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INFOCUS
Teacher's Manual

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Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1	1	Gender Equality Equality of the sexes in societies	1 The Iron Lady 2 What If Women Ruled the World?	Scanning Skimming Understanding the text Paraphrasing Making inferences	Definitions Etymology: words with <i>just</i> or <i>ju</i> Example: <i>justification</i>
	Pages 1–8				
Cycle 1	2	A Thirsty World Water access, consumption, and future global water scarcity issues	1 The Cochabamba Water War 2 Water Worries	Scanning Skimming Understanding the text Reference words Making inferences	Definitions Etymology: words with <i>conscious</i> Example: <i>consciousness</i>
	Pages 9–16				
Cycle 1	3	Nuclear Power: Clean and Bright The benefits of nuclear energy	1 Green Energy? 2 The One Energy Solution	Scanning Skimming Understanding the text Recognizing contrasts Making inferences	Definitions Etymology: words with <i>trans</i> Example: <i>transmission</i>
	Pages 17–24				
Cycle 1	4	Free Trade: Cheap Goods or Good Jobs? The social impact of free trade	1 The North American Free Trade Agreement 2 Free Trade = No Bargain	Scanning Skimming Understanding the text Cause and effect Making inferences	Concordances Etymology: words with <i>capital</i> Example: <i>capitalist</i>
	Pages 25–32				
Cycle 1	5	Online Retailing: Disappearing Stores The effect of the Internet on retail and other industries	1 None in Laredo 2 The End of the Store as We Know It	Scanning Skimming Understanding the text Identifying reasons Recognizing bias	Concordances Idioms with <i>horse</i> Example: <i>back the wrong horse</i>
	Pages 33–40				
Cycle 1	6	Online Addiction: Too Much Fun? Video game and Internet addiction	1 Internet Addiction 2 Fun, Popular, and Deadly	Scanning Skimming Understanding the text Identifying reasons Prediction: concluding statements	Concordances Phrasal verbs with <i>pass</i> Example: <i>pass away</i>
	Pages 41–48				

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> Level of gender equality Interpreting and reporting results <ul style="list-style-type: none"> Explaining differences 	Writing a paragraph outline on the topic of women in power Topic sentence, main points, example	Identifying fact or assumption Completing a mind map: women in power	Discussion <ul style="list-style-type: none"> New laws for gender equality Tip: Listening Quotable Quotes <ul style="list-style-type: none"> Discussing the ways boys and girls are raised
Information gathering <ul style="list-style-type: none"> Water resources and consumption by country Interpreting and reporting results <ul style="list-style-type: none"> Explaining differences 	Writing a paragraph Giving an opinion on the topic of water demand	Categorizing statements Completing a mind map: water demand	Presentation <ul style="list-style-type: none"> Solutions to the world's water crisis Tip: Structuring your presentation Quotable Quotes <ul style="list-style-type: none"> Globalization and access to safe water
Information gathering <ul style="list-style-type: none"> Two nuclear accidents Interpreting and reporting results <ul style="list-style-type: none"> Comparing the accidents 	Writing a paragraph Giving a personal opinion about the pros and cons of nuclear power	Identifying fact or opinion Completing a mind map: pros and cons of nuclear power	Role play and debate <ul style="list-style-type: none"> Opinions about nuclear power Tip: Asking for opinions Quotable Quotes <ul style="list-style-type: none"> Discussing energy sources and the politics of energy dependency
Information gathering <ul style="list-style-type: none"> Global production and trade over time Interpreting and reporting results <ul style="list-style-type: none"> Analyzing trends 	Writing a paragraph Giving a personal opinion about the pros and cons of free trade	Clarifying statements Completing a mind map: pros and cons of free trade	Discussion <ul style="list-style-type: none"> Pros and cons of building a new factory Tip: Summarizing key points Quotable Quotes <ul style="list-style-type: none"> Discussing equality and free trade
Information gathering <ul style="list-style-type: none"> Growth in online shopping Interpreting and reporting results <ul style="list-style-type: none"> Comparing trends by country 	Writing a paragraph about the effects of showrooming Using patterns of reasoning	Identifying cause and effect Understanding patterns of reasoning	Presentation <ul style="list-style-type: none"> The effect of technology on the newspaper and travel industries Tip: Transition signals Quotable Quotes <ul style="list-style-type: none"> Discussing the effect of the Internet on publishing and other industries
Information gathering <ul style="list-style-type: none"> Video game facts and partner interview Interpreting and reporting results <ul style="list-style-type: none"> Comparing and discussing results about gaming 	Writing a letter to a newspaper Using patterns of reasoning to describe the negative effects of video games	Decision-making Understanding patterns of reasoning	Role play and debate <ul style="list-style-type: none"> Government regulation and video games Tip: Disagreeing Quotable Quotes <ul style="list-style-type: none"> Discussing the pros and cons of video games and TV

Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	7 Pages 49–56	Marriage around the World The changing of marriage in societies	1 Different Ways of Tying the Knot 2 Changing Views of Marriage	Scanning Skimming Understanding the text Making inferences Recognizing contrasts	Register Idioms with <i>break</i> Example: <i>break with tradition</i>
Cycle 2	8 Pages 57–64	Fished Out: Our Empty Oceans The effects of overfishing	1 The Grand Banks 2 Our Desert Oceans	Scanning Skimming Understanding the text Reference words Making inferences	Register Idioms with <i>turn</i> Example: <i>turn a blind eye</i>
Cycle 2	9 Pages 65–72	Renewable Energy: the Green Choice The benefits of renewable energy sources	1 Winds of Change 2 Beyond Fossil Fuels	Scanning Skimming Understanding the text Recognizing contrasts Making inferences	Register Phrasal verbs with <i>run</i> Example: <i>run out (of)</i>
Cycle 2	10 Pages 73–80	(In)Equality in a Richer World Capitalism, other economic systems, and income equality in societies	1 The Lehman Shock 2 The Promotion of Wealth	Scanning Skimming Understanding the text Cause and effect Making inferences	Collocations Idioms with <i>give</i> Example: <i>give the green light</i>
Cycle 2	11 Pages 81–88	The Office of the Future? Telecommuting	1 High-Tech Companies and Telecommuting 2 Telecommuting	Scanning Skimming Understanding the text Identifying reasons Recognizing bias	Collocations Phrasal verbs with <i>put</i> Example: <i>put up with</i>
Cycle 2	12 Pages 89–96	Social Media: Changing Our Lives The impact of social media on politics and society	1 The Arab Spring and Social Media 2 A Networked World	Scanning Skimming Understanding the text Paraphrasing Prediction: concluding statements	Collocations Phrasal verbs with <i>bring</i> Example: <i>bring about</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> • Marriage and divorce by country Interpreting and reporting results <ul style="list-style-type: none"> • Explaining high and low divorce rates 	Writing a paragraph Using patterns of reasoning to give a personal opinion about marriage	Identifying fact or assumption Understanding patterns of reasoning	Discussion <ul style="list-style-type: none"> • Pros and cons of arranged marriage Tip: Paraphrasing Quotable Quotes <ul style="list-style-type: none"> • Discussing love and marriage
Information gathering <ul style="list-style-type: none"> • Survey of fish stocks over time Interpreting and reporting results <ul style="list-style-type: none"> • Summarizing and explaining changes 	Writing a paragraph Using patterns of reasoning to give a personal opinion about commercial fishing	Identifying fact or opinion Understanding patterns of reasoning	Role play and debate <ul style="list-style-type: none"> • Future fishing policy Tip: Voicing your opinion Quotable Quotes <ul style="list-style-type: none"> • Discussing the damaging effects of humans on the oceans
Information gathering <ul style="list-style-type: none"> • Changes in global energy sources Interpreting and reporting results <ul style="list-style-type: none"> • Discussing trends in energy supplies 	Writing a paragraph Using facts and assumptions to give an opinion about renewable energy	Identifying fact or assumption Judging reasons	Presentation <ul style="list-style-type: none"> • The best renewable energy source for the future Tip: Openers Quotable Quotes <ul style="list-style-type: none"> • Discussing cheap fossil fuels and ways to promote renewable energy
Information gathering <ul style="list-style-type: none"> • Income inequality by country Interpreting and reporting results <ul style="list-style-type: none"> • Comparing wealth and inequality 	Writing a paragraph Using facts and opinions to give a personal opinion about capitalism	Clarifying statements Judging reasons	Discussion <ul style="list-style-type: none"> • Raising income tax to help the homeless and unemployed Tip: Interrupting Quotable Quotes <ul style="list-style-type: none"> • Comparing the goals of democratic governments with those of corporations
Information gathering <ul style="list-style-type: none"> • Numbers of telecommuters by employer type Interpreting and reporting results <ul style="list-style-type: none"> • Discussing telecommuting trends among employers 	Writing a paragraph Describing the pros and cons of telecommuting and giving a personal opinion	Identifying cause and effect Judging reasons	Role play and debate <ul style="list-style-type: none"> • Whether a college should introduce e-learning Tip: Stressing keywords Quotable Quotes <ul style="list-style-type: none"> • Discussing job satisfaction and the balance between work and life activities
Information gathering <ul style="list-style-type: none"> • Numbers of users of popular social media sites Interpreting and reporting results <ul style="list-style-type: none"> • Explaining growth rates of different social media sites 	Writing an email or a letter Making a recommendation about Internet access at work or Saying what you plan to do about cyberbullying	Decision-making Judging reasons	Presentation <ul style="list-style-type: none"> • Cyberbullying and how to deal with it Tip: Closers Quotable Quotes <ul style="list-style-type: none"> • Discussing the impact of social media on people

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 can 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 and also watch 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 3

In Focus 3 is designed for students at a high-intermediate level. The 120 keywords are taken from the NAWL. Each unit is designed to help your students build both their knowledge and their ability to think critically about a wide range of important topics. The topics covered are marriage and gender equality, consumption of natural resources, global energy sources, jobs and income equality, technology and employment, and social media and Internet addiction. Language prompts are provided throughout to help students express themselves. Four units focus on discussion, four on presentation, and four on role play and debate. Each unit features a useful presentation or discussion tip.

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: definitions; concordances; register; collocations  Vocabulary building: etymology; idioms; phrasal verbs Discussion dictation
Pages 4–5	Reading Reading skills Speaking	3 Reading skills Pre-reading questions Reading  Understanding the text: gist, main idea, details; Paraphrasing; Making inferences; Reference words; Recognizing bias; Recognizing contrasts; Cause and effect; Identifying reasons; Prediction 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 Role play and debate	5 Critical thinking Fact or assumption? Fact or opinion? Cause and effect; Clarifying statements; Categorizing; Decision-making Mind map; Understanding reasoning; Judging reasons Writing Discussion; Presentation; Role play and debate 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 in the Teacher's Manual. You can recommend that your students watch these related media 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. Each unit teaches 10 important words from the NAWL. To contextualize learning, these keywords are first presented in a short reading passage (300–400 words) on one aspect of the topic. A series of learning activities focuses on developing vocabulary knowledge, collocations, word parts, idioms, and phrasal verbs. 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 (550–650 words), 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 toward 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. Students are encouraged to develop critical thinking, skills such as identifying fact and opinion, understanding different patterns of reasoning, analyzing graphs and charts, and categorizing data. Students are then guided to write a paragraph that expresses their opinions on the topic. The final page brings the content of the unit together in a discussion, presentation, or role play and debate about the topic. Presentation and discussion tips in each unit and useful language prompts where necessary help students.

6 Quotable Quotes

In this last section, a short quote 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.

In this way, *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, which 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 encounter it in future.

Gender Equality

Unit 1 introduces the concept of gender equality. It explores gender inequality around the world and looks at the impact of inequality globally. This unit connects with Unit 7, which examines issues related to marriage practices in different cultures and societies.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *Do you know what gender means? Have you heard of "gender equality"? What does it mean to you?*
- Elicit Ss' ideas and definitions of gender equality.
- Say: *In this unit we will explore gender equality. What issues or ideas do you think we will discuss?*
- Make a list of issues or ideas on the board that Ss predict the unit will cover.
- In groups, have Ss add additional ideas to the list. Elicit and review as a class. Add new ideas to the list on the board. Have Ss copy the list.
- At the end of the unit, have Ss check their lists to see which issues and ideas appeared in the unit.

1 Critical cartoons

Page 1

Objectives: connect to background knowledge about gender equality and how gender equality varies on a national and international level; encourage Ss to think critically about the topic.

About the topic

The issue of gender equality is one that affects all countries. People who work to improve gender equality express the importance of men and women being treated as equals. Today's gender equality movement has roots in the women's rights movements of the early twentieth century, also known as the suffragette movement, which sought and eventually gained the right in most countries for women to vote.

Interesting facts

As of 2013, Iceland leads all other countries in gender equality according to the Global Gender Gap Report. Iceland has led the world in gender equality since 2008.

In 1893, New Zealand became the first country in the world to give women the vote.

are they together? (**Answers:** A woman is giving a speech at a world summit on gender equality. All the attendants listening to the speech are men. They are together to discuss gender equality). Draw attention to the speech bubble. Ask: *What is the man saying?* (**Answer:** The man is complaining that women are taking over power everywhere.)

- In groups, ask Ss to discuss the questions. Say: *Let's read the questions and discuss this cartoon.*
- Write sentence stems on the board for Ss to use in the discussion (e.g., *In my country women . . . ; I think the jobs commonly done by women are . . . ; This cartoon is clearly about . . . ; In my view, this cartoon means . . . ; One possible idea this cartoon presents is . . .*)
- Allow time for Ss to complete the discussion with all questions. 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.

Erin Brockovich is a movie about a single mother (Julia Roberts), who while working as a legal assistant tries to bring down a California power company accused of polluting a city's water supply. The movie addresses how being a woman helps and hinders Erin in her fight to support the town polluted by the power company.

Courage Under Fire is a movie in which an army colonel (Denzel Washington), who was previously involved in a "friendly fire" incident, must determine if a female army captain (Meg Ryan) should be the first woman to receive the Medal of Honor for valor in combat.

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

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw Ss' attention to the cartoon. Ask: *What do you see in the cartoon? Where are the people? Why*

Expansion

- ◆ Organize Ss into pairs.
- ◆ As a class, make a list of famous women on the board.
- ◆ Have Ss organize the famous women into categories that describe why they are famous. (e.g., *Angelina Jolie is famous for acting. Marie Curie is famous for her work in science. Hillary Clinton is a former US Secretary of State.*)
- ◆ Ask Ss to compare categories. Examine how many women are famous for entertainment, like acting or singing, compared with those famous for work in fields dominated by men (science, mathematics, politics, etc.)
- ◆ Elicit and discuss how famous women could impact gender equality.

Improve Ss' reading by modeling how to scan. Read a keyword, then model moving a finger over the text and stopping when the word is found. Read the sentence out loud. Have Ss consider what the word means based on the sentence. Encourage Ss to use the scanning practice to find information more quickly in the reading.



- Direct Ss to share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*
- Have Ss scan the reading for the keywords. Say: *Find the sentences the keywords are in. Underline the keywords. If you are not sure about their meaning, look at the sentence and try to guess what they mean.*
- When finished, have Ss write their guesses next to the words.
- Review and clarify the word meanings as a class.

2 Core vocabulary

Pages 2–3

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; work with word origins and recognize word parts; listen to 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.

ANSWERS

Definitions

- authority** the moral or legal right or ability to control
- discrimination** the treatment of a person or group of people in a worse way than they are usually treated
- distribution** the act of dividing something among people, or spreading or supplying something
- dominant** more important, strong, or noticeable than anything else of the same type
- ethical** a system of accepted beliefs that control behavior, especially a system based on moral standards for good or bad character and behavior
- justification** to show that something is reasonable, right, or true
- motive** a reason for doing something
- scenario** a description of possible events
- traditionally** a way of behaving that has existed for a long time
- unstable** not firm and therefore not strong, safe, or likely to last

A Scanning and skimming

Teachers have the option of presenting the reading as a listening text. You can download the audio from the **In Focus** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box. Read the words with Ss.
- Say: *Let's talk about the words with a partner. Model discussing words with a partner.*
A: *Do you know the meaning of authority?*
B: *I think it means . . .*
- Have Ss write a brief definition of known words and place a question mark next to unknown words.

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close books.
- Ask: *Who is the Iron Lady according to the reading? What do you remember from scanning for the words?* Elicit the connection between the title and the reading.
- Draw Ss' attention to Exercise 2. Say: *Let's read the question together.*
- Read the instructions with Ss.
- Instruct Ss to skim the reading and choose A, B, or C.
- Check answers as a class.

ANSWER

2 A



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

B Words in context: definitions

1 Match the definitions

- Have Ss review the keywords on page 2.
- Say: *Some words have more than one meaning. We can find which meaning is used by examining the context. Let's read again and find the best definition for these three words.*
- Do the first item with the class as a model.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

distribution	1
unstable	2
authority	3

2 Write new sentences

- Review the three keywords.
- Say: *Let's make our own sentences using each keyword. Think about each definition. Choose a definition. Write your sentence using that definition.*
- Model writing a new sentence for Ss. (e.g., *The distribution of pieces on the game board was even.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss take turns reading their sentences to their partners and guessing the definitions.
- Model the activity for Ss. Say: *Here is my sentence. The distribution of pieces on the game board was even. Which definition do you think I used?*
- Check answers as a class.

Expansion

- ◆ Have Ss close or cover books.
- ◆ Pass out blank slips of paper to each S.
- ◆ Ask Ss to choose one keyword and definition and write one additional sentence.
- ◆ Collect slips from Ss.
- ◆ Select a sentence. Read it to the class.
- ◆ Have class identify the definition used.
- ◆ Continue as time permits.

C Vocabulary building: etymology

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

1 Complete the sentences

- Review the definition of *etymology* with Ss. Say: *Understanding the origin of a word can improve your ability to guess the meaning of the word in different forms.*
- Ask Ss to close their books. Focus attention on the word part *just/ju*.
- Elicit words with *just* or *ju* from Ss and write them on the board.
- Check the meaning of the words.
- Ask: *What is the meaning of each word? What does each word have in common?* (Answer: Each word is related to fairness or equality.)

An etymology dictionary identifies the history of many words in the English language. To learn more about word origins and the parts that together form words, use an etymology dictionary. Some are available online.



- Write the first sentence on the board. Elicit the missing word.
- Have Ss open their books. Focus on the five words in the box. Ask Ss to give their meanings if known.
- Focus Ss' attention on the sentences. Have Ss complete the sentences with words from the box.
- Check answers as a class.
- Elicit meaning of *just/jus* from Ss. Ask: *In your opinion, what does this word part mean?* Ss may still be unsure about the meaning.

ANSWERS

- 1 justify
- 2 justification
- 3 unjust
- 4 judge
- 5 jury

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the word part *just/ju*
- Have Ss write their guess on the space provided.
- Have Ss share with a partner. Model conversation on the board.

A: *Based on the words, what do you think just/ju means?*

B: *Looking at how it is used, I think it means . . .*
- Check answers as a class. Provide a definition to Ss.

ANSWER

just/ju right, fair (from the Latin *ius, iustus*)

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Section D.
- Say: *Now we will listen and write the questions we hear. Dictation means to listen and write exactly 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 Is it easier for a man or a woman to get a high-paying job in your country? Why?
- 2 Do you know of any famous companies that have a woman as the CEO?
- 3 What can be done to help women achieve better equality with men?

- Review the questions with Ss.
- Have Ss form small groups. Say: *Think about the questions. Each question is related to the topic of the unit. Let's discuss your ideas with your group.*
- Write sentence stems on the board for Ss to use in the discussion. (e.g., *I think . . . I agree with . . . ; Perhaps some people think . . . but . . . ; The way I see it . . . ; Overall, I believe . . .*)
- Allow time for Ss to discuss the questions. Monitor discussion and write down a selection of answers to review as a group.
- Elicit responses to questions from the group discussion and discuss further as a class.

Have Ss write answers to each question to allow additional time to think and process ideas in the questions before the discussion.



2 Share and compare

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting answers from the discussion and share with the 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 paraphrasing and inference skills; personalize the context of the topic in a group discussion.

READING

ONLINE

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.



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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Before reading, let's review the topic we are discussing. Let's look at these questions.*
- Read the questions with Ss. Ask: *What do you think the answers are? Share your ideas with a partner. After reading, we will review the questions.* Have Ss write possible answers to the questions.
- Allow time for Ss to finish writing answers. Elicit ideas on the board.
- Read the title with Ss. Draw attention to the picture. Review the picture caption. Ask: *What do you see in the picture? How do you think the picture connects with the reading? (Answer: The picture depicts a woman with strong muscles, indicating that women have strength.)*

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Update or correct the answers on the board.
- Ask Ss to think about additional information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *I thought it was interesting that women have more equality in some less-developed countries.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Say: *These questions will help you understand the text better. There are three different types of question.*
- Draw attention to Q1 GIST. Say: *Gist means "general idea." We can find the gist by skimming the reading. Skimming is a quick review of the reading.*

- Instruct Ss to skim the reading and answer Q1. Check answers as a class.
- Draw attention to Q2 MAIN IDEA. Say: *To find the main idea, you need to read more carefully. Let's take time to read and find the main idea.*
- Allow time for Ss to read and answer Q2. Check answers as a class.
- Draw attention to Q3 and Q4 DETAILS. Say: *To find details in the reading, we can scan the text to find specific information. First read the question. Look for a word or idea in the question that seems familiar from the reading. Then scan the reading to find the answer.*
- Allow time for Ss to read and answer Qs 3 and 4. Check answers as a class.

ANSWERS

- 1 B
- 2 C
- 3 A
- 4 C

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Assign a question type to each group. Say: *Your group is a gist group. Your group is a main idea group. Your group is a details group.*
- ◆ Have groups review the question types.
- ◆ Have groups write their question type at the top of a piece of paper. Direct Ss to write a new question of the type assigned.
- ◆ Collect all answers from the groups.
- ◆ Mix questions from all groups. Say: *I'll read a question. The first group that can answer the question will get a point. Your team will receive an additional point if you can tell me the type of question it is.*
- ◆ Read the questions. Award points to the team that answers first. If the team identifies the question type, give an extra point. If the team cannot, allow other teams an opportunity to get the extra point.
- ◆ Continue until the questions are finished.

D Paraphrasing

- Draw Ss' attention to the definition of the word *paraphrasing*. Say: *We are going to work with paraphrasing. Paraphrasing is summarizing an idea or concept presented in a text. The words are often different, but the idea or concept is the same. We will read a paraphrased idea and find the paragraph that matches the idea.*
- Read the instructions as a class.
- Model with the first question for Ss. Read Q1. Say: *Do you remember reading about this idea in the text? Which paragraph best matches this summary of the idea?*

- Have Ss read each statement and find the paragraph that best matches the paraphrased idea.
- Check answers as a class.

ANSWERS

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

E Making inferences

- Draw Ss' attention to Section E. Say: *In this section, we will focus on inferences. Inferences refer to information or ideas that are suggested by a text but not stated directly. By reading the text carefully, we can work out what these ideas are.*
- Read the instructions with Ss. Review the statements presented. Clarify as necessary.
- Allow time for Ss to read and complete the activity.
- Have Ss compare their answers in pairs.
- Check answers as a class.

ANSWER

2

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have Ss review the incorrect answers in Section E.
- ◆ In groups, ask Ss to rewrite each incorrect answer to represent information that can be correctly inferred from the text. (e.g., *The battle for woman's rights continues with no end in sight.*)
- ◆ Allow time for teams to change answers.
- ◆ Regroup Ss. Have Ss compare answers with students from other teams.
- ◆ Elicit and review some of the student-generated inferences as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 4. Explain that Ss will discuss the parts they found interesting and compare with their partners. Ask them to provide additional information to describe why they found the information interesting.
- Model as necessary.

- Allow Ss to complete the discussion in their groups. Elicit information Ss found interesting and share with the class.
- Q2: Ask: *How do you think things would be different if more women were in power? Let's discuss it.*
- Allow time for Ss to complete the discussion. Elicit and discuss Ss' ideas as a class.
- Q3: Say: *This unit is about gender equality. Do you think that there are jobs that only women should do? Why? Talk about it with your partners.*
- Allow Ss to discuss the answers. Elicit answers from the discussion and share as a class.

4 Researching a topic

Page 6

Objectives: describe information found on the Global Gender Gap Index; interpret the data and discuss how it reflects gender equality globally.

A Information gathering

- Put Ss in small groups.
- Say: *The Global Gender Gap Index helps us understand which countries are performing the best and worst when it comes to gender equality. Let's learn more about gender equality in different countries around the world.*
- Draw Ss' attention to the chart. Say: *The ranking shows countries' gender equality, and it goes from 1 to 136. The best-scoring and most gender-equal country is 1. The worst-performing country is ranked 136.*
- Focus Ss' attention on the column labeled *Score*. Say: *The score indicates how equal men and women are. The closer the score is to 1, the more equal men and women are in that country.*
- Put Ss into pairs. Say: *Now we are going to share some information about the Global Gender Gap Index.*
- Assign one S the role of A and one the role of B. Have Student B turn to page 98.
- Say: *Your charts have missing information. Your partner has the missing information. Ask your partner for the missing information and complete your chart.*
- Write a model dialogue on the board for Ss.
A: *What is the gender gap index rank for . . . ?*
B: *The rank of . . . is . . .*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

Global Gender Gap Index (total of 136 countries)

Rank	Country	Score
34	Argentina	0.72
62	Brazil	0.69
22	Canada	0.74
69	China	0.69
2	Finland	0.84
1	Iceland	0.87
101	India	0.66
98	Indonesia	0.66
6	Ireland	0.78
105	Japan	0.65
16	Lesotho	0.75
102	Malaysia	0.65
68	Mexico	0.69
121	Nepal	0.61
3	Norway	0.84
135	Pakistan	0.55
5	Philippines	0.78
127	Saudi Arabia	0.59
58	Singapore	0.70
111	South Korea	0.64
4	Sweden	0.81
66	Tanzania	0.69
65	Thailand	0.69
120	Turkey	0.61
109	United Arab Emirates	0.64
18	United Kingdom	0.74
23	United States	0.74
136	Yemen	0.51

Note: scores are rounded up to two decimal places

B Interpreting and reporting results

1 Discuss information

- Arrange Ss into new groups.
- Say: *Now let's think about the information in the chart. These questions will help us consider what we can learn from the global gender equality index.*
- Allow time for Ss to read and answer the questions.

Have groups write answers to the questions using specific information from the Global Gender Gap Index to support why the group believes its answers are appropriate.



2 Share ideas

- Draw Ss' attention to the speech bubbles. Encourage Ss to use the language in the speech bubbles for the discussion.
- Invite groups to share their ideas with the class.
- Encourage Ss who are listening to ask follow-up questions.

Expansion

- ◆ Tell Ss to review the countries on the Global Gender Gap Index.
- ◆ Have Ss categorize the countries by geographic location, e.g., Thailand, Japan, and South Korea are all Asian countries.
- ◆ In groups, have Ss review the ranking by geographic location. Ask Ss to infer why some geographic locations have lower rankings than others.
- ◆ Arrange Ss in new groups to compare ideas.
- ◆ Elicit and review Ss ideas as a class.

5 Critical thinking

Pages 7–8

Objectives: identify differences between fact and assumption; create a mind map to organize ideas; write a paragraph outline related to gender inequality; express opinions on a gender equality law and share with the class; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or assumption?

- Arrange Ss into pairs or small groups. Say: *In this section, we will compare ideas. When answering the questions, you may disagree on the answer. There may not always be a correct answer.*
- Say: *Facts are true statements that can be confirmed. An assumption is an opinion or belief that may or may not be true but is difficult or impossible to confirm.*
- Read the instructions and clarify as necessary. Model using the first item for Ss. Say: *Here it says, "First, I promise to make two years of university education free for everyone. Our investment in education for our young people today is an investment in a rich future tomorrow." We don't know for sure that investing today means a rich tomorrow. So this is an assumption.*
- Say: *Now work with a partner and decide which are facts and which are assumptions. Provide language prompts to help Ss. (e.g., I think it's obvious that . . . ; It's difficult to say, but . . . ; I'm not too sure if/whether . . . ; I believe this is a fact/assumption because . . .)*
- Allow time for Ss discuss the items.
- Elicit answers as a class.

ANSWERS

- 1 Assumption
- 2 Fact
- 3 Fact

B Mind map

- Draw Ss' attention to the mind map. Say: *This is a mind map. We can use this to categorize information from the unit and organize our thoughts. Let's think about what would happen if more women were in power. What would the impact be?*
- Read the items in the map with Ss.

You may want to provide examples for the first section of the mind map to further scaffold the activity, as below. Further examples can be found in the reading on page 4.



Different insights from men:	Experience as mothers
Peace as a motive:	Willingness to invest money; desire to prevent death
Avoidance of risk:	Willing to compromise; unwilling to bet or gamble

- Say: *Each item is connected. When you look at Different insights from men, one example is women's experience as caregivers. Connected to this experience are details of what insight this gives women. For each section, we will provide an idea and then examples that show the idea in practice.*
- Model completing one part of the chart for Ss on the board.
- Organize Ss into pairs or small groups.
- Allow time for Ss to work together to complete the mind map. Monitor and assist as necessary.
- Elicit some answers and provide further ideas as a class.

C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph outline that includes information from the previous mind map.
- Focus Ss' attention on the definition of *topic sentence*. Say: *Each of the three parts of the mind map can become a topic sentence. This will help us organize our writing. Clarify as necessary.*
- Say: *We're going to write an outline using our mind map. Let's look at the example.*
- Review the example in the book. Clarify the meaning of *main point*, *detail*, and *example* as necessary.
- Allow time for Ss to complete the outline. Monitor and assist as necessary.
- Arrange Ss into groups. Have Ss compare outlines in groups.
- Collect paragraphs from Ss to grade.

Expansion

- ◆ In groups, have Ss read and choose one of their paragraph outlines.
- ◆ Instruct groups to write a paragraph using the outline.
- ◆ Arrange Ss into groups. Have Ss read and share paragraphs in their groups.
- ◆ Invite one or two Ss to share their paragraphs with the class.
- ◆ Collect paragraphs to grade.

Expansion

- ◆ Arrange Ss into groups of three. Assign each S a role: for proposals, against proposals, and judge.
- ◆ Ask the judge to keep track of the time. Allow two minutes for Ss to present their arguments to their partners.
- ◆ After both Ss have presented their positions, have the judge in each group declare a winner.
- ◆ Rearrange groups and repeat with new Ss to allow an opportunity to build skills presenting either side of the argument. Encourage Ss to explain their reasons.

D Discussion

1 Discuss the issues

- Organize Ss into small groups.
- Ask Ss to read the information presented about Norway. Say: *Norway has two laws that help to ensure gender equality. Let's review these laws. Read the paraphrased laws with Ss.*

Point out to Ss that the laws have been paraphrased. Review what *paraphrase* means as necessary.



- Draw Ss' attention to the chart. Say: *In your country there is a plan to pass similar laws to those in Norway. You will represent the groups that are in favor of or are against the laws. We will discuss the ideas.*
- Read the instructions in Exercise 1. Assign Ss to A and B groups.
- Have Ss review the positions provided for their assignment in the corresponding column. Have groups add additional ideas to support their position.
- Monitor and assist as necessary.
- Say: *Now let's organize our arguments. Think about what you will say to convince people that your idea is correct. Write a few short sentences you can use in your arguments.*
- Draw Ss' attention to the speech bubbles in Exercise 2. Say: *Use these phrases to help write your arguments.*
- Allow time for Ss to write short sentences for their arguments. Monitor and assist as necessary.

2 Share ideas

- Rearrange Ss into new groups so that half of the group is in favor and half of the group is against the laws.
- Have Ss take turns sharing the ideas created in groups.
- Remind Ss to use follow-up questions.
- Draw Ss' attention to the Tip box. Review the importance of listening with Ss. Say: *Remember to make eye contact when others speak. Nodding or using responses like uh-huh or I see shows you are engaged and encourage the speaker.*
- Allow time for Ss to exchange arguments. Encourage Ss to ask follow-up questions to groups who are presenting.
- Continue as time permits.

3 Vote

- Invite groups to share their arguments with the class.
- As a class vote on each proposal. Record the results of the vote on the board.

Quotable Quotes

We've begun to raise daughters more like songs . . . but few have the courage to raise our sons more like our daughters.

Gloria Steinem
American journalist and social activist

Background Information

Gloria Steinem is an American writer, journalist, and political activist involved in improving gender equality around the world. She was a co-founder of *Ms.* magazine, a journal dedicated to raising awareness of issues important to woman. She continues to travel internationally to speak on issues of equality.

- 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 . . .*)
- Allow time for Ss to share their thoughts in groups.
- Ask Ss to recall the topic of the unit. Have Ss share ideas about how the unit is connected to the quote.
- Draw Ss' attention to Q1. Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit Ss' ideas and share as a class.

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.



A Thirsty World

Unit 2 introduces the concept of water scarcity. It explores issues of water consumption in developed and undeveloped nation and the consequences of a limited supply of fresh, clean drinking water. This unit connects with Unit 8, which looks at issues related to overfishing in oceans as a result of improved technologies and fishing techniques.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What do you know about water issues? Have you heard about water shortages?*
- Elicit ideas from Ss. Make a list on the board.
- Say: *In this unit, we will examine some problems related to water shortages. What do you think could cause water shortages around the world?* Use the list of water shortage issues on the board. In groups, have Ss write a guess to describe the cause.
- Elicit ideas from groups. Write the potential cause next to the problem on the board. Have Ss copy the cause-and-effect list in a notebook.
- At the end of the unit, have Ss compare their lists to see which ideas appeared in the unit.

1 Critical cartoons

Page 9

Objectives: connect to background knowledge about water issues facing many countries, including access to clean water and water needs in poor regions; share understanding of water issues in a group discussion and encourage Ss to think critically about the topic.

About the topic

Water scarcity has been an important issue ever since the establishment of irrigated farmlands to support the development of crops in ancient cities, such as Sumer, in modern-day Iraq. Controlling and providing water resources remains a challenge for many countries. Without access to clean water, populations face a number of health and safety challenges. The relatively small amount of fresh water available on the planet combined with an increasing global population make issues like water pollution and water supply even more challenging.

Interesting facts

Of all water on earth, 97 percent is salt water; the remaining 3 percent is fresh water. Less than 1 percent of the world's supply of freshwater is accessible for consumption and other human uses.

A Building knowledge

- Organize Ss into pairs or small groups.
- Focus Ss' attention on the cartoon. Ask: *When you look at the cartoon, what do you see? What does this cartoon tell you?* (**Answers:** The cartoon is set in a desert-like country. A businessman is giving a free computer to a child. The child asks for water instead.) Say: *Look at what the child is saying. Why do you think he is saying this?* (**Answers:** It is a hot and dry place. Clean water supplies are very limited.)
- In groups, ask Ss to discuss the questions. Say: *Now read the questions. Take a moment to read. Then we will discuss the questions with the group.* Provide language for Ss to use in the discussion as necessary. (e.g., *To get clean water in my country, . . . ; I think drinking dirty water can cause . . . ; In my view, problems in poorer countries are . . .*)
- Allow time for Ss to complete the discussion with all questions. Elicit answers from the class.

Encourage further discussion with follow-up questions. Write phrases on the board to support the discussion. (e.g., *Have you thought about . . . ? What about . . . ? Can you explain . . . ? Tell me more about . . .*)



Media link

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

A World Without Water is a documentary about the current state of water politics around the world. This film compares water access in developed nations with that in Third World countries and argues that we are running out of this essential resource. It explores the possible struggles and consequences of limited water supplies in the future.

The Story of Bottled Water is a short documentary that uses cartoon figures to explain how large companies and corporations have managed to scare us from drinking clean and safe tap water in order to sell us bottled water that is sometimes dirtier and less safe.

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

Expansion

- ◆ Review Q2 from Exercise A with Ss.
- ◆ Organize Ss into groups. Ask: *What steps do people take to prevent illness related to dirty water?*
- ◆ Have groups make a list of preventative measures used to avoid illness.
- ◆ Elicit and discuss as a class.
- ◆ Highlight specific preventative measures that are common for Ss.

2 Core vocabulary

Pages 10–11

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; work with word origins and recognize word parts; listen to 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. You can download the audio from the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box. Say: *Let's look at the keywords with a partner.*
- Have Ss check the words with a partner. Model discussion on the board.
A: *Do you know what consciousness means?*
B: *I think it means . . .*
- Allow time for discussion. Have Ss circle words that are unknown to both Ss.
- Say: *Now let's find the words in the text. Scan the reading for the words. When you see a word, read the sentence to check the meaning.* Model scanning to clarify as necessary.
- When finished, have Ss guess the word meanings using the context of the sentences. Elicit a definition for each word
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- consciousness** the state of being awake, aware of what is around you, and able to think
- consumption** the amount of something that is used or the process of using it up
- emergence** the fact of something becoming known or starting to exist
- evident** easily seen or understood, obvious
- minimal** as small as possible
- namely** to be specific
- norm** an accepted standard or way of being or doing things
- prevalence** existing commonly or happening frequently
- publish** to make available to the public by printing a book, a magazine, newspaper or other document, or putting them on the Internet
- ridiculous** foolish or unreasonable and deserving to be laughed at

Expansion

- ◆ Have Ss work individually. Pass out a slip of paper to each S.
- ◆ Say: *Choose one keyword from the box. Write a sentence. Leave a blank space where the keyword would appear.*
- ◆ Allow time for Ss to write sentences.
- ◆ Collect sentences. Mix sentences together. Say: *I'll read a sentence. If you wrote the sentence, don't say anything. If you can guess the keyword, raise your hand.*
- ◆ Choose one sentence. Read to the class. Ask Ss to guess which keyword completes the sentence.
- ◆ Elicit the correct answer from the writer of the sentence. Continue as time permits.

2 Skimming

- Read the title with Ss.
- Ask: *What do you remember about the Cochabamba Water War from your first reading? Elicit information Ss recall from the reading. Write it on the board.*
- Draw Ss' attention to Exercise 2. Say: *Now let's read again. Check what you remembered. Then choose the statement that best describes this text.*
- Allow time for Ss to skim the reading and choose A, B, or C.
- Check answers as a class.

ANSWER

2 C

READING

ONLINE

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

B Words in context: definitions

1 Match the definitions

- Have Ss review the keywords on page 10.
- Say: *In the last unit, we examined words with multiple meanings. Here are two words from the unit that have more than one meaning. Which meaning is used in the text? Read each definition provided here.*
- Have Ss guess which answer is correct.
- Ask Ss to read the text again and check their guesses.

- Have Ss check answers in pairs.
- Check answers as a class.

ANSWERS

consumption	1
publish	2

2 Write new sentences

- Review the two keywords. Say: *Think about the definitions of these words. Choose a definition. Now make a new sentence with the definition of your choice.*
- Model writing a new sentence for Ss. (e.g., *My friend has written a novel and is trying to get it published.*)
- Allow time for Ss to complete the exercise individually.
- Have Ss read their sentences to a partner. Ask the partner listening to guess the meaning.
- Model with language on the board.
A: *I wrote this sentence: . . . Can you guess the correct definition of the keyword?*
B: *I think it's . . .*
- Check answers as a class.

Have Ss write new sentences in pairs or small groups. When finished, rearrange groups and allow Ss to share their sentences to give additional speaking practice.



Expansion

- ◆ Arrange Ss into pairs.
- ◆ Review the keywords on page 10. Say: *Find the words in the text. Work with your partner to write a definition of the word that matches how the keyword is used in the text.*
- ◆ Allow time for groups to complete definitions.
- ◆ Pass out dictionaries or have Ss use an online dictionary. Ask: *Does your definition match the one in the dictionary? Check with your partner.*
- ◆ Elicit similarities or differences in definitions from Ss.
- ◆ Review as a class.

C Vocabulary building: etymology

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

1 Complete the sentences

- Ask: *Do you remember the meaning of etymology? How does looking at etymology help us improve our understanding of English?* (**Answer:** Understanding the origins of words and recognizing word parts can help us learn new words more quickly.)
- Ask Ss to close their books. Focus Ss' attention on the word *conscious*.
- Elicit words with *conscious* from Ss and write them on the board.
- Write the first sentence on the board. Elicit the missing word.
- Have Ss open their books. Focus on the five words in the box. Say: *Each of these words contains the word conscious. Let's complete the sentences. This will help us understand the similarities and differences in use.*
- Focus Ss' attention on the sentences. Have Ss complete them with words from the box.
- Elicit and check answers as a class.

ANSWERS

- 1 conscious
- 2 self-conscious
- 3 unconscious
- 4 subconscious
- 5 consciousness

2 Guess the meaning

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

A: *I think the word conscious means . . . What do you think?*

B: *I agree/disagree. Looking at the example sentences, I think . . .*
- Check answers as a class. Provide a definition to Ss.

ANSWER

conscious aware, knowing (from the Latin *consciūs*)

Expansion

- ◆ Arrange Ss into groups.
- ◆ Focus Ss' attention on the five words in the box in Section C. Ask: *What prefixes are used to change the meaning of the words?* Allow time for Ss in groups to make a list of the prefixes. Clarify the meaning of *prefix* as necessary. (**Answers:** *self, sub, un*)
- ◆ Say: *Look at how the prefix changes the meaning of the word. What is the meaning of each prefix? Work with your group to define each prefix.*
- ◆ Allow time for Ss to define each prefix.
- ◆ Elicit and check definitions as a class.

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Section D.
- Say: *Let's complete the dictation. What is a dictation?* Review the concept of dictation.
- 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 think water should be expensive so we don't waste it?
- 2 Do you drink bottled water? Why or why not?
- 3 The bottled water industry harms the environment in several ways. What are some?

- Review the questions with Ss.
- Have Ss form small groups. Say: *Think about the questions. How do you use and consume water? Let's discuss our thoughts about the use of water.*
- Write sentence stems on the board for Ss to use in the discussion as necessary. (e.g., *If water was expensive, . . . ; One way bottled water harms the environment is . . .*)
- Allow time for Ss to discuss the questions. Monitor discussion and write down a selection of answers to review as a group.
- Elicit responses to questions from the group discussion and discuss as a class.

Have Ss discuss answers in pairs first to allow extra time to process the questions. Arrange Ss into small groups for a larger discussion.



3 Share and compare

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

Pre-reading activities are useful to activate schema and Ss' prior knowledge of the topic. Pre-reading questions can improve comprehension by creating a clear context for the reading within the unit topic.



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 and 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.



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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *These questions are related to ideas in the reading. Before we read the text, let's read and think more about the topic.*
- Read the questions with Ss. Ask: *Think about what we have learned so far. What's the answer to these questions? Share your ideas with your partner.* Have Ss note possible answers to review following the reading.
- Allow time for Ss to finish writing answers. Elicit Ss' ideas on the board.
- Read the title with Ss. Draw attention to the picture. Ask: *What is this a picture of? How is it connected to the title of the reading? How does it relate to the questions?*

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Update or correct answers on the board.
- Ask Ss to think about additional information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *I was interested to learn that water scarcity is a critical problem. I knew that it was good to control water usage, but I didn't realize how bad the problem is.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Ask: *In the last unit, we discussed the three question types. Do you remember the three types? What is the purpose of each type of question? Elicit or say: The gist is the general idea. We can find the gist by skimming the reading. To find the main idea, you need to be more attentive when reading. To find details, we can scan the text to find specific information.*
- Allow time for Ss to read and answer the questions.
- Arrange Ss into pairs. Have Ss check answers with a partner.
- Elicit answers and check as a class.

When checking answers, highlight the part of the text that provides the answer to model how to find the correct answer.



ANSWERS

- 1 C
- 2 A
- 3 C
- 4 A

D Reference words

- Draw Ss' attention to Section D. Say: *Let's look at some reference words. These are words used in the text that point to an idea or concept introduced earlier in the text. We can use the text to work out what the words refer to.*
- Model with the first answer for Ss. Say: *The first reference word is it. We need to look at lines 1 to 3 to see what it refers to.* Complete the first item as a class.
- Have Ss find each word in the text and write the information referred to.
- Check answers as a class.

ANSWERS

- 1 water
- 2 clean, abundant, low-cost water
- 3 sending water from the south of China to the north of China
- 4 people
- 5 glaciers

E Making inferences

- Focus Ss' attention on Section E. Ask: *Do you remember what an inference is? Why is it useful to be able to make inferences?* Elicit or provide the answer. (**Answer:** An inference is information that is suggested by a text but not stated directly.)
- Read the instructions and statements with Ss. Clarify as necessary.
- Say: *Read the text again. Which two of these statements would the author disagree with based on the opinions stated in the text? Circle the correct answers.*
- Allow time for Ss to read and complete the activity.
- Have Ss compare their answers in pairs.
- Check answers as a class.

ANSWERS

- 1
- 4

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have Ss review the correct answers.
- ◆ In groups, ask Ss to identify and paraphrase statements from the text that explain why the author would disagree with the two statements in Section E.
- ◆ Allow time for groups to write answers.
- ◆ Regroup Ss. Have Ss compare answers with students from other teams.
- ◆ Elicit and review as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 12. Explain that Ss will discuss the parts they found interesting and compare with their partners. Ask them to provide additional information to describe why they found the information interesting.
- Provide a model dialogue on the board to scaffold discussion.
A: *What did you find interesting in the text?*
B: *I was interested in . . .*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Read and clarify the questions with Ss as necessary.
- Have Ss discuss each question in groups.
- Elicit Ss' answers and discuss as a class.

Before discussing answers as a class, have Ss share answers with a new partner to provide additional discussion practice.



4 Researching a topic

Page 14

Objectives: share information about water resources and water consumption with peers; infer information from data; explore reasons for the data and discuss its implications in groups.

A Information gathering

- Say: *We have been thinking about water consumption and issues related to water scarcity. In this activity, we will examine more information on how different countries get and consume water.*
- Draw Ss' attention to the chart. Review the country names.
- Focus Ss' attention on the column labeled *Total water resources per person per year*. Say: *This column shows how many cubic meters of water are available for one person in each country each year.*
- Draw Ss' attention to the column labeled *Total consumption per person per year*. Say: *This column shows how many cubic meters of water are consumed by one person in each country each year.*
- Put Ss into pairs. Say: *Let's share information. Take turns asking your partner questions to complete the chart.*
- Assign one S the role of A and one the role of B. Have Student B turn to page 98.
- Say: *Your chart is missing information. Your partner has the missing information. Ask your partner to learn missing information.*
- Write a model dialogue on the board for Ss.
A: *How much water is available for / consumed per person in . . . ?*
B: *. . . water is available for / consumed per person in . . . each year.*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

Country	Total water resources per person per year	Total consumption per person per year
Canada	87,260	2,330
China	2,110	1,070
Ireland	11,720	1,300
Israel	250	2,300
Japan	3,380	1,380
Lebanon	1,070	2,110
Namibia	8,320	1,680
Portugal	6,430	2,510
Saudi Arabia	100	1,850
South Africa	1,010	1,260
South Korea	1,450	1,630
Spain	2,510	2,460
Syria	790	2,110
UK	2,390	1,260
United Arab Emirates	30	3,140
USA	9,850	2,840

B Interpreting and reporting results

1 Discuss information

- Arrange Ss into small groups.
- Focus Ss' attention on the two charts on the right: *Home water use* and *Global water use*. Check Ss understand the information.
- Say: *Think about the information in the three charts. What does this information tell you about the consumption of water in different countries? These questions will help us explore how water is used around the world.*
- Allow time for Ss to read and discuss the questions. Monitor and assist as necessary.

Before reading the questions, remind Ss of the concept of inference. Have Ss review the charts and elicit information Ss can infer from them. This will support the discussion.



2 Share ideas

- Draw attention to the speech bubbles. Say: *Now as a group, let's share the ideas and opinions from your discussion. We can use the language in the speech bubbles to share what we discussed.*
- Take turns inviting groups to share their ideas with the class.

Expansion

- ◆ Put Ss into pairs or small groups.
- ◆ Have Ss review the information that is related to their country. If their country does not appear in the chart, use an encyclopedia or go online to find water consumption information for that country. A good online source is the Food and Agriculture Organization of the United Nations.
- ◆ Ask: *With what we have learned about water resources and water consumption, what does this imply about water consumption in this country? Discuss your thoughts with your group.*
- ◆ Allow time for Ss to discuss.
- ◆ Elicit ideas from the group discussion and discuss as a class.

- Allow time for Ss to discuss and categorize each item.
- Elicit and check answers as a class.

Have Ss close or cover books. Elicit the issues Ss remember from the unit and the category of type of issue it is. Then compare the categories elicited with the list provided in the box in Section A on page 15.



ANSWERS

Some answers in this section may vary. If Ss' answers are different than those provided, ask Ss to explain why they believe the category is appropriate. This allows for a demonstration of critical thinking skills.

- 1 C
- 2 B, F, G
- 3 G
- 4 E
- 5 A
- 6 C
- 7 D
- 8 A
- 9 B, F, G

5 Critical thinking

Pages 15–16

Objectives: categorize statements into related groups; create a mind map to organize ideas; write a paragraph related to water demand; organize thoughts on a water issue and present group opinions to the class; discuss meaning of a quote and its relationship to learning in the unit.

A Categorizing

- Arrange Ss into pairs or small groups. Say: *There are many different types of issues related to water. Let's review these types.* Read the seven categories listed and clarify as necessary.
- Focus Ss' attention on the statements. Say: *Each of these statements can be placed in a category. Some of the statements may appear in more than one category. Let's read each statement.*
- Read and clarify as necessary.
- Model categorizing the first item for Ss. (e.g., *The first statement says "Minamata disease was caused by the dumping of mercury into the sea." I think this is part of the category water and pollution. Do you agree?*)
- Say: *Now work with your partner. Categorize the remaining sentences.*

B Mind map

- Draw Ss' attention to the mind map. Say: *In the previous unit, we worked with a mind map. Remember, a mind map is a way to organize and help understand information.*
- Review the chart headings with Ss.

Use one of the last connections on the mind map to model how the information is connected on the map. (e.g., *Let's think about the use of technology. How does that help water conservation? Improved technology can track water use to make it easier to reduce consumption. That is important if you have a growing population. So improved technology can help conserve water in a growing population. This is one way to manage water demand.*)



- Say: *Let's look at how a few items are connected.* Review the connections of one or more items with Ss.
- Work as a class to complete the first missing item. Say: *One consequence of increasing demand is famine, or people not having enough food. Can you think of any other consequences?*
- Allow time for Ss to work together to complete the mind map. Point out that they can add items to the map as needed.
- Elicit Ss' answers and provide further ideas as a class.

Expansion

- ◆ Have Ss copy the mind map onto a separate piece of paper.
- ◆ Arrange Ss into groups.
- ◆ In groups, have Ss add information to the mind map. Ask: *Are there other topics we can add to the mind map? What about other information that can fall under the topics provided?*
- ◆ Allow time for Ss to brainstorm together in groups.
- ◆ Have groups share additions to the mind map with the class.

C Writing

- Draw Ss' attention to Section C. Say: *Now we are going to write a paragraph that includes information from the mind map. Two areas of the map can become topic sentences. The map will help us organize our writing.*
- Review the topic sentences from the chart.
- Say: *We are going to write an outline using our mind map. Let's look at the example.*
- Review the example in the book. Clarify the meaning of topic sentence, main point, detail, and example as necessary.
- Focus Ss' attention on the model text. Say: *This is a model of part of a paragraph. What is the topic sentence? How are the details used in the writing?*

Help Ss plan their paragraphs by referring to the writing organization information on page 7.



- Allow time for Ss to write and complete the paragraph. Monitor and assist as necessary.
- Arrange Ss into groups. Have Ss compare paragraphs in their groups.
- Collect paragraphs from Ss to grade.

D Presentation

1 Read statements and choose

- Organize Ss into small groups.
- Ask Ss to review the information presented about the world conference on water issues. Say: *Imagine you are attending a world conference on water issues. You will listen to different speakers, who each present different opinions about water issues.*
- Draw Ss' attention to the statements. Say: *Let's read the statements together.*
- Read and clarify as necessary.
- Say: *Discuss each statement in your groups. Then choose one statement. You will make a presentation using that statement.*
- Allow time for Ss to discuss and choose a statement.

2 Prepare and present

- Focus Ss' attention on Exercise 2. Read the instructions and clarify as necessary.
- Say: *Your presentation needs to contain a clear argument. You can use examples from this unit, and you can search on the Internet to find additional examples. As you work, think about the advantages and disadvantages to present as a group. Refer back to your mind maps and writing to help you.*
- Allow time for Ss to work and develop the presentation. Monitor and assist as necessary.

Assign presentation preparation as homework to allow groups more time to prepare.



- Focus Ss' attention on the tip. Read the three parts of the presentation with Ss. Clarify as necessary.
- Draw Ss' attention to the language in the speech bubbles. Say: *Here are some ways to start and finish your presentations. Use these statements to give your presentation to the class.*
- Say: *Each person in the group can help present. One person can present the introduction. Another can provide the examples or body of the presentation. Finally, one person can present the conclusion. Practice your roles.*
- Allow time for Ss to prepare the presentation. Encourage Ss to follow the three-part presentation structure and to use the language in the speech bubbles for their introductions and conclusions.
- Allow time for each group to present to the class.

Expansion

- ◆ Write the group names on the board.
- ◆ After the presentation, ask Ss to vote on the best argument.
- ◆ Count the votes and write on the board.
- ◆ For the winning team, ask Ss to describe specific examples from the winning group's presentation that made it the best.

Quotable Quotes

Globalization was supposed to break down barriers between continents and bring all peoples together. But what kind of globalization do we have with over one billion people on the planet not having safe water to drink?

Mikhail Gorbachev
former Soviet leader

This section can be done in class as 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.
- In groups, have Ss share ideas about the meaning of the quote. Model sharing for Ss as necessary (e.g., *I think this quote means . . .*).
- Allow time for Ss to share their thoughts in their groups.
- Ask Ss to recall the topic of the unit. Have Ss share ideas about how the unit is connected to the quote.
- Draw Ss' attention to Q1. Elicit Ss' ideas and share as a class.
- Continue with the additional questions.
- Elicit Ss' ideas and share ideas as a class.

Background Information

Mikhail Gorbachev has been active in politics in Russia since the 1970s. Beginning his political career as a member of the Communist Party in the former Soviet Union, he became its seventh and last leader. As of 2015, Gorbachev continues to play a role in international politics and policy making. In a speech at the 6th World Water Forum in 2012, Gorbachev spoke at length about the need for improved water policies, which would benefit all global citizens.

Nuclear Power: Clean and Bright

Unit 3

Unit 3 looks at global energy needs, potential solutions, and the issues surrounding nuclear power. It explores the pros and cons associated with producing energy from nuclear power plants. This unit connects with Unit 9, which examines the production and potential use of green and renewable energy sources.

Unit and title

- Focus Ss' attention on the title of the unit.
- Ask: *What do you know about nuclear power? What have you heard about power generated by nuclear plants?*
- Elicit Ss' knowledge about nuclear power plants.
- Draw three columns on the board. Label the left column *Positive*, the right column *Negative*, and the middle column *Neutral*.
- Ask: *Have you ever heard positive, negative, or neutral opinions about nuclear power? What have you heard?* Elicit ideas from Ss and write them in the appropriate columns. Have Ss make a copy in their notebooks.
- At the end of the unit, have Ss review their charts to see which opinions were expressed in the unit.

1 Critical cartoons

Page 17

Objectives: connect to background knowledge about energy resources and how power is created; share ideas in a group discussion; encourage Ss to think critically about the topic.

About the topic

Nuclear energy refers to energy produced by harvesting heat generated by controlled nuclear processes. This heat is collected and used to produce electric power. Nuclear power is controversial because of problems that can arise, including the difficulty of disposing of radioactive waste and the potential for catastrophic environmental damage from a nuclear meltdown. Nuclear power currently provides at least 13 percent of electric power globally. Nuclear power results in less CO₂ being produced than from fossil fuel power plants, so its use has benefits in terms of climate change.

Interesting facts

As of 2015, there are 430 commercial nuclear power reactors operating in 31 countries around the world.

A Building knowledge

- Organize Ss into pairs or small groups.

Present pictures of different types of power plants, including coal, natural gas, hydroelectric, and nuclear. This will help Ss build context for the unit topic.



- Draw Ss' attention to the cartoon. Ask: *What do you see in the cartoon? What does the text say?* (**Answers:** The picture shows the Happy Valley nuclear plant with homes. The homes near the nuclear plant are well constructed and look new. The homes that are next to the coal mine on the right are worn down and old.)
- Draw Ss' attention to the caption Ask: *What does the caption say? What is a clean-energy alternative?* (**Answer:** A clean-energy alternative is a pollution-free alternative to fossil fuel energy production.)
- In groups, ask Ss to discuss the questions. Say: *Let's read the questions and discuss this cartoon.*
- Provide language support on the board for Ss to use in the discussion (e.g.; *What stands out in the cartoon to me is . . . ; I noticed . . . ; Possible ways for energy to be created include . . . ; In my view, dirty energy is . . .*)
- Allow time for Ss to complete the discussion with all questions.
- 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.

Pandora's Promise is a documentary about the potential of nuclear power as a clean and safe source of energy. The film shows how the use of nuclear energy can help reduce environmental problems related to polluting energy plants.

Fuel is an award-winning documentary, in which experts and famous celebrities talk about America's dependence on foreign oil and how renewable energy can shape a good future and provide a cleaner environment.

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

2 Core vocabulary

Pages 18–19

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; work with word origins and recognize word parts; listen to 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. You can download the audio from the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Ask: *Are you familiar with any of these keywords? If you know the meaning, circle the word. If you are unsure of the meaning, write a question mark next to the word.*

- Circulate and make note of any words with question marks for review.
- Arrange Ss into pairs. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you're not sure of.*
- Allow time for Ss to complete the activity.
- Have Ss scan the reading for the words. Say: *We are going to scan the reading to find the words. Remember, this means to look quickly through the text. When you find each word in the text, underline it.*
- Have Ss read and underline the words in the text.
- When finished, ask Ss to guess the meanings of the words they didn't know using the context of the sentence each word is in.
- Review and clarify meanings as a class.

ANSWERS

Definitions

- accumulation** an amount of something that has been collected
- consensus** a generally accepted opinion or decision among a group of people
- contrary** the opposite
- controversy** a lot of disagreement or argument about something, usually because it affects or is important to many people
- empirical** based on what is experienced or seen rather than on theory
- impact** the effect that a person, event, or situation has on someone or something
- neutral** not expressing an opinion or taking actions that support one side in an argument or conflict
- rejection** refusing to accept, use, or believe someone or something
- statistically** relating to a collection of facts or measurements
- transmission** the process of passing something from one person or place to another

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What is green energy? Can you give me an example? What do you remember from scanning for the keywords? Elicit examples of green energy.*
- Have Ss open their books. Draw Ss' attention to Exercise 2.
- Instruct Ss to describe the pictures. Ask: *Which one goes best with the text?*
- Instruct Ss to skim the reading and choose A, B, or C.
- Check answers as a class.

ANSWER

2 A (a nuclear power plant)

Expansion

- ◆ Put Ss into small groups.
- ◆ Have Ss look at the two pictures that do not go with the text. Ask: *Why are these pictures not a good choice?*
- ◆ Have Ss discuss in their groups.
- ◆ Elicit Ss' reasons as a class.

READING

ONLINE

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

B Words in context: definitions

1 Match the definitions

- Have Ss review the keywords on page 18.
- Say: *As we have seen, many words have more than one meaning. Here are three keywords that have multiple meanings. Read the text. Look at how each word is used in the text. Choose the correct meaning.*
- Read the instructions and definitions with Ss. Clarify as necessary.
- Review the first item as a class as a model.
- Allow time for Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

impact	2
rejection	1
transmission	3

2 Write new sentences

- Say: *Let's make our own sentences using the keywords. Think about the definitions. Choose one definition for each word. Write your sentences using those definitions.*
- Model writing a new sentence for Ss. (e.g., *The impact of an asteroid hitting Earth would produce energy similar to thousands of nuclear explosions.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss read sentences to their partners and take turns guessing the definitions of the words.
- Model the activity for Ss.
- Elicit Ss' sentences as a class.

C Vocabulary building: etymology

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

1 Complete the sentences

- Review the definition of *etymology* with Ss as necessary. Say: *Learning about word origins is the subject of etymology. Understanding the origins of words and recognizing parts of words can help you learn new words more quickly.*
- Ask Ss to close their books. Focus Ss' attention on the word part *trans*.
- Elicit words with *trans* from Ss and write them on the board.
- Write the first sentence on the board. Elicit the missing word.
- Have Ss open their books. Focus on the five words in the box.
- Direct Ss' attention to the sentences. Have Ss complete them with words from the box.
- Check answers. Review the meaning of each word with Ss.

ANSWERS

- 1 transport
- 2 transferred
- 3 transatlantic
- 4 translated
- 5 translucent

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the word part *trans* and where it appears in each word.
- Have Ss write their guess on the space provided.
- Direct Ss to share with a partner. Model a conversation on the board.

A: *Based on the words, what do you think trans means?*

B: *Looking at the meaning of the words, I think it means . . .*

ANSWER

trans across, through, beyond (from the Latin *trans*)

Expansion

- ◆ Arrange Ss into groups.
- ◆ Provide a dictionary or allow access to an online dictionary.
- ◆ Have Ss look up additional words with *trans*. Ask Ss to choose one word and to write its definition(s).
- ◆ Review the words and definitions with Ss.
- ◆ Have Ss choose a word and write a new sentence using the word.
- ◆ Elicit and review sentences as a class.

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Section D. Review the meaning of *dictation* as necessary.
- Say: *Now listen and write the questions 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 What nuclear power plant accidents have you heard about? What do you know about them?
- 2 Would you rather live near a coal plant or a nuclear plant? Why?
- 3 In what ways is your country green? What things do you do to help the environment?

- Review the questions with Ss.
- Have Ss form small groups. Say: *Think about what you have learned from the reading and from our discussion about nuclear energy. Now let's answer the questions.*
- Provide language support on the board for Ss to use in the discussion. (e.g., *I'd rather . . . because . . . ; One way my country is green is . . .*)
- Allow time for Ss to discuss the questions. Monitor as Ss discuss and write down a selection of answers to review as a group.
- Elicit responses to questions from the group discussion and discuss as a class.

Have Ss write answers to each question to allow additional time to think and process ideas. This will help the discussion.



2 Share and compare

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

Expansion

- ◆ Review the keywords with Ss. Have each S choose three keywords.
- ◆ Ask Ss to write three sentences, each using one keyword, on the topic of green energy,
- ◆ Arrange Ss into small groups. Have Ss share sentences with their partners.
- ◆ Elicit answers and review as a class.

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; recognize contrasts in a text; 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.



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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Here are some things to think about before we read. Let's review and answer the questions.*
- Read the questions with Ss. Ask: *What do you think are the answers? Share your answers with a partner.* Have Ss write possible answers to the questions. Say: *After reading, we will review the questions. The answers are in the reading.*
- Allow time for Ss to finish writing answers. Elicit Ss' ideas and write them on the board.

Have Ss share answers in groups before sharing with the class. This will increase their opportunities for oral communication and help build confidence.



- Read the title with Ss. Draw Ss' attention to the picture. Ask: *What is the meaning of the title? What do you see in the picture? How do you think the picture connects with the reading?* (**Answer:** The "ONE" in the title implies that the author believes there is only one viable energy source for the world (nuclear power). The picture suggests that both wind and nuclear power are green energy sources.)

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Correct the answers on the board.
- Ask Ss to think about additional information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *I thought it was interesting that we only began to monitor CO₂ in 1957, and the concentration was much lower then.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Say: *Let's examine the reading for gist, the main idea, and for details. To find the gist you can skim the text. To find the main idea, read more closely. To find details, scan the text.*
- Allow time for Ss to read and answer the questions.
- Elicit and check answers as a class.

ANSWERS

- | | |
|-----|-----|
| 1 C | 3 A |
| 2 A | 4 A |

D Recognizing contrasts

- Focus Ss' attention on Exercise 1. Say: *When contrasting an idea, it is common to use the word but. For example, "Many people think nuclear energy is green energy, but some people say that the radioactive waste means it is not green." Let's look at some sentences from the text that show contrasts.*
- Read the instructions. Clarify as necessary. Remind Ss about paraphrasing.
- Model with the first answer for Ss. (e.g., *In Line 13 the sentence describes the negative impact of a large reduction of our energy use. So we could write, "We could try to drastically cut back on energy use, but this is not practical and would lead to a big drop in our standard of living."*)
- Have Ss complete the remaining statements in their own words.
- Check Ss' answers as a class.

ANSWERS

Note: Answers will vary since this activity requires Ss to paraphrase. Some examples are here.

- 1 . . . but this is not practical and would lead to a big drop in our standard of living.
- 2 . . . but the cost of solar power is still more than four times that of nuclear power.
- 3 . . . but only work well in certain locations.
- 4 . . . but in modern reactors, these can be recycled to produce more power.
- 5 . . . but if we have good security, this is not a risk.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Review the concept of paraphrasing. Say: *When we paraphrase, we use different words to give the same information, usually in a shorter statement.*
- ◆ Have Ss review their answers to Section D.
- ◆ In groups, have Ss paraphrase the full sentences.
- ◆ Elicit and share sentences as a class.

E Making inferences

- Draw Ss' attention to Section E. Say: *Remember, inferences refer to information that is suggested by a text but not stated directly. By reading carefully, we can make inferences about the text.*
- Read the instructions with Ss. Read the statements presented. Clarify as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWER

2

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 20. Explain that Ss will discuss the parts they found interesting and compare with their partners. Ask them to provide additional information to describe why they found the information interesting.
- Model as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Ask: *What habits or things do you do that use a lot of energy? How could you reduce your energy consumption? Allow time for Ss to discuss the answers. Elicit answers from the discussion and share as a class.*
- Q3: Ask: *Would you consider working in a nuclear power plant? Why or why not? Allow time for Ss to discuss their answers. Elicit answers from the discussion and share as a class.*

4 Researching a topic

Page 22

Objectives: share information about nuclear power plant accidents in Chernobyl and Fukushima; interpret the information and share ideas with the class.

A Information gathering

- Say: *Fukushima and Chernobyl are globally known nuclear power plants. They are best known for the accidents that happened and the damage caused by those accidents.*
- Focus Ss' attention on the maps. Clarify as necessary.
- Draw Ss' attention to the chart. Review column titles. Say: *We will use the chart to share information about the accidents.*
- Put Ss into pairs. Assign one S the role of A and one the role of B. Have Student B turn to page 99.
- Say: *Your chart is missing information. Your partner has the missing information. Ask your partner and find the missing information.*
- Allow time for Ss to complete the activity. Monitor and assist as necessary.
- Check answers as a class.

ANSWERS

Chernobyl and Fukushima Nuclear Accidents	Chernobyl	Fukushima
Number of deaths	64	2
Number of years plant was in operation before accident	9	40
Amount of nuclear fuel in plant (tonnes)	180	1,600
Number of people relocated	335,000	300,000
Highest level of radiation detected (mSv/hour)	200,000	73,000

Focus Ss' attention on the notes below the chart. Check Ss understand the notes and the measurements presented in the chart. This will help the discussion in Section B.



B Interpreting and reporting results

1 Discuss information

- Arrange Ss into new groups.
- Say: *Now let's think about the information in the chart and compare the two accidents.*

- Allow time for Ss to read and answer the questions in their groups.
- Monitor and assist as necessary.

2 Share ideas

- Draw Ss' attention to the language in the speech bubbles. Encourage Ss to use this language in the discussion.
- Invite Ss to share their ideas with the class.

Expansion

- ◆ Have Ss choose one or two questions from Section B.
- ◆ Direct Ss to create a mind map. In the map, ask Ss to include a topic sentence, main point, a detail, and one or two examples. Refer Ss to page 7 for support.
- ◆ Using the mind map, have Ss write a short paragraph.
- ◆ Arrange Ss into groups. Have Ss share paragraphs in groups.
- ◆ Invite some Ss to share their paragraphs with the class.

5 Critical thinking

Pages 23–24

Objectives: identify differences between fact and opinion; create a mind map to organize ideas; write a paragraph expressing a personal opinion on nuclear energy; perform a short role play and debate in groups about a country's energy policy; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

1 Identify fact or opinion

- Say: *As we have learned, facts are true statements that can be confirmed. An opinion is a personal feeling or belief about a topic.*
- Say: *We are going to read some statements from two speakers with different opinions about nuclear power.*

To help Ss identify opinions, encourage Ss to look for words that indicate a feeling or belief on a topic, for example, *should, feel, believe*. Also have them look for statements that indicate a prediction, for example, *It will never . . .*



- Read the introduction with Ss. Say: *Whitfield is against nuclear power. Parker is a physicist and director of safety. Let's read the statements in the chart. Who is more likely to say them – Parker or Whitfield? Let's mark the statements.*
- Read the statements. Clarify as necessary.
- Ask: *Are the statements facts or opinions? Let's read again and mark them as fact or opinion.*
- Model using the first item for Ss.
- Have Ss work individually to mark the items.
- Allow time for Ss discuss the items.

2 Share and compare

- Say: *Let's share and compare answers. As we share, we will explain how we made our decisions.*
- Say: *You may have different answers. If your answer is different, explain how you made your decision. In this activity, it may be possible for more than one answer to be correct.*
- Allow time for Ss discuss the items. Encourage Ss to use the language in the speech bubbles.

Section A is designed to drive student discussion and critical thinking. There is sometimes more than one possible answer. It's important to encourage Ss to provide reasons to explain their choice. This promotes critical thinking and improves Ss' ability to support their argument.



ANSWERS

Statement	Who said	Fact or opinion
1	Whitfield	Opinion (could be argued that is a fact)
2	Parker	Fact
3	Parker	Opinion
4	Whitfield	Opinion (could be argued that is a fact)
5	Parker	Fact

B Mind map

- Draw Ss' attention to the mind map. Say: *Let's look at this mind map. Remember, a mind map is a useful way to categorize information and organize thoughts. This is part of a mind map about the pros and cons of nuclear power.*
- Read the items in the map with Ss. Say: *We learned that one reason against nuclear power is that it can be very bad for the environment. One detail to support this is the difficulty of storing radioactive waste. We can add this detail in the mind map.*
- Organize Ss into pairs or small groups.

- Allow time for Ss to work together to add to the mind maps.
- Elicit and share ideas as a class. Provide further ideas as appropriate.

Have Ss review the texts on page 18 and 20 and add boxes to the mind map. Direct Ss to copy the map to a new sheet of paper if more space is needed.



C Writing

- Draw Ss' attention to Section C. Say: *Let's use our mind maps to write a paragraph about nuclear power.*
- Focus Ss' attention on the model text. Say: *We can use these phrases in our writing. Clarify as necessary.*

Review paragraph construction with the model provided on page 7.



- Say: *Write a paragraph that expresses your opinion. Choose your argument. Are you for or against nuclear power? Use information from your mind map to support your argument in your paragraph.*
- Review the parts of a paragraph, including topic sentence, main point, details, and examples.
- Allow time for Ss to complete the paragraph. Monitor and assist as necessary.
- Arrange Ss into pairs or small groups. Have Ss compare paragraphs with their partners.
- Collect paragraphs from Ss to grade.

Expansion

- ◆ Put Ss into pairs.
- ◆ Have pairs exchange their writings.
- ◆ On the board, write the following checklist:
 - ◆ ___ topic sentence
 - ◆ ___ main point
 - ◆ ___ details
 - ◆ ___ examples
 - ◆ ___ conclusion
- ◆ Model using the checklist to review a paragraph.
- ◆ Have Ss check the writing of peers using the checklist.
- ◆ Say: *Now return the paragraph to your partner. Describe anything missing from the checklist. Ask Ss to improve their paragraphs by adding the missing information.*
- ◆ Allow time for Ss to revise the paragraph.
- ◆ Collect paragraphs to be graded.

D Role play and debate

1 Read the statements

- Organize Ss into small groups.
- Say: *We are going to read statements from four different government council members who are drafting energy policy. It is important to know that in five years, energy supplies will not meet public needs, and in 10 years the shortage of energy will cause serious problems for the country. The policy they are designing will help solve future energy needs for the country.*
- Focus Ss' attention on the description of each council member. Read 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 may be more than one possible speaker for 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 Choose roles

- Direct Ss' attention back to the council members. Say: *Think about each character. Discuss the characters as a group. Then choose one council member for your group.*
- Say: *Think about the statements this council member made. What other opinions do you think the council member has?*
- After selecting the character, have Ss review statements the group assigned to the character. Using the statements, ask Ss to write three additional statements that demonstrate the opinion of the character.
- Provide clarification and support as necessary.

3 Debate

- Arrange Ss into new groups of three or four. If possible, each group should have different characters.
- Say: *You are now the character that your group selected. Think about your opinions. Together, you will discuss the new energy policy. Share your opinions with the council. Can you encourage the council members to listen to your ideas and include them in the policy?*
- Model role-playing for the group.
- Focus Ss' attention on the speech bubbles. Say: *You can use these statements in your discussion. These statements will help you express your opinion of the council members.*

Focus Ss' attention on the Tip box. Review strategies for asking the opinions of others with the class. Say: *In a discussion, it is important to understand the opinions of others in the conversation. To do this, you can use these statements. Read and clarify as necessary.*



- Allow time for Ss to role-play. Circulate and provide assistance as necessary.

4 Share results

- Ask: *Think about what each council member said. Which council member has the most popular ideas? Let's find out.*
- Have Ss return to their original groups. Ask Ss to share their opinion of the different council members.
- Elicit Ss' opinions and share as a class.
- Write the name of each council member on the board.
- Point to the name of a character. Have Ss raise their hands if they think the character's opinions are the best. Write the number of votes each character receives. The character with the most votes is the most popular.

Quotable Quotes

We want to end the use of nuclear energy and reach the age of renewable energy as fast as possible.

Angela Merkel
German chancellor

Background Information

Angela Merkel is a German politician, active in political life since the 1990s. She entered politics as a member of the first democratically elected government of East Germany before German reunification. She is the first female chancellor of Germany. Since the nuclear meltdown in Fukushima, Japan, caused by a tsunami in March 2011, Merkel has been an outspoken opponent of nuclear power. As chancellor, she has announced plans to halt the construction of more nuclear power plants in Germany and has worked to improve the use of renewable resources of energy there. She has also encouraged green energy use internationally.

- 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 . . .*)
- Allow time for Ss to share their thoughts in their groups.
- Draw Ss' attention to Q1. Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit Ss' ideas and share as a class.

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



Free Trade: Cheap Goods or Good Jobs?

Unit 4

Unit 4 introduces the concept of free trade and explores its impact on countries and people. It examines issues related to free trade, including the effect on local retailers by global distributors of goods and who, if anyone, benefits from such trade. This unit connects with Unit 10, which looks at different economic systems and explores inequality in the world.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *Do you know what free trade means? Have you ever heard about free-trade agreements between your country and another country?*
- Explain the concept of free trade as necessary (trade between countries in which there are no special taxes on the import of goods). Elicit Ss' experience and knowledge of free-trade agreements. Explain as necessary.
- Say: *In this unit, we will examine issues related to free trade. These issues involve both countries and people. What kind of issues do you think we will look at in this unit?*
- Create a list on the board with Ss.
- In groups, have Ss add additional ideas to the list. Elicit and review as a class. Add new ideas to the list on the board.
- Have Ss copy the list.
- At the end of the unit, have Ss check their lists to see which issues and ideas appeared in the unit.

Check with online or offline newspapers and magazines for articles related to free-trade agreements discussed in the news. Pass out articles and allow time for Ss to read to create wider context.



1 Critical cartoons

Page 25

Objectives: connect to background knowledge about free trade and issues related to free trade; share ideas in a group discussion and encourage Ss to think critically about the topic.

About the topic

Free-trade agreements are frequently negotiated and renegotiated between countries that wish to improve their exchange of goods, services, and products. The agreements usually address taxes and tariffs levied on imported and exported goods. These agreements are often protested by some citizens in one of the countries who are concerned that they will lose their jobs or that the agreement will benefit the other country rather than theirs.

Interesting facts

The concept of free trade has existed since at least the 1500s. Adam Smith, a philosopher of economics, wrote extensively about free trade, which he very strongly supported.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw Ss' attention to the cartoon. Ask: *What do you see in the cartoon? Who are the men on the roof? Who are the people standing in line? Why are they in line?* (**Answers:** There is a food stand passing out free food. The men on the roof are CEOs: company bosses. The people in line are the poor.)
- Draw Ss' attention to the speech bubble. Ask: *What is the man saying?* (**Answer:** The man doesn't like free trade. The implication is that CEOs benefit from free trade, making lots of money and having a comfortable lifestyle, whereas the poor suffer.)
- In groups, ask Ss to discuss the questions. Say: *Now look at the questions. In groups, let's discuss our ideas. Provide language on the board to scaffold the discussion as necessary. (e.g., This cartoon shows . . . ; I think the message of the cartoon is . . .)*
- Allow time for Ss to complete the discussion with all questions.
- 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.

Roger and Me is an American documentary that looks at the consequences of jobs lost in Flint, Michigan, USA, following the closing of factories, including General Motors car plants. A factor in the closures was free-trade agreements with other countries. The film was notable for the pursuit of Roger Smith, CEO of General Motors, by the director Michael Moore. During the documentary, Moore tries to get Smith to accept responsibility for the devastating consequences for the employees who lost their jobs because the General Motors plant closed down.

Birdsong and Coffee: A Wakeup Call, is a documentary that explores the terrible effects that the coffee industry has had on coffee farmers, songbirds, and rainforest ecosystems. It argues that coffee consumers can help make positive changes through fair trade practices.

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

Expansion

- ◆ Research free-trade agreements online. Print three or four articles about free-trade agreements made between countries.
- ◆ Arrange Ss into groups. Provide one article per group. Say: *These articles describe some free-trade agreements. Read your article and then discuss it in your group. Decide whether you believe the free-trade agreement will be beneficial or harmful for the people of the country.*
- ◆ Allow time for Ss to read the articles and discuss them in their groups.
- ◆ Have Ss form new groups.
- ◆ In their new groups, have each S summarize the main idea of the article and present their group's opinion.
- ◆ Ask: *Listen to your partners summarize their articles and give their group's opinion. Do you agree or disagree with the opinion of the group? Share your opinions.*
- ◆ Elicit and share opinions as a class.

2 Core vocabulary

Pages 26–27

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; work with word origins and recognize word parts; listen to 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. You can download the audio from the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Ask: *Do you know these words? If you know the meaning, circle the word. If you are unsure of the meaning, write a question mark next the word.*
- Allow time for Ss to complete the activity.
- Say: *Some of these words may have more than one meaning. If you think a word has more than one meaning, highlight it.*
- Ask Ss to share ideas about the meanings of the keywords with a partner.
- Have Ss scan the reading for the words. Say: *Scan and underline the keywords in the reading. Look at the sentence. Read carefully. Think about the meaning of the word in the sentence.*
- Have Ss read and underline the words in the text.
- When finished, have Ss guess the meanings of the words they didn't know using the context of the sentence each word is in.
- Review and clarify meanings as a class. Ask: *Which of these words have more than one meaning? Elicit possible additional definitions from Ss. Review correct and incorrect definitions for each word.*

Reviewing the meaning of keywords before checking the words in context helps Ss activate their background knowledge.



ANSWERS

Definitions

- aspect** one part of a situation, problem, subject, etc.
- capitalist** an economic system based on private ownership of a property and business, with the goal of making the greatest possible profits for owners
- implicit** suggested but not communicated directly
- likelihood** probability
- locally** from, existing in, or serving a particular place or small area
- migration** movement from one region to another and often back again
- minimize** to reduce something to the smallest possible level or amount
- overhead** the regular costs, such as electricity, rent, air conditioning, and telephones, involved in operating a business
- sustainable** able to be maintained or continued
- undermine** to gradually weaken or destroy someone or something

2 Skimming

- Read the title with Ss. Draw Ss' attention to the image. Ask: *What do you think the image represents?* Elicit ideas. Clarify as necessary. (**Answer:** The flags represent the countries [USA, Mexico, Canada] that participate in the North American Free Trade Agreement [NAFTA]). The dollar symbol suggests profits for the countries involved).
- Ask: *When you were scanning the reading, what did you learn about NAFTA? What important points do you remember?* Elicit Ss' ideas.
- Draw Ss' attention to Exercise 2.
- Say: *Think about what you read. Read these titles. Which would make a good alternate title for the unit?*
- Have Ss choose A, B, or C.
- Check 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: concordances

1 Match the keywords

- Draw Ss' attention to the definition of "concordance" in the box. Clarify as necessary.
- Say: *To improve your understanding of the meaning of a word, it is useful to examine how the word is used in different kinds of sentences. Concordances allow you to see one word presented in different situations or contexts. This can help to improve your understanding of the word. Explain that the concordances are all real examples of language (taken from the Cambridge English Corpus).*
- Say: *The missing word in the three examples is one of the keywords.*
- Use the first item as a model.
- Allow time for Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

- 1 aspect
- 2 implicit
- 3 likelihood

2 Write new sentences

- Review the three keywords.
- Say: *Let's make our own sentences using the keywords.*
- Model writing a new sentence for Ss. (e.g., *One aspect of his job involves international travel.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss take turns reading their sentences to their partner without saying the keyword. (e.g., *One _____ of his job involves international travel.*) The partner guesses the missing keyword.
- Continue as time permits.
- Check answers as a class.

Have Ss search online for additional examples of the word used in context before they write their own sentences. This will build context and support the sentence writing.



Expansion

- ◆ Have Ss write the keywords from page 26 on a separate sheet of paper.
- ◆ Organize Ss into pairs.
- ◆ Have each pair use a computer to look up examples of each keyword online. Say: *We can create our own concordances. Let's find three examples of each word in use.*
- ◆ Allow time for Ss to complete the activity. This may be assigned as homework to allow more time.
- ◆ Have pairs select one group of sentences. Ask pairs to share the examples with class, omitting the keyword when presenting. For example: *minimize:*
 - ◇ *in order to _____ waste, the government will*
 - ◇ *to _____ the impact of the disaster, they*
 - ◇ *the plan to _____ leave of absence was presented to the*
- ◆ Have class listen and identify the missing word.
- ◆ Continue as time permits.

C Vocabulary building: etymology

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

1 Complete the sentences

- Remind Ss of the meaning of *etymology* with Ss. Say: *Remember, etymology refers to the study of word origins and word parts.*
- Ask Ss to close their books.
- Elicit words and collocations with *capital* from Ss and write them on the board.
- Write the first sentence on the board. Elicit the missing word.
- Have Ss open their books. Focus Ss' attention on the five words in the box.
- Direct Ss' attention to the sentences. Have Ss complete them with words from the box.
- Check answers and review the meaning of each word with Ss.

ANSWERS

- 1 capitalist
- 2 capital gain
- 3 capital
- 4 capital punishment

2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the word part *capital*.
- Have Ss write their guess on the space provided.
- Direct Ss to share with a partner. Model conversation on the board.

A: *Look at the words with capital in these sentences. What do you think it 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

capital capital, first, stock, property (from the Latin *capitalis* – of the head)

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Section D. Review the meaning of *dictation* as necessary.
- Say: *Now listen and write the questions 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 Is there a minimum wage in your country? What is it? Do you think it is enough?
- 2 Does your country trade with countries with lower wages? Which ones?
- 3 Which is more important, cheap prices in stores or good wages for work? Why?

- Have Ss form small groups. Say: *These questions are about issues related to free trade. Let's read and discuss our opinions about these issues.*
- Provide language support on the board for Ss to use in the discussion.
- Allow time for Ss to discuss the questions. Monitor as Ss discuss and write down a selection of answers to review as a group.
- Elicit Ss' ideas and discuss as a class.

Expansion

- ◆ Organize Ss into pairs to discuss the questions.
- ◆ Tell Ss that they should come to an agreement with their partners about their opinion.
- ◆ Arrange pairs into groups of four. In groups, have Ss share and compare answers to each question to further discussion.

2 Share and compare

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

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Review the topic of free trade. In groups, have Ss create three new questions about the topic. Ask Ss to write questions on a slip of paper. Collect slips.
- ◆ Mix question slips. Select three at random.
- ◆ Read the three questions. Have Ss listen and write the questions.
- ◆ Direct Ss to discuss the questions in groups.
- ◆ Elicit Ss' opinions and share as a class.
- ◆ If time permits, choose additional questions for dictation discussion.

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 understanding of cause and effect; demonstrate inference skills; personalize the context of the topic in a group discussion.

READING

ONLINE

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



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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Let's see what we know about this topic before we read. This will help prepare us for the reading.*
- Read the questions with Ss. Ask: *What do you think is the answer to each question? Say: After reading, we will review the questions. The answers to the questions are in the reading.*
- Have Ss discuss the questions with a partner.
- Elicit Ss' ideas and write them on the board.
- Read the title with the 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 implies that free trade is bad because it lead to "job death" in the countries impacted.)*

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Correct as necessary.
- Ask Ss to think about additional information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *I was surprised to learn that bargain prices are a result of free-trade agreements.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Say: *Let's look at the reading for gist, main idea, and details. Skim for gist, read carefully for the main idea, and scan for details.*
- Read the questions and answers with Ss. Clarify as necessary.
- Allow time for Ss to read and answer the questions.
- Elicit and check answers as a class.

ANSWERS

- 1 C
- 2 A
- 3 B
- 4 C

D Cause and effect

- Draw Ss' attention to Section D. Read the instructions with Ss.
- Clarify cause and effect with examples from the unit. Say: *What are some of the effects we have seen related to free trade?* Elicit and list ideas on the board.
- Explain that each statement is either a cause or effect. Explain to Ss how to label the sentences. Say: *Read carefully. One part of the sentence is the cause. Underline the cause. The other part of the sentence is the effect. Circle the effect.*
- Model with the first answer for Ss. Say: *Let's look at the first item. Read the sentence. Which part is the cause? (Answer: Outsourcing.) Ask: What is the effect? (Answer: People losing jobs.)*
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

- 1 Outsourcing results in people losing their jobs.
- 2 Tax revenue dropped by 10 percent because of unemployment.
- 3 The lack of regulations means that corporations can dump industrial waste into rivers and lakes.
- 4 Some companies care only about profits so they do not worry about employee safety.
- 5 Local jobs can be created if we raise consciousness about free trade.

Expansion

- ◆ Organize Ss into small groups.
- ◆ Have Ss create a chart with two columns. The left should be labeled *Cause*, the right *Effect*.
- ◆ Have groups review the reading. Ask Ss to complete the chart with causes and effects found in the reading.
- ◆ Elicit and share as a class.

E Making inferences

- Draw Ss' attention to Section E. Review the concept of inference with Ss. Say: *By thinking carefully about the text, we are able to understand ideas that are suggested but not directly written in the text.*
- Read the instructions and statements with Ss. Clarify as necessary.

- Allow time for Ss to read and complete the activity.
- Check the answer as a class.

ANSWER

3

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 28. Say: *Let's discuss what we found interesting in the text. Were you interested in the same things as your partner or something different?*
- Model as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Say: *These questions are about free trade in our country. Read each question. Discuss what you know about free trade.*
- Elicit and share answers as a class.

4 Researching a topic

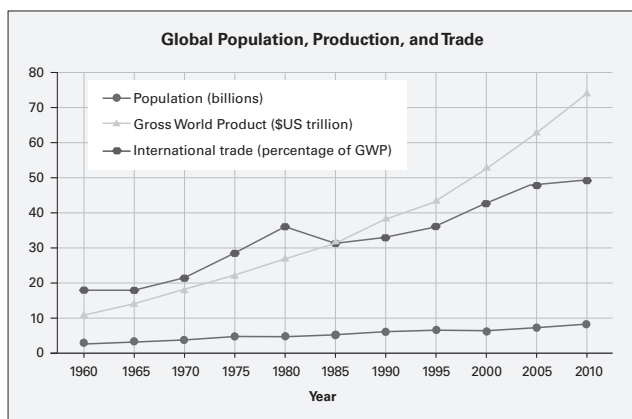
Page 30

Objectives: describe information on a graph relating to world production, trade, and population. Interpret the information and share in a group and class discussion.

A Information gathering

- Arrange Ss into pairs.
- Read the instructions. Clarify as necessary.
- Assign one S the role of A and one the role of B. Have Student A turn to page 97. Have Student B turn to page 99.
- Draw Ss' attention to the columns in the chart. Review and clarify each section as necessary. Say: *In the first column is the year. The second column shows the global population for that year. The next column shows global production for that year. The final column shows the percentage of global production that was traded internationally. For example, in 1960, we can see that the population was 3 billion people, the global production was 11 trillion dollars, and global trade was 11 percent.*

- Say: *Your chart is missing information. Your partner has the missing information. Ask your partner and find the missing information.*
- Allow time for Ss to complete the activity.
- Check answers as a class.



Global Population, Production, and Trade			
Year	Global population (in billions)	Gross world product (\$US trillion)	International trade (% of GWP)
1960	3.0	11	18
1965	3.4	14	18
1970	3.7	18	21
1975	4.5	22	29
1980	4.4	27	36
1985	4.9	32	31
1990	5.3	38	32
1995	5.7	43	35
2000	6.1	52	41
2005	6.5	62	47
2010	6.9	74	49

B Interpreting and reporting results

1 Discuss information

- Arrange Ss into new groups. Have two Ss with the role of A grouped with two Ss with the role of B.
- Say: *Let's use our completed charts to finish the graph.*
- Model completing one section of the graph with Ss. Say: *Look at 1990 in your chart. First, let's look at population. That is the red line. Did it go up or down? Draw a dot to show the population in 1990. Now connect it with a line.* Continue to model Gross World Product and International Trade for 1990.
- Allow groups to complete their charts.
- Say: *Now let's discuss the information in the graph you have completed. Focus Ss' attention on the questions provided. Read each question with Ss. Clarify as necessary.*
- Say: *These questions will help us interpret the information in the graph and charts.*

2 Share ideas

- Draw Ss' attention to the language in the speech bubbles. Say: *We can use these phrases to share information from the discussion. As you listen, think of questions you can ask to better understand the ideas.*
- Invite Ss to share their ideas with the class. Encourage Ss who are listening to ask follow-up questions.

Expansion

- ◆ Arrange Ss into pairs or groups.
- ◆ Have Ss copy the chart on page 34 of this book.
- ◆ Online, in class, or as homework, have Ss find the information for their country and complete the chart.
- ◆ In groups, have Ss discuss the difference between local population and production and global production and trade for the years provided.

Local Population, Production, and Trade				
Year	Local population (in millions)	Local product (\$US trillion)	Gross world product (\$US trillion)	International trade (% of GWP)
1960			11	18
1965			14	18
1970			18	21
1975			22	29
1980			27	36
1985			32	31
1990			38	32
1995			43	35
2000			52	41
2005			62	47
2010			74	49

5 Critical thinking

Pages 31–32

Objectives: demonstrate clarification skills; create a mind map to organize ideas; write a paragraph expressing a personal position on free trade; discuss the pros and cons of building a large factory; discuss meaning of a quote and its relationship to learning in the unit.

A Clarifying statements

- Arrange Ss into pairs.
- Say: *In a discussion, it may not always be clear what your partner is trying to say. It's important to ask for clarification when this happens. Here are five statements. Let's practice asking for clarification using these statements.*
- Focus Ss' attention on the statements.
- Draw attention to the language in the speech bubbles. Say: *You can use these questions to clarify information.*

- Model using the first item for Ss. For example:
A: *I think that free trade has a negative impact on children in developing countries.*
B: *Are you suggesting that free trade is bad for children?*
A: *Yes, because . . .*
- In pairs, have Ss take turns. One reads the statement, the partner asks clarifying questions.
- Allow time for Ss to discuss the items.
- Elicit answers as a class.

Before the discussion, allow time for Ss to think about the statements and to prepare sentences, which help clarify the statements. This will provide scaffolding for the clarification activity. Also provide time for Ss to prepare clarification questions using the models provided.



B Mind map

- Draw Ss' attention to the mind map. Say: *This is part of a mind map about the pros and cons of free trade. Let's add our ideas.*
- Copy part of the mind map on the board. Model adding an item. (e.g., *New jobs in developing countries mean that people in those countries will have a better standard of living.*)
- Organize Ss into pairs or small groups.
- Allow time for Ss to work together to complete their mind maps.
- Elicit and share ideas as a class. Provide further ideas as appropriate.

Refer Ss to the texts on pages 26 and 28 for examples to add to the mind map. If necessary, provide Ss with examples to further scaffold the activity.



C Writing

- Draw Ss' attention to Section C. Say: *Let's use our mind map to write a paragraph about free trade.*
- Read the model text with Ss. Say: *We can use these phrases to help write our own paragraph.* Clarify as necessary.
- Review the parts of a paragraph, including topic sentence, main point, details, and examples.

- Allow time for Ss to write and complete the paragraph. Monitor and assist as necessary.
- Arrange Ss into small groups. Have Ss compare paragraphs with their partners.
- Collect paragraphs from Ss to grade.

Expansion

- ◆ Arrange Ss into groups of three or four.
- ◆ Review the clarifying questions from Section A.
- ◆ Have Ss read out the paragraphs they wrote. Ask Ss who are listening to ask clarifying questions. Direct the S presenting to make notes to later clarify the paragraph accordingly.
- ◆ Allow time for Ss to revise the paragraphs.
- ◆ Collect the amended paragraphs from Ss to grade.

D Discussion

- *Say: Imagine that we are members of a local government in a developing country. Our city is poor and people need jobs. A corporation wants to come here and build a large factory. It's our job to decide whether we accept this offer or refuse it. Let's find out more about the offer.*
- Focus Ss' attention on the details. Read and clarify as necessary.

You may find it helpful to connect the activity to the unit topic for Ss. Often free-trade agreements allow companies to create new factories in places where cheap labor can be found. Sometimes, deals are made at the expense of the environment or that mainly benefit the companies and dealmakers.



1 Make a list of pros and cons

- *Say: Now work together and discuss the offer. What are the pros? What are the cons? Use the chart to write your ideas.*
- Encourage Ss to make notes on a separate sheet of paper if they need more space.
- Model a discussion for Ss. Provide language on the board to further scaffold the discussion.

A: *One of the pros for education if a new factory is built is . . .*

B: *But one of the cons is . . .*

- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.
- Ask each group to decide together whether they support or oppose the new factory.
- List group decisions on the board.

2 Share and compare

- Put pairs of groups together, with one pair for the factory and one pair against.
- Focus Ss' attention on the language in the speech bubbles. Encourage Ss to use this when they share ideas.
- Read the tip with Ss. Clarify with Ss as necessary. Ask Ss to use the model language to present their decisions.
- *Say: Explain to the new group how you made your decision. Provide details to explain why you think it is the best decision. Remember to summarize your group's decisions using the expressions in the Tip box.*
- Model summarizing your opinion for the group as necessary.
- Allow time for groups to share. Circulate and provide assistance as necessary.

3 Share with the class

- *Ask: What opinions did you hear in the discussion? Did anyone hear an argument that made you want to change your opinion? What was it? Invite Ss to share with the class.*
- Write *For* and *Against* on the board.
- As a class vote on each proposal. Record the results of the vote on the board.

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have each group choose one side of the argument.
- ◆ Direct groups to create a mind map that summarizes the benefits or problems with the new factory.
- ◆ Pair students who are for the factory with students who are against the factory.
- ◆ Have Ss role-play discussing the factory using information from the mind map.
- ◆ Elicit ideas from Ss presented in the discussion.

Quotable Quotes

While I believe firmly in open markets and free trade, I also believe an open market needs a level playing field.

Philip Hammond
British politician

Background Information

Phillip Hammond is a conservative British politician, active in political life since 1989. He has served in several positions in British government since entering public service, including as a member of parliament, Secretary of State for Transport, and Secretary of State for Foreign and Commonwealth Affairs.

- 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 as necessary.
- Allow time for Ss to share their thoughts in groups.
- Draw Ss' attention to Q1. Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Online Retailing: Disappearing Stores

Unit 5

Unit 5 examines how shopping habits are changing because of advances in technology. It explores the impact of technology on traditional retailers and how online shopping is changing shopping habits in general. This unit connects with Unit 11, which looks at the impact of technology on work and the working environment.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *Have you ever shopped online? What did you buy?*
- Elicit Ss' experiences with online shopping.
- Have Ss create a T-chart. Label the left column *In store* and the right column *Online*.
- Say: *What are the differences for you when you compare shopping in a store with shopping online? Discuss your experiences with your group. Use the chart to organize your comparison.*
- Elicit Ss' comparisons and review them as a class.
- Have Ss keep their charts. At the end of the unit, review them to see which ideas appeared in the unit.

1 Critical cartoons

Page 33

Objectives: connect to background knowledge about online shopping versus in-store shopping experiences; discuss how new technology is changing the shopping experience; encourage Ss to think critically about the topic.

About the topic

As technology continues to advance, a number of traditional industries have been impacted, including publishing, travel, music, and retail sales industries. The publishing industry is one area in which technology has quickly changed how people consume products. The availability of e-readers, tablets, and smartphones has drastically reduced the amount of money spent on traditional print media, such as books, magazines, and newspapers.

Interesting facts

Since the Amazon Kindle was launched in 2007, sales of e-books have risen dramatically. In 2014, e-books in the United States made up about 30 percent of all book sales, with sales of approximately \$3 billion.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw Ss' attention to the cartoon. Ask: *What do you see in the cartoon? Who is in the cartoon? What are they doing together?* (Answers: A mother and her daughter are shopping in an antique store. The daughter has found a book. She is trying to switch the book on.) Draw Ss' attention to the speech bubble. Ask: *What is the girl saying? Why?* (Answer: The daughter is used to reading e-books and is not familiar with real books.)
- In groups, ask Ss to discuss the questions. Say: *Think about how technology has changed the experience of reading and shopping. Let's discuss it further using the questions. Provide model dialogue on the board for Ss to use in the discussion. (e.g., It's clear that . . . ; In the last 15 years or so . . . ; I think it's likely that . . . ; In my view, this cartoon means . . .)*
- Allow time for Ss to complete the discussion with all questions.
- 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.

Out of Print is a documentary that explores how technology has changed patterns and habits related to reading. Narrated by Meryl Streep, the film explores the state of the world of print in the current digital age. It questions whether the introduction of reading technology will lead to the death of printed materials, such as books, newspapers, and magazines.

You've Got Mail is a famous romantic comedy, which traces the tensions and developing romance between Joe, the owner of a large and successful chain of bookstores, and Kathleen, the owner of a small bookstore that is being forced out of business.

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.

Expansion

- ◆ Organize Ss into pairs.
- ◆ Ask: *Do you think reading a book digitally is better than reading a book in print? Why or why not?*
- ◆ Have pairs write the pros and cons of reading a book in print versus reading a book digitally.
- ◆ Arrange Ss in new pairs according to their opinions, with one S for digital reading and one S for print reading.
- ◆ Have Ss describe their opinions to their partners. Encourage Ss to provide reasons.
- ◆ Elicit ideas from the discussions. Ask Ss to take a vote on their preferred reading style.

2 Core vocabulary

Pages 34–35

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

VOCABULARY



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. You can download the audio from the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Say: *These words will be used in the reading. Look at the words. Do you see any that are familiar? Circle words you know and write a question mark next to words you aren't sure of.*
- Allow time for Ss to complete the activity.
- Have Ss share ideas about the meanings of the words with a partner.
- Direct Ss to scan the text for the words. Say: *Underline the keywords in the reading. Is the meaning of the word in the text the same as the meaning you discussed with your partner? Let's check.*
- Have Ss read and underline the words in the text.
- Have Ss guess the meanings of the words they didn't know using the context of the sentence each word is in.
- Review and clarify the word meanings as a class.

Units 1–4 introduce the concept of etymology. Review how using word parts and the roots of words can help to improve comprehension of new words. Use the example of the keyword *disadvantage* with the word part *dis*. Point out that the remaining eight units focus on phrasal verbs and idioms.



ANSWERS

Definitions

- behavioral** involving a particular way of acting
- candidate** a person who is competing to get a job or elected position
- disadvantage** a condition or situation that makes a successful result less likely
- mall** a large, usually covered, shopping area normally with a lot of stores and restaurants
- revolutionary** involved in or relating to a sudden and great change
- simultaneously** happening at exactly the same time
- specialty** the subject of study or work, or a particular skill
- strategic** relating to a long-range plan to achieve something
- susceptible** easily influenced or harmed by something
- utility** the usefulness of something, especially in a practical way

2 Skimming

- Read the title with Ss.
- Say: *The title is None in Laredo. What is missing in Laredo?* Elicit the connection between the title and the reading. (**Answer:** There are no bookstores in Laredo.)
- Draw Ss' attention to Exercise 2.
- Instruct Ss to describe the pictures. Ask: *Which one goes best with the text?*
- Instruct Ss to skim the reading and choose A, B, or C.
- Check answers as a class.

ANSWER

2 B

READING

ONLINE

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

B Words in context: concordances

1 Match the keywords

- Draw Ss' attention to the definition of *concordance* in the box. Clarify as necessary.
- Say: *To improve your understanding of the meaning of a word, it is useful to examine how the word is used in different kinds of sentences. Concordances allow you to see one word presented in different situations or contexts. This can help to improve your understanding of the word. Clarify that the concordances are all real examples of language (taken from the Cambridge English Corpus).*
- Say: *In each case, the missing word in the three examples is one of the keywords.*
- Use the first item as a model as necessary.
- Allow time for Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

- 1 simultaneously
- 2 revolutionary
- 3 candidate(s)

2 Write new sentences

- Review the three keywords.
- Say: *Now we can make our own examples using the keywords from the exercise.*
- Model writing a new sentence for Ss. (e.g., *Driving a car means learning how to do several things simultaneously.*)
- Allow time for Ss to complete the exercise individually.
- Elicit and share Ss' examples as a class.

Have Ss review the text on page 34 to see additional examples of the keywords in context.



Expansion

- ◆ Draw Ss' attention to the keywords on page 34.
- ◆ Have Ss choose one of the keywords.
- ◆ Ask Ss to create three or four sentences using the keyword in context.
- ◆ Arrange Ss in pairs. Have pairs share sentences without saying the keyword. Ss take turns guessing the missing keyword.
- ◆ Elicit and share examples as a class.

C Vocabulary building: idioms

1 Match the idioms

- Explain what idioms are. Say: *Idioms are groups of words that together have a meaning that is different from the meaning of the words separately.*
- Draw Ss' attention to the idioms presented. Say: *Each of these idioms contains the word horse. Let's read and match the idioms to the meaning.*
- Model using the first idiom. (e.g., *A dark horse doesn't mean a horse that is black. Let's look at the definitions and see if we can guess the right one.*)
- Allow time for Ss to match the idioms to the definitions.
- Elicit and clarify answers as a class.

Provide an idiom dictionary or have Ss look online to research the meaning of unknown idioms.



2 Complete the sentences

- Review the meaning of each idiom with Ss.
- Focus Ss' attention on the sentences.
- Have Ss complete the sentences with the idioms from the box.
- Check answers as a class.

ANSWERS

- 1 straight from the horse's mouth
- 2 backed the wrong horse
- 3 a one-horse race
- 4 dark horse

3 Write new sentences

- Say: *Think about what you have learned about the meaning of each idiom. Now let's make our own sentences using the idioms.*
- Model writing a new sentence for Ss. (e.g., *I had no idea my cousin would be interviewed on TV. He's a real dark horse.*)
- Allow time for Ss to complete the exercise. Monitor and assist as necessary.
- Arrange Ss into pairs. Have Ss share their sentences.
- Invite some Ss to share their sentences as a class.

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Section D.
- Say: *Now listen and write the questions 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 much online shopping do you do? What kind of things do you buy?
- 2 What items do you prefer to buy in a real store? Why?
- 3 Has online shopping changed your life in any way? How?

- Have Ss form small groups. Say: *Now think about how you shop online and in a real store. Let's discuss our experiences.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the questions. Monitor as Ss discuss and write down a selection of answers to share as a class.

2 Share and compare

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting answers from the discussion and share with the 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; identify reasons; recognize bias; personalize the context of the topic in a group discussion.



Remind 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.



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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *To help understand the reading, let's think a bit more about our experience before we read. Take a look at these questions. Think about how your life and habits have changed because of technology.*
- Arrange Ss into pairs. Read the questions with Ss. Ask: *How do you think things have changed? What has your experience been like? Share your answers with your partner. The answers to the questions are in the reading.*
- Have Ss discuss the questions in pairs.
- Elicit Ss' ideas and write them on the board.
- Read the title with the Ss. Draw Ss' 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 a shopkeeper in front of shelves at an old-fashioned store. The title implies that this shopkeeper may soon be out of a job as more people shop online.)

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class.
- Ask Ss to think about interesting information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *I thought it was interesting that in the past you had to order items directly from the shopkeeper, instead of self-service shopping.*)
- Have Ss read the text again and highlight or underline interesting information.

Expansion

- ◆ Arrange Ss into pairs.
- ◆ Allow time for Ss to read the text on page 36.
- ◆ Have Ss swap books.
- ◆ Say: *What did you find that was interesting in the reading? Tell your partner. Your partner will highlight the information in your book.*
- ◆ Allow time for Ss to share their ideas and highlight the information. Circulate and provide assistance as necessary.

C Understanding the text

- Read the instructions with Ss. Say: *Let's look at the reading for gist, main idea, and details. Skim for gist, read carefully for the main idea, and scan for details.*
- Read the questions and answers with Ss. Clarify as necessary.
- Allow time for Ss to read and answer the questions.
- Check answers as a class.

ANSWERS

- | | |
|---|---|
| 1 | C |
| 2 | B |
| 3 | A |
| 4 | B |

D Identifying reasons

- Draw Ss' attention to Section D. Say: *These are summaries based on information the author has provided in the text. Each summary explains how shopping has changed or is changing. Let's read the text and identify where in the reading the author gives reasons for these changes.*

- Model by completing the first item on the board. (e.g., *In paragraph 7, the author explains how Amazon is improving distribution to make delivery faster. This is the reason for customers expecting same-day delivery.*)
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

- | | |
|---|---|
| 1 | 7 |
| 2 | 4 |
| 3 | 2 |
| 4 | 5 |
| 5 | 3 |

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss choose one of the summaries presented in Section D.
- ◆ Have Ss make a T-chart. Label the left column *Shop owners*. Label the right column *Shoppers*.
- ◆ Say: *Think about the changes that are happening. What are the consequences for shop owners and shoppers? How will this change the shopping experience?*
- ◆ Allow time for Ss to brainstorm ideas and complete the chart.
- ◆ Arrange Ss into new groups. Have Ss share and compare ideas. Ask Ss to add new ideas to their chart.
- ◆ Elicit and share as a class.

E Recognizing bias

1 Find examples

- Draw Ss' attention to section E. Say: *Bias refers to our personal opinions, which influence how we judge things. It's important to understand the bias an author has. In this case, the author's bias concerns online shopping. Let's read the text again and find lines that show the author's bias for or against online shopping.*
- Read the instructions with Ss.
- Say: *In this section we may have different answers. Let's try one together. Model completing the first item with Ss. (e.g., *In lines 31–32, the author says that progress benefits the consumer by providing a large selection and low prices. This shows the author's bias.*)*
- Allow time for Ss to complete the activity.

2 Share and compare

- Arrange Ss into pairs or small groups.
- Have Ss share their answers.
- Elicit and review Ss' answers as a class. Note: Ss's answers will vary.

POSSIBLE ANSWERS

The author has a positive bias toward online shopping.

Lines 31–32
Lines 37–40
Lines 44–47
Lines 73–77
Lines 83–84

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have Ss choose one part from the reading that shows bias.
- ◆ In groups, have Ss write the sentence. Ask: *Why does this sentence demonstrate the author's bias for or against online shopping? Why does this help support the author's point of view?*
- ◆ Have groups write a short summary that connects the part selected to the author's bias.
- ◆ Invite groups to present their ideas to the class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 36. Explain that Ss will discuss the parts they found interesting and compare with a partner. Ask Ss to explain 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–Q4: Say: *Think about your experience with online shopping and in-store shopping. Think about what you learned about the similarities and differences between online and in-store shopping in the reading. Let's use these questions to discuss our experiences.*
- Allow time for Ss to discuss the questions.
- Elicit and share answers as a class.

4 Researching a topic

Page 38

Objectives: describe information related to how online shopping is growing in various countries; map growth on a graph; interpret trends and implications in a group discussion; share ideas in a class discussion.

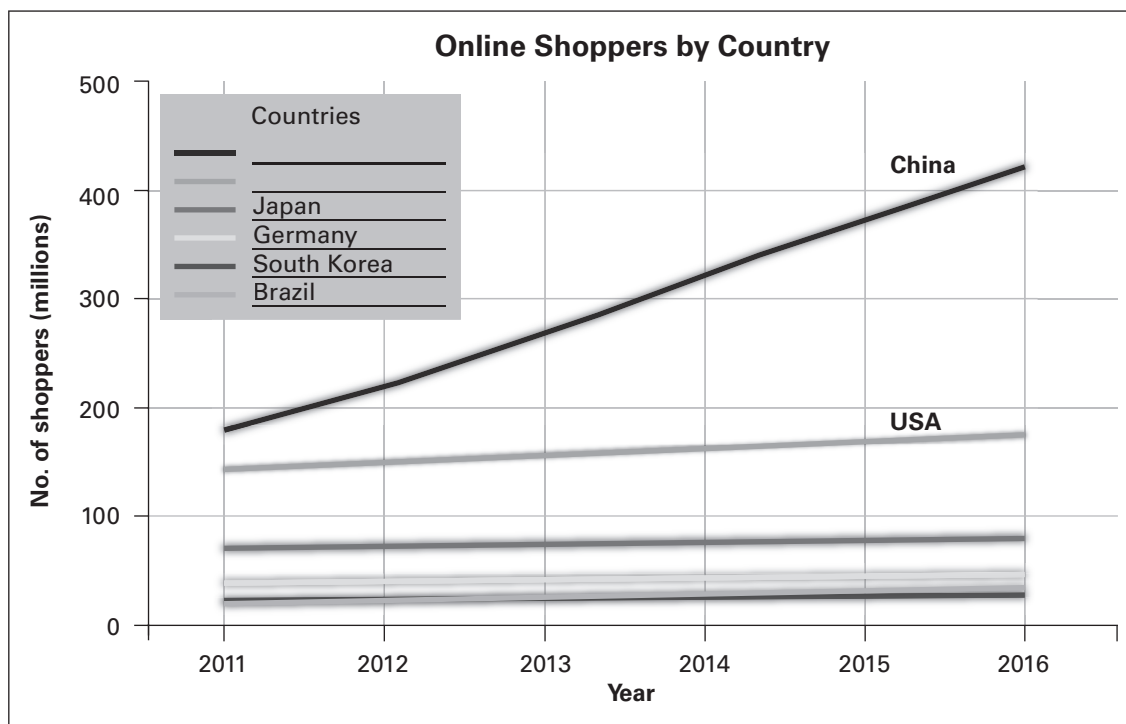
A Information gathering

- Arrange Ss into pairs.
- Say: *This graph will help us understand how people have turned to online shopping over time. To learn more, we need more information. Let's find that information.*
- Read the instructions. Clarify as necessary.
- Put Ss into pairs. Assign one S the role of A and one the role of B. Have Student A turn to page 97. Have student B turn to page 100.
- Draw Ss' attention to the columns in their charts. Say: *The first column lists the different countries. We will find out how many shoppers are going online each year and how many online shoppers there will be.*
- Review the information in the first line about Brazil to model for Ss.
- Say: *Now we are going to share some information. Your chart is missing information. Your partner has the missing information. Ask your partner for the missing information and complete the chart.*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

Online Shoppers by Country (in millions)						
	2011	2012	2013	2014	2015	2016
Brazil	19	24	27	30	32	34
China	180	220	270	325	375	425
Germany	38	41	43	44.5	45	46
Japan	70	73	75	77	78	79
South Korea	22	23	24	25	26	27
USA	143	150	156	163	169	175

- Have Ss return to page 38.
- Review the graph with Ss. Say: *These lines represent the countries we learned about while completing your charts. Use your charts to label the key and complete the graph.*
- Model using the red line. (e.g., *The red line shows a country that will have around 80 million online shoppers by 2016. This matches the information for Japan, which is expected to have 79 million online users by 2016.*)



- Allow time for Ss to label the key to show the missing countries.
- Check answers as a class.

ANSWERS

Red line: Japan
 Yellow line: Germany
 Dark-blue line: South Korea
 Light-blue line: Brazil

- Say: *The USA and China are not currently included in the graph on page 38. Use the information in the chart to draw a line for those two countries. Choose a different color to represent each country.*
- Allow time for Ss to draw lines to represent the USA and China.
- Check answers as a class.

Pass out different colored pencils for Ss to use to draw the lines. The key on page 38 shows brown and green for China and the USA, but Ss can of course use different colors. Instruct Ss to change the key to match the correct color.

**B Interpreting and reporting results****1 Discuss information**

- Arrange Ss into new groups.

- Say: *Now let's discuss the information in the graph you have completed. We can use these questions to understand more about our topic.*
- Allow time for Ss to read and answer the questions.

Have groups write answers to the questions. This will help them prepare for the presentation in Section D.

**2 Share ideas**

- Draw Ss' attention to the language in the speech bubbles. Encourage Ss to use it in the discussion.
- Allow time for Ss to discuss the questions.
- Elicit and share Ss' answers with the class.

Expansion

- ◆ Have Ss review the information in the chart.
- ◆ Ask: *As online shopping continues to grow, how can in-store shops remain competitive? How will in-store shopping need to change in order to be successful in the future?*
- ◆ Have groups brainstorm ideas to describe changes in-store shops must make to be competitive.
- ◆ Invite groups to present their ideas to the class. Encourage Ss who are listening to ask follow-up questions to further the discussion.

5 Critical thinking

Pages 39–40

Objectives: identify and match causes and effects; review and identify different types of reasoning; write a paragraph using different types of reasoning to express an opinion; create and give a presentation using different types of reasoning to describe the effect of technology on different industries; discuss meaning of a quote and its relationship to learning in the unit.

A Cause and effect

1 Match cause and effect

- Draw Ss' attention to Section A. Say: *In the previous unit we learned about cause-and-effect reasoning. Using cause and effect allows you to clearly explain your reasons. Let's look at this some more.*
- Read the instructions with Ss. Explain that each statement is either a cause or effect. Review how to identify the sentences with Ss. Say: *One statement is a cause. Label the cause with a C. One statement is the effect. Label the effect with an E.*
- Model with the first answer for Ss. Say: *Let's look at the first item: death of wildlife. Which answer does it connect to? (Answer: C – oil spill) Is the death of wildlife a cause or effect? (Answer: It's an effect of an oil spill. Oil spill is the cause.)*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

1 death of wildlife	<u>E</u>	C oil spill	<u>C</u>
2 greater equality	<u>E</u>	A new law against discrimination	<u>C</u>
3 faster Internet speeds	<u>C</u>	B reduced income for movie business	<u>E</u>
4 increased efficiency	<u>E</u>	D introduction of new technology	<u>C</u>

2 Identify cause and effect

- Draw Ss' attention to Exercise 2.
- Arrange Ss into pairs or groups.
- Say: *In the reading on page 36, the author describes several different causes and effects. Let's find them. Work with your partner. Write the lines where the cause-and-effect statements appear. Then summarize the cause and effect in the chart.*
- Model finding a cause and effect in the reading for Ss.
- Allow time for Ss to complete the activity. Monitor and assist as necessary. Note: answers may vary.

POSSIBLE ANSWERS

Lines	Cause	Effect
13–17	supermarkets carried wide range of goods	supermarkets replaced small shops
17–23	spread of car ownership	growth of shopping malls
44–50	rise of online stores	conventional stores losing sales
53–65	showrooming becoming popular	conventional retailers becoming angry

3 Share and compare

- Arrange Ss into new pairs.
- Model sharing and comparing a cause and effect from the reading. (e.g., *One cause I found in the reading was on lines . . . ; The cause was . . . and the effect was . . .*)

Write model language on the board to scaffold discussion as necessary.



- A: What examples did you find of cause and effect?
 B: I found one example on lines . . .
 A: What was the cause?
 B: The cause was . . .
 A: What was the effect?
 B: The effect was . . .

- Circulate and provide assistance as necessary while Ss share and compare ideas.
- Elicit and share Ss' ideas as a class.

B Understanding reasoning

- Draw Ss' attention to Section B. Say: *Cause-and-effect statements are one common type of reasoning. However, there are other types of reasoning you can use when having a discussion. Let's look at three additional types of reasoning.*
- Explain the three types of reading presented in the text. Clarify as necessary.

Prepare two or three examples of each different type of reasoning to further clarify each type for students.



1 Identify patterns of reasoning

- Read the instructions with Ss. Say: *Here are arguments being made by two different people. Read each argument. Each argument represents a different kind of reasoning. Read and label the type of reasoning being used.*
- Model using the first item. (e.g., *Jen believes that if she orders a book in a store, it will take a month to be delivered. This is an example of conditional reasoning.*) Clarify as necessary.
- Allow time for Ss to complete the activity.

2 Share and compare

- Arrange Ss into pairs or small groups.
- Have Ss compare their answers with their partners.
- Elicit and check answers as a class.

ANSWERS

Jen:	conditional reasoning
Steve:	cause-and-effect reasoning
Jen:	comparative reasoning
Steve:	pros and cons reasoning

C Writing

- Draw Ss' attention to Section C. Say: *Now let's write a paragraph about showrooming using these patterns of reasoning. Think about what you have learned about online and in-store shopping. What effects do you think the rapid changes in shopping styles like showrooming will have? Let's write our ideas.*
- Review the types of reasoning as necessary.
- Say: *As you write, make clear which style of reasoning you are using.*

Model and provide examples on the board to help clarify different types of reasoning for Ss. (e.g., Pros and Cons: *Shoppers are increasingly purchasing goods online. Shoppers may not get the same personal service when they buy online, but they can save a lot of money.*)



- Read the model text with Ss. Say: *You can use these phrases in your writing.*
- Review the parts of a paragraph, including topic sentence, main point, details, and examples.
- Allow time for Ss to write and complete the paragraph. Monitor and assist as necessary.
- Arrange Ss into groups. Have Ss compare outlines in groups.
- Share Ss' ideas with the class.
- Collect paragraphs from Ss to grade.

Expansion

- ◆ Have Ss exchange paragraphs with a partner.
- ◆ Have Ss identify the types of reasoning used in the paragraph.
- ◆ Encourage Ss to provide suggestions to improve the argument in the reasoning style presented.
- ◆ Have Ss return their paragraphs.
- ◆ Allow time for Ss to revise their paragraphs.
- ◆ Collect paragraphs from Ss to grade.

D Presentation

1 Discuss

- Organize Ss into small groups.
- Say: *We have read a lot about the effect of technology on business, especially bookstores. What about other industries, like the newspaper or travel industry? What will the impact of technology be in these industries?*
- Draw Ss' attention to the instructions and questions. Say: *We will use the questions to help us organize our thoughts.*
- Focus Ss' attention on the chart. Say: *Use the chart to take notes from your group discussion. This will help you prepare to present your ideas to others.*
- Review and clarify as necessary.
- Allow time for Ss to discuss the questions and make notes in the chart.

2 Prepare

- Say: *Now prepare your presentation in your groups. Choose one or two people to take notes for the group as you plan. Choose two or three people to give the presentation.*
- Remind Ss of the patterns of reasoning presented in the previous exercise. Say: *As you prepare your presentation, use different patterns of reasoning.*

Encourage Ss to use two or more types of reasoning to present their argument. Review the three types shown on page 39 as necessary.



- Allow time for Ss to prepare the presentation. Monitor and assist as necessary.

3 Present

- Draw Ss' attention to the Transition signals tip. Read aloud and clarify as necessary.
- *Say: Transition signals will help your audience understand your arguments more clearly. Try to include these transitions in your presentation.*
- Allow time for Ss to add transition signals to their presentation notes.
- Remind Ss who are listening to ask follow-up questions
- Invite each group to take turns presenting to the class.
- Allow time for Ss to ask follow-up questions.
- Continue presentations as time permits.

Expansion

- ◆ Have Ss create a T-chart. Label the left column *Team name*. Label the right column *Type of reasoning used*.
- ◆ Have Ss write the names of the team that will present.
- ◆ *Say: As you listen to the presentations, listen for the type of reasoning. Write the types of reasoning you think are used by each group.*
- ◆ After the presentation, elicit the types of reasoning identified by Ss.
- ◆ Check with the group presenting to see if Ss are correct.
- ◆ If the audience identifies a different type of reasoning, invite Ss to suggest how the patterns of reasoning could be improved.

Quotable Quotes

Lovers of print are simply confusing the plate for the food.

Douglas Adams
British writer

Background Information

Douglas Adams (1952–2001) was an author best known for his science fiction fantasy series *The Hitchhiker's Guide to the Galaxy*. During his life, Adams strongly promoted the concept of technology as beneficial to life and believed it would come to play an important role in everyday life. Adams was one of the first two owners of a Mac computer in Europe, buying his first Mac in 1984. He also used email before long before it became popular.

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 as necessary.
- Allow time for Ss to share their thoughts in groups.
- Draw Ss' attention to Q1. Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Online Addiction: Too Much Fun?

Unit 6

Unit 6 introduces the concept of video game and online addiction. It explores issues surrounding video games and Internet addiction and looks at the potential effect this technology has on people's health. This unit connects with Unit 12, which examines the impact and role in society of modern social media.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *Have you ever heard of online addiction? What do you know about it?*
- Elicit Ss' knowledge and ideas about online addiction.
- Ask: *What do you think are the causes of online addiction? Let's make a list.*
- Have Ss make a list of potential causes of online addiction.
- Arrange Ss into groups. Have Ss share and compare causes.
- Elicit and list causes on the board. Have Ss copy the list.
- At the end of the unit, have Ss check their lists to see which causes appeared in the unit.

1 Critical cartoons

Page 41

Objectives: connect to background knowledge about video game and online addiction and their impact on the lives of people; share ideas in a group discussion and encourage Ss to think critically about the topic.

About the topic

Since the introduction of video game consoles for personal use in the home, the concept of video game addiction has been an area of concern. With the introduction of online video gaming – including intensive, role-playing experiences like massively multiplayer online role-playing games (MMORPGs) – concern has continued to grow over the amount of time dedicated to living in a virtual world instead of the real world. Some of the effects of online game play include mood swings, social isolation, and decreased imagination.

Interesting facts

In 2013 the Diagnostic and Statistical Manual of Mental Disorders officially classified Internet gaming disorder as a mental health issue.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw Ss' attention to the cartoon. Ask: *What do you see in the cartoon?* (**Answers:** The picture shows a man who is winning a computer game. In the game, he has saved the world. However, the room he lives in is in a mess, and a water leak has not been fixed.)
- Draw Ss' attention to the speech bubbles. Ask: *What are the people saying? What does this mean?* (**Answers:** A person is asking if the player has fixed the leak. Water can clearly be seen in the room. The image suggests that the man is more concerned with playing games and saving a fictional world than solving real problems.)
- Focus Ss' attention on the questions. Read and clarify as necessary.
- Provide language on the board to scaffold the discussion as necessary. (e.g., *The problem is clearly . . . ; If we compare video game addiction with other types of addiction, I think . . .*)
- 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.

Second Skin is an American documentary that examines the lives of online game players who participate in MMORPGs. It is considered a good introduction to the world of online gamers. The film explores the real-world impact the games have on the life of the players.

Tron is a movie that follows gamer, hacker, and video arcade owner Kevin Flynn (Jeff Bridges) as he tries to get proof that his game idea was stolen. His adventures actually transport him inside the 3-D world of games.

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 42–43

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; work with phrasal verbs; listen to 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. You can download the audio from the **In Focus** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Say: *Here are words we will see in the readings. Are you familiar with any of these words? If you know the meaning, circle the word. If you are unsure of the meaning, write a question mark next to the word.*
- Allow time for Ss to complete the activity.
- Have Ss share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*

Write keyword definitions on the board for Ss to match with the keywords in the book.



- Have Ss scan the reading for the keywords. Say: *We are going to scan the reading. When you find a word in the text, underline it.*
- Allow time for Ss to complete the activity.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- allocate** to give something to someone as their share of a total amount
- epidemic** the appearance of a particular disease in a large number of people at the same time
- exponential** describes a rate of increase that becomes quicker and quicker as the thing that increases becomes larger
- fatigue** extreme tiredness
- inferior** not good, or not as good as someone or something else
- intensive** involving a lot of effort or activity in a short period of time
- interact** to communicate with or react to
- interfere** to involve yourself in a situation when your involvement is not wanted or is not helpful
- manipulate** to control something or someone to your advantage, often unfairly or dishonestly
- realistic** accepting things as they are in fact and not making decisions based on unlikely hopes for the future

2 Skimming

- Ask Ss to close their books or cover the reading.
- Ask: *What is Internet addiction? When you scanned the reading for the keywords, did you notice any examples of Internet addiction? What do you remember? Elicit Ss' ideas.*
- Have Ss open their books. Draw Ss' attention to the statements in Q2.
- Say: *You remember some details about the text. Now let's skim the text. Then choose the statement that best describes this text.*
- Allow time for Ss to skim the reading and choose A, B, or C.
- Check Ss' answers as a class.

ANSWER

2 A

Expansion

- ◆ Focus Ss' attention on the keywords *interfere* and *interact*.
- ◆ Say: *We know that word parts can help us understanding the meaning of a word. What other words do you know that contain the word part inter?*
- ◆ Make a list of words containing *inter* with Ss.
- ◆ Have Ss define the words.
- ◆ Say: *Look at the definitions. What do you think the word part inter means?*
- ◆ Elicit Ss' ideas about the meaning of *inter*.
- ◆ Clarify the meaning as necessary. (**Answer:** in, among, between; from the Latin *inter*)

READING

ONLINE

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

B Words in context: concordances

1 Identify the keywords

- Draw Ss' attention to Section B. Clarify the meaning of *concordance* as necessary.
- Say: *We looked at concordances in previous units. As you know, concordances allow you to see one word presented in different contexts. This helps to improve your understanding of the word. Remind Ss that the concordances are all real examples of language (taken from the Cambridge English Corpus).*
- Say: *The missing word in each of the three examples is one of the keywords.*
- Use the first item as a model.
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

- 1 manipulate(d)
- 2 epidemic
- 3 interfere

2 Write new sentences

- Review the three keywords.
- Say: *Let's make our own sentences to provide an example of each keyword in context.*
- Model writing a new sentence for Ss. (e.g., *Ambitious people often try to manipulate others.*)
- Allow time for Ss to complete the exercise individually.

- Arrange Ss into pairs. Have partners share their examples.
- Elicit Ss' ideas and review as a class.

Have Ss search online for additional examples of the keywords used in context to scaffold sentence writing.



C Vocabulary building: phrasal verbs

1 Guess the meaning

- Focus Ss' attention on the phrasal verbs. Say: *Phrasal verbs are combinations of a verb plus an adverb or preposition. The meaning of the phrasal verb is different from the words separately.*
- Draw Ss' attention to the sentences. Say: *Each of these statements contains a different phrasal verb with the word pass. Let's read them.*
- Focus Ss' attention on the phrasal verbs in the box. Ask: *After reading the sentences, what do you think is the meaning of the phrasal verb? Let's start with the first one.*
- Elicit Ss' ideas of the meanings of the phrasal verbs. Clarify as necessary.

If Ss have a smartphone, they may find it useful to try a phrasal verb app to learn about other phrasal verbs. One suggestion is the Phrasal Verbs Machine app (free from Cambridge University Press).



2 Complete the sentences

- Focus Ss' attention on the sentences. Write the first sentence on the board. Elicit the missing phrasal verb.
- Say: *Now let's complete the sentences with the correct phrasal verbs. You may need to change the tense of the verbs in order to correctly complete the sentences.*
- Have Ss complete the sentences.
- Check answers as a class.

ANSWERS

- 1 passed out
- 2 passed over
- 3 passed away
- 4 passed up

3 Write new sentences

- Review the phrasal verbs with Ss as necessary.
- Say: *Think about what you have learned about the meaning of each phrasal verb. Now let's write our own sentences using the phrasal verbs.*

- Model writing a new sentence for Ss. (e.g., *I was very shocked and upset when my grandmother suddenly passed away last spring.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss share their sentences.
- Elicit some Ss' sentences and share as a class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Say: *Let's write a sentence for each verb. As you write, leave a gap in the sentence where the phrasal verb would appear.*
- ◆ Model an example on the board. (e.g., *I never _____ an opportunity to eat pizza.*)
- ◆ Allow time for Ss to write in their groups.
- ◆ Have groups exchange sentences with another group.
- ◆ Say: *Look at the sentences. What is the missing phrasal group? Work with your team to complete the sentences.*
- ◆ Have groups return their sentences.
- ◆ Ask groups to check the answers.
- ◆ Elicit any sentences incorrectly answered. Review and correct as a class.

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Section D.
- Say: *Now listen and write the questions 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 Do you play computer games? What is the best one you have played?
 - 2 What is the longest time you have played in a single day? In a week?
 - 3 Do you think video game addiction is harmful? In what ways?
- Have Ss form small groups. Say: *These questions are related to our topic. Think about what you have learned from the reading about computer games and online addition. Now let's answer the questions.*
 - Write language prompts on the board for Ss to use as necessary.
 - Allow time for Ss to discuss the questions. Monitor as Ss discuss and write down a selection of answers to share as a class.

2 Share and compare

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting answers from the discussion and share with the 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; predict concluding statements; personalize the context of the topic in a group discussion.



Remind 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.



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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Here are some things to think about before we read. Let's think about these questions.*
- Have Ss form pairs. Read the questions with Ss. Ask: *What do you think the answers are? Share your ideas with your partner. The answers to the questions are in the reading.*
- Have Ss discuss the questions in pairs.
- Elicit Ss' ideas and write them on the board.
- Read the title with the Ss. Draw Ss' 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 an unhealthy looking man playing computer games.)*

Have Ss share answers in groups before sharing with the class to provide additional practice and to promote communication.



B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that the global market for video games may grow to over \$80 billion by 2017.*)
- Have Ss read the text again and highlight or underline interesting information.

C Understanding the text

- Read the instructions with Ss.
- Read the questions and answers with Ss. Clarify as necessary.
- Allow time for Ss to read and answer the questions.
- Check answers as a class.

ANSWERS

- 1 C
- 2 A
- 3 B
- 4 C

D Identifying reasons

- Draw Ss' attention to Section D. Say: *These are summaries based on some of the author's opinions given in the reading. Let's read and match the summaries to the correct part of the text.*
- Model by eliciting or providing the first item on the board. (e.g. *In lines 39–42, the author explains how video games encourage children to think that violence is an acceptable answer.*)
- Allow time for Ss to read and write the paragraph number that provides the reason.
- Check answers as a class.

ANSWERS

- 1 Lines 39–42
- 2 Lines 49–63
- 3 Lines 13–20, 49–63

Expansion

- ◆ Arrange Ss into groups.
- ◆ Elicit the definition of a summary as necessary. (e.g., *A summary is a short, clear description that gives the main facts or ideas about something.*)
- ◆ Have groups choose one paragraph from the reading.
- ◆ Say: *Read carefully the paragraph you selected. Work together to create a short summary of the main idea of the paragraph.*
- ◆ Allow time for Ss to create the summary.
- ◆ Invite a group to share the summary with the class.
- ◆ Have Ss who are listening to guess which paragraph the group has summarized.
- ◆ Continue as time permits.

E Prediction: concluding statements

- Draw Ss' attention to Section E. Say: *Think about the author's point of view. Let's review these statements. Based on the author's point of view, let's decide which statement would make a good conclusion to the reading.*
- Review the statements with Ss and clarify as necessary.
- Allow time for Ss to complete the activity.
- Check the answer as a class.

ANSWER

B

Going beyond the text

Assign the questions as homework and have Ss prepare written responses. Use the written responses to scaffold discussion in the classroom.



- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 44. Explain that Ss will discuss the parts they found interesting and compare with a partner. Ask Ss to explain 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: *Think about what we have read about video games and video game addiction. What does it look like? How can you tell if someone you know has a video game addiction?* Allow time for Ss to discuss the answers.
- Q3: Say: *The reading focused on violent video games. What about violence in movies and television? Is that also a problem? Why or why not?* Allow time for Ss to discuss the answers.
- Elicit and share answers as a class.

4 Researching a topic

Page 46

Objectives: describe statistics related to video games; share personal gaming habits and opinions on playing video games in a group discussion.

A Information gathering

- Arrange Ss into pairs.
- Say: *In this unit, we have learned about the impact of video games. Here are some additional facts. For example, the amount of female gamers is 45 percent. Let's take a moment to find out more.*
- Focus Ss' attention on the chart. Have Ss read the facts with their partners. Clarify as necessary.
- Say: *Discuss the facts with your partner. Take turns explaining and discussing the facts with your partner.*
- Allow time for Ss to complete the activity. Monitor and assist as necessary.
- Focus Ss' attention on the chart. Say: *Now let's share our own experiences. Take a moment to write about your video game habits in the chart. When you are finished, ask your partner about their video game habits.*
- Write language prompts on the board to model the discussion as necessary.
- Allow time for Ss to complete the activity.
- Check answers as a class.

B Interpreting and reporting results

1 Discuss information

- Arrange Ss into new groups.
- Say: *Let's think more about our video game habits and our opinions. How do you compare with others? How do you compare with your group? Is playing video games a waste of time? Let's discuss the questions and find out.*
- Review and clarify the questions as necessary.
- Allow time for Ss to discuss the questions.

2 Share ideas

- Say: *Now let's share our ideas with the class.*
- Draw Ss' attention to the language in the speech bubbles. Encourage Ss to use it in the discussion.
- Allow time for Ss to discuss the questions.
- Elicit and share answers with the class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Say: *We can use the facts in Section A to create a chart that represents how people use and interact with video games online.*
- ◆ In groups, have Ss create a bar graph that presents the three percentage figures.
- ◆ Allow time for groups to create the charts.
- ◆ Invite one or two groups to share their charts with the class.

5 Critical thinking

Pages 47–48

Objectives: match reasons to decisions; evaluate decisions; identify patterns of reasoning; write a letter of complaint using different reasoning; take part in a short role-play debate about video game regulation; discuss meaning of a quote and its relationship to learning in the unit.

A Decision-making

- Draw Ss' attention to Section A.
- Say: *For all decisions we make, there are always reasons. Let's look at a summary of two different articles. We'll look at three possible decisions for each situation and find the reason supporting each decision. Then we'll choose the best decision for each situation.*
- Read the instructions with Ss.
- Q1: Read with Ss. Clarify as necessary.
- Have Ss draw a line to match the reasons and decisions. Model with the first answer for Ss as necessary. (e.g., Say: *The first decision is to play more video games. The reason is that according to the article, it will improve coordination and short-term memory. Let's draw a line to connect these two.*)
- Allow time for Ss to complete the activity.
- Check answers as a class.
- Q2: Read with Ss. Clarify as necessary.
- Allow time for Ss to complete the activity as before.
- Check answers as a class.

When reading an article, it is important to consider the source of information. This can help learners determine if there is a bias in the information being reported that should be considered before making a decision. For example, a magazine designed for gamers will usually report news with a pro-game bias.



ANSWERS

1

Decision

- 1 Play more video games
- 2 Ignore the article
- 3 Look for more evidence

Reason

- because it is obviously biased and not credible.
- before making a decision.
- to improve coordination and short-term memory.

2

Decision

- 1 Buy games with parental guidance controls
- 2 Ignore the article:
- 3 Sell all your video games

Reason

- because all video games are bad for children.
- to limit the violence shown.
- you haven't noticed an increase in violence among children.

B Understanding reasoning

1 Identify patterns of reasoning

- Draw Ss' attention to Section B.
- Say: *We have looked at different kinds of reasons often used. These are cause-and-effect, pros and cons, comparative, and conditional reasoning.*
- Review the four types of reasoning as necessary.

Types of reasoning are introduced on page 39 in Unit 5. Have Ss review the types of reasoning to clarify their understanding.



- Read the instructions with Ss.
- Say: *Here are arguments being made by a mother and son. Read each argument. Each argument represents a different kind of reasoning. Read and identify the type of reasoning being used in each case.*

- Model using the first item. (e.g., *The mother says if grades don't improve, she will throw away the computer. This is an example of conditional reasoning.*)
- Allow time for Ss to complete the activity.

2 Share and compare

- Arrange Ss into pairs.
- Have Ss compare answers.
- Elicit and check answers as a class.

To reinforce Ss' learning of different patterns of reasoning, have them underline the words in the dialogue that show the type of reasoning being used.



ANSWERS

	Pattern of reasoning
Mother	conditional
Son	pros and cons
Mother	cause and effect

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Review the conversation in Section B.
- ◆ Say: *Think about this argument. How do you think it will finish? What will the son do? What will his mother do? Let's write an ending to the dialogue.*
- ◆ Allow time for Ss to complete the dialogue.
- ◆ Have Ss choose actors to role-play the roles.
- ◆ Allow time for Ss practice the roles.
- ◆ Invite some Ss to perform the dialogue for the class.

C Writing

Bring in an editorial article from a newspaper to use as a model text for the writing.



- Draw Ss' attention to Section C.
- Say: *Think about what you have learned about the negative effects of video games. Let's write a letter to the newspaper to suggest how new laws can be used to control the sales of video games to young people.*

- Have Ss refer to the readings to help create a list of reasons to support their argument.
- Allow time for Ss to write the article. Monitor and assist as necessary.
- Arrange Ss into pairs.
- Have pairs compare their letters.
- Share Ss' ideas with the class.
- Collect letters from Ss to grade.

Units 1–3 model using mind maps to organize information for writing a paragraph. For additional support, refer Ss to the mind maps. Encourage Ss to use a mind map to organize thoughts before writing.



D Role play and debate

1 Role play and debate

Organize Ss into small groups – five if possible.

For groups of four, have Ss eliminate one of the cast members from the debate.



- Say: *We are going to learn about four different people, who are taking part in a TV debate about regulating the sale of video games to children. Each person has a different opinion. Let's find out more.*
- Focus Ss' attention on the summary of each person. Review and clarify as necessary.
- Say: *Each person in your group will choose a role. You can choose to be one of these four people or the TV announcer. Discuss with your group which role you are going to choose.*
- Assign or have Ss choose roles.
- Say: *Now think about what you will say in the debate. You will represent your character's thoughts and opinions. If you are the TV announcer, what follow-up questions will you ask? Also, think about how you will introduce each person.*
- Have Ss review the information about their character. Direct Ss to write three additional statements that show the opinion of the character.
- Read the information about the structure of the debate with Ss. Clarify as necessary.
- Focus Ss' attention on the language in the speech bubbles. Say: *You can use this language to help present your ideas.*
- Read the information in the Tip box. Clarify as necessary.
- Say: *You are now the character that you selected. Think about your opinions. You will each get a turn to share your opinions. The TV announcer will introduce you. Then you will be asked to share your opinions.*
- Model a role play with the class. Take the role of TV announcer.

- Have groups debate and perform the role play. Monitor and assist as necessary. Encourage Ss to use the language in the Tip box to disagree as appropriate.

Review the information in the Tip box and clarify as necessary. Write the expressions on the board for Ss to refer to during the debate and encourage Ss to disagree with others in their group.



2 Share and vote

- Ask Ss to share their arguments for and against new laws to regulate video game sales to children.
- Elicit Ss' ideas from the group discussions and write them on the board.
- As a class, vote for or against the new laws. Record the results of the vote on the board.

Quotable Quotes

I think the thing we see is that as people are using video games more, they tend to watch passive TV a bit less. And so using the PC for the Internet, playing video games, is starting to cut into the rather unbelievable amount of time people spend watching TV.

Bill Gates

American businessman and Microsoft co-founder

Background Information

Bill Gates is a famous American businessman and entrepreneur of the personal computer revolution. He is best known for being co-founder and CEO of Microsoft, the world's largest personal computer software company. Microsoft developed the popular computer operating system known as Windows, an interface for computers. Windows is used by around 90 percent of computers worldwide.

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 as necessary.
- Allow time for Ss to share their thoughts in groups.
- Draw Ss' attention to Q1. Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas From Ss discussion.

Marriage around the World

Unit 7

Unit 7 is the first unit of Cycle 2. It introduces the concept of marriage and how this is evolving. It explores marriage traditions and practices around the world and how issues of gender equality are changing the functions of marriage. This unit connects with Unit 1, which looks at gender equality and examines the impact of gender inequality globally.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What do you know about marriage?* Elicit facts related to marriage from Ss.
- Say: *In this unit, we will explore issues related to marriage around the world. What do you think we will read about in this unit?*
- Make a list of issues or ideas on the board Ss predict the unit will cover.
- In groups, have Ss add additional ideas to the list. Elicit and review as a class. Add new ideas to the list on the board.
- Have Ss copy the list.
- At the end of the unit, have Ss check their lists to see which issues and ideas appeared in the unit.

1 Critical cartoons

Page 49

Objectives: connect to background knowledge about local and international marriage customs and how they have changed; share ideas in a group discussion and encourage Ss to think critically about the topic.

About the topic

Laws and traditions related to marriage have changed greatly over the years in many countries. In the United States when slavery existed, slaves, Native Americans, and Asians were not allowed to marry outside defined race lines. In the 1960 and '70s, widespread protest helped to change such laws. A current debate in many countries is whether or not same-sex couples should be allowed to marry.

Interesting facts

As of 2015, there are 20 countries that recognize same-sex marriage: Argentina, Belgium, Brazil, Canada, Denmark, Finland, France, Iceland, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Portugal, South Africa, Spain, Sweden, United Kingdom, United States, and Uruguay.

A Building knowledge

- Organize Ss into pairs or small groups.
- Draw Ss' attention to the cartoon. Ask: *What do you see in the cartoon? Where are the people? Why are they together?* (**Answers:** On the left, a group of people are protesting interracial marriage in the 1960s. On the right, a similar group of people, some the same and now older, are protesting same-sex marriage.) Ask: *What does the caption say? What does it mean?* (**Answers:** The caption says *Progress?* It questions whether much progress has been made in the area of marriage equality.)
- Say: *Let's read the questions and discuss this cartoon.* Have Ss discuss the questions in groups.
- Provide language on the board to scaffold the discussion as necessary (e.g., *Changes in marriage customs in my country include . . . ; This cartoon is clearly about . . . ; One idea for a banner is . . .*)
- Allow time for Ss to complete the discussion with all questions. 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.

When Harry Met Sally is a romantic comedy starring Billy Crystal and Meg Ryan. The film explores how relationships start and what brings two people together in a relationship. It includes excerpts of interviews from married couples. It asks the question, *Can men and women be 'just friends'?*

Guess Who's Coming to Dinner is a groundbreaking and award-winning 1960s film that looks at the topic of interracial marriage. A white woman's parents' attitudes are challenged when she brings home a black fiancé.

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.

Expansion

- ◆ Organize Ss in small groups.
- ◆ Create a T-chart on the board. Label the left column *My Parents*. Label the right column *My Group*.
- ◆ Ask: *What opinions do your parents have about the purpose of marriage? Why do they think people should get married? What about you? Why do you and your friends think people should marry? Let's compare what we know.*
- ◆ Allow time for Ss to write ideas that compare the points of view.
- ◆ Arrange Ss into new groups. Have Ss compare ideas.
- ◆ Elicit and discuss how the purpose of marriage has changed.

2 Core vocabulary

Pages 50–51

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; identify degree of formality in words; work with idioms; listen to and complete 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. You can download the audio from the **In Focus** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Have Ss write brief definitions for the words they know and place a question mark next to unknown words.
- Direct Ss to share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*
- Have Ss scan the reading for the words. Say: *Underline the keywords in the reading. If you know the word, check it in the sentence. If you are not sure, look at the sentence and try to guess what the word means.*
- Allow time for Ss to complete the activity.
- Review and clarify vocabulary meaning as a class.

ANSWERS

Definitions

- breakdown** a failure to work or be successful
- compensate** to pay someone money in exchange for something, something lost or damaged, or inconvenience
- elimination** the process of removing something
- formally** officially
- genetic(s)** relating to how the characteristics and qualities of living things are biologically passed from parents to children
- goods** things for sale, or the things that you own
- historically** related to past events considered together
- legitimate** allowed by law
- punishment** the act of making someone who has done something wrong do something they don't want to do
- viable** able to work as intended or able to succeed

2 Skimming

- Read the title with Ss. Say: *The title is Different Ways of Tying the Knot. What does this mean? How does it relate to the reading?* Elicit the connection between the title and the text.
- Draw Ss' attention to Exercise 2.
- Say: *Which of these titles would be a good alternate title for the text?*
- Instruct Ss to skim the reading and choose 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: register

1 Identify synonyms

- Have Ss review the keywords on page 50.
- Say: Register refers to the style of a text. For example, in an academic text the words used are more formal. Here are examples of formal words from the text that could be replaced with more informal synonyms. A synonym is a word or phrase that is similar in meaning to another word.
- Use the first item as a model. (e.g., Compensates is one of the keywords. Which of these three words is a synonym for compensates? **Answer:** pays)
- Allow Ss to complete the activity individually.
- Check answers as a class.

ANSWERS

- 1 B
- 2 C
- 3 A

2 Write new sentences

- Review the three sentences.
- Say: Now let's rewrite the sentences using the synonyms. As you summarize the sentence in your own words, try to make the sentences less formal.
- Model writing a new sentence for Ss. (e.g., In some marriages, the bride's family pays the groom to marry. We call this a dowry.)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have pairs share and compare sentences.
- Elicit and review Ss' sentences as a class.

POSSIBLE ANSWERS

- 1 When the bride's family pays the groom like this, it's called a dowry.
- 2 Both have been real kinds of marriage in different cultures at some time.
- 3 People aren't sure about its removal from North America.

- ◆ Have Ss write down the keywords from page 50.
- ◆ Arrange Ss in groups. Have Ss write one or more synonyms for each of the keywords.
- ◆ Rearrange Ss into new groups.
- ◆ Have Ss share their synonyms.
- ◆ Elicit and review as a class.

C Vocabulary building: idioms

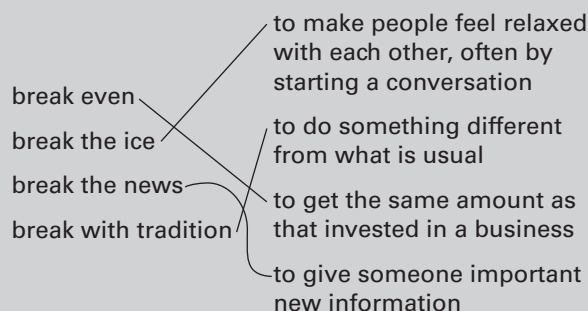
1 Match the idioms

- Remind Ss what idioms are. Say: Idioms are groups of words that together have a meaning that is different from the meaning of the words separately.
- Draw Ss' attention to the idioms presented. Say: Each of these idioms contains the word break. Let's read and match the idioms to the meaning.
- Model using the first idiom. (e.g., To break even doesn't mean to break something evenly. Can you guess the meaning? Elicit Ss' ideas and provide the answer.
- Allow time for Ss to match the idioms to the definitions.
- Elicit and clarify answers as a class.

Provide an idioms dictionary or have Ss look online to research the meaning of unknown idioms.



ANSWERS



2 Complete the sentences

- Review the meaning of each idiom with Ss.
- Focus Ss' attention on the sentences.
- Have Ss complete the sentences with the idioms from the box.
- Check answers as a class.

ANSWERS

- 1 break with tradition
- 2 break even
- 3 break the news
- 4 break the ice

3 Write new sentences

- Say: Think about what you have learned about the meaning of each idiom. Now let's make our own sentences using the idioms.
- Model writing a new sentence for Ss. (e.g., I had to break the news to my friend that my mother wouldn't let me go on the trip.)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss share their sentences.
- Elicit some Ss' sentences and share as a class.

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Section D.
- Say: *Now listen and write the questions 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 At what age do people usually get married in your country?
- 2 What challenges may be there when people from different cultures marry?
- 3 What are the most important qualities to look for in a marriage partner?

- Have Ss form small groups. Say: *Think about the questions. Each question is related to the topic of the unit. Discuss your ideas with your partners.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the questions. Monitor as Ss discuss and write down a selection of answers to share as a class.

Have Ss write answers to each question to allow additional time to think and process ideas before the discussions.



2 Share and compare

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting answers from the discussion and share with the 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 inference skills; recognize contrasts; personalize the context of the topic in a group discussion.



Remind 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.



Teachers have the option of presenting the reading as a listening text. You can download the audio from the *In Focus* Teacher's resource site: www.cambridge.org/infocus

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Before reading, let's look at these questions.*
- Read the questions with Ss. Ask: *What do you think the answers are? Share your ideas with a partner. We'll find the answers in the reading later.*
- Have Ss discuss the questions in pairs.
- Elicit Ss' ideas and write them on the board.
- Read the title with the Ss. Draw Ss' 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 two male figures on a wedding cake. This indicates that two men are getting married.)*

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that marriage has four main functions. I never thought about it like that.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Clarify meaning as necessary.
- Allow time for Ss to read and answer the questions.
- Elicit and check answers as a class.

ANSWERS

- 1 C
- 2 C
- 3 A
- 4 C

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Assign a question type (gist, main idea, details) to each group.
- ◆ Have groups review the question types as necessary.
- ◆ Direct groups to write their question type at the top of a piece of paper. Have Ss write a new question in the question type assigned.
- ◆ Collect all answers from the groups.
- ◆ Mix questions from all groups. Say: *I'll read a question. The first group that can answer the question will get a point. Your team will receive an additional point if you can tell me the type of question it is.*
- ◆ Read the questions. Award points to the team that correctly answers first. If the team identifies the question types, award an additional point. If the team cannot, allow other teams an opportunity to get the point.
- ◆ Continue until the questions are finished.

D Making inferences

- Draw Ss' attention to Section D. Say: *As we previously learned, inferences refer to information that is suggested by the text but not stated directly. By thinking carefully about the reading, we can make inferences about the author's opinion.*
- Read the instructions and statements with Ss. Clarify the meaning of the statements as necessary.
- Ask: *Which two of these statements do you think the author would agree with?*
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

4
5

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have Ss review the three statements in Section D that the author would not agree with.
- ◆ Ask Ss in their groups to rewrite each incorrect answer to represent a statement the author would write. (e.g., *Over the next 50 years, our ideas about the concept of marriage will continue to change.*)
- ◆ Regroup Ss. Have Ss compare answers with students from other teams.
- ◆ Elicit and share Ss' ideas as a class.

E Recognizing contrasts

- Draw Ss' attention to Section E.
- Say: *We can identify contrasting information in a text by looking for specific words. In this unit the words however or but are used to show contrasting ideas. Contrasting ideas are ideas that are opposite or different.*
- Read through the exercise with Ss. Clarify as necessary.
- Model the first item on the board. (e.g., *In the first paragraph, the author says that marriage is different in many places. The contrasting idea is that if you look more closely you will see that marriage around the world has many similarities.*)
- Allow time for Ss to complete the activity. Monitor and assist as necessary.
- Elicit and check answers as a class.

POSSIBLE ANSWERS

- 1 The type of marriage varies around the world, **but** there are many similarities.
- 2 In some countries marriage is still very traditional. **However**, in general, rules have become less strict, especially in the West.
- 3 In many parts of the world, traditional marriage is still the norm, **but** it seems that as countries progress economically, they get more liberal.
- 4 Today, in some countries, marriage doesn't have to be between a man and a woman. **However**, marriage between a man and a woman will continue to be the norm.

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have groups review the text.
- ◆ Ask: *What other contrasting ideas can you find based on statements in the reading?*
- ◆ Allow time for teams to choose ideas from the text.
- ◆ Have groups create two statements: the idea from the reading and a contrasting statement.
- ◆ Regroup Ss. Have Ss compare answers.
- ◆ Elicit Ss' ideas and share as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 52. Explain that Ss will discuss the parts they found interesting and compare with a partner. Ask Ss to explain why they found the information interesting. Model with 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: Read the questions. Clarify as necessary.
- Allow Ss time to discuss the answers.
- Elicit and share answers as a class.

4 Researching a topic

Page 54

Objectives: describe information about marriage and divorce rates around the world; discuss how this information may reflect social and cultural factors in various countries in a group discussion.

A Information gathering

- Arrange Ss into pairs.
- Say: *We can learn about how marriage is valued in different countries by examining the marriage and divorce rates. This chart provides information about these rates in different countries.*
- Draw Ss' attention to the chart. Clarify as necessary.
- Say: *Let's work with a partner to share information and complete the chart.*
- Assign one S the role of A and one the role of B. Have Student B turn to page 100.
- Say: *Your chart is missing information. Your partner has the missing information. Ask your partner for the missing information and complete the chart.*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

Marriage and divorce rates around the world			
Country	Marriage rate (per 1,000)	Divorce rate (per 1,000)	Marriages ending in divorce
Brazil	4.7	1.4	30%
China	7.2	2.0	28%
Egypt	7.2	1.9	26%
Iran	11.0	1.7	16%
Italy	4.2	0.9	21%
Japan	5.8	2.0	35%
Russia	8.9	4.7	53%
South Korea	6.9	2.3	33%
Turkey	8.6	1.6	19%
United States	7.2	3.6	50%

B Interpreting and reporting results

1 Discuss information

- Arrange Ss into new groups.
- Say: *Now let's think about the information in the chart. These questions will help us consider what we can learn from the marriage and divorce rates of different countries.*
- Read the questions. Clarify as necessary.
- Allow time for Ss to discuss the questions.

Prepare in advance information about the marriage and divorce rates locally to enhance the discussion.



2 Share ideas

- Say: *Now let's share our ideas with the class.*
- Draw Ss' attention to the language in the speech bubbles. Encourage Ss to use the phrases and expressions when they share ideas.
- Elicit answers from the group discussion.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss review the marriage rates listed by countries.
- ◆ Say: *This information is provided by the United Nations. Think of three additional countries you would like to learn the marriage rate for.*
- ◆ Have groups use the Internet to research the rates for the additional countries, including locally if the data is not shown.
- ◆ Arrange Ss into new groups to compare information.
- ◆ Focus Ss' attention on the questions in Exercise 1.
- ◆ Have Ss discuss the questions.
- ◆ Elicit and share answers with the class.

5 Critical thinking

Pages 55–56

Objectives: identify differences between fact and assumption; identify patterns of reasoning; write a paragraph to express personal view of marriage; discuss pros and cons of arranged marriage and give personal opinion in a group discussion; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or assumption?

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Say: *Facts are true statements that can be confirmed to be true. Assumptions are beliefs which may or may not be true. They are not based on proof.*
- Read the instructions and statements with Ss. Clarify as necessary. Point out that there may not be a clear answer.
- Model using the first item for Ss. (e.g., *The first statement says "The older couples are when they marry, the less likely they are to divorce." I can research divorce rates and see if this is true, so this is probably a fact.*)
- Say: *Now work with a partner to determine which are facts and which are assumptions.*
- Allow time for Ss discuss the items.
- Elicit answers as a class. Encourage Ss to discuss any disagreement.

ANSWERS

- 1 Fact
- 2 Assumption
- 3 Assumption
- 4 Fact
- 5 Assumption (though it could be argued this is a fact as it is possible to research)

B Understanding reasoning

- Draw Ss' attention to Section B.
- Say: *We have looked at different kinds of reasons used in argument, including cause-and-effect, pros and cons, comparative, and conditional reasoning.*
- Review the four types of reasoning as necessary.

Types of reasoning are introduced on page 39 in Unit 5. Have Ss review the types of reasoning to clarify their understanding.



- Read the instructions with Ss.
- Say: *Here are arguments being made by two people. Each statement represents a different kind of reasoning. Let's read and identify the types of reasoning they each use.*
- Model using the first item. (e.g., *Jessica says that marriage has lost meaning because of the women's rights movement. This is an example of cause and effect.*)
- Allow time for Ss to complete the activity.
- Focus Ss on the types of reasoning. Ask: *How do you know which type of reasoning is used? Underline the words in the statements that help you understand which type of reasoning is being used.*

- Allow time for Ss to complete the activity.
- Arrange Ss into pairs. Have Ss compare answers.
- Check answers as a class.

ANSWERS

Jessica	cause and effect
Brendan	conditional
Jessica	pros and cons
Brendan	comparative

Expansion

- ◆ Arrange Ss into groups.
- ◆ Review the conversation in the exercise.
- ◆ Say: *Think about this argument. Who do you agree with? Jessica or Brendan?*
- ◆ Have groups choose a character to represent.
- ◆ Say: *Discuss additional information that supports the point of view of your character. What facts have you learned that can support your argument?*
- ◆ Allow time for Ss to add additional information to the argument.
- ◆ Have Ss form new pairs. Each pair should represent both characters.
- ◆ Instruct Ss to role-play the characters discussing marriage. Have Ss refer to the information brainstormed in the group discussion.
- ◆ Allow time for Ss to complete role play.
- ◆ Elicit Ss' ideas and share as a class.

C Writing

- Draw Ss' attention to Section C. Ask: *What is your opinion about the value of marriage? Let's write a paragraph to share your ideas.*

Encourage Ss to create a mind map to organize their opinions about marriage before writing.



- Review the statements in sections A and B with Ss.
- Tell Ss to refer to the texts on pages 50 and 52 for ideas to support their arguments.
- Remind Ss to include a topic sentence, main point, details, and examples in their paragraph.
- Allow time for Ss to write the paragraph. Monitor and assist as necessary.
- Arrange Ss into groups. Have Ss compare their outlines in groups.
- Elicit and share Ss' opinions as a class.
- Collect paragraphs from Ss to grade.

Expansion

- ◆ Review the different types of reasoning from Section B.
- ◆ Have Ss exchange paragraphs with a partner.
- ◆ Direct Ss to read and underline statements in the paragraph that show specific kinds of reasoning.
- ◆ Have Ss check one another's answers.
- ◆ Encourage Ss to provide tips on how their partner can improve the argument with more information.
- ◆ Collect paragraphs to grade.

D Discussion

1 Discuss pros and cons

- Say: *In this unit, we have learned about marriage traditions around the world. Arranged marriage is one tradition that still exists in many countries. Clarify the meaning of arranged marriage as necessary.*
- Say: *Let's think about the pros and cons of arranged marriage. Focus Ss' attention on Exercise 1. Arrange Ss into small groups.*
- Have groups choose A or B.
- Focus Ss' attention on the factors provided. Say: *Here are factors to consider in your discussion. Think about the families involved and the married couple.*

Have Ss create a mind map of the discussion. During the discussion, have Ss write the factors on the map and show how they connect to positive or negative aspects of arranged marriages.



- Say: *Now work together and discuss the pros or cons in your groups. What reasons and factors support your position? Make notes.*
- Have groups take notes of the discussion for use when they share their ideas.
- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.

2 Share and compare

- Arrange Group As with Group Bs.
- Say: *Now we are going to compare our ideas about marriage. Let's use the patterns of reasoning we have learned.*
- Review the patterns of reasoning on page 55 as necessary. Say: *Think about the different kinds of reasoning. What types of reasoning can you use in your discussion? Listen and see if you can identify different reasoning in the discussion.*
- Allow time for groups to discuss and compare the topics.
- Circulate and provide assistance as necessary.

3 Share with the class

- Focus Ss' attention on language in the speech bubbles. Encourage Ss to use this language when they share ideas.
- Read the tip with Ss. Say: *Paraphrasing allows us to quickly sum up a point of view presented in a reading or heard in an argument. We can use this language to paraphrase.*
- Review the paraphrasing examples. Write them on the board for reference.
- Elicit and share Ss' opinions as a class.
- Ask: *After hearing the discussion, who thinks arranged marriage is a good thing? Who thinks there are more cons than pros? Take a class vote on the pros and cons of arranged marriage.*

Encourage Ss to use the paraphrasing language provided in the Tip box. Scaffold the discussion with questions. (e.g., *What opinions did you hear in the discussion? Did anyone hear an argument that made you change your opinion about arranged marriages? What was it? Can you paraphrase what you heard in the discussion?*)



Quotable Quotes

Where there's marriage without love, there will be love without marriage.

Benjamin Franklin
Founding Father of the United States

Background Information

Benjamin Franklin, (1706–1790) is best known as one of the Founding Fathers of the United States. Franklin was also a noted mathematician, author, printer, scientist, and diplomat. He wrote a number of letters and articles, one specifically about the subject of marriage referred to as “Early Marriage,” written in 1789. In the letter, Franklin offers advice on the subject of love and marriage to his friend John Alleyne.

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 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. Ask Ss to recall the topic of the unit. Have Ss share ideas about how it is connected to the quote.
- Direct Ss to discuss the questions in their groups.
- Elicit and share ideas from Ss' discussion.

Fished Out: Our Empty Oceans

Unit 8

Unit 8 introduces the concept of overfishing. It explores the environmental impact around the world of overfishing as a result of improved technology and fishing techniques. This unit connects with Unit 2, which examines issues related to water scarcity and global water consumption.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *Have you ever heard about overfishing? What do you think it means?*
- Elicit Ss' ideas about the definition of *overfishing*.
- Say: *In this unit, we will examine problems related to overfishing. What do you think are some issues related to this?*
- Elicit potential issues from Ss. List them on the board.
- Have Ss copy the list in a notebook. Review the list at the end of the unit to see which issues appeared in the unit.

1 Critical cartoons

Page 57

Objectives: connect to background knowledge about overfishing and its implications locally and internationally; share ideas in a group discussion and encourage Ss to think critically about the topic.

About the topic

Overfishing refers to fishing marine life to the point of extinction. Overfishing has been a concern since the 1800s, when some whale populations were decimated by the demand for whale blubber to use for lamp oil. As technology used to fish continues to improve, the threat of fishing populations to extinction is increasing. Loss of entire fish populations has a severe impact on all aquatic life as it disrupts the delicate marine food chain. This then has a very serious effect on humans and other land-based animals.

Interesting facts

Each year, around 80 billion kilograms of fish and shellfish are caught in the world's oceans.

A Building knowledge

- Organize Ss into pairs or small groups.
- Focus Ss' attention on the cartoon. Ask: *What do you see? Look at all the parts of the picture. What does this cartoon tell you?* (**Answers:** The left side of the

cartoon shows fishing in the past, when technology and resources to fish were limited and fish were plentiful. The right side of the cartoon shows modern fishing, with a sign that says "Sorry Out of Stock," implying that fish supplies are disappearing or are unavailable.)

- In groups, ask Ss to discuss the questions. Say: *Let's read the questions. Discuss the questions with your partners. Provide language for Ss to use in the discussion as necessary.*
- Allow time for Ss to complete the discussion with all questions. Elicit answers from the class.

Provide Ss with news articles written about overfishing issues locally or internationally to provide greater context and further activate schema.



Media link

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

The End of the Line is a documentary that explores practices, policies, and opinions related to overfishing. This film examines the impact of overfishing on the world, raising questions about how the viewer can take actions that will have a positive impact on the problem and work toward a solution.

Empty Oceans, Empty Nets is a documentary that looks both at the crisis caused by overfishing as well as some pioneering efforts by fishermen, scientists, and concerned citizens to restore fish populations.

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

Expansion

- ◆ Review Q2 from Section A with Ss.
- ◆ Organize Ss into small groups.
- ◆ Ask: *What marine products do you think are being overfished? Are there any marine products you eat that you don't think are being overfished? Let's make a list.*
- ◆ Allow time for Ss to create two lists: *Marine Products Being Overfished* and *Marine Products Not Being Overfished*.
- ◆ Have Ss use the Internet or a library to find out if their guesses are correct.
- ◆ Elicit and discuss Ss' findings from research as a class.

2 Core vocabulary

Pages 58–59

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; identify register (degree of formality in words); work with idioms; listen to and complete a dictation with a follow-up discussion connected to the reading text.

VOCABULARY



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. You can download the audio from the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Have Ss write brief definitions for the words they know and place a question mark next to unknown words.

- Direct Ss to share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*
- Have Ss scan the reading for the words. Say: *Underline the keywords in the reading. If you know a word, check it in the sentence. If you are not sure, look at the sentence and try to guess what the words means.*
- Allow time for Ss to complete the activity.
- Review and clarify vocabulary meaning as a class.

ANSWERS

Definitions

ancestor a person related to you who lived a long time ago

biodiversity the number and types of plants and animals that exist in a particular area or in the world generally

biologist a scientist who studies the natural processes of living things

continent one of the seven large land masses on the earth's surface, surrounded, or mainly surrounded, by sea

degrade to cause something to become worse

rational showing clear thought or reason

shallow not very deep; having only a short distance from the top to the bottom

stabilize to become fixed or stop changing

treaty a formal written agreement between two or more countries

widespread existing or happening in many places or among many people

Expansion

- ◆ Have Ss work individually. Pass out a slip of paper to each S.
- ◆ Say: *Write the definition of one of the keywords from page 58. Write it in your own words.*
- ◆ Allow time for Ss to write the definitions.
- ◆ Collect the papers. Mix them together. Say: *I'll read a definition. If you can guess the keyword, raise your hand. If you wrote the definition, don't say anything.*
- ◆ Choose a definition and read it to the class. Ask Ss to guess which keyword matches the definition.
- ◆ Check the correct answer with the S who wrote the definition. Continue as time permits.

2 Skimming

- Read the title with Ss. Ask: *What do you remember about The Grand Banks from your first reading? Elicit information that Ss recall. Write it on the board.*
- Draw Ss' attention to Exercise 2.

- Say: Look at these pictures. Think about what you learned while you were reading the text. Which of these pictures best matches the information in the text? Let's read and circle the answer.
- Instruct Ss to skim the reading and choose 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: register

1 Identify synonyms

- Have Ss review the keywords on page 58.
- Say: Remember that register refers to the style of a text. For example, in a university textbook, the words used are more formal. Here are examples of formal words from the text that could be replaced with synonyms. A synonym is a word or phrase that is similar in meaning to another word. Which synonym is the least formal?
- Use the first item as a model. (e.g., Which of these three words is the least formal? **Answer:** damaged)
- Allow Ss to complete the activity individually.
- Check answers as a class. Clarify word meanings as necessary.

ANSWERS

- 1 C
- 2 C (*sensible* is least formal but is not appropriate in this context as it carries a positive meaning.)
- 3 A

2 Write new sentences

- Review the three sentences.
- Say: Now let's rewrite the sentences using the synonyms.
- Model writing a new sentence for Ss as necessary.
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss read sentences to their partners.
- Elicit some Ss' sentences and share as a class.

Note: *logical* and *rational* are both equal in terms of register.

POSSIBLE ANSWERS

- 1 There was a lot of waste, and the nets damaged the environment.
- 2 They argued that if they carried on like this, the logical outcome would be the collapse of the cod population.
- 3 In the 1500s, the Banks became well known and a lot of countries began to send fishing boats there.

Expansion

- ◆ Have Ss write the keywords from page 58.
- ◆ Arrange Ss in groups. Say: You know that synonyms are words that have the same meaning as another word. Antonyms are words that have the opposite meaning. Look at the keywords. Which keywords can you write an antonym for?
- ◆ Allow time for Ss to write antonyms.
- ◆ Rearrange Ss into new groups.
- ◆ Have Ss share antonyms and add additional antonyms for each word.
- ◆ Elicit and review as a class.

Note: keywords with no antonym: *biodiversity, biologist, continent, treaty.*

C Vocabulary building: idioms

1 Match the idioms

- Remind Ss what idioms are. Say: Idioms are groups of words that together have a meaning that is different from the meaning of the words separately.
- Draw Ss' attention to the idioms presented. Say: Each of these idioms contains the word turn. Let's read and match the idioms to the meaning.
- Model using the first idiom. (e.g., Can you guess the meaning of turn a blind eye? Elicit Ss' ideas and provide the answer.
- Allow time for Ss to match the idioms to the definitions.
- Elicit and check answers as a class.

Provide an idiom dictionary or have Ss look online to research the meaning of unknown idioms.



ANSWERS

- | | |
|----------------------|--|
| turn a blind eye | to ignore something that you know is wrong |
| turn over a new leaf | to change your behavior in a positive way |
| turn the other cheek | to decide not to do anything to hurt a person who has hurt you |
| turn back the clock | to imagine or remember times in the past |

2 Complete the sentences

- Review the meaning of each idiom with Ss.
- Focus Ss' attention on the sentences.

- Have Ss complete the sentences with the idioms from the box.
- Check answers as a class.

Review verb tenses for each of the idioms to help clarify verb forms in use.



ANSWERS

- 1 turn back the clock
- 2 turned the other cheek
- 3 turn a blind eye
- 4 turn over a new leaf

3 Write new sentences

- Say: *Think about what you have learned about the meaning of each idiom. Now let's make our own sentences using the idioms.*
- Model writing a new sentence for Ss. (e.g., *She was aware her boss was taking bribes, but she had to turn a blind eye.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss share their sentences.
- Elicit some Ss' sentences and share as a class.

D Discussion dictation

1 Dictate and discuss

- Focus Ss' attention on Section D.
- Say: *Now listen and write the questions 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 often do you eat fish? How important is fish to your diet?
- 2 If there were no more fish in the world, what do you think would be the consequences to humans and other animals?
- 3 How many different fish can you name in English?

- Have Ss form small groups. Say: *Think about what you have learned about overfishing. 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 questions. Monitor as Ss discuss and write down a selection of answers to share as a class.

2 Share and compare

- 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 share with the class.

Expansion

- ◆ On the board create a checklist that includes:
 - ◇ ____ Once a week
 - ◇ ____ Twice a week
 - ◇ ____ Three or four times a week
 - ◇ ____ Four times a week or more
- ◆ Ask Ss to raise hands to show how often they eat fish or other marine products. Write the corresponding number of Ss in the chart.
- ◆ Say: *Think about the eating habits of our class. Do you think this is normal for this country? What changes could be made to reduce the impact we have on the populations of these animals?*
- ◆ Discuss as a group. Have Ss make a list of actions that would have a positive impact and could reduce the strain on marine animal populations.

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 understanding of reference words and inference skills; personalize the context of the topic in a group discussion.



Remind 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.





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

A Pre-reading questions

- Read the title with Ss. Draw Ss' attention to the picture. Ask: *What does the title tell us about the text? What is this a picture of? Elicit the connection to overfishing.*
- Have Ss focus on the pre-reading questions. Say: *These questions are related to ideas in the reading. The answers to the questions are in the reading.*
- Have Ss read and answer the pre-reading questions in pairs.
- Elicit Ss' ideas and write them 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 to learn that it was once possible to scoop up fish in a basket on the Grand Banks.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Clarify meaning as necessary.
- Allow time for Ss to read and answer the questions.
- Elicit and check answers as a class.

ANSWERS

- 1 A
- 2 B
- 3 C
- 4 A

D Reference words

- Draw Ss' attention to Section D. Say: *Let's look at some reference words. These are words used in the text that point to an idea or concept introduced earlier in the text. We can use the text to work out what the words refer to.*
- Model with the first answer for Ss. Say: *The first reference word is they. We need to look at line 8 to see what they refers to.* Do the first item as a class.

- Have Ss answer the questions and write the information on the lines.
- Check answers as a class.

ANSWERS

- 1 Europeans
- 2 fish stocks
- 3 capacity
- 4 untargeted fish species (bycatch)
- 5 rush to grab the world's marine resources

E Making inferences

- Focus Ss' attention on Section E. Ask: *Do you remember what an inference is? (Answer: information suggested by a text that is not stated directly.)*
- Read the instructions with Ss. Review the statements presented. Clarify as necessary.
- Say: *Read the text again. Which of these statements would the author disagree with based on the opinions stated in the text? There are two. Circle the correct answers.*
- Allow time for Ss to read and complete the activity.
- Have Ss discuss their answers with a partner.
- Check answers as a class.

ANSWERS

- 1
- 5 (Although the author may support fish farming as a partial solution, it can be inferred that the many serious problems caused by overfishing cannot all be solved by fish farming alone.)

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have Ss review the statements the author would probably agree with.
- ◆ In groups, ask Ss to change the statements in a way that would make the author disagree.
- ◆ Allow time for groups to write their answers.
- ◆ Regroup Ss. Have Ss compare answers with students from other groups.
- ◆ Elicit and review Ss' ideas as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 60. Explain that Ss will discuss the parts they found interesting and compare with a partner. Ask Ss to explain why they found the information interesting. Model with 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: Read the questions. Clarify as necessary.
- Allow Ss time to discuss the answers.
- Elicit and share as a class.

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

Focus Ss' attention on the FAO status information under the *Fish facts* chart, which explains the meaning of the fish status. Use this information to clarify the status of the fish reviewed in the chart.



4 Researching a topic

Page 62

Objectives: share facts about fish and overfishing internationally; describe, interpret, and discuss the data in groups and with the class

A Information gathering

- Arrange Ss into pairs.
- Say: *We have been looking at the consequences of overfishing. Let's study more about five commonly eaten fish in the world and how many have been caught over time. Then we can think about what this information means.*
- Draw Ss' attention to the two maps. Elicit the information shown. Clarify as necessary.
- Have Ss study the *Fish facts* chart. Elicit or explain the information shown. Draw attention to the column labeled *tonnes of fish caught per year*. Say: *This shows the total number of fish caught in tonnes. One tonne is 1,000 kilograms.*
- Have Ss form pairs. Say: *We're going to share information. You will take turns asking your partner questions to complete the chart. Assign one S the role of A and one S the role of B. Have Student B turn to page 101.*
- Say: *Your chart is missing information. Your partner has the missing information. Ask your partner for the missing information and complete the chart.*

B Interpreting and reporting results

1 Discuss information

- Arrange Ss into new groups.
- Say: *Think about the information in the chart. What does this information tell you about fishing and overfishing? These questions will help us see how fish populations are being affected by fishing.*
- Read the questions. Clarify as necessary.
- Allow time for Ss to discuss the questions. Circulate and provide assistance as necessary.






Before reading the questions in Section B, have Ss review the chart and two maps. Remind Ss of the concept of inference. Elicit information Ss can infer from the charts and map and write it on the board to scaffold the discussion.



2 Share ideas

- Draw Ss' attention to the language in the speech bubbles. Say: *You had time to work together to answer the questions. Now let's share the ideas and opinions from the discussion. We can use this language to share what we discussed.*
- Take turns inviting groups to share information with the class.

ANSWERS

Fish facts					
Species	 Atlantic cod	 Atlantic halibut	 Haddock	 Sole	 Bluefin tuna
Comments	Less than 10% of maximum stock levels	Reaches maturity at 10 years old; can live to be over 50	Appears to be recovering	Has a very high risk of being sourced from unsustainable fisheries	Population down nearly 90 percent since 1970s
FAO status*	Depleted	Depleted	Depleted	Over-exploited	Depleted
tonnes of fish caught per year (1,000)					
1950	2,080	22	343	369	26
2000	940	4	213	261	83
2010	952	6	396	433	49

*FAO status: under-exploited, moderately exploited, fully exploited, over-exploited, depleted (= shrinking population)

Expansion

- ◆ Arrange Ss into groups.
- ◆ Say: *In the chart, we can see how much of each type of fish has been caught since the 1950s. Let's learn more about what this means.*
- ◆ Provide each group with a sheet of paper.
- ◆ Say: *Let's create a line graph to show how the catch has changed for each different type of fish from 1950 to 2010.*
- ◆ Review line graphs using the line graph on page 30 or page 38. Review the parts of the line graph, including the x- and y-axis and the key.
- ◆ Allow time for groups to create their graphs. Monitor and assist as necessary.
- ◆ Have Ss form new groups and share and compare graphs.
- ◆ Invite one or two groups to present their graphs to the class.

5 Critical thinking

Pages 63–64

Objectives: categorize statements and identify differences between fact and opinion; identify patterns of reasoning; write a paragraph to express personal view of commercial fishing; take part in a short role-play debate about limiting commercial fishing; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or opinion?

- Arrange Ss into pairs.
- Say: *Here we will compare ideas from different speakers. As we read, we will try to guess who made each statement.*
- Draw Ss' attention to the introduction of the characters. Read and clarify as a class. Encourage Ss to infer the attitudes and opinions of the two characters.
- Focus Ss' attention on the statements. Say: *First, we need to guess who made the statement. Then we will decide if the statement is a fact or an opinion.*
- Elicit or model the first item for Ss. (e.g., *The first statement argues against new laws. That sounds like Jan Helberg to me. He wants to sell as many cans of fish as possible. I also think this is an opinion. He doesn't give any supporting evidence.*)
- Have Ss complete the chart with a partner. Say: *First, label the speaker. Then decide which statements are facts and which are opinions.*

- Allow time for Ss to complete the activity with their partners. Point out to Ss that answers may vary.
- Elicit answers as a class. Encourage Ss to discuss any disagreement.

ANSWERS

Statement	Who said	Fact or opinion
1	Jan Helberg	Opinion (part fact)
2	Jan Helberg	Fact
3	Linda Wong	Opinion (part fact)
4	Jan Helberg	Opinion
5	Linda Wong	Opinion

B Understanding reasoning

- Draw Ss' attention to Section B.
- Say: *We have looked at different kinds of reasons used in argument, including cause and effect, pros and cons, comparative, and conditional reasoning.*
- Review the four types of reasoning as necessary.
- Say: *In this unit, we will examine analogical reasoning. Read and clarify the definition of analogical reasoning presented in the text.*

To reinforce Ss' understanding of the previously learned types of reasoning, refer back to Units 5, 6, and 7.



- Read the instructions with Ss. Say: *Here are more statements made by Jan and Linda. Read each statement. Each represents a different kind of reasoning. Read and label the type of reasoning used.*

Write the types of reasoning on the board for Ss to select from as they complete the exercise.



- Model using the first item. (e.g., *Linda believes if we save fish, there will be more jobs. This is an example of conditional reasoning.*)
- Allow time for Ss to complete the activity.
- Arrange Ss into pairs or small groups.
- Have Ss compare answers with their partners.
- Check answers as a class.

ANSWERS

	Type of reasoning
Linda	conditional
Jan	pros and cons
Linda	analogical
Jan	comparative
Linda	cause and effect

C Writing

- Draw Ss' attention to Section C. Say: *You've heard a lot of arguments for and against commercial fishing? Let's write a paragraph to express our own opinions.*

Encourage Ss to create a mind map to organize their opinions about commercial fishing. Have Ss refer back to the texts on page 58 and 60 for additional ideas.



- Review as necessary with Ss the ideas and statements on overfishing that have appeared in the unit as necessary.
- Remind Ss to include a topic sentence, main point, details, and examples in the argument. Encourage Ss to use as many patterns of reasoning as they can.
- Allow time for Ss to complete the paragraph. Monitor and assist as necessary.
- Arrange Ss into pairs. Have Ss compare their paragraphs with a partner.
- Collect paragraphs from Ss to grade.

Help Ss plan their paragraphs by referring to the writing organization information on page 7.



D Role play and debate

- Have Ss focus on Section D. Say: *We are going to read statements from four different people. They are on a TV show to debate whether to sign a treaty limiting fishing. Each person has different opinions. Let's learn more.*
- Focus Ss' attention on the summary of each person. Review and clarify as necessary. Encourage Ss to infer each person's probable attitude and opinions.

1 Debate the issues

- Organize Ss into small groups – four if possible.
- Read the instructions and clarify as necessary.
- Say: *Each person in your group will choose a role. You can choose to be one of the cast members. Discuss with your group which role you would like.*
- Assign or have Ss choose roles. Say: *Now think about what you will say in the debate. You will represent your character's opinions.*

For groups of four, have Ss omit one of the cast members from the debate. To provide guidance, you may want to take the role of TV presenter.



- After selecting the character, have Ss review the statements assigned to their character. Using the statements, have Ss draft three additional statements that demonstrate the opinion of the character.

- Focus Ss' attention on the tip and the language in the speech bubbles. Read and explain as necessary. Say: *As you prepare your statements, you can use this language to give your opinions. Remember to include these three parts.*
- Say: *You are now the character that you selected. Think about your opinions. You will each get a turn to share your opinion.*
- Model a short role play with the class. Take the role of TV presenter if needed.
- Have groups debate and perform the role play. Provide support as necessary.

Focus Ss' attention on the Tip box. Review strategies for giving opinions during a discussion or debate. Take time to review and clarify the expressions. Write the expressions on the board for Ss to refer to during the debate and encourage Ss to use them.



2 Share and vote

- Ask Ss to share their arguments for and against the treaty. Elicit ideas from the group debates and write them on the board
- As a class, vote for or against the treaty. Record the results of the vote on the board.

Quotable Quotes

We know that when we protect our oceans, we're protecting our future.

Bill Clinton
former president of the United States

Background Information

Bill Clinton began his career in public service in Arkansas in 1978, where he served in several roles, including governor. He was later elected to serve as president of the United States from 1993 to 2001. Following his presidency, Clinton has continued his career in public service. He has established and led several organizations, whose aim is to improve people's quality of life and make a positive impact on the environment.

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 as necessary.
- Allow time for Ss to share their thoughts in groups.
- Draw Ss' attention to Q1. Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit and share ideas from Ss' discussion.

Renewable Energy: the Green Choice

Unit 9

Unit 9 introduces the concept of green and renewable energies. It explores the potential that green energies have to provide a viable alternative to fossil fuel and nuclear energy sources. This unit connects with Unit 3, which looks at global energy needs, potential solutions, and issues surrounding nuclear power.

Unit and title

- Focus Ss' attention on the title of the unit.
- Ask: *Are you familiar with green energy? What is green energy?*
- Elicit Ss' definitions of *green energy*.
- Ask: *Why is green energy important? Why do some groups argue for more green energy?*
- Have Ss make a list of reasons why green energy is important.
- Arrange Ss into groups. Have Ss share, compare, and update their lists.
- Have Ss check their lists at the end of the unit to see issues and ideas that appeared in the unit.

1 Critical cartoons

Page 65

Objectives: connect to background knowledge about green energy and energy sources; share ideas in a group discussion; encourage Ss to think critically about the topic

About the topic

Green energy refers to energy that comes from renewable resources, like wind, sunlight, moving water, rain, and geothermal heat. These sources are considered renewable because they are continually produced by nature. Green energy is collected using a variety of mechanical means, including solar panels, windmills, water turbines, and mechanical turbines. The energy generated is usually stored in a type of battery or transmitted to produce electricity.

Interesting facts

In 2005, Portugal introduced a policy to increase power production from renewable energy sources. In 2013, as much of 70 percent of Portugal's power was already supplied by renewable resources.

A Building knowledge

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the cartoon. Ask: *What do you see in the cartoon?* (Answers: The picture shows a

group of politicians talking. The talk is producing hot air, which that is being used to power wind turbines.)

- Draw attention to the caption. Ask: *What does the caption say? What does that tell us about this cartoon?* (Answers: The caption implies that politicians produce hot air when talking and that this hot air can be used as an energy resource. Explain that the idiom "hot air" means words that do not really mean anything.)
- In groups, ask Ss to discuss the questions. Say: *Let's read the questions and discuss this cartoon.* Provide language for Ss to use in the discussion as necessary.
- Allow time for Ss to complete the discussion with all questions.
- Elicit answers from the class.

Expansion

- ◆ Have Ss make a T-chart. Label the left column *Green Energy*. Label the right column *How It Works*.
- ◆ Ask: *What sources of green energy are you familiar with? How do they work? Why are they green?*
- ◆ Have Ss use the chart to make a list of green energy sources and how they work. (e.g., *Green Energy: Hydropower. How it works: Powered by moving water.*)
- ◆ Arrange Ss into groups. Have Ss share and compare charts.
- ◆ Elicit and share as a class.

Media link

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

Who Killed the Electric Car? is a documentary that explores the development of the electric car as an alternative to gasoline-powered engines. It examines the possibility of fully electric cars and why corporations with specific interests in continued use of gasoline-powered vehicles tried to stop an electric car from being produced.

The Gospel of Green is a short documentary on the amazing efforts of Hermann Scheer, a German politician known as "Europe's Al Gore", who aims to take Germany to 100 percent reliance on renewable energy sources by 2030.

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

2 Core vocabulary

Pages 66–67

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; identify register (degree of formality in words); work with phrasal verbs; listen to and complete 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. You can download the audio from the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Have Ss write brief definitions for the words they know and place a question mark next to unknown words.

- Direct Ss to share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*
- Have Ss scan the reading for the words. Say: *Underline the keywords in the reading. If you know a word, check it in the sentence. If you are not sure, look at the sentence and try to guess what the words means.*
- Allow time for Ss to complete the activity.
- Review and clarify vocabulary meaning as a class.

Write synonyms for the words on the board. Have Ss match the keywords to the synonyms to further clarify meaning.



ANSWERS

Definitions

- bulk** something that is very large
- exploit** to use something or someone for your own advantage or benefit
- finite** having a limit or an end
- infinite** without limits; extremely large or great
- likewise** in the same way
- obtain** to get something, especially by asking for it, buying it, working for it, or producing it from something or someone else
- reliability** the ability to be trusted or depended on
- solar** of or from the sun, or using the energy from the sun to produce electric power
- transformation** a complete change in the appearance or character of something or someone, especially so that the thing or person is improved
- utilize** to use something in an effective way

2 Skimming

- Read the title with Ss. Ask: *What does Winds of Change mean? Think about the reading. When you scanned for the keywords, did you notice any information that explains the title? What do you remember from the reading?* Elicit Ss' ideas and write them on the board.
- Draw Ss' attention to Exercise 2.
- Say: *Now let's read again. Check what you remember. Then choose the statement that best describes this text.*
- Instruct Ss to skim the reading and choose A, B, or C.
- Check Ss' answers as a class.

ANSWER

2 A

Expansion

- ◆ Focus Ss' attention on the keywords *finite* and *infinite*.
- ◆ Say: *These words have two very different meanings. Why? What makes the words different? How are they different? (Answer: Adding the word part *in* creates a word with the opposite meaning.)*
- ◆ Allow time for Ss to discuss the differences in the words.
- ◆ Say: *Can you think of other examples of words that are changed into opposites with the addition of a word part?*
- ◆ Elicit words that have the opposite meaning with the addition of a word part and write them on the board. (e.g., *important/unimportant, happy/unhappy, resolute/irresolute, visible/invisible, describable/indescribable, conceivable/inconceivable*)
- ◆ Review the list and the word parts with Ss.

READING

ONLINE

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

B Words in context: register

1 Identify synonyms

- Have Ss review the keywords on page 66.
- Say: *Remember that register refers to the style of a text. For example, in a university textbook, the words used are more formal. Here are examples of formal words from the text that could be replaced with synonyms. A synonym is a word or phrase that is similar in meaning to another word. Which synonym is the least formal?*
- Use the first item as a model. (e.g., *Which of these three words is the least formal? Answer: find*)
- Allow Ss to complete the activity individually.
- Check answers as a class. Clarify word meanings as necessary.

Provide Ss with a dictionary to look up words or ask them to access an online dictionary. Word definitions often use simple synonyms to explain the meaning.



ANSWERS

- 1 B
- 2 A
- 3 C

2 Write new sentences

- Review the three sentences.
- Say: *Now let's rewrite the sentences using the synonyms. As you summarize the sentence in your own words, try to make the sentences less formal.*
- Model writing a new sentence for Ss as necessary.
- Allow time for Ss to complete the exercise individually.
- Arrange Ss in pairs. Have Ss read sentences to their partners.
- Elicit and review some Ss' sentences as a class.

POSSIBLE ANSWERS

- 1 It agrees that it needs to find a different source of energy.
- 2 Denmark's change from an oil user to a green power is still happening.
- 3 They have used their knowledge well and are now world leaders in wind power.

C Vocabulary building: phrasal verbs

1 Guess the meaning

- Focus Ss' attention on the phrasal verbs. Say: *Phrasal verbs are combinations of a verb plus an adverb or preposition. The meaning of the phrasal verb is different from the words separately.*
- Draw Ss' attention to the sentences. Say: *Each of these statements has a different phrasal verb containing the word run. Let's read them.*
- Focus Ss' attention on the phrasal verbs in the box. Ask: *After reading the sentences, what do you think is the meaning of the phrasal verb? Let's start with the first one.*
- Elicit Ss' ideas of the meanings of the phrasal verbs. Clarify as necessary.

If Ss have a smartphone, they may find it useful to try a phrasal verb app to learn about other phrasal verbs. One suggestion is the Phrasal Verbs Machine app (free from Cambridge University Press).



2 Complete the sentences

- Focus Ss' attention on the sentences. Write the first sentence on the board. Elicit the missing phrasal verb.
- Say: *Now let's complete the sentences with the correct phrasal verbs. You may need to change the tense of the verbs in order to correctly complete the sentences.*
- Have Ss complete the sentences.
- Check answers as a class.

Review present, past, and future tense with Ss to clarify how verb tense changes.



ANSWERS

- 1 run out of
- 2 run up against
- 3 ran across
- 4 running through

3 Write new sentences

- Say: *Think about what you have learned about the meaning of each phrasal verb. Now let's write our own sentences using the phrasal verbs.*
- Model writing a new sentence for Ss. (e.g., *Last week, I ran across my old high school yearbook when cleaning my room.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss in pairs. Have Ss share their sentences.
- Elicit some Ss' sentences and share as a class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Say: *Let's write sentences for each phrasal verb. As you write, leave a gap in the sentence where the phrasal verb would appear.*
- ◆ Allow time for groups to write sentences.
- ◆ Rearrange groups, placing two groups together. Say: *Take turns. Read one of your sentences to the new group. If they can guess the missing phrasal verb, they get a point. The team with the most points at the end wins.*
- ◆ Allow time for groups to compete.
- ◆ If time permits, have winning groups compete against each other in a tournament to determine the top team.

D Discussion dictation

1 Dictate and discuss

- Focus Ss' attention on Section D.
- Say: *Now listen and write the questions 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 many kinds of renewable energy sources can you think of? Which do you think shows the most promise?
- 2 Is your government investing in green energy sources? Which ones?
- 3 What green activities do you do in your daily life?

- Have Ss form small groups. Say: *Think about what you have learned about renewable energy sources. 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 questions. Monitor as Ss discuss and write down a selection of answers to share as a class.

2 Share and compare

- 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 share with the class.

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; recognize contrasts; demonstrate inference skills; personalize the context of the topic in a group discussion.

READING

ONLINE

Remind 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.



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

A Pre-reading questions

- Read the title with Ss. Draw Ss' attention to the picture. Ask: *What does the title tell us about the text? What is this a picture of? How is it connected to the title?*
- Have Ss focus on the pre-reading questions. Say: *These questions are related to ideas in the reading. 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.

Elicit answers from Ss and write them on the board. After reading, review and add additional information learned from 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 of interesting information from the first paragraph. (e.g., *I thought it was interesting that renewable energy is older than energy produced by fossil fuels.*)
- Have Ss take read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Clarify meaning as necessary.
- Allow time for Ss to read and answer the questions.
- Elicit and check answers as a class.

ANSWERS

- 1 B
- 2 C
- 3 A and B
- 4 B and C

D Recognizing contrasts

- Draw Ss' attention to Section D. Say: *We can identify contrasting information in a text by looking for specific words. The words however and but are often used to show contrasting or different ideas.*
- Read the instructions with Ss. Say: *First, we will look for these sentences in the reading. Then we'll summarize the contrasting idea in each case.*
- Model by completing the first item on the board. (e.g. *We may not know when this energy source will run out, but it will, and when it does the world will probably suffer greatly.*)
- Allow time for Ss to complete the activity.
- Check answers as a class. Note: Answers will vary.

POSSIBLE ANSWERS

- 1 We may not know when this energy source will run out, but it will, and when it does the world will probably suffer greatly.
- 2 We need a transformation in the way we obtain and use energy. But how are we going to change?
- 3 This might be true, but the risk of an accident like at Chernobyl and Fukushima or a terrorist organization getting hold of nuclear materials means that we cannot rely on nuclear power.

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have Ss review the text. Ask: *What are the contrasting statements that are presented using the word however? Work with your partner and find the contrasting statements.*
- ◆ Allow time for groups to read and find the sentences.
- ◆ Say: *Now rewrite the sentences using your own words. Summarize the ideas. Use however or but to present the contrasting ideas.*
- ◆ Allow time for Ss to write their sentences.
- ◆ Have Ss form new groups and compare answers with their new partners.
- ◆ Elicit and review some Ss' answers as a class.

E Making inferences

- Draw Ss' attention to Section E. Clarify the meaning of *inference* as necessary.
- Read the instructions with Ss. Review the statements. Clarify as necessary.
- Allow time for Ss to read and complete the activity.
- Check Ss' answers as a class.

ANSWER

1

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 68. Explain that Ss will discuss the parts they found interesting and compare with a partner. Ask Ss to explain why they found the information interesting. Model with an example as necessary.
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.

- Q2: Say: *In the reading, we learned about several different consequences of the continued use of fossil fuel. Read these possible consequences. On a scale of 1 to 5, rank which you think are very likely and which are unlikely: 1 means "very likely" and 5 means "very unlikely."*
- Allow time for Ss to complete the ranking.
- Elicit and share as a class.

4 Researching a topic

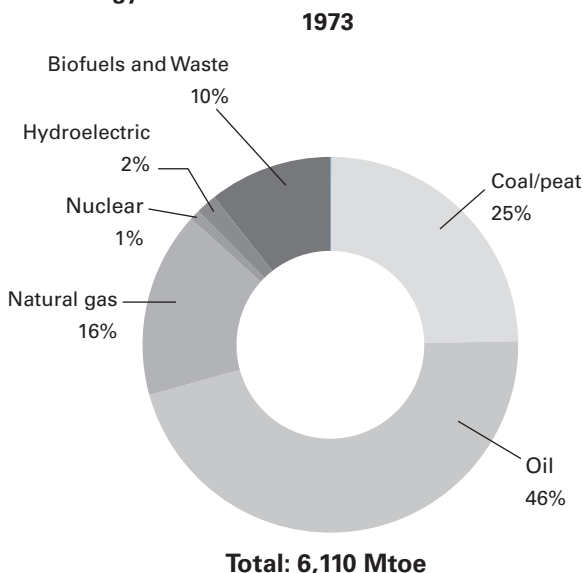
Page 70

Objectives: share facts about energy sources and global supply over time; describe, interpret, and discuss the data in groups; share ideas with the class

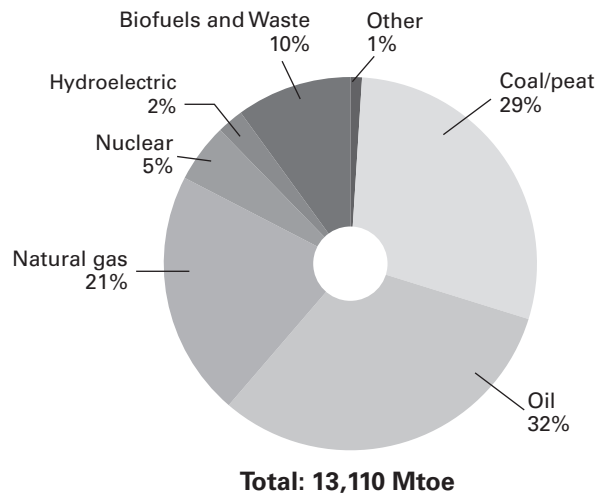
A Information gathering

- Arrange Ss into pairs.
- Say: *We know energy comes from a variety of sources. Some are renewable or green sources, and some are not. These two charts show how global energy sources have changed over time.*
- Draw Ss' attention to the charts. Clarify as necessary.
- Focus Ss' attention on the missing labels in the chart. Say: *Let's share information to complete the chart.*
- Have Ss form pairs. Assign one S the role of A and one S the role of B. Have Student B turn to page 101.
- Say: *Your chart is missing information. Your partner has the missing information. Ask your partner for the missing information and complete the chart.*
- Allow time for Ss to complete the activity.
- Check answers as a class.

Global Energy Sources



2011



Review the note under the 2011 chart and explain that *other* represents solar, geothermal, and wind energy supplies for 2011.



B Interpreting and reporting results

1 Discuss information

- Arrange Ss into small groups.
- Say: *Think about the information in the charts. What does this information tell you about the supply of energy over time? These questions will help us see how energy supplies have changed.*
- Read the questions. Clarify as necessary.
- Allow time for Ss to discuss the questions. Circulate and provide assistance as necessary.

Before reading the questions, have Ss review the charts and compare as a class. Elicit conclusions Ss can draw from comparing the two charts and write them on the board. This information can be used to scaffold the discussion.



2 Share ideas

- Draw Ss' attention to the language in the speech bubbles. Say: *Now let's share the ideas and opinions from your discussion as group. We can use this language to share what we discussed.*
- Take turns inviting each group to share information from the discussion with the class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Say: *The information about global energy sources is presented using two circle charts. We can use this information to make a bar graph, which compares the information side by side. This will help us see the differences over time.*
- ◆ In groups, have Ss use the two charts to create a bar graph that compares energy supplies over time.
- ◆ Monitor and assist as necessary.
- ◆ Invite one or two groups to share their completed graphs with the class as time permits.

5 Critical thinking

Pages 71–72

Objectives: identify differences between fact and assumption; categorize and judge reasons; write a paragraph about renewable energy; prepare and give a presentation that promotes renewable energy use; discuss meaning of a quote and its relationship to learning in the unit.

A Fact or assumption?

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Say: *We have learned that facts are true statements that can be confirmed to be true and that assumptions are beliefs that may or may not be true. Assumptions are not based on proof.*
- Read the instructions and the speech. Clarify as necessary.
- Model using the first item for Ss. Say: *The president says Oil and gas prices will continue to climb. This is a prediction about the future price of oil and gas. It may be likely, but it's not possible to know for sure. So this is an assumption.*
- Allow time for Ss to read the statements and decide which three are assumptions.
- Elicit answers as a class. Clarify as necessary.

ANSWERS

- 1 Assumption
- 2 Fact
- 3 Assumption
- 4 Assumption
- 5 Fact

B Judging reasons

1 Categorize and rank

- Say: *We will read statements from two speakers. One is a solar panel president. The other is an oil company executive. Read each statement and decide who made it.*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

The first and third statements are most likely made by the oil company executive.

- Focus Ss' attention on the column *How believable*. Say: *As we have learned, we always need to consider the source of information to decide if it is true or believable.*
- Clarify how to rank the information with Ss.
- Have Ss rank the statements individually.

2 Compare

- Have Ss form pairs.
- Say: *We have ranked each statement. Now let's share and compare answers. As we share, we will explain how we made our decisions.*
- Have Ss compare with their partner. Say: *You may have different answers. That's OK. Explain how you made your decisions.*
- Allow time for Ss share and compare their answers.

When activities allow Ss to share personal beliefs and opinions, remind Ss that their opinions and beliefs about the truth of a statement may often be different from those of other people. Remind them that this is normal and that what is more important is for Ss to explain their answers.



C Writing

1 Decide fact or assumption

- Draw Ss' attention to Section C. Say: *Think about what you have learned in this unit. What are three facts you have learned about renewable energy? What are three assumptions you can make about renewable energy? Create a list of six statements. Don't label them as facts or assumptions.*
- Allow time for Ss to write six statements. Monitor and assist as necessary.

2 Compare

- Have Ss form pairs and swap lists.
- Ask Ss to label the statements as facts or assumptions and return the lists.
- Ask: *Did your partner label the statements correctly? Why or why not? Tell your partner why you agree or disagree with their labeling. Ask them to tell you why they agree or disagree with your labeling.*
- Allow time for Ss to discuss their statements.

On the board, model the activity by writing six statements, mixing factual statements with assumptions. Invite Ss to guess which statements are facts or opinions. This will help the discussion.



3 Write

- Say: *Look at the assumptions you wrote. Choose one and use it to write a paragraph about renewable energy.*
- Remind Ss to include a topic sentence, main point, details, and examples in the argument.
- Allow time for Ss to complete their paragraphs.
- Arrange Ss into groups. Have Ss compare paragraphs in groups.
- Collect paragraphs from Ss to grade.

D Presentation

1 Discuss

- Organize Ss into small groups.
- Say: *You have been invited to attend a world conference to promote renewable energy. You're going to give a short presentation about a renewable energy source for your country.*
- Draw Ss' attention to the pictures. Elicit that they represent different forms of renewable energy.
- Focus Ss' attention on the questions. Say: *These questions will help us clarify our ideas about the best renewable energy source for your country.* Read and clarify as necessary.
- Say: *Now discuss the questions with your partners. Choose one person in your group to take notes. You'll need the notes for your presentation.*
- Allow time for Ss to discuss the questions. Circulate and assist as necessary.

Have Ss create a mind map to organize notes from the discussion for use in the presentation.



2 Prepare

- Read the instructions and clarify as necessary.
- Review the roles for the presentation: Ask: *In your group, who will be the presenters? Who will be the note takers?*
- Remind Ss to create a title for the presentation.
- Allow time for Ss to work and develop the presentation.
- Monitor and assist as Ss develop their presentations.

Assign presentation preparation as homework to allow groups more time to prepare. Encourage Ss to include pictures, video, or other media, as appropriate, to support their ideas about renewable energy within the given time limit.



3 Present

- Focus Ss' attention on the tip about openers. Read the information with Ss. Clarify as necessary.
- Ask: *How can you use these type of openers to improve your presentation?*
- Draw Ss' attention to the language in the speech bubbles in exercise 3. Say: *Each of these show one of the four ways described. Have Ss match the four examples with the type of opener.* Encourage Ss to use one type of opener to begin their presentation.
- Allow time for Ss to prepare for the final presentation.
- Allow time for each group to present to the class or other groups. Encourage Ss to ask follow-up questions.

Expansion

- ◆ Write the group names on the board.
- ◆ After the presentations, ask Ss to vote on the best presentation.
- ◆ Count the votes and write the result on the board.
- ◆ For the winning team, ask Ss to describe specific examples from the winning group's presentation that made it the best.

Quotable Quotes

I think so long as fossil fuels are cheap, people will use them and it will postpone a movement towards new technologies.

Paul Krugman
American economist

Background Information

Paul Krugman is an American economist and author who examines issues of international trade, economic policy, energy policy, and politics. He writes articles for several newspapers and has been a strong supporter of solar energy and renewable resources. Krugman argues that as it becomes more economically feasible to use solar energy, there will be an increasing acceptance of solar energy as a viable alternative to fossil fuels.

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 as necessary.
- Allow time for Ss to share their thoughts in their groups.
- Draw Ss' attention to the questions. Have Ss discuss them with their partners.
- Elicit Ss' ideas and share as a class.

(In)Equality in a Richer World

Unit 10

Unit 10 explores the topic of economic inequality around the world and its impact. It looks at different economic systems and ways to measure inequality. This unit connects with Unit 4, which introduces the concept of free trade and examines its effect on different countries and people.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What does the title mean to you?*
- Elicit Ss' ideas about the meaning of the unit title.
- Say: *In this unit, we will examine issues related to economic equality and compare the situation in different countries. Let's list some ideas about the issues we will cover.*
- Create a list on the board with Ss. In groups, have Ss put additional ideas to the list.
- Elicit and review as a class. Add new ideas to the list on the board. Have Ss copy the list.
- At the end of the unit, have Ss check their lists to see which issues and ideas appeared in the unit.

1 Critical cartoons

Page 73

Objectives: connect to background knowledge about economic inequality in the modern era; discuss how loans contribute to inequality; encourage Ss to think critically about the topic.

About the topic

Economic inequality relates to the difference in incomes among various different economic classes. Issues related to economic inequality include loans, housing, lifestyle, access to medical care, dietary habits, and access to education. Economic inequality is an issue that affects all people on a global level. However, the reasons for this inequality vary from place to place and are influenced by cultural differences, stages of industrialized development, and access to basic human needs, such as food, shelter, and medical care.

Interesting facts

In many countries, including the USA, inequality has been growing since the 1980s. As of 2015, the richest 0.1 percent of people in the United States (160,000 families) held over 20 percent of the country's wealth, which is the same amount as that owned by the bottom 90 percent of the population.

A Building knowledge

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the cartoon. Ask: *What do you see in the cartoon? Who are the couple? Who is the man they are talking to?* (**Answers:** A couple who own an old, cheap-looking car are looking at a large house that they want to buy. The wife is concerned it could be too expensive. A real-estate agent is encouraging the couple to take out a pre-approved loan to buy the house.)
- Draw Ss' attention to the speech bubbles. Ask: *What is the man saying?* (**Answers:** The agent says that the couple do not have to worry about money because a loan is easily available. The dollar sign over the agent's head suggests that his priority is to make money. (Note: this relates to the article on page 74.)
- Ask: *What is the American Dream? How is this connected to the cartoon?* Elicit Ss' ideas.
- In groups, ask Ss to discuss the questions. Say: *Let's discuss the questions.* Provide language for Ss to use in the discussion as necessary.
- Allow time for Ss to complete the discussion with all questions.
- 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.

Wall Street is a movie that describes the rise and fall of a young stockbroker named Bud Fox, who follows

the advice of a very rich and corrupt mentor, Gordon Gecko. Fox is willing to do anything to become wealthy and successful, even it means breaking the law.

Trading Places is a comedy based on the idea of seeing what would happen if a successful commodities trader and a homeless street hustler exchanged places. Amid the laughs are many interesting observations about the positive and negative aspects of capitalism.

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

Expansion

- ◆ Provide the class with articles related to real estate lending and money loans.
- ◆ Arrange Ss into groups.
- ◆ Say: *These articles describe some of the issues related to borrowing and loaning money. Let's read and make a list of some of the possible consequences of borrowing and lending money.*
- ◆ Allow time for Ss to create a list.
- ◆ Have Ss form new groups and compare their lists.
- ◆ Elicit and share ideas as a class.

2 Core vocabulary

Pages 74–75

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; work with search engines to identify collocations; work with idioms; listen to 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. You can download the audio from the **In Focus** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Have Ss write brief definitions for the words they know and place a question mark next to unknown words.
- Direct Ss to share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*
- Have Ss scan the reading for the words. Say: *Underline the keywords in the reading. If you know a word, check it in the sentence. If you are not sure, look at the sentence and try to guess what the words means.*
- Allow time for Ss to complete the activity.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- bundle** a number of things that have been fastened or put together
- censor** to remove part of something to be read, seen, or heard because it is considered unsuitable or offensive
- illusion** an idea or a belief that is not true, or something that is not what it seems
- liable** having (legal) responsibility for something or someone
- multinational** involving several or many different countries
- portrayal** to represent or describe someone or something in a painting, film, book, on TV, etc.
- recipe** an idea, situation, or method that is likely to result in something; a set of instructions telling you how to prepare and cook food
- sensible** based on acting on good judgment and practical ideas or understanding
- trauma** a severe emotional shock caused by an extremely upsetting experience
- unemployed** not having a job that provides money

2 Skimming

- Read the title with Ss. Draw Ss' attention to the headline. Ask: *What do you think the headline represents?* (**Answer:** The headline indicates that very serious problems at Wall Street cause large financial losses). Elicit Ss' ideas. Clarify as necessary.
- Ask: *When you were scanning the reading, what did you learn about the Lehman Shock? What information did you notice?* Elicit Ss' ideas and write them on the board.
- Draw Ss' attention to Exercise 2.
- Say: *Let's read again. Look at these titles. Which would make a good alternate title for this article?*
- Instruct Ss to skim the reading and choose A, B, or C.
- Check Ss' answers as a class.

ANSWER

A (B is also an appropriate title, but the article's main focus on the US housing market makes A a better choice.)



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

B Words in context: collocations

1 Find collocations

- Have Ss review the keywords on page 74.
- Focus Ss' attention on the definition of *collocations* provided. Clarify and elicit or provide additional examples of collocations as necessary.
- Say: *Using a search engine, we can learn about the frequency of collocations. To do this, place quotation marks around the words. Let's use a search engine to check the frequency of other collocations with some of the keywords.*
- Say: *recipe for disaster is a collocation from the reading. Another collocation using recipe is recipe for life. Do you know what this means? Elicit Ss' ideas. (Answer: a way of living.) Clarify the meaning with examples as necessary.*
- If Ss have Internet access, have them search for the first item. Do the search yourself if not, and use the board to model the results.
- Continue with the other collocations.
- Elicit and review Ss' answers as a class.

2 Write new sentences

- Review the collocations from Exercise 1.
- Say: *Let's write sentences using the collocations. Think about the meaning of each collocation as you make your new sentences.*
- Review the meaning of the collocations and clarify as necessary.
- Allow time for Ss to complete the activity individually.
- Arrange Ss into pairs. Have pairs share and compare sentences.
- Elicit and review Ss' sentences as a class.

C Vocabulary building: idioms

1 Match the idioms

- Remind Ss what idioms are. Say: *Remember, idioms are groups of words that together have a meaning that is different from the meaning of the words separately.*
- Draw Ss' attention to the idioms presented. Say: *Each of these idioms contains the word give. Let's read and match the idioms to the meaning.*
- Model using the first idiom. (e.g., *Can you guess the meaning of give the green light?* Elicit Ss' ideas and provide the answer as necessary.)
- Allow time for Ss to match the idioms to the definitions.
- Elicit and check answers as a class.

Provide an idiom dictionary or have Ss look online to research the meaning of unknown idioms.



ANSWERS

give someone a heads up	make a secret known to other people
give someone the benefit of the doubt	give permission for something to happen
give the game away	decide to believe someone even though you are unsure what they are saying is true
give the green light to something	tell someone that something is going to happen

2 Complete the sentences

- Review the meaning of each idiom with Ss.
- Focus Ss' attention on the sentences.
- Have Ss complete the sentences with the idioms from the box.
- Check answers as a class.

ANSWERS

- 1 gave her the benefit of the doubt
- 2 gave the green light to
- 3 giving a heads up
- 4 gave the game away

3 Write new sentences

- Say: *Think about what you have learned about the meaning of each idiom. Now let's make our own sentences using the idioms.*
- Model writing a new sentence for Ss. (e.g., *Our CEO gave the green light to open a new branch in South Africa.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss in pairs. Have Ss share their sentences.
- Elicit some Ss' sentences and share as a class.

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Section D.
- Say: *Now listen and write the questions 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 What do you understand by the term *American Dream*?
- 2 Do you think it's easy to pursue the American Dream in your country?
- 3 Would you like to be part of the 1 percent? Why or why not?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *Think about the questions. Each question is related to the topic of the unit. Discuss your ideas with your partners.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the questions. Monitor as Ss discuss and write down a selection of answers to share as a class.

2 Share and compare

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

Organize Ss into pairs to discuss the questions. Have partners come to an agreement about their opinion. Then arrange pairs into groups of four. In groups, have Ss share and compare answers to each question to further the discussion.

**Expansion**

- ◆ Make a T-chart on the board. Label the left column *My Parents*. Label the right column *Me*.
- ◆ Say: *What is the dream of adulthood for you? Is it owning a house? Something else? What about your parents? How are your dreams different from those of your parents?*
- ◆ Allow time for Ss to complete the task individually.
- ◆ Arrange Ss into groups. Have Ss compare their ideas about their parents' dreams and their own.
- ◆ Elicit Ss' ideas and share 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; demonstrate understanding of cause and effect and inference skills; personalize the context of the topic in a group discussion.



Remind 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.



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

A Pre-reading questions

- Read the title with Ss. Draw Ss' attention to the picture. Ask: *What does the title tell us about the text? What is this a picture of? How is it connected to the title?* (**Answer:** The man in the picture is a businessman in a skyscraper.)
- Have Ss focus on the pre-reading questions. Say: *These questions are related to ideas in the reading. 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.

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Correct as necessary.
- Ask Ss to think about interesting information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *I was surprised to learn that some people have a negative view of capitalism.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Clarify meaning as necessary.
- Instruct Ss to read and answer the questions.
- Allow Ss time to complete the activity.
- Elicit and check answers as a class.

ANSWERS

- 1 C
- 2 B
- 3 C
- 4 B

D Cause and effect

- Draw Ss' attention to Section D. Read the instructions with Ss.
- Clarify cause and effect with examples from the unit.
Say: *What are some of the effects we have seen related to economic inequality?* Elicit and list ideas on the board.
- Explain that each statement is either a cause or effect. Review how to label the sentences with Ss.
Say: *Read carefully. One part of the sentence is the cause. Underline the cause. The other part of the sentence is the effect. Circle the effect.*
- Model with the first answer for Ss. Say: *Let's look at the first item. Read the sentence. Which part is the cause? (Answer: invest in ventures) What is the effect? (Answer: economy improves)*
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

- 1 Rich people invest in ventures that improve the economy.
- 2 Poor people become wealthy owing to hard work and perseverance.
- 3 Competition leads to efficiency and innovation.
- 4 If there is no wealth, there is no money available for investment.
- 5 A poor standard of living comes from central government control.

Expansion

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

E Making inferences

- Focus Ss' attention on Section E. Ask: *Do you remember what an inference is? (Answer: information suggested by a text that is not stated directly.)*
- Read the instructions with Ss. Review the statements presented. Clarify as necessary.
- Say: *Read the text again. Which two of these statements would the author disagree with based on the opinions stated in the text? Circle the answers.*
- Allow time for Ss to read and complete the activity.
- Have Ss discuss their answers with a partner.
- Check answers as a class.

ANSWERS

2 and 4

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 76. Say: *Let's discuss what we found interesting in the text. Were you interested in the same things as your partner or something different?*
- Model with an example as necessary.
- Allow time for Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *The author believes that competition is important to capitalism. Here are some areas that could be affected by competition or service for money. Would these different types of organizations benefit or be hurt by business control rather than government control? Discuss with your partners.*
- Allow time for Ss to discuss the questions.
- Elicit and share Ss' answers as a class.

4 Researching a topic

Page 78

Objectives: describe data in a chart and graph about world inequality; interpret and share the information in a group and class discussion.

A Information gathering

- Arrange Ss into pairs.
- Say: *Let's look at some facts about economic inequality in the world. Read the information about the chart. Clarify as necessary.*

- Focus Ss' attention on the chart. Clarify as necessary. Say: *In the final column, we can see the percentage of national income earned by the richest 1 percent of the population.*
- Have Ss form pairs. Assign one S the role of A and one the role of B. Have Student B turn to page 102.
- Say: *Now we are going to share some information. Your chart is missing information. Your partner has the missing information. Ask your partner for the missing information and complete the chart.*
- Allow time for Ss to complete the activity.
- Check answers as a class.

Background Information

The Gini index, also named the Gini coefficient, is a measure of income inequality that reflects the frequency of distribution of income. The index is named after Corrado Gini, an Italian statistician and sociologist who first published data related to inequality in 1912.

ANSWERS

Inequality in the world			
Country	Gini index	Gini rank	National income earned by top 1%
Argentina	46	101	17%
Australia	30	20	9%
China	48	107	6%
Colombia	56	128	20%
India	37	59	9%
Indonesia	37	57	8%
Japan	38	60	10%
South Africa	63	135	17%
South Korea	31	28	17%
Sweden	23	1	7%
UK	40	76	14%
USA	45	96	19%

B Interpreting and reporting results

- 1 Discuss information**
- Arrange Ss into new groups.
 - Say: *Now let's discuss what the information in the chart means. These questions will help us understand the data.*
 - Read Q1 and Q2. Have Ss discuss the first two questions.
 - Elicit and check answers as a class.
 - Focus Ss' attention on the graph. Ask: *Which countries match the points on the chart? Use the Gini index data to label those points.*
 - Allow time for Ss to label the chart. Check answers as a class. Clarify as necessary.
 - Say: *Let's answer questions 3 and 4. Use the information you have learned from the graph and the chart.*

2 Share ideas

- Draw Ss' attention to the language in the speech bubbles. Say: *Let's share our ideas. We can use this language to share what we have discussed.*
- Invite groups to share information from the discussion with the class.

Expansion

- ◆ Arrange Ss into pairs or small groups.
- ◆ Say: *Look at the countries where income inequality is the greatest. Why do you think this happens? Discuss and write the cause of income inequality in these countries with your group.*
- ◆ Have Ss make a list of causes for income inequality in a T-chart labeled *Causes* and *Effects*.
- ◆ Say: *Now let's think about the effects. What are some effects of income inequality based on the causes we have written down? Let's list the effects.*
- ◆ Allow time for groups to write their lists.
- ◆ Rearrange Ss into new groups. Have Ss share and compare lists with their new partners.
- ◆ Elicit and share ideas as a class.

5 Critical thinking

Pages 79–80

Objectives: demonstrate clarification skills; judge reasons; write a paragraph about an issue related to capitalism; take part in group and class discussion about the pros and cons of a plan involving increased taxes; discuss meaning of a quote and its relationship to learning in the unit.

A Clarifying statements

- Arrange Ss into pairs. Remind Ss what *clarification* means. Say: *In a discussion, it may not always be clear what your partner is trying to say. When this happens, we can ask for clarification. Here are five statements. Let's practice asking for clarification using these statements.*
- Focus Ss' attention on the statements.
- Draw Ss' attention to the language in the speech bubbles. Say: *You can use these questions to ask for clarification.*
- Model using the first item for Ss.
- Have Ss take turns with their partners. One reads the statement, the partner asks clarifying questions.
- Allow time for Ss to discuss the items.
- Elicit and share Ss' answers as a class.

Before the discussion, allow time for Ss to think about the statements and to prepare sentences that help clarify the statements. This will provide scaffolding for the clarification activity. Also, allow time for Ss to prepare clarification questions using the models provided.



B Judging reasons

1 Judge statements

- Say: *Let's look at some statements related to issues of inequality. We'll read statements from two speakers. These statements represent two different political views. One view is that of a capitalist. The other, that of a socialist. As you read, think about which political point of view is being presented here.*
- Remind Ss of the meaning of *capitalism* and *socialism* as necessary.
- Allow time for Ss to categorize each statement.

Provide definitions of capitalism and socialism to Ss to help clarify the difference between the two positions.



capitalism: an economic system based on private ownership of property and business, with the goal of making the greatest possible profits for the owners

socialism: a system based on government ownership and control of important businesses

2 Compare answers

- Say: *Let's share and compare answers. As you share, explain to your partner how you made your decisions.*
- Arrange Ss into pairs. Say: *You may have different answers. If your answers are different, explain how you made your decision. It's fine to have different answers.*
- Allow time for Ss discuss the items.

ANSWERS

- 1 Capitalist
- 2 Socialist
- 3 Socialist
- 4 Capitalist
- 5 Capitalist
- 6 Socialist

C Writing

1 Write and exchange statements

- Draw Ss' attention to Section C. Say: *Think about what you have learned in this unit. What are some facts you have learned about income inequality? Think about capitalism and the role it may play in income inequality. Based on what we have learned, let's create a list of six statements. Three statements will be fact and three opinion. Don't identify which is which.*

- Allow time for Ss to write the six statements. Monitor and assist as necessary.
- Arrange Ss into pairs. Have pairs exchange their statements.
- Ask Ss to label the statements as fact or opinion.

2 Share with partner

- Ask: *Did your partner label the statements correctly? Why or why not? Tell your partner why you agree or disagree with their labeling. Ask them to tell you why they agree or disagree with your labeling.*
- Allow time for Ss to share their answers.

Model the activity on the board by writing six statements, mixing factual statements with opinions. Invite Ss to guess which statements are facts or opinions to further scaffold the discussion.



3 Write

- Say: *Look at the statements in Section B. Choose one of these statements. Use it to write a paragraph with your opinion. Include your reasons and try to connect them to the ideas you learned about capitalism.*
- Remind Ss to include a topic sentence, main point, details, and examples in the argument.
- Allow time for Ss to write and complete the paragraph. Monitor and assist as necessary.
- Arrange Ss into small groups. Have Ss compare paragraphs with their partners.
- Collect paragraphs from Ss to grade.

Have Ss write a draft of the paragraph, then exchange with a partner for feedback before revising the final paragraph. Encourage Ss to give specific comments.



Expansion

- ◆ Arrange Ss into pairs.
- ◆ Have Ss exchange paragraphs.
- ◆ Say: *Read the paragraph. Find and underline the opinions.*
- ◆ Allow time for Ss to read and underline opinions.
- ◆ Have Ss return paragraphs.
- ◆ Ask: *Did your partner correctly identify your opinions? If not, ask them why. Think about how you can rewrite the paragraph to better clarify your opinions.*
- ◆ Allow time for Ss to discuss their paragraphs.
- ◆ Have Ss revise the paragraphs based on the discussion.
- ◆ Collect paragraphs from Ss to grade.

D Discussion

- Say: *We have learned about economic inequality in different countries. Let's look at the pros and cons of a plan by the president to help poorer people.*
- Focus Ss' attention on the introduction. Read and clarify as necessary.

1 Discuss the plan

- Arrange Ss into small groups. Assign groups as supporters or opponents.
- Have Ss read the instructions. Provide an example to model the task as necessary.
- Encourage Ss to think of reasons for their position in their groups. Have them make a list of supporting details and examples.
- Rearrange groups so supporters are grouped with opponents. Say: *OK, now discuss the plan with your new partners. Explain your reasons.*
- Allow time for Ss to discuss the plan in their groups. Monitor and assist as necessary.

Have Ss create a mind map to organize their ideas. Review the sections of the mind map with Ss.



2 Share ideas

- Allow time for groups to share the group's opinion on the topic with the class.
- Elicit ideas from the discussion. Have Ss vote on the president's plan to determine the majority opinion of the class.

3 Discuss with the class

- Say: *Your country has decided to accept the president's plan, but there is a problem. The government must also cut spending to fund the new program. Below, we will see different programs. Which program should the government cut in order to fund the new program? Let's discuss.*
- Read the list of programs that could be cut. Clarify as necessary.
- Focus Ss' attention on the language in the speech bubbles. Say: *You can use this language to give your opinion. Ask: What programs do you think should be cut? Why?*
- Focus Ss' attention on the tip. Say: *Interrupting is natural in a discussion. However, it's important to interrupt in a way that's polite and will not upset the person you are interrupting. These are some statements we can use.* Read the statements and model how to use them for Ss.
- Have Ss discuss the issues in groups or as a class. Encourage Ss to interrupt using the expressions in the Tip box.

Have Ss discuss the topics in small groups before discussing as a class to allow Ss to clarify their ideas.



As a class, vote for which programs to cut. Record the results of the vote on the board.

Quotable Quotes

The end of democracy and the defeat of the American Revolution will occur when government falls into the hands of lending institutions and moneyed corporations.

Thomas Jefferson
third president of the United States

Background Information

Thomas Jefferson was the third president of the United States, serving his term from 1801 to 1809. Jefferson is also considered one of the Founding Fathers of the United States, from his activity in supporting the American Revolution and later his participation in drafting the Declaration of Independence. Jefferson had a well-documented dislike of banks and the banking industry as well as borrowing funds. Jefferson promoted financial responsibility, which involved repaying loans as quickly as possible in order to reduce the power and influence of lenders.

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.
- Allow time for Ss to share their thoughts in groups.
- Draw Ss' attention to the questions. Have Ss discuss them with their partners.
- Elicit Ss' ideas and share as a class.

The Office of the Future?

Unit 11 explores how work and the working environment are changing as a result of advances in technology. It looks at the advantages and disadvantages of telecommuting for employers and employees and considers the impact of digital technology on education. This unit connects with Unit 5, which examines how technology is changing the shopping experience.

Unit and title

- Introduce the title of the unit to Ss.
- Ask: *What do you know about working in offices now? How was it in the past?*
- Elicit Ss' ideas.
- Have Ss form small groups. Direct Ss to create a Venn diagram. Label the left circle *Now*. Label the right circle *The Future*. The center of the Venn diagram represents things that will be the same.
- Ask: *Think about working in an office now. How will it be different in the future? What will change? What will be the same? Complete the diagram with your ideas.* Clarify how to complete the diagram as necessary.
- Allow time for Ss to discuss and make notes using the Venn diagram.
- Elicit Ss' ideas and create a Venn diagram on the board.
- Have Ss copy and keep their diagrams.
- At the end of the unit, review the diagrams with Ss to see what issues and ideas were covered in the unit.

1 Critical cartoons

Page 81

Objectives: connect to background knowledge about working environments now and in the future; discuss the concept of telecommuting and its pros and cons; encourage Ss to think critically about the topic

About the topic

As technology has changed and accessibility to cheap, easy-to-use technology has grown, business and office environments have evolved. Currently, many workplaces adjust by offering the option to, work out of the office, telecommute, or adopt flexible schedules that accommodate easier access to work during irregular hours. Workers may benefit by a more flexible schedule, the ability to work from home, and reduced commuting costs; employers benefit by reducing overheads, office space, and other business-related costs. However, there are challenges for both employees and employers as the office environment continues to change. Many employers believe that teleworkers are less productive, while employees feel expected to work at any time of the day or night. As the business environment continues to change and adapt, the problems faced by both employers and employees will also evolve.

Interesting facts

According to a poll by Reuters conducted in 2012, roughly one in five workers around the world telecommutes to work at least once a week. In the United States, it is estimated that there are over three million professionals who work exclusively from home.

A Building knowledge

- Arrange Ss into pairs or small groups.
- Draw Ss' attention to the cartoon. Ask: *What do you see in the cartoon? Who is in the cartoon? What are they doing together?* (**Answers:** A father is in front of a computer, where he is having an online meeting with his boss. His children are fighting in the background, his dog is trying to get his attention, and a person is at the door trying to deliver a package.) Draw Ss' attention to the speech bubbles. Say: *Look carefully at the actions in the picture. How is the man feeling?* (**Answers:** The man is probably stressed from all the distractions while trying to work.)
- Have Ss discuss the questions in groups. Say: *Let's discuss the questions.* Provide language for Ss to use in the discussion as necessary.
- Allow time for Ss to complete the discussion with all questions.
- Elicit answers from the class.

Write clarifying questions from page 79 on the board for Ss to use while discussing the questions.



Media link

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

The Telecommuters is a humorous online web series that looks at the trials and challenges of telecommuting in the modern world. The comedy series raises questions about what it means to live and work in the same environment.

eMale is a movie about a man who enters a contest to win \$100,000 by staying in his apartment for a whole year and living entirely off the Internet.

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

Expansion

- ◆ Organize Ss into pairs.
- ◆ Ask: *What are the pros and cons for employees of working from home?*
- ◆ Allow time for Ss to make a list of the pros and cons in pairs.
- ◆ Arrange Ss into new pairs. Have Ss share and compare information with their new partner.
- ◆ Elicit ideas from the discussion and review as a class.

2 Core vocabulary

Pages 82–83

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; work with search engines to identify collocations; work with phrasal verbs; listen to and complete 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. You can download the audio from the *In Focus* Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Have Ss write brief definitions for the words they know and place a question mark next to unknown words.
- Direct Ss to share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*
- Have Ss scan the reading for the words. Say: *Underline the keywords in the reading. If you know a word, check it in the sentence. If you are not sure, look at the sentence and try to guess what the word means.*
- Allow time for Ss to complete the activity.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- bonus** an unexpected benefit or extra amount of money given as a reward for work
- converge** to come together and meet
- fraction** a very small part or amount of something
- incidence** the rate at which something happens
- leisure** the time when you are not working or doing other duties and can relax
- skip** to not do something
- slash** to reduce the amount of something by a lot
- socialize** to meet and spend time with other people for pleasure
- swap** to exchange one thing for another
- tremendous** very great in amount or level

2 Skimming

- Say: *The title is High-Tech Companies and Telecommuting. What are some of the high-tech companies you read about? (Possible answers: Apple, Facebook, Google, Microsoft, Samsung, Sony, Yahoo.)* Elicit the connection between the title and the text.
Ask: *Do you think these companies would encourage telecommuting?* Elicit Ss' ideas.
- Draw Ss' attention to Exercise 2.
- Say: *Let's read the text again.* Ask: *Which of these pictures best reflects the main idea of the reading?*
- Instruct Ss to skim the reading and choose A, B, or C.
- 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

1 Find collocations

- Have Ss review the keywords on page 82.
- Focus Ss' attention on the definition of *collocations* provided. Elicit or provide additional examples of collocations as necessary.
- Say: *As we have learned, we can use a search engine to learn about the frequency of collocations. To do this, we put quotation marks around the words. We can use "OR" to search for similar phrases or collocations.*
- Say: *Let's search for these collocations using the keywords.*
- If Ss have Internet access, have them search for the first item. Do the search yourself if not and use the board to model the results.
- Continue with the other collocations.
- Elicit and review Ss' answers as a class.

2 Write new sentences

- Review the collocations from Exercise 1.
- Say: *Now we can use these collocations to make sentences. Think about the meaning of each collocation as you make your new sentence.*
- Review the meaning of the collocations and clarify as necessary.
- Allow time for Ss to complete the activity individually.
- Arrange Ss into pairs. Have pairs share and compare sentences.
- Elicit and review Ss' sentences as a class.

As Ss search for each collocation, have them make a note of one or two sentences containing the collocation to use as a reference for when they write their own sentences.



Expansion

- ◆ Organize Ss into pairs.
- ◆ Ask: *Do you remember what a concordance is? It's a list of examples of a word or phrase as it occurs in everyday language. Let's make a concordance for each of our collocations by writing three sentences that show the collocation in different contexts.*
- ◆ Have Ss use a search engine to find examples of the collocations.
- ◆ Arrange Ss into groups. Have groups share and compare concordances of the collocations.
- ◆ Elicit and review Ss' sentences as a class.

C Vocabulary building: phrasal verbs

1 Guess the meaning

- Focus Ss' attention on the phrasal verbs. Say: *Remember, phrasal verbs are combinations of a verb plus an adverb or preposition. The meaning of the phrasal verb is different from the words separately.*
- Draw Ss' attention to the sentences. Say: *Each of these statements contains a different phrasal verb with the word put. Let's read them.*
- Focus Ss' attention on the phrasal verbs in the box. Ask: *After reading the sentences, what do you think is the meaning of the phrasal verb? Let's start with the first one.*
- Elicit Ss' ideas of the meanings of the phrasal verbs. Clarify as necessary.

If Ss have a smartphone, they may find it useful to try a phrasal verb app to learn about other phrasal verbs.

One suggestion is the Phrasal Verbs Machine app (free from Cambridge University Press).



2 Complete the sentences

- Focus Ss' attention on the sentences. Write the first sentence on the board. Elicit the missing phrasal verb.
- Say: *Now let's complete the sentences with the correct phrasal verbs.*
- Have Ss complete the sentences.
- Check answers as a class.

ANSWERS

- 1 put . . . behind
- 2 put . . . off
- 3 put up with
- 4 put through

3 Write new sentences

- Review the phrasal verbs with Ss.
- Say: *Think about what you have learned about the meaning of each phrasal verb. Now let's write our own sentence using the phrasal verbs.*
- Model writing a new sentence for Ss. (e.g., *I read an article in a health magazine recently that really put me off fast food.*)
- Allow time for Ss to complete the exercise individually. Monitor and assist as necessary.
- Arrange Ss into pairs. Have Ss share their sentences.
- Check answers as a class.

D Discussion dictation**1 Dictate and discuss**

- Draw Ss' attention to Exercise D.
- Say: *Now listen and write the questions 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 Do you know anyone who telecommutes? What type of work do they do?
- 2 Do you think social events are important at a workplace? Why?
- 3 What do you think a typical telecommuter's daily schedule is like?

- Have Ss form small groups. Say: *Think about people you know who work, your parents, or your own job experiences. Let's discuss how telecommuting and socializing can affect the workplace.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the questions. Monitor as Ss discuss and write down a selection of answers to review as a group.

2 Share and compare

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting answers from the discussion and share with the 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; identify reasons; recognize bias; personalize the context of the topic in a group discussion.



Remind 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.



Teachers have the option of presenting the reading as a listening text. You can download the audio from the **In Focus** Teacher's resource site: www.cambridge.org/infocus

A Pre-reading questions

- Draw Ss' attention to the picture. Ask: *What do you see in the picture? How does the picture connect with the reading?* (**Answer:** The picture shows a woman sitting at a desk outside. It implies that she is a telecommuter.)
- Have Ss focus on the pre-reading questions. Say: *These questions are related to ideas in the reading. 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.

B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Correct as necessary.
- Ask Ss to think about additional information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *I thought it was interesting that Tokyo seems to be the leader for commuting length.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Clarify meaning as necessary.
- Allow time for Ss to read and answer the questions.
- Elicit and check answers as a class.

ANSWERS

- 1 A
- 2 C
- 3 C
- 4 A

D Identifying reasons

- Draw Ss' attention to Section D. Read the instructions with Ss.
- Clarify and model with the first item on the board as necessary. (e.g., *In paragraph 3, we can see that the author describes the health-care advantages of telecommuting.*)
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

- 1 Paragraph 3
- 2 Paragraph 2
- 3 Paragraph 1
- 4 Paragraph 5
- 5 Paragraph 4

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss focus on the benefits presented in Section D.
- ◆ Have Ss make a T-chart. Label the left column *Employers*. Label the right column *Employees*.
- ◆ Say: *Think about the how telecommuting affects employers and employees. What are the benefits for the employers? How about the employees? Refer to the reading and add your own ideas.*
- ◆ Allow time for Ss to brainstorm and complete the chart.
- ◆ Arrange Ss into new groups. Have Ss share and compare ideas. Direct Ss to add new ideas to their chart.
- ◆ Elicit and share Ss' ideas as a class.

E Recognizing bias

- Draw Ss' attention to section E. Say: *Remember, bias refers to our personal opinions, which influence how we judge things. It's important to understand*

the bias an author has. In this case, the author's bias concerns telecommuting. Let's read the text again and find lines that show the author's bias.

- Read the instructions with Ss.
- Say: *In this section, we may have different answers. Let's try one together. Model completing the first item with Ss. (e.g., *In lines 14–18, the author talks about the loss of productivity and problems with commuting. The author goes on to describe the problems of commuting that could be fixed by telecommuting.*)*
- Allow time for Ss to complete the activity.
- Arrange Ss into pairs or small groups.
- Have Ss share their answers. Note: Ss' answers will vary.
- Elicit and review Ss' answers as a class.

POSSIBLE ANSWERS

- 1 Lines 8–9
- 2 Lines 38–39
- 3 Lines 40–41
- 4 Lines 68–71
- 5 Lines 76–77

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have Ss choose one sentence from the reading that shows bias. Have Ss write that sentence.
- ◆ Ask: *How does this sentence demonstrate the author's bias?*
- ◆ Have groups write a short summary that explains how the sentence shows the author's bias. Ask Ss to include relevant details to support the selection of the sentence.
- ◆ Invite groups to present their sentence to the class and explain why it shows the author's bias.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 84. Remind Ss that they will discuss the parts they found interesting and compare with a partner. Ask them to provide additional information to describe why they found the information interesting.
- Model with an example as necessary.
- Allow time for Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Say: *Think about what you now know about telecommuting. What jobs are best for telecommuting? Would you want your employer to let you telecommute? Share your opinions with a partner.*
- Allow time for Ss to discuss the questions.
- Elicit and share Ss' answers as a class.

4 Researching a topic

Page 86

Objectives: describe data in a chart and graph about telecommuting in the United States; use the data to complete a graph; interpret and share the data in a group and class discussion.

A Information gathering

- Arrange Ss into pairs.
- Say: *This information will help us understand how the telecommuting work habits of people in the United States have changed from 2006 to 2012. We will look at different types of jobs and how things have changed.*
- Focus Ss' attention on the chart. Say: *In the first column, we can see different types of jobs. The next four columns show the years. In the last column, we can see the total percentage of the US workforce involved in telecommuting in 2012. Clarify as necessary.*
- Have Ss form pairs. Assign one S the role of A and one the role of B. Have Student B turn to page 102.
- Say: *Now let's fill in the missing information in your chart. Ask your partner for the information.*
- Allow time for Ss to complete the activity.
- Check answers as a class.
- Have Ss focus on the graph. Say: *This graph indicates the data for two types of teleworker shown in the*

chart. Use the information in your chart to add two other types. Then draw lines to connect the dots and label the four types shown. (Answer: The graph does not show "For-profit employer" data.)

- Allow time for Ss to complete the activity. Monitor and assist as necessary.

B Interpreting and reporting results

1 Discuss information

- Arrange Ss into new groups.
- Say: *Now let's think about the information in the chart. We can use these questions to understand more about the data and what it means.*
- Allow time for Ss to read and answer the questions. Monitor and assist as necessary.

Have groups write answers to help prepare them present their ideas with the class. Encourage Ss to write keywords and phrases, not full sentences.

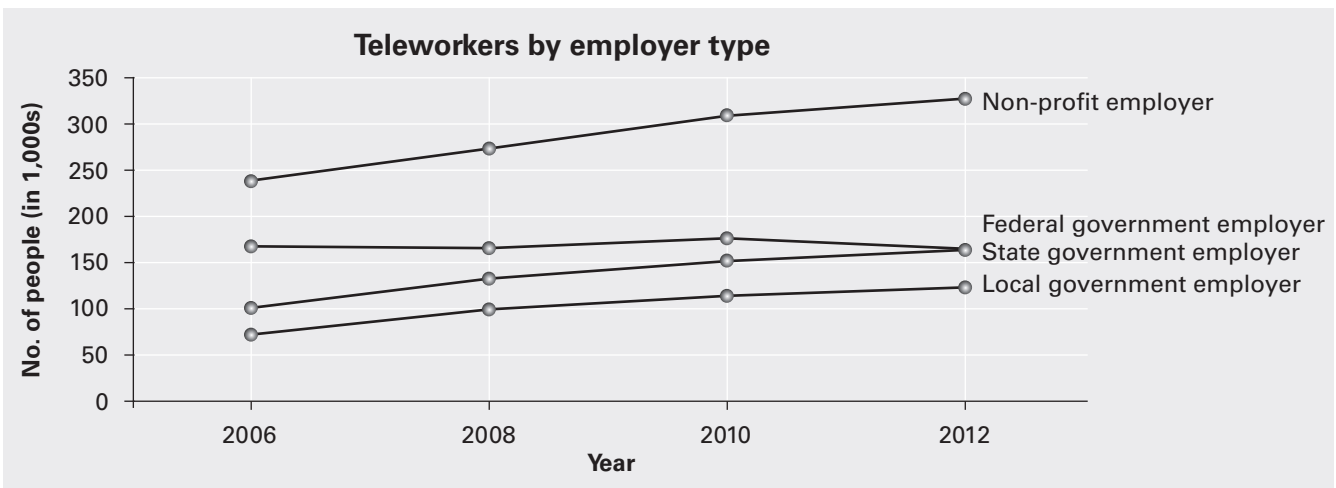


2 Share ideas

- Draw Ss' attention to the language in the speech bubbles. Say: *Let's share our ideas. This language will help us. Clarify as necessary.*
- Invite groups to share information from the discussion with the class. Encourage Ss to use the language in the speech bubbles.

ANSWERS

Number of telecommuters in the United States					
Teleworkers by employer type (in 1,000s)	2006	2008	2010	2012	Total workforce (2012)
For-profit employer	1,710	2,160	2,280	2,500	2.6%
Non-profit employer	240	270	310	330	2.9%
Local government employer	80	100	110	120	1.2%
Federal government employer	160	160	170	160	2.4%
State government employer	100	130	150	160	3.3%
Total employee teleworkers	2,290	2,820	3,020	3,270	2.6%



Expansion

- ◆ Have Ss review the information in the chart.
- ◆ Ask: *Let's find out about telecommuting in your country and how it's changing.*
- ◆ Have groups research to see how telecommuting has changed in Ss' country. If Ss can, they should find data on different job types.
- ◆ Have Ss create a graph similar to the one on page 86 to represent the telework trends in their country.
- ◆ Invite groups to present their graphs and data to the class. Encouraging Ss who are listening to ask follow-up questions to further discussion.

5 Critical thinking

Pages 87–88

Objectives: identify cause and effect; judge reasons; write a paragraph about telecommuting; take part in a short role-play debate about e-learning in college; discuss meaning of a quote and its relationship to learning in the unit.

A Cause and effect

1 Identify cause and effect

- Arrange Ss into small groups.
- Draw Ss' attention to Section A. Say: *In the reading on page 84, the author describes a number of causes and effects relating to traditional commuting and telecommuting. Let's find them and decide whether the effects are benefits or problems.*
- Read the instructions with Ss. Clarify as necessary.
- Say: *Read the text carefully. First, read for traditional commuting causes and effects. Then read for telecommuting causes and effects.*
- Model one item for Ss. (e.g., *In paragraph 1, the author states that the average commuting time is 60 minutes in Tokyo. The effect of all this commuting time is lost productivity. This is a problem.*)
- Allow time for Ss to read and complete the activity in their groups. Monitor and assist as necessary. Note: Ss' answers will vary.

POSSIBLE ANSWERS

Cause	Effect	Benefit or problem
Traditional commuting		
Long commute	Lost productivity	Problem
Transport needed	Increased CO ₂ production	Problem
Pollution from transport	Increased health-care costs	Problem
Telecommuting		
Expanded workforce	Increased economic production	Benefit
Less illness	Greater productivity	Benefit
Increased job satisfaction	Reduced training expenses	Benefit

2 Discuss

- Draw Ss' attention to the instructions. Say: *Think about the benefits and the problems. Are there ways that we can help share benefits with others to encourage more people to use telecommuting? Are there ways we can reduce any problems relating to telecommuting? Let's discuss our ideas.*
- Allow time for Ss to discuss strategies for promoting benefits and reducing problems. Monitor and assist as necessary.

Have one or two Ss in each group take notes of the group discussion to help when sharing their ideas with others.



3 Share and compare

- Arrange Ss into new groups.
- Model sharing and comparing ideas from the group discussion. Have Ss share and compare ideas.
- Elicit and share Ss' ideas as a class.

B Judging reasons

- Focus Ss' attention on the instructions.
- Say: *Look at this advertisement from ABC English School. Let's read and discuss this online English school. Focus Ss' attention on the advertisement. Clarify as necessary.*
- Read the questions. Clarify as necessary.
- Have Ss form pairs. Allow time for Ss to discuss the questions with their partners.
- Elicit and review answers as a class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Ask: *Online learning and online schools have become very popular. What are the pros and cons of learning online? Let's discuss together.*
- ◆ Have Ss create a T-chart. Label the left column *Pros*. Label the right column *Cons*. Have Ss discuss with their partners and list the pros and cons.
- ◆ Invite groups to present their graphs to the class. Encourage Ss who are listening to ask follow-up questions to further the discussion.

C Writing

- Draw Ss' attention to Section C. Say: *Now let's write a paragraph to describe our personal opinions. In this unit, we have read and discussed telecommuting and its pros and cons. These questions will help us write a paragraph to express our opinions.*
- Review the questions and clarify as necessary.
- Review topic sentence, main idea, and details for writing a paragraph on page 7 as necessary.
- Allow time for Ss to write and complete the paragraph. Monitor and assist as necessary.
- Arrange Ss into pairs. Have Ss compare paragraphs.
- Collect paragraphs from Ss to grade.

D Role play and debate

- Have Ss focus on Section D. Say: *Our college has a plan to introduce e-learning and tele-teaching and reduce time in class. This will have both positive and negative effects.*
- Read the details with Ss. Clarify as necessary.
- Say: *Four different people are going to debate the plan. Let's read about them.*
- Focus Ss' attention on the summary of each person. Review and clarify as necessary. Encourage Ss to infer each person's probable attitude and opinions.

1 Debate the issues

- Organize Ss into small groups – four if possible.

For groups of three, have Ss eliminate one of the cast members from the debate.



- Say: *Each person in your group will choose one of the characters. Each choose a different person. Assign or have Ss select one role each.*
- Say: *Now think about what you will say in the debate. You will present your character's opinions. What follow-up questions will you ask others? What will you say if someone disagrees? Think about how you will respond to someone who disagrees? Think about how you could interrupt someone if you need to.*
- Have Ss write two or three additional statements that show the opinion of their character. Encourage Ss to refer back to information in the unit to support their arguments.

- Focus Ss' attention on the language in the speech bubbles. Say: *You can use this language to present your ideas.*

Focus Ss' attention on the Tip box. Review stressing keywords in a debate to make the point of the presentation more effectively. Model stressing by demonstrating the selected phrases for Ss. Have Ss practice with a partner.



- Say: *You are now the character that you selected. Debate the issues with your partners.*
- Model a role play with the class. Take the role of TV presenter if needed.
- Have groups perform the role-play debate. Monitor and assist as necessary.

2 Vote

- Say: *Let's decide together whether we are going to accept the plan.*
- Invite Ss to share their arguments for and against the introduction of e-learning. Elicit ideas from the group discussions and list the pros and cons on the board.
- Say: *Now let's take a vote.* Have Ss vote for or against the plan. Record the results of the vote on the board.

Quotable Quotes

And 39 percent said they'd take a pay cut if they were allowed to telecommute. Even if they had to take that pay cut, . . . our telecommuters might come out ahead, since several also told us that telecommuting has reduced their costs for gas, auto maintenance, parking, tolls, and even clothing.

Cynthia Morgan
technology trends expert

Background Information

Cynthia Morgan is an American technology professional and information technology (IT) journalist. During her career, she has been a computer consultant, IT director, and IT magazine editor. In 2000, she became a vice president at techies.com, a website for technology professionals.

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 as necessary.
- Allow time for Ss to share their thoughts in their groups.
- Draw Ss' attention to the questions. Have Ss discuss them with their partners.
- Elicit Ss' ideas and share as a class.

Social Media: Changing Our Lives

Unit 12

Unit 12 looks at the influence of social media on events that are both personal and global. It explores the pros and cons of social media and the impact of fast, communicative technology on users. This unit connects with Unit 6, which examines issues related to video game and online addiction.

Unit and title

- Focus Ss' attention on the title of the unit.
- Ask: *Do you use any social media services? Which do you use? How long have you been using them?*
- Elicit Ss' answers.
- Ask: *How does social media affect your life? Why is it important to you? Let's make a list of why social media is useful.*
- Have Ss make a list of uses for social media.
- Arrange Ss into groups. Have Ss share and compare.
- Elicit and list Ss' ideas on the board. Have Ss copy the list.
- At the end of the unit, have Ss check their lists to see which ideas appeared in the unit.

1 Critical cartoons

Page 89

Objectives: connect to background knowledge about the use of new social media and its impact on society; share ideas in a group discussion and encourage Ss to think critically about the topic.

About the topic

Social media services have grown very rapidly in popularity since the early days of websites like Friendster and Myspace. As of 2015, social media services are used by nearly 2 billion people globally to share information related to all aspects of life. With the easy access to social media, critics warn about the impact on privacy and the ability to control personal information.

Interesting facts

As of 2015, Facebook is the world's most popular social media site. Established in 2004, it has more than 1.3 billion active users, nearly one person in five in the world.

A Building knowledge

- Arrange Ss into pairs or small groups.
- Draw S's attention to the cartoon. Ask: *What do you see in the cartoon? What does the caption say?* (Answers: The picture shows lots of fingers typing

on keyboards. This is presented along with lots of soldiers marching in unison.)

- In groups, ask Ss to discuss the questions. Say: *Let's read the questions and discuss this cartoon.* Provide language for Ss to use in the discussion as necessary.
- Allow time for Ss to complete the discussion with all questions.
- 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.

The Social Network is a movie that looks at the development of Facebook from an idea shared between friends to the largest social network on the planet. The film specifically exams the relationship between Mark Zuckerberg and Eduardo Saverin – his roommate and co-developer of Facebook – as they developed the website into a million-dollar enterprise.

Us Now is a documentary about the power of the Internet and how self-organizing online networks might fundamentally change the ways governments are run in the future.

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

2 Core vocabulary

Pages 90–91

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; work with search engines to identify collocations; work with phrasal verbs; listen to 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 options of presenting the reading as a listening text. You can download the audio from the **In Focus** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the keywords in the box.
- Have Ss write brief definitions for the words they know and place a question mark next to unknown words.
- Direct Ss to share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*
- Have Ss scan the reading for the words. Say: *Underline the keywords in the reading. If you know a word, check it in the sentence. If you are not sure, look at the sentence and try to guess what the words means.*
- Allow time for Ss to complete the activity.
- Review and clarify the word meanings as a class.

Write keyword definitions on the board for Ss to match with the keywords in the book.



ANSWERS

Definitions

- communicative** relating to the exchange of information
- demonstrator** a person who supports or complains about something publically
- facilitate** to make something possible or easier
- globalization** the development of closer relations among the countries of the world as a result of easier travel and communication
- interrupt** to make an activity or event stop briefly
- media** the Internet, newspapers, magazines, television, etc., considered as a group
- onset** the beginning of something
- prejudice** an unfair and unreasonable opinion or feeling formed without enough thought or knowledge
- productivity** the rate at which a person, company, or country does useful work
- regime** a particular government or a system or method of government

2 Skimming

- Read the title with Ss. Ask: *What is the Arab Spring? What do you remember when you scanned the reading? Look at the picture. How does the picture connect with the reading?*
- Elicit Ss' ideas. (**Answers:** The Arab Spring refers to the wave of demonstrations that spread throughout the Arab world from late 2010. The picture shows Libyans celebrating the liberation from the Gaddafi regime in the streets of Tripoli, the capital of Libya, in November 2011.)
- Draw Ss' attention to Exercise 2. Say: *Now let's read again. Check what you remember. Then choose the statement that best describes what this text is about.*
- Allow time for Ss to skim the reading and choose A, B, or C.
- Check Ss' answers as a class.

ANSWER

C

Expansion

- ◆ Arrange Ss into pairs. Prepare definitions for the keywords on slips of papers. Prepare one set of definitions for each pair.
- ◆ Pass out the definitions. Have Ss take turns reading the definition to their partner. The partner has to guess the correct keyword.
- ◆ Review 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

1 Find collocations

- Have Ss review the keywords on page 90.
- Say: *As you know, we can use a search engine to learn about the frequency of collocations. To do this, we use quotation marks around the words. We can put an asterisk before or after a word to find collocations with that word.*
- Say: *Let's search for collocations using these keywords.*
- If Ss have Internet access, have them search for the first item. Do the search yourself if not, and use the board to model the results.
- Continue with the other collocations.
- Elicit and review Ss' answers as a class.

2 Write new sentences

- Review the collocations from Exercise 1.
- Say: *Now let's use these collocations to make sentences. Think about the meaning of each collocation as you make your new sentence.*
- Review the meaning of the collocations and clarify as necessary.
- Allow time for Ss to complete the activity individually.
- Arrange Ss into pairs. Have pairs share and compare sentences.
- Elicit and review Ss' sentences as a class.

Expansion

- ◆ Organize Ss into pairs.
- ◆ Ask: *Do you remember what a concordance is? It's a list of examples of a word or phrase as it occurs in everyday language. Let's make a concordance for each of our collocations by writing three different sentences that show the collocation in contexts.*
- ◆ Have Ss use a search engine to find examples of the collocations.
- ◆ Arrange Ss into groups. Have groups share and compare concordances of the collocations.
- ◆ Elicit and review Ss' sentences as a class.

C Vocabulary building: phrasal verbs

1 Guess the meaning

- Focus Ss' attention on the phrasal verbs. Say: *Remember, phrasal verbs are combinations of a verb plus an adverb or preposition. The meaning of the phrasal verb is different from the words separately.*
- Draw Ss' attention to the sentences. Say: *Each of these statements contains a different phrasal verb with the word bring. Let's read them.*
- Focus Ss' attention on the phrasal verbs in the box. Ask: *After reading the sentences, what do you think is the meaning of the phrasal verb? Let's start with the first one.*
- Elicit Ss' ideas of the meanings of the phrasal verbs. Clarify as necessary.

If Ss have a smartphone, they may find it useful to try a phrasal verb app to learn about other phrasal verbs. One suggestion is the Phrasal Verbs Machine app (free from Cambridge University Press).



2 Complete the sentences

- Focus Ss' attention on the sentences. Write the first sentence on the board. Elicit the missing phrasal verb.
- Say: *Now let's complete the sentences with the correct phrasal verbs.*
- Have Ss complete the sentences.
- Check answers as a class. Review the meaning of each phrasal verb as necessary.

ANSWERS

- 1 brought down
- 2 bringing about
- 3 bring up
- 4 brought out

3 Write new sentences

- Say: *Think about what you have learned about the meaning of each phrasal verb. Now let's write our own sentences using the phrasal verbs.*
- Model writing a new sentence for Ss. (e.g., *The Arab Spring brought about huge change in Middle Eastern countries.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss share their sentences.
- Elicit some Ss' sentences and share as a class.

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Say: *Let's find additional examples of phrasal verbs in use and see which words collocate with them.*
- ◆ Have Ss use a search engine to find words that frequently collocate with the phrasal verbs. Model the correct search engine form on the board. (e.g., "bring about *")
- ◆ Allow time for Ss to conduct their searches. Arrange Ss into new groups.
- ◆ Have Ss compare their results with their new partners.
- ◆ Elicit and share as a class.

D Discussion dictation

1 Dictate and discuss

- Draw Ss' attention to Exercise D.
- Say: *Now listen and write the questions 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 What is the most popular social network site in your country?
- 2 Do any politicians or entertainers use social network sites in your country?
- 3 What examples of social media being used to promote change can you think of?

- Have Ss form small groups. Say: *These questions are related to our topic. Think about what you have learned from the reading about the power of social media. Now let's answer the questions.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the questions. Monitor discussion and write down a selection of answers to review as a group.

2 Share and compare

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting answers from the discussion and share with the 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; demonstrate paraphrasing and inference skills; personalize the context of the topic in a group discussion.



Remind 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.



Teachers have the option of presenting the reading as a listening text. You can download the audio from the **In Focus** Teacher's resource site: www.cambridge.org/infocus

A Pre-reading questions

- Read the title with the Ss. Draw Ss' 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 a finger touching an image of one person that is connected to images of many other people. This illustrates the connections that are created using social media.*)
- Have Ss focus on the pre-reading questions. Say: *Here are some things to think about before we read. The answers to the questions are in the reading.*
- Have Ss read and answer the pre-reading questions individually.
- Elicit Ss' ideas and write them 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. Correct as necessary.
- Ask Ss to think about additional information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *It was interesting to learn that there have been four revolutions connected with the use of mass media.*)
- Have Ss read the text again and highlight or underline information they find interesting.

C Understanding the text

- Read the instructions with Ss. Clarify meaning as necessary.
- Allow time for Ss to read and answer the questions.
- Elicit and check answers as a class.

ANSWERS

- 1 C
- 2 A
- 3 B
- 4 A

D Paraphrasing

- Draw Ss' attention to Section D. Say: *Remember, paraphrasing is summarizing an idea or concept presented in a text. The words are often different, but the idea or concept is the same. We will read a paraphrased idea and find the part of the text that matches the idea.*
- Read the instructions as a class.
- Model with the first answer for Ss. (*The first statement says "The Democratic party used a mix of different social media to get people together and raise money." Do you remember reading about this idea in the text? Which part of the text introduces this idea?*)
- Have Ss read the statements and find the paragraph that best matches the paraphrased idea.
- Check answers as a class.

ANSWERS

- 1 Lines 42–44
- 2 Lines 53–55
- 3 Lines 59–60

E Prediction: concluding statements

- Draw Ss' attention to the instructions. Say: *Now let's think about the author's point of view. Read these statements. Based on the author's point of view, which statement would make a good conclusion to the reading?*
- Read the statements with Ss. Clarify as necessary.
- Allow time for Ss to read and complete the activity.
- Elicit Ss' answers. Encourage Ss to give reasons for their choice.

ANSWER

B

Expansion

- ◆ Organize Ss into pairs.
- ◆ Say: *Think about the statement you predicted the author would write. What are other possible concluding statements the author could write? Work with your partner. Imagine you are the author. Write a new concluding statement for this passage.*
- ◆ Allow time for Ss to work together to create new concluding statements.
- ◆ Rearrange Ss into new pairs.
- ◆ Have Ss share and compare concluding statements with their new partners.
- ◆ Elicit Ss' ideas as a class. Invite a few Ss to share why they think their statements reflect the author's point of view.

Going beyond the text

Assign the questions as homework and have Ss prepare written responses. Use the written responses to scaffold the discussion in the classroom.



- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 92. Remind Ss that they will discuss the parts they found interesting and compare with a partner. Ask them to provide additional information to describe why they found the information interesting.
- Model with 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: Say: *Think about the reading. It describes the positive impact of social media, but are there negative effects? What advantages or disadvantages do you see in social media use? Let's read these questions and share our ideas.*
- Have Ss read and discuss the questions.
- Elicit and share Ss' ideas as a class.

4 Researching a topic

Page 94

Objectives: describe data in a chart and graph related to the number of users of popular social media services; use the data to complete a graph; share and interpret the data in a group discussion

A Information gathering

1 Complete the chart

- Arrange Ss into pairs.
- Say: *The chart shows the number of users on popular social media sites since 2006. Let's find out more about the changes on these sites.*
- Draw Ss' attention to the columns in the chart. Clarify each section as necessary. Say: *In the first column, we can see different social media services. In the next columns, we see the years. The information in the chart indicates the number of users in millions for each year.*
- Have Ss form pairs. Assign one S the role of A and one the role of B. Have Student B turn to page 103.

- Say: *Now let's fill in the missing information in your chart. Ask your partner for the information.*
- Allow time for Ss to complete the activity.
- Check answers as a class.

2 Complete the graph

- Have Ss focus on the graph. Say: *This graph shows the data in the chart: the number of social media users over time. First, use the information in your chart to complete the lines from 2010 to 2013. Then use the information it to label the lines in the graph.*
- Allow time for Ss to complete the activity. Monitor and assist as necessary.
- Check answers as a class.

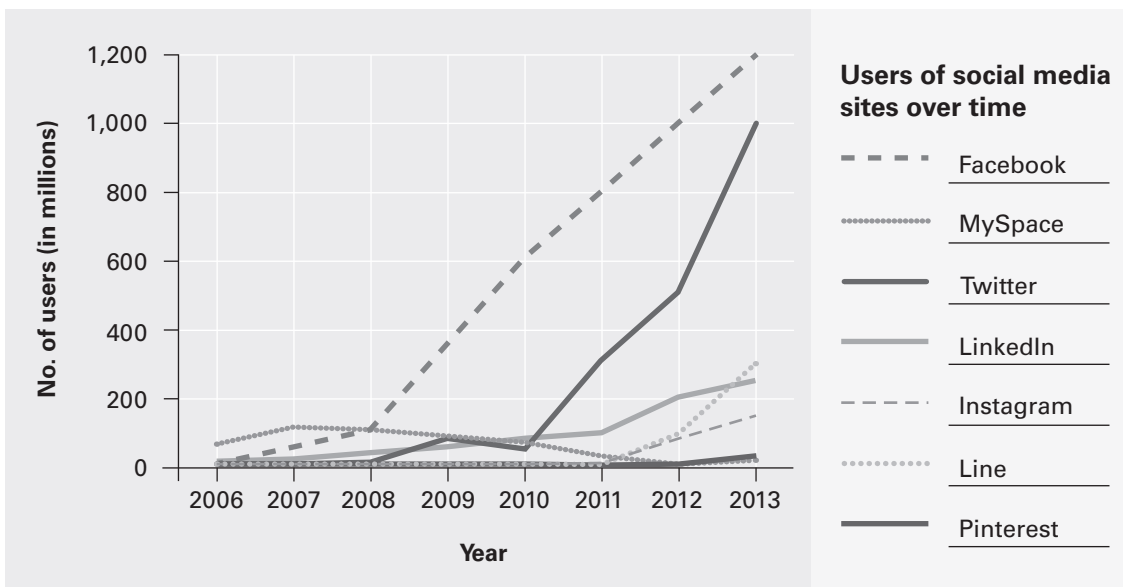
ANSWERS

Stippled blue line : Facebook
 Dotted orange line: Myspace
 Solid blue line: Twitter
 Solid green line: LinkedIn

The other three lines until 2010 are almost identical. Ss can choose among Instagram, Line and Pinterest

ANSWERS

Users of social media (in millions)								
	2006	2007	2008	2009	2010	2011	2012	2013
Facebook	2	50	100	350	600	800	1,000	1,200
Instagram	0	0	0	0	1	15	90	150
Line	0	0	0	0	0	10	100	300
LinkedIn	8	15	33	50	75	130	200	260
Myspace	62	110	100	80	60	20	10	36
Pinterest	0	0	0	0	0	11	25	70
Twitter	0	1	5	75	45	300	500	1,000



Note: Figures for Twitter show estimated total number of registered users. A figure often quoted is the number of monthly active users, which is approximately 300 million as of 2015.

B Interpreting and reporting results

1 Discuss information

- Arrange Ss into new groups.
- Say: *Let's think more about the information in the chart. What do you know about these sites? What does the chart tell us? Let's use these questions to think more about the information.*
- Allow time for Ss to read and discuss the questions. Monitor and assist as necessary.

2 Share ideas

- Say: *Now let's share our ideas with the class. Draw attention to the speech bubbles. Say: This language will help us share our ideas. Clarify as necessary.*
- Invite groups to share information from the discussion with the class.
- Encourage Ss to use the language in the speech bubbles in the discussion and ask follow-up questions to clarify ideas.

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Say: *A line graph is one way to present the information in the first chart. We can also make a bar graph to show the information. Let's create a bar graph to compare the use of social media services in 2013.*
- ◆ In groups, have Ss create a bar graph to show the use of each social media site in 2013.
- ◆ Have each group join with another group. Direct groups to compare their charts with their new partners.

5 Critical thinking

Pages 95–96

Objectives: identify reasons connected to decisions; make, explain, and judge reasons; write a letter of recommendation or intention; prepare and give a presentation about cyberbullying; discuss meaning of a quote and its relationship to learning in the unit.

A Decision-making

- Draw Ss' attention to Section A. Say: *When we make decisions, we usually have one or more reasons. This is similar to cause and effect. The decision is the effect of a specific reason or the cause. Let's look at two different situations. In each case, someone is making a decision based on information they have received. Let's read and find the reason behind each decision.*

- Read the instructions and information in situation 1 with Ss. Clarify as necessary.
- Have Ss draw a line to connect the decisions and reasons. Elicit or provide the first answer for Ss. Say: *Why did the IT manager decide to block the Internet?* (**Answer:** *because employees can access new social media sites.*)
- Allow time for Ss to read and complete the activity.
- Check answers as a class.
- Repeat with situation 2.

ANSWERS

1

Decision

- 1 Block access to the Internet
- 2 Block social media sites
- 3 Publish the report

Reason

- to prevent employees from accessing them.
- so that employees know that they are being tracked.
- because employees can access new social media sites.

2

Decision

- 1 Ask your daughter for the password
- 2 Call the parents of bullies
- 3 Contact the police

Reason

- to persuade them to tell their children to stop.
- because you think a crime has been committed.
- so you can delete her social media account.

B Judging reasons

- Say: *Let's think about situation 2. Imagine you are a friend of the parent and want to help. During an online search, you found these resources for your friend to use. Which website would you recommend?*
- Allow time for Ss to read about each website. Clarify as necessary with Ss.
- Focus Ss' attention on the sources. Ask: *Which websites would you recommend? Circle them. Think about why you would suggest them. What about the other sites?*

Encourage Ss to write their reason for their recommendations and why they did not recommend the other sites.



- Arrange Ss into pairs. Say: *Now let's share our choices. Explain your choices to your partner.*
- Have pairs share and compare answers and reasons for their choices.
- Elicit and share Ss' ideas as a class.

Expansion

- ◆ Arrange Ss into small groups.
- ◆ Review the websites shown in Section B.
- ◆ Say: *Let's rank these from 1, best, to 4, worst. Talk with your partners. Everyone in your group has to agree about the ranking for these resources.*
- ◆ Allow time for Ss to rank the resources.
- ◆ Arrange Ss into new groups. Ask: *How are your rankings similar or different? Let's compare.*
- ◆ Allow time for Ss to compare their rankings.
- ◆ Elicit and review as a class.
- ◆ Have the class rank the sites together based on information from the discussion.

C Writing

- Draw Ss' attention to Section C. Say: *Think about the two different situations in Section A. You are going to choose one situation to write about.*
- Elicit a summary of the two situations from Ss to clarify.
- Focus Ss' attention on the instructions. Review and clarify the two different types of letters Ss can choose to write. Have Ss choose one situation.
- Allow time for Ss to write the letter. Monitor and assist as necessary.
- Arrange Ss into pairs. Have pairs compare letters.
- Collect paragraphs from Ss to grade.

D Presentation

1 Discuss the issues

- Organize Ss into small groups.
- Say: *You are going to do a presentation at a junior high school to help raise awareness of problems with cyberbullying and other ways social media behavior can have a negative effect on a young person's life.*
- Draw Ss' attention to the questions. Say: *These questions will help you think about the issues and prepare your presentation.*
- Read the questions. Clarify as necessary.
- Say: *Now discuss the questions. In your group, one person should take notes to use for your presentation.*
- Allow time for Ss to discuss the questions. Monitor and assist as necessary.

Have Ss create a mind map to organize their notes from the discussion. This will help in the presentation.



2 Prepare

- Focus Ss' attention on Exercise 2.
- Say: *Now you will prepare a short presentation for the class. In your presentation, be sure to answer the questions in Exercise 1.*
- If Ss have access to the Internet, ask them to research actual cases of cyberbullying.
- Have Ss review the presentation tips on pages 16, 40, and 72.
- Review the roles for the presentation: Ask: *In your group, who will be the presenters? Who will be the note takers? How will you work together to complete the presentation.* Have Ss choose roles.
- Remind Ss to create a title for the presentation.
- Draw Ss' attention to the tip. Read the information about closers. Clarify as necessary. Say: *Remember to use one of the type of closers shown.*
- Draw Ss' attention to the language in the speech bubbles. Say: *You can use these statements to close your presentation.*

Review the types of closers in the Tip box for Ss. Provide an example of each type to demonstrate how to conclude a presentation effectively.



- Allow time for Ss to prepare their presentation in their groups.
- Monitor and assist as Ss develop their presentations.

Assign presentation preparation as homework to allow groups more time to prepare. Encourage Ss to include real-life stories to illustrate their points.



3 Present

- Say: *Now it's time to give your presentation.*
- Allow time for each group to present to the class or have them form groups and present to each other.
- Encourage Ss to ask follow-up questions to the presenters to learn more about examples or opinions expressed in the presentation.

Expansion

- ◆ Make a list on the board of groups who are presenting.
- ◆ After all groups have presented, ask Ss to vote on the best presentation.
- ◆ Provide the winning presentation with a prize.

Quotable Quotes

Social media has infected the world with a sickening virus called vanity.

Kellie Elmore
author and blogger

Background Information

Kellie Elmore is an American author, blogger, and poet who writes short stories, fiction, and personal narratives to describe events in her own life. Elmore's work is inspired by nature, people, and photography.

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 as necessary.
- Allow time for Ss to share their thoughts in their groups.
- Draw Ss' attention to the questions. Have Ss discuss them with their partners.
- Elicit Ss' ideas and share as a class. Continue with the additional questions.
- Elicit Ss' ideas and share ideas as a class.

Assessment program

Contents

Written Test 1
Written Test 2
Speaking Test assessment notes
Speaking Test assessment sheets
Speaking Test 1
Speaking Test 2
Listening Test 1
Listening Test 2
Written Test answer keys
Speaking Test answer keys
Listening Test 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 / Idioms / Phrasal verbs	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 the power to control others or tell others what to do
a authority b utility c controversy d likelihood
- 2 a rate of increase that becomes quicker and quicker as something increases or becomes larger
a minimal b intensive c unstable d exponential
- 3 to control something or someone to your advantage, often unfairly or dishonestly
a undermine b manipulate c minimize d allocate
- 4 helping to achieve a long-range plan, for example in business or politics
a evident b dominant c strategic d ethical

_____ / 8 pts

B Match the words on the right to the definitions on the left.

- 1 _____ easily influenced or harmed by something
- 2 _____ the process of giving things out to several or many people, or spreading something over an area
- 3 _____ accepting things as they are in fact and not making decisions based on unlikely hopes for the future
- 4 _____ a generally accepted opinion, wide agreement

- a realistic
- b susceptible
- c distribution
- d consensus

_____ / 8 pts

C Complete each sentence with the correct word from the box.

implicit simultaneously inferior neutral

- 1 The survey exposed a _____ attitude among the population for green energy products.
- 2 Even though the cheap products are _____, many will buy them to save money.
- 3 Eric advanced quickly in the company because of his ability to work on many projects _____.
- 4 One of the _____ concepts of free trade is that the price of goods will be affected.

_____ / 8 pts

Part 1 Total _____ / 24 pts

Part 2 Word parts, idioms, and phrasal verbs

Read the sentences. Circle the best definition of the word part or words underlined in the sentences below.

- 1 The teacher felt there was some justification for the harsh punishment. Ken tried to justify spending all his savings on a new game. When someone is imprisoned without a trial, it is unjust.

 - a unusual
 - b fair or right
 - c shocking
 - d too much
- 2 The advertisement used a subconscious trigger to appeal to customers. We are sorry to report that he did not regain consciousness after the accident. She was still conscious when the surgeon began the operation.

 - a aware
 - b large
 - c intelligent
 - d asleep
- 3 The translated poetry has an entirely different meaning from the original. Translucent curtains are best to encourage the health of indoor plants. Atlanta is the one of the largest transport hubs in the United States.

 - a interesting, active
 - b bright or shiny
 - c underneath
 - d across, through, beyond
- 4 It certainly isn't perfect, but capitalism has helped take millions of people out of poverty. I don't agree that all capitalists are simply greedy. Eva was thrilled with the capital gain she received after selling her stock in the company.

 - a related to crime
 - b related to corruption
 - c related to money or property
 - d related to politics or power
- 5 The national election was universally considered to be a one-horse race. The HR manager knew it was a one-horse race after finishing the interview. I like many of the teams playing, but you have to admit it looks like a one-horse race.

 - a a program that allows multiple outcomes
 - b a situation in which one person or thing will most likely succeed
 - c an arrangement to cheat others
 - d a game in which animals compete to determine a winner
- 6 Kim would never pass up the opportunity to sing on an international talent show. I have no idea why she passed up the offer of a promotion. My mother decided to pass up the chance to extend the mortgage on our house.

 - a refuse to be involved
 - b argue against
 - c not take advantage of
 - d give to someone else

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 best answers according to the text.

- 1 Which of the following is NOT true about Margaret Thatcher?
 - a She was the first female prime minister of Britain.
 - b She was associated with a political party traditionally ruled by men.
 - c She believed that the government should not support failing industries.
 - d During her rule, Britain's military did not attack because she didn't believe in violence.

- 2 Which of the following statements best describes the author's opinion about female politicians?
 - a Female politicians are less controversial than male politicians.
 - b Governments are different when ruled by women.
 - c In politics, gender probably has less influence than a person's beliefs.
 - d Female politicians will be tested by hostile forces from other countries.

_____ / 4 pts

B Review the passage on page 10 of the Student's Book. Read the questions and circle the best answers according to the text.

- 1 Why did the Cochabamba Water War start a worldwide debate?
 - a Before 1999, most fresh water came from Bolivia and other South American countries.
 - b People were concerned about for-profit water companies taking advantage of the poor.
 - c Governments started to promise delivery of water for free.
 - d Water provided to Bolivians was imported from other countries.

- 2 Which of the following statements can be inferred from the text?
 - a The World Bank did not want the public to know it advised selling public water services.
 - b The government of Bolivia was hiding money from the World Bank.
 - c Protests by the poor are will always be an effective way to change poor policy.
 - d The poor of Cochabamba understood why water prices were raised.

_____ / 4 pts

C Review the passage on page 18 of the Student's Book. Read the questions and circle the best answers according to the text.

- 1 What convinced Gwyneth Cravens that nuclear power should be considered green energy?
 - a The threat of global warming could only be addressed with access to nuclear power.
 - b Nuclear scientists told her that she should change her mind in favor of nuclear power.
 - c She examined evidence that proved nuclear power is necessary to meet consumption needs.
 - d Evidence from nuclear disasters showed that a nuclear meltdown was not always harmful.

- 2 Which of the following statements can be inferred from the text?
 - a Solar and wind energy services are useful but insufficient for the needs of today's energy consumers.
 - b Energy from nuclear power is just as clean as solar and wind energy sources.
 - c The rise in 24-hour energy use is related to the popularity of smartphones, tablets, and computers.
 - d The by-products of coal plants used to create nuclear power are worse than those produced by nuclear plants.

_____ / 4 pts

D Review the passage on page 26 of the Student's Book. Read the statements and write T (true), F (false), or D (don't know) if there is not enough information in the text to determine if a statement is true or false.

1 Allowing free trade reduces the price of imported goods. _____

2 Free trade often results in lost revenue when companies relocate to reduce labor costs. _____

_____ / 4 pts

E Review the passage on page 34 of the Student's Book. Read the statements and write T (true), F (false), or D (don't know) if there is not enough information in the text to determine if a statement is true or false.

1 Gutenberg invented the printing press because people wanted to read more books. _____

2 Laredo will have bookstores again in the future. _____

_____ / 4 pts

F Review the passage on page 42 of the Student's Book. Read the statements and write T (true), F (false), or D (don't know) if there is not enough information in the text to determine if a statement is true or false.

1 Video game addicts are often unaware of the amount of time they spend playing. _____

2 Being successful in online games helps people feel more confident about their real lives. _____

_____ / 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 Having legal responsibility for someone or something
a rational b finite c tremendous d liable
- 2 The process of removing something
a elimination b trauma c onset d fraction
- 3 based on good judgment and practical ideas or understanding
a legitimate b sensible c shallow d viable
- 4 to stop a person from speaking for a short period by something you say or do.
a skip b swap c interrupt d facilitate

_____ / 8 pts

B Match the words on the right to the definitions on the left.

- 1 _____ description of someone or something in a film, book, on TV, etc.
- 2 _____ a particular government or a system or method of government
- 3 _____ the act of making someone who has done something wrong do something they don't want to do
- 4 _____ come together and meet, or move to the same point

- a punishment
- b portrayal
- c converge
- d regime

_____ / 8 pts

C Complete each sentence with the correct word from the box.

sensor compensate exploit treaty

- 1 Tom knew the company would _____ him for travel during the project.
- 2 The war between the two countries ended when the United Nations negotiated a _____ .
- 3 After many complaints from the public, the government decided to _____ the materials for young children.
- 4 There was a large protest over concerns that the new program would encourage companies to _____ the poor.

_____ / 8 pts

Part 1 Total _____ / 24 pts

Part 2 Idioms and phrasal verbs

Read the sentences. Circle the best definition of the idiom or phrasal verb underlined.

- 1 It took three years of work before the store began to break even.
After a weekend in the casino, we were lucky to just break even.
We didn't expect to break even when we sold our stocks after the market crashed.
 - a Make a profit from a business
 - b Neither lose nor gain money
 - c Lose money in a financial deal
 - d Create an opportunity for investment

- 2 It's sometimes very hard to turn the other cheek after an argument.
Hugh couldn't turn the other cheek after his fight with his girlfriend.
Sasha turned the other cheek when she was wronged by her best friend.
 - a apologize for bad behavior
 - b forgive someone for being rude
 - c tell others about a bad situation
 - d decide not to hurt someone who has hurt you

- 3 If we don't get a new investor soon, we will run out of capital for this business.
Improved protection will minimize the possibility of running out of fish in the future.
Don't expect me to pay for dinner tonight because I've run out of money.
 - a exercise over a period of time
 - b use up a supply
 - c organize an event
 - d leave somewhere quickly

- 4 Can you give me a heads up before you publish the document?
Ashley's mother called to give her a heads up before coming over for dinner.
Harry forgot to give his students a heads up about the new test.
 - a collect and organize information
 - b improve the quality of goods and services
 - c inform others that something is going to happen
 - d provide assistance to others

- 5 I just can't put up with this noise anymore! I'm calling the police.
Stefan decided he couldn't put up with the poor quality of work produced by his team.
I'm amazed how she can put up with her boss's continual demands.
 - a offer support to someone
 - b adjust to a changing situation
 - c accept someone or something that is not pleasant
 - d try to improve a difficult situation

- 6 A surprise scandal can bring down even the most powerful politicians.
The rebels have been trying to bring down the government since the election.
The very rapid introduction of new technology brought down the company.
 - a force someone or something to change
 - b interfere with results
 - c improve communications
 - d cause to lose power

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 best answers according to the text.

- 1 Which of the following statements best describes why dowry payments have ended in many countries?
 - a Only wealthy families wanted a dowry.
 - b Many societies made them illegal.
 - c Allowing people to divorce made a dowry unnecessary.
 - d The expense of a dowry was too much for many families.
- 2 Which of the following can be inferred from the text?
 - a Polygamy as a practice is morally and culturally wrong.
 - b In modern society, polygamy is no longer practiced for fear it would damage society.
 - c Cultural attitudes and beliefs determine if polygamy is legal or illegal in a country.
 - d Polygamy is becoming more common in several countries.

_____ / 4 pts

B Review the passage on page 58 of the Student's Book. Read the questions and circle the best answers according to the text.

- 1 Which of the following statements best reflects the author's point of view?
 - a If we don't act to prevent overfishing, other fishing areas are likely to follow the example of what happened in the Grand Banks.
 - b Overfishing can help reduce waste in fishing areas, and this can be good for the environment.
 - c Biologists who study fishing patterns are bad for fishermen.
 - d Fish populations will recover naturally over time if humans do not interfere.
- 2 Which of the following best reflects the definition of "collapse" in the context of fishing?
 - a To fall down suddenly
 - b To become nearly extinct
 - c to become weak and sick
 - d Make something large into something smaller

_____ / 4 pts

C Review the passage on page 66 of the Student's Book. Read the questions and circle the best answers according to the text.

- 1 Why is wind power the main source of green energy chosen by Denmark?
 - a The country exports its oil to other countries.
 - b The country is too cloudy for the use of solar panels as an energy source.
 - c Using oil for energy became too expensive for people in Denmark.
 - d Access to constant wind off the coast makes it a good energy source.
- 2 Which of the following can be inferred from the text?
 - a Denmark will be ahead of other countries regarding wind power when oil shortages make oil power too expensive.
 - b Energy costs in Denmark will be higher as more of the energy is supplied by green energy.
 - c The cost of constructing windmills makes wind power too expensive.
 - d Denmark's commitment to green energy will impact the exportation of oil to other countries.

_____ / 4 pts

D Review the passage on page 74 of the Student's Book. Read the statements and write T (true), F (false), or D (don't know) if there is not enough information in the text to determine if a statement is true or false.

1 Subprime loans were a good option for banks and most homebuyers. _____

2 Not many people who caused the economic crisis were actually punished. _____

_____ / 4 pts

E Review the passage on page 82 of the Student's Book. Read the statements and write T (true), F (false), or D (don't know) if there is not enough information in the text to determine if a statement is true or false.

1 Many high-tech companies believe that telecommuting has more disadvantages than advantages. _____

2 The telecommuting trend will probably be reversed as companies realize the importance of employees working together. _____

_____ / 4 pts

F Review the passage on page 90 of the Student's Book. Read the statements and write T (true), F (false), or D (don't know) if there is not enough information in the text to determine if a statement is true or false.

1 When the first computers were made, people quickly realized they would change the world. _____

2 Globalization has made it harder for governments to control the information shared through computers. _____

_____ / 4 pts

Part 3 Total _____ / 24 pts

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 What actions can a country take to support gender equality?
- 2 What are two pros and two cons of free trade?
- 3 Do you believe online stores will replace traditional stores? Why or why not?

B Now answer your partner's questions.

C Read these statements to your partner.

- 1 China has lost thousands of rivers since the 1950s.
- 2 The level of CO₂ in the atmosphere has increased rapidly in recent years.
- 3 Many online addicts spend hours playing games every day.

D Listen to your partner's statements. Match each statement to the cause or the effect below, and write C (cause) or E (effect). Then explain your answers.

Question	Statement	C / E
	Free trade agreements make imports and exports easier.	
	"Showrooming" is becoming increasingly popular among people with smartphones.	
	Young people will be less likely to be sent to war.	

Student B

A Listen and answer your partners' questions.

B Now, ask your partner these questions.

- 1 What are two pros and two cons of nuclear energy?
- 2 Do you believe online addiction is a disease? Why or why not?
- 3 What actions can a country take to help reduce water consumption by the population?

C Listen to your partner's statements. Match each statement to the cause or the effect below, and write C (cause) or E (effect). Then explain your answers.

Question	Statement	C / E
	Serious problems, such as rising sea levels and extreme weather, are now being experienced.	
	Little time left for other things means inferior academic performance.	
	Water has been diverted for industry and agriculture.	

D Read these statements to your partner.

- 1 Conventional retailers often get angry.
- 2 More women are likely to be in positions of power in politics.
- 3 Jobs are lost in countries where labor costs are higher.

Speaking Test 2

Units 7–12

Student A

A Ask your partner these questions.

- 1 What are two pros and two cons of monogamy?
- 2 Is renewable energy better than fossil fuel energy? Why or why not?
- 3 What do you think the office of the future will look like?

B Now answer your partner's questions.

C Read these statements to your partner.

- 1 Overfishing is now threatening many fish species with extinction.
- 2 Cyberbullying has become increasingly common among young people.
- 3 The more money you have, the easier it is to make money.

D Listen to your partner's statements. Match each statement to the cause or the effect below, and write C (cause) or E (effect). Then explain your answers.

Question	Statement	C / E
	A lot of people now realize how serious a problem climate change is.	
	More and more companies allow their employees to work from home.	
	Legally, marriage is not as important as it used to be.	

Student B

A Now answer your partner's questions.

B Ask your partner these questions.

- 1 What steps should your government take to reduce the impact of overfishing?
- 2 Should wealth be regulated to make the world more equal? Why or why not?
- 3 What are two pros and two cons of unregulated social technology?

C Listen to your partner's statements. Match each statement to the cause or the effect below, and write C (cause) or E (effect). Then explain your answers.

Question	Statement	C / E
	Inequality in many societies in many countries has grown rapidly.	
	Profits are huge and the risks are low.	
	Social media use has exploded in the last 10 years.	

D Read these statements to your partner.

- 1 Telecommuting reduces increases the productivity of employees.
- 2 Laws protecting women's rights have been strengthened in a lot of countries.
- 3 People are willing to pay more for solar power to protect the environment.

Listening Test 1

Units 1–6

Name: _____

Date: _____

Total Score _____ / 24 pts

A Listen and write down the questions or statements.

1 _____

_____ / 4 pts

2 _____

_____ / 4 pts

3 _____

_____ / 4 pts

4 _____

_____ / 4 pts

5 _____

_____ / 4 pts

6 _____

_____ / 4 pts

OPTIONAL

B Choose one question or statement from Exercise A. Discuss it with your 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 _____

_____ / 4 pts

2 _____

_____ / 4 pts

3 _____

_____ / 4 pts

4 _____

_____ / 4 pts

5 _____

_____ / 4 pts

6 _____

_____ / 4 pts

OPTIONAL

B Choose one question or statement from Exercise A. Discuss it with your partner.

C Think about the statement you discussed. What is your opinion? Write your opinion and your reasons below.

Written Test 1

answer key

Part 1 Vocabulary

- A** 1 a 3 b
2 d 4 c
- B** 1 b 3 a
2 c 4 d
- C** 1 neutral 3 simultaneously
2 inferior 4 implicit

Part 2 Word parts, idioms, and phrasal verbs

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

Part 3 Critical reading

- A** 1 d
2 c
- B** 1 b
2 a
- C** 1 c
2 a
- D** 1 D
2 T
- E** 1 F
2 D
- F** 1 T
2 F

Written Test 2

answer key

Part 1 Vocabulary

- A** 1 d 3 b
2 a 4 c
- B** 1 b 3 a
2 d 4 c
- C** 1 compensate 3 censor
2 treaty 4 exploit

Part 2 Idioms and phrasal verbs

- 1 b 4 c
2 d 5 c
3 b 6 d

Part 3 Critical reading

- A** 1 d
2 c
- B** 1 a
2 b
- C** 1 d
2 a
- D** 1 F
2 T
- E** 1 T
2 D
- F** 1 F
2 T

Speaking Test 1

answer key

Student A Exercise D

Question	Statement	C / E
3	Free trade agreements make imports and exports easier.	C
1	"Showrooming" is becoming increasingly popular among people with smartphones.	C
2	Young people will be less likely to be sent to war.	E

Student B Exercise C

Question	Statement	C / E
2	Serious problems, such as rising sea levels and extreme weather, are now being experienced.	E
3	Little time left for other things means inferior academic performance.	E
1	Water has been diverted for industry and agriculture.	C

Speaking Test 2

answer key

Student A Exercise D

Question	Statement	C / E
3	A lot of people now realize how serious a problem climate change is.	C
1	More and more companies allow their employees to work from home.	E
2	Legally, marriage is not as important as it used to be.	E

Student B Exercise C

Question	Statement	C / E
3	Inequality in many societies in many countries has grown rapidly.	E
1	Profits are huge and the risks are low.	C
2	Social media use has exploded in the last 10 years.	C

Listening Test scripts

(answer key)

Listening Test 1 (Units 1–6)

1 From Unit 1

What would happen if more women were in positions of power? Would governments be any different if women had the authority to start wars, set economic policy, and run countries?

2 From Unit 2

It's time for people in the developed world to rethink their attitude toward water. It is evident that unrestricted development and using rivers as sewers is ridiculous.

3 From Unit 3

At the present rate of fossil fuel use, the impact in heat energy that we are putting into the atmosphere is equivalent to four Hiroshima-sized atomic bombs every second. This cannot continue.

4 From Unit 4

There are people who are against NAFTA. They argue that free-trade agreements mainly benefit the capitalists who build factories in countries with the cheapest land and labor.

5 From Unit 5

Conventional retailers are victims of changing technologies that are driving shopping habits. This is nothing new; businesses have always been susceptible to change.

6 From Unit 6

The people most at risk of developing an online addiction are those who are unhappy with their lives and who wish to escape through other activities. Frequently, the activity gives them something that is missing in their real lives.

Listening Test scripts

(answer key)

Listening Test 2 (Units 7–12)

1 From Unit 7

In Africa and across the Middle East, there are many countries today where polygamy is legal. Historically, there are far fewer examples of women having more than one husband, and no countries today formally recognize this type of polygamy.

2 From Unit 8

One thing is certain. Unless we do something about this massive attack upon our ocean environment and its biodiversity, we may be the last generation to know what it is like to eat wild fish.

3 From Unit 9

It is clear that the path to a future environmentally friendly world, one with sufficient energy for all, lies in our investment in renewable energy today and its use tomorrow.

4 From Unit 10

Such attempts are not a recipe for success. Capitalism may not be perfect, but as yet no one has invented a better economic system.

5 From Unit 11

Companies such as Google, Microsoft, and Facebook believe their employees need to work together as a group.

6 From Unit 12

With increasing globalization, corporations are much more likely to invest in countries in which these technologies are unrestricted and avoid countries where access to communication is restricted or interrupted.

Core vocabulary: keywords

Unit-by-unit list

Unit 1

authority
discrimination
distribution
dominant
ethical
justification
motive
scenario
traditionally
unstable

Unit 2

consciousness
consumption
emergence
evident
minimal
namely
norm
prevalence
publish
ridiculous

Unit 3

accumulation
consensus
contrary
controversy
empirical
impact
neutral
rejection
statistically
transmission

Unit 4

aspect
capitalist
implicit
likelihood
locally
migration
minimize
overhead
sustainable
undermine

Unit 5

behavioral
candidate
disadvantage
mall
revolutionary
simultaneously
specialty
strategic
susceptible
utility

Unit 6

allocate
epidemic
exponential
fatigue
inferior
intensive
interact
interfere
manipulate
realistic

Unit 7

breakdown
compensate
elimination
formally
genetic(s)
goods
historically
legitimate
punishment
viable

Unit 8

ancestor
biodiversity
biologist
continent
degrade
rational
shallow
stabilize
treaty
widespread

Unit 9

bulk
exploit
finite
infinite
likewise
obtain
reliability
solar
transformation
utilize

Unit 10

bundle
censor
illusion
liable
multinational
portrayal
recipe
sensible
trauma
unemployed

Unit 11

bonus
converge
fraction
incidence
leisure
skip
slash
socialize
swap
tremendous

Unit 12

communicative
demonstrator
facilitate
globalization
interrupt
media
onset
prejudice
productivity
regime

Alphabetical list

A

accumulation
allocate
ancestor
aspect
authority

B

behavioral
biodiversity
biologist
bonus
breakdown
bulk
bundle

C

candidate
capitalist
censor
communicative
compensate
consciousness
consensus
consumption
continent
contrary
controversy
converge

D

degrade
demonstrator
disadvantage
discrimination
distribution
dominant

E

elimination
emergence
empirical

epidemic
ethical
evident
exploit
exponential

F

facilitate
fatigue
finite
formally
fraction

G

genetic(s)
globalization
goods

H

historically

I

illusion
impact
implicit
incidence
inferior
infinite
intensive
interact
interfere
interrupt

J

justification

L

legitimate
leisure
liable
likelihood

likewise
locally

M

mall
manipulate
media
migration
minimal
minimize
motive
multinational

N

namely
neutral
norm

O

obtain
onset
overhead

P

portrayal
prejudice
prevalence
productivity
publish
punishment

R

rational
realistic
recipe
regime
rejection
reliability
revolutionary
ridiculous

S

scenario
sensible
shallow
simultaneously
skip
slash
socialize
solar
specialty
stabilize
statistically
strategic
susceptible
sustainable
swap

T

traditionally
transformation
transmission
trauma
treaty
tremendous

U

undermine
unemployed
unstable
utility
utilize

V

viable

W

widespread