention to how we often extend the noun phrase with prepositional phrases, relative clauses, adjectives etc., and discuss possible variations.

Extension

- Have a competition to create long sentences.
- Read out the first sentence below. In pairs, students write the longest sentence they can as they did in the first exercise, by adding any words they want EXCEPT a new verb phrase, i.e., without changes to the basic structure of the sentence. Give them two to three minutes.
- When time is up, ask students to add up their words. The ones with the longest sentence say their sentence or write it on the board. If there is a problem, explain what it is and then ask the pair with the next highest number and continue until you find the pair with the longest correct sentence. They get five points.
- Now dictate the next sentence and continue as before.

The number is growing.

The creation is causing a problem.

The solution is technology.

People live in Bournemouth.

The government has introduced a law.

James Miller is giving a talk.

There's an exhibition at the museum.

Suggested answers (there may be some variations)

- 1 In view of the widespread problem of traffic in many cities that have rising car ownership, there is a need for a radical change in government thinking on the way cities are organized and the rules controlling car use.
- 2 The British Oscar-winning actor Anthony Trollope stars in the hilarious comedy *Guys 3*, the final movie in the series directed by Jane Willis about two cops who go undercover based on a Japanese movie, *Keisatsu*.

7.2 There and Back Again

Aim

To practice general fluency and revise travel vocabulary

Language

A variety of vocabulary, including specific travel vocabulary

Time

Approximately 30 minutes

Preparation

One copy of the game for every four to eight students

One coin or die for each team (a die will shorten the game)

Two counters for each team

A timer for each team

Procedure

- Put students into teams of two to four players each. Then match pairs of teams to play against each other.
- Distribute the worksheet and explain the rules.
- To move, each team either flips a coin or throws the die. For a coin flip, heads moves one place and tails moves either two places or three places (you decide).
- The first player flips the coin and moves. When they land on the square they must perform the activity individually (unless it says **Team**) in one minute. If they do it correctly, they move their counter forward one space. This is the end of their turn and the other team plays.
- If the other team's player lands on the same space and there are two options, they must choose the option which wasn't previously used.
- As teams take turns to play, go around and help with any questions regarding the rules, solve any disagreements, and note down any language to correct later.

Special squares

- **Team:** All the players take part with each team member taking turns to say one or two words or sentences. If they are successful, they go forward two places.
- **Challenge:** Each team chooses a player to do the activity. The winning team can either move forward one space or move to *the same space* as the other team.

Fast finishers

- They can continue to play to see who can go the furthest until you stop the game.

8.1 Frankly Speaking

Aim

To practice adverbials, especially those that express attitude

Language

Adverbials

Language for discussing specific topics

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for every three to six students, cut up

Procedure

- Put students into groups of three to six. The smaller the group, the longer the game will last.
- Give a pile of topic cards and a pile of adverbial cards to each group. Ask students to divide the adverbials equally between themselves.
- Students take the topic card from the top of the pile. They take turns to say a sentence about the topic using one of their adverbial cards. After the first student says their sentence, they put the card they played face down in a new pile in the middle, and the next student plays. If they can't play a card, the next person tries to say a sentence, and so on. Keep going until no one can say a sentence. The last person to speak picks up the next topic and tries to say a sentence and the game continues. The winner is the first person to get rid of all of their adverbial cards.
- You can add a rule if you want. At any point a player can challenge another if they think the sentence is incorrect. The player who is wrong picks up an adverbial card.
- As students are playing, go around and help referee on any challenges. Also notice any errors or good examples to give some feedback at the end of the game.

Fast finishers

- Students can replay the game, especially if they haven't used all the topics.

8.2 Teenage Superheroes

Aim

To practice showing sympathy and offering help

Language

Sympathizing, offering help and positive solutions, relating stories

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for every three to six students, cut up

Procedure

Part 1

- Put students into groups of three to six. Hand out the pictures. It is not absolutely necessary to cut them up, but taking one picture at a time will help keep the discussion focused.
- Put the pile of pictures face down on the table. Tell students to pick up the first picture and to discuss:
 - what they think happened;
 - what they would do if they saw someone in this situation;
 - what they would say (if anything).

Fast finishers

- Ask them to discuss in which situation they could be of most/least help and why; and/or if they have seen or been involved in any similar situations.

Part 2

- Now put students into pairs. Hand out one picture to each pair, who must not show it to anyone else.
- Each pair should write a dialog between a helper and the main person in the picture, with between five and eight turns for the helper and between five and eight for the character. This means that they may have to continue beyond the basic "helping" exchange.
- At the end, ask a few to act out their dialogs.
- Finally, give some feedback on the performances, correct errors on the board, and teach any new language.

9.1 Quiz Time

Aim

To practice articles and relative clauses

Language

Articles and relative clauses with prepositions

Phrases for doing quizzes

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each pair of students

Procedure

- Explain to students that they are going to do a general knowledge quiz. Teach them a few phrases often used when doing quizzes (*I don't have a clue, I'm pretty sure, I'm absolutely positive, it's on the tip of my tongue, my mind is blank, take a guess*). You may also remind students of the use of modals (*it must be, it can't be, etc.*).
- Put students into pairs and hand out the worksheet.
- Students complete the questions with ONE word in each space or LEAVE IT BLANK, then answer the questions.
- Give them ten minutes or so to do the quiz and fill in the blanks.
- When time is up, they exchange papers to check each other's answers.
- Read out the questions and elicit the answer from the class. Write the answer and missing words on the board.
- Give one point if BOTH blanks are correct and one point for a correct answer. Do not give half points.
- Students add up their points. Declare the winner.

Extension

- Ask students to write one other question for each category or write four questions for an entirely new category.
- Collect these questions and use them to do another quiz. Read them out and get students to write their answer.

Answers

- | | |
|---------------------------------|--------------------------------------|
| 1 -; - / that; 12 | 9 the; by; the UN |
| 2 Of; -; spiders | 10 by / through; -; apartheid |
| 3 whose; which / that; gazpacho | 11 the; -; 30 |
| 4 -; the; turkey | 12 in; whom; 1963; Lee Harvey Oswald |
| 5 At; -; North | 13 whose; of; Einstein |
| 6 the; the; Paraguay | 14 a; where; Ivan the Terrible |
| 7 In; an; Finland | 15 an; the; Malala (Yousafzai) |
| 8 over; a; the Philippines | 16 for; a; Adele |

9.2 Making a Difference

Aim

To practice assessing, analyzing, and discussing social ideas

Language

Expressing cause and effect

Conditional structures

Language for persuading

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each student

Procedure

- Tell students they live in a small American town called Bleakburn and that they have been asked to contribute ten ideas on how best to regenerate it. Give out the worksheet and give students time to read it. Answer any questions about language that they may have.
- They have five minutes to put the ten ideas into order of priority. When time is up, put students in pairs to discuss their ideas and agree on the order of priority in ten minutes.
- Then pairs decide how much of the \$250 million should be spent on each idea, and in what timeframe.
- Put each pair with another pair and ask them to agree on their ten priorities and their budget.
- Then either put students into groups of eight or ask each group to report on their ideas in detail.
- The class votes on the top three priorities and budget.

Extension

- Put students in pairs to make a list of ways of improving their own town / city. They can then work with another pair to agree on the three best ones to share with the whole class.

10.1 Ask away!

Aim

To practice advanced question types

Language

The five different types of advanced question types featured on pages 118–119 of the Student Book

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the ten statements for each pair of students for the Extension

Procedure

- Write the five different kinds of advanced questions on the board: tag, echo/reply, negative, polite indirect, and indirect opinion. Ask the class to come up with one or two examples of each kind.
- Put students into pairs. You are going to read out ten statements, and they will have two minutes after each to write as many relevant questions as they can using those patterns already outlined above. The winner is the pair with the most grammatically correct (and logical) questions.
- Read each of the statements twice and allow exactly two minutes after each for students to write their questions.
- After the tenth statement, give students two minutes to check what they have written. Then say each statement again. The pair with the most questions reads them out. The others can challenge anything they think is wrong and offer corrections. The winner is the pair with the most correct questions. Repeat this with each statement. At the end of the activity, announce the winning pair.

Extension

- Give each pair a copy of the statements. One student reads the statement, and the other asks a question. The first student answers the question, and they continue the conversation for as long as possible.
- While students are talking, go around and notice errors, difficulties, or where they use L1. Give help.
- When a few pairs are finished, stop the activity. Work on new language that came up, and look at errors to correct.

Fast finishers

- Fast finishers can play the “Questions Only” game in pairs. They have to have conversations with only questions, for example, *What time is it? // Why do you want to know? // Does it matter? // Doesn't it? // Well, do you know it or not?*, etc. The first student to reply with a statement loses a point.

10.2 Presentation Introduction

Aim

To provide a model and pronunciation practice for a presentation introduction

Language

Some signposting and structuring expressions

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each pair of students, cut up

Procedure

- Put students in pairs and hand out the cut-up worksheet.
- Tell them that the text is an introduction to a presentation about the problem of commuting and how we could solve it, and they need to reorder the sentences.
- Ask what they think the first line is. Discuss the choices they come up with and guide them to the first line. You might check the next two or three lines, if you feel it's necessary.
- Give them time to figure out the rest. Once most pairs are finished, stop the activity and go through the answer.
- Then students practice preparing to give the speech.
- Take the first sentence and ask where they would place the main stress, where they might link words, or pause.
- Ask them to mark the rest of the text for these features.
- Then ask them where they might talk faster and where they might slow down or have a longer pause for effect.
- Ask them to practice the introductions in pairs.
- You could get three or four students to perform their introduction and judge who does it the best.

Extension

- If practical, give each student one line. Any extra students should be in charge of doing the reordering.
- Students read out their lines once. Then ask them to read them out once more. The organizing students should choose one to start the text. This student should stand on one side of the class. Students then read out their lines again, and the next student is chosen and stands next to the first. Continue in this way to create the whole speech. Anybody in the class can contribute to help the organizing students, but the organizing students have the final say.
- Once the speech is complete, you and the organizing students can move on to directing the class to say the speech better, taking into account some of the features of pronunciation and speech giving mentioned above.

Suggested answers

- 1 Hands up anyone who travels far to school or whose parents have to commute to work.
- 2 OK, most of you.
- 3 Isn't it a little annoying—
- 4 all that wasted time, sitting in traffic or crushed together on a bus?
- 5 And it has nothing to do with technology—
- 6 because we didn't always commute.
- 7 And we don't have to do it in the future either.
- 8 Wouldn't it be great if there was another way that didn't involve a long daily commute?
- 9 So, what I want to do today is
- 10 give you a vision of what our lives could be like by showing you how they once were.
- 11 It was hard, but there were some good things too—important things we have forgotten.
- 12 I'll start by showing you how life was before the buses and trains.
- 13 I'll then move on to give you a brief history of commuting that has led to our current situation,

Communicative Activities

1.1 In Your Dreams

Complete the sentences by putting the verbs in parentheses into the correct tense. Sometimes more than one option is possible.

- 1 Scientists _____ recently _____ a way to read dreams using brain scans. (discover)
- 2 Most people _____ for around five hours every night. (dream)
- 3 On waking, people sometimes _____ that they _____ they _____ during the night. (report, dream, dream)
- 4 Lucid dreaming is a type of sleep where the dreamer knows they _____. Over the years, huge numbers of people _____ being able to control their dreams while in such states. (dream, report)
- 5 Around 30% of people claim that they _____ always _____ in black and white—not color! (dream)
- 6 By the end of their lives, most people _____ around six years dreaming. (spend)
- 7 Larry Page claims that he _____ of something very similar to Google before he actually _____ it. (dream, invent)
- 8 The harder you _____ to remember your dreams after waking, the less likely it is that you _____ them. (try, remember)
- 9 Researchers sometimes wake people up and ask them whether they think they _____—and if so, how long for. (dream)
- 10 Animals dream too. Cats and dogs sometimes _____ their paws and _____ noises while they _____. (move, make, dream)
- 11 Although he was 55 when he _____ Avatar, director James Cameron _____ of making the film since his early 20s. (make, dream)
- 12 By the time most people are ten, they _____ already _____ more dreams than they _____ for the rest of their life. (have, experience)

1.2 Vocabulary Quiz

- 1 Say three things you might need to do to **set up a business**.
- 2 Which might someone try to do—**fulfill, achieve, pursue**, or **grab** a career in finance?
- 3 Why might someone **not grab an opportunity**? How might they feel later?
- 4 Say three things you can **overcome**.
- 5 What can people do to **broaden their horizons**?
- 6 Say three different **rates** that might be used to talk about the state of the economy.
- 7 Where might someone have **a glass ceiling**? What is the consequence of a glass ceiling?
- 8 Why might someone **take a voluntary layoff**? What might happen to them afterward?
- 9 What does **an apprenticeship** usually involve? How can you get one?
- 10 Say three kinds of **benefits** people could get from the government.
- 11 What things might you see in **affluent** areas of a city?
- 12 What's the opposite of a **clear majority**?
- 13 Who might grant **a visa**, grant **a wish**, or grant **permission to build** something?
- 14 Is there a difference between **taking a gap year** and **having a year off**?
- 15 What's the noun and verb of **voluntary**?
- 16 What prepositions often follow the verbs **reflect, benefit**, and **apply**? Give an example of each.
- 17 Say three reasons why you might **be discouraged** doing an activity. What might be the opposite of being **discouraged** doing something?
- 18 How could you **evaluate someone's progress**—at school, in English, in a job?
- 19 What's the opposite of a **striking** statistic, image, or feature?
- 20 Say three other ways of saying **although**.

2.1 Opening Lines

Nothing could have prepared me for the scene I witnessed when I arrived.

When our eyes met, I knew my life was about to change.

It had been raining for two straight days, and the river level was rising rapidly.

I knew this was going to be difficult, but I had no choice.

I still can't quite believe how this has happened, but I'm about to appear live on national TV.

This is the saddest story I have ever heard.

It was a bright cold day in April and the clocks were striking thirteen.

It was the wrong number that started it, the telephone ringing three times in the dead of night.

I am an invisible man.

Someone must have slandered Josef K, for one morning, without having done anything truly wrong, he was arrested.

2.2 And the award goes to...

Best movie	Best actor in a leading role	Best actress in a leading role	Best director
Best animated feature movie	Best actor in a supporting role	Best actress in a supporting role	Best costume design
Best documentary	Best foreign language movie	Best movie made in this country	Best special effects
Best soundtrack	Best song	Best comedy	Best family movie

3.1 A Big *if*

If you really wanted to help save the environment,...

Unless more is done to fight global warming,...

If I came into a serious amount of money,...

I wouldn't be here talking to you now if...

The world would be a better place if...

If I pass all my exams at the end of the year,...

I wouldn't have had that argument if...

If we all ate a little less meat,...

If we were given too much homework,...

If we really want to see a positive change,...

3.2 The World of Art

Part 1

1 Write down the name of:

- the most famous living artist a) in your country and b) in the world.
- a) the most famous artist ever and b) the best artist ever.
- the most famous work of art ever a) from your country and b) from anywhere.
- a bad piece of art.

2 Think of five pieces of art or design you have seen in the last week and write them down. Include:

- paintings in your home or at school.
- advertising posters, graffiti, or images painted on buildings and streets where you live.
- book covers, images from music albums, a comic, or graphic novel.
- images from video games.
- public statues and sculptures or works of art in a gallery.

Part 2

Work in groups.

- Discuss your list of art and artists in Part 1. Agree on the same list.
- Do you personally like these artists and art? Why?
- Describe the five pieces of art you thought of. Say what you think of each piece and the message each piece is trying to send.

Part 3

Discuss the questions.

- 1 When was the last time you went to a museum or art gallery? Why? What did you see?
- 2 Do you know anyone who is good at art? What kind of art do they do?
- 3 What do you think makes good art and design? Are they the same things?
- 4 What makes some art very valuable? Is it the same as being good? Why?
- 5 Have you studied all the types of art in Part 1? If you didn't study some, why do you think that is? Should you study them?
- 6 How many of the pieces of art that you thought of in Part 1 were by women? How many were by non-Europeans? Why do you think that is?
- 7 Say if the government should give money for any of the following, and explain why:
 - mandatory art lessons at school
 - spots in college for art students
 - free art galleries
 - art education for schools in galleries
 - to pay individual artists to produce art
 - to commission specific public works of art
- 8 Imagine there was no art in the world. What might the consequences be?

4.1 Grammar Auction

You have \$10,000 to spend. Decide which sentences are correct. Try to buy as many correct sentences with your money as you can. If you think a sentence is wrong, make a note of what you think the correct sentence should be.

- 1 Members of expeditions like Hudson and his son are expected to have been left behind to die in a remote wilderness.
- 2 A hole had been made in the wall of the tomb, but the roof collapsed while a larger entrance tunnel was being created.
- 3 It's probable that humans don't ever go to the moon again.
- 4 It can't have been cheap. It must've cost at least a thousand dollars.
- 5 It's estimated that around two million people visit the site next year.
- 6 She must still be at home. I guess she can't be feeling very well.
- 7 The papers were generally considered to have been lost forever until they were found in a basement last year.
- 8 The design has been massively improved, and further changes are being made all the time.
- 9 I can't believe they managed to do it. It must have been really complicated.
- 10 The stone circle is generally thought to have been erected around 5,000 years ago.
- 11 It's highly unlikely that the artifacts are genuine. It's more probable that they're fakes.
- 12 It's believed that the disease, estimated to have killed around 200 million people, first appeared in the 1340s.
- 13 They're saying it might have crashed. It must not have been designed very well.
- 14 You can expect to be contacted once a decision has been made.
- 15 I'd definitely be interested in getting a hold of one, but it's bound to not be cheap.

4.2 Who goes in the spaceship?

Nelson Mandela South African president	Yuri Gagarin astronaut	Marie Curie scientist	J. K. Rowling writer of <i>Harry Potter</i>
Bethany Hamilton World champion surfer	Gandhi leader of India	Lionel Messi soccer player	Shakira singer
Vladimir Putin Russian president	Angela Merkel German leader	My math teacher	My mom
Che Guevara revolutionary leader	Michelle Obama First Lady of US	Sheryl Sandberg COO of Facebook	Beyoncé singer
Bill Gates CEO of Microsoft	Ronaldo soccer player	Serena Williams tennis player	Hui Ruoqi volleyball player
Thomas Edison inventor (light bulb)	Sigmund Freud father of psychoanalysis	Narry Kim professor of microbiology	Kim Kardashian TV celebrity

5.1 One thing that I really love is...

Topic cards

Sports	Travel	Weather	My favorite movie
My family	My country	Study	Role models
Science	Politics	Charity	Night out

Sentence frame cards

What annoys me...	What I like...	What amazes me...	It's not... that..., it's...
I think you'll find...	What... the way...	What... the amount...	What... how...
What... the fact...	What drives me crazy...	Contrary to popular opinion, it...	What... the number...
What impressed me about...	What concerns me...	It's... who..., not...	What I suggest...
What's different about...	What bugs me...	The thing that inspires...	What... should...
What... the way...	What... the amount...	What... how...	I think you'll find...
The only thing I regret...	What I absolutely love about...	What frustrates me...	What I think is wrong...
The thing that inspires...	What... the number...	You might think... but in fact it's... who/that...	What I did...

5.2 Vocabulary Quiz

- 1 What problems might there be if young people become very **apathetic**?
- 2 Can you think of two big **challenges** that your country is **facing**?
- 3 Say three things you can **take part in**.
- 4 Say three things / events / people you'd describe as **social media phenomena**.
- 5 What happens if you **boycott** a product or a company? Why might you do it?
- 6 What kind of things might an **outspoken** politician say or do?
- 7 How would you **eradicate** a disease?
- 8 Say three things you can **boost**. What's the opposite of **boost** in each case?
- 9 How could you **raise awareness of** a particular issue? Why might you want to do this?
- 10 What's the difference between **raising money**, **donating money**, and **funding** something?
- 11 When is it useful to be **very single-minded**?
- 12 Can you think of three things people might **have a passion for**?
- 13 Say three things you could **found**. Can you think of famous **founders**? What of?
- 14 Say three things you can **reveal**. What's the opposite of **reveal** in each case?
- 15 Why would a teenager be described as **very mature for their age**? What's the opposite?
- 16 Say three different ways people or companies could act in an **altruistic** way.
- 17 When might you most need your friends and family to be particularly **supportive**?
- 18 Can you think of three things **there's a real scarcity of** in the world today?
- 19 What's the difference between being **idealistic**, **optimistic**, and **realistic**?
- 20 Why would someone **urge you to** do something? Give an example.

6.1 For and Against

<p>It's not what you know, it's who you know.</p> <p>English saying</p>	<p>Education is the passport to the future, for tomorrow belongs to those who prepare for it today.</p> <p>Malcolm X</p>	<p>Education is what remains after one has forgotten what one has learned in school.</p> <p>Albert Einstein</p>
<p>The roots of education are bitter, but the fruit is sweet.</p> <p>Aristotle</p>	<p>The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.</p> <p>Jean Piaget</p>	<p>Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.</p> <p>Sidney Hook</p>
<p>There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.</p> <p>Jiddu Krishnamurti</p>	<p>Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.</p> <p>Franklin D. Roosevelt</p>	<p>Attitude is more important than the past, than education, than money, than circumstances, than what people do or say. It is more important than appearance, giftedness, or skill.</p> <p>Charles R. Swindoll</p>
<p>The highest result of education is tolerance.</p> <p>Helen Keller</p>	<p>The greatest education in the world is watching the masters at work.</p> <p>Michael Jackson</p>	<p>Good manners will open doors that the best education cannot.</p> <p>Clarence Thomas</p>

6.2 Rules and Regulations

Soccer	School	Driving	Tennis	Dress codes at work
Voting	Housework	Golf	The law	Town planning
Tax	Social media	Chess	Banking	Exams and assessment

7.1 Building Noun Phrases

Work in pairs. Add the words and phrases to create complete, complex sentences.

1 In light of the problem there is a need

widespread	in many cities
radical	of traffic
for a change	controlling car use
on the way cities are organized	that have rising car ownership
in government thinking	and the rules

2 Anthony Trollope stars in *Guys* 3.

British	the final movie in a series
hilarious	directed by Jane Willis
Oscar-winning	who go undercover
<i>Keisatsu</i>	based on a Japanese movie
the actor	about two cops
the comedy	

Work in pairs. Add the words and phrases to create complete, complex sentences.

1 In light of the problem, there is a need

widespread	in many cities
radical	of traffic
for a change	controlling car use
on the way cities are organized	that have rising car ownership
in government thinking	and the rules

2 Anthony Trollope stars in *Guys* 3.

British	the final movie in a series
hilarious	directed by Jane Willis
Oscar-winning	who go undercover
<i>Keisatsu</i>	based on a Japanese movie
the actor	about two cops
the comedy	

<h1>START</h1>		1 TEAM Say eight words that always have a negative connotation and eight words that always have a more positive connotation.	2 Speak continuously on the subject of the challenges of urbanization or riding a bike as a way to commute.	3 Say two complete sentences about going to school in Japan, two more about the US, and two about Istanbul.
		8 CHALLENGE! Who can come up with the most verbs ending in -ize or -ify?	7 Speak continuously on the subject of biomimicry.	6 TEAM Say eight questions you could ask in a survey about public transportation in your town/city.
9 Say five facts connected to commuting in Mexico City.	10 <i>Technological advance:</i> go forward three spaces.	11 Write a single complete sentence of twenty words about driverless cars or bicycle paths.	12 TEAM: Write eight short questions and answers that include ellipsis and substitution.	13 Speak continuously on a subject that the other team chooses.
18 Write a single complete sentence of 20 words about how to tackle congestion or your trip to and from school.	17 TEAM Say ten words that have different stresses as verbs and nouns, and give examples of how to use each one.	16 <i>Prepare for the home stretch:</i> No activity.	15 CHALLENGE! Who can write down the most verbs ending in -ate?	14 <i>Beginning to get tired!</i> Miss a turn.
19 Say seven phrases you could use to introduce findings in a report and complete each one so that it's about transportation.	20 <i>You drop the baton.</i> Go back three spaces.	21 Speak continuously for a minute on the subject of the importance of green spaces or improving energy efficiency.	<h1>FINISH</h1>	

8.1 Frankly Speaking

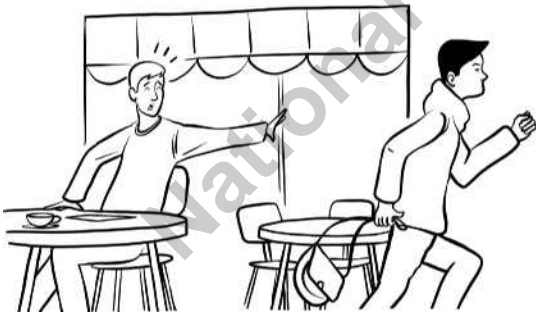
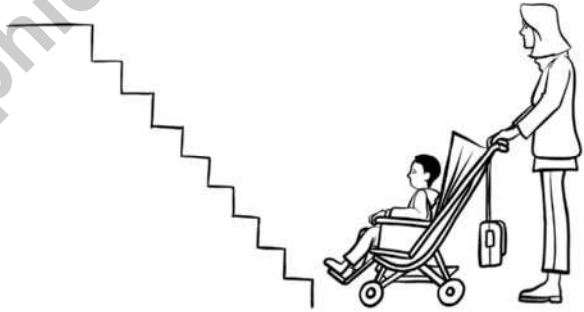
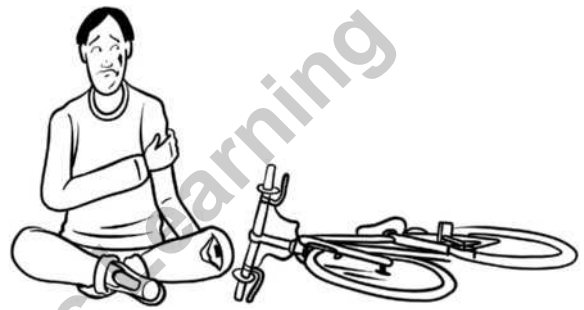
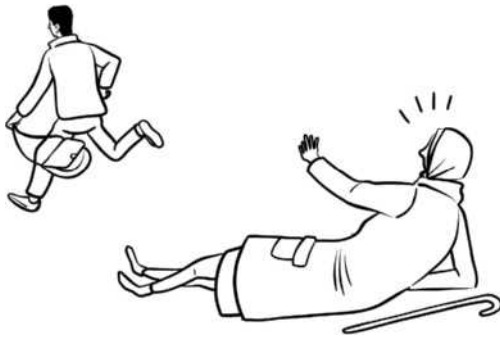
Topic cards

Sports	Travel	Sleeping	My favorite book
My family	My country	Study	Role models
Science	Being young	Food and eating	A day out

Adverbial cards

Interestingly,...	Frankly,...	Hopefully,...	Confusingly,...
Worryingly,...	Depressingly,...	Remarkably,...	Unfortunately,...
Basically,...	Apparently,...	Surprisingly,...	Hopefully,...
from time to time	every now and then	once in a while	pretty regularly
Incredibly,...	Remarkably,...	Personally,...	Carelessly,...
simply	seriously	presumably	Carefully
probably	practically	actually	Eventually
hardly ever	only very rarely	always	Generally

8.2 Teenage Superheroes



9.1 Quiz Time

Round 1: Health and food

- 1 What's the number of _____ muscles _____ you use when you smile: 63, 26, or 12?
- 2 _____ what are you scared of if you suffer from arachnophobia: open spaces, spiders, or speaking in _____ public?
- 3 What's the name of the Spanish soup _____ main ingredients are tomato, pepper, and cucumber, and _____ is served cold?
- 4 Which _____ meat is traditionally eaten in the US on _____ fourth Thursday in November?

Round 2: Geography

- 5 _____ which pole would you find _____ polar bears: the North Pole, the South Pole, or both?
- 6 Which of _____ following South American countries is _____ smallest: Paraguay, Chile, or Colombia?
- 7 _____ which country could you complete _____ undergraduate degree for free, wherever you come from—Ireland, Finland, or Egypt?
- 8 What's the name of the country _____ which the Americans and Japanese fought _____ huge sea-air battle in October 22–27, 1944?

Round 3: Politics and history

- 9 The fifteen judges of _____ World Court are elected _____ which other international organization?
- 10 What was the name of the political system in South Africa that ended in 1989 _____ which black people were denied _____ rights and were forced to live separately from whites?
- 11 How many rights are there in _____ Universal Declaration of _____ Human Rights—20, 30, or 40?
- 12 President Kennedy was assassinated _____ which year and by _____?

Round 4: People—who are they?

- 13 He was a famous German-born scientist _____ theory ultimately led to the invention of nuclear bombs, _____ which he said, "If I had known, I would have become a watchmaker."
- 14 He first got his terrible name in 1540 when he was _____ ten-year-old living in the Kremlin, _____ he would throw puppies over the walls!
- 15 She is _____ activist for female education from Pakistan who was awarded the Nobel Peace Prize at _____ age of sixteen.
- 16 Her music has made over \$100 million and includes songs such as *Hello* and *Someone Like You*, _____ which she got _____ Grammy nomination.

9.2 Making a Difference

PUBLIC CONSULTATION

Bleakburn is a small town of around 100,000 inhabitants. \$250 million of funding has been made available to help revitalize the town, which has been in decline for several years. This is mainly due to the closing of the car factory that used to provide most of the employment. There are still a couple of small factories, which cause pollution, but which provide jobs for the local community. Much of the city is quite run-down and deprived, and unemployment is high. There is an old downtown area, with some historical buildings, but they're in a poor condition.

Ideas for improving Bleakburn:

- ◇ Turn one-way streets into two-way streets.
- ◇ Set up a regular food market and an annual food festival.
- ◇ Make underused public land available for private development.
- ◇ Increase the police presence in the poorest part of the town.
- ◇ Provide interest-free loans to anyone wanting to improve their home.
- ◇ Restore the old town and set up a tourist center there.
- ◇ Reduce the cost of public transportation and expand the service.
- ◇ Close down the factories and relocate them elsewhere.
- ◇ Create more play spaces for children.
- ◇ Set up a bike-share system in the town.

COME TO THE MEETING AND CAST YOUR VOTE!

Where: Town Center

When: Sunday, July 22

10.1 Ask away!

- 1 I collect Pokémon memorabilia.
- 2 I'm planning to retire when I'm 30.
- 3 I know it might sound weird, but I make musical instruments from pieces of trash!
- 4 I completely stopped using any form of cash.
- 5 I've taken my driving test eighteen times now.
- 6 I think they already found aliens, but they're just not telling us about it yet.
- 7 I usually spend my vacations on my own on a tiny uninhabited island off the coast.
- 8 My dad loves to invent things in his garage.
- 9 Within 30 years, the machines will have taken over!
- 10 I'm really into extreme running. I once ran seven marathons in a week.

10.2 Presentation Introduction

Wouldn't it be great if there was another way that didn't involve a long daily commute?

So, what I want to do today is

OK, most of you.

Isn't it a little annoying—

explain how we can get our lives back.

It was hard, but there were some good things too—important things we have forgotten.

give you a vision of what our lives could be like by showing you how they once were.

before finally explaining what we could do to recover that lost time and

because we didn't always commute.

Hands up anyone who travels far to school or whose parents have to commute to work.

all that wasted time, sitting in traffic or crushed together on a bus?

And it has nothing to do with technology—

And we don't have to do it in the future either.

I'll then move on to give you a brief history of commuting that has led to our current situation,

well, almost nothing.

Well, there was once,

I'll start by showing you how life was before the buses and trains.

Workbook Answer Key

Unit 1

1A

Vocabulary

1

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

2

1 success, failures 2 confident, nervous 3 accepted, success 4 hard-working, friendly, kind 5 perfection, imperfections

3

1 appeal 2 grab 3 appeal 4 obstacles
5 obstacles 6 talented

4

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

5

1 a 2 b 3 c 4 a 5 b

6

1 To broaden your understanding of people, see the world.
2 If you want to make a difference, do voluntary work.
3 Set up a business to achieve financial independence.
4 To be famous does not always mean you are successful. *or* To be successful does not always mean you are famous.
5 It is both a joy and a hardship to raise a family.

7

1 go to graduate school, advanced degree 2 Travel the world 3 challenges, opportunities 4 Ambitious, set goals 5 graduate, achieved your goal

8

1 travel the world 2 Get an advanced degree 3 Set goals 4 Do volunteer work 5 take on 6 pass her driving test

Listening

9

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

10

b

11

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

12

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

Grammar

13

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

14

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

15

1 looking 2 open 3 will be 4 ask 5 will 6 am trying

16

1 Incorrect – I babysat her son 2 Incorrect – are realizing 3 Correct
4 Correct 5 Incorrect – he arrives home 6 Correct 7 Correct

17

1 was raised 2 moved 3 had shown 4 needed 5 took
6 was responsible for 7 requested 8 had made 9 has been overlooked 10 are becoming

1B

Vocabulary building

1

1 f 2 a 3 c 4 e 5 b

Reading

2

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

3

1 T 2 NG 3 T 4 F 5 NG 6 T

4

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

1C

Grammar

1

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

2

1 am working, 've had
2 've done/'ve been doing
3 'll be lying
4 has been rising/has risen
5 'll be applying/'ll have applied
6 've been reading/'ve read
7 'm thinking/was thinking/have been thinking, Do you think

3

1 S 2 S 3 D 4 S 5 D 6 S

4

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

5

1 has survived 2 has been, 've spent/have spent 3 're going/are going 4 were having 5 've revealed/have revealed

6

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

7

1 D 2 S 3 D 4 D 5 S 6 D

1D

Authentic listening skills

1

1 projects 2 success 3 picking 4 hard
5 growing 6 dreams 7 goals 8 journey

Watch

2

1 had achieved 2 risks 3 celebrated 4 have been dreaming 5 have done 6 decided 7 was promoting 8 will be

3

Suggested answers:

- 2 Believe that you have to find the answers for yourself.
- 3 Decide to keep working hard even when growth is guaranteed.
- 4 Believe that you are responsible.
- 5 Remember that the journey matters as much as the dreams themselves.

Vocabulary in context

4

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

1E

Speaking

1

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

2

1 Although 2 Even 3 nevertheless 4 In spite 5 Still 6 and yet 7 the same

3

1 even 2 Keep in mind 3 so 4 Despite 5 yet 6 Even

4

Suggested answers:

- 1 I have a lot of ideas for the future, and yet, I'm not sure which goal to pursue first. On the one hand I would like to study medicine. On the other hand, I would like to work abroad for at least a few years.
- 2 I know for sure that my dream job is a profession where I can help others. Nevertheless, I'm not sure what specific work I want to do. I've thought about working as a nurse or a pharmacist. Sometimes I also think about a career in education.
- 3 Although earning a lot of money and having a prestigious job would be nice, I don't think those things are what really matter. In my view, being successful means feeling satisfied with what you accomplish each day.
- 4 Sometimes I think it would nice to be famous, because it would be fun to live in a big house and to have people recognize me on the street. Nevertheless, I'm not sure it's really for me. I value privacy, and I wouldn't want to read about myself in the newspaper.
- 5 My time at school taught me to be a critical thinker. Mind you, I also learned a lot of practical skills. It's hard to say which aspect of my education has been the most gratifying, because I enjoyed everything.

Pronunciation

5

- 1 Despite facing many obstacles, she was able to achieve her dreams.
- 2 She was able to achieve her dreams despite facing many obstacles.
- 3 Even though he came from a humble background, he was able to attend college.
- 4 He was able to attend college even though he came from a humble background.
- 5 In spite of several setbacks, she went on to pursue her career.
- 6 She went on to pursue her career in spite of several setbacks.

Writing

6

- 1 planning 2 write 3 tone 4 an introduction 5 sums up
- 6 a sub-heading 7 organized 8 topic sentence 9 examples
- 10 memorable

7

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

8

Students' own answers.

Review

1

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

2

1 go to college 2 do an internship 3 take parental leave 4 set up a business 5 claim state benefits 6 take early retirement 7 raise a family 8 do volunteer work 9 see the world

3

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

4

1 have been waiting 2 was hoping 3 have been checking 4 am getting, 5 has been delayed 6 has started 7 will have been delayed 8 will be running

5

1 a 2 a 3 a

Unit 2

2A

Vocabulary

1

1 title 2 setting 3 plot 4 topic
5 scene 6 narrator 7 characters, actors 8 boring

2

1 actor 2 title 3 setting 4 topic
5 plot 6 characters 7 scenes 8 boring

3

1 b 2 a 3 d 4 d

4

1 slow-moving 2 accessible 3 over-rated 4 intriguing 5 witty

5

Positive	Negative
entertaining	disappointing
gripping	dull
intriguing	over-rated
moving	predictable
thought-provoking	slow-moving
witty	

6

- 1 action movies, gripping, on the edge of your seat
- 2 slow-moving, thought-provoking, happy ending
- 3 opened my eyes to, made a huge impact on
- 4 be in tears, sentimental

7

- 1 The movie had me **on** by the edge of my seat.
- 2 The audience was **into** **in tears** listening to the moving speech.
- 3 After a natural disaster, donations **make or have** give a huge impact on the people affected.

- 4 Travelling the world opens your eyes ~~at~~ to different cultures.
 5 Omar thought the show was ~~disappointed~~ **disappointing**.
 6 ~~Slow-moved~~ **Slow-moving** and boring, the children fell asleep while watching the program.
 7 Unfortunately, we chose to eat at an ~~over-rating~~ **over-rated** and expensive restaurant.
 8 The event was so ~~dulled~~ **dull**, they couldn't wait to go home.
- 8
 1 violent, gripping 2 critically acclaimed 3 big-budget, second-rate, third-rate 4 insightful 5 hard to follow, surprise endings 6 tear jerkers, original, cliches

- 9
 1 big budget 2 first-rate 3 original 4 action-packed
 5 romantic 6 gripping 7 highly-acclaimed

Listening

- 10
 1 b 2 d 3 c 4 a 5 c 6 b 7 d 8 a
- 11
 1 tribe 2 protected 3 biodiverse 4 thousand 5 use 6 neck deep 7 on top of her head 8 thought-provoking

- 12
 a 6 b 7 c 1 d 4 e 3 f 5 g 2

- 13
 1 T 2 T 3 F 4 F 5 T 6 F 7 F 8 T

Grammar

Gradable	Ungradable
cold	delighted
large	exhausted
slow	fascinating
smart	freezing
tired	heartbroken

- 15
 1 boiling 2 valuable 3 hot 4 terrified
 5 unpleasant 6 disgusting 7 scared 8 priceless
- 16
 1 absolutely 2 a little 3 fairly 4 really 5 extremely
 6 completely 7 really

17
The Sellout, by the American author Paul Beatty, recently won the Man Booker Prize for Fiction. It was a somewhat controversial win because the rules of the contest only changed in 2014 to include authors from the United States. But the book has received absolutely incredible amounts of praise from critics and readers. It has been called 'extremely funny' and absolutely fascinating. Eighteen publishers rejected the book because it can be pretty difficult to read, and they didn't think it would sell. It is now one of the most highly acclaimed books of recent years.

- 18
 1 a 2 c 3 b 4 c 5 a 6 b

2B

Vocabulary building

- 1
 1 I need to catch up with some work.
 2 We have to come up with an idea.
 3 Technology may do away with books.
 4 They haven't gotten around to it yet.
 5 I grew out of reading teen magazines.
 6 It didn't live up to my expectations.
 7 We put our success down to hard work.

Reading

- 2
 1 e 2 d 3 a 4 b
- 3
 a 3 b 5 c 4 d 2 e 1 f 4
- 4
 1 i 2 e 3 h 4 d 5 j 6 b

2C

Grammar

- 1
 1 c 2 a 3 b 4 a 5 c 6 c
- 2
 1 was, spent 2 was living, became 3 returning, published 4 was, started 5 developed, suffering, became 6 followed, wrote 7 had become, was 8 hadn't learned, becoming 9 continued, had to

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

4
 Dave Isay founded StoryCorps in 2003 with the goal of collecting, sharing, and preserving people's stories. It was a simple idea: People would go into a booth and they would interview a friend or relative, or maybe just an acquaintance. The first recording booth opened in a New York City train station in 2003. By 2013, StoryCorps had launched mobile booths, set up permanent booths, established weekly broadcasts, and published three books. That year, StoryCorps received a \$1,000,000 MacArthur Award for Creative and Effective Institutions, published its fourth book, and celebrated its 10th anniversary. A year later, Dave Isay received the TED prize. After needing recording booths for many years, StoryCorps was able to use the \$1,000,000 TED prize to develop an app that would help preserve many more voices and stories. People would no longer need to go to a recording booth. They would be able to use their mobile devices to tell their stories. In 2016, StoryCorps published its fifth book, entitled *Callings: The Purpose and Passion of Work*. In under 15 years, the StoryCorps archive has become one of the biggest oral history collections. It includes more than 45 thousand interviews, recorded in every single state of the United States and in Puerto Rico.

- 5
 1 a, b 2 a, c 3 b, c 4 a, c
- 6
 1 a 2 c 3 c 4 a 5 c 6 a 7 b 8 a 9 a
 10 b 11 c 12 b

Pronunciation

- 7
 1 story; was; b 2 had; novel; a 3 was; quitting; a 4 deciding; were; b 5 was; scream; a 6 storylines; had; b

2D

Authentic listening skills

1

1 b 2 d 3 c 4 a 5 e

Watch

2

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

3

1 really sad 2 really dubious 3 very exciting 4 rather dry

Vocabulary in context

4

1 face up to 2 went out of their way 3 get hold of 4 from scratch 5 stuck to their word 6 wrestling with

2E

Speaking

1

1 about 2 How 3 What 4 How
5 What 6 Sounds 7 That 8 to cut 9 out 10 a really

Pronunciation

2

1 c 2 b 3 a 4 d

3

1 Oh, no! 2 That was lucky! 3 What a relief! 4 Sounds wonderful! 5 What a nightmare! 6 That was lucky!

4

1 Have I told you about the time when 2 Yeah 3 How 4 what happened 5 What a nightmare 6 Really 7 what did you do 8 to make a long story short

5

Students' own answers.

6

Students' own answers.

Writing

7

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

8

1 shaking 2 bright red 3 of relief 4 believe their eyes
5 heart sank 6 help laughing

9

1 thrilled 2 crime 3 electric 4 horror 5 abruptly
6 terrified 7 shaking like a leaf 8 plainly visible 9 bright red 10 a feast

10

1 first 2 scared 3 busy 4 poor 5 rob 6 shouted at him 7 intention

11

Students' own answers.

Review

1

1 Reading Anne Frank's *The Diary of a Young Girl* made a huge impact on me.
2 It seems like most blockbusters are action movies.

3 Zhao found the book cover intriguing but the plot was disappointing.

4 During the movie, I was often in tears, but it had a happy ending.

5 It took Aisha three months to read the slow-moving book.

2

of	to	with
grow out	get around not live up open my eyes put it down	catch up come up do away

3

1 Correct 2 Incorrect – The bedroom is colder than the living room 3 Correct 4 Correct 5 Correct 6 Incorrect – I'm more nervous about the trip 7 Correct

4

a 7 b 5 c 9 d 3 e 11 f 2 g 1 h 4 i 6 j 8 k 10

5

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

Unit 3

3A

Vocabulary

1

noun	verb	adjective
adaptation	[adapt]	adaptable
benefit	[benefit]	beneficial
[consequence]	-----	consequential
[conservation]	conserve	conservable
endangerment	endanger	[endangered]
extinction	-----	[extinct]
[hunting/hunt]	hunt	hunted
[risk]	risk	risky
[survival]	survive	surviving

2

1 have died out 2 breed 3 species

4 habitat 5 save 6 genes

3

1 global warming, climate change 2 marine reserve, coral reefs 3 greenhouse gases 4 fossil fuels, renewable energy 5 sea levels, flood defenses

4

1 endangered species 2 marine reserve 3 climate change

4 polar ice caps 5 oil refineries

5

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

6

1 The central African nation of Gabon established an underwater marine reserve to protect threatened wildlife.

2 Coral reefs contain one quarter of all the Earth's marine life.

3 About 26 per cent of the Netherlands is below sea level, requiring the country to invest heavily in flood defenses.

4 Burning fossil fuels creates greenhouse gases, which cause global warming.

5 Global warming leads to our planet's greatest threat: climate change.

6 Loss of habitat threatens many endangered species.

7

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

8

1 crisis 2 Record levels 3 ecosystems 4 Emissions 5 power stations 6 long-term 7 consequence 8 extreme weather

9 sustainable 10 natural world 11 irreversible 12 extinction

9

1 extreme weather 2 hydrologic 3 Ocean acidification 4 power stations 5 consequences, extinction, ecosystems 6 wastewater

10

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

Listening

11

1 aquatic 2 Oceanography 3 archipelago 4 biodiversity
5 poaching 6 sustainable 7 exploited 8 marine
habitat 9 guardians 10 environment

12

d

13

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

14

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

Grammar

15

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

16

1 Unless you recycle, the city will charge you a fine.
2 Should we not protect the ocean, coral reefs will disappear.
3 If we don't stop polluting, the rainforest will be in great danger.
4 Provided that you look, you will find beauty everywhere.
5 If we value our planet, we must work together to protect it.
6 If you see someone littering, ask them to stop.

17

1 knew, plan 2 enjoy, visit 3 had, fly 4 compensates, be
5 were, like 6 stops, will never

18

1 mind 2 provided 3 start 4 rising
5 took 6 build 7 was

19

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

3B

Vocabulary building

1

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

Reading

2

1 9 million 2 270,000 square miles 3 (the) ocean currents
4 (high-school) science project 5 oceanographers and researchers
6 in 2020

3

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

4

1 T 2 F 3 NG 4 T

3C

Grammar

1

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

2

1 F 2 F 3 T 4 T 5 T

3

The World Heritage label is not just words. When a site is added to the list, it means the World Heritage Commission can take direct action to help preserve it. Here are a few examples:

Whale Sanctuary of El Vizcaino in Mexico – If the World Heritage community hadn't campaigned against the expansion of a nearby salt factory, ecosystems would have been negatively impacted and the grey whale population could have been affected.

The Old City of Dubrovnik in Croatia – If UNESCO hadn't provided technical and financial support after the city was badly damaged in 1991, the site would probably still be on the List of World Heritage in Danger.

Temple of Borobudur, Indonesia – If UNESCO and its partners hadn't launched a campaign to restore this historic site back in 1972, restoration wouldn't have been completed in just eleven years.

Venice, Italy – Had it not been for the campaign launched by UNESCO to restore and preserve Venice a year after the damaging 1965 floods, the city wouldn't be the amazing place it is now.

4

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

5

2 they built the underwater amusement park, it would have had a negative impact on the reefs
3 I knew French / I'd known French, I wouldn't have missed most of what the tour guide was saying
4 our campaign against the new development hadn't been successful, we wouldn't be able to see the ocean from our window / our campaign against the new development hadn't been successful, we wouldn't have been able to see the ocean from our window

6

1 Had it not been for the bad weather, we would have been able to go diving.
2 I wish I had been able to see the Northern Lights from the plane.
3 If I spoke Portuguese, I could have interacted more with local people.
4 I regret not bringing better walking boots for the hike.
5 I would have joined the cross-country expedition if I were a better skier.
6 If my dad hadn't insisted on teaching me how to dive, I probably wouldn't be an oceanographer.

7

1 would/'d have understood, spoke/'d spoken
2 would/'d do, weren't
3 don't act, will be, won't be
4 hadn't campaigned, would look
5 will continue, are
6 hadn't monitored, would have been destroyed, wouldn't be/wouldn't have been

Pronunciation

8

- 1 If I hadn't visited Brazil, I would never have understood the size of the Amazon.
- 2 If we had known you were free, you could've come on the trip with us.
- 3 I promise you. It'll be some of the most amazing coral you have ever seen.
- 4 If the ecosystem hadn't been protected, this species would've already disappeared.
- 5 If the open ocean belonged to a particular country, it might've been protected.
- 6 I'm not sure what happened. They must've got lost somewhere.
- 7 We should've said something when we realized they'd broken the rules.
- 8 If we'd understood the environmental impact, we wouldn't have gone.

3D

Authentic listening skills

1

In 2009, I moved to Mexico and started by casting local fishermen. [pause] This grew to a small community, [pause] to almost an entire movement of people in defence of the sea. [pause] And then finally, to an underwater museum, [pause] with over 500 living sculptures. [pause] Gardening, it seems, is not just for greenhouses. [pause] We've since scaled up the designs: [pause] 'Ocean Atlas,' in the Bahamas, rising 16 feet up to the surface and weighing over 40 tons, [pause] to now currently in Lanzarote, where I'm making an underwater botanical garden, [pause] the first of its kind in the Atlantic Ocean.

Watch

2

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

Vocabulary in context

3

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

3E

Speaking

1

Statement 1: e

Statement 2: d

Statement 3: a

2

- 1 promised myself 2 never realized 3 The more 4 the more difficult 5 pledge 6 the less 7 the better 8 Hopefully

3

- 1 has pledged to donate money to a wildlife organization
- 2 has promised to do more recycling
- 3 has promised to help the woman install a solar panel
- 4 has made a promise to research some hiking options

4

Students' own answers.

Writing

5

- 1 O 2 O 3 R 4 R 5 R 6 O

6

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

7

- 1 Hi, Armando 2 Thanks! 3 sounds fantastic 4 if you want
5 How's it going? 6 Do you want to go? 7 Is there any way we could 8 Should I

8

Students' own answers.

Review

1

- 1 marine 2 climate 3 coral 4 rising, levels 5 fossil 6 polar, ice caps 7 endangered 8 warming 9 greenhouse 10 flood 11 renewable 12 oil, spills

2

Students' own answers.

3

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

4

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

Unit 4

4A

Vocabulary

1

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

2

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

3

- 1 achievements 2 explorers 3 circumnavigate 4 explorers
5 discovery 6 trek 7 exploration 8 motivated 9 boundaries
10 seek 11 thrills 12 discoveries

4

- 1 endeavor 2 exploration 3 launched 4 circumnavigates
5 networks 6 missions 7 achievement 8 boundaries

5

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

6

- 1 trek 2 boundary 3 launch 4 seek
5 network 6 endeavors 7 map 8 circumnavigate

7

noun	verb	person (n.)
[circumnavigation]	[circumnavigate]	circumnavigator
[exploration]	explore	[explorer]
[mission]	-	missionary
motivation	[motivate]	[motivator]
[trek]	[trek]	trekker
[achievement]	[achieve]	achiever
[discovery]	discover	[discoverer]

8

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

9

1 A GPS 2 the unknown 3 ill-fated 4 fortuitous 5 unexplored

Listening

10

1 buried landscapes 2 archaeological features 3 archaeological sites 4 processing images 5 surface changes 6 potential buried 7 found evidence of 8 excavation

11

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

12

a

13

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

14

1 Maya ruins 2 drones 3 satellites 4 architectural structures 5 works like radar 6 archeology and excavations 7 unlooted 8 quite the same

Grammar

15

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

16

1 might have been 2 must have spent 3 must have been 4 might have thought 5 can't have listened 6 can't have believed 7 must have died

17

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

18

1 The Loch Ness Monster of Scotland may be one of the most famous "monsters" in the world.
2 People might have seen logs or boats and thought they were a monster.
3 Some of the pictures of the monster must have been fake.
4 People can believe what they want to believe.
5 People could talk about the monster to encourage tourism to Loch Ness.
6 It is almost certain that the Loch Ness Monster can't exist.

Pronunciation

19

1 There must be something we can do to help.
2 He has already left the house so he might arrive on time.
3 They can't have studied for three weeks and not remembered anything!
4 The vacation couldn't have been cheap.

4B

Vocabulary building

1

1 authenticity 2 clarity 3 Creativity 4 curiosity 5 humanity 6 humidity

Reading

2

1 Saturn's moons 2 a British astronomer 3 in the 1980s 4 the source 5 Cassini space probe / Cassini spacecraft 6 life

3

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

4

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

4C

Grammar

1

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

2

2 The reporters were shown the excavation site.

The excavation site was shown to the reporters.

3 An antiquities professor was lent the artifacts.

The artifacts were lent to an antiquities professor.

4 The team leader was given no explanation.

No explanation was given to the team leader.

3

1 Some artifacts were removed from the excavation site by someone.

2 The tomb was accidentally discovered by two hikers.

3 Unfortunately, the vase was broken by a person during transportation.

4 It is estimated by people that the tomb is at least 10,000 years old.

5 The discovery was first reported by a journalism student.

4

In 1929, a large stash of jade relics was uncovered in Sanxingdui, China, by Yan Daocheng, a farmer who was digging a well. No other artifact or relics were found in the area for almost six decades. Then, in 1986, two sacrificial pits were accidentally found at a construction site. They contained hundreds of artifacts, including objects made of gold, bronze and jade, as well as pottery, animal bones, elephant tusks, weapons and even a life-size statue. The artifacts had been broken, burned and buried. This accidental discovery became one of the biggest archaeological finds of the 20th century, to the point that researchers and scholars were forced to rewrite the history of early China. The artifacts are estimated to date back to 1200 BCE. Up until this discovery, it was widely agreed that the cradle of Chinese civilization was located 1,200 km to the northeast of the Yellow River in Central China. Additional excavations in 2015 uncovered city walls and a complete human skeleton.

The Sanxingdui culture is not mentioned in any written records and it is currently believed that it existed for only about 350 years before it vanished. The latest speculation is that the Sanxingdui culture may have been destroyed by a powerful earthquake.

5

1 be counted 2 was reclassified 3 was done 4 was adopted 5 was moved 6 are shared 7 have been confirmed 8 classified 9 are called

6

2 It is expected that the community center will be rebuilt within two years.

3 It is known that most wildfires are caused by human negligence.

4 It has been reported that a local school is providing shelter.

5 It is thought that an old, damaged cable caused the fire.

7

1 a 2 a 3 b 4 b 5 a

8

2 Penicillin was discovered by Sir Alexander Fleming in 1928.

3 It is believed that white chocolate was invented in Switzerland in the 1930s. / White chocolate is believed to have been invented in Switzerland in the 1930s.

- 4 The origins of keyhole surgery can be dated to the early 1900s.
 5 In 2014, the Nobel Prize in physics was awarded to the inventors of blue LEDs.
 6 The first text message was sent by Neil Papworth in 1992.
 7 The message had to be typed on a computer before it could be sent. / The message had to be typed on a computer before he could send it. / He had to type the message on a computer before it could be sent.

4D

Authentic listening skills

1

- 1 unanimous 2 amazing 3 exhilarating 4 demanding
 5 like this 6 the thing

Watch

2

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

3

- 1 had been told 2 were sent 3 did not expect 4 was guided 5 followed 6 is heated up 7 is seen by

Vocabulary in context

4

- 1 e 2 c 3 d 4 b 5 a

4E

Speaking

1

- 1 asking for clarification 2 giving clarification 3 asking for clarification 4 giving clarification 5 giving clarification 6 asking for clarification

2

- 1 d 2 f 3 a 4 b 5 c

3

- 2 enabled 5 in thinking 6 exactly 7 kind 8 in a way

4

- 1 I mean is 2 not saying that 3 Well, thanks to 4 am I right 5 would have to 6 I'm not clear; what I mean is

5

Students' own answers.

Writing

6

- 1 N 2 H 3 N 4 H 5 N 6 H 7 N

7

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

8

- 1 k 2 e 3 a 4 d 5 g 6 i 7 j 8 f

9

Students' own answers.

Review

1

- 1 hypothesis 2 mission, map 3 discovery, achievement
 4 endurance 5 Explorers, boundaries 6 launch 7 trek

2

noun	adjective
complexity	[complex]
[necessity]	necessary
popularity	[popular]
probability	[probable]
[responsibility]	responsible
[sustainability]	sustainable
variability	[variable]

3

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

4

- 2 The ancient ruins of an ancient monument were discovered in 1928.
 3 It is believed that cocoa beans were found by Christopher Columbus on his fourth voyage to the Americas.
 4 The musical form of rapping can be traced back to West Africa.
 5 In 2014, the Nobel Peace Prize was awarded to Malala Yousafzai.
 6 The first email was sent by Ray Tomlinson in 1971.
 7 A speech had to be written for the President

5

- 1 Incorrect – South Georgia was first reached by Shackleton and his team.
 2 Incorrect – It is believed that curiosity is a key part of what makes an explorer.
 3 Incorrect – Until relatively recently, it was thought that Earth was flat.
 4 Incorrect – It is now believed that the size of ancient settlements has been underestimated by archaeologists.
 5 Incorrect – It is hoped that space exploration will push the boundaries of our knowledge.
 6 Correct
 7 Incorrect – If people can be made to appreciate ancient sites, many more could be preserved.

Unit 5

5A

Vocabulary

1

Positive	Negative
affectionate	anxious
brave	dishonest
organized	grumpy
pleasant	impatient
polite	moody
talented	rude
wise	selfish

2

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

3

- 1 a 2 c 3 d 4 a

4

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

5

Positive	Negative	Either
contented courageous mature modest respectful responsible supportive tolerant trustworthy	apathetic materialistic	ambitious idealistic outspoken realistic single-minded

6

- 1 materialistic, single-minded 2 outspoken 3 modest
4 respectful, trustworthy 5 contented 6 responsible, mature

7

adjective	adverb	noun
ambitious	ambitiously	[ambition]
idealistic	idealistically	[idealism]
materialistic	[materialistically]	materialism
realistic	realistically	[realism]
respectful	[respectfully]	respect
responsible	[responsibly]	responsibility

8

- 1 thrifty 2 sympathetic, warm 3 open-minded 4 indifferent,
interested 5 intolerant 6 agreeable

9

- 1 indifferent 2 materialistic 3 interested 4 immodest
5 moody 6 intolerant

Listening

10

- Speaker 1: outspoken
Speaker 2: apathetic
Speaker 3: single-minded
Speaker 4: idealistic
Speaker 5: contented

11

- 1 f 2 c 3 i 4 a 5 g 6 l 7 k 8 e 9 b 10 h
11 d 12 j

12

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

13

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

Grammar

14

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

15

- 1 Correct
2 Incorrect – The Amazon is not only the largest rainforest in the world, it is also the most famous.
3 Correct

- 4 Incorrect – Not only is the Amazon important for the people of South America, it is a home for over 2,000 species of animals.

5 Correct

- 6 Incorrect – Only if we conserve and protect the Amazon, will these plants and animals have a home.

16

- 1 b 2 a 3 b 4 b

17

- 1 Only if 2 Never before 3 such is 4 No sooner 5 Rarely has

6 Not only

18

- 1 Not only was Nelson Mandela very brave, he was also very committed.
2 No sooner had she won the award than she started to cry.
3 Only if it's very rare will my father eat steak.
4 Only after I received the offer from the new company did I quit my job.

5B

Vocabulary building

1

- 1 a 2 c 3 a 4 b 5 c

Reading

2

- 1 b 2 a 3 c

3

- a 4 b 3 c 1 d 1 e 2 f 4

4

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

5C

Grammar

1

I read a very interesting news report the other day. It was about a *National Geographic* explorer called Daniel Raven-Ellison. It was fascinating to hear about his 2.5 million step walk across cities and parks in the UK. This project, which started in June 2016, involved walking across all 69 British cities while wearing an EEG monitor on his head. Its purpose was to collect data on his brain activity to track how he responded to his surroundings. It was through this experiment that he confirmed that his stress levels changed based on the environment. However, the software is not infallible. It cannot truly differentiate between a good experience and a bad one. Climbing hills in the Lake District, which was pleasurable, created stress, as recorded by the EEG monitor. It was in Cardiff, my city, where he had another experience that confirmed the weaknesses of the data. While walking across the city, his levels of stress, excitement and engagement levels peaked, but not necessarily because of his surroundings! It was because he needed to go to the toilet!

It was a 1,047 mile (1,686 km) journey and it took him 338 hours to complete it over seven months. Even before the data analysis is completed, Daniel Raven-Ellison knows that the monitor helped him become more aware of how he responded to the environment. In his own words: "You become more attuned to the things you find interesting, uninteresting, stressful, unstressful. If you scale that principle up, that could be very powerful for the design of cities in the future."

2

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

3

- 1 **a** was the new fundraising campaign that began last week
b began last week was the new fundraising campaign
2 **a** is small pledges from friends and relatives that people need to collect
b people need to collect is small pledges from friends and relatives
3 **a** is a t-shirt that people who pledge €250 will receive
b people who pledge €250 will receive is a t-shirt
4 **a** is a VIP pass for the museum that the biggest donor will win
b the biggest donor will win is a VIP pass for the museum

4

- 1 What inspired everyone was her commitment to the cause.
2 It was Mary who raised the most money this year.
3 It was in London where he first participated in a charity run.
4 What we need is a fundraising website.
5 It is on Sunday when we should be collecting donations.
6 It was very reluctantly that he agreed to join the charity bike ride.
7 What I liked best was how well the charity event was organized.
8 What I kept telling him was to request smaller donations from more people.

5

- 1 c 2 a 3 g 4 f

6

- 1 It was the 2017 TED Prize that TED awarded to Dr. Raj Panjabi at the annual TED conference on April 25, 2017 for his work in remote communities in Liberia.
2 It was to Dr. Raj Panjabi that TED awarded the 2017 TED Prize at the annual TED conference on April 25, 2017 for his work in remote communities in Liberia.
3 It was at the annual TED conference that TED awarded the 2017 TED Prize to Dr. Raj Panjabi on April 25, 2017 for his work in remote communities in Liberia.
4 It was on April 25, 2017 that TED awarded the 2017 TED Prize to Dr. Raj Panjabi at the annual TED conference for his work in remote communities in Liberia.
5 It was for his work in remote communities in Liberia that TED awarded the 2017 TED Prize to Dr. Raj Panjabi at the annual TED conference on April 25, 2017.

Pronunciation

7

- 1 2013 2 Pakistan 3 increasing 4 young people
5 Indian 6 15

5D

Authentic listening skills

1

- 1 e 2 d 3 b 4 c 5 a

Watch

2

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

3

- 1 b 2 b 3b 4 b

Vocabulary in context

4

- 1 c 2 b 3 e 4 a 5 d

5E

Speaking

1

- 1 chance 2 the thing is 3 point 4 joking 5 busy 6 of
7 into 8 on 9 try 10 fine

2

- Statement 1: d Statement 3: e
Statement 2: c Statement 4: a

3

- 1 chance you could 2 I'm afraid 3 good
cause 4 fine 5 suppose you could 6 thing is 7 no
excuse 8 convinced me

4

Suggested answers:

- 1 Oh, come on!
2 I'm afraid I'm busy.
3 OK, you've convinced me.
4 I think it'd be a great idea to make some posters.

5

Students' own answers.

Writing

6

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

7

- 1 in connection with 2 Since last year 3 without anywhere to
live 4 One day 5 Having a home 6 A major part of the problem
7 an unacceptable situation 8 urging you 9 grateful 10 to call home

8

Students' own answers.

Review

1

- | | |
|-----------------|-----------------|
| ambiti[ous] | mod[est] |
| apathet[ic] | realis[tic] |
| content[ed] | respect[ful] |
| courage[ous] | respons[ible] |
| idealis[tic] | single-mind[ed] |
| material[istic] | support[ive] |

2

- 1 confronts / faces; address / tackle
2 do / play
3 launch / run; increase / raise;
4 bring about / contribute to / effect; make / have

3

- 1 has 2 had 3 until 4 was 5 circumstances 6 if 7 will

4

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

5

- 1 was only last week that I started
2 surprised me was that they weren't more interested in global issues
though
3 is apathy I dislike most
4 I think it is a lack of awareness
5 was at my last place when
6 I do remember is you complaining about your colleagues

Unit 6

6A

Vocabulary

1

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

2

1 teacher 2 board 3 students 4 desks 5 notebooks
6 pens 7 study 8 teacher 9 test/exam

3

1 high school 2 schools, public, private 3 class size 4 be creative
5 gets bad grades

4

1 inappropriate, shows disrespect 2 offensive, a detention 3 a warning, offensive 4 punctual, skip class 5 warning

5

1 b 2 c 3 a 4 d

6

1 respecting others 2 behave 3 punctual 4 be offensive 5 disruptive

7

1 disruptive 2 offensive 3 punctual 4 behavior
5 bully 6 misbehavior 7 vandalism 8 suspend

8

1 Disruptive behavior in the classroom causes the teacher to give a student a detention.
2 Vandalism shows disrespect for other people's property.
3 Skipping class is less serious than being a bully.
4 Always be punctual and you will avoid a warning.

9

1 develop good study habits 2 procrastinate 3 Pace yourself
4 set specific goals 5 eliminate distractions 6 Focus
7 think positively 8 try your best

10

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

Listening

11

c

12

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

13

1 an angry crowd 2 change 3 sacrifices 4 screaming 5 mission 6 own experience 7 extraordinary

14

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

Grammar

15

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

16

1 allowed to 2 don't have to 3 supposed to 4 can't 5 can
6 need to 7 have to

17

1 can 2 could 3 could 4 are allowed to

18

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

19

1 The school isn't allowed to charge parents for school supplies.
2 You should not have been speeding on the highway.
3 All managers have to supervise the members of their team.
4 Visitors must sign in at the school's office.
5 All employees may access the building seven days a week.
6 You needn't stay late when there's nothing left to do.
7 Everyone ought to go to the dentist at least once a year.
8 We don't have to bring gifts to the birthday party.

6B

Vocabulary building

1

1 in 2 to 3 on 4 between 5 on 6 in 7 in
8 between 9 for 10 on 11 on

Reading

2

1 b 2 e 3 a 4 c 5 f

3

a 2 b 1 c 3 d 2 e 1 f 5 g 3

4

1 b 2 c 3 a

6C

Grammar

1

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

2

1 She would like to be talking to the audience by 3 o'clock.
2 I prefer to be driven when I'm in cities I don't know well.
3 They expected to be told what to do before the meeting.
4 He was expecting to have been given an award by now.
5 He wanted to be notified if the plans changed.
6 I was asked to be ready at 5 o'clock.
7 The winner is not likely to have been revealed yet.
8 Students will be instructed to leave their mobile devices at home.

3

2 b 3 b 4 d 5 b 6 d 7 d 8 b

4

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

5

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

6

1 I remember being told to enroll early.
2 I remember being taken there when I was very young. / I remember having been taken there when I was very young.
3 Having been taught three languages as a child, I am now fully trilingual.
4 He regrets never having been given the opportunity to learn a second language as a child.
5 I remember many of my friends having been asked to go to school on Saturdays. / I remember many of my friends being asked to go to school on Saturdays.

7

1 to be recommended 2 Having been taught 3 to have been accepted 4 To be voted 5 to be reminded 6 having been told

8

1 be inspired 2 to have been trained 3 to have been helped 4 be credited 5 being considered 6 be inspired 7 be made 8 having been labeled

6D

Authentic listening skills

1

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

Watch

2

1 persistently dangerous 2 proficient 3 Now what 4 excuses 5 individual 6 data

3

1 becoming 2 to treat 3 be tolerated 4 hearing 5 resetting 6 to behave 7 to listen 8 setting

Vocabulary in context

4

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

6E

Speaking

1

Statement 1: c

Statement 2: b

Statement 3: e

Statement 4: a

2

1 on your mind 2 really feel that 3 I know what you mean 4 Couldn't 5 what you're saying 6 Are you really saying that 7 a complex issue 8 no easy answers

3

Suggested answers:

1 I agree to a certain extent, but I do think at least a little homework is necessary.

I'm not so sure about that. It's important to teach kids to study on their own.

2 I know what you mean, but those classes are expensive to run.

Yes, but don't you think science and technology classes are more important?

3 I see what you mean, but a lot of teachers don't like digital whiteboards.

Don't you think digital whiteboards are an unnecessary expense?

4 I hear what you're saying, but I just don't think that idea is feasible.

I'm not so sure about that. In many places teachers don't have the necessary language skills.

4

Students' own answers.

Pronunciation

5

1 I see your point, but there's more to it than that.

2 I agree to a certain extent, but I'm not completely convinced.

3 I hear what you're saying, but there are other options.

4 I agree to a degree, but that's not the whole story.

5 I hear where you're coming from, but I can't agree with you.

6 I know what you mean, but it's more complicated than that.

Writing

6

1 balanced 2 writer 3 four-paragraph 4 introduction

5 some background 6 second 7 in favor of 8 support

9 sums up 10 own

7

1 P 2 C 3 O 4 C 5 O 6 P 7 C 8 P 9 O

8

a 3 b 2 c 4 d 1

9

Students' own answers.

Review

1

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

2

1 b 2 d 3 c 4 c 5 a 6 a 7 c 8 d 9 b 10 b

3

Welcome to Camp Sachem Mountain! Campers have to arrive before noon on Saturday, July 6th. Campers should find their assigned group leader and may then leave their belongings in their room. There is a lot of free time on the first day, so campers may swim in the lake or visit the ponies at the barn. If you have any questions, you should contact the camp office before arrival. See you soon!

4

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

Unit 7

7A

Vocabulary

1

1 Commuting 2 flight 3 destination 4 miss

5 route 6 backpacking 7 off 8 expedition

2

get	get to	go for	take
a ride	school	a bike ride	a different route
home	the airport	a ride	a taxi
lost	work		an hour

3

1 ride 2 excursion 3 destination 4 route

5 flight 6 cruise 7 expedition 8 voyage

4

1 Commuting 2 rush hour 3 congestion 4 breakdowns

5 stuck 6 gridlock 7 commuters 8 transportation 9 metro

10 shuttle service 11 drops them off 12 commute

5

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

6

1 commuters 2 congestion 3 transports 4 connection
5 transport/transportation 6 commute 7 congested

7

1 gridlock 2 commute 3 shuttle service 4 congestion
5 breakdown 6 connection 7 drop 8 fumes

8

1 Alexa is commuting to school by bus this year.
2 Congestion in our neighborhood has increased since they closed the bridge for repairs.
3 My flight arrived late and consequently I missed my connection.
4 I usually drop the kids off at school on my way to work.
5 The company provides a shuttle service to and from the train station.
6 Their offices are in the suburbs so it's difficult to get there by public transportation.

9

1 carbon footprint 2 ride a bicycle 3 sharing transportation 4 shuttle bus 5 share a car 6 Pick up a friend 7 lane 8 obey the speed limit

10

1 self-driving cars 2 cycling 3 share a car 4 Pollution 5 exceed

Listening

11

1 urban areas 2 sustainable solutions 3 reduce emissions
4 fossil fuels 5 rising sea levels 6 environmentally conscious
7 eco-friendly approach 8 urban developments

12

1 c 2 b

13

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

14

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

Grammar

15

1 Correct
2 Incorrect – I'm not sure, but I hope to/so.
3 Correct
4 Incorrect – I'm not sure, but I might (do).
5 Correct
6 Incorrect – Yes, he needs to. / Yes, he does.

16

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

17

1 The Roosevelt Island tram 2 a Metro Card 3 a Metro Card 4 the subway 5 ride the tram 6 tram

18

1 did 2 do 3 done 4 do 5 does 6 done 7 does/did

7B

Vocabulary building

1

1 operate 2 utilize 3 subsidized 4 justify
5 prioritize 6 strengthen 7 collaborate 8 maximize
9 estimated 10 eliminating 11 devastate 12 deteriorate

Reading

2

a 4 b 1 c 3 d 4

3

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

7C

Grammar

1

Nominalization nouns	Non-nominalization nouns
celebration	area
change	city
conservation	energy
creation	health
decrease	party
division	quality
encouragement	space
improvement	system
pollution	
reduction	

2

applicability	difficulty	investment
argument	discovery	prediction
carelessness	independence	solution
contribution	inquiry	urbanization
departure	interference	

3

1 objection 2 negligence 3 explanation 4 inability
5 Failure, imposition 6 similarity 7 construction 8 consumption

4

1 b 2 a 3 c 4 d 5 d 6 a 7 b 8 a 9 d 10 c

5

1 increase 2 popularity 3 participation 4 relationships
5 activity 6 education 7 involvement 8 interaction
9 initiatives 10 creation

6

1 resource management / (the) management of resources
2 his failure
3 reached the conclusion
4 provides a clear illustration of
5 the committee's proposal
6 the rejection of the budget
7 Delays in the project / Delays to the project / Project delays

Pronunciation

7

1 increase 2 transportation 3 present
4 increase 5 present 6 transport

7D

Authentic listening skills

1

Students' own answers.

Watch

2

1 energy 2 fast-growing emerging cities 3 urban taxis 4 only one passenger 5 traffic lights 6 human unpredictability

3

1 29.6 billion 2 26 3 60,000 4 30 5 85

4

1 need 2 improvement 3 development
4 interference 5 failure

Vocabulary in context

5

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

7E

Speaking

1

1 asking for information 2 giving information 3 asking for information 4 giving information 5 giving information
6 asking for information

2

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

3

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

4

1 carrying 2 few 3 generally 4 happen 5 idea
6 know 7 bet 8 Can 9 say 10 time

5

Students' own answers.

Writing

6

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

7

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

8

1 an explanation 2 where 3 benefits 4 participated in
5 positive 6 possible problems 7 summary 8 recommendations

9

Students' own answers.

Review

1

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

2

-ate	-en	-ify	-ize
collaboration communication formula imitation operation origin	broad hard long strong weak	classification pure simple electric	memory minimum priority stable subsidy

3

1 c, done 2 a, to 3 f, to 4 d, one 5 b, to 6 e, so

4

1 Pollution created by people living in cities

2 With the application of his paint

3 An industrial scale test

4 The installation of

5 The harvesting of the algae

6 the electricity produced

5

1 Incorrect – The council regretted the lack of investment in the city's infrastructure.

2 Incorrect – The disruption caused by the strikes was bad for the economy.

3 Correct

4 Incorrect – A number of local residents volunteered to look after the new conservation area.

5 Correct

6 Incorrect – Our departure was delayed because of a problem at the airport.

Unit 8

8A

Vocabulary

1

Positive	Negative
delighted excited grateful pleased relaxed	annoyed bored confused embarrassed impatient lonely nervous scared stressed

2

1 relaxed 2 annoyed 3 nervous 4 bored

5 confused 6 excited 7 lonely 8 stressed

3

1 b 2 a 3 d 4 a

4

1 h 2 l 3 g 4 j 5 f 6 e 7 a

8 b 9 i 10 k 11 c 12 d

5

1 be impulsive 2 question what people say 3 moody

4 take risks 5 avoid danger

6

1 Gisela couldn't care less what people think of her clothes.

2 Ibrahim doesn't like to take risks so he decided to play it safe.

3 Liam has always been an even-tempered, friendly kind of guy.

4 With practice and self-control, you can break any bad habit.

5 She's been really stressed lately and, as a result, in a terrible mood.

6 Theresa doesn't like getting into trouble so she always obeys the rules.

7 It's easy to follow the crowd, but far more difficult just to be yourself.

7

1 She often takes risks and doesn't think of the consequences.

2 People ride roller coasters to give themselves a thrill.

- 3 When you feel angry with someone, it's best to practice self-control.
 4 Weigh the pros and cons before making important decisions.
 5 Try to resist peer pressure and just do your own thing.

- 8
 1 judgemental 2 hypercritical 3 reputation 4 image
 5 vulnerable 6 charming 7 intelligent 8 judge
 9 benefit of the doubt

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

Listening

- 10
 1 a 2 c 3 b 4 b 5 a 6 c 7 a 8 b

- 11
 1 c 2 a

- 12
 1 f 2 c 3 h 4 e 5 a 6 g 7 b 8 d

- 13
 1 F 2 T 3 F 4 T 5 T 6 F 7 T

Grammar

- 14
 1 Frankly, a 2 definitely, f 3 very, b 4 carefully, e
 5 always, c 6 Suddenly, d 7 probably, g

- 15
 1 always 2 In fact 3 certainly 4 constantly 5 quickly
 6 patiently 7 definitely

- 16
 1 The whole family spoke to me very politely.
 2 I seldom eat more than two meals a day.
 3 My uncomfortable bed is definitely the reason that I'm constantly tired.

- 17
 1 b 2 d 3 b 4 a 5 a 6 c

- 18
 1 Frankly, I would never want to try rock climbing.
 2 The sport seems tiring and dirty, and it's certainly dangerous.
 3 I probably wouldn't want to go rock climbing even if I was sure that the climb would go safely.
 4 My parents both have a fear of heights and I have always had one too.
 5 A couple of my friends love to rock climb, and tell me that it's very peaceful and great exercise.
 6 But I definitely wouldn't feel comfortable or safe.
 7 In fact, I know I'd never be able to relax.

8B

Vocabulary building

- 1
 1 here and there 2 law and order 3 facts and figures 4 odds and ends 5 name and address 6 wear and tear

Reading

- 2
 1 (pancreatic) cancer 2 girls 3 South Africa

- 3
 a 3 b 1 c 3

- 4
 1 NG 2 T 3 T 4 T 5 NG 6 F 7 T

8C

Grammar

- 1
 1 a 2 b 3 b 4 b 5 a

- 2
 1 used to 2 will 3 'm not used to 4 tend 5 use to 6 used to

3
 "Everybody saw the ocean as a big blue tank of water, but for me there was something more going on and I wanted to know what it was. My parents used to buy second-hand *National Geographic* magazines from this little shop down the road. I d flip through them and see these beautiful images. I used to think, wow, one day that could be me. I wanted to be that explorer and discover what no one else had discovered." – Asha de Vos, marine biologist

"My Uncle Tom was fortunate enough to have a career with the FBI, which took him across the world. Upon coming home he would always share tales of his travels. We would sit down and he would take out a globe and spin it and ask me to put my finger gently on it until it stopped somewhere. He would then quiz me about the place and, if I wasn't familiar with it, he would tell me everything he knew. Through this he showed me the vastness and great diversity of the world, but, at the same time, its accessibility, if you wanted to explore it." – Donald Slater, archaeologist

"My parents left El Salvador to escape the civil war, and give the family an opportunity at an education and a fighting chance at a stable living. My parents would always say that there are a lot of things that people can take from you, but an education is something no one can take. So my upbringing was my most powerful motivator." – Steve Ramirez, neurobiologist

- 4
 1 use to 2 used to 3 use to 4 never used to 5 have a tendency to 6 used to 7 use to

- 5
 1 a 2 b 3 c 4 b 5 a 6 b 7 c 8 c 9 a 10 a 11 b

- 6
 1 tend to be concerned 2 used to sing 3 have a tendency to 4 I'm used to having 5 Some people tend not to 6 I would always stay up

8D

Authentic listening skills

- 1
 Students' own answers.

Watch

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

- 3
 1 widely 2 mainly 3 radically 4 dramatically
 5 really 6 instinctively

Vocabulary in context

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

8E**Speaking****1**

Statement 1: d

Statement 3: e

Statement 2: b

Statement 4: a

2

1 What a pain 2 Look on the bright side 3 to lend a hand
4 that's any use 5 frustrating 6 to let you down 7 understanding

3

Students' own answers.

4

Students' own answers.

Pronunciation**5**

1 F 2 R 3 F 4 F 5 R 6 F

Writing**6**

1 should 2 should 3 shouldn't 4 shouldn't 5 should
6 should 7 should 8 should 9 shouldn't 10 shouldn't

7

1 pros and cons 2 First of all, 3 Secondly, 4 benefit
5 drawback 6 Furthermore, 7 main 8 On the other hand,
9 various factors 10 I believe

8

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

9

Student's own answers.

Review**1**

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

2

1 breakfast 2 sisters 3 figures 4 foremost 5 gentlemen
6 order 7 clear 8 ends 9 sound 10 sweet 11 lightning
12 tribulations 13 downs 14 tear

3

1 I certainly hadn't estimated how long it would take to write the essay.
2 My mother always tells me that I need to think before I speak.
3 We wouldn't really want to go without a reservation because the restaurant is definitely the most popular in town.
4 We aren't always in agreement, but we manage to compromise on most issues.
5 They probably won't make it to the wedding because of their busy work schedules.
6 The class has almost completed the unit on politics and government.
7 Mr Richardson has been waiting patiently for several hours.

4

1 will 2 use to 3 never used to 4 used to 5 would
6 is always telling me

5

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

Unit 9**9A****Vocabulary****1**

1 gold medal 2 captained 3 great attitude 4 great technique
5 scored 6 compete, world championships 7 smashed, world records

2

1 forward 2 goal 3 won 4 season 5 energetic 6 star

3

1 c 2 b 3 a 4 c 5 b

4

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

5

1 intake 2 sedentary lifestyle, obesity 3 wholefoods, refined
sugars 4 detrimental 5 Enhance 6 nutrients

6

1 The way food is prepared can affect the amount of nutrients the body absorbs.
2 It's best to eat refined sugars in moderation.
3 A diet of nutritious wholefoods offers your body the energy it needs.
4 To help relieve stress, get exercise regularly.
5 What you choose to put in your body affects its wellbeing.

7

1 reduce 2 nourish 3 exercise 4 invigorating
5 mindfulness 6 postures 7 wellness

8

1 output 2 supplements, minerals,
vitamins 3 organic 4 cholesterol 5 renew, vigor

Listening**9****1**

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

10**b****11**

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

12

1 exercise and socialize 2 were established 3 stretching and
balance 4 increasingly popular (around the world) 5 took into
account 6 lower their risk 7 average life expectancy 8 contributing factors

Grammar**13**

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

14

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

15

- 2 My neighbor has a massive new dog that/which I'm quite afraid of.
- 3 The professor visited several large universities, none of which made him feel comfortable.
- 4 You should always eat regular meals, the most important of which is possibly breakfast.
- 5 Around ten o'clock my mother has a cup of coffee, which she adds low-fat milk to.
- 6 The school has hired some new teachers, a number of whom are under 30.
- 7 There's a new film about the first space flight that/which I'm definitely interested in.

9B

Vocabulary building

1

- 1 legible 2 accessible 3 achievable 4 preventable
5 disposable 6 rechargeable 7 washable 8 edible

Reading

2

- 1 F 2 NG 3 F 4 T 5 F 6 T 7 NG

3

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

9C

Grammar

1

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

2

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

3

- 1 his 2 a 3 an 4 your 5 - 6 The 7 -
8 the 9 my 10 An

4

- 1 a 2 - 3 - 4 - 5 the 6 - 7 The 8 the 9 the
10 - 11 an 12 the 13 the 14 an 15 The 16 The
17 the 18 the 19 - 20 an

5

- 1 A home-cooked meal is the best medicine. / The best medicine is a home-cooked meal.
2 The elderly get colds more often.
3 He has a daily injection for his diabetes.
4 The panda is no longer an endangered animal species.
5 My brother really wants a cat for his birthday.

6

- 1 S 2 D 3 D 4 S 5 S 6 D

7

- 1 b 2 a 3 d 4 b 5 b 6 c 7 c 8 d
9 d 10 a 11 b 12 c

9D

Authentic listening skills

1

- 1 to 2 for 3 an 4 and 5 of 6 the
7 hadn't 8 have 9 and 10 research 11 to 12 can

Watch

2

- 1 Alzheimer's 2 got lost 3 wandering 4 pair of socks 5 code
a smartphone app 6 heavy, bulky batteries 7 two
prototypes 8 residential care facilities

3

- 1 of 2 in 3 for whom 4 patients will step on 5 for
whom 6 about 7 about which 8 for whom

Vocabulary in context

4

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

9E

Writing

1

- 1 title 2 sub-
headings 3 introduction 4 findings 5 report 6 bullet
points 7 repetition 8 formal 9 style 10 examples

2

- 1 outlines 2 concludes 3 Based
on 4 suggested 5 several 6 First and foremost 7 would
provide 8 could consider organizing 9 By
implementing 10 suggestion

3

- Students' own answers.

Speaking

4

- 1 b 2 a 3 a 4 b 5 a

5

- Suggested answers:

- 1 It's a good idea in principle
2 Yes, but the problem is that
3 I wonder how feasible it would be
4 Bear in mind that

6

- Students' own answers.

Pronunciation

7

- 1 It's a good idea in principle, but it's hard to stop drinking coffee.
2 I really like the idea of reducing my sugar intake.
3 It's worth remembering that not everyone has access to nutritious food.
4 That sounds like an excellent way of losing weight!
5 Growing our own vegetables is a great idea!
6 Yes, but the problem is, refined sugar is in so many of our foods.
7 You need to bear in mind that organic food is often more expensive.
8 Laughter yoga is a fantastic way to relieve stress.

Review

1

- 1 refined sugar, detrimental effect
2 wholefoods, beneficial effect
3 sedentary lifestyle, obesity.
4 relieve stress
5 nutrients

2

adjective	verb
access[ible]	[access]
afford[able]	[afford]
dispos[able]	[dispose]
aud[ible]	
enjoy[able]	[enjoy]
feas[ible]	
memor[able]	
recycl[able]	[recycle]
renew[able]	[renew]
leg[ible]	
vis[ible]	

3

- Incorrect – Apollo 11 was the first space mission in which human beings landed on the moon.
- Correct
- Incorrect – There were many calculations that had to be made before Apollo 11 could launch in July of 1969.
- Incorrect – The three astronauts made several transmissions to Earth as they travelled to the moon, two of which were televised.
- Correct

4

- my, a
- the, –
-
- an
- the
- a, the
- Koalas
- a, a

5

- a
- a
- A
-
-
-
-
-
- the

Unit 10

10A

Vocabulary

1

- c
- b
- d
- e
- g
- a
- f

2

- Discrimination
- stereotypical
- be offended, misunderstanding
- awkward
- complimentary
- discourage
- work it out

3

- a
- d
- a
- b
- c

4

- concise
- precise
- stick to the point
- engage
- attention
- analogies
- facial
- get my point across

5

- make eye contact
- elaborate on the point
- rephrase the answer more precisely
- convey his ideas more concisely
- back up her argument with facts
- define technical jargon

6

- Control your facial expressions and gestures by practicing your speech in the mirror.

2 Use notes so that you don't lose your train of thought.

3 Engage your audience by asking them questions.

4 Don't panic if your mind goes blank.

5 Stick to the point in order to convey your message concisely.

7

- turn
- give
- attract
- hold
- paying
- draw

8

eyes	nose	mouth	skin
blink	flare (v)	grin	blush
narrow (v)	wrinkle (v)	pout	flushed
widen			pale (v)

Listening

9

- c
- a
- d
- b
- b
- d

10

- g
- j
- f
- h
- d
- i
- e
- b
- a
- c

11

- F
- F
- T
- T
- F
- F
- T
- T

Pronunciation

12

- R
- F
- R
- F
- R
- R

Grammar

13

- isn't she
- have you
- shall we
- didn't they
- did we
- isn't he
- has she
- aren't I

14

- what tool I'd / I would need to fix this broken pipe
- Didn't you realize (that) you were
- Don't I usually see you
- he auditioned for the lead role in the play
- I've / I have explained the grammar clearly enough

15

- Can you tell me why he was late for the lesson?
- Sorry, you said what to the teacher?
- Didn't you realize advanced biology was difficult?
- Could you tell me if the essay is due next week?
- Let's try to get tickets, shall we?
- Why do you think the teacher keeps staring at me?

16

- like to
- (got) started
- you photograph
- haven't you
- said what
- you think

10B

Vocabulary building

1

- meaningless
- doubtless
- tasteful
- forgetful
- fearful
- fruitful

Reading

2

- c
- b
- a
- d
- b

3

1 paralysis 2 a toxin 3 (a) lack of protein 4 bubbles (of different sizes) 5 valuable

4

1 Y 2 N 3 Y 4 NG

10C

Grammar

1

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

2

1 S 2 D 3 S 4 D 5 S

3

Margaret Ann Bulkley was born in Cork, Ireland, in 1789. After attending medical school disguised as a man, she was one of the first known doctors to successfully deliver a baby by caesarean section.

Having been abandoned by her father, Bulkley reached out to her uncle in London, James Barry, who helped her and her mother and sister to relocate there. Her uncle introduced her to physician Edward Fryer and Francisco Miranda, a Venezuelan general. The two gentlemen became her mentors.

Shortly after introducing Bulkley to Miranda and Fryer, her uncle died. Miranda and Fryer continued to support Bulkley's education, eventually encouraging her to attend medical school. Determined to become a doctor, Bulkley agreed to pose as a man, since at the time only men could attend medical school. In honor of her uncle, she used the pseudonym James Barry. The original idea was for Bulkley to relocate to Venezuela after medical school to be a doctor there, but Miranda's death put an end to that plan. Having lost the opportunity to practice medicine in Venezuela, Bulkley decided to work in England... as a man!

After graduating from medical school, Bulkley (now Barry) joined the British army and eventually moved to South Africa. While practicing medicine in Cape Town, Barry performed a successful caesarean section on July 26, 1826.

After leaving South Africa in 1828, Barry lived in Malta and Canada, where she continued to practice medicine. Having returned to London in 1859 after developing bronchitis, she was discharged from the army. After her death in 1865, the news became public that Barry was indeed a woman. The British army sealed all records pertaining to Barry, denying all news reports about her work and career. Records were finally released in 1950.

4

2 the morning was so hot, we decided to swim in the river
3 he had nothing left to say, he left and slammed the door
4 I was walking home from work, I lost my phone
5 I hadn't eaten all day, I was desperate for my mum's chicken soup
6 If taken care of properly, these boots will last several years

5

1 c 2 d 3 b 4 a 5 a 6 c 7 a 8 d 9 a 10 b

6

1 Since she had slept badly
2 because he was unable / because he wasn't able
3 Having completed all the training
4 Not realizing it was dangerous / Not realizing the danger
5 Once having seen

10D

Watch

1

3, 4, 6, 8, 9, 10, 12

2

1 b 2 a 3 c 4 d

3

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

4

1 major idea 2 examples 3 reason to care 4 curiosity 5 worldview 6 already understands 7 worth sharing 8 benefit

Vocabulary in context

5

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

10E

Speaking

1

1 talk to you 2 share 3 Put your hands up 4 Now 5 can see 6 The interesting thing 7 more than 8 does that mean 9 any questions 10 your attention

2

Statement 1: c

Statement 4: b

Statement 2: f

Statement 5: a

Statement 3: d

3

1 talk 2 Hands 3 what 4 example 5 everyone/ everybody 6 but 7 focus 8 talk 9 Recent 10 interesting

4

Students' own answers.

5

Suggested answers:

Use visual aids such as charts, graphs or images

Include a statistic/an interesting or surprising fact

Ask the audience a question

Be dynamic

Try not to rely too much on your notes

Pronunciation

6

1 R 2 F 3 R 4 F 5 R 6 R

Writing

7

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

8

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

9

Students' own answers.

Review

1

1 make 2 blank 3 elaborate 4 stick 5 lose,
train 6 engage 7 facial 8 back

2

1 pointless 2 tasteful 3 doubtful 4 hopeful
5 thoughtless 6 thankful 7 wasteful 8 fearless

3

1 Don't you know how much you weigh?
2 How much exercise do you do each day?
3 The doctor said what?
4 Didn't the nurse check your blood pressure?
5 The doctor's office is where?
6 Is she still in hospital?
7 We need to eat more healthily, don't we?
8 What do you recommend eating?

4

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

5

1 b 2 b 3 c 4 b 5 a

Grammar Reference Answer Key

UNIT 4

Activity 3

- 1 The first method of classifying the living world was devised by the Ancient Greek philosopher Aristotle. (agent necessary)
- 2 The Earth could have been circumnavigated by Ferdinand Magellan before anyone else if he hadn't been killed in the Philippines. (agent necessary in first clause, not in second)
- 3 Fairly accurate maps of the world were being made about 2,000 years ago. (agent not necessary)
- 4 The origins of microbiology can be dated back to the seventeenth century, after techniques for magnifying objects up to 500 times had been discovered. (agent not necessary in first clause, can be included in second)
- 5 In the 1960s the working of DNA was modeled (by Watson and Crick) and a much greater understanding of disease has been reached since then. (agent of the first clause can be included, second not necessary)

Activity 4

- 2 It is reported that the missing mountaineer has been found alive and well in a remote mountain hut. / The missing mountaineer is reported to have been found alive and well in a remote mountain hut.
- 3 It is estimated that the number of potential space tourists is now over 1,000. / The number of potential space tourists is now estimated to be over 1,000.
- 4 It is believed that an archeologist has found new evidence of an ancient Mayan settlement. / An archeologist is believed to have found new evidence of an ancient Mayan settlement.
- 5 It is known that recent storms have caused at least \$2 billion of damage to homes and businesses. / Recent storms are known to have caused at least \$2 billion of damage to homes and businesses.

UNIT 5

Activity 3

- 1 It was the Chairman of the Norwegian Nobel Committee who (that) awarded Malala the Nobel Peace Prize (in Oslo in December of 2014).
- 2 It was Malala who was awarded the Nobel Peace Prize (in Oslo in December of 2014).
- 3 It was the Nobel Peace Prize that the Chairman of the Norwegian Nobel Committee awarded (to) Malala (in Oslo in December of 2014).
- 4 It was in Oslo that / where the Chairman of the Norwegian Nobel Committee awarded Malala the Nobel Peace Prize (in December of 2014).
- 5 It was in December of 2014 that / when the Chairman of the Norwegian Nobel Committee awarded Malala the Nobel Peace Prize (in Oslo).

Activity 4

- 1 What amazed us was his commitment to the group.
- 2 What will make a big difference is having a social media presence.
- 3 What this charity needs is a new face to promote it.
- 4 What surprised all the students was the negative tone of the report.
- 5 What the principal requested was six months to improve the school.
- 6 What we need is a higher profile. That's why we've hired the advertising agency.

UNIT 8

Activity 1

- 1 ... you follow the crowd foolishly without ... / you foolishly follow the crowd ...
- 2 ... I've almost finished my homework. / I'm finishing my homework.
- 3 ... I probably wouldn't give in ...
- 4 I don't often behave badly.
- 5 I had totally misunderstood ...
- 6 ... I bought a really expensive pair of boots stupidly last Friday / I stupidly bought a really expensive pair of boots last Friday.

ACTIVITY 2

- 1 In fact, most teenagers aren't easily influenced by their peers.
- 2 Maybe people would understand us better if we spoke more openly about our emotions.
- 3 Instead of acting impulsively, you should weigh the pros and cons carefully. / You should weigh the pros and cons carefully instead of acting impulsively.
- 4 Our parents definitely wouldn't want to go to the club on Saturday night.
- 5 Frankly, badly thought-through stereotypes of the moody teenager really annoy me.
- 6 Young people don't always behave sensibly as certain aspects of their brains aren't fully developed.

UNIT 9

Activity 2

- 3 Professor Harris is unable to attend the lecture on nutrition to which she was invited last week.
- 4 There's a podcast on teenagers' health (that) you should really listen to.
- 5 What happened to that brochure on obesity (that) I saw the other day?
- 6 Patients should not become close to counselors on whom they might become dependent.
- 7 Do you remember Samia, the medical student who I introduced you to at the party?
- 8 His new book is on a new treatment for asthma, for which there is currently no cure.

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