

CAMBRIDGE

2

IN FOCUS

Teacher's Manual

Sara Davila

with Charles Browne • Brent Culligan • Joseph Phillips

2



INFOCUS
Teacher's Manual

Sara Davila

with Charles Browne • Brent Culligan • Joseph Phillips

 **CAMBRIDGE**
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

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

www.cambridge.org

Information on this title: www.cambridge.org/9781107629455

© Cambridge University Press 2014

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The worksheets, role play cards, tests, and tapescripts at the back of this book are designed to be copied and distributed in class.

The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages that carry the wording '© Cambridge University Press' may be copied.

First published 2014

Printed in Singapore by Markono Print Media Pte Ltd

ISBN 978-1-107-62945-5 Paperback Teacher's Manual 2

ISBN 978-1-107-69701-0 Paperback Student's Book 2

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

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

Contents

Plan of the Student's Book	iv
Introduction	viii
How a unit works	ix
Collocations and word parts	xii
Teaching notes	
Unit 1	1
Unit 2	9
Unit 3	17
Unit 4	25
Unit 5	33
Unit 6	41
Unit 7	49
Unit 8	57
Unit 9	65
Unit 10	73
Unit 11	81
Unit 12	89
Assessment program	
Written tests	97
Written tests answer keys	105
Speaking test assessment notes	106
Speaking test assessment sheets	107
Speaking tests	108
Listening tests	110
Listening test scripts (answer keys)	112
Core vocabulary: keywords	
Unit-by-unit list	114
Alphabetical list	115

Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1	1 Pages 1–8	A World of English English as a global language	1 The Wonder of Language 2 An English-Speaking World	Scanning Skimming Checking details Making inferences Identifying opinions	Collocations Word parts: <i>equa/equi</i> Example: <i>equivalent</i>
Cycle 1	2 Pages 9–16	Where Are All the Babies? Graying populations	1 Population Pyramids 2 Fewer and Fewer Babies	Scanning Skimming Checking details Reference words Making inferences	Collocations Word parts: <i>pre</i> Example: <i>previous</i>
Cycle 1	3 Pages 17–24	The Price of Excellence Drugs in sport	1 Sports and Competition 2 The Search for Speed	Scanning Skimming Checking details Cause and effect Making inferences	Collocations Word parts: <i>pend/pent</i> Example: <i>suspend</i>
Cycle 1	4 Pages 25–32	The Inconvenient Truth of Global Warming Solutions to global warming	1 What Is Global Warming? 2 Hotter and Hotter	Scanning Skimming Checking details Reference words Identifying opinions	Collocations Word parts: <i>dict</i> Example: <i>predict</i>
Cycle 1	5 Pages 33–40	Changing Ideals of Beauty What makes a person attractive?	1 Beauty 2 What Is Beauty?	Scanning Skimming Checking details Cause and effect Making inferences	Collocations Word parts: <i>dis</i> Example: <i>disagree</i>
Cycle 1	6 Pages 41–48	Vegetarianism Why people become vegetarians	1 A Vegetable Diet 2 Vegetarianism: The Healthy and Moral Choice	Scanning Skimming Checking details Identifying reasons Making inferences	Collocations Word parts: <i>kilo</i> Example: <i>kilogram</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
<p>Information gathering</p> <ul style="list-style-type: none"> Identifying loanwords and their meanings <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing meanings Discussing differences 	<p>Writing a short paragraph</p> <p>Pros and cons of English as a world language</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Pros and cons of English as a global language Reaching a group consensus <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing students' attitudes to use of English
<p>Information gathering</p> <ul style="list-style-type: none"> Group survey on family size <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Analyzing data relating to population pyramids Analyzing and explaining charts 	<p>Writing a short paragraph</p> <p>Summarizing pros and cons of population changes</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Presentation</p> <ul style="list-style-type: none"> Effects of population changes on countries <p>Introductions and conclusions</p> <p>Tip: Presentation structure</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing implications of low birthrates
<p>Information gathering</p> <ul style="list-style-type: none"> Methods to help athletes perform their best <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing methods Assessing their impact 	<p>Writing a short paragraph</p> <p>Expressing an opinion about competition and sport</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Considering statements about competition and cheating Reporting and finding out the majority view <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing what motivates successful people
<p>Information gathering</p> <ul style="list-style-type: none"> Carbon footprints <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing the efficiency of different forms of transport 	<p>Writing a short paragraph</p> <p>Summarizing opinions about global warming</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements on a scale of 1 to 5</p>	<p>Discussion</p> <ul style="list-style-type: none"> Answering questions on aspects of global warming Reporting results of discussions <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing effects of global warming on society
<p>Information gathering</p> <ul style="list-style-type: none"> Ranking attractive features in people <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing rankings and drawing conclusions 	<p>Writing a short paragraph</p> <p>Summarizing opinions about staying beautiful and the money spent on it</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements that the author might make</p>	<p>Presentation</p> <ul style="list-style-type: none"> Using questions about the nature of beauty as the basis for a presentation <p>Tip: Opening and closing a presentation</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing whether beauty is just physical
<p>Information gathering</p> <ul style="list-style-type: none"> Meat consumption by students <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing results Analyzing meat consumption worldwide 	<p>Writing short statements</p> <p>Pros and cons of vegetarianism</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Considering statements about vegetarianism Reporting results of discussions <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing whether an animal's life is as valuable as a human's

Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	7 Pages 49–56	Disappearing Languages The disappearance of other languages because of English	1 The Rise and Fall of Languages 2 The Killer Language	Scanning Skimming Checking details Cause and effect Making inferences	Collocations Word parts: <i>prim</i> Example: <i>primary</i>
Cycle 2	8 Pages 57–64	Our Crowded Earth Overpopulation	1 The Consequences of Population Growth 2 The Exploding Population	Scanning Skimming Checking details Making inferences Identifying purpose	Collocations Word parts: <i>ex</i> Example: <i>expansion</i>
Cycle 2	9 Pages 65–72	Do Great Athletes Deserve Great Salaries? The pros and cons of high salaries for sportspeople	1 The Economics of Sport 2 Salaries of Top Sportspeople	Scanning Skimming Checking details Pronouns Making inferences	Collocations Word parts: <i>tract</i> Example: <i>attract</i>
Cycle 2	10 Pages 73–80	The Global Warming Myth? Doubts about global warming	1 The Modern Meaning of Myth 2 Global Warming Mythmakers	Scanning Skimming Checking details Identifying reasons Identifying opinions	Collocations Word parts: <i>pro</i> Example: <i>prospect</i>
Cycle 2	11 Pages 81–88	Is Beauty Skin Deep? Tattoos and cosmetic surgery	1 Improving on Nature? 2 The Never-Ending Desire for Beauty	Scanning Skimming Checking details Cause and effect Making inferences	Collocations Word parts: <i>poly</i> Example: <i>Polynesia</i>
Cycle 2	12 Pages 89–96	Animals as Food Factory farming of animals	1 Meat Made Man 2 Animal Slaves	Scanning Skimming Checking details Identifying reasons Making inferences	Collocations Word parts: <i>ab</i> Example: <i>abuse</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> Rating jobs that need English Interpreting and reporting results <ul style="list-style-type: none"> Comparing lists Predicting the future 	Writing a short paragraph Pros and cons of English as the dominant world language	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation <ul style="list-style-type: none"> English as <i>the</i> Global Language Tip: Use of gestures in presentations Quotable Quotes <ul style="list-style-type: none"> Discussing whether everybody in the USA should speak English
Information gathering <ul style="list-style-type: none"> Group survey on future family size Interpreting and reporting results <ul style="list-style-type: none"> Comparing results with the national birthrate 	Writing short statements Consequences of population growing or decreasing	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Matching speakers to statements Discussing the statements and reporting to the class Quotable Quotes <ul style="list-style-type: none"> Discussing the decision to have children
Information gathering <ul style="list-style-type: none"> Ranking athletes students would pay to see Interpreting and reporting results <ul style="list-style-type: none"> Comparing athletes and sports 	Writing a short paragraph Summarizing arguments about paying athletes high salaries	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Ranking factors for paying high salaries Discussing salaries paid for different jobs Quotable Quotes <ul style="list-style-type: none"> Discussing the contradictions between sport and money
Information gathering <ul style="list-style-type: none"> Matching movies to disasters Interpreting and reporting results <ul style="list-style-type: none"> Discussing why people watch disaster movies 	Writing a short paragraph Describing a graph showing changes in the earth's temperature	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation <ul style="list-style-type: none"> What is an ideal climate? Tip: Proper posture in a presentation Quotable Quotes <ul style="list-style-type: none"> Discussing the leadership role of the USA on the issue of global warming
Information gathering <ul style="list-style-type: none"> Group survey on attitudes to physical features Interpreting and reporting results <ul style="list-style-type: none"> Comparing survey results about appearance 	Writing a short paragraph The consequences of altering one's appearance	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> How important is appearance in professional life? Quotable Quotes <ul style="list-style-type: none"> Discussing making changes in life that are permanent
Information gathering <ul style="list-style-type: none"> Listing animals and their uses Interpreting and reporting results <ul style="list-style-type: none"> Comparing lists Discussing how the use of animals has changed 	Writing a short paragraph Arguments for and against using animals	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Answering questions related to the use of animals by humans Quotable Quotes <ul style="list-style-type: none"> Discussing arguments against keeping pets.

Introduction

In Focus is a three-level, corpus-informed course aimed at university and college students. ***In Focus*** is designed to help build your students' vocabulary, reading, discussion, presentation, and critical thinking skills. Each Student's Book contains 12 topic-based units, which are divided into two cycles of six general themes. Units follow a light gradation of difficulty, which allows you to vary the order in which you teach them according to your students' interests and time.

Critical thinking skills development

As you look through the course materials, you may be struck by the open-ended feel to some of the task questions, as if there might be more than one correct answer. This was not by accident but by design. Since a key focus of the book is to help learners develop critical thinking skills, students are encouraged to consider and discuss multiple points of view throughout the course. Another example of the focus on critical thinking is the "Media link" provided at the bottom of the first page of each unit. These carefully chosen links for each unit provide information about movies, documentaries, or TV shows that help students gain a deeper perspective on the unit topic when time allows.

Vocabulary development

Another main focus of the series is on the systematic development of a core vocabulary of high-frequency words. A unique lexical syllabus, using the multi-billion-word Cambridge English Corpus and containing the most important words for second-language learners, was created for the series. This syllabus comprises two word lists: a New General Service List (NGSL), a list of approximately 2,800 words; and a New Academic Word List (NAWL), a list of approximately 1,000 words that are especially useful for students who want to read academic texts in English. The NGSL provides about 90 percent coverage for general texts and 87 percent for academic texts. When taken together, the 3,800 words of the NGSL and NAWL provide about 92 percent coverage of the words in most academic texts; these are nearly all the words learners will ever need. In each level of ***In Focus***, 120 of these words are taught in depth, 10 per unit. In levels 1 and 2, these words are taken from the NGSL, while in level 3 they are taken from the NAWL. In order to fully contextualize the learning of these words and reinforce students' learning, all 10 of the keywords taught in each unit appear in both unit readings. Students can make use of the online tools developed especially for ***In Focus*** to learn the remainder of the 3,800 words. You can learn more about the NGSL and NAWL word lists at the dedicated websites developed for both lists: www.newgeneralservicelist.org and www.newacademicwordlist.org.

Online resources www.cambridgeinfocus.org

Though ***In Focus*** can be used as a standalone textbook, a range of dedicated online elements, including both website and smartphone apps, enables students to personalize and extend their learning beyond the classroom. Among the online components are a spaced-repetition vocabulary learning system, audio recordings of all reading texts, and a large number of hand-selected authentic videos related to the unit topic. There are two videos for each unit, and all offer the option of subtitles. Students can pause and repeat sections as well as re-listen to sections with slowed-down audio if necessary. An easy-to-use learner management system allows you to set up a class and track your students' progress, whether they are using a computer or a mobile device. At the back of each Student's Book is a code that gives your students free access to the online elements for one year following activation.





In Focus 2

In Focus 2 is designed for students at an intermediate level. The 120 keywords are taken from the NGSL. Each unit is designed to help your students build both their knowledge as well as their ability to think critically about a wide range of important topics. The topics covered are the English language, population, sports, climate change, fashion and beauty, and the use of animals. Language prompts are provided throughout to help students express themselves. Four units also focus on presentation skills and offer useful presentation tips.

How a unit works

All units in *In Focus* are eight pages long and follow a similar format. Where appropriate, icons indicate that students can access the companion website or app for additional practice of the material. An audio icon also reminds students that they have the option of listening to the reading texts. The audio files can be downloaded for free from the *In Focus* website: www.cambridgeinfocus.org.

Unit organization

	Objective	Section
Page 1	Warm up Schema building Real world connection	1 Critical cartoons Building knowledge  Media link
Pages 2–3	Vocabulary development Reading Speaking	2 Core vocabulary Scanning and skimming Words in context: collocations  Word parts  Discussion dictation
Pages 4–5	Reading Reading skills Speaking	3 Reading skills Pre-reading questions Reading Checking details; Making inferences; Identifying opinions/purpose/reasons; Cause and effect; Pronouns; Reference words;  Going beyond the text
Page 6	Gathering, comparing, and analyzing information Speaking	4 Researching a topic Information gathering Interpreting and reporting results
Pages 7–8	Critical thinking skills Writing Discussion Presentation Presentation skills	5 Critical thinking Fact or opinion? Categorizing Writing Discussion; Presentation Quotable Quotes

Unit sections

Each book contains 12 units of engaging, real-world content. The units follow a systematic structure for ease of use by teachers and students. The six main sections are outlined below.

1 Critical cartoons

The critical cartoon section is designed to get students thinking about the unit topic and build on students' prior knowledge about the topic issues. It is centered on a cartoon, which introduces the topic of the unit. The look and feel of the cartoon is that of a political cartoon that might be found in a newspaper. Each cartoon is followed by several discussion questions, which activate students' schemata and focus on the message of the cartoon, so developing critical thinking skills. To make the context relevant to today's students and provide a real-world connection, information about a movie, documentary, book, or television show that is related to the unit topic is provided in the "Media link" box. One suggestion is provided in each Student's Book, with additional ideas given where appropriate in the Teacher's Manual. You can recommend that your students watch these before, during, or after they have studied a unit to provide more information about the topic and a different angle. Note that these are separate from the videos provided on the *In Focus* website, which are available to view directly from the website: www.cambridgeinfocus.org.

2 Core vocabulary

In Focus takes a systematic, corpus-based approach to selecting the most important vocabulary items to teach to students. Ten keywords have been selected for each unit. To contextualize learning, these keywords are first presented in a short reading passage on one aspect of the topic. Their acquisition is further supported through a range of activities that follow: examination of parts of speech, word parts, and common collocations using the keywords. Students then actively use the vocabulary in pair and small-group discussion activities. A suite of online tools (website and app) allows students to further practice these words anytime or any place that is convenient for them via a spaced-repetition vocabulary learning system.

3 Reading skills

A growing body of research shows reading to be one of the most effective ways to increase knowledge and retention of vocabulary, improve grammatical knowledge, and enhance overall language proficiency. In the reading skills section, students work with a longer reading text, which gives a different or expanded point of view on the unit topic, developing students' knowledge of the unit's critical thinking issues. The 10 keywords are again contextualized in this passage to reinforce students' vocabulary learning. Each reading starts with pre-reading questions to activate students' schemata on the topic. Following each reading, students work through varying activities designed to build their reading skills and help them achieve a deeper understanding of the reading. Reading exercises progress from surface information useful for answering comprehension question towards deeper critical skills. Tasks include predicting, making inferences, skimming for information, scanning for details, identifying reference words, understanding the author's opinion, identifying cause and effect, and personalizing the text by drawing conclusions and sharing opinions.

4 Researching a topic

In a critical thinking skills course, asking students to do additional research on a topic, either online or using other resources such as a library, is both desired and encouraged by the authors. However, not all teachers or students have access to such resources in the classroom. Therefore, information-gap and information-exchange type activities that provide important information related to the topic and support students' understanding are provided.

Researching is not just about finding information and useful data: interpreting and presenting results is a crucial next step and an important critical thinking skill. This section is designed to promote the discussion and presentation of information and to further reinforce the ideas presented throughout the unit. Scaffolded tasks and language prompts help students both present and analyze the presentations of their peers.

5 Critical thinking

One of the primary features of *In Focus* is the development of critical thinking skills. The preceding sections of the unit lead students through a series of structured readings and activities that encourage students to consider multiple perspectives on current issues. Through a process of research and discussion, they are able to form their own informed opinions. Bringing all the content of the unit together, this section of the unit allows students to voice their opinions and discuss them in groups and with the class. The section has four linked parts: Fact or Opinion? Categorizing; Writing; and finally, either Presentation or Discussion. The Fact or Opinion? section asks students to distinguish between statements of fact and opinions. Categorizing then asks them to categorize statements as positive, neutral, or negative. The Writing section provides prompts to help students summarize or write their opinions about the topic. The final section helps students to make short presentations or participate in short discussions on the topic. Four of the 12 units focus on presentation skills and each of these provides a presentation tip.

6 Quotable Quotes

In this last section, a short quote, usually made by a famous person, sums up the unit. The quote is followed by two or three questions designed to have students reflect on the topic. This final section can be done in class or may be set as a writing assignment for homework.

Collocations and word parts

Teaching and working with collocations

Collocations are words that commonly appear together. Knowing which words collocate with one another, is an important part of word knowledge, and a good knowledge of collocations helps learners use English more naturally. Another benefit of an explicit focus on collocations is an increased awareness that some words collocate more highly than other words; this promotes a more interactive reading style, allowing learners to maximize the use of a text for vocabulary learning.

With these benefits in mind, *In Focus* teaches not only core, high-frequency vocabulary words but also helps build learners' knowledge of the most important collocations for these words. The Cambridge English Corpus was used to identify frequent and naturally occurring collocations for the keywords, and these collocations were then incorporated into the text. This provides the learner with plenty of opportunity for learning through context and to further develop an awareness of collocations.

In Focus provides learners with important practice working with collocations using variations on several methods.

- 1 **Recognizing collocations in a text:** Collocations in the text are presented in context in a reading passage to provide learners with their first exposure.
- 2 **Making additional collocations:** Once collocations are identified from the text, learners are encouraged to generate additional collocations. This allows learners to draw on already internalized information and lexical knowledge.
- 3 **Creating sentence with collocations:** Allowing learners to apply their knowledge by creating and adapting collocations to communicate personal ideas helps to internalize the language as well as encourage productive and creative use of the language.

Working with collocations and using these strategies will help your students improve their receptive and productive skills, so improving their comprehension and fluency.

Teaching and working with word parts

A great many English words are of Latin or Greek origin. Understanding Greek or Latin roots, often in the form of prefixes and suffixes, can be a powerful way to expand a learner's vocabulary beyond the most frequent and useful words. Nation states that knowledge of a few key word parts can help students to guess the meaning of hundreds of other words (Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*: Cambridge University Press). In fact, Thompson argued that knowledge of just 14 words and their various parts holds the key to over 14,000 other words (Thompson, E. 1958. The [Master Word] approach to vocabulary training. *Journal of Developmental Reading*, 2 [1], 62-66). This section of the unit provides practice in recognizing and thinking about word parts that can form the basis of a new vocabulary-learning strategy.

In Focus provides a systematic approach to help learners work with the meaning of word parts and deepen their understanding.

- **Presenting words in context:** By looking at words with similar word parts in context, learners are able to see similarities in usage and meaning, creating an inductive study of the meaning of the word part.
- **Words in use:** Cloze activities allow learners to place the words in context. This encourages learners to apply their understanding of the meanings of words with similar word parts.
- **Defining word parts:** Using a scaffolded inductive approach, learners have multiple opportunities to explore similarities in meanings. This leads them to the meaning of the word part. Allowing learners to guess the meaning of words parts from context further deepens the understanding of the words and is a useful vocabulary-learning strategy. This helps build a deeper connection with the word part when learners are encounter it in future.

A World of English

Unit 1 introduces the concept of English as a world language. It explores how English has come to dominate as a language of communication in many areas, including the Internet, entertainment, and business. This unit connects with Unit 7, which looks at how English has contributed to language extinction.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What does the title suggest? What kind of information do you think we will learn in this unit?*
- Have Ss make a list of ideas.
- Elicit the ideas and write a list of them on the board. Tell Ss to add new ideas to their list.
- At the end of the unit, have Ss check their lists to see which items appeared in the unit.

1 Critical cartoons

Page 1

Objectives: connect to background knowledge about English as a world language and encourage Ss to think critically about the topic.

About the topic

English is a language that is both officially used and unofficially used in many countries around the world. English is the official language of over 50 countries worldwide. It is the common language of use for many countries' governments. English is spoken as a first or second language by 10 percent of the world's population. The only languages in more frequent use than English are Mandarin Chinese and Spanish.

Interesting fact

There are more than 6,700 spoken languages used in the world today.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon and speech bubbles.
Ask: *Where do people have these conversations?* (**Answers:** business meeting, video conference, text message, on a plane, talking to a friend) Model the conversation on the board.
A: *When do you say "In today's meeting?"*
B: *In a business meeting.*

- Ask Ss to discuss the questions in groups. Say: *Look at the questions in the unit. Discuss the questions with your group. One S will read the question. Then discuss the question as a group.*
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Write questions from Section A on slips of paper. Write one question per slip of paper.
- ◆ Have Ss stand and move around the classroom meeting other Ss.
- ◆ Have Ss discuss the question on their slip with a partner.
- ◆ When finished, have Ss exchange question slips with a partner and repeat with the new question.
- ◆ Ss continue to move around, discussing the questions. Continue to exchange as time permits.
- ◆ Elicit and share ideas as a class.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the **In Focus** website.

The Story of English is a television series and a book. It documents the history of English and how it developed as a language. The series describes how English began as a mix of several European languages before becoming a more established language with specific and consistent features.

Explain to the Ss that on the **In Focus** website (www.cambridgeinfocus.org), they can watch authentic videos related to the topic of English. All videos have subtitles to help Ss' comprehension.

2 Core vocabulary

Pages 2–3

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Tell Ss that if they access the *In Focus* website (www.cambridgeinfocus.org) or app, they can check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus.

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Say: *Let's check the words with a partner.* Model discussing words with a partner.
A: *Do you know what acquire means?*
B: *No, I don't. How about you?*
- Have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss read out their original guesses.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- acquire** to get something
- equivalent** having the same amount, value, purpose, qualities, etc.
- estimate** to guess the cost, size, value, etc., of something
- exposure** the condition of being affected by something or experiencing something
- multiple** very many of the same type or of different types
- per** used when expressing rates, prices, or measurements to mean "for each"
- regional** relating to or coming from a particular part of a country
- researcher** a person who studies a subject in detail, especially to discover new information
- retain** to keep or continue to have something
- struggle** to experience difficulty and make a very great effort in order to do something

Expansion

- ◆ Prepare definitions of the keywords on sheets of paper. Write the keywords on different sheets of paper to create two sets.
- ◆ Pass out the sets to groups.
- ◆ Have Ss match the definitions to the words.
- ◆ After matching, have Ss check answers by reading and checking the word in context.
- ◆ Clarify as necessary.

Background Information:

Steven Pinker is known as an experimental psychologist who focuses on language, the mind, and human nature. He is a professor at Harvard College and a professor of psychology at Harvard University. Pinker also contributes to the fields of language science and human psychology as a writer for a number of news outlets and media publications as well as being a well-known author. Find out more at <http://stevenpinker.com>

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from your first reading? What did you notice as you read for the keywords?*
- Ask Ss to open their books or uncover the reading. Draw attention to the picture. Say: *Look at the picture. What do you see? You also found the keywords in the reading. What do you think the reading will be about? Let's make a list of ideas.*

- Elicit and list Ss' ideas on the board.
- Instruct Ss to quickly read the text again and check their guesses. Model skimming the reading for Ss. (e.g., *Let's read quickly. Don't read every word or sentence.*)
- Check Ss' guesses.
- Focus Ss' attention on the titles in Exercise 2. Have Ss skim the text and decide which sentence best describes it.
- Check Ss' answers as a class.

ANSWER

2 C

Increase communication by pairing Ss together to quickly check answers with a partner before checking with the class.



Tell Ss that they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org.

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 2 with Ss.
- Say: *These words often come together with specific words. These word combinations are called collocations. They are common word combinations.*
- Review the first item as a class as a model. Say: *Let's find the collocation with researchers. Can you find a keyword in the text that collocates with this word?* (Answer: researchers estimate)

ANSWERS

Collocations

- 1 researchers estimate
- 2 roughly equivalent
- 3 per day
- 4 regional accent

- Allow Ss to complete the activity individually.
- Check answers as a class.

2 New collocations

- Review the four keywords from Exercise 1.
- Explain that these keywords can be used to create additional collocations.

- Focus on Exercise 2. Say: *Let's look at the word cost. Which keyword can collocate with this word? Look at equivalent. Equivalent is the amount of something. Cost is about how much something is. These words go together. The answer is equivalent costs. Now you try it.*
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 equivalent costs (estimate costs is also possible)
- 2 equivalent amount
- 3 regional government
- 4 per month
- 5 average estimate
- 6 cash equivalent
- 7 regional director
- 8 per year

Expansion

- ◆ Create cards with each of the words that collocates with the four keyword. (e.g., *researchers, roughly, costs, average*)
- ◆ Divide the cards into groups.
- ◆ Have Ss shuffle the cards.
- ◆ One S begins by choosing a card and stating the collocation.
- ◆ Repeat with all cards.

C Word parts: *equa* or *equi*

For more information on teaching and working with word parts, see page xii.

1 Complete the sentences

- Ask Ss to close their books. Focus Ss' attention on the word part *equa/equi*.
- Elicit words with *equa* or *equi* from Ss. Write them on the board.
- Check the meaning of the words.
- See if Ss can guess the meaning of the word part.
- Write Q1 on board. Ask: *Which word best completes this sentence?* (Answer: equivalent)
- See if Ss can guess the answer. Give them the answer if not.
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the parts of speech with Ss.
- Focus Ss' attention on the sentences. Have Ss complete them with the words from the box.
- Check answers as a class.

ANSWERS

- 1 equivalent
- 2 adequate
- 3 equation
- 4 inequality
- 5 equidistant
- 6 equator
- 7 equinox

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Ask: *Now that we have completed the sentences, do you know what the word part equa means?*

Write the word part on the board. Write the keywords containing *equa* or *equi* on the board. Underline or circle the word part to place an emphasis on it.



- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Write a model conversation on the board.

A: *What do you think equal/i means?*

B: *I think it means . . . What do you think?*

ANSWER

equal/i equal; from the Latin *aequi*

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *You will complete a short dictation. Dictation means to listen and write what you hear.*
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 How do children learn new words?
- 2 How do you learn new words? Share your experiences.
- 3 What English words do you struggle to pronounce or spell?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *These questions are connected to the reading.*

Draw attention to the reading on page 2 and review it with Ss if necessary. Ss may not easily make the connection between the listening activity and the reading.



- Write a model discussion on the board to demonstrate.
A: *How do children learn new words?*
B: *They learn new words through exposure to the sounds of language.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to review as a group.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Model a conversation on the board.
A: *In my last group, Eric said he learns new words using flashcards. How about you?*
B: *I like to make sentences using new words.*
- Monitor and assist as Ss discuss.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 4–5

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; demonstrate inference skills; personalize the context of the topic in a group discussion.



Tell Ss that they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org.

The 10 keywords introduced in Section 1 Core vocabulary are recycled in the reading. Encourage Ss to find the keywords and the sentences they are in to reinforce Ss' vocabulary learning.



A Pre-reading questions

- Read the title with the Ss. Draw attention to the picture. Ask: *What does the title tell you about the reading? What about the picture? What do you think the reading will be about?*
- Focus Ss' attention on the pre-reading questions. Say: *The answers to the questions are in the reading.*
- Have Ss read the pre-reading questions. Allow time for Ss to think about possible answers. Elicit Ss' guesses and write them on the board. (e.g., *We think English is an international language because . . .*)

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during the skimming. Give an example. (e.g., *As I was skimming, I noticed that English is spoken in more than 50 countries.*) Elicit and brainstorm other points of interest with Ss.
- Have Ss take time to read the text more closely. Direct Ss to highlight or underline information they find interesting in the text.

Skimming is a skill that requires practice. Model skimming by tracing a finger through the reading to demonstrate reading quickly through the passage for Ss.



C Checking details

- Read the instructions with Ss. Say: *Let's read the text again. This time, find the answers.* Ask Ss to circle A, B, C, or D when they find the answer in the reading.
- Explain the format of the questions with Ss. The first question requires Ss to find information that is true as stated in the text. The second question relates to information that is not true. Only one answer is correct from the choices provided.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C 2 C

Expansion

- ◆ Put Ss into pairs.
- ◆ Have Ss create two questions for the text, using a similar format to that in Exercise C.
- ◆ Join pairs together to create a group.
- ◆ In groups, allow Ss to share and answer questions.

D Making inferences

- Draw Ss' attention to Section D. Clarify the meaning of *inference* (a guess that something is true or not from the information you have) and read the instructions.
- Tell Ss that it is possible for more than one answer to be correct.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C 2 A

E Identifying opinions

- Explain to Ss that in the reading text, the author presents one or more points of view. These can be positive, neutral, or negative.
- Clarify the meaning of *positive, neutral, or negative* with Ss as necessary.
- Direct Ss to read the text and check the boxes that best match the author's opinion.
- Allow time for Ss to read and check the boxes.
- Check answers as a class.

ANSWERS

Paragraphs 1–4	neutral
Paragraph 5	positive

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: *What information did you highlight in the reading?* Say: *Let's discuss the interesting information you highlighted with a partner.* Model with an example for Ss. (e.g., *I found it interesting that English is the official language of more than 50 countries. I didn't know there were so many countries where English is official.*)
- Allow time for Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Ask Ss to think about how English is used in their country. Ask Ss to provide some examples of how English has spread. (e.g., *Today many street signs are written in English in Korea/Japan.*) Elicit one example and write it on the board.
- Allow time for Ss to complete the discussion. Elicit ideas and add to the list of examples on the board.

- Q3: Ask Ss to consider other languages used in the world for communication. Elicit examples of world languages, e.g., *French, Spanish, Mandarin Chinese*.
- Say: *Is it possible for another language to replace English as a world language?*
- Allow time for Ss to discuss the questions in groups. Monitor and assist Ss.
- Elicit Ss' opinions and share with the class.

4 Researching a topic

Page 6

Objectives: list details of how English changes other languages; identify the origin of words borrowed by English; use a dictionary as a reference to define English words; share findings from research in a discussion.

A Information gathering

1 Picture prompts

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the pictures. Say: *Each picture represents an English word that came from another language.*
- Have Ss form groups or pairs. Direct Ss to write the words on the lines.

It may be helpful to make a list of answers on the board to support learners and prevent confusion, e.g., *shampoo, blouse*.



ANSWERS

Vocabulary

- A shampoo** from Hindi: word *campo* meaning press.
- B dinosaur** from Greek: *denios*, meaning terrible and *sauros*, meaning lizard.
- C tattoo** from Tahitian: word *tatau* meaning "mark on skin"
- D tomato** from Nahuatl, an Aztec dialect: from the word *tomatl*
- E sugar** from medieval Latin and possibly of the Arabic word *sukkar*
- F casino** from Italian: *casino* meaning "little house"
- G robot** from Czech: *robot* meaning "forced labor"
- H iceberg** from eighteenth-century Dutch: *ijsberg* meaning "ice hill"

- Check answers as a class.
- When finished, have Ss review the words. Ask: *What language do you think these words came from?*
- Write the languages of origin on the board. Allow time for Ss to guess using the languages presented on the board.
- Check answers as a class.

Expansion

- ◆ Before presenting Ss with answers to the activity, have Ss conduct their own research using an online dictionary or etymology dictionary from the library.
- ◆ During the next class, check and clarify answers as a class.

2 Complete the chart

- Say: *Other languages also borrow from English. For example, what do you call a computer? A computer! That is a word that your language has borrowed from English.* Provide Ss with additional examples of words borrowed from English.
- Have Ss think of six additional examples of borrowed words and complete the first column of the chart.
- Direct Ss to write the meaning in their native language in the second column.
- Provide Ss with a dictionary or an online dictionary, and have Ss look up the words and write the English meaning in the third column.

B Interpreting and reporting results

- Have Ss form new groups.
- Say: *Now that you have had some time to research your words with the group, we are going to share ideas.* Model sharing a word with Ss.
- Allow time for Ss to share words in their groups.
- Draw Ss' attention to the questions. Say: *Now let's discuss our findings. Answer these questions in your discussion.*
- Read the language support in the speech bubbles at the bottom of the page with Ss. Say: *You can use these phrases to help in your discussion.*
- Allow time for Ss to complete the activity.
- Invite groups to share their ideas with the class.

5 Critical thinking

Pages 7–8

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph on the positive and negative aspects of English dominance; express personal opinions, reach agreement in groups, and share with class; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Explain that a fact is a true statement that can be confirmed to be true. Clarify that an opinion expresses a personal idea or preference and may not be true. Provide an example of a fact and opinion for Ss. (e.g., *We are studying English now [Fact]. Learning English is exciting and fun [Opinion].*) Elicit which is a fact and which is opinion. Repeat as necessary.
- Say: *Now you will work with a partner. Together read the statements. Talk together. Which is a fact and which is an opinion?* Model a discussion on the board.

A: *Do you think this is a fact or opinion?*
 B: *I think it's a fact/opinion because . . .*
- Allow time for Ss to discuss the items and mark F or O.
- Elicit answers as a class.

ANSWERS

- 1 Opinion
- 2 Opinion
- 3 Fact
- 4 Fact
- 5 Opinion

B Categorizing

1 Identify tone of statements

- Draw Ss' attention to the chart. Check that Ss understand the statements.

Identifying opinions on page 5 is also focused on identifying positive, neutral, and negative statements. Recalling the previous activity can be used to clarify the activity for Ss.



- Explain that Ss will put a check in the column that best represents the tone of each statement as positive, neutral, or negative. Ask Ss to highlight or underline words that help them identify the tone of the statement.
- Model using the first statement from the chart for Ss.
- Allow time for Ss to check the statements. Ss' answers may differ: what sounds negative to one S may sound neutral to another.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with a supporting explanation. (e.g., *"English is spoken widely" means that people from different countries can communicate. I think that is positive.*)
- Elicit answers and check as a class. Allow time for Ss to share their opinions about each statement with their partner and group.

Expansion

- ◆ Put Ss in groups.
- ◆ Instruct Ss to change the sentences to make them sound positive, neutral, or negative. (e.g., *Although it is difficult to learn English, it is spoken widely throughout the world.*)
- ◆ Allow time for Ss to work in groups. Share answers as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that includes both positive and negative consequences of English becoming the language of the world.
- Before writing, ask Ss to make a list of positive consequences of the widespread use of English. Tell Ss to refer to the texts on pages 2 and 4 to help create their list.
- When finished, have Ss create a new list with negative consequence. Have Ss refer to the texts to add examples. Elicit and write positive and negative examples from Ss' lists to the board.
- Review the paragraph format with Ss. Explain that Ss will present the positive consequences first in the paragraph.
- Use the model provided in the book to model on the board for Ss.
- Allow time for Ss to write and complete the paragraph.

When finished, have Ss exchange papers with a partner. Ask Ss to check each other's paragraphs. Ss check that the paragraph contains both positive and negative consequences. Ss check to see that the positive consequences come before negative consequences. After checking the form of the paragraph, ask Ss to check for any grammatical or spelling mistakes. When finished, have Ss return the paragraphs to the Ss who wrote it.



- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Discussion

1 Discuss statements in groups

- Organize Ss into small groups.
- Ask Ss to review the paragraphs from the previous writing activity. Elicit and write sentences from Ss' writing on the board.
- Explain that additional ideas about the consequences of English being the world language are shown below. Ask Ss to read each of the three statements.
- Draw Ss' attention to the language support in the speech bubbles. Explain that these are useful expressions and phrases and that they will help Ss in their discussion.
- Model a discussion of the first statement with Ss. Model using follow-up questions and language prompts from the speech bubbles.
- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.

2 Share group opinions with class

- Focus Ss' attention back on the three statements.
- Explain that for each statement, the group can create an opinion that all agree on. Model an example for Ss using the first statement. (e.g., *We can all agree that improved economic development reduces poverty and improves living conditions.*)
- Have Ss think about each statement again. Ask Ss to decide as a group if they agree or disagree with the statement. Have Ss write A or D as a group in their book.
- For each statement, ask Ss to create a short list of ideas to explain why they agree or disagree with the statements. Say: *Everyone in your group must agree on the reason you agree or disagree with a statement.*

- Explain that Ss will present the group's ideas to the class.
- Model presenting for Ss. (e.g., *Our group felt that English speeding globalization is good because it reduces poverty and improves living conditions.*)
- Explain that each person in the group will have a chance to present the group's thoughts about each statement.
- Allow time for Ss to prepare the presentations.
- Have groups present to the class.

Quotable Quotes

Learn a new language and get a new soul.

Czech proverb

This section can be done in class as a discussion in pairs or small groups. Alternatively, it can be set as a writing assignment to be done outside the class.



- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Take a moment to think about this quote.*
- In groups, have Ss share ideas about the meaning of the quote. Model sharing for Ss. (e.g., *I think this quote means . . .*)
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.

A proverb is a common saying that expresses a truth or gives advice. Ask Ss to share similar proverbs from their own country.



- Draw Ss' attention to the questions. Begin with the first question. Ask Ss to recall the topic of the unit. Have Ss share ideas about how the unit is connected to the quote. (e.g., *We read about learning English as a language. We thought about how it changes our culture. We discussed its impact on globalization.*)
- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Where Are All the Babies?

Unit 2 introduces the concept of population changes and aging populations in some developed countries, such as Japan and South Korea, and explores the issues facing countries with graying populations. This contrasts with Unit 8, which looks at population growth and issues related to global overpopulation.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What is the title question referring to? Can you answer the question?*
- Create a list of ideas with Ss. Have Ss copy the list or make a record of the ideas.
- At the end of the unit, have Ss check their lists to see which ideas appeared in the unit.

1 Critical cartoons

Page 9

Objectives: connect to background knowledge about population growth and aging populations and encourage Ss to think critically about the topic.

About the topic

Population growth, both positive and negative, is the study of how a population changes based on the birthrate, death rate, and migration to and from a country. Population growth rates can directly influence the economy of a country, for example, job creation and the amount of money available for infrastructure spending (building schools, transport, housing, etc.). Negative population growth can reduce the amount of money a country has for important infrastructure spending.

Interesting fact

According to the revised United Nations *World Population Prospects* for 2012, 34 countries are experiencing negative population growth, including Germany, Hungary, Puerto Rico, and Ukraine.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the scales in the picture. Ask: *What do you see in the picture?* (**Answer:** The left side of the scale indicates the growth of an aging population between 1950 and 2050. The right indicates a shrinking birthrate between the same years.)
- Read and clarify the text from the thought bubble with Ss.
- Ask Ss to discuss the questions in groups. Have one S read to the group. Ask each S to take turns responding. Model the conversation with Ss with support language on the board.
 - A: *What is being compared on the left side and right side of the scales?*
 - B: *I think the scales are comparing . . . What do you think?*
- Continue with additional questions. Allow time for Ss to complete the discussion. Elicit answers from the class.

ANSWERS

The World Factbook for 2013, produced by the CIA, shows these figures for the birthrates (2013 estimates; births per 1,000 population):

Japan: 8.2
 South Korea: 8.3
 Italy: 9
 United States: 13.7
 Kenya: 30

Expansion

- ◆ Assign Ss different countries, including Italy, Japan, Kenya, South Korea, and the United States. Include the home country of Ss. Other countries of interest include Australia, France, Germany, Mexico, Saudi Arabia, and Spain.
- ◆ Have Ss investigate the birthrates in these countries using an online resource like the CIA *World Factbook* or the United Nations *World Population Prospects*.
- ◆ Have Ss record the information.
- ◆ Arrange Ss in a group where all Ss have a different country.
- ◆ Have Ss discuss what the birthrates of different countries indicate about those countries.
- ◆ Elicit and share ideas as a class.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

Where Have All the Children Gone? is a documentary that examines how family policies in four European countries may influence the birthrates in those countries. It looks at how politics can play a role in positive and negative population growth.

Aftermath: Population Zero is a National Geographic documentary film that explores what would happen if every person on the planet suddenly disappeared. What would happen to the farm animals, the cities, the power plants? Watch and find out.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 10–11

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.

Remind Ss they can use the *In Focus* website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.



A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Say: *Let's check the words with a partner.* Model discussing words with a partner.
A: *Do you know what era means?*
B: *I think it means a period of time. What do you think?*
- In pairs, have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss guess the word meanings using the context of the sentence.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

era	a period of time known for a particular event
estate	privately owned land or property
forecast	a statement of what is likely to happen in the future; to state what is likely to happen
household	a group of people, often a family, who live together
increasingly	more often or to a greater degree
largely	to a great degree, or generally
previous	happening or existing before the one mentioned
rural	in, of, or like the country
ultimately	finally, in the end
wage	an amount of money that is paid to a worker for each hour worked

2 Skimming

- Read the title with Ss.
- Ask: *What do you remember from your first reading? What did you notice as you read for the keywords?*
- Draw attention to the three charts provided in the reading.
- In pairs, have Ss discuss what can be learned from the information provided in each chart.
- Elicit Ss' ideas about the charts.
- Say: *Now let's skim the reading.* Model skimming the reading quickly for Ss. (e.g., *Read as fast as you can. Remember you don't need to read each word.*)

To improve Ss' skimming, instruct Ss to start by reading only the first and last sentence of each paragraph.



- Elicit Ss' ideas.
- Focus Ss' attention on Exercise 2. Have Ss read the titles.
- Ask: *Now that you have read the text, what's the best title?*
- Instruct Ss to circle A, B, or C.
- Check Ss' answers as a class.

ANSWER

2 C



Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 10 with Ss.
- Review the concept of collocations with Ss. Say: *Collocations are two or more words that frequently appear together. What collocations do you remember from the previous unit?*
- Use the first item as a model for Ss.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 end of an era
- 2 rural areas
- 3 accurate forecast
- 4 workers' wages

2 New collocations

- Review the keywords from Exercise 1.
- Remind Ss that the keywords can be used to create additional collocations.
- Focus Ss' attention on Exercise 2. Say: *Here we have the word weather. Which keyword do you think collocates with weather?*
- Clarify the meaning of the words with Ss as necessary.
- Allow time for Ss to complete exercise individually.
- Check answers as a class.

Expansion

- ◆ Write at least four keywords from page 10 on the board, each in a separate column.
- ◆ In groups, have Ss discuss and brainstorm additional words that collocate with the words on the board. (e.g., *wage increase, household income*.)
- ◆ Elicit and write the words from Ss' brainstorming on the board under the appropriate column.
- ◆ Direct Ss to divide a sheet of paper into nine squares. Have Ss choose words from the columns and write one in each square.
- ◆ Ask one S in each group to choose a word from the board, saying the collocation. (e.g., *wage increase*) Tell Ss to mark an X if they have written the word down.
- ◆ Have Ss take turns calling out a collocation from the board. Continue until one S in each group has placed an X on every word.

ANSWERS

Collocations

- 1 weather forecast
- 2 rural population
- 3 average wage
- 4 modern era
- 5 minimum wage
- 6 golden era
- 7 rural development
- 8 profit forecast

C Word parts: *pre*

For more information on teaching and working with word parts, see page xii.

1 Complete the sentences

- Focus Ss' attention on the word part *pre* and the words in the box. Ask: *Where does the word part appear in each word?*
- In pairs, have Ss discuss the meaning of each word.
- Check the meaning of the words with Ss.
- Read the instructions for Exercise 1. Say: *What kind of word is predict? It's a verb. Remember verb forms may change depending on the tense of the sentence. Clarify the word types with Ss.*
- Have Ss complete the sentences individually.
- Check answers as a class. Clarify changed word forms as necessary.

ANSWERS

- 1 prehistoric
- 2 precooked
- 3 prevent
- 4 predicted
- 5 previous
- 6 prepay
- 7 preview

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Ask: *What does the word part pre mean?*
- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Write a model conversation on the board.
A: *What do you think pre means?*
B: *I think it means . . . What do you think?*
- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

pre before (a time or an event;) from the Latin
prae

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Remind Ss as necessary: Say: Dictation *means to listen and write what you hear*. Model completing a dictation on the board.

Help Ss with dictation by asking Ss to listen to the questions one time with pens down. Once finished, play again. Have Ss write during the second listening. Play a third time and allow Ss to check answers.



- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 What do you think is the ideal age to get married?
- 2 Do you want to have children? Why or why not?
- 3 Do people in your country have fewer children these days? Why is this?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *Now let's discuss the questions in our groups.*

- Encourage Ss to provide detailed reasons to support their answers. Write a model discussion on the board to demonstrate.

A: *What do you think is the ideal age to get married?*

B: *I think the ideal age to get married is 22 because you are not too young and not too old.*

- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Model a conversation on the board.
A: *In my last group, Jun said he thinks the ideal age to get married is 29. I disagreed. I think it is 32. What do you think?*
B: *In my last group, Sona had a similar answer to Jun. I agree with them. I think 29 is a good age to get married because . . .*
- Monitor as Ss discuss and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 12–13

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; demonstrate understanding of reference words in a text; demonstrate inference skills; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org

The 10 keywords introduced in Section 1 Core vocabulary are recycled in the reading. Encourage Ss to find the keywords and the sentences they are in to reinforce Ss' vocabulary learning.



A Pre-reading questions

- Ask Ss to cover the text. Draw Ss' attention to the pre-reading questions. Read the title with Ss. Ask: *How does the title connect with the previous reading?*
- Have Ss read and answer the pre-reading questions individually. Tell Ss to consider the information

learned from the previous reading to help answer the questions.

- Elicit Ss' answers and write them on the board before Ss begin reading.

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during the skimming. Give an example. (e.g., *As I was skimming I noticed that internationally, 40 percent of people live in countries with a low birthrate.*) Elicit and brainstorm other points of interest with Ss.
- Have Ss read the text again and highlight or underline interesting information.

C Checking details

- Read the instructions with Ss.
- Review the format of the questions with Ss. Read and clarify the questions as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A 2 B

D Reference words

- Draw Ss' attention to Section D. Say: *In the text, these words are used to point to an earlier part of the text. Let's see what these words point to.*
- Read the reference words. Clarify as necessary.
- Model by completing the first item on the board. (e.g., *Let's look at number 1 together. Can you find the line in the text? What does this number refer to?*)
- Allow time for Ss to read and find the answers in the text. The exact form of the answers may vary by S.
- Check answers as a class.

Reference words in this context are used to quickly refer to something specific in a reading text. The thing, person, or idea being referred to will come before the reference words in the text.



ANSWERS

- 1 replacement birthrate
- 2 developed countries
- 3 several reasons for couples having fewer children
- 4 the success of the women's movement

Expansion

- ◆ Have Ss find other examples of reference words in the text. Ask Ss to write the reference word and line number of the reference words.
- ◆ Organize Ss into pairs.
- ◆ In pairs, have Ss take turns calling out the reference word and line number. Listening S answers.
- ◆ If time permits, have Ss change pairs and repeat.
- ◆ Elicit examples from Ss and check as a class.

E Making inferences

- Draw Ss' attention to Section E.
- Review the concept of inference with Ss.
- Read the instructions with Ss. Say: *Some questions may have more than one correct answer.*
- Explain to Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

Inference activities require Ss to infer meaning that is implied in a reading or listening passage. This information is not directly stated in the text.



ANSWERS

1 C 2 A and D

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to refer to previously highlighted text from the reading. Ask Ss to compare what parts of the text they highlighted. Model checking the text with Ss. (e.g., *I underlined information about the low birthrate in Japan. How about you?*)
- Allow time for Ss to compare and discuss.

- Q2: Review the topic of the reading text with Ss. Elicit from Ss reasons for fewer people having children. Create a list of reasons on the board.
- Ask Ss to think about people they know. Ask: *Do any of these reasons sound like something a friend or family member would say? Who? How is it similar?*
- Allow time for Ss to complete the discussion.
- Ask Ss to share their ideas with the class.

4 Researching a topic

Page 14

Objectives: conduct group survey on family size; report research findings and relate to reading text; compare, contrast, and analyze information in a graph.

A Information gathering

1 Group survey

- Arrange Ss into groups of four to six.
- Focus Ss' attention on the chart. Say: *You will use the chart to record information from an interview. You will interview three to five other students.*
- Review the parts of the chart. In the first and second columns, Ss record information about the partner's brothers and sisters. In the remaining columns, Ss record information about their parent's siblings.
- Model with one S. Write a model dialogue on the board.
A: *How many brothers and sisters do you / does your mother/father have?*
B: *I have / She/He has . . . brother(s) and . . . sister(s).*

2 Organize information

- Have Ss stay in their groups.
- Ask Ss to look at the information in each column and to calculate the average for each column in the chart.
- Once Ss have completed the average for each column, have Ss complete the average for each generation.
- Circulate and provide assistance as necessary.

3 Share results

- Have Ss organize the averages from the chart.
- Ask one from each group to present the averages to the class.

Expansion

- ◆ As Ss present the averages, record the average from each group on the board.
- ◆ Once finished, have Ss average the total findings from the survey to determine the average per generation for the entire class.
- ◆ During the next class, check and clarify answers as a class.
- ◆ As presented in the reading, the replacement birthrate for developed countries is 2.1. Review the findings from the class survey with Ss. Determine if the replacement rate is greater or lesser than the necessary replacement rate for a developed country.
- ◆ Ask Ss to brainstorm ideas why the rate is higher or lower than necessary.
- ◆ Elicit ideas and share as a class.

B Interpreting and reporting results

- Organize Ss into new groups. Say: *You have collected interesting data about the class. This data can be presented using a population pyramid similar to the ones presented in the reading on page 10.*
- Review the types of population pyramids on page 10 with Ss.
- Have Ss review the averages represented in the group.
- Have Ss choose the pyramid that best represents the data discovered when gathering information.
- Review answers as a class.

Have Ss create their own population pyramid to represent the data discovered during the survey.



- Review the information presented in the chart with Ss. Say: *What is the average number of people in a family in India? How about Turkey? What is the average number of children in a family in the United States?*
- Ask: *What does the population information reflect about each country?*
- Have Ss think about the population information learned from the unit.
- Draw Ss attention to the language support in the speech bubbles. Say: *These expressions will help you in the discussion.*
- Model applying information from the unit to explain the average population information for one country. (e.g., *In the United States, women have 2.06 children, but in India the average is 2.55. The difference could be because of the women's movement in the United States.*)
- Allow time for Ss to discuss the differences in averages in each group.
- Elicit ideas about the differences from the discussion. If time permits, discuss additional ideas as a group.

5 Critical thinking

Pages 15–16

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph on positive and negative aspects of population change; organize ideas and prepare and present group opinions to the class; discuss meaning of a statement and its relationship to learning in the unit.

A Fact or opinion?

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on Section A. Say: *There are different opinions on the topic of birthrates and population. Provide an example of a fact and opinion related to birthrate for Ss. (e.g., *The birthrate in developed countries is 2.1 [Fact]. Women are having fewer babies because they cannot find good husbands [Opinion].*)*

Elicit additional facts and opinions from the unit to further clarify the differences between facts and opinions before completing the activity.



- Have Ss work with their partners to decide if the statements are facts or opinions.
- Allow time for Ss to discuss the statements and mark F or O.
- Elicit answers as a class.

ANSWERS

- 1 Opinion
- 2 Fact
- 3 Opinion
- 4 Fact
- 5 Fact

B Categorizing

1 Identify tone of statements

- Draw Ss' attention to the chart. Review the sections of the chart.
- Say: *Check the column that best represents the tone of each statement as positive, neutral, or negative. Ask Ss to highlight or underline words that help identify the tone of the statement.*
- Model using the first statement from the chart for Ss.

For each statement, have Ss write the reason they believe the statement is positive, neutral, or negative. Ask Ss to provide additional supporting information from the readings in the unit. Ss may use this information to support the discussion when comparing answers.



- Allow time for Ss to check the statements. Ss' answers may vary.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with a supporting explanation. (e.g., *I think the statement "An open immigration policy . . ." is positive. The author is saying that it helps countries solve a problem. I think that's a good thing.*)
- Allow time for Ss to share their thoughts about each statement with their partner or group.
- Elicit Ss' answers and share with the class.

Expansion

- ◆ In small groups, have Ss write their own positive, neutral, or negative statement using information from the unit on a slip of paper. Instruct them to write the group name or number.
- ◆ Collect slips of paper.
- ◆ Mix and pass out statements to different groups.
- ◆ Have groups read and discuss whether the statement is positive, neutral, or negative.
- ◆ Allow time for Ss to label each statement positive, neutral, or negative.
- ◆ Have groups collect the original slips. Ask the groups if they agree or disagree with how the statement is labeled. Encourage Ss to provide details for agreement or disagreement.

C Writing

- Draw Ss' attention to Section C. Explain that they will write a paragraph that includes both positive and negative results of population changes in their country.
- Before writing, ask Ss to brainstorm what they know about population changes in their country.

To aid Ss in writing, provide population information on their home country or have Ss research individually. A good source is World Bank Data (<http://data.worldbank.org>), which is updated frequently.



- Have Ss review positive and negative consequences of population change presented in the unit. Ask Ss to use this information or provide additional ideas to summarize the impact of population change as positive or negative.
- Use the model provided on page 15 to model writing on the board for Ss.
- Allow time for Ss to write and complete the paragraph.
- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Presentation

1 Share opinions

- Organize Ss into small groups.
- Review the paragraphs Ss wrote in the previous exercise. Say: *You will share the information in groups. Explain that Ss should ask follow-up questions. Model follow-up questions. (e.g., Tell me more? What do you mean by that? Why do you say that? What is your reason for thinking that?)*
- Allow time for Ss to share paragraphs and discuss as a group.
- Circulate and monitor Ss' discussion. Provide clarification or support as necessary.

2 Prepare presentation

- Have Ss stay in their groups. Tell Ss they will think about how current population trends affect their country, make notes, and prepare and give a short presentation.
- Draw Ss' attention back to the topics presented. Say: *You will prepare a presentation for one of the topics.*
- Have groups choose a topic.

To further structure the activity, assign topics to groups. If possible, provide access to computers with online resources or provide library access to allow for research use as a reference for the presentation.



- Provide Ss in groups with roles to prepare for the presentation. (e.g., *One S writes group information. One S creates charts or graphs for the presentation. One S presents to the class.*)
- Allow time for Ss to prepare the presentation. Monitor and assist as necessary.

Draw Ss' attention to the presentation tip. Review the three key parts of a presentation to Ss. Ensure Ss structure the presentation. Ask Ss to check that each area of the presentation tip is represented in the presentation. Model by creating a presentation checklist using the three areas on the board:



Our presentation has
 an introduction _____
 a main body _____
 a conclusion _____

- Draw Ss' attention to the language support in the speech bubbles. Explain to Ss that the phrases will help in the introduction and conclusion of their presentation.
- Model the language for Ss. (e.g., *Today I'll be talking about the effects in South Korea from the lack of population growth.*)

3 Give presentation

- Have Ss review their presentations. Say: *Check your presentation. Does it have a conclusion?*
- Model a conclusion for a presentation on the board. (e.g., *So, to summarize the main points, we believe the effect of negative population growth is . . .*)
- Allow time for Ss to practice presentations.

- Have groups present to the class.
- Provide feedback to groups on the structure of the presentations.

Expansion

- Write a presentation checklist on the board:
 - _____ introduction
 - _____ middle section (body)
 - _____ conclusion
- After each presentation, have listening Ss complete the checklist for the group.
- After the presentations, have Ss share their thoughts on each group's presentation.
- Based on the checklist, ask listening Ss to provide tips for each group to improve future presentations.

Quotable Quotes

If the current birthrate, which is one of the lowest in the major developed countries, continues, there will be no Japanese. Who will pay the enormous debt?

Jim Rogers
investor and author

Background Information

Jim Rogers is an investor who founded the Quantum Fund. He retired at the age of 37 because of his smart investment practices. He is well known as an author, adventurer, and professor, lecturing on business at Columbia University. He is also a Guinness World record holder for completing an around-the-world journey in 1,101 days, traveling with his wife through six continents and 116 countries in a custom Mercedes-Benz.

Find out more at <http://www.jimrogers.com>

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Ask Ss to consider information in the unit related to population growth.
- Draw Ss' attention to the questions. Q1: Ask Ss to recall the topic of the unit. Have Ss share ideas about how the unit is connected to the quote. (e.g., *We learned about different types of population growth in this unit, including negative population growth. Think about how this quote reflects what we have learned.*)
- Allow time for Ss to answer the question with partners.

Have Ss write answers to the questions first and then allow time for Ss to share.



- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

The Price of Excellence

Unit 3 introduces ideas about sports, success, and the role of performance-enhancing drugs in athletics. It also looks at the effects of competition in society. This contrasts with Unit 9, which focuses on the economics of sport and the salaries of top sportspeople as well as in other professions.

Unit and title

- Introduce the title of the unit to Ss.
- Elicit the meaning of the words *price* and *excellence*.
- Ask Ss to discuss the meaning of the title in groups.
- Elicit ideas from Ss and share with the class. Tell Ss to make notes.
- At the end of the unit, have Ss check their notes to see which ideas appeared in the unit.

1 Critical cartoons

Page 17

Objectives: connect to background knowledge about athletes cheating in sports and the importance of winning and encourage Ss to think critically about the topic.

About the topic

The use of drugs to improve performance in sports has origins that date as far back as the ancient Olympic Games, in which Greek athletes are reported to have used hallucinogenic mushrooms to enhance performance. In modern times, a great deal of coverage is provided to incidents of athletes caught in the act of doping to improve performance. Most notably are athletes who have been asked to return Olympic medals after being caught doping or have been stripped of their titles after incidents related to doping to improve performance. The International Association of Athletics Federations (IAAF) was among the first international agencies to require that athletes perform without the use of drugs, banning the use of drugs in 1928. Since that time, the IAAF has been joined by other sports authorities to help monitor and reduce the use of performance-enhancing drugs in competition. Public opinion about the subject continues to evolve.

Interesting fact

Since 1976, more than 50 athletes have been stripped of their Olympic medals because of doping-related issues.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon and speech bubbles. Read the cartoon caption with Ss. Ask: *What is the situation in the cartoon? What is happening? Where do you think this could be?*
- Ask: *Why is the cheetah in the picture?* Clarify the difference between *cheetah* and *cheater*.
- Have Ss discuss the questions. Direct Ss to take turns reading the questions to the group. Each S in the group takes a turn responding to a question.
- Provide language prompts on the board for Ss to use when answering the question.
 - *I've watched . . . / I've taken part in . . .*
 - *I think winning is important/unimportant because . . .*
 - *The message is . . .*
 - *Other sports that have a problem are . . .*
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Prepare four small note cards for each S. Write the word *talk* on each card.
- ◆ Pass out cards to Ss.
- ◆ Explain that during the discussion, each S will take a turn speaking. Ss place a talk card on the table after answering each question. Remind Ss not to repeat the answers of others when talking.
- ◆ Monitor as Ss complete the discussion.
- ◆ For further dialogue, provide Ss with more talking cards for each question. The discussion is not finished until all talking cards are on the table.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

Why Do Jamaicans Run So Fast? is a documentary film that explores how Jamaicans came to be among the top athletes in running competitions around the world. One of the most notable Jamaican runners is Usain Bolt, the fastest man alive as of 2014, who ran the 100-meter dash in 9.6 seconds. Explore how Jamaica became prominent as a country of runners with commentary from historians, doctors, and everyday Jamaicans.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 18–19

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the *In Focus* website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- In pairs, have Ss point to a word and ask his or her partner for the definition. If the partner knows the meaning, have Ss circle the word. If he or she does not know, underline the word. Have Ss change roles and repeat.
- Circulate as Ss work. Make a list of words that are underlined frequently.
- List underlined words on the board. Remind Ss that finding the words in the text can help clarify their meaning. Model using the first word found in the reading, *suspend*. Say: *What does suspend mean?*

Let me find it in the text. "Greeks would suspend fighting to come together and compete". In the sentence suspend means stop. I think suspend means stop.

- Have Ss scan the reading for the keywords. Direct Ss to read the sentences that contain the words.
- When finished, have Ss write the meaning of the underlined keywords listed on the board.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- ban/banned** to forbid someone to do something
- boost** to improve or increase something
- consequence** a result of an action or situation
- current** of the present time or most recent
- extremely** very; much more
- facility** a place, usually a building, where a particular activity happens
- historic** an event that is important when studied as part of the past
- suspend** to stop doing an activity
- tournament** a competition for teams or single players who are competing in a single sport or game
- yield** to supply or produce something positive, such as a profit, an amount of food, or information

Expansion

- ◆ Prepare cards with parts of each word from the vocabulary list. (e.g., *ann*, *oos*, *sequ*, *urr*, *trem*)
- ◆ Organize Ss into pairs.
- ◆ One S shows card to his or her partner. The partner guesses the word and states the definition.
- ◆ Repeat with all cards.
- ◆ Have Ss change partners.
- ◆ Monitor and listen to definitions provided by Ss.
- ◆ Clarify as necessary.

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from your first reading? What did you notice as you read for the words?*
- Open book or uncover reading. Draw attention to the picture. Say: *What do you see in the picture? That is a picture of a sculpture. What do you know about sculptures? Many were made by the ancient Greeks. What else do you know about them?*
- Direct Ss to Exercise 2. Read the instructions with the Ss.
- Ask Ss to recall information learned during the first reading. Have Ss guess which title fits the reading.
- Instruct Ss to quickly read the text and circle A, B, or C.
- Check answers as a class.

To help Ss understand the concept of skimming, use a timer to control the reading. Have Ss cover the text. Set the timer for 1 minute or less. Explain to Ss that they must stop reading when the timer finishes.



ANSWERS

2 A



Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the concept of collocations with Ss. Say: *Do you remember what collocations are? They are words we frequently see together.*
- Elicit examples of collocations from previous units as necessary.
- Focus Ss' attention on Exercise 1. Read the words with Ss. Clarify meaning as necessary. Remind Ss that keywords from the text collocate with these words.
- Do the first item as a model. Say: *The first word is fighting. Can we find the word that collocates with fighting in the text? What did you find?*
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 suspend fighting
- 2 historic event
- 3 extremely dangerous
- 4 banned drug

2 New collocations

- Review the keywords from Exercise 1.
- Remind Ss that these keywords can be used to create additional collocations.
- Read the words presented in Exercise 2 with Ss. Clarify the meaning of the words as necessary.
- Model using the first question for Ss.
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 immediately suspend
- 2 historic buildings
- 3 ban on smoking
- 4 historic victory
- 5 temporarily suspend
- 6 extremely funny
- 7 ban(ned) political parties
- 8 extremely cold

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read instructions with Ss. Say: *We can make sentences using the collocations from the previous activity.*
- Model making a new sentence on the board. (e.g., *Winter in South Korea is often extremely cold.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

C Word parts: *pend* or *pent*

For more information on teaching and working with word parts, see page xii.

Background Information

Pend is a Latin root word, also represented as *pens*, meaning to hang or to weigh. *Pent* is most closely related to the word *appendix* in this unit. *Appendix* comes from the late Latin root *appendicium* and the French *apentis*.

1 Complete the sentence

- Focus Ss' attention on the word part *pend* or *pent*.
- Elicit or give Ss words with the word part *pend/pent*. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Have Ss read the words in the box. Ask: *Where does the word part come in each word?*
- Read the instructions with Ss. Remind Ss that verbs used in the sentence may change to match the correct tense.
- Model the activity by completing the first item as a class. Say: *You can depend on Sunhee. She's a very reliable worker.*
- Have Ss complete the sentences individually.
- Check answers as a class.

ANSWERS

- 1 depend
- 2 pendulum
- 3 suspended
- 4 appendix
- 5 pendant
- 6 penthouse
- 7 pending

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *pend/pent*.

Help Ss understand the word part by providing visuals of the word. This can improve recognition of the word part.



- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Write a model conversation on the board.
A: *What do you think pend/pent means?*
B: *I think it means . . . What do you think?*
- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

pend/pent to hang, weight; from the Latin *pendere*

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Remind Ss that they will complete a dictation. Describe and demonstrate completing a dictation on the board with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 What do you think the penalty should be when athletes use banned drugs?
- 2 What are some ways students cheat at school?
- 3 What should be the consequence of cheating?

- Review the questions with Ss. Clarify as necessary.
- Organize the Ss into small groups. Ask Ss how the questions relate to the previous reading. Elicit ideas and write them on the board.
- Review the instructions with Ss.
- Model a discussion for Ss. Provide language prompts on the board to support the discussion.

Have Ss review language prompts for discussion learned from previous units (see pages 8, 14, and 16.)



- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

Expansion

- ◆ Have Ss form new groups and create a list of group members.
- ◆ Ss take turns answering the discussion dictation questions. Ss listening summarize the answers into bullet-point notes.
- ◆ Direct Ss to return to their original group.
- ◆ Have Ss share and compare ideas from the previous discussions.

3 Reading skills

Pages 20–21

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; demonstrate understanding of cause and effect; demonstrate inference skills; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org

A Pre-reading questions



Teachers have the option of presenting the reading as a listening text. The audio is available on the **In Focus** Teacher's resource site: www.cambridge.org/infocus

- Ask Ss to cover the text. Draw Ss' attention to the pre-reading questions. Read the questions with Ss.

- Have Ss read think about Q1. Have Ss make a list in pairs of possible answers to the question. Elicit answers from Ss and list on the board. (e.g., *People are stronger. There is drug use. People work harder. The world is changing.*)
- Read Q2. Ask Ss to guess the answer. Make a list of guesses on the board.

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I was surprised that in 1936, Jesse Owens's gold medal time was 10.6 seconds.*)
- Say: *Now read the text again. What interesting information did you find? Underline two or three interesting ideas in the passage.*
- Allow time for Ss to read the text again and highlight or underline interesting information
- Elicit and list several points on the board.

Provide a goal to help motivate Ss in this activity. Ask Ss to find at least three points of interest in the text.



Expansion

- ◆ Have Ss open a notebook or allow Ss to write in the side of the book.
- ◆ For each point of interest written on the board, ask Ss to write why the information is personally interesting. (e.g., *I can only run the 100-meter dash in 35 seconds.*)
- ◆ Have Ss save information for use when discussing points of interest.

C Checking details

- Read the questions with Ss. Clarify meaning as necessary. Say: *Circle the correct answers according to the text.*
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C 2 A

D Cause and effect

- Draw Ss' attention to Section D. Read the instructions with Ss.
- Clarify cause and effect with examples of situations that are familiar to Ss. Say: *What is the effect of forgetting your homework? What is the cause of being hungry?*
- Explain that each statement is either a cause or effect. Review how to label the sentences with Ss.
- Explain that the answers are related to each other. Three statements are causes and three are related effects. Model with the first answer for Ss. Say: *Let's look at the first item. What statement is it related to? The last statement, yes. Is it the cause or the effect of the two statements?*
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

- | | | |
|---|--------|------------------------|
| 1 | Cause | relates to statement 6 |
| 2 | Effect | relates to statement 4 |
| 3 | Effect | relates to statement 5 |
| 4 | Cause | |
| 5 | Cause | |
| 6 | Effect | |

Expansion

- ◆ Organize Ss into small groups.
- ◆ In groups, have Ss create a T chart. The left is labeled Cause, the right is labeled Effect.
- ◆ Have groups review the reading text. Ask Ss to complete the chart with causes and effects found in the reading.
- ◆ Elicit and share information as a class.

E Making inferences

- Draw Ss' attention to Section E.
- Review the concept of inference with Ss as necessary.
- Read the instructions. Tell Ss that it is possible for more than one answer to be correct.
- Explain to Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D 2 A and B

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to refer to previously highlighted text from the reading. Ask Ss to compare and explain to their partners why they found the information interesting. Model with an example for Ss as necessary.
- Allow Ss to complete the discussion. Elicit information Ss found interesting and share with the class.
- Q2: Ask Ss to think about information learned in the unit about performance-enhancing drugs. Ask Ss their personal beliefs about the legality of these drugs. Elicit one example of an opinion and write it on the board. Allow time for Ss to discuss. Elicit additional ideas from Ss.
- Q3: Elicit type of common drugs that peers, family members, or Ss may have access to or use. (e.g., *steroids, caffeine, nicotine, alcohol.*) Ask Ss to consider what they know about the use of drugs to improve performance or reduce stress. Have Ss share experiences of family, friends, or themselves in discussion. Elicit stories from the group discussion and share as a class.

- Allow time for Ss to complete the chart in the group.

Elicit additional ways that athletes may enhance performance as a group and write them on the board. Have groups choose two ideas from the list.



2 Find averages

- Remind Ss that averaging requires adding all the available numbers and dividing the sum by the number of responses. Review averaging information from page 14 as necessary.
- Ask Ss to check information from other groups and record the information.
- Have Ss average the data as a group and complete the chart.
- Review answers as a class.

Have groups write their group numbers on the board to collect the information required to create class averages more quickly.



4 Researching a topic

Page 22

Objectives: rate the methods that different countries use to prepare athletes for competition; calculate average ratings for class; share and discuss findings from research with class.

A Information gathering

1 Group survey

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the pictures. Ask: *What do you see in the pictures?*
- Read the accompanying text with Ss. Say: *You will learn how different countries prepare athletes for athletic events.*
- Look at the chart with Ss. Explain that the information in the chart shows methods to improve athletic performance.
- Have Ss look at the scale. Draw a scale on the board for Ss with 1 at the top and 5 at the bottom. Model using the scale to mark performance as effective. (e.g., *1 is the most effective, it's at the top and 5 is the least effective. It's at the bottom. Now, I think drugs, hmm, it's not a 1, but it's not a 5. I think it is in the middle of the scale. I'll give it a 3.*)
- Draw Ss' attention to *Your idea* boxes. Explain that there are many ways to improve an athlete's performance. The chart contains eight. Ask Ss to work as a group to add two more ideas.

B Interpreting and reporting results

- Explain that Ss have found interesting information through the survey.
- Draw Ss' attention to the language support in the speech bubbles in the section. Say: *We will discuss the questions in the unit.* Encourage Ss to use the language prompts.
- Q1: Read the question. Model answering the question using the language provided. (e.g., *In our view, vitamins were the most effective. This is because vitamins are really important for a high-functioning body.*)
- Allow time for Ss to complete the activity. Listen and make notes about Ss' answers.
- Elicit and share ideas from the discussion.
- Q2: Read and check Ss' understanding of the questions.
- Allow time for Ss to complete the discussion in groups. Encourage Ss to use the language prompts.
- Elicit and share ideas from the discussion as a class.

5 Critical thinking

Pages 23–24

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph on sports and competition; express ideas and opinions about statements on positive and negative aspects of sport and competition in a group discussion; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

1 Identifying a fact or opinion

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Review the concept of fact and opinion with Ss as necessary.
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the statements and to mark F or O.
- Elicit answers as a class.

ANSWERS

1 Opinion	4 Fact
2 Opinion	5 Fact
3 Fact	

2 Create a fact or opinion

- Ask Ss to work with their partners to create two new sentences about the topic. Tell Ss to write one fact and one opinion. Say: *Think about the topic. Let's make two more statements about the topic: one fact and one opinion.*
- Have pairs of Ss read their fact and opinion statements to another pair. Ss listening decide which is a fact and which an opinion.
- Elicit statements and check answers as a class.

Extension

- ◆ Collect Ss' facts and opinions.
- ◆ Read each sentence to the class. Have Ss vote as a class if it is a fact or opinion.
- ◆ Have Ss select the best S-generated fact and opinion presented.

B Categorizing

1 Identify tone of statements

- Draw Ss' attention to the chart. Review the sections of the chart.
- Instruct Ss to check the column that best represents the tone of each statement as positive, neutral, or negative. Ask Ss to highlight or underline words that help identify the tone of the statement.
- Model using the first statement from the chart for Ss.

Remind Ss that neutral statements are often facts presented without an opinion.



- Allow time for Ss to check the statements. Ss' answers may differ.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with an explanation of how the tone was decided. (e.g., *I think high school runners having more access to drugs is negative. The author uses the word cheat, and cheating is clearly a bad thing.*)
- Allow time for Ss to share their opinions about each statement with their partner or group
- Elicit Ss' answers and share with the class.

To share ideas and reasons about labeling statements, have Ss refer back to language prompts for presenting opinions. See page 8 of the Student's Book.



C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that includes their opinions about the value of sports and competition in society.
- Before writing, ask Ss to make two lists about sport and competition in society: one positive and one negative.
- Review the paragraph format with Ss. Explain that Ss will begin with the statement of their opinion. Following the opinion, Ss will provide three details that support their opinion.
- Use the model provided in the book to model on the board for Ss.
- Allow time for Ss to write and complete the paragraph.
- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Discussion

1 Discuss the statements

- Ask Ss to review the paragraphs from the previous writing activity. Elicit the pros and cons of competition in society from Ss.

This exercise is designed to help Ss form and share personal opinions or beliefs. There are no specific correct answers. Remind Ss that the objective is not to choose the correct answer.



- Draw Ss' attention to the three pictures. Read the information about each person.
- Focus Ss' attention on the chart and the six statements. Say: *Each statement was made by one of these people.*
- Have Ss read the statements. Ask Ss to decide the person they believe made each statement and check the appropriate column.

2 Compare statements

- Organize Ss into small groups.
- Say: *You are going to compare your answers with your partners. Explain your choices. You may have different answers. That's OK.*
- Model the conversation for Ss. Say: *Look at statement number 1. I think it was made by Simon Lee. He is rich and successful, and he seems like the kind of person that wants to win more than anything. What do you think?*
- Allow time for Ss to compare and discuss each statement in groups. Monitor and assist as necessary.

Have Ss write (A) or (D) next to the statements in the book to help organize their thoughts.



- Ask Ss to decide if they agree or disagree with the statements. Tell Ss to share their opinions with the group.

3 Report to class

- Say: *You are going to share the results of your discussion with your classmates.*
- Pair groups together for presentations.
- Focus Ss' attention on the questions. Say: *We are going to answer these questions. Clarify meaning as necessary.*
- Draw attention to the speech bubbles on the page. Explain to Ss that during the reporting, Ss can ask clarifying questions to check they understand or to gather more information about the topic. Model using a clarifying question in discussion. (e.g., *You said that three people in your team believe drugs in sports should be legalized. Could you explain that to me? Why should they be legal?*)
- Have one group report to the other group. Encourage the group listening to ask clarifying questions. Monitor and assist as necessary.
- Elicit the results from the group discussion and share as a class to answer the questions.

Expansion

- ◆ Assign as an out-of-class task. Ask Ss to survey five to ten people on the topic of the use of drugs in competition and the positive and negative effects of competition on society.
- ◆ Have Ss organize the information collected from the survey.
- ◆ Have Ss prepare a presentation using the information.
- ◆ Allow Ss to present findings from the general survey.
- ◆ Have Ss calculate the average response by combining the results of all the surveys to arrive at the overall opinion for the class on the two topics.

Quotable Quotes

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will.

Vince Lombardi
American football coach

Background Information

Vince Lombardi was an inspiring football coach, noted for how he led the Green Bay Packers to five National Football League championships in the 1960s. He also coached the New York Giants, who won the league championship in 1956, and the Washington Redskins in 1969, who had their first winning season after a 14-year losing streak. He is remembered as a demanding coach with a commitment to excellence and dedication in order to achieve success.

Find out more at <http://www.vincelombardi.com>

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Draw attention to the asterisk placed on *will*. Explain that in the quote the word *will* has a specific meaning. Read the definition provided at the bottom of the page. Explain that in this quote, *will* refers to the power of the mind to control thoughts and actions.
- Have Ss focus on the questions. Q1: Ask Ss to think silently about the meaning of the quote.
- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Use this section as a writing assignment for Ss. Use as a part of S assessment. Review the writing in class as time permits.



The Inconvenient Truth of Global Warming

Unit 4 focuses on global warming. It explores the human causes of global warming, the effects and future implications of climate change, and introduces the concept of carbon footprints. This contrasts with Unit 10, which looks at arguments against human-caused climate change.

Unit and title

- Introduce the title of the unit to Ss.
- Clarify the meaning of the words in the title. Elicit examples to define each word. (e.g., *What is inconvenient? Can you give me an example?*)
- Ask Ss to consider what they know about global warming. Create a list on the board with Ss.
- Ask Ss to predict what information may appear in the unit.
- Underline likely items in the list. Have Ss copy underlined items.
- At the end of the unit, have Ss check the list to see which items appeared in the unit.

1 Critical cartoons

Page 25

Objectives: connect to background knowledge about the concept of global warming and climate change and encourage Ss to think critically about the topic.

About the topic

Climate change is a reality. According to the Intergovernmental Panel on Climate Change (IPCC), there has been a steady and observable increase in the earth's temperature over the last three decades. Climate change is regularly recorded via the impact on ocean temperatures and the rate at which Arctic sea ice melts. The cause of recent climate change is linked to the emission of greenhouse gases such as carbon dioxide, mainly produced by the burning of fossil fuels. Although it is sometimes presented as a debate in the media, the fact is that over 97 percent of scientists agree that global warming is as a result of human activity.

Interesting facts

The global sea level has risen about 17 centimeters over the last 100 years. The rate in the last 10 years is nearly double that of the last century.

The earth's surface temperature has increased since 1880, mostly since the 1970s. The 10 warmest years have occurred in the last 12 years.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the cartoon?* (**Answer:** a penguin, a globe with oil at the bottom, and an oil rig burning oil)
- Read and clarify the text from the speech bubble with Ss. Say: *The penguin is talking about how hot it is. Why would a penguin be hot?*
- In groups, ask Ss to discuss the questions. Have one S read to the group. Ask each S to take turns responding.
- Allow time for Ss to complete the discussion using all four questions. Elicit answers from the class.

Expansion

- ◆ Explain to Ss that longer and more extreme heatwaves are one effect of global warming.
- ◆ In groups, ask Ss to create a list of other effects of global warming.
- ◆ Have Ss compare answers with a different group.
- ◆ Elicit and share answers as a class.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

An Inconvenient Truth is an award-winning documentary detailing the potential consequences of global warming. The documentary began as a slide show presented by former US Vice President Al Gore. Gore and the IPCC received the 2007 Nobel

Peace Prize for their collaborative work in making the documentary.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 26–27

Objective: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the *In Focus* website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- In pairs, have Ss point to a word and ask his or her partner for the definition. If the partner knows the definition, have Ss circle the word. If he or she doesn't know, underline the word. Have Ss change roles and repeat.
- Circulate as Ss work. Make a list of words that are underlined frequently.
- List underlined words on the board. Remind Ss that finding the words in the passage can help clarify the meaning of the words. Model using the first word found in the reading. Say: *Let's talk about the words with a partner.* Model discussing words with a partner.
A: *Do you know what conclude means?*
B: *I think it means . . .*
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss write the meaning of the underlined words listed on the board.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- conclude** to judge after some consideration; to end or to cause something to end
- massive** very large in size, amount, or number
- pace** the speed at which someone or something moves or with which something happens or changes
- predict** to say that an event or action will happen in the future, especially as a result of knowledge or experience:
- significant** important or noticeable
- stem (from)** develop or come from
- substantial** large in size, value, or importance
- tackle** to deal with or attack something
- thus** in this way; with this result
- voter** a person who expresses his or her choice in a formal way, especially in an election

Expansion

- ◆ Prepare slips of paper. On each slip of paper write one sentence from the text. Each sentence should contain at least one keyword. Omit the keywords. (e.g., *Although the causes and effects of global warming are still a matter of debate, most scientists _____ that it is because of a _____ increase in the amount of carbon dioxide in the air.*)
- ◆ Pass out slips to groups. Have Ss take turns reading the sentence to a partner. Listening partners fill in the gaps with the keywords.

2 Skimming

- Review the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from your first reading?*
- Elicit and list answers on the board. (e.g., global warming, many cars, pollution, production of CO₂.)
- Open book or uncover reading. Draw attention to the pictures in Exercise 2. Ask: *What do you see in each picture?* (**Answers:** A: cars in traffic, B: a polar bear on a small sheet of ice, C: A large city that has flooded) List Ss' answers on the board. Provide assistance as necessary.
- Instruct Ss to think about which picture best fits the reading. Have Ss read again and circle A, B, or C.
- Check Ss' answers.

Have Ss review the definition of *fossil fuel* at the bottom of the text before or after reading to clarify the meaning.



fossil fuel a fuel like gas and oil made in the earth from plants and animals

ANSWER

2 A

Have Ss choose one paragraph from the reading and create or find a matching illustration for the information presented.



Remind Ss that they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the concept of collocations and elicit examples from previous units as necessary.
- Focus Ss' attention on Exercise 1. Remind Ss that keywords from the text collocate with these words.
- Instruct Ss to read the text and find the collocating keywords.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 scientists conclude
- 2 substantial increase
- 3 pace of growth
- 4 tackle problems

2 New collocations

- Explain that the four keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss. Say: *We can use the keywords from the exercise to make new collocations. Let's match the keywords to these words and phrases.*

Review the words in Exercise 2 and clarify their meanings before Ss complete the activity. Draw Ss' attention to the similarities in meaning with previous collocating words. (e.g., *What does reform mean? It means to make an improvement or change in something. Which word from Exercise 1 is similar?*
Answer: growth)



- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 pace of reform
- 2 researchers conclude
- 3 tackle the crisis
- 4 substantial amount

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read instructions with Ss. Say: *Let's practice using these collocations by making your own sentences.*
- Model making a new sentence on the board. (e.g., *Researchers conclude that the temperature of the earth is rising quickly.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

Expansion

- ◆ Provide access to an article about global warming or provide Internet access to Ss.
- ◆ Have Ss find the keywords from the unit in articles related to global warming.
- ◆ Ask Ss to make a list of sentences that contain keywords from the unit.
- ◆ Organize Ss into groups.
- ◆ In groups, ask Ss to share sentences containing the keywords from the unit.
- ◆ Elicit and share as a class.

C Word parts: dict

For more information on teaching and working with word parts, see page xii.

1 Complete the sentences

- Ask Ss to close their books. Focus Ss' attention on the word part *dict*.
- Elicit words with *dict* from Ss. Write them on the board.
- See if Ss can guess the meaning of the word part.
- Write Q1 on the board. Elicit the missing word. (**Answer:** dictation)
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the word types with Ss.
- Read the instructions with Ss. Remind Ss that they may need to change the form of the word to complete the sentence.

Write the definitions of the words on the board and have Ss match the word from the book with the definition.



- Model the activity as necessary.
- Have Ss complete the sentences individually.
- Check answers as a class.

ANSWERS

- 1 dictation
- 2 predicts
- 3 dictionary
- 4 verdict
- 5 contradict
- 6 dictator
- 7 diction

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *dict*.
- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Model conversation on the board.

A: *What do you think dict means?*

B: *I think it means . . . What do you think?*

- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

dict say; from the Latin *dic* or *dict*

Expansion

- ◆ Prepare the words in the box (*contradict*, *dictation*, *dictator*, etc.) on index cards.
- ◆ Pass out one set of cards to a pair or small group.
- ◆ Have Ss take turns turning over the card and stating the meaning.
- ◆ Repeat. Have Ss take turns using the words in sentences.
- ◆ Elicit sentences and share as a class.

D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Ask: *Which of the words with dict describes this activity?* (**Answer:** dictation)
- Model completing a dictation on the board with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 What significant measures do you think your country should take to save energy?
- 2 What things are you or your family doing to save energy?
- 3 What is the most interesting story or fact you know about global warming?

- Review the questions with Ss. Ask: *What does significant measures mean?* (**Answer:** an important action or decision.) Continue for additional questions.
- Have Ss form small groups. Say: *Now it's your turn to discuss these questions with your partners.*
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

Expansion

- ◆ Organize Ss into groups.
- ◆ Draw Ss' attention to the Discussion dictation questions.
- ◆ Ask Ss to identify which keywords from the unit appear in the questions. (**Answer:** significant)
- ◆ Ask Ss to turn to page 26.
- ◆ Instruct Ss to write three new questions for discussion using keywords from the unit. (e.g., *What impact could massive global warming have on South Korea? What do voters in Japan think about global warming?*)
- ◆ Elicit one question from each group.
- ◆ Have Ss discuss questions in groups.
- ◆ Elicit answers and share as a class.

3 Reading skills

Pages 28–29

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; demonstrate inference skills; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org.

The 10 keywords introduced in Section 1 Core vocabulary are recycled in the reading. Encourage Ss to find the keywords and the sentences they are in to reinforce Ss' vocabulary learning.



A Pre-reading questions



Teachers have the option of presenting the reading as a listening text. The audio is available on the **In Focus** Teacher's resource site: www.cambridge.org/infocus

- Focus Ss' attention on the pre-reading questions. Say: *Let's think about these questions before we read the text.*
- Have Ss read the pre-reading questions individually. Ask Ss to note down their answers.
- Allow time for Ss to read and answer the questions individually.
- Have Ss share answers in pairs.
- Read the title with the Ss. Draw Ss' attention to the picture. Ask: *What do you see in this picture?* (**Answer:** there is a dry desert-like landscape in the foreground, with a city in the background; the color shows that it is very hot.)

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *In many parts of the world, average temperatures are reaching historic highs.*)
- Have Ss read the text again and highlight or underline interesting information.

The expression *carbon footprint* is included in the text. Further information about carbon footprints appears on page 30.



C Checking details

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 B 2 D

D Reference words

- Draw Ss' attention to Section D. Say: *In the text, these words are used to point to an earlier part of the text.*
- Read and review the reference words. Clarify as necessary.
- Model by completing the first item on the board. (e.g., *In line 17, These refers to fossil fuels.*)
- Say: *Now look for the words in the article. Write the idea or concept that is the reference.*
- Allow time for Ss to read and find the answers in the text.
- The exact form of the answers may vary by student. (e.g., *These refers to fossil fuels / fossil fuels / I think it is fossil fuels.*) Check answers as a class.

ANSWERS

1	<i>These</i>	(line 17)	fossil fuels
2	<i>this</i>	(line 20)	using wood and coal for cooking and heating
3	<i>this</i>	(line 26)	the increased use of fossil fuels
4	<i>these</i>	(line 51)	areas that do not have enough rainfall
5	<i>those</i>	(line 58)	voters in poorer countries
6	<i>theirs</i>	(line 59)	standard of living

E Identifying opinions

- Focus Ss' attention on Section E.
- Have Ss form pairs.
- Clarify the meaning of Identifying opinions as necessary.
- Say: *The author of this article expresses his or her ideas about global warming. Imagine we are the author to answer these questions.*

- Review the questions with Ss. Clarify as necessary.
- Say: *Now answer the questions with your partner.*
- Allow time for Ss to discuss the questions.
- Check answers as a class.

ANSWERS

- 1 The author believes that all countries should take action to reduce carbon dioxide levels. The result of increased warming is discussed in lines 33–53, the solution in lines 54–57, and a final warning given in lines 63–64.
- 2 People in developing countries say they want their country to develop so they can improve their standard of living.

Expansion

- ◆ Organize Ss into new pairs.
- ◆ Review the questions in Exercise E. Ask Ss to think about their personal opinions.
- ◆ Personalize the questions with Ss. (e.g., *How would you feel about a country that does not take action to reduce greenhouse gas emissions? What do people in your country say when they are asked to reduce the production of carbon dioxide?*)
- ◆ Have Ss discuss the questions, stating their personal answers to the questions.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *In the reading on page 28, you highlighted interesting information you learned. Now let's share what you found interesting. Ask Ss to provide additional information to describe why they found the information interesting. Model an example for Ss. (e.g., *I didn't realize that the amount of carbon dioxide has increased by 40 percent since the nineteenth century.*)*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *Some countries are asking citizens to help fight the impact of global warming. Think about how you would feel if the government asked you to do one of the following. Focus Ss' attention on the items in the exercise. (e.g., *use your car only every second day.*)*
- Say: *What would feel? Could you accept it? Discuss your feelings in your group.*
- Allow time for Ss to discuss the question in groups. Elicit Ss' opinions and share with the class.

4 Researching a topic

Page 30

Objectives: describe the relationship between a carbon footprint and various modes of transport; list and describe the carbon impact of different modes of transport between cities; share opinions in a group discussion.

A Information gathering: carbon footprints

1 Group discussion

- Organize Ss into pairs or small groups.
- Draw Ss' attention to the picture. Ask: *What do you think the picture shows?*
- Explain using the definition provided.

Review the use of the term *carbon footprint* in context by using the reading passage on page 28. Have Ss find the word in the passage. Clarify the meaning of the expression.



- Focus Ss' attention on the charts. Review the parts of the charts. Say: *Each column has information about the carbon footprint of different items. Let's take a look at each.*
- Review the questions in the exercise with Ss. Clarify as necessary.
- Draw attention to the speech bubbles in the exercise. Say: *You can use this language to discuss the information in the chart. Model the discussion using the text from speech bubbles. (e.g., *If we drive an SUV we use a lot of gas, which gives off a lot of CO₂.*)*
- Allow time for Ss to discuss the questions in groups.
- Elicit ideas from Ss about differences in the carbon impact of each produce and the most important contributing factor to the carbon footprint.

2 Share information

- Have Ss form pairs.
- Say: *Now we are going to share some information about the carbon footprint of different kinds of transport. Tell Ss that the chart describes the carbon footprint of traveling between two cities in the United States. Ask: *What types of transport can be used to travel from Los Angeles to New York.* (Answer: airplane, small car, big SUV, bus, train, bicycle)*

Show Ss a map of the United States. Have Ss locate both cities on the map and calculate the distance. The distance between the two cities is 4,489 kilometers (2,790 miles).



- Assign one S the role of A and the other the role of B. Have B turn to page 97.
- Say: *Your chart is missing information. Your partner has the missing information. Ask your partner to find out the missing information.*
- Write a model dialogue on the board for Ss.
A: *What is the carbon footprint of . . . ?*
B: *The carbon footprint of . . . is*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

Los Angeles to New York		
Transport	Carbon footprint (kg)	Unit
airplane	500	per seat
small car	700	per vehicle
big SUV	1,370	per vehicle
bus	100	per seat
train	120	per seat
bicycle	40	per person

B Interpreting and reporting results

- Organize Ss into small groups. Explain that Ss will discuss the information learned from the chart in groups.
- Say: *We have learned about the carbon footprint of different forms of transport. Now let's think about what this means.*
- Draw Ss' attention to the questions. Clarify meaning as necessary with Ss.
- Q1: Point out to Ss that in order to compare efficiency for a small car and big SUV, Ss need to consider the number of passengers and divide the carbon footprint by this number.
- Focus Ss' attention on the speech bubbles. Say: *You can use these sentences to describe your ideas. Model using a speech bubble for Ss. (e.g., It seems that a bus produces less CO₂ than a train.)*
- Allow time for Ss to complete the discussion.
- Elicit and share ideas from the discussion as a class.

5 Critical thinking

Pages 31–32

Objectives: identify differences between fact and opinion; identify emotional tone of statements; write a paragraph describing different views of global warming; express and share ideas and opinions on the topic in a group discussion; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

1 Fact or opinion

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Review the concept of fact and opinion and provide examples as necessary. (e.g., *I am 32 years old.* **Answer:** Fact; *Global warming is not very important.* **Answer:** Opinion)
- Say: *Let's work with a partner. First, read the statements. Then work together to mark the facts and opinions.*
- Allow time for Ss to discuss the statements.

Before checking answers, have Ss work with a partner to look up each statement online to determine if it is a fact or opinion. Have Ss share research results with the class.



- Elicit answers as a class.

ANSWERS

- Fact
- Opinion
- Fact
- Fact
- Opinion

2 Create a fact or opinion

- Ask Ss to work with their partners to create two new sentences about the topic. Tell Ss to write one fact and one opinion.
- Have pairs of Ss read their fact and opinion statements to a new pair. Ss listening decide which is a fact and which is an opinion.
- Elicit statements and check answers as a class.

B Categorizing

1 Identify tone of statements

- Focus Ss' attention on the statements.
- Say: *We have learned to recognize a speaker's feelings by looking at their statements. Let's practice with these statements.*
- Explain that Ss will rank the statements on a scale from 1 (= not worried) to 5 (= very worried).

Draw a scale on the board to clarify.

- = not worried
- = a little worried
- = more than a little worried
- = worried
- = very worried



- Model for Ss using the first statement as an example. (e.g., *In the first statement, the author says that people will need to adapt but we will survive. I think this means the author is only a little worried about global warming.*)
- Allow time for Ss to check the statements.

2 Share information

- Organize Ss into pairs or small groups.
- Say: *Now let's share our answers. You and your partner may not agree. That's fine. If you don't agree, explain how you decided your answers.*
- Model explaining answers for Ss. (e.g., *I think the author was only a little worried in statement 1 because they believe we will survive. What do you think?*)
- Allow time for Ss to complete the discussion.
- Elicit and check answers as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that describes different opinions about global warming.
- Before writing, ask Ss to make a list showing opinions about global warming.
- Tell Ss to refer to the texts on pages 26 and 28 to help create their list.
- Review the paragraph format with Ss. Say: *First, we will describe one of the opinions about global warming. This will be followed by a second opinion and finally the majority opinion.*
- Use the model provided in the book on the board for Ss.
- Allow time for Ss to write and complete the paragraph.

Have Ss correct each other's papers before collecting for grading.



- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Discussion

1 Share opinions

- Organize Ss into small groups.
- Ask Ss to review the paragraphs from the previous writing activity. Elicit and write opinions described in the paragraphs on the board.
- Say: *Global warming is a much-debated topic. In this unit, we have learned a lot about global warming. Discuss what you have learned and some of your opinions using these questions.*
- Ask Ss to choose four questions to discuss in the group.

- Focus Ss' attention on the speech bubbles. Encourage Ss to use the speech bubbles in the discussion.
- Remind Ss to use follow-up questions. Ask: *Can you give me some examples of follow-up questions? (Answers: What do you think about . . . ? Can you tell me more about that? Do you agree that . . . ? What makes you think that? etc.)*
- Model a discussion of the first statement with Ss. Model using follow-up questions and language prompts.
- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.

2 Report results

- Tell groups to organize the results of the discussion.
- Have Ss form new groups.
- Say: *You heard different opinions and ideas expressed in the discussion. Now you will share what you learned with others.*
- Draw attention to the speech bubbles on the page. Encourage Ss to ask follow-up questions in the group discussion.
- Allow time for Ss to complete the discussion. Monitor and assist as necessary.
- Elicit ideas from the group discussion and share as a class.

Quotable Quotes

I have a feeling that climate change may be an issue as severe as a war. It may be necessary to put democracy on hold for a while.

James Lovelock
biologist

Background Information

James Lovelock is an award-winning scientist and author who works specifically with environmental studies. His work has focused on sustainable science that will improve the future of the planet. He is the author of over 10 books on the subject of the balance of environmental forces on the planet.

Find out more at: <http://www.jameslovelock.org>

- Organize Ss into small groups. Draw attention to the picture. Ask: *What do you see in the picture? How does the picture connect to the unit? (Answer: an image of the earth that makes it look like it is on fire. The unit is about global warming.)*
- Say: *Take a moment to think about this quote.*
- In groups, have Ss share ideas about the meaning of the quote. Model sharing for Ss. (e.g., *I think this quote means . . .*)
- Allow time for Ss to share their thoughts in groups.
- Have Ss focus on the questions. Ask Ss to discuss the questions in their groups.
- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Changing Ideals of Beauty

Unit 5

Unit 5 introduces the concept of beauty. It explores the factors that influence our ideas of what beauty is and questions its importance. This connects with Unit 11, which looks at the many ways in which humans try to improve their physical appearance and the reasons for this.

Unit and title

- Introduce the title of the unit to Ss.
- Clarify meaning of the word *ideal*. (**Answer:** perfect, best possible) Ask Ss to think about what the ideals of beauty are in their country.
- Elicit ideas from the Ss. Make a list on the board.
- Have Ss copy the list in a notebook or on a sheet of paper.
- Ask Ss to circle the ideas they think may appear in the unit.
- At the end of the unit, have Ss check the list to see which items appeared in the unit.

1 Critical cartoons

Page 33

Objectives: connect to background knowledge about the concepts of beauty and encourage Ss to think critically about how the ideals of beauty have changed over time.

About the topic

Standards of beauty have changed historically and differ from culture to culture as values change. However, research has shown there are some features we all associate with beauty. One such feature is symmetry: a symmetrical face is more attractive. Symmetry provides an evolutionary explanation for perceptions of beauty: it indicates a lack of biological defects in the person.

Interesting fact

Globally, more than US\$160 billion is spent every year on the beauty industry. This is approximately the same as the amount needed per year to end all extreme poverty in the world.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *Who are the women in the picture? Where are they?* (**Answer:** Models; in an elevator)
- Read and clarify the text placed behind the models in the elevator. Ask: *What do you think the sign means?*

- Focus Ss' attention on the questions. Review and clarify the questions as necessary.

Prepare pictures of a variety of fashion styles for Ss to use as a reference when answering questions.



- Have Ss discuss the questions in groups.
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Ask Ss to think about what influences fashion in their country.
- ◆ Provide Ss with an example of a fashion influence. (e.g., *Fashion in pop music can influence general fashion.*)
- ◆ Ask Ss to create a list of fashion influences in groups.
- ◆ Have Ss compare answers with a different group.
- ◆ Elicit and share answers as a class.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

Picture Me is a documentary that describes the career of model Sara Ziff over a period of several years. The film documents the life of models, including extreme diets and weight-loss routines, and the struggle of maintaining a standard of beauty that conforms to media standards.

Gia is a movie about the rapid rise and tragic end at a young age of a supermodel, Gia Carangi (played by Angelina Jolie), in the 1980s.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 34–35

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the *In Focus* website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box.
- Say: *Here are the keywords for the unit. Let's take a look at these words and see what we know.*
- Have Ss review the keywords with a partner. Ask Ss to put a check next to words they know or think they know.
- Say: *Some words you know, and a few you think you know. Let's find out by reading. Often seeing the word in a sentence can help you guess the meaning.*
- Have Ss scan the reading for the keywords. Tell Ss to underline the words.
- When finished, have Ss check the meaning of each word with a partner.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- approve** to have a good opinion of something or someone
- assess** to decide the quality of something; to judge
- asset** something that has value; a positive feature
- comparison** an examination of the differences between things or people
- guard** a person or thing that protects people or places
- investigation** a careful examination to find the truth
- obviously** easily understood or seen
- priority** something considered more important than other things
- truly** really; without doubt
- virtually** almost

Expansion

- ◆ Have Ss read and guess the meaning of the keywords in context.
- ◆ Ask Ss to write the definitions on a sheet of paper.
- ◆ Provide Ss with access to a dictionary.
- ◆ Have Ss look up the words and check their guesses.

2 Skimming

- Review the title with Ss. Ask: *What do you think the main idea of the reading is?*
- Draw attention to the picture in the reading. Ask: *What do you know about this picture? How is it connected to the reading?* (**Answer:** The photo is of the famous statue Venus de Milo, made between 130 and 100 BCE. The statue shows the goddess Aphrodite and is considered a representation of the standard of beauty for the time.)
- Focus Ss' attention on the statements in Exercise 2. Read and clarify as necessary.
- Instruct Ss to quickly read the text again and circle the statement that best describes the text.
- Check Ss' answers as a class.

ANSWER

2 A

Expansion

- ◆ Put Ss in groups.
- ◆ The reading text on page 34 includes the proverb "Beauty is in the eye of the beholder."
- ◆ Review the quotation with Ss. Ask: *How does the quotation connect with the main idea of the passage?* (**Answer:** The text states that beauty is a matter of personal opinion, although this is influenced by nature and culture.)
- ◆ Ask Ss to think of other proverbs in English, or their own language, used to describe beauty.
- ◆ Allow time for Ss to create a list of proverbs.
- ◆ Elicit and share proverbs as a class.

ANSWERS

Collocations

- 1 assess the value
- 2 virtually impossible (truly impossible *is also possible*)
- 3 truly amazing
- 4 top priority

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read instructions with Ss. Say: *To help remember the collocations, let's make new sentences using these words.*
- Model making a new sentence on the board. (e.g., *It is virtually impossible to travel to 20 countries in one day.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

READING

ONLINE

Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 34 with Ss. Elicit examples from previous units as necessary.
- Focus Ss' attention on Exercise 1. Remind Ss that keywords from the text collocate with these words.
- Elicit from Ss how to complete the activity as necessary. Ask: *How can we find the collocations for these words?* (**Answer:** they can be found in the reading.)
- Instruct Ss to read the text and find the keywords.

ANSWERS

Collocations

- 1 give priority to
- 2 assess female beauty
- 3 virtually the same
- 4 truly beautiful

- Allow Ss to complete the activity individually.
- Check answers as a class.

2 New collocations

- Remind Ss that the four keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss. Say: *Let's create new collocations with the keywords.*
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss write questions using the collocations from Exercise 1 or Exercise 2.
- ◆ Organize Ss into new groups.
- ◆ Have Ss ask and answer the questions in the group.
- ◆ Elicit questions and answers and share as a class.

C Word parts: *dis*

For more information on teaching and working with word parts, see page xii.

1 Complete the sentences

- Write the word part *dis* on the board. Focus Ss' attention on the word part.
- Elicit or give Ss words with the word part *dis*. Write them on the board.
- See if Ss can guess the meaning of the word part.
- Write Q1 on the board. Elicit the missing word. (**Answer:** disconnect)
- Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the word types with Ss.
- Ask: *Where does the word part occur in each word?* (**Answer:** *dis* occurs at the beginning of a word.)

Have Ss look up words with the prefix *dis* in a dictionary and write definitions in a notebook.



- Read the instructions with Ss. Remind Ss that they may need to change the form of the word to complete the sentence.
- Model the activity as necessary.
- Have Ss complete the sentences individually.
- Check answers as a class.

ANSWERS

- 1 disconnect
- 2 discontinue
- 3 disallowed
- 4 disrespect
- 5 disagree
- 6 disadvantage
- 7 disappear

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *dis*.
- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Model conversation on the board.

A: What do you think *dis* means?

B: I think it means . . . What do you think?

- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

dis not; when added to a word it forms the opposite meaning; from the Latin *dis*

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss review the words in the box.
- ◆ Ask Ss to think about the theme of the unit.
- ◆ In groups, have Ss make sentences related to the topic using words from the box. (e.g., *You should not show disrespect to people by insulting their appearance.*)

D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Model completing a dictation on the board with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 Apart from appearance, what makes a person truly beautiful?
- 2 Can you assess a person's personality by their appearance?
- 3 Is a person's appearance important at a job interview? Why or why not?

- Review the questions with Ss. Clarify as necessary.
- Say: *Let's discuss the questions in groups.* Write sentence prompts on the board for Ss to use in the discussion. (e.g., *I think . . . ; I believe . . . ; I (dis) agree . . .*)
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 36–37

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; recognize cause statements, demonstrate inference skills; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org.

A Pre-reading questions



Teachers have the option of presenting the reading as a listening text. The audio is available on the **In Focus** Teacher's resource site: www.cambridge.org/infocus

- Read the title with the Ss.
- Focus Ss' attention on the pre-reading questions. Say: *In this unit, we are learning about different ideas of beauty and how they change. Before we read, let's look at these questions.*
- Have Ss read and answer the pre-questions individually.
- Arrange Ss into pairs. Have Ss share answers with their partners.

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that there are some features everyone thinks are beautiful.*)
- Say: *Let's read the passage once more. This time, read and underline information you think is interesting.*
- Allow time for Ss to read the text again and highlight or underline interesting information.

C Checking details

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A 2 D

D Cause and effect

- Draw Ss' attention to Section D. Read the instructions with Ss.
- Review cause and effect with examples of situations that are familiar to Ss. (e.g., *What is an effect of losing your wallet? You will need to cancel your credit cards and replace your identification.*)
- Read the statements. Say: *These sentences follow a cause-and-effect pattern. They explain some of the author's ideas.*
- Ask Ss to underline the cause in each sentence and circle the effect. Model with the first example.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

- A A high-quality food supply often results in a tall body with balanced features.
- B Being tall with a V-shaped body is partly due to a good diet.
- C Balanced features make a person attractive to the opposite sex.
- D Younger women are more likely to become mothers than older women.
- E Success in hunting depends on being tall and well built.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Pass out four to five slips of paper to each group.
- ◆ Have Ss think of cause-and-effect situations. Ask them to write the effect on each slip of paper.
- ◆ Collect the slips.
- ◆ Read an effect to the class. Have Ss try to guess the cause.
- ◆ Have the team that wrote the cause confirm that the cause is correct. Repeat.

E Making inferences

- Draw Ss' attention to Section E.
- Read the instructions. Remind Ss that it is possible for more than one answer to be correct.
- Remind Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D 2 C

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *When you read the passage, you highlighted things you found interesting. Now let's share the highlights from the reading with a group.* Ask Ss to provide additional information to describe why they found the information interesting. Model an example as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Focus Ss' attention on questions 2 and 3. Say: *As we have learned in this unit, culture may influence your ideal of beauty. Let's talk about it. What do you think influences your ideals of beauty?*
- Allow time for Ss to discuss the questions in groups. Elicit Ss' opinions and share with the class.

4 Researching a topic

Page 38

Objectives: list and rank physical and non-physical characteristics related to personal attraction; share and compare personal opinions about attraction in a group discussion.

A Information gathering

1 Complete the chart

- Draw Ss' attention to the chart. Say: *The chart shows some of the qualities that we consider when judging how attractive someone is. These include age, body, and intelligence. Some qualities are physical and some are non-physical.*
- Tell Ss they will complete the chart with other features that make a person attractive. Model on the board. (e.g., *I consider age, body, and face. I also consider education, family, and hair color. I'll write those in my chart.*)
- Ask: *What are some features that make a person attractive to you?* (**Answer:** family, education, height, weight, personal interests, musical tastes, favorite things, eating choices, etc.) Make a list on the board with Ss.
- Instruct Ss to complete the chart. When complete, Ss should have a list of 10 features.
- Say: *Some of these features are more important than others. Let's rank our list in order of importance. Model ranking on the board. (e.g., *For me, music is very important. That is number 1. If we don't have the same musical tastes, I'm not attracted. However, age doesn't matter. I just don't care about it. That's a 10.*)*

Draw a scale on the board to demonstrate and clarify "most important" and "least important" for Ss.



- Allow time for Ss to complete the chart.

2 Group survey

- Arrange Ss into groups of four or allow Ss to move around the room.
- Say: *Now find out what other classmates think. Let's interview three classmates and find out what you have in common.*
- Instruct Ss to interview three classmates to complete the chart.
- Monitor as Ss work. Clarify as necessary.

B Interpreting and reporting results

1 Calculate results

- Organize Ss into small groups.
- Say: *Now let's compare our charts with one another. Let's find out what are the most important qualities in our class.*
- Ask Ss to add the totals for each column. The features that have the highest totals are the most important. The features with the lowest totals are the least important.
- Allow time for Ss to share and add the results.

2 Interpret results

- Focus Ss' attention on the speech bubbles. Say: *You can use these sentences to describe your findings. Let's see how the findings agree with the texts on pages 34 and 36.*
- Review and elicit points about beauty made in the readings on pages 34 and 36.
- Allow time for Ss to discuss the findings. Monitor and assist as necessary.
- Elicit and share ideas as a class.

5 Critical thinking

Pages 39–40

Objectives: identify differences between fact and opinion; identify statements that reflect the opinion of a specific author; write a short paragraph on the topic of beauty with personal opinions; express and share ideas in a group discussion; create and give a presentation to report results of a group discussion; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

1 Fact or opinion

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Review the concept of fact and opinion and provide examples as necessary. (e.g., *Megan Fox is the most beautiful woman in the world.* **Answer:** Opinion)
- Say: *Now, work with a partner. Read each statement. Mark the statement F for fact and O for opinion.*
- Allow time for Ss to discuss the statements and mark F or O.
- Elicit answers as a class.

ANSWERS

- 1 Opinion
- 2 Opinion
- 3 Fact
- 4 Fact
- 5 Opinion

2 Create a fact or opinion

- Ask Ss to work with their partners to create two new sentences about the topic. Tell Ss to write one fact and one opinion.
- Have pairs of Ss read their fact and opinion statements to a new pair. Ss listening decide which is a fact and which is an opinion.
- Elicit statements and check answers as a class.

B Categorizing**1 Identify author's opinion**

- Focus Ss' attention on Section B. Say: *In this unit, we have learned about the opinion of an author. Think about what we have read. Let's look at the statements and think about which of these the author of the reading on page 36 would agree with.*
- Tell Ss they can check more than one statement.
- Allow time for Ss to complete the activity.
- Model for Ss using the first statement as an example.
- Allow time for Ss to check the statements.

2 Compare answers

- Organize Ss into pairs or small groups.
- Say: *You checked which statements you think the author would make. Let's find out if you and your partner agree. Let's work with our partners and share.*
- Model explaining answers for Ss.
- Allow time for Ss to complete the discussion.
- Elicit and check answers as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that explains their ideas on the topic of beauty.
- Focus Ss' attention on the statements. Say: *These are some ideas we can use to help us write the paragraph. This will also help us decide our conclusion.*
- Read and clarify the statements with Ss. Ask Ss to choose one or two for their paragraph. Remind Ss that they can also refer to the readings on pages 34 and 36.
- Review the paragraph format with Ss. Say: *First, we will describe an opinion that many people feel. Then, we will add opinions that others feel. Finally, you will describe your personal idea about beauty.*

- Use the model provided in the book to model on the board for Ss.
- Allow time for Ss to write and complete the paragraph.

Have Ss brainstorm before writing to generate more ideas for creating a paragraph.



- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Presentation**1 Share opinions**

- Organize Ss into small groups.
- Ask Ss to review the paragraphs from the previous writing activity. Elicit and write opinions described in the paragraphs on the board.
- Say: *In this unit, we have talked about the ideals of beauty. We have thought about where beauty comes from and how our ideals of beauty are formed. Now let's share our personal feelings about beauty and its influence.*
- Ask Ss to choose four questions to discuss in the group.
- Remind Ss to use follow-up questions.

Have Ss refer to follow up-questions shown in Exercise 2 on page 32.



- Demonstrate for Ss using the first statement. Model using follow-up questions and language prompts from the speech bubbles.
- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.

2 & 3 Prepare and give a presentation

- Focus Ss' attention on the four questions selected by the group for Exercise 1.
- Say: *Now you will create a presentation that shares your answers to the four questions. You will need to decide a title for the presentation.*
- Assign roles to Ss. (e.g., one notetaker, two speakers, one illustrator.)
- Draw Ss' attention to the presentation tip about openings and closings. Remind Ss that a presentation has an opening and closing. Tell Ss that these are the most important parts of a presentation.
- Read and clarify the presentation tip and the related language support with Ss.

Refer Ss to the presentation Tip on page 16 and review how to structure the presentation.



- Allow time for Ss to prepare the presentation. Monitor and assist as necessary.
- Have groups take turns presenting.
- After each presentation, encourage Ss to ask at least two follow-up questions to the presenting group.

Quotable Quotes

Beauty is not in the face; beauty is a light in the heart.

Khalil Gibran
artist, poet, and writer

Background Information

Khalil Gibran was a Lebanese artist, poet, and writer. Born in 1883, he moved to the United States with his family when he was still a boy. He is most famous for writing *The Prophet*, which has sold over 100 million copies and has never been out of print since it was published in 1923.

- Organize Ss into small groups. Draw attention to the quote.
- Say: *Read the quote silently and think about what it means.*
- In groups, have Ss share ideas about the meaning of the quote. Model sharing for Ss. (e.g., *I think this quote means . . . How about you?*)
- Allow time for Ss to share their thoughts in groups.
- Have Ss focus on the questions. Ask Ss to discuss the questions in groups.
- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Vegetarianism

Unit 6 is the last unit in Cycle 1. It introduces the concept of vegetarianism, explains different types of vegetarianism, looks at meat consumption around the world, and highlights different points of view on the topic. This contrasts with Unit 12, which focuses on the ways in which we use and rely on animals for food and other purposes.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *Do you know what vegetarianism means? Does that sound like a word you know?*
- Elicit the meaning of *vegetarian* from Ss. Ask: *What is a vegetarian?* (**Answer:** person who doesn't eat meat)
- Have Ss make a list of ideas things they know about vegetarians.
- Elicit the ideas and write a list on the board. Tell Ss to add new ideas to their lists.
- At the end of the unit, have Ss check their lists to see which items appeared in the unit.

1 Critical cartoons

Page 41

Objectives: connect to background knowledge about the concept of vegetarianism and encourage Ss to think critically about personal choice regarding diet and eating habits.

About the topic

Vegetarianism is the practice of not eating meat. Some vegetarians, called vegans, also avoid consuming any animal products, such as eggs, dairy, and honey. There are also many semi-vegetarians, who eat fish or seafood but not meat from other animals.

There are many reasons for becoming vegetarian, including respect for animals, religious beliefs, health reasons, and environmental reasons.

Interesting facts

Vegetarianism has long roots in ancient India. India has the highest percentage of vegetarians, at around 40 percent.

About 3 percent of Americans are vegetarians, 1 percent vegans.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What animals appear in the cartoon?* (**Answer:** a lion and two gazelles) Clarify the types of animals as necessary.

- Have Ss read the text in the speech bubble. Ask: *Usually, when a gazelle sees a lion, it is scared. Why aren't these gazelles scared?* (**Answer:** The lion is a vegetarian.)
- Focus Ss' attention on the caption. Ask Ss to explain how the caption relates to the cartoon. (**Answer:** The gazelles will live longer because the vegetarian lion is not going to kill them.)
- Allow Ss to discuss in pairs. Elicit answers from the class.
- Focus Ss' attention on the questions. Read and clarify as necessary.
- Have Ss discuss the questions in groups.
- Allow time for Ss to complete the discussion. Elicit answers from the class.

It may be necessary and also help deepen Ss' understanding to explain the double meaning of the caption:



a) gazelles will live a longer life because the lion is a vegetarian, and b) vegetarians live longer lives on average than meat eaters.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

Food Inc., is a documentary that examines how food production in the United States has dramatically changed over the last half century to become a highly business-oriented process. This award-winning documentary by Robert Kenner challenges the viewer to consider the implications of food production — including meat, fruits, and vegetables — being tightly controlled by a small group of international companies.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 42–43

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the *In Focus* website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Focus Ss' attention on the words in the box. Write the words on the board.
- Say: *Some of these words may be familiar. Let's take a look and see which words we know. Check with your partner. Model discussing words with a partner.*
A: *What does appropriate mean?*
B: *I think it means . . . What do you think?*
- Have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words.
Say: *Underline all the keywords in the reading. Read the word in the sentence carefully. Think about what the word means.*
- When finished, have Ss check their original guesses.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- appropriate** suitable or right for a particular situation or occasion
- capture** to take someone as a prisoner, or to take something into your possession, especially by force
- crops** a plants grown in large amounts, usually for food
- declare** to announce something clearly, firmly, publicly, or officially
- decline** to refuse something; to gradually become less, worse, or lower
- eliminate** to remove or take away someone or something
- pursue** to follow someone or something, usually to try to catch or kill them
- religious** relating to a belief in a god or gods
- requirement** something that you must do or something you need
- threaten** to tell someone that you will hurt them or cause problems for them if they do not do what you want

2 Skimming

- Read the title of the text with Ss. Ask Ss to close their books or cover the reading.
- Ask: *What information do you remember from the reading?*
- Elicit and list Ss' answers on the board.
- Have Ss open their books or uncover the reading. Draw attention to the picture. Ask: *What do you see in the picture? How is it connected to the reading?* (**Answer:** fruits and vegetables; the reading is about a vegetarian diet)

To further clarify, have Ss name the fruits and vegetables in the picture.



Answer: (from left to right, top to bottom) melon, purple grapes, red leaf lettuce, eggplant (or aubergine), cabbage, artichoke, bananas, watermelon, green grapes, asparagus, apple, bell pepper (or paprika), broccoli, oranges, leek, tomato, courgette (or zucchini), lemon, kiwi, lime, cherries, pears, white grapes, potatoes, onion, green beans.

- Focus Ss' attention on the titles in Q2. Read and clarify as necessary.
- Instruct Ss to quickly read the text again and circle the title that best matches the text.
- Check Ss' answers as a class.

ANSWER

2 B



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 42 with Ss.
- Focus Ss' attention on Exercise 1. Ask: *Which words are missing here?* (**Answer:** the keywords that collocate with these words)
- Say: *Remember that collocations are words that are often found together. Let's use the text to find the keywords that collocate with the words in the exercise.*
- Instruct Ss to read the text and find the keywords.

ANSWERS

Collocations

- 1 decline meat
- 2 pursue people
- 3 eliminate problems
- 4 grow crops

- Allow Ss to complete the activity individually.
- Check answers as a class.

2 New collocations

- Tell Ss that the four keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss. (e.g., *The word decline also collocates with invitation. For example, I can decline an invitation.*)
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 decline an invitation
- 2 crops ripen
- 3 decline to comment
- 4 eliminate waste
- 5 pursue goals (declare goals *is also possible*)
- 6 crops fail
- 7 pursue a career (threaten a career *is also possible*)
- 8 eliminate the need (pursue the need *is also possible*)

Expansion

- ◆ Before completing the activity, provide access to the Internet or a (collocation) dictionary.
- ◆ Explain that Ss will look up the keywords and find additional collocations for each keyword.
- ◆ Instruct Ss to list at least one additional collocation for each keyword that does not appear in the book.
- ◆ Elicit and check answers as a class.

C Word parts: kilo

For more information on teaching and working with word parts, see page xii.

1 Complete the sentence

- Ask Ss to close their books. Focus Ss' attention on the word part *kilo*.
- Elicit words with *kilo* from Ss. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Write Q1 on the board. Ask: *Which word best completes this sentence?* (**Answer:** kilogram)
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the part of speech with Ss. (**Answer:** They are all nouns.)
- Ask: *Where is the word part located in each word?* (**Answer:** at the beginning of the word)
- Read the instructions with Ss. Remind Ss that they may need to change the form of the word to complete the sentence.
- Have Ss complete the sentences individually.
- Check answers as a class.

ANSWERS

- 1 kilogram
- 2 kilometers
- 3 kilowatts
- 4 kilocalories (this is the scientific term; we usually use the word *calories*)
- 5 kilobytes
- 6 kilohertz
- 7 kilotons

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *kilo*.
- Tell Ss to write their guess on the space provided.

- Have Ss share with a partner. Model conversation on the board.

A: *What do you think kilo means?*

B: *I think it means . . . What do you think?*

- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

kilo 1,000; from the Greek *khilioi*

Expansion

- ◆ Say: *The word kilo means 1,000. Each of these words can be shortened.*
- ◆ Elicit the two-letter abbreviation for *kilometer* (**Answer:** km) Write it on the board.
- ◆ Ask Ss to write the abbreviations for the remaining keywords. Encourage Ss to use a dictionary or the Internet to find the answers.
- ◆ Check answers as a class.

ANSWERS

- | | | |
|---|-------------|------|
| 1 | kilobyte | kB |
| 2 | kilocalorie | kcal |
| 3 | kilogram | kg |
| 4 | kilohertz | kHz |
| 5 | kilometer | km |
| 6 | kiloton | kt |
| 7 | kilowatt | kW |

D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Say: *Let's listen and write these questions.*
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 Do you agree with the idea that meat is murder?
- 2 What are some problems with industrial farming of animals?
- 3 Would people think differently about meat if they saw how animals are killed?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *Each of these questions is connected to the unit. Let's share our personal thoughts about vegetarianism.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 44–45

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify reasons; demonstrate inference skills; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org.

The 10 keywords introduced in Section 1 Core vocabulary are recycled in the reading. Encourage Ss to find the keywords and the sentences they are in to reinforce Ss' vocabulary learning.



A Pre-reading questions

- Read the title with Ss. Ask: *What does moral choice mean here?* (**Answer:** an ethically correct decision; a decision that does not cause harm to other beings)
- Focus Ss' attention on the pre-reading questions. Say: *These questions will be answered in the reading. Before we read, let's guess the answers.*
- Have Ss read and answer the pre-reading questions individually.
- Elicit and list Ss' ideas on the board.

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that there are so many different kinds of vegetarians.*)
- Have Ss read the text again and highlight or underline interesting information.

The reading includes a discussion of how farming of animals for food contributes to global warming. This connects to the theme of Unit 4: The Inconvenient Truth of Global Warming.



Expansion

- ◆ Have Ss read, then close books.
- ◆ Ask Ss to make a list of ideas they found interesting in the reading passage.
- ◆ Organize Ss into pairs.
- ◆ Have Ss exchange books.
- ◆ Ask Ss to take turns. One S describes the ideas of interest. The partner finds and highlights the relevant part of the text.
- ◆ Return books. Have Ss check and correct the highlighted parts as necessary.

C Checking details

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A 2 C

D Identifying reasons

- Draw Ss' attention to Section D. Say: *The following short passages explain why a person is a vegetarian. One word is missing that describes the reason. The paragraph will provide a clue. Let's read and complete the paragraph with the missing word.*
- Model by eliciting the first item on the board. (e.g., *This author stopped eating meat because his friend's father died. I think he gave up meat for health reasons.*)
- Allow time for Ss to read and complete the passages.
- Check answers as a class.
- Say: *These reasons are connected to the reading on page 44. Think about the information presented in the text. Let's read and choose the paragraph that best matches each reason presented here.*
- Allow time for Ss to read the text and identify the matching paragraph.
- Check answers as a class.

Write a selection of reasons on the board for Ss to choose from to complete the exercise. Reasons could include distractors. (e.g., health, personal, moral, allergies, cost, environmental, global warming.) Explain the meaning of the words as necessary.



ANSWERS

1	health	paragraph 4
2	environmental	paragraph 3
3	moral	paragraph 2

E Making inferences

- Draw Ss' attention to Section E.
- Read the instructions. Remind Ss that it is possible for more than one answer to be correct.
- Remind Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 B 2 A and C

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Remind Ss to say why they found the information interesting. Model with an example for Ss as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Focus Ss' attention on the questions. Say: *These questions ask you to think about what you would do in two situations. Read and share your thoughts with your group.*
- Allow time for Ss to discuss the questions in groups. Monitor and assist as necessary.
- Elicit Ss' opinions and share with the class.

4 Researching a topic

Page 46

Objectives: calculate class meat consumption as a percentage; compare class data with chart showing global meat consumption; interpret chart data and share opinions in a group discussion.

A Information gathering

- Arrange Ss into pairs.
- Focus Ss' attention on the chart. Say: *Now we are going to interview our classmates.*
- Read the parts of the chart. Ss ask partners to think about which meals over the last three days have contained meat. Tell Ss they will write their partner's answers in the chart.
- Model completing one interview on the board with Ss.
A: *Did you eat breakfast/lunch/dinner/snacks today?*
B: *Yes, I did. / No, I didn't.*
A: *Did your . . . have meat?*
B: *Yes, I ate . . . / No, I didn't eat meat.*
- Allow time for Ss to complete the interview.
- Have Ss calculate the total number of meals with and without meat and write the numbers in the chart.
- Direct Ss to calculate the percentage of meals with meat and complete the chart.

Show Ss how to calculate the percentage. Assuming Ss eat three meals a day over three days, this is $\text{meals with meat} / 9 \times 100$.



B Interpreting and reporting results

1 Share results

- Elicit the totals and percentages from Ss and list them on the board.
- Allow time for Ss to calculate the class percentage. Have Ss compare their results with the class percentage.

To calculate the class percentage, add all the percentages together and divide by the number of Ss. (e.g., If there are 15 students and the sum of the percentages of meals with meat is 825, then $825/15 = 55\%$.)



2 Interpret chart with class

- Draw Ss' attention to the chart. Say: *This chart shows us how much meat is eaten in different countries around the world. On the x axis on the bottom, we can see the countries. On the y axis, on the side, we can see the average number of kilograms of meat eaten per year per person.*
- Ask Ss if they can find their country on the chart. Have Ss locate the average world consumption of meat on the chart.
- Have Ss discuss the data in groups. Ask: *Were you surprised by any of this data? Tell your partners what surprised you.* Encourage Ss to use the language support in the speech bubbles in their discussion.
- Elicit and share Ss' observations as a class.

5 Critical thinking

Pages 47–48

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write sentences expressing a specific opinion on the consumption of meat; share and express personal opinions in group and class discussions; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Review the differences between facts and opinions with Ss. Provide examples as necessary.
- Instruct Ss to work with a partner and mark the items F for fact and O for opinion.
- Allow time for Ss to discuss the items and to mark F or O.

- Elicit answers as a class.

ANSWERS

- 1 Fact
- 2 Opinion
- 3 Fact
- 4 Opinion (Fact if comparing a balanced vegetarian diet with a diet that includes a lot of meat)
- 5 Opinion

B Categorizing

1 Identify tone of statements

- Draw Ss' attention to the chart. Review the sections of the chart.
- Instruct Ss to check the column that best represents the tone of each statement as positive, negative, or neutral. Ask Ss to highlight or underline words in each statement that help identify the tone of that statement.
- Model using the first statement from the chart for Ss.
- Allow time for Ss to check the statements. Ss' answers may vary.

Expansion

- ◆ Instruct Ss to review the text on page 44.
- ◆ Ask Ss to read the statements in Section B again.
- ◆ Have Ss choose the statements that the author of the reading passage would most likely make.
- ◆ Elicit and share as a class.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with an explanation of how the tone was decided.
- Allow time for Ss to share their opinions about each statement with their partner or group.
- Elicit answers and check as a class.

C Writing

- Draw Ss' attention to the writing section. Say: *In this unit, we have learned about vegetarianism. Look at the four pictures. Let's use them to express some opinions.*
- Model making a positive and negative statement for the first picture. (e.g., *Eating meat is good because it stops animals from hurting plants. Eating steak is not a good moral choice because you have to kill the animal.*)
- Explain to Ss to write either a positive or negative sentence for each picture.

- Allow time for Ss to complete the writing.
- Organize Ss into pairs. Have Ss share sentences with a partner.
- Elicit and share sentences as a class.

Expansion

- ◆ Have Ss exchange books.
- ◆ Ask Ss to read the sentences in their partner's book.
- ◆ On a sheet of paper, have Ss change their partner's sentence to positive or negative. (e.g., Original sentence: *Eating meat is unhealthy.* New sentence: *Eating meat can give you important vitamins and iron.*)
- ◆ Have Ss share changed sentences.
- ◆ Elicit and share as a class.

D Discussion

1 Share opinions

- Organize Ss into small groups.
- Draw attention to the picture and speech bubbles. Say: *This is Ted. He's a farmer. These are his opinions about eating meat. Let's read and discuss Ted's opinions.*
- Allow time for Ss to read the statements. Clarify as necessary.
- Have Ss discuss Ted's statements in groups. Encourage Ss to share their opinions about Ted's statements based on their learning in the unit.
- Allow time for Ss to complete the discussion. Circulate and monitor Ss' discussion. Provide clarification and support as necessary.

2 Report to class

- Direct groups to organize the results of the discussion.
- Have Ss form new groups. Say: *Think about the ideas shared in the discussion. Think about how many speakers agreed with Ted and who disagreed. Let's share our ideas.*
- Draw attention to the language support in the speech bubbles below the picture. Encourage Ss to use it to ask follow-up questions in the group discussion.
- Allow time for Ss to complete the discussion. Monitor and assist as necessary.
- Elicit ideas from the group discussion and share as a class.

Expansion

- ◆ Divide Ss into two groups.
- ◆ Have Ss make a T chart. Label the left column Pros. Label the right column Cons.
- ◆ Have Ss brainstorm the pros and cons of a vegetarian diet.
- ◆ Have Ss make a second T chart. Have Ss brainstorm the pros and cons of a non-vegetarian diet.
- ◆ Arrange Ss into pairs. Assign Ss opposing points of view.
- ◆ Ask Ss to debate and to express opinions in their roles. Encourage Ss to use ideas from the brainstorming to support their ideas.

Quotable Quotes

To my mind, the life of a lamb is no less precious than that of a human being. I should be unwilling to take the life of a lamb for the sake of the human body.

Mahatma Gandhi
Indian lawyer and politician

- Organize Ss into small groups. Draw attention to the picture. Ask: *Do you know who this is? Have you heard of him before?*
- Say: *Take a moment to think about this quote.* In groups, have Ss share ideas about the meaning of the quote. Model sharing for Ss. (e.g., *I think this quote means . . . How about you?*)
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Mahatma Gandhi was born in India while it was still under British colonial rule. He traveled to England to study law in 1880. It was during this time in London that Gandhi became a vegetarian. He authored books in support of a vegetarian lifestyle, including *The Moral Basis of Vegetarianism*. Gandhi favored eating milk and egg products as long as they did not harm the animal that produced them.

In the early 1900s, after returning to India, Gandhi became involved in political work, joining the Indian National Congress and working to promote the independence movement, which sought to end British colonial rule of India.

He became a noted activist for independence, celebrated the world over for his practice of peaceful protest in the face of violent opposition. He was imprisoned several times during his fight for independence. In 1947, the country was freed from British rule under a partitioned agreement that Gandhi had disagreed with: this created two separate countries, India and Pakistan. Within a year of the successful independence of India, Gandhi was assassinated by an extremist, angry with Gandhi's political beliefs.

Disappearing Languages

Unit 7 is the first unit of Cycle 2. It explores the topic of language extinction and looks at how English as a “killer” language has contributed to the disappearance of other languages. This connects with Unit 1, which introduces English as a world language and shows how it has come to dominate in many areas.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What kinds of languages do you think may be disappearing?* Elicit ideas from Ss.
- Elicit from Ss three or four of the most widely spoken languages in the world. Have Ss make a list. (**Answers:** Mandarin Chinese, English, Spanish, Arabic, and Hindi; see text on page 52)
- At the end of the unit, have Ss check the list to see which languages appeared in the unit.

1 Critical cartoons

Page 49

Objectives: connect to background knowledge about English as an international language and encourage Ss to think critically about the impact of English on other languages.

About the topic

There are more than 6,700 languages in the world today. However, languages are disappearing faster than ever. It is estimated that half of these nearly 7,000 languages may disappear by the year 2100. Languages spoken by powerful or large groups, such as English, Mandarin Chinese, and Arabic, have spread, causing smaller languages to become extinct.

Interesting fact

One language dies out approximately every two weeks.

- Ask Ss to discuss the questions in groups. Say: *Let's read the questions and take turns answering the questions in our group.* Read and clarify as necessary.
- Write language prompts on the board for Ss to use in the discussion as necessary. (e.g., *I guess the cartoon is trying to say . . . ; As far as I know, . . .*)
- Have Ss discuss the questions in groups.
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the **In Focus** website.

Speaking in Tongues: The History of Language is a five-part documentary about the history and evolution of language. Part 5 looks at language loss and also language creation. Experts discuss language trends and predict which languages are likely to be dominant in the future. Among the experts taking part in the documentary is the world-famous linguist Noam Chomsky.

Remind Ss that on the **In Focus** website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the cartoon? What's happening?* (**Answer:** The English “ship” is pushing smaller language ships out of the way.) Review the caption with Ss. Ask: *What does the caption mean? How is this connected to the unit?*

Unit 7 relates to Unit 1: A World of English. Help Ss connect to this unit by reviewing previous information about the spread of language described in Unit 1.



2 Core vocabulary

Pages 50–51

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the **In Focus** website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the **In Focus** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Say: *Circle the words you know. Underline the words you don't know.*
- Ask: *Look at the words you underlined. Can you guess what they mean? Model guessing with support language on the board.*
A: *What does absolutely mean?*
B: *I think it means . . . What do you think it means?*
- Elicit Ss' guesses as a class.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss check their original guesses.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- absolutely** completely
- administration** the management or control of an organization
- cite** to speak or write words from a written work; to mention something as proof for a theory or as a reason for something happening
- collapse** to fall down suddenly or to cause to fall down
- dominate** to have control over a place or person
- elementary** basic, simple, easy
- outcome** the result or effect of an action, situation, or event
- primary** more important than anything else; main
- severe** very great (of something bad); causing great pain, difficulty, damage, etc.
- vital** necessary or extremely important

Expansion

- ◆ Write the keywords on different sheets of paper. Tape sheets on the wall around the room.
- ◆ Organize Ss into pairs. Direct pairs to circulate around the room stopping at each keyword. Have Ss take turns defining the words.
- ◆ When finished, elicit the words and definitions from Ss as a class.

2 Skimming

- Read the title with Ss. Ask Ss to close their books or cover the reading.
- Ask: *What do you think the main idea of the reading is?* Focus Ss' attention on the statements below the reading.
- Focus Ss' attention on the statements in Exercise 2. Read and clarify as necessary.
- Instruct Ss to quickly read the text again and circle the statement that best describes the text.
- Check Ss' answers as a class.

ANSWER

2 C

Expansion

- ◆ Arrange Ss in pairs.
- ◆ Have Ss underline the topic sentence of each paragraph. (**Answer:** Paragraph 1: *Many people think about the number of languages in the world today and worry.* Paragraph 2: *Analysts have looked for causes in the decline in the number of languages.*)
- ◆ Have Ss double-underline the conclusion of the passage. (**Answer:** *We cannot predict which languages will disappear, but we are absolutely sure that not all languages will be spoken in the future.*)
- ◆ Ask Ss to discuss how the conclusion summarizes the topics presented in both paragraphs.
- ◆ Elicit Ss' answers and review as a class.

READING

ONLINE

Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 50 with Ss.
- Remind Ss that collocations are words that are often found together in English.
- Tell Ss to read the text and find the keywords.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 government administration
- 2 primary position
- 3 avoid this outcome
- 4 absolutely sure

2 New collocations

- Tell Ss that the four keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss. Say: *The first word is local. Local is used to describe a location, like a town or city. Administration can refer to the local government of a town or city. So, local administration is the most likely collocation.*
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 local administration
- 2 primary cause
- 3 favorable outcome (favorable administration is also possible)
- 4 absolutely right
- 5 absolutely perfect
- 6 whatever the outcome
- 7 primary source
- 8 current administration

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read the instructions with Ss. Explain that Ss will use the collocations from the previous activity to make new sentences.
- Model making a new sentence on the board. (e.g., *The cafeteria prepared an absolutely perfect meal today.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

C Word parts: *prim*

For more information on teaching and working with word parts, see page xii.

1 Complete the sentences

- Ask Ss to close their books. Focus Ss' attention on the word part *prim*.
- Elicit or give Ss words with the word part *prim*. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Write Q1 on board. Elicit the missing word. Ask: *Read the sentence again. What does the word primer mean? What do you think it means?* (**Answer:** first workbook)
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words.
- Read the instructions with Ss. Have Ss complete the sentences individually.
- Check answers as a class.

ANSWERS

- 1 primers
- 2 primates
- 3 prime
- 4 Primitive
- 5 prima donna
- 6 primeval
- 7 primary

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *prim*.

Provide Ss with a definition of the word on the board and review with them before asking Ss to guess the meaning.



- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Model conversation on the board.
A: *What do you think prim means?*
B: *I think it means . . . What do you think?*
- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

prim first; from the Latin *primus*

D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Review the dictation process with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- Cite some English words that have become a part of your language.
- Are there people who are against adding English words to your language? What are their primary reasons?
- Does English have an influence on your own language or culture? In what ways?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *Think about how your language is affected by English. These are concerns that you may have heard your parents or friends discuss. Let's share our opinions about English.*
- Write language prompts on the board for Ss to use in the discussion. (e.g., *I agree with . . . ; Perhaps some people think . . . , but . . . ; Overall, I believe . . .*)
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 52–53

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; demonstrate understanding of cause and effect; demonstrate inference skills; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org.

A Pre-reading questions

- Read the title with the Ss. Ask: *What do you think killer language means?* (**Answer:** *a widely spoken language whose dominance contributes to language extinction*)
- Draw attention to the picture and caption. Ask: *What does this picture tell you? What relation do you think it has to the reading?*
- Focus Ss' attention on the pre-reading questions. Say: *Before we read, let's make a few guesses about what information we will learn in the reading.*
- Have Ss read and answer the pre-reading questions individually.
- Elicit and list Ss' ideas on the board.

Encourage Ss to provide reasons or information to support their guesses about answers.



B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that a language can be like an endangered animal. I've never thought about languages that way.*)
- Have Ss read the text again and highlight or underline interesting information.

C Checking details

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A 2 C

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have each group create four more questions using the same format as in Section C.
- ◆ Collect all answers from the groups. Select eight to ten questions.
- ◆ Say: *I'll read a question. The first group that can answer the question will get one point.*
- ◆ Read the question. Give one point to the team that correctly answers first.
- ◆ Continue until the questions are finished.

D Cause and effect

- Draw Ss' attention to Section D. Clarify the concept of cause and effect with examples of situations that are familiar to Ss as necessary. (e.g., *The cause is walking in a cold rainstorm. What is the effect? Getting sick or becoming ill.*)
- Explain that there are six statements of cause and that Ss will find the related effects in the text.
- Have Ss read the text and find the effect for each cause. Model with the first answer for Ss. (e.g., *The effect of "Farmers cut down trees to plant fields." is "Animals disappear from these areas." That is from lines 5 and 6 of the reading.*)
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

Line	Effect
1 5–6	Animals disappear from these areas.
2 22–23	The languages are not taught at school.
3 25	Languages die.
4 36–37	Other languages disappear.
5 49–50	Parents choose an English education for their children.
6 56–57	They adopt a dominant language.

E Making inferences

- Draw Ss' attention to Section E.
- Read the instructions. Remind Ss that it is possible for more than one answer to be correct.
- Remind Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C 2 D

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have each group create two inference questions related to the text.
- ◆ Tell Ss to exchange questions with another group and take turns answering the questions.
- ◆ Have Ss return the questions and answers to the original group. Ask the groups to check their answers.
- ◆ Elicit and review some of the questions as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Remind Ss to say why they found the information interesting. Model with an example for Ss as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Ask: *How would you feel about living in an English-speaking country? Think about this as you answer question 2 in your group.* Have Ss discuss their ideas in groups. Monitor and assist as necessary.
- Elicit Ss' opinions and share with the class.
- Q3: Elicit reasons for learning English and create a list on the board. (e.g., *get a better job, improve my test scores, make new friends.*) Ask Ss to discuss in groups their reasons for learning English. Have Ss discuss their ideas in groups. Monitor and assist as necessary.
- Elicit Ss' opinions and share with the class.

Create a large list of reasons for learning English on the board. Have Ss choose the reasons from the list. This will provide additional scaffolding for the discussion.



4 Researching a topic

Page 54

Objectives: rate the importance of English in different occupations; share findings and discuss past and future trends in the need for English in jobs in a group discussion.

A Information gathering

- Say: *Think about jobs you know. Let's make a list together on the board. (e.g., teacher, lawyer, dentist, doctor, business person, engineer, systems analyst, taxi driver, musician, programmer, president, scientist.)*
- Focus Ss' attention on the pictures. Say: *What are these people's jobs?*
- Draw Ss' attention to the chart. Have Ss write 10 jobs in the first column.

Encourage Ss to use jobs from the board or to add different jobs to the chart.



- Have Ss review the list of jobs created in the group. Say: *Think about these jobs. For which job is it most important to know English? For which is it least important?*
- Say: *Let's rank these jobs. If English is very important for the job, write 10. If English is not important at all, write 1. Give a rating to each job. Model on the board. (e.g., On my list, I'm giving a rating of 10 for the job of English teacher.)*

Use a scale on the board. Write "Essential to know English" at the 10 mark. Write "English is not important at all" at 1. Model the ranking for Ss.



- Allow time for Ss to complete the ranking.

B Interpreting and reporting results

- Have Ss form new groups.
- Say: *Each group ranked the jobs. Now let's see how our answers compare. Explain your ranking to your partners. Allow time for Ss to compare lists.*
- Focus Ss' attention on the questions. Read and clarify as necessary.
- Encourage Ss to use the language support in the speech bubbles in their discussion.
- Allow time for Ss to discuss the questions in their groups. Monitor and assist as necessary.
- Elicit and share Ss' ideas as a class.

Expansion

- ◆ Elicit jobs from Section A and make a list on the board.
- ◆ In groups, have Ss organize the jobs into working areas. (e.g., lawyer, judge = Law; teacher, professor, dean = Education; business person, company president, manager = Business; programmer, systems analyst, network engineer, computer engineer = Computing or IT.)
- ◆ In groups, have Ss rank the working areas from 10 (English knowledge is essential) to 1 (English is not important).
- ◆ Have Ss form new groups and compare answers.
- ◆ Elicit and review Ss' reasons for ranking as a class.

5 Critical thinking

Pages 55–56

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph expressing Ss' opinions about English dominance; prepare and give a group presentation about English as a global language; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

1 Decide fact or opinion

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Review the differences between facts and opinions with Ss.

- Say: *Let's discuss these statements together. Work with a partner and decide if they are facts or opinions. Write language prompts on the board for Ss to use in the discussion. (e.g., I think it's obvious that . . . ; It's difficult to say, but . . . ; I'm not sure if/whether . . . ; I think this is a fact/opinion because . . .)*
- Allow time for Ss to discuss the items and to mark F or O.
- Elicit answers as a class.

ANSWERS

- 1 Fact
- 2 Fact
- 3 Opinion
- 4 Opinion
- 5 Fact

2 Create a fact or opinion

- Ask Ss to work with their partners to create two new sentences about the topic. Tell Ss to write one fact and one opinion.
- Have pairs of Ss read their fact and opinion statements to a new pair. Ss listening decide which is a fact and which is an opinion.
- Elicit statements and check answers as a class.

B Categorizing**1 Identify tone of statements**

- Draw Ss' attention to the chart. Review the sections of the chart.
- Instruct Ss to check the column that best represents the tone of each statement as positive, negative, or neutral. Ask Ss to highlight or underline words that help identify the tone of the statement.
- Model using the first statement from the chart for Ss.
- Allow time for Ss to check the statements. Ss' answers may vary.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with an explanation of how the tone was decided.
- Allow time for Ss to share their opinions about each statement with their partner or group.
- Elicit answers and check as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that includes their opinions about language dominance and English. Ask: *What have you learned about language dominance in this unit? How has that affected your opinion of foreign languages like English?*

- Before writing, ask Ss to make a list of the advantages and disadvantages of learning English or another major foreign language. (e.g., *Mandarin Chinese, Spanish, Arabic, French.*)
- Review the paragraph format with Ss. Explain that Ss should include an example of an advantage or disadvantage before providing their opinion.
- Use the model provided in the book on the board for Ss.
- Allow time for Ss to complete the writing. Monitor and help as necessary.

List advantages and disadvantages on the board and have Ss refer to the list to help scaffold their writing.



- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Presentation

- Organize Ss into small groups.
- Ask Ss to review the paragraphs from the previous writing activity. Say: *Now we will use the information from our writing to prepare a presentation with the title "English as the Global Language."*
- Focus Ss' attention on the presentation structure provided in the box. Explain the structure with Ss. Say: *Choose one person in the group to prepare and present each part of your talk. One person will prepare the introduction. One person will prepare the body, and one person will prepare the conclusion.*

After choosing their part, have Ss write their choice on a sheet of paper. While Ss prepare, check to see the role of each S and provide appropriate assistance.



- Elicit ideas for each part of the presentation. (e.g., *What do you include in the introduction? What information is in the body? What do you include in the conclusion?*)
- Focus Ss' attention on the transitions in the speech bubbles. Ask: *Why do you use transitions in a presentation?* (**Answer:** To move smoothly from one section to the next.) Encourage Ss to use transitions as they draft the presentation.
- Circulate and monitor as Ss prepare the presentation. Provide clarification and support as necessary.
- Explain that Ss will present to the class in their groups.

Gestures

Draw Ss' attention to the presentation tip. Model a "bad" presentation for Ss that does not use gestures. For example, speak while keeping arms straight at your sides. Then model a "good" presentation that uses appropriate gestures to add interest and clarify meaning. Elicit from Ss why gestures improve the presentation. Encourage Ss to practice gestures that will be useful in the presentation.



- Arrange the classroom to create a space for each group to present. Say: *As you make your presentation, remember you can use gestures to make it easier to understand.*
- Have groups present to the class.
- Provide feedback to groups, focusing on the use of gestures to clarify the presentation as well as the use of transitions.

This section can be used as an optional writing assignment.



- Organize Ss into small groups. Write the quote on the board for emphasis.
- In groups, have Ss share ideas about the meaning of the quote. Model sharing for Ss. (e.g., *I think this quote means . . . What do you think?*)
- Allow time for Ss to share their thoughts in their groups.
- Have Ss focus on the questions. Q1: Ask Ss to recall the topic of the unit. Have Ss share ideas about how the unit is connected to the quote.
- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Quotable Quotes

Our common language is English. And our common task is to ensure that our non-English-speaking children learn this common language.

Bill Bennett
former US Secretary of Education

Background Information

Bill Bennett was born in New York in 1943. Author, public speaker, radio host, and conservative politician, Bennett was US Secretary of Education from 1985 to 1988, serving under President Reagan. He is the author of several best-selling books, including *The Educated Child*, *The Death of Outrage*, and *The Book of Virtues*.

Our Crowded Earth

Unit 8 looks at the rapidly increasing global human population and explores the issues of population growth and overpopulation. This contrasts with Unit 2, which introduces the concept of aging populations and related issues caused by low birthrates in some developed countries, such as Japan and South Korea.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What does crowded mean?* (**Answer:** full of people)
- Elicit examples of places that are crowded from Ss.
- Ask Ss to brainstorm possible topics that might be covered in the unit. (e.g., *The unit may look at food shortage issues. It may describe illnesses related to overcrowding.*) Have Ss make a list.
- At the end of the unit, have Ss check the list to see which topics were discussed in the unit.

1 Critical cartoons

Page 57

Objectives: connect to background knowledge about population issues and encourage Ss to think critically about global overpopulation.

About the topic

The human population has increased massively over the last 100 years, from 1.7 billion in 1900 to over 7 billion today. This has raised concerns that we are reaching the limit the planet can support. Although population growth rates have declined in many advanced countries, they remain high in developing countries, and the world population is expected to reach 9.3 billion in 2050 and 10.1 billion in 2100.

Interesting fact

The continent with the largest human population is Asia. It has 4.2 billion people, or 60 percent of the world's population.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon and the caption. Ask: *What is happening in the picture?* (**Answer:** People are falling off the planet because it is too crowded.)
- Have Ss discuss the questions in groups.
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Write questions from Section A on slips of paper. Write one question per slip of paper.
- ◆ Place the questions in a small box or a bag.
- ◆ Arrange Ss into groups.
- ◆ Have groups choose one question from the box.
- ◆ Ask Ss to work together to write a paragraph that answers the question. Encourage Ss to provide more details to explain their answers.
- ◆ Invite Ss to present the paragraphs to the class.
- ◆ Review ideas from the presentation with Ss.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

Logan's Run is a science fiction movie set in the twenty-third century. Humans are living in a sealed city. Everything seems perfect. But to control resources and prevent overpopulation, everyone over the age of 30 must be killed in a ceremony known as Carousel. The movie follows a couple who try to escape the city and that fate.

The Population Explosion is a book by Paul and Anne Ehrlich. The book expresses the belief that we can avoid disaster from overpopulation and suggests how we could save the planet. It is an update of Paul Ehrlich's famous earlier work, *The Population Bomb*.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 58–59

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the **In Focus** website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the **In Focus** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Ask Ss to discuss the words in pairs. Model discussing words with a partner.
A: *Do you know what critic means?*
B: *I think it means . . . Do you agree?*
- Have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss check their original guesses.
- Review and clarify the word meanings as a class.

Definitions

- critic** a person who disagrees with something or someone; a person whose job is to give an opinion about books, movies, etc.
- decade** a period of 10 years, especially a period such as 2010 to 2019
- expansion** the increase of something in size, number, or importance
- guarantee** a promise that something will be done or will happen, especially a written promise by a company
- launch** to begin or introduce a new plan or product
- overall** in general rather than in particular, or including all the people or things in a particular group or situation
- reduction** the act of making something less in size, amount, degree, importance, etc.
- secure** free from risk and change for the worse; safe, confident; fixed
- settlement** a place previously uninhabited where people create a community to live
- southern** in or from the south part of an area

2 Skimming

- Read the title with Ss. Ask Ss to close their books or cover the reading.
- Ask: *What information do you remember from your first reading? What do you think is the main idea?*
- Have Ss open their books or uncover the reading. Draw attention to the picture at the top of the reading. Ask: *How is the picture connected to the reading?* (**Answer:** Malthus looked at population growth in European settlements in North America in 1798. The picture is of Quebec [in present-day Canada] in 1775, one such settlement.)
- Focus Ss' attention on Exercise 2. Review the pictures with Ss. Ask: *What do you see in each picture?* (**Answer:** A: industrial farms; B: tanks; C: a crowded city)
- Say: *Now read the text again. Think about which picture goes best with the text.*
- Instruct Ss to quickly read the text again and circle A, B, or C.
- Check Ss' answers as a class.

ANSWER

2 C

Expansion

- ◆ Arrange Ss in groups.
- ◆ Focus Ss' attention on pictures A and B.
- ◆ Ask Ss to discuss why the pictures do not support the text.
- ◆ Elicit and share answers as a class.



Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 58 with Ss.
- Remind Ss that collocations are words that are often found together in English.
- Tell Ss to read the text and find the keywords.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 population expansion
- 2 critics disagreed
- 3 guarantee food supplies
- 4 overall situation
- 5 launched the era

2 New collocations

- Tell Ss that the five keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss as necessary.
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 launch an attack
- 2 guarantee fast delivery
- 3 overall impression
- 4 rapid expansion
- 5 critics argue

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read the instructions with Ss. Explain that Ss will make new sentences using the collocations from the previous activity.
- Model making a new sentence on the board. (e.g., *The pizza service guarantees fast delivery.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

Expansion

- ◆ Have each S write one of the new sentences from Exercise 2 on a slip of paper.
- ◆ Collect and pass the slips out to Ss. Each student will have a different sentence.
- ◆ Have Ss stand and mingle. Say: *Find who wrote it by asking questions. Don't read the sentence but ask questions to guess who wrote it.*
- ◆ Model the activity for Ss. (e.g., *Did you write about a pizza service?*)
- ◆ Have Ss work until everyone finds the original writer.
- ◆ Elicit and review the sentences as a class.

C Word parts: ex

For more information on teaching and working with word parts, see page xii.

1 Complete the sentence

- Ask Ss to close their books. Focus Ss' attention on the word part *ex*.
- Elicit words with *ex* from Ss. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Write Q1 on the board. Elicit the missing word. (**Answer:** expanding)
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the word types with Ss.
- Read the instructions with Ss. Remind Ss that they may need to change the form of the word to complete the sentence.
- Have Ss complete the sentences individually.
- Check answers as a class.

Prepare a list of words with *ex* before class to review with Ss.



ANSWERS

- 1 expanding
- 2 exports
- 3 exit
- 4 expelled
- 5 exiled
- 6 exposed
- 7 excluded

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *ex*.
- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Model conversation as necessary.
- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

ex out of, away from, lacking; from the Latin *ex*

D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Review the dictation process with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 What might happen if the expansion of the world's population continues?
- 2 What could lead to a reduction in world population?
- 3 Does your country have a secure food supply? Does it matter?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *Think about what we have learned in this unit so far. We can use this information to discuss the questions.*

Review the reading with Ss if necessary. Have Ss underline or highlight information in the text that can support the discussion.



- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 60–61

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; demonstrate inference skills; identify author purpose; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org.

A Pre-reading questions

- Draw Ss' attention to the title and chart. Ask: *What does the chart show? How do you think it is related to the reading?* Have Ss use the chart to make statements. (e.g., *There were 50 million people in the world 1,000 years ago.*)
- Draw Ss' attention to the pre-reading questions. Say: *Look at these questions. Let's talk about the answers together.*
- Have Ss read and answer the pre-reading questions individually.
- Elicit and list Ss' ideas on the board.

Expansion

- ◆ Put Ss into pairs.
- ◆ Tell Ss they will think about the answers to the pre-reading questions with their partners.
- ◆ Have Ss create a list of additional information that could be found in the reading.
- ◆ Elicit answers from Ss and create a list on the board.
- ◆ Review the list after reading the text as a class. Highlight or underline information that appeared in the reading.

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that there were one billion people in the world in 1804.*)
- Have Ss read the text again and highlight or underline interesting information.

Draw attention to the reference at the bottom of page 60 with Ss. Point out that this relates to line 10. Explain that references allow the reader to verify information contained in a text as well as find out more about the topic.

**C Checking details**

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 B 2 C

Expansion

- ◆ Put Ss into pairs.
- ◆ Draw attention to the incorrect statements in Q1 and Q2 of Section C.
- ◆ Have Ss work together to change the incorrect statements to correct ones. (e.g., *Populations in some wealthy countries have begun to fall.*)
- ◆ Allow time for Ss to complete the activity.
- ◆ Elicit and check the statements as a class.

D Making inferences

- Draw Ss' attention to Section D.
- Read the instructions. Remind Ss that it is possible for more than one answer to be correct.
- Remind Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A 2 D

E Identifying purpose**1 Identify author purpose**

- Read the instructions and clarify meaning as necessary.
- Say: *By reading the text, we can understand the author's purpose, or what he or she wants the reader to understand after they have finished reading. Let's see which statement best matches the author's purpose.*
- Review and clarify the statements with Ss.
- Direct Ss to read the passage and check the boxes that best match the author's purpose.
- Allow time for Ss to read and check the boxes.

ANSWER

To appeal to us to do something to reduce the world's population.

2 Compare answers

- Have Ss check their answers in pairs.
- Elicit and review answers as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Remind Ss to say why they found the information interesting. Model with an example for Ss as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Review lines 26–29 with Ss. Ask: *What is the main idea of this paragraph?* (**Answer:** It compares the consumption habits of Americans with those of Southern Asians.) Ask Ss to think about how much consumption takes place in their country. (e.g., *In some Asian countries, the overuse of cars is creating extreme pollution.*) Elicit one example and write it on the board. Allow time for Ss to complete the discussion. Monitor and assist as necessary.
- Elicit Ss' ideas and add to the list of examples on the board.

4 Researching a topic

Page 62

Objectives: conduct group survey on size of future family wanted; calculate class average; compare class average with replacement birthrate; discuss findings and implications with partners.

A Information gathering

1 Conduct group survey

- Arrange Ss into groups of five to six.
- Focus Ss' attention on the picture. Say: *The topic of this unit is population. Think about yourself and how you may affect future population growth.*
- Review the chart with Ss. Say: *Now let's interview our group. Write the name of each group member in the "Name" column of the chart. We will write the answers in the "Number of children wanted" column.*
- Model the question on the board for Ss. (e.g., *How many children would you like to have?*) Point out that zero is an option!
- Allow Ss time to finish the interview and complete the chart.

2 Calculate group and class averages

- Remind Ss that averaging requires adding all the available numbers and dividing the total by how many numbers there are. Recall how to average information from previous units as necessary.

- Ask Ss to calculate the averages for their groups.
- Elicit and write the information on the board.
- Have Ss calculate the class average and complete their charts.

B Interpreting and reporting results

- Arrange Ss into pairs or small groups.
- Have Ss open books to page 12. Review the concept of replacement birthrate of a country. Ask: *What is the replacement birthrate for your country?* (**Answers:** 2.1 for developed countries; 2.5–3.3 for developing countries; global average: 2.33)
- Have Ss write the answer next to Q1.
- Focus Ss' attention on the language support in the speech bubbles. Say: *We can use these phrases in our discussion. On the left, we have statements for expressing opinions. On the right, we have expressions for describing and explaining figures.* Review and clarify as necessary.
- Say: *Now let's read and discuss these questions with our partners.*
- Allow time for Ss to discuss the questions in their groups. Monitor and assist as necessary.
- Elicit and share Ss' ideas with the class.

5 Critical thinking

Pages 63–64

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statement; write a paragraph on consequences of limiting or allowing global population growth; identify opinions on population issues, express personal opinions, share with class; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

- Focus Ss' attention on Section A. Review the differences between facts and opinions with Ss as necessary.
- Arrange Ss in pairs.
- Say: *Here are some facts and opinions about population. Let's work together to decide which are facts and which are opinions.* Model discussion as necessary for Ss.
- Allow time for Ss to discuss the items and to mark F or O.
- Elicit answers as a class.

Unit 2 contains additional points of view on birthrates. Recall Ss' knowledge on points of view from Unit 2 and compare with this unit.



ANSWERS

- 1 Opinion
- 2 Fact
- 3 Fact
- 4 Opinion
- 5 Fact

B Categorizing

1 Identify tone of statements

- Draw Ss' attention to the chart. Review the sections of the chart.
- Instruct Ss to check the column that best represents the tone of each statement as positive, negative, or neutral. Ask Ss to highlight or underline words that help identify the tone of the statement.
- Model using the first statement from the chart for Ss as necessary.
- Allow time for Ss to check the statements. Ss' answers may differ.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with an explanation of how the tone was decided.
- Allow time for Ss to share their opinions about each statement with their partner or group.
- Elicit answers and check as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that describes some of the consequences of the two alternatives presented in the writing box: limiting or allowing global population growth.
- Before writing, have Ss brainstorm some consequences for each alternative.
- Review the paragraph format with Ss. Use the model provided in the book to model on the board for Ss.
- Allow time for Ss to write and complete the paragraph.
- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Discussion

1 Identify opinions

- Organize Ss into pairs or small groups.
- Ask Ss to review the paragraphs from the previous writing activity. Elicit and write some consequences of global population changes on the board.
- Say: *In the chart below are statements. There are two people speaking. One is a government minister in charge of improving the country's weak economy. The other is a company employee with no children who lives in a crowded city.*
- Focus Ss' attention on the statements in the chart. Review and clarify as necessary. Say: *Now work together and discuss each statement. Decide who the speaker is based on information in the statement.* Remind Ss that there is more than one possible answer related to each statement.
- Model a discussion of the first statement with Ss. Have Ss work together and check statements.
- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.

2 Compare opinions

- Have Ss form new groups. Explain that groups may have different answers.
- Direct Ss to compare answers and explain their choices.
- Elicit Ss' answers and share with the class.

3 Agree or disagree

- Ask: *Do you agree or disagree with the statements? What is your personal opinion?*
- Have Ss write A for agree and D for disagree next to each statement.
- When finished, direct Ss to compare and explain their answers in their groups. Focus Ss' attention on the speech bubbles. Say: *You can use these phrases in your discussion. They will help you express your opinion.*

4 Report results

- Say: *Now you are going to share your opinions with your classmates.*
- Have Ss from each group share ideas with the class.
- Say: *Let's decide as a class which is better: limiting the population or allowing it to grow.*
- Review Ss' opinions and have the class decide whether limiting the population or allowing it to grow is better.

Expansion

- ◆ Have Ss review the “Information gathering” section on page 62.
- ◆ As a class, ask Ss to think whether their future desires have changed over the course of the unit.
- ◆ Ask Ss to use supporting details from the unit in their discussion.
- ◆ Elicit and review how Ss’ personal desires for a family have changed over the course of the unit.

Quotable Quotes

If motherhood doesn’t interest you, don’t do it. It didn’t interest me, so I didn’t do it.

Katharine Hepburn
American actress

- Organize Ss into small groups. Write the quote on the board for emphasis.
- In groups, have Ss share ideas about the meaning of the quote. Model sharing as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss’ ideas and share as a class.
- Have Ss focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss’ discussion.

Background Information

Katharine Hepburn was an American film, stage and TV actress. Born in 1907, she first appeared in a movie at the age of 25, when she became an instant Hollywood star. Her career lasted 66 years, during which she appeared in 44 movies, 8 television movies, and 33 plays, before her death in 2003. From the beginning, she was known for her unconventional attitude, athleticism, confidence, and independent spirit. She came to represent the “modern woman” in America and is today regarded as an important cultural figure.

Do Great Athletes Deserve Great Salaries?

Unit 9 explores the economics of sport. It looks at the salaries of top sportspeople and the factors that affect salaries in sport and in other professions. This contrasts with Unit 3, which focuses on competition in sport and the role of performance-enhancing drugs, and goes on to look at the effects of competition on society in general.

Unit and title

- Ask Ss if they know how much money different athletes make.
- Have Ss form small groups. Assign groups different sports. (e.g., *Your team will look up soccer players.*)
- If Ss have Internet access, have Ss research the average salaries of the athletes in their assigned sports.
- Elicit and share information as a class.
- Draw attention to the title of the unit. Ask Ss to consider how the information they learned from Unit 3 about athletes' salaries may be covered in this unit.
- Create a list of ideas about the unit with Ss. Have Ss copy the list.
- At the end of the unit, have Ss check the list to see which ideas were discussed in the unit.

1 Critical cartoons

Page 65

Objectives: connect to background knowledge about sports and salaries of top sportspeople and encourage Ss to think critically about professional athletes' salaries.

About the topic

The world's highest-paid athletes receive very high salaries, in the millions of dollars per year, and these salaries have risen fast over recent years, mainly because of increasing television revenues. There is an ongoing debate about whether such salaries are deserved, especially when compared with those of other professions.

Interesting fact

Among active athletes, Tiger Woods was the top earner in 2013, with \$78 million. This is 16 times what the US president earns and more than 100 times the salary of a teacher in America.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon and speech bubble. Ask: *What is the driver saying? Why? What does the glove represent?* (Answer: "I think we're going to need a bigger truck." The glove is very big, like athlete salaries.) Elicit Ss' responses.
- Have Ss discuss the questions in groups.
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

Jerry Maguire is a drama that looks at the world of sports agents, who will do almost anything to get high salaries for the athletes they represent and the commission that comes a successful deal. The movie focuses on the life and career of one successful agent, Jerry Maguire (Tom Cruise), who begins to question what he is doing and his priorities in life. As a result, he loses all his clients but one.

Moneyball is a film starring Brad Pitt, in which a baseball team with a limited budget tries to build a winning team by using mathematics to find players that give the best value for money. It is based on a true story.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 66–67

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the *In Focus* website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Ask Ss to discuss the words in pairs. Model discussing words with a partner.

A: *Do you know what analysis means?*
B: *I think it means . . . What do you think?*
- Have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss check their original guesses.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- analysis** the process of studying or examining something in an organized way to learn more about it; a particular study of something
- annual** of or for a period of one year
- budget** a financial plan that lists expected expenses and income during a particular period
- compensation** to pay someone money in exchange for work done, for something lost or damaged, or for some inconvenience
- controversial** causing or likely to cause disagreement
- debt** something owed, especially money
- profit** money that a business earns above what it costs to produce and sell goods and services
- recruit** to persuade someone to become a new member of an organization
- revenue** the income that a business or government receives regularly, or an amount representing such income
- sum** a particular amount of money

Expansion

- ◆ Have each S choose one keyword.
- ◆ Ask S to create a word map of the word using a dictionary. Have Ss include the following information in the word map: part of speech, pronunciation, definition of the word, example of the word used in a question, example of the word used in a sentence, word root or origins, word parts if appropriate, picture if appropriate.
- ◆ Arrange Ss into small groups.
- ◆ Have Ss share word maps with other groups.
- ◆ Invite two to three Ss to share word maps with the class.

2 Skimming

- Read the title with Ss.
- Ask: *What information do you think the economics of sports includes?* Elicit ideas and create a list on the board. (e.g., *athlete salaries, coach salaries, ticket sales, commercial sales, merchandising.*)
- Instruct Ss to look for information connected to the economics of sports that relates to the list on the board. Direct Ss to circle or underline information from the list that appears in the text.
- Allow time for Ss to read. Elicit and check the list with Ss.

- Focus Ss' attention on the titles in Exercise 2. Read and clarify as necessary.
- Instruct Ss to quickly read the text again and circle the title that best matches the text.
- Check Ss' answers as a class.

ANSWER

2 A



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 66 with Ss.
- Remind Ss that collocations are words that are often found together in English.
- Tell Ss to read the text and find the keywords.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 financial compensation
- 2 annual salary
- 3 total revenue
- 4 go into debt
- 5 statistical analysis

2 New collocations

- Tell Ss that the five keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss as necessary.
- Allow time for Ss to complete the exercise individually.
- Remind Ss that there is more than one possible answer. Share answers as a class.

ANSWERS

- 1 generate revenue (generate debt *is also possible*)
- 2 deep in debt
- 3 annual vacation
- 4 pay off a debt
- 5 full compensation (full analysis, full revenue *are also possible*)
- 6 chemical analysis
- 7 tax revenue (tax compensation *is also possible*)
- 8 workers' compensation/debt/revenue
- 9 data analysis
- 10 annual costs (annual debt, annual compensation *are also possible*)

Expansion

- ◆ Write one part of each collocation from Exercise 2 on individual slips of paper. (e.g., *generate, revenue, deep in, debt.*) Create a set of slips for each group in class.
- ◆ Arrange Ss into pairs or small groups.
- ◆ Place the slips of paper on a table with the word face down.
- ◆ Have Ss take turns turning over slips. Ss turn two slips each time. Ss keep slips if the words make a collocation.
- ◆ Continue until there are no more matches. The S with the most slips wins.

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read the instructions with Ss. Explain that Ss will make sentences using the collocations from the previous activity.
- Model making a new sentence on the board. (e.g., *My annual costs for school increase every year.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

Personalize the activity by having Ss create sentences that relate to their lives.



C Word parts: *tract*

For more information on teaching and working with word parts, see page xii.

1 Complete the sentence

- Ask Ss to close their books. Focus Ss' attention on the word part *tract*.
- Elicit or give Ss words with the word part *tract*. Write them on the board. Provide words if necessary.
- Check the meaning of the words with Ss.
- See if Ss can guess meaning of the word part.
- Write Q1 on the board. Elicit the missing word. (**Answer:** contract)
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the word types with Ss.
- Read the instructions with Ss. Remind Ss that they may need to change the form of the word to complete the sentence.
- Have Ss complete the sentences individually.
- Check answers as a class.

ANSWERS

- 1 contract
- 2 attract
- 3 extracted
- 4 abstract
- 5 distracted
- 6 tractor
- 7 traction

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *tract*.
- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Model conversation as necessary.
- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

tract to draw, pull; from the Latin *tractus*

D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Review the dictation process with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 What is your favorite sport and how often do you play it?
- 2 What do you think is fair annual compensation for a professional athlete?
- 3 Have you ever met a famous athlete? Who would you like to meet? Why?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *Think about what we have learned in this unit about athletes' salaries. You can use this information in your discussion*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

Review the reading with Ss if necessary. Additionally, have Ss review information about athletes presented in Unit 3.



3 Reading skills

Pages 68–69

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify reference words; demonstrate inference skills; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org.

A Pre-reading questions

- Draw attention to the title and pictures. Ask: *What do these pictures tell you? How do you think they are related to the reading?*
- Focus Ss' attention on the pre-reading questions. Say: *Before we read, let's consider the answers to these questions.*
- Have Ss read and answer the pre-reading questions individually.
- Elicit and list Ss' ideas on the board.

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.

Note that the reference to the world's top earners in line 20 relates to athletes' contracts for team sports. It does not include athletes in individual sports like tennis or golf.



- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that the average personal income in the United States is only \$40,000 a year.*)
- Have Ss read the text again and highlight or underline interesting information.

Prepare pictures of gold, diamonds, and Elvis Presley's Las Vegas suit. Show the three pictures together and explain that each item is very rare. Presley's suit is the rarest as there is only one such suit in the world. This will provide context for the text if Ss are unfamiliar with the value of the items.



Expansion

- ◆ After the reading activity, have Ss create a T chart.
- ◆ On the left side write, the title "Reasons for high salaries"; on the right side, write the title "Reasons against high salaries".
- ◆ Have Ss refer back to the reading and use information provided to complete the chart.
- ◆ Elicit and clarify Ss' ideas for the pros and cons as a class.

C Checking details

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D 2 C

D Pronouns

- Draw Ss' attention to Section D.
- Say: *You can find these pronouns in the text. Read the part of the text before and after the pronouns to find out what the pronoun refers to.*

Remind Ss that pronouns are often used to avoid constant repetition of a name or concept.



- Read and review the questions. Clarify as necessary.
- Q1: Elicit the answer or model completing it on the board. (e.g., *In line 21, the pronoun one refers to "current 14 top earners."*)
- Allow time for Ss to read and find the answers in the text.
- Note that the exact written form of the answers may vary by student: *the top players, . . . top players, the top 14, current top earners, the 14 highest-paid earners*, etc.
- Check answers as a class.

ANSWERS

- 1 the world's current 14 top earners
- 2 what these athletes do
- 3 the worth of what someone does
- 4 (sports) business
- 5 top players

E Making inferences

- Draw Ss' attention to Section E.
- Read the instructions. Remind Ss that it is possible for more than one answer to be correct.
- Remind Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C and D 2 A

Expansion

- ◆ Review the inferences from Section E with Ss.
- ◆ Put Ss in groups. Have Ss work together to write two additional statements. Tell Ss that one statement should be true and able to be inferred from the text. The other should be false.
- ◆ Invite Ss to share the two statements with the class. Have the class listen and identify which is true and which is false.
- ◆ Continue as time permits.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Remind Ss to say why they found the information interesting. Model with an example for Ss as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Read the questions with Ss. Clarify as necessary. Tell Ss to discuss their ideas in groups.
- Allow time for Ss to discuss the questions in groups. Monitor and assist as necessary.
- Elicit Ss' opinions about both questions and share with the class.

4 Researching a topic

Page 70

Objectives: choose top athletes and rank their appeal; share and compare findings in groups; discuss the relation between athletes' appeal and salaries in groups and with the class.

A Information gathering

1 List athletes

- Have Ss work individually.
- Draw Ss' attention to the chart. Read and clarify as necessary.
- Read the instructions with Ss. Have Ss write a list of six famous athletes and the sports they play in the chart.
- Elicit Ss' ideas as a class.

Elicit the names of athletes and the sports they play as a class before Ss work individually. Have Ss choose six from the list to provide additional scaffolding for the activity.



2 Rank athletes

- *Say: In previous units, we have ranked information from best to least and from most important to least important. Think about the six athletes. We can rank these from how much we want to see them to how little we want to see them.*
- Model and clarify as necessary. (e.g., *Of all these athletes, I want to meet Rafael Nadal the most. I'll give him 1. I don't really care about meeting Cristiano Ronaldo. I'll give him 6.*)
- Allow time for Ss to rank the athletes from most to least and to complete the ranking column.
- Circulate and clarify as necessary.

3 Decide how much to pay

- *Ask: How much would you pay to see each of these athletes?* Tell Ss they have \$1,000 in total to spend to see the athletes. Direct Ss to write the amount they would pay in the appropriate column on the chart.
- Allow time for Ss to complete the column. Circulate and clarify as necessary.

B Interpreting and reporting results

1 Compare chart data in groups

- Have Ss form small groups. *Say: Now that you have had some time to think about it, let's share our ideas in groups.* Draw Ss' attention to the language support in the speech bubbles. Explain that they can use this language in their discussion.
- Focus Ss' attention on the questions. *Say: Compare the similarities and differences in your list of athletes. Compare how much you are willing to pay to see the athletes.* Ask Ss to share their reasons.
- Allow time for Ss to compare their chart data.

2 Discuss ideas with class

- Focus Ss' attention on the discussion questions. Read and clarify as necessary.
- Draw Ss' attention to the language support in the speech bubbles. Explain that they can use this language in their discussion.
- *Say: Now it's about your personal opinion. Share your own ideas about these athletes.*
- Allow time for Ss to complete the discussion. Monitor and assist as necessary.
- Elicit and share Ss' ideas as a class.

5 Critical thinking

Pages 71–72

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph summarizing opinions on salaries of top athletes; express opinions about factors affecting salaries; discuss and share opinions about average US salaries; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

1 Decide fact or opinion

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on Section A. Review the differences between facts and opinions with Ss.
- *Say: Let's discuss these statements together. Work with a partner and decide if they are facts or opinions.* Write language prompts on the board for Ss to use in the discussion as necessary.
- Allow time for Ss to discuss the items and to mark F or O.
- Elicit answers as a class.

ANSWERS

- 1 Opinion
- 2 Fact
- 3 Opinion
- 4 Fact
- 5 Opinion

2 Create a fact or opinion

- Ask Ss to work with their partners to create two new sentences about the topic. Tell Ss to write one fact and one opinion.
- Have pairs of Ss read their fact and opinion statements to a new pair. Ss listening decide which is a fact and which is an opinion.
- Elicit statements and check answers as a class.

B Categorizing**1 Identify tone of statements**

- Draw Ss' attention to the chart. Review the sections of the chart.
- Instruct Ss to check the column that best represents the tone of each statement as positive, neutral, or negative. Ask Ss to highlight or underline words that help identify the tone of the statement.
- Model using the first statement from the chart for Ss as necessary.
- Allow time for Ss to check the statements. Ss' answers may vary.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with an explanation of how the tone was decided.
- Allow time for Ss to share their opinions about each statement with their partner or group.
- Elicit answers and check as a class.

Expansion

- ◆ Put Ss in groups.
- ◆ Focus Ss' attention on the reading passage on page 68.
- ◆ In groups, have Ss identify one positive, one negative, and one neutral statement in the text.
- ◆ Direct Ss to compare their statements with other groups.
- ◆ Elicit and check statements as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that summarizes the arguments about paying high salaries to top athletes.
- Before writing, ask Ss to review the unit and create a list of the arguments for and against paying high salaries to athletes.
- Review the paragraph format with Ss. Explain that Ss will present the arguments using that format.
- Use the model provided in the book on the board for Ss.
- Allow time for Ss to complete the writing.
- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Discussion**1 Share opinions**

- Organize Ss into small groups.
- Ask Ss to review the paragraphs from the previous writing activity. Elicit some of the arguments for and against sportspeople receiving high salaries.
- Draw Ss' attention to the charts. Say: *These are factors that influence how big or small a salary is. Let's take a moment to read the factors. Then we will take turns explaining these factors for our group.*
- Read the factors. Model explaining factors for Ss. (e.g., *One factor is creativity. I think that if a job needs a lot of creativity, the salary should be good.*) Say: *Take turns explaining the factors to your group.*
- Allow time for Ss to complete the activity. Circulate and monitor Ss' discussion. Provide clarification and support as necessary.
- Read the second instruction with Ss. Ask: *Which factors do you think are the most important? Put a check next to the three factors you choose.*
- Draw attention to the speech bubble. Explain to Ss that they can use this to help explain their choices to partners.
- Allow time for Ss to discuss the three factors they believe are important.

2 Discuss with the class

- Focus Ss' attention on the chart in Exercise 2. Say: *This chart shows the average salary of different jobs in the United States. Let's think about the differences in salaries.*
- Draw attention to the questions. Say: *We will discuss these questions together.* Read the questions with Ss. Clarify as necessary.
- Have Ss read the information in the chart individually or in small groups.
- Draw attention to the language support in the speech bubbles. Explain to Ss that they can use this in their discussion.
- Have Ss discuss the questions in groups. Monitor and clarify as necessary.

Write the speech bubbles on the board. Encourage Ss to use the sentence stems to express their opinions during the discussion. This can provide useful scaffolding.



- Elicit ideas and opinions from the group discussion and review as a class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Assign one job from the chart to each group. Ask the groups to research and find the average salary for the same job in their country.
- ◆ Say: *How does the average salary in your country compare to the average salary in the United States? Why do you think it's different?*
- ◆ Have Ss discuss the difference. Ask Ss to consider how they would change salaries in either country. Encourage Ss to give reasons. Monitor and assist as necessary.
- ◆ Elicit and share Ss' ideas as a class.

Quotable Quotes

As soon as you take money for playing a sport, it isn't a sport, it's work.

Avery Brundage
Olympic athlete

Background Information

Avery Brundage was an American athlete who competed as an Olympic track runner in the 1912 Olympic games. Brundage became a sports administrator after retiring as a sportsman, eventually becoming the president of the International Olympic Committee from 1952 to 1972. Brundage is often remembered for advocating the practice of amateurism — the support of amateur sports talent over athletics as a profession.

This section can be used as an optional writing assignment.



- Organize Ss into small groups. Write the quote on the board for emphasis. Say: *Take a moment to think about this quote.*
- In groups, have Ss share ideas about the meaning of the quote. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss' focus on the questions. Q1: Ask Ss to recall the topic of the unit. Have Ss share ideas about how the unit is connected to the quote.
- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

The Global Warming Myth?

Unit 10

Unit 10 focuses on what myths are traditionally and explains the modern meaning of the word. It looks at issues related to global warming and asks whether this could be a present-day myth. This contrasts with Unit 4, which explores the causes and effects of global warming and introduces the concept of carbon footprints.

Unit and title

- Introduce the title of the unit to Ss.
- Ask Ss what they know about global warming (covered in Unit 4). (e.g., *What do you remember about global warming? What have we previously learned?*) Elicit answers from Ss.
- Ask: *What is a myth?* (**Answer:** the meaning in this context is a commonly believed but false idea)
- Ask Ss to predict what information may be in the unit.
- Create a list of ideas with Ss. Have Ss copy the list.
- At the end of the unit, check the list with Ss to see which items appeared in the unit.

1 Critical cartoons

Page 73

Objectives: connect to background knowledge about issues related to global warming and encourage Ss to think critically about the topic.

About the topic

Although there are still some people who question whether global warming is happening, the fact is that climate change is real and the biggest environmental issue of our time. There is evidence we may have already reached a tipping point leading to irreversible climate change, which would cause a crisis in many areas, including the economy, health, food production, and security.

Interesting fact

More than 50 percent of the world's population lives within 60 kilometers of the coast. Rising sea levels and floods may force millions of people to move in the future.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What animal do you see in the cartoon? What is happening?* (**Answer:** There is a polar bear in the North Pole. The bear is balancing on a small piece of ice because the North Pole has melted.) Draw Ss'

attention to the signs. Ask: *What do the signs say? How do they relate to the unit?*

- Have Ss discuss the questions in groups. Say: *Let's think about the cartoon a bit more while we discuss these questions in groups.*
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Ask Ss to consider the perception of global warming in their country: is it a myth or is it real?
- ◆ Have Ss create a T chart. Instruct Ss to label the left side of the chart "It is a myth because. . ." and the right side of the chart "It is not a myth because. . ."
- ◆ Have groups complete the chart with ideas about global warming.
- ◆ Rearrange groups and have Ss compare charts.
- ◆ Elicit ideas using the charts and discuss as a class.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

The Day After Tomorrow is a movie that offers us a look at what could happen to the earth if global warming continues. In the movie, global warming is causing the polar ice caps to melt, and this results in huge changes in the global climate and eventually a new ice age. As a result, millions of people try to get to warmer parts of the world to avoid freezing to death.

The Great Global Warming Swindle is a controversial documentary film which suggests that scientific opinion on global warming is influenced by funding and political factors and asserts that man-made global warming is “a lie” and “the biggest scam of modern times.”

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 74–75

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the *In Focus* website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Ask Ss to discuss the words in pairs. Model discussing words with a partner.

A: *Do you know what acknowledge means?*
B: *I think it means . . . What do you think?*
- Have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss check their original guesses.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- acknowledge** to accept, admit, or recognize something or the truth or existence of something
- advocate** supporter; to speak in support of an idea or action
- alternative** something that is different, especially from what is usual
- dispute** an argument or disagreement; to argue or disagree
- extraordinary** very unusual, special, unexpected, or strange
- flood** to cause to fill or become covered with water, especially in a way that causes problems
- initial** of or at the beginning; first
- prisoner** a person who is kept in a building as a punishment
- prospect** the possibility or chance that something will happen
- theory** something suggested as an explanation for facts, an event, or a condition

Expansion

- ◆ Choose a letter or a combination of letters from each word. Write the letters on different sheets of paper. (e.g., *ck, v, iv, sp, x*.)
- ◆ Post the sheets of paper with the letters around the classroom.
- ◆ Have Ss circulate. Ask Ss to read the letters and say the word matching the letters. (e.g., *ck = acknowledge, sp = prospect*.)
- ◆ Have Ss define the word and create a sentence using the word.
- ◆ Direct Ss to continue to circulate as time permits.
- ◆ When finished, check Ss' answers as a class.
- ◆ Clarify definitions of words and example sentences as necessary.

2 Skimming

- Review the title with Ss. Ask Ss to close the book or cover the reading.
- Ask: *What do you think the main idea of the reading is?* Focus Ss' attention on the statements below the reading.
- Focus Ss' attention on the statements in Exercise 2. Read and clarify as necessary.
- Instruct Ss to quickly read the text again and circle the statement that best describes the text.
- Check Ss' answers as a class.

ANSWER

2 C

Expansion

- ◆ Put Ss in pairs.
- ◆ Have Ss brainstorm a list of traditional or urban myths. (An urban myth is an untrue story about modern life that many people believe.)
- ◆ Elicit answers and share as a class.
- ◆ Have Ss brainstorm again to create a list of popular scientific theories that are untrue or likely to be untrue.
- ◆ Elicit and review Ss' ideas as a class.
- ◆ Ask Ss to consider both lists. Ask Ss to decide which are most likely to be incorrect.
- ◆ Elicit answers and discuss as a class.



Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 74 with Ss.
- Remind Ss that collocations are words that are often found together in English.
- Tell Ss to read the text and find the keywords.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 extraordinary task
- 2 scientists acknowledge
- 3 unwelcome prospect
- 4 strong advocates

2 New collocations

- Tell Ss that the four keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss as necessary.
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 growth prospects (growth advocates *is also possible*)
- 2 human rights advocate
- 3 extraordinary ability
- 4 acknowledge the importance
- 5 extraordinary performance
- 6 future prospects
- 7 acknowledge the mistakes
- 8 health advocate (health prospects *is also possible*)

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read the instructions with Ss. Explain that Ss will make new sentences using the collocations from the previous activity.
- Model making a new sentence on the board. (e.g., *The hero of the movie had to perform some extraordinary tasks.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

C Word parts: pro

For more information on teaching and working with word parts, see page xii.

1 Complete the sentences

- Ask Ss to close their books. Focus Ss' attention on the word part *pro*.
- Elicit words with *pro* from Ss. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess meaning of the word part.
- Write Q1 on the board. Elicit the missing word. Say: *Read the sentence again. What does the word prospect mean?* (**Answer:** the possibility or chance that something will happen)
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the word types with Ss.
- Read the instructions with Ss. Remind Ss that they may need to change the form of the word to complete the sentence.
- Have Ss complete the sentences individually.
- Check answers as a class.

ANSWERS

- | | |
|-------------|--------------|
| 1 prospect | 5 propellers |
| 2 provides | 6 prolonged |
| 3 produces | 7 program |
| 4 projector | |

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *pro*.
- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Model conversation as necessary.
- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

pro for, forward, in advance; from the Latin and Greek *pro*

D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Review the dictation process with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 What extraordinary natural disasters have there been recently?
- 2 What changes have you noticed in the weather in the past few years?
- 3 Do you think any of these things are related to global warming? Why or why not?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *Think about what you have learned about global warming. You can use this information in your discussion.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 76–77

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify reasons and opinions; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org.

Unit 10 is connected to Unit 4: The Inconvenient Truth of Global Warming. Help Ss connect both units by reviewing previous information about global warming and its causes described in Unit 4.



A Pre-reading questions

- Read the title with the Ss. Ask: *What does the title tell us about the reading? What do you think the reading will be about?*
- Focus Ss' attention on the pre-reading questions. Say: *Let's take a moment to discuss these questions before we read.*
- Have Ss read and answer the pre-reading questions individually.
- Elicit and list Ss' ideas on the board. (e.g., *We think a person who doesn't believe global warming is caused by humans might say . . .*)

Prepare additional information from news stories to show that there are people who don't believe in global warming or that humans have any role to play in climate change.



B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I didn't know that temperatures have been rising since the nineteenth century.*)
- Have Ss read the text again and highlight or underline interesting information.

C Checking details

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C 2 D

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have each group create four more questions using the same format as the questions in Section C.
- ◆ Collect and mix all the answers from the groups.
- ◆ Choose eight to ten questions. Say: *I'll read a question. The first group that can answer the question will get a point.*
- ◆ Read the first question. Award points to the team that correctly answers first. Continue until the questions are finished.

D Identifying reasons

- Draw Ss' attention to Section D. Say: *In the reading, the author suggests some reasons for not fearing global warming. Four reasons are in the chart. Let's look at the text to find evidence to support each reason.*
- Have Ss read the passage and find the evidence for the first reason listed in the chart. Provide the reason if Ss cannot guess it. Clarify as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

- 1 Most weather stations are in cities, which are warmer than rural areas. Some areas in Antarctica actually show a cooling trend.
- 2 The earth naturally warms and cools. At the time of the dinosaurs, it was warmer than today; during the last ice age, it was much cooler. Average temperatures fell during the period from 1940 to 1970. Rises in temperature actually occur before a rise in CO₂ levels, not after.
- 3 Some countries will benefit from climate change because of a boost in agriculture production.
- 4 In the 1970s, scientists wrongly predicted severe global cooling, which would result in crop failure and population change.

E Identifying opinions

- Have Ss form pairs.
- Focus Ss' attention on Section E.
- Clarify the meaning of *Identifying opinions* as necessary.
- Explain to Ss that in the reading text, the author presents a point of view. This can be positive, neutral, or negative.
- Read the questions with Ss and clarify meaning as necessary.
- Direct Ss to read the text and check the appropriate boxes. Ask them to underline parts of the text that support their choice.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

- 1 negative
- 2 positive; the oil industry causes a rise in global CO₂ levels, but the text suggests CO₂ does not cause global warming

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have each group create two inference questions related to the text.
- ◆ Have Ss exchange questions with another group and answer each other's questions.
- ◆ Direct Ss to return the questions and answers to the original group. Ask groups to check the answers.
- ◆ Elicit and check a selection of student-generated questions as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Remind Ss to say why they found the information interesting. Model with an example for Ss as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Review the questions with Ss. Clarify as necessary. Have Ss discuss their ideas in groups. Monitor and assist as necessary.
- Allow time for Ss to discuss the questions in groups. Elicit Ss' opinions and share with the class.

Provide Ss with support to answer questions 2 and 3 as necessary. Two main reasons for the difference between the scientists' and the American public's views are 1) a large and continuing PR campaign by the fossil fuel industry to persuade Americans that scientists do not agree, and 2) the fact that the media report the issue as a debate. The reality is that the debate is over.



4 Researching a topic

Page 78

Objectives: match different types of disaster to those shown in movies; discuss whether disasters are natural or caused by humans; share and compare findings; discuss in groups the cultural significance of disaster stories in societies.

A Information gathering

1 Match disasters to movies

- Have Ss form small groups.
- Focus Ss' attention on the chart in Section A. Say: *Let's think about disaster movies. Look at the chart. Let's match the disaster movies to the type of disaster.*
- Clarify the names of the movies with Ss.

Prepare pictures of movie posters from the movies to help clarify the movie content for Ss.



- Focus Ss' attention on the column labeled "Type of disaster." Read the type of disasters listed in the column with Ss. Clarify as necessary.

Draw or prepare pictures of the different disasters to help clarify for Ss.



- Model matching the movie to the disaster using the completed example. (e.g., *Armageddon is a movie about an asteroid/comet disaster.*)
- Allow time for Ss to complete the activity.
- Check answers as a class (provided on page 97).

ANSWERS

Movie	Type of disaster
<i>Armageddon</i>	asteroid/comet
<i>Contagion</i>	disease
<i>Dante's Peak</i>	volcano
<i>Noah</i>	flood
<i>Terminator 3: Rise of the Machines</i>	nuclear war
<i>The Perfect Storm</i>	hurricane (typhoon)
<i>The Day After Tomorrow</i>	global warming
<i>The Poseidon Adventure</i>	tsunami
<i>Titanic</i>	vehicle accident
<i>Twister</i>	tornado
<i>War of the Worlds</i>	alien attack
<i>2012</i>	earthquake, tsunami, flood

2 Identify cause of disasters

- Draw Ss' attention to the third column. Say: *Each of these movies is about a disaster. What do you think the cause of the disaster could be? Let's discuss the cause of the disasters. Which are caused by humans?*
- Review the choices with Ss. Clarify as necessary.
- Model the discussion on the board for Ss.
 - A: *Do you think an asteroid / a comet is caused by humans?*
 - B: *Yes/No. I think it could be / couldn't be caused by humans. What do you think?*
- Allow time for Ss to complete the discussion and check the boxes.

Have Ss research to learn more about the differences and similarities between asteroids and comets. Invite Ss to share research results with the class.



B Interpreting and reporting results

- Have Ss form new groups. Say: *Each group discussed the cause of the disasters. Now let's compare different groups' ideas.*
- Read the instructions with Ss. Focus Ss' attention on the questions. Instruct Ss to explain their reasons and give examples as they compare their answers.
- Draw attention to the language support in the speech bubbles. Clarify meaning as necessary. Tell Ss this will help in the discussion.
- Allow time for Ss to discuss the questions in their groups. Monitor and assist as necessary.
- Elicit and share Ss' ideas as a class.

Expansion

- ◆ Have Ss form new groups. Provide each group with a blank piece of paper.
- ◆ Tell Ss to make a list of disaster movies from their country.
- ◆ Have groups write the cause of the disasters.
- ◆ Invite a group to read a movie from the list. Have the class listen and try to guess the type of disaster. Continue with movies from other groups.
- ◆ Elicit and list on the board the disaster movies and the type of disaster.
- ◆ In groups, direct Ss to consider which disasters were caused by humans.
- ◆ Elicit Ss' ideas and share with the class.

5 Critical thinking

Pages 79–80

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph describing a graph that shows global temperature changes; describe different types of climates; decide and present group's opinion on ideal climate; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Review the differences between facts and opinions with Ss.
- Say: *Let's discuss these statements together. Work with a partner and decide if they are facts or opinions.* Write language prompts on the board for Ss to use in the discussion as necessary.
- Allow time for Ss to discuss the items and to mark F or O.
- Elicit answers as a class.

ANSWERS

- 1 Fact
- 2 Opinion
- 3 Fact
- 4 Opinion
- 5 Opinion

B Categorizing

1 Identify tone of statements

- Draw Ss' attention to the chart. Review the sections of the chart.
- Instruct Ss to check the column that best represents the tone of each statement as positive, neutral, or negative. Ask Ss to highlight or underline words that help identify the tone of the statement.
- Model using the first statement from the chart for Ss as necessary.
- Allow time for Ss to check the statements. Ss' answers may differ.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with an explanation of how the tone was decided.
- Allow time for Ss to share their opinions about each statement with their partner or group.
- Elicit answers and check as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that describes information on a graph.
- Draw Ss' attention to the graph. Say: *This graph shows ice ages and warmer periods between ice ages over the last 450,000 years. If the graph is above the line, it indicates a period that is warmer. If the graph is below the line, it means a period that is colder. Take a moment to look at the graph.*
- Focus Ss' attention on the useful verbs. Review and clarify meaning as necessary.
- Draw attention to the useful adjectives. Review and clarify meaning as necessary.

Allow time for Ss to look up the words in a dictionary. Elicit the meaning of the words from Ss.



- Say: *Think about how the earth's temperature has changed over the last 450,000 years. When you look at this information, what do you notice?*
- Read the paragraph format with Ss. Say: *Let's explain what we see in this graph in a paragraph.*
- Use the model provided in the book on the board for Ss.

Allow Ss to work in groups to interpret and write a paragraph to explain the chart. Provide support as necessary.



- Allow time for Ss to write and complete the paragraph.
- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

Note that what we usually refer to as ice ages are actually called glacials (mini ice ages) by scientists. There have been at least five major ice ages during the earth's history. The most recent one began approximately 3 million years ago and continues today. We are currently in a warm period (interglacial) which began around 11,000 years ago.



D Presentation

1 Share opinions

- Organize Ss into small groups.
- Ask Ss to review the paragraphs from the previous writing activity. Say: *We took some time to think about how climate has changed in the past. Now let's discuss our ideas about ideal climates.*
- Focus Ss' attention on the factors that make a climate more or less ideal. Say: *Think about these factors. Which of these make a climate ideal in your opinion?* Review and clarify the concept of an ideal climate as necessary.
- Allow time for Ss to discuss what makes a climate ideal. Circulate and monitor Ss' discussion. Provide clarification and support as necessary.

2 Describe climate types

- Focus Ss' attention on the pictures.
- In groups, have Ss describe the climate in each picture. Ask Ss to discuss the good and bad points for each climate. Direct Ss to make notes.

Have Ss make a T chart to describe the good and bad points. Have Ss write "Good points" on the left column and "Bad points" on the right column. Have Ss create a T chart for all four pictures in the activity.



3 List places

- In their groups, have Ss make a list of places with good climates. Tell Ss to give their reasons.
- Direct Ss in each group to agree on one place that has the best climate.
- Have Ss prepare a presentation in their groups. In the presentation, each group will describe the place they have chosen, its climate, and give reasons for their choice.

Assign roles for the presentation. Have one S present the place, one S describe the climate, and one S describe the group's choice.



4 Presenting

- Draw Ss' attention to the presentation Tip box. Read the presentation tips for Ss. Model using good posture when presenting. Model leaning on desk and moving back and forth. Elicit from Ss why this is not good in a presentation.
- Say: *Now that you have had some time to think and plan, let's present the place with the ideal climate to the class.*
- Focus Ss' attention on the language support in the speech bubbles. Say: *We can use these phrases and expressions in our presentation to help explain our choice.*
- Invite each group to give its presentation.
- Allow time for each group to present. Remind Ss to think about their posture when presenting.
- Encourage listening Ss to ask follow-up questions to the group presenting.
- Ask Ss to notice the posture of Ss presenting. Elicit comments or provide feedback to Ss.

Quotable Quotes

America has not led but fled on the issue of global warming.

John Kerry
American politician

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Draw attention to the word *fled* and its definition at the bottom of the page. Clarify meaning as necessary.
- In groups, have Ss share ideas about the meaning of the quote. Model sharing as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Draw Ss' attention to the questions. Q1: Ask Ss to recall the topic of the unit. Have Ss share ideas about how the unit is connected to the quote.
- Elicit Ss' ideas and share as a class. Continue with the additional question.
- Elicit and share ideas from Ss' discussion.

Background Information

John Kerry is an American politician. Born in 1943, he graduated from Yale University with a degree in political science. He became a US senator (Democrat) in 1985 and ran for US president in 2004, when he was beaten by George W. Bush. In 2013, he became US Secretary of State. Throughout his career, he has supported environmental issues and worked on bills to protect the environment. Kerry has strongly criticized politicians who deny global warming, stating that the world needs immediate action in the fight against climate change.

Is Beauty Skin Deep?

Unit 11 explores the many ways in which humans try to improve their physical appearance, such as with tattoos and cosmetic surgery, and looks at the reasons for this. It also introduces the concepts of stereotypes and how they are influenced by appearance. This connects with Unit 5, which focuses on beauty, the factors that affect our ideals of beauty, and its importance.

Unit and title

- Introduce the title of the unit to Ss.
- Ask Ss to consider what beauty is and what they remember from Unit 5 related to concepts of beauty.
- Elicit from Ss ways that people may change their body in order to be beautiful. (e.g., *Some people get plastic surgery. Some people will get tattoos. Some people like to get piercings.*)
- Make a list on the board with Ss' ideas. Have Ss copy the list.
- At the end of the unit, check the list with Ss to see which items appeared in the unit.

1 Critical cartoons

Page 81

Objectives: connect to background knowledge about the concepts of beauty and encourage Ss to think critically about what beauty is and how it is portrayed in the media.

About the topic

The global beauty industry is enormous. Between 1998 and 2010, sales of beauty and personal care products more than doubled to over US\$380 billion. Rising incomes and changing lifestyles, especially in Asia, have driven this increase. Cosmetic surgery has also become much more common, with over 15 million people now undergoing procedures every year. South Korea leads: one person in every 80 there has had some kind of cosmetic surgery.

Interesting fact

The highest number of cosmetic procedures worldwide is in the USA: 20 percent of all procedures; Brazil follows with 10 percent, and China ranks third with 7 percent.

- Focus Ss' attention on the questions. Say: *Let's take a look at these questions for our discussion. Let's think about what beauty is.*
- Have Ss discuss the questions in groups.
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Write each of the following questions on separate pieces of paper:
 - Is it more important to be thin or healthy?
 - Is it more beautiful for women to have long hair or short hair?
 - Is it more handsome for men to have long hair or short hair?
 - Is it more handsome for men to have facial hair or be clean shaven?
 - It is more beautiful for a woman to use makeup or go without makeup?
- ◆ Have Ss form groups. Pass out one slip to each group. Ask Ss to discuss the questions.
- ◆ Allow time for the groups to finish their discussion. When finished, have groups exchange questions.
- ◆ Allow time for Ss to discuss the new questions.
- ◆ Continue until all groups have had an opportunity to discuss all questions.
- ◆ Elicit and share answers as a class.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon and the title. Ask: *What do you see in the picture?* (**Answer:** A partial X-ray of a model who is posing.)

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

Under the Knife is a documentary by Louis Theroux, an English journalist and broadcaster. The documentary focuses on the world of cosmetic surgery in Los Angeles, where procedures like breast implants, muscle implants, and liposuction are common. Theroux meets the plastic surgeons and their patients and even undergoes a minor procedure himself to experience it firsthand.

Tattoo Nation is a documentary that explains the history of tattoos and how they became popular. It tells how tattoos grew from simple line drawings worn by people outside mainstream society to works of art worn by one out of every three Americans under the age of 40.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

2 Core vocabulary

Pages 82–83

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the *In Focus* website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Ask Ss to discuss the words in pairs. Model discussing words with a partner.

A: *Do you know what context means?*

B: *I think it means . . . What do you think?*

- Have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss check their original guesses.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

context	the events and influences related to a particular situation or event
elsewhere	another place or places; somewhere else
equipment	the tools, clothing, etc., needed for a particular purpose
pose	to cause something, especially a problem or difficulty
procedure	a method of doing something
prompt	to cause someone to do or say something
represent	to be a sign or symbol of something
restore	to return something or someone to an earlier condition or position
surgery	the treatment of injuries or diseases by cutting open the body and removing or repairing the damaged part
urge	a strong need or wish; to strongly encourage someone to do something

2 Skimming

- Read title with Ss. Ask Ss to close the book or cover the reading.
- Ask: *What do you remember from your first reading? What did you notice as you read for the words?*
- List the information Ss recall from the reading on the board.
- Say: *Now let's skim the reading and check the information.* Model skimming the text quickly for Ss as necessary. Check the information on the board against the text.
- Focus Ss' attention on the statements in Exercise 2. Read and clarify as necessary.
- Instruct Ss to quickly read the text again and circle the statement that best describes the text.
- Check Ss' answers as a class.

ANSWER

2 B

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss select one paragraph from the text in their groups.
- ◆ Ask Ss to summarize the key points of the paragraph.
- ◆ Rearrange Ss into new groups.
- ◆ Have Ss compare their summaries of the key points.
- ◆ Elicit answers and discuss as a class.
- ◆ Ask: *How does this reading relate to the topic of the unit?*

ANSWERS

Collocations

- 1 prompt a response
- 2 pose a threat
- 3 heart surgery (heart procedure *is also possible*)
- 4 to follow a procedure
- 5 strong urge
- 6 pose a threat
- 7 complicated procedure (complicated surgery *is also possible*)
- 8 knee surgery (knee procedure *is also possible*)
- 9 prompt a review of the rules
- 10 sexual urge

READING

ONLINE

Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 82 with Ss.
- Remind Ss that collocations are words that are often found together in English.
- Tell Ss to read the text and find the keywords.
- Allow Ss to complete the activity individually.
- Check answers as a class.

Write or highlight the five words or phrases from Exercise 1. Explain to Ss that these words will collocate with five of the keywords. Have Ss locate the keywords in the text and find the collocations.



ANSWERS

Collocations

- 1 common procedure
- 2 prompt (someone) to take action
- 3 cosmetic surgery
- 4 urge to change
- 5 pose problems

2 New collocations

- Tell Ss that the five keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss as necessary.
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read the instructions with Ss. Explain that Ss will make new sentences using the collocations from the previous activity.
- Model making a new sentence on the board. (e.g., *The actions of that country pose a threat to world peace.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

Expansion

- ◆ Put Ss into small groups.
- ◆ Have Ss write four sentences using collocations from Exercise 2; however, instruct Ss to write only part of the collocation. Have Ss draw a line and leave a blank where the other part should be.
- ◆ Collect sentences from Ss.
- ◆ Read sentences to the class. Ask listening Ss to guess the missing words from the sentences.
- ◆ Continue as time permits.

C Word parts: *poly*

For more information on teaching and working with word parts, see page xii.

1 Complete the sentence

- Ask Ss to close their books. Write the word part *poly* on the board.
- Elicit or give Ss words with the word part *poly*. Write them on the board.
- Check the meaning of the words with Ss.

Have each S choose one word to look up. Invite Ss to come to the board and write the definition next to the word.



- See if Ss can guess the meaning of the word part.
- Write Q1 on the board. Ask: *What word is missing? What does it mean?* (Answer: polyglot — a person who speaks multiple languages.)
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the word type with Ss.
- Read the instructions with Ss.
- Have Ss complete sentences individually.
- Check answers as a class.

ANSWERS

- 1 polyglot
- 2 polyester
- 3 Polynesia
- 4 polytechnic
- 5 polygon
- 6 Polygamy
- 7 polysyllabic

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *poly*.
- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Model conversation as necessary.
- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

poly many, much, multi; from the Greek *poly*

Have Ss look in a print or online dictionary for more words that contain the word part *poly* to further clarify the meaning.



D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Review the dictation process with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 What are five surgical procedures people do to improve their appearance?
- 2 What things do you notice about people you meet for the first time? Which is the most important?
- 3 Would you get a tattoo if a friend urged you to? Why or why not?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *We have been talking about the idea of beauty in this unit. Let's discuss these questions.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to review as a group.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 84–85

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; demonstrate inference skills and understanding of cause and effect; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org.

The 10 keywords introduced in Section 1 Core vocabulary are recycled in the reading. Encourage Ss to find the keywords and the sentences they are in to reinforce Ss' vocabulary learning.



A Pre-reading questions

- Read the title with the Ss. Draw attention to the picture. Ask: *What does the title tell us about the reading? What about the picture? What do you think the reading will be about?*
- Draw Ss' attention to the pre-reading questions. Say: *The answers to the questions are in the reading.*
- Have Ss read and answer the pre-reading questions individually.
- Elicit and list Ss' answers on the board. (e.g., *We think the word tattoo comes from Tahiti.*)

B Reading

- Instruct Ss to skim the passage and check their answers to the pre-reading questions.

Instruct Ss to read the first and last sentence of each paragraph to skim the passage more quickly.



- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. (e.g., *I thought it was interesting that people have been trying to change how the look for such a long time.*)
- Have Ss read the text again and highlight or underline interesting information.

C Checking details

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D 2 B

D Cause and effect

- Draw Ss' attention to Section D. Read the instructions with Ss.
- Review cause and effect with examples of situations that are familiar to Ss as necessary. (e.g., *What is the effect of forgetting to eat breakfast? You will be very hungry.*)

- Say: *There are five statements in each column. Five are causes and five are effects. Let's draw a line from the cause to the effect in each case to form five cause-and-effect statements.*
- Model with the first item for Ss.
- Have Ss review the reading to find the connection between each cause and effect.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 (effect) ← B (cause)
 2 (cause) → E (effect)
 3 (cause) → C (effect)
 4 (cause) → A (effect)
 5 (effect) ← D (cause)

E Making inferences

- Draw Ss' attention to Section E.
- Read the instructions. Remind Ss that it is possible for more than one answer to be correct.
- Remind Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A 2 A and D

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Remind Ss to say why they found the information interesting. Model with an example for Ss as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Review the questions with Ss. Clarify as necessary. Have Ss discuss their ideas in groups. Monitor and assist as necessary.
- Allow time for Ss to discuss the questions in groups. Elicit Ss' opinions and share with the class.

4 Researching a topic

Page 86

Objectives: conduct group survey on attitudes to physical features and appearance; share and compare findings in groups; report and state opinions in a class discussion.

A Information gathering

- Focus Ss' attention on the chart. Say: *People have different opinions about physical appearance. In the chart, there are six statements of opinion. Do you agree or disagree with them? Ask three partners and complete the chart.*
- Read the statements and clarify as necessary. Read the instructions. Model using the chart on the board.
- Allow time for each S to interview three other Ss and complete the chart.

Have Ss move around the room and interview three different students, rather than working in groups.



B Interpreting and reporting results

1 Compare information

- Organize Ss into small groups. Say: *Let's compare our answers and learn more about the opinions of the class.*
- Draw attention to the questions in Exercise 1. Review and clarify as necessary.
- Have Ss answer the questions in groups to compare and share opinions on the statements.
- Tell Ss to choose which statement the group disagrees with the most and the statement they agree with the most.

Have the group list reasons they agree or disagree strongly with the statement to prepare for the presentation.



2 Discuss with class

- Ask groups to choose one statement to share with the class.
- Draw attention to the language support in the speech bubbles. Say: *We can use these phrases to share the opinions of our group.*
- Invite a group to choose and present their views on a statement to the class. Ask them to give reasons.

- Allow time for all groups to share.
- Read the first statement or write it on the board. Have Ss raise hands if they strongly agree or disagree with the statement. Continue for all six statements.
- As a class, discuss the two statements that the class agrees and disagrees with the most.

5 Critical thinking

Pages 87–88

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph stating positive and negative consequences of changing one's physical appearance and personal opinion; take part in group discussion on stereotypes and their influence; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

1 Decide fact or opinion

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Review the differences between facts and opinions with Ss.
- Say: *Let's discuss these statements together. Work with a partner and decide if they are facts or opinions.* Write language prompts on the board for Ss to use in the discussion as necessary.
- Allow time for Ss discuss the items and to mark F or O.
- Elicit answers as a class.

ANSWERS

- Fact
- Opinion
- Opinion
- Fact
- Opinion

2 Create a fact or opinion

- Ask Ss to work with their partners to create two new sentences about the topic. Tell Ss to write one fact and one opinion.
- Have pairs of Ss read their fact and opinion statements to a new pair. Ss listening decide which is a fact and which is an opinion.
- Elicit statements and check answers as a class.

B Categorizing

1 Identify tone of statements

- Draw Ss' attention to the chart. Review the sections of the chart.
- Instruct Ss to check the column that best represents the tone of each statement as positive, neutral, or negative. Ask Ss to highlight or underline words that help identify the tone of the statement.
- Model using the first statement from the chart for Ss as necessary.
- Allow time for Ss to check the statements. Ss' answers may differ.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with an explanation of how the tone was decided.
- Allow time for Ss to share their opinions about each statement with their partner or group.
- Elicit answers and check as a class.

Expansion

- ◆ Have Ss form groups.
- ◆ Ask each group to write three statements related to beauty procedures.
- ◆ Collect the statements from groups.
- ◆ Read one statement from each group to the class. Have Ss decide if the statement is positive, neutral, or negative.
- ◆ Check with the group that wrote the statement to find out the intended tone.
- ◆ Continue as time permits.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that includes positive and negative consequences of altering physical appearance and their personal opinion.
- Before writing, ask Ss to make a list of positive and negative consequences of altering one's appearance. Tell Ss to refer to the texts on pages 82 and 84 to help create their list.
- Review the paragraph format with Ss. Use the model provided in the book on the board for Ss.
- Allow time for Ss to write and complete the paragraph.
- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Discussion

- Organize Ss into small groups.
- Q1: Say: *A stereotype is an idea used to describe a type of person. Often, this idea comes from a person's appearance. For example, some people look at a person with tattoos and believe they are dangerous. That is a stereotype. Let's talk about stereotypes people have about jobs.*
- Q2: Review the pictures with Ss. Ask: *If you only look at the pictures, what jobs would you guess these people have?*
- Focus Ss' attention on the language support in the speech bubbles. Say: *You can use these phrases to help your discussion.*
- Instruct Ss to discuss the pictures in groups and guess the job for each picture. Have Ss create a list of reasons for their guesses.
- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.
- Q3: Focus Ss' attention back on the questions. Review and clarify for Ss as necessary. Say: *What is your opinion about appearance in different professions? Let's share our personal opinions in our groups.*
- Allow time for Ss to discuss the questions.
- Elicit and share Ss' opinions as a class.

Expansion

- ◆ Put Ss into groups.
- ◆ Ask the groups to think about different jobs and professions in their country.
- ◆ Have Ss make a list of stereotypes about appearance related to jobs in their country.
- ◆ Elicit and review the stereotypes with the class.
- ◆ Ask Ss to consider the final question. Ask: *How important do you think these stereotypes are in the professional world in this country?*
- ◆ Allow time for Ss to discuss.
- ◆ Elicit and share Ss' opinions as a class.

Quotable Quotes

Sometimes I bust out and do things so permanent. Like tattoos and marriage.

Drew Barrymore
American actress

This section can be used as an optional writing assignment.



- Organize Ss into small groups. Write the quote on the board for emphasis.
- In groups, have Ss share ideas about the meaning of the quote.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Draw Ss' attention to the questions. Q1: Ask Ss to recall the topic of the unit. Have Ss share ideas about how the unit is connected to the quote.
- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Drew Barrymore is an American actress, producer, and film director. Born in 1975, she first appeared in a movie at the age of five, and became world famous for her role in Steven Spielberg's *E.T.* when she was just seven. After a troubled childhood, she became a successful actress. She has been married three times.

Animals as Food

Unit 12 looks at the ways in which we use and rely on animals, the kinds of animals we use, and how this has changed over the years, especially with the introduction of industrial farming. This connects with Unit 6, which introduces the concept of vegetarianism and looks at meat consumption around the world.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What do you remember about vegetarianism from Unit 6?* Elicit reasons why people choose to become vegetarians.
- Ask Ss to think about other ways in which we use animals and to predict what information may appear in the unit.
- Create a list of ideas with Ss. Have Ss copy the list.
- At the end of the unit, check the list with Ss to see which items appeared in the unit.

1 Critical cartoons

Page 89

Objectives: connect to background knowledge about the ways in which animals are used and how this has changed and encourage Ss to think critically about these changes.

About the topic

The production and consumption of meat has increased by 300 percent over the past 40 years, mostly owing to the rise in factory farming. There are many harmful effects as a result: on the environment, health, the economy, and the animals themselves. Animal waste contributes to global warming; the massive use of antibiotics to prevent animal diseases is expensive and poses a threat to public health; and the overconsumption of meat can cause a range of health problems, including obesity, heart disease, and cancer.

Interesting facts

Pork is the most widely eaten meat in the world, followed by chicken and beef.

Nearly a quarter of all water used globally is for raising livestock.

There are two vampires talking outside a cage full of humans.) Ask: *What is a vampire? What do you know about vampires?* Elicit information Ss know about vampires.

- Focus Ss' attention on the questions. Say: *Let's read the questions and discuss this cartoon.*
- Have Ss discuss the questions in groups.
- Allow time for Ss to complete the discussion. Elicit answers from the class. (**Answer:** *The Good Old Days* refers to days when vampires' food (humans) was not kept in cages but was "free range." This relates to keeping animals for food locked up in factory farms rather than free.)

Media link

Note: The Media links are film or television show suggestions. They are not provided on the *In Focus* website.

Earthlings is a powerful documentary about our use of animals for food, clothing, fashion, pets, and medical research. Shot in various locations, including factory farms, animal shelters, pet stores, and slaughterhouses, it is narrated by Joaquin Phoenix. The film can be viewed free online by going to the website <http://earthlings.com/>. Students should be warned it is very graphic and extremely difficult to watch in places.

The Cove is an Academy Award-winning documentary about Japan's dolphin-hunting culture. The film is a call to action to halt Japan's mass dolphin kills, which are described as unnecessary and cruel, and to educate people about the dangers of eating toxic dolphin meat.

Remind Ss that on the *In Focus* website (www.cambridgeinfocus.org), they can watch authentic videos related to the unit topic.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the cartoon? What's happening?* (**Answer:**

Expansion

- ◆ Organize Ss in pairs.
- ◆ Have Ss make a list of the types of farms used to produce food.
- ◆ Ask Ss to rank the types of farms from “Good Farm” to “Bad Farm”
- ◆ Have Ss form new groups.
- ◆ Have Ss compare and explain the farm rankings.
- ◆ Elicit and share Ss’ ideas as a class.

2 Core vocabulary

Pages 90–91

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Remind Ss they can use the **In Focus** website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the **In Focus** Teacher’s resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss’ attention to the words in the box. Read the words with Ss.
- Ask Ss to discuss the words in pairs. Model discussing words with a partner.
A: *Do you know what abuse means?*
B: *I think it means . . . What do you think?*
- Have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss check their original guesses.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- abuse** bad or cruel treatment of a person or animal; the use of something in the wrong way; to treat a person, animal, or thing badly
- alongside** next to, together with
- circumstance** the event or condition connected with what has happened or is happening
- complaint** a statement that something is not good enough or wrong
- investment** money, effort, or time put into something to make a profit or get a result
- purchase** to buy something
- shareholder** a person who owns part of a company
- sort** a group of things that are the same type or that share similar qualities
- strategy** a long-range plan for achieving something or reaching a goal; the skill for making such plans
- vehicle** a machine used for transporting people or goods

2 Skimming

- Read the title with Ss.
- Ask: *How does the title relate to the reading? What do you remember from scanning for the words? Elicit the connection between the title and the reading.*
- Focus Ss’ attention on Exercise 2. Review the pictures with Ss. Say: *Look at the pictures. Which picture is the best match for the reading?*
- Instruct Ss to quickly read the text again and circle A, B, or C.
- Check Ss’ answers as a class.

ANSWER

2 A



Remind Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org

B Words in context: collocations

For more information on teaching and working with collocations, see page xii.

1 Collocations in text

- Review the keywords on page 90 with Ss.
- Remind Ss that collocations are words that are often found together in English.

- Tell Ss to read the text and find the keywords.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 purchase food
- 2 animal abuse
- 3 circumstances surrounding
- 4 develop strategies
- 5 investment of time

2 New collocations

- Tell Ss that the five keywords presented in Exercise 1 can be used to create additional collocations.
- Model the activity for Ss as necessary.
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

ANSWERS

Collocations

- 1 abuse power (purchase power, investment power *are also possible*)
- 2 financial investment (financial circumstances, financial strategy *are also possible*)
- 3 purchase goods
- 4 marketing strategy (marketing investment *is also possible*)
- 5 under the circumstances
- 6 value of the investment/purchase
- 7 difficult circumstances (difficult strategy *is also possible*)
- 8 drug abuse (drug purchase *is also possible*)
- 9 online purchase/investment (online strategy *is also possible*)
- 10 management strategy (management circumstances *is also possible*)

3 Write new sentences

- Put Ss into pairs.
- Review the collocations created in Exercise 2.
- Read the instructions with Ss. Explain that Ss will make sentences using the collocations from the previous activity.
- Model making a new sentence on the board. (e.g., *She can't go on vacation this year because of difficult circumstances at home.*)
- Allow time for Ss to complete the exercise in pairs.
- Check answers as a class.

Expansion

- ◆ Collect English-language newspapers for use in the class or download articles related to the topic from online news sources.
- ◆ Arrange Ss into groups.
- ◆ Pass out the articles to Ss.
- ◆ Have Ss look for collocations in the articles. Elicit and share sentences that contain collocations with the class.

C Word parts: *ab*

For more information on teaching and working with word parts, see page xii.

1 Complete the sentence

- Ask Ss to close their books. Focus Ss' attention on the word part *ab*.
- Elicit or give Ss words with the word part *ab*. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Write Q1 on the board. Elicit the missing word. (**Answer:** abuse)
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the word types with Ss.
- Read the instructions with Ss. Remind Ss that they may need to change the form of the word to complete the sentence.
- Have Ss complete the sentences individually.
- Check answers as a class.

ANSWERS

- 1 abuse
- 2 abnormal
- 3 abducted
- 4 absent
- 5 abstain
- 6 abstract
- 7 absolute

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Have Ss think about the meaning of the word part *ab*.
- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Model conversation as necessary.
- Check answers as a class. Provide a definition of the word part to Ss.

ANSWER

ab away from, off, down; from the Latin *ab*

D Discussion dictation

1 Dictation

- Focus Ss' attention on Section D.
- Review the dictation process with Ss as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- What are your favorite meals? How many of them have meat in them?
- Do you think that farm animals are abused in any way?
- What do you think about using animals for entertainment, such as elephants in circuses and dolphins in marine parks?

Elicit from Ss common farm animals and animals that are used for entertainment. Create a list on the board to help Ss' discussion.



- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *Now let's discuss these questions with our partners. Think about how you feel about different animals.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to share as a class.

2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting ideas from the discussion and review as a class.

3 Reading skills

Pages 92–93

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify reasons; demonstrate inference skills; personalize the context of the topic in a group discussion.



Remind Ss they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org.

A Pre-reading questions

- Read the title with Ss. Draw attention to the picture. Ask: *What do you see in the picture? How do you think the picture connects with the reading?* (**Answer:** The picture shows cows that are not free to move about. This can produce more meat but is considered a cruel practice for the animals.)
- Draw Ss' attention to the pre-reading questions. Say: *Let's take a few minutes to think about these questions before we begin reading.*
- Have Ss read and answer the pre-reading questions individually.
- Elicit and list Ss' answers on the board. (e.g., *We think cows are kept for food because they are not dangerous.*)

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that there was a time when people did not have farms.*)
- Have Ss read the text again and highlight or underline interesting information.

C Checking details

- Read the questions and clarify meaning as necessary.
- Remind Ss about the format of the questions.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D 2 C

D Identifying reasons

- Draw Ss attention to Section D. Say: *The text describes different developments in agriculture and farming. Five farming developments are listed below. The reason behind each of these developments is also shown in the text. We're going to find them.*
- Model with the first answer for Ss. (e.g., *In the first paragraph, it says Thus began farming. Can you find the reason in the text?* **Answer:** People discovered that they could grow crops and keep certain animals to use for food or for work.)
- Have Ss review the reading and find the reason related to each development.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

It may help Ss to review the concept of cause and effect with them. Finding a reason for a development is closely related to this concept. The reason is the cause, and the development is the effect.



ANSWERS

- 1 people discovered how to grow crops, keep animals
- 2 cows are not aggressive, can be bred in captivity
- 3 demand for cheap food, shareholder pressure
- 4 need for profit, speed increases profit
- 5 killing takes place behind closed doors

E Making inferences

- Draw Ss' attention to Section E.
- Read the instructions. Remind Ss that it is possible for more than one answer to be correct.
- Remind Ss that the answers to inference questions are not usually directly stated in the text.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A 2 A and C

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Remind Ss to say why they found the information interesting. Model with an example for Ss as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Ask: *What do you think it would be to like to live before there were farms and domesticated animals? Let's discuss it together.* Have Ss discuss their ideas in groups. Monitor and assist as necessary.
- Q3: Say: *What would people think if they could see factory farming? How would it change their opinions? How do you think you would you react? Let's talk about it with our partners.* Allow time for Ss to discuss the question in groups. Monitor and assist as necessary.
- Elicit Ss' opinions about Q2 and Q3 and share with the class.

4 Researching a topic

Page 94

Objectives: list different uses of animals and types of animals used; share and compare ideas with partners; discuss the use of animals in Ss' personal lives and implications of not using them for Ss and their countries; report the results in a class discussion.

A Information gathering**1** Complete the chart

- Say: *In this unit, we have learned a lot about how we use animals as food. Let's think about other ways we use animals.*
- Say: *The pictures show some other ways that animals are used. What are they? Let's discuss our ideas with our partners.*
- Focus Ss' attention on the chart. Explain that Ss will write what the animal is used for in the first column. In the second column, Ss will write their ideas about the type of animals. In the third column, Ss will write their partner's ideas about the type of animals.
- Have Ss complete the first two columns in the chart individually.

Write a list of animals on the board to help Ss complete the chart. (e.g., cat, chicken, cow, dog, elephant, horse, monkey, rabbit, rhino, snake.)



2 Compare with a partner

- Put Ss into pairs.
- Direct Ss to compare their ideas with a partner. Model the dialogue for Ss as necessary.
- Allow time for Ss to interview their partners and complete the third column of the chart.
- Circulate and assist as necessary.

B Interpreting and reporting results

1 Compare and discuss in groups

- Have Ss form groups.
- Say: *Now let's see how our ideas are similar and different. We'll take a moment to discuss the questions.*
- Focus Ss' attention on the questions. Review and clarify as necessary.
- Draw attention to the language support in the speech bubbles. Tell Ss this language will help them in the discussion.
- Allow time for Ss to discuss the questions in their groups. Monitor and assist as necessary.

2 Share with class

- Say: *In your groups, now choose two or three ideas you think are interesting. You are going to share them with the class. Remember to use the language prompts.*
- Allow Ss time to choose their ideas. Invite groups to share their ideas with the class.

5 Critical thinking

Pages 95–96

Objectives: identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph on the arguments for and against the use of animals; discuss related issues and express personal opinions in groups; share and discuss with class; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Review the differences between facts and opinions with Ss.
- Say: *Let's discuss these statements together. Work with a partner and decide if they are facts or opinions. Write language prompts on the board for Ss to use in the discussion as necessary.*

- Allow time for Ss discuss the items and to mark F or O.
- Elicit answers as a class.

ANSWERS

- Opinion
- Fact
- Opinion
- Opinion
- Fact

B Categorizing

1 Identify tone of statements

- Draw Ss' attention to the chart. Review the sections of the chart.
- Instruct Ss to check the column that best represents the tone of each statement as positive, neutral, or negative. Ask Ss to highlight or underline words that help identify the tone of the statement.
- Model using the first statement from the chart for Ss as necessary.
- Allow time for Ss to check the statements. Ss' answers may differ.

2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with an explanation of how the tone was decided.
- Allow time for Ss to share their opinions about each statement with their partner or group.
- Elicit answers and check as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that includes arguments for and against the use of animals. Ask: *What have you learned about how we use animals either as a source of food or in other ways? Let's share our ideas in writing a paragraph.*
- Before writing, ask Ss to make a list of the advantages and disadvantages of using animals. (e.g., *Dogs are great companions for lonely people. Raising cattle in small areas and forcing them to eat unnatural food is cruel.*)
- Review the paragraph format with Ss. Say: *We will write reasons in favor of using animals first in our paragraph. In the next part of the paragraph, we will write reasons against using animals.* Use the model provided in the book on the board for Ss.
- Allow time for Ss to write and complete the paragraph.
- Allow time for Ss to make corrections to their writing.
- Collect paragraphs from Ss to grade.

D Discussion

1 Share opinions

- Organize Ss into small groups.
- Ask Ss to review the paragraphs from the previous writing activity. Say: *We wrote about the arguments for and against the use of animals by humans. Let's think about some related issues.*
- Focus Ss' attention on the questions. Have Ss read the questions silently. Clarify meaning as necessary.
- Say: *Now choose three questions to discuss as a group. Circle the questions you will discuss.*
- Allow Ss time to choose the questions. Draw Ss' attention to the language support in the speech bubbles. Say: *These phrases and sentences will help you in your discussion.*
- Allow time for Ss to discuss the questions. Circulate and monitor Ss' discussion. Provide clarification and support as necessary.

2 Report to class

- Tell Ss they are going to share the results of the discussion with the class.
- Draw attention to the two speech bubbles in Exercise 2. Review using follow-up questions after a presentation.
- Invite groups to share with the class. Encourage Ss to ask follow-up questions to the groups presenting.
- Continue as time permits.

Quotable Quotes

I think it would be lovely if we stopped this whole notion of pets altogether.

Ingrid Newkirk
animal rights activist

- Organize Ss into small groups. Write the quote on the board for emphasis.
- In groups, have Ss share ideas about the meaning of the quote. Model sharing as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Ingrid Newkirk was born in the United Kingdom in 1949. She is a British-American animal rights activist and president of the largest animal rights organization in the world, People for the Ethical Treatment of Animals (PETA), which she founded in 1980. She has led various campaigns, including against the use of animals in crash tests, and has been successful in stopping companies from using animals to test cosmetics. More information can be found on her website: <http://www.ingridnewkirk.com/>

Assessment program

Contents

Written Test 1
Written Test 2
Written Tests answer keys
Speaking Test assessment notes
Speaking Test assessment sheets
Speaking Test 1
Speaking Test 2
Listening Test 1
Listening Test 2
Listening Tests scripts (answer keys)

Scoring

Each Written Test has a total score of 60 points. It is in three parts:

Part 1 Vocabulary	24 points
Part 2 Word parts	12 points
Part 3 Critical reading	24 points

Each Speaking Test has a total score of 20 points. Skills are broken down into the following:

Vocabulary	5 points
Clarity of communication	5 points
Expressing and supporting opinions	5 points
Tone	5 points

The Listening Test has a total score of 24 points. There are six questions, each with 4 points. There is also an optional speaking and writing follow-up, for which scoring is optional.

Written Test 1

Units 1–6

Name: _____

Date: _____

Total Score _____ / 60 pts

Part 1 Vocabulary

A Circle the word that best matches each definition.

- 1 a result of a particular action or situation, often one that is bad or not convenient
a acquire b wage c consequence d approve
- 2 important or likely to be important in history
a regional b massive c current d historic
- 3 to try to deal with a problem or task
a tackle b threaten c suspend d yield
- 4 to end a speech, meeting, or piece of writing
a conclude b forecast c boost d declare

_____ / 8 pts

B Match the words on the right to the definitions on the left.

- 1 _____ suitable or right for a particular situation or occasion
 - 2 _____ the speed at which a thing moves or changes
 - 3 _____ important or noticeable
 - 4 _____ a period of time of which particular events or stages are typical
- a appropriate
b era
c pace
d significant

_____ / 8 pts

C Complete each sentence with the correct word from the box. Change the word as necessary.

facility household struggle substantial

- 1 At the end of the 1960s, almost all US _____ had a TV.
- 2 Thomas was _____ to understand the article written in Japanese.
- 3 Alan applied to work at the new nuclear research _____.
- 4 There is a _____ difference between the sexes when it comes to doing housework.

_____ / 8 pts

Part 1 Total _____ / 24 pts

Part 2 Word parts

Read the sentences. Circle the best definition of the word part found in the underlined words.

- 1 Symbols like x and + are used in equations.
The cost of Terri's textbooks is equivalent to that of a new computer.
Ecuador, Colombia, and Brazil are all countries on the equator.
 - a the same as
 - b near or under something
 - c a type of thought
 - d to work with others

- 2 I love to watch previews of new movies.
The doctor encouraged his patients to exercise regularly to help prevent illness.
John prepays his credit card bill every month.
 - a hot or cold
 - b place or put
 - c false or untrue
 - d before or earlier

- 3 Many doctors consider the appendix to be an unnecessary organ.
The time I will arrive depends on the train schedule.
The actor bought a penthouse as a gift for his daughter.
 - a to protect
 - b to bring
 - c to hang
 - d to drive

- 4 When Kimmy doesn't understand the word, she uses her dictionary.
People living in countries with a dictator are often unhappy.
To the surprise of his classmates, the student contradicted the teacher.
 - a to give or bring
 - b to listen or hear
 - c to say or speak
 - d to lead or direct

- 5 The magician made the statue disappear.
After his injury, the athlete was at a disadvantage.
Because of the cheating scandal, the teacher disallowed the use of computers in class.
 - a through, under, or near
 - b take away, remove, or stop
 - c hide, secret, or keep
 - d oppose, reject or deny

- 6 Alice was counting all her kilocalories on the new diet.
The distance from here to the station is about a kilometer.
The image file was small taking less than 500 kilobytes of space on the hard drive.
 - a ten
 - b hundred
 - c thousand
 - d million

Part 2 Total _____ / 12 pts

Part 3 Critical reading

A Review the passage on page 2 of the Student's Book. Read the questions and circle the correct answers according to the text.

- 1 Which of the following is NOT true about language acquisition?
 - a Some people know between 50,000 and 60,000 words.
 - b We learn roughly eight words a day.
 - c Every adult stops learning language at age 20.
 - d We start learning language at birth.

- 2 Which of the following best describes the author's opinion about learning a new language?
 - a It is too difficult if you don't start at birth.
 - b People were born to learn to communicate.
 - c Learning languages demands a special gift.
 - d We must learn new languages from our brothers and sisters.

_____ / 4 pts

B Review the passage on page 10 of the Student's Book. Read the questions and circle the correct answers according to the text.

- 1 Why was Japan's population mostly young in the 1950s?
 - a It was healthier to live in rural areas.
 - b Children were needed to produce household products.
 - c Diseases and health problems encouraged people to have large families.
 - d Adults were better educated because of the introduction of schools.

- 2 Which of the following does the author express concern about in the text?
 - a How will people increase the population?
 - b How will the age of the population affect the environment?
 - c How will families afford household products in the future?
 - d How will countries pay for increased numbers of elderly people?

_____ / 4 pts

C Review the passage on page 18 of the Student's Book. Read the questions and circle the correct answers according to the text.

- 1 According to the author why did the Greeks suspend fighting?
 - a To celebrate important holidays together
 - b Because of a strong desire to support an age of peace
 - c Because of a love of competition and the desire to win
 - d To plant and harvest crops

- 2 Which of the following can be inferred from the text?
 - a Modern athletic facilities were inspired by historical roots.
 - b Most athletes study ancient athletes to improve their skills.
 - c Ancient athletes were the first to use illegal substances.
 - d The Greeks would do anything to win a medal.

_____ / 4 pts

D Review the passage on page 26 of the Student's Book.
Read the statements and write T (true) or F (false)
according to the text.

1 Global warming is also called global climate change. _____

2 Scientists agree that climate change is linked to carbon
dioxide levels. _____

_____ / 4 pts

E Review the passage on page 34 of the Student's Book.
Read the statements and write T (true) or F (false)
according to the text.

1 Everyone feels the same way about the beauty of
darkened skin. _____

2 Nature and evolution do not play a significant role in
what people see as beautiful. _____

_____ / 4 pts

F Review the passage on page 42 of the Student's Book.
Read the statements and write T (true) or F (false)
according to the text.

1 There is only one reason that explains why people stop
eating meat. _____

2 Eating meat can be seen as a way to maintain balance
in the food chain. _____

_____ / 4 pts

Part 3 Total _____ / 24 pts

Written Test 2

Units 7–12

Name: _____

Date: _____

Total Score _____ / 60 pts

Part 1 Vocabulary

A Circle the word that best matches each definition.

- 1 something that is different, especially from what is usual
a absolutely b extraordinary c alternative d strategy
- 2 done quickly and without delay
a severe b prompt c secure d profit
- 3 to persuade someone to become a new member of an organization
a recruit b collapse c pose d dispute
- 4 the result or effect of an action, situation, or event
a outcome b critic c advocate d sort

_____ / 8 pts

B Match the words on the right to the definitions on the left.

- | | |
|--|------------|
| 1 _____ necessary or extremely important for the success of something | a prisoner |
| 2 _____ a person who is kept in jail as a punishment | b vital |
| 3 _____ the influences and events related to a particular event or situation | c launch |
| 4 _____ to begin or introduce a new plan or product | d context |

_____ / 8 pts

C Complete each sentence with the correct word from the box. Change the word as necessary.

acknowledge analysis elementary reduction

- 1 The art critic provided a detailed _____ of the new painting.
- 2 Even with the budget cuts, the firm promised no _____ in the current workforce.
- 3 After hours of questioning by the police, she _____ her role in the robbery.
- 4 John started in the _____ Chinese class.

_____ / 8 pts

Part 1 Total _____ / 24 pts

Part 2 Word parts

Read the sentences. Circle the best definition of the word part found in the underlined words.

- 1 Humans and other primates have many similar qualities.
The use of caves to live in by primeval humans is well documented.
The first books children read are called primers.
 - a the first
 - b the last
 - c the usual
 - d the least

- 2 The alarms will sound if you open the emergency exit.
Many countries export products for sale in other countries.
He was expelled from school after his poor behavior.
 - a in
 - b out
 - c on
 - d over

- 3 Alice always attracted the wrong kind of attention.
The contract was so complicated that many people did not want to sign it.
The new tractor helped the farm become more efficient.
 - a rub or polish
 - b limit or stop
 - c twist or turn
 - d drag or pull

- 4 The new projector was perfect for watching movies.
It is important not to prolong a bad relationship.
This semester, the school introduced several new programs for the arts.
 - a under or underneath
 - b back or backwards
 - c for, forward, or in advance
 - d beyond or over

- 5 The practice of polygamy is illegal in almost all countries.
Jonathan's goal was to become a polyglot by studying three languages a year.
The polytechnic university was a good choice for aspiring computer engineers.
 - a none
 - b many
 - c usual
 - d often

- 6 The teacher subtracted points anytime a student was absent from class.
We have had two weeks of snow this April, so the weather is clearly abnormal.
Absolute zero is equivalent to -273.15° Celsius.
 - a off or away
 - b not or out
 - c up or against
 - d bound or restrained

Part 2 Total _____ / 12 pts

Part 3 Critical reading

A Review the passage on page 50 of the Student's Book. Read the questions and circle the correct answers according to the text.

- 1 Which of the following best describes the author's opinion of studying English?
 - a Everyone needs to learn English in elementary school.
 - b People should create more laws to stop others from learning English.
 - c Some languages will die because they are no longer in use.
 - d It is impossible to learn English from study alone.

- 2 Changes in the use of languages are similar to which of the following?
 - a The disappearance of family names
 - b The growth of economies
 - c The use of mathematics
 - d The extinction of future civilizations

_____ / 4 pts

B Review the passage on page 58 of the Student's Book. Read the questions and circle the correct answers according to the text.

- 1 Which of the following is NOT true about overpopulation?
 - a It results when there are too many people for the available food and resources.
 - b It was first described over 200 years ago.
 - c People agree about the consequences of overpopulation.
 - d It is possible to prevent overpopulation by securing more food.

- 2 Which of the following has improved the food supply?
 - a Encouraging fewer people to live in cities.
 - b Creating industrial farms to produce more food.
 - c Limiting transportation of food around the world.
 - d Using principles for farming described by Thomas Malthus.

_____ / 4 pts

C Review the passage on page 66 of the Student's Book. Read the questions and circle the correct answers according to the text.

- 1 Why does the author believe top athletes have large salaries?
 - a Amateur athletes do not have fans.
 - b Professional sports clubs have bigger budgets.
 - c Higher salaries are connected to higher revenues for sports clubs.
 - d Soccer is an expensive sport.

- 2 Which of the following can be inferred from the text?
 - a Fans believe athletes who make higher salaries are fitter athletes.
 - b When athletes have more fans, the club sells more tickets.
 - c Revenue does not increase based on player salaries.
 - d The more players with large salaries a sports club has, the more popular it will be.

_____ / 4 pts

D Review the passage on page 74 of the Student's Book. Read the statements and write T (true) or F (false) according to the text.

- 1 A myth is a story that has roots in scientific fact. _____
- 2 Describing a scientific theory as a myth is insulting. _____ / 4 pts

E Review the passage on page 82 of the Student's Book. Read the statements and write T (true) or F (false) according to the text.

- 1 The decision to change one's physical appearance is influenced by culture. _____
- 2 Research suggests that most people should get some kind of plastic surgery. _____ / 4 pts

F Review the passage on page 90 of the Student's Book. Read the statements and write T (true) or F (false) according to the text.

- 1 The evolution of the human diet provided many physical benefits. _____
- 2 Using animals to transport goods helped cities to develop. _____ / 4 pts

Part 3 Total _____ / 24 pts

Written Test 1

answer key

Part 1 Vocabulary

A 1 c 3 a
2 d 4 a

B 1 a 3 d
2 c 4 b

C 1 households 3 facility
2 struggling 4 substantial

Part 2 Word parts

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

Part 3 Critical reading

A 1 c
2 b

B 1 c
2 d

C 1 c
2 a

D 1 T
2 T

E 1 F
2 F

F 1 F
2 T

Written Test 2

answer key

Part 1 Vocabulary

A 1 c 3 a
2 b 4 a

B 1 b 3 d
2 a 4 c

C 1 analysis 3 acknowledged
2 reductions 4 elementary

Part 2 Word parts

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

Part 3 Critical reading

A 1 c
2 a

B 1 c
2 b

C 1 c
2 b

D 1 F
2 T

E 1 T
2 F

F 1 T
2 T

Speaking Test assessment notes

Areas of assessment	Poor 1	Fair 2	Good 3	Very good 4	Excellent 5
Vocabulary	Uses no vocabulary related to units of study.	Uses some vocabulary related to units of study. May use words incorrectly.	Uses vocabulary related to units of study. May make some mistakes with form, meaning, use, or pronunciation.	Uses vocabulary related to units of study. Makes few mistakes with form, meaning, use, or pronunciation.	Demonstrates clear knowledge of vocabulary from the unit with fluent use and clear comprehension of form, meaning, use and pronunciation.
Clarity of communication	Uses few full sentences, makes frequent grammatical mistakes, generally difficult to understand pronunciation.	Uses some sentences, makes some grammatical mistakes, some difficulty in understanding pronunciation.	Uses full and complete sentences with very few grammatical mistakes that do not affect overall communication. Pronunciation is clear and easy to understand.	Communicates clearly with statements that are easy to understand. Demonstrates grammatical competency and appropriate pronunciation.	Communicates fluently with well-organized statements. Uses appropriate body language and demonstrates presentation skills.
Expressing and supporting opinions	Presents no specific opinion about the topic.	Presents an opinion from the units with little personalization. Presents no details to establish opinion.	Presents a personal opinion about the subject without additional details to explain how or why the opinion is personal.	Presents a personal opinion about the subject that may reference information presented in the unit.	Presents a clear opinion about the subject supported with information from the unit. Provides additional support with references to research or independent interest in the subject.
Tone	Does not use tone of voice to indicate positive or negative statement.	Tone used does not match the tone of the statement provided.	Uses tone of voice correctly to express a positive or negative feeling. May or may not match the tone indicated by the statement.	Uses a correct tone of voice that correctly expresses the positive or negative feeling of the statement.	Uses tone of voice correctly to express the positive or negative feeling of the statement with correct supportive gestures or body language.

Speaking Test assessment sheet

Name: _____

Date: _____

Total Score _____ / 20 pts

	Poor	Fair	Good	Very good	Excellent
Vocabulary	1	2	3	4	5
Clarity of communication	1	2	3	4	5
Expressing and supporting opinions	1	2	3	4	5
Tone	1	2	3	4	5

Comments and suggestions:



Speaking Test assessment sheet

Name: _____

Date: _____

Total Score _____ / 20 pts

	Poor	Fair	Good	Very good	Excellent
Vocabulary	1	2	3	4	5
Clarity of communication	1	2	3	4	5
Expressing and supporting opinions	1	2	3	4	5
Tone	1	2	3	4	5

Comments and suggestions:

Speaking Test 1

Units 1–6

Student A

A Ask your partner these questions.

- 1 Do you believe that it is important to study English? Why or why not?
- 2 If all athletes were honest, how would it affect professional sports?
- 3 What do you think makes a person attractive?

B Now answer your partner's questions.

C Read these statements to your partner.

- 1 Young people will not be able to save money because of the cost of helping the older generation.
- 2 Climate change will cause massive devastation to island nations.
- 3 Vegetarianism is a healthy choice and it also helps the environment.

D Listen to your partner's statements. Decide if they sound positive or negative. Check (✓) the boxes.

Statement	Positive	Negative
4		
5		
6		

Student B

A Answer your partner's questions.

B Now ask your partner these questions.

- 1 What are the most severe consequences of an aging population?
- 2 How will climate change affect our country?
- 3 Would you become a vegetarian? Why or why not?

C Listen to your partner's statements. Decide if they sound positive or negative. Check (✓) the boxes.

Statement	Positive	Negative
1		
2		
3		

D Read these statements to your partner.

- 4 A universal language makes communication between people easier.
- 5 It's disgusting that athletes get paid so much money to cheat.
- 6 The most attractive feature of any person is their intelligence.

Speaking Test 2

Units 7–12

Student A

A Ask your partner these questions.

- 1 Would you avoid having children to help the planet? Why or why not?
- 2 Do you think climate change is a fact or myth? Why?
- 3 If scientists proved that animals are as smart as humans, would you continue to eat animals?

B Now answer your partner's questions.

C Read these statements to your partner.

- 1 The loss of a language is a loss of culture.
- 2 Athletes represent a brand and work hard for the money they earn.
- 3 You can never trust a person who has a tattoo.

D Listen to your partner's statements. Decide if they sound positive or negative. Check (✓) the boxes.

Statement	Positive	Negative
4		
5		
6		

Student B

A Answer your partner's questions.

B Now ask your partner these questions.

- 1 What steps should people take to keep world languages from disappearing?
- 2 Do you think it is reasonable for an athlete to make millions of dollars to play sports?
- 3 Would you like to get a tattoo? If yes, what would you get and why? If no, why not?

C Listen to your partner's statements. Decide if they sound positive or negative. Check (✓) the boxes.

Statement	Positive	Negative
1		
2		
3		

D Read these statements to your partner.

- 4 More people means more workers, and we need more people to help take care of the elderly.
- 5 No one will believe in climate change until it is too late.
- 6 If more people were vegetarians, farmers wouldn't have to use so much land.

Listening Test 1

Units 1–6

Name: _____

Date: _____

Total Score _____ / 24 pts

A Listen and write down the questions or statements.

1 English is _____

_____ / 4 pts

2 Fewer and _____

_____ / 4 pts

3 There is a _____

_____ / 4 pts

4 Research _____

_____ / 4 pts

5 What _____

_____ / 4 pts

6 Finally, we _____

_____ / 4 pts

OPTIONAL

B Choose one question or statement from Exercise A. Discuss it with a partner.

C Think about the statement you discussed. What is your opinion? Write your opinion and your reasons below.

Listening Test 2

Units 7–12

Name: _____

Date: _____

Total Score _____ / 24 pts

A Listen and write down the questions or statements.

1 Some experts _____

_____ / 4 pts

2 Some scientists _____

_____ / 4 pts

3 Among _____

_____ / 4 pts

4 At the time _____

_____ / 4 pts

5 The current _____

_____ / 4 pts

6 We go _____

_____ / 4 pts

OPTIONAL

B Choose one question or statement from Exercise A. Discuss it with a partner.

C Think about the statement you discussed. What is your opinion? Write your opinion and your reasons below.

Listening Test scripts

(answer key)

Listening Test 1 (Units 1–6)

1 From Unit 1

English is not just an international language because it is spoken all over the world. English now belongs to the world.

2 From Unit 2

Fewer and fewer young taxpayers will be supporting more and more old people. This will place even more pressure on the young to limit family size. If there are too few workers, this will cause economic decline.

3 From Unit 3

There is a “cat-and-mouse” game going on between athletes and sports authorities. As authorities ban one drug, another appears to take its place. The result of this is that honest athletes are at a disadvantage.

4 From Unit 4

Research also predicts that regional rainfall patterns will change and many areas of the world will become very dry. There will not be enough rainfall to yield enough food.

5 From Unit 5

What do we find attractive in a person’s physical appearance?

6 From Unit 6

Finally, we should all pursue a vegetarian diet for health reasons. A diet rich in meat is also often one that is high in fat; this can lead to disease, especially heart disease and cancer.

Listening Test scripts

(answer key)

Listening Test 2 (Units 7–12)

1 From Unit 7

Some experts predict that half of the languages spoken today will be gone by the end of the century. Why should this be? Why should a language that has existed for tens of thousands of years suddenly disappear?

2 From Unit 8

Some scientists suggest that it is time to launch a second green revolution. They want to do this by changing the genes of crops. However, critics argue correctly that we are reaching the limits of being able to feed the world and that population growth must stop.

3 From Unit 9

Among the world's current 14 top earners, all but one are baseball players. Next in income come top basketball players, whose annual income is between \$15 million and \$20 million. But the highest recorded annual income is for Formula 1 racing drivers.

4 From Unit 10

At the time of the dinosaurs, it was warmer than today; during the last ice age, it was much cooler. In addition, the rise in temperature over the last 200 years has not been constant. Average temperatures fell during the period from 1940 to 1970. If warming is caused by CO₂, how can we explain this?

5 From Unit 11

The current popularity of tattooing and body piercing represents the basic desire to improve one's looks. The growth of plastic surgery using modern medical techniques needs to be seen in this context.

6 From Unit 12

We go to the supermarket and purchase our cheap food. Perhaps we notice the traditional farm pictured on the label. Usually, we think no more about it.

Core vocabulary: keywords

Unit-by-unit list

Unit 1

acquire
equivalent
estimate
exposure
multiple
per
regional
researcher
retain
struggle

Unit 2

era
estate
forecast
household
increasingly
largely
previous
rural
ultimately
wage

Unit 3

ban/banned
boost
consequence
current
extremely
facility
historic
suspend
tournament
yield

Unit 4

conclude
massive
pace
predict
significant
stem
substantial
tackle
thus
voter

Unit 5

approve
assess
asset
comparison
guard
investigation
obviously
priority
truly
virtually

Unit 6

appropriate
capture
crops
declare
decline
eliminate
pursue
religious
requirement
threaten

Unit 7

absolutely
administration
cite
collapse
dominate
elementary
outcome
primary
severe
vital

Unit 8

critic
decade
expansion
guarantee
launch
overall
reduction
secure
settlement
southern

Unit 9

analysis
annual
budget
compensation
controversial
debt
profit
recruit
revenue
sum

Unit 10

acknowledge
advocate
alternative
dispute
extraordinary
flood
initial
prisoner
prospect
theory

Unit 11

context
elsewhere
equipment
pose
procedure
prompt
represent
restore
surgery
urge

Unit 12

abuse
alongside
circumstance
complaint
investment
purchase
shareholder
sort
strategy
vehicle

Alphabetical list

A

absolutely
abuse
acknowledge
acquire
administration
advocate
alongside
alternative
analysis
annual
appropriate
approve
assess
asset

B

ban/banned
boost
budget

C

capture
circumstance
cite
collapse
comparison
compensation
complaint
conclude
consequence
context
controversial
critic
crops
current

D

debt
decade
declare
decline
dispute
dominate

E

elementary
eliminate
elsewhere
equipment
equivalent
era
estate
estimate
expansion
exposure
extraordinary
extremely

F

facility
flood
forecast

G

guarantee
guard

H

historic
household

I

increasingly
initial
investigation
investment

L

largely
launch

M

massive
multiple

O

obviously
outcome
overall

P

pace
per
pose
predict
previous
primary
priority
prisoner
procedure
profit
prompt
prospect
purchase
pursue

R

recruit
reduction
regional
religious
represent
requirement
researcher
restore
retain
revenue
rural

S

secure
settlement
severe
shareholder
significant
sort
southern
stem

strategy
struggle
substantial
sum
surgery
suspend

T

tackle
theory
threaten
thus
tournament
truly

U

ultimately
urge

V

vehicle
virtually
vital
voter

W

wage

Y

yield

