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IN FOCUS

Teacher's Manual

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CAMBRIDGE UNIVERSITY PRESS

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UNIVERSITY PRESS

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

Cambridge University Press is part of the University of Cambridge.

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

www.cambridge.org
Information on this title: www.cambridge.org/9781107671829

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First published in print format 2014
This Online format 2014

ISBN 978-1-107-67182-9 Paperback Teacher's Manual 1
ISBN 978-1-107-62709-3 Paperback Student's Book 1

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

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Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1	1 Pages 1–8	The Effects of Advertising Benefits and disadvantages of advertising	1 Advertising & Consumerism 2 You Are What You Buy	Scanning Skimming Identifying topic and main idea Identifying unnecessary information Identifying opinions	Identifying a part of speech: verbs Word parts: *ism* Example: *consumerism*
Cycle 1	2 Pages 9–16	Extreme Sports Why do extreme sports? What are the risks?	1 Extreme Athletes 2 Extreme Sports, Extreme Risks	Scanning Skimming Identifying topic and main idea Logical reasoning Identifying opinions	Identifying a part of speech: verbs and adverbs Word parts: *para* Example: *parachute*
Cycle 1	3 Pages 17–24	Our Aging Population Problems of increasing numbers of old people	1 Time to Relax? 2 Growing Old	Scanning Skimming Identifying topic and main idea Finding supporting ideas Making inferences	Identifying a part of speech: adjectives and nouns Word parts: *medi* Example: *Mediterranean*
Cycle 1	4 Pages 25–32	Robots in the Home Benefits of personal robots	1 Living with Robots 2 A New Member of the Family	Scanning Skimming Identifying topic and main idea Identifying unnecessary information Identifying opinions	Identifying a part of speech: nouns Word parts: *uni* Example: *universal*
Cycle 1	5 Pages 33–40	Animals: Our Research Partners? Benefits and the cruelty of animal testing	1 Animal Testing 2 Is Animal Research Necessary?	Scanning Skimming Identifying topic and main idea Logical reasoning Identifying opinions	Word friends (collocations) Word parts: *dis* Example: *disease*
Cycle 1	6 Pages 41–48	The Online Information Debate Benefits and disadvantages of digital information	1 The Death of the Encyclopedia 2 The Age of Digital Information	Scanning Skimming Identifying topic and main idea Finding supporting ideas Identifying opinions	Word friends (collocations) Word parts: *sur* Example: *survey*

			Critical thinking	
	Research skills	**Writing**	**Skills**	**Speaking**
	Information gathering • Analyzing advertisements Comparing results • Comparing and discussing advertisements and their effectiveness	Sentence writing The most popular and effective advertising techniques	Matching statements with the author's opinion Categorizing the effects of advertising: positive or negative	Discussion • Matching slogans with advertising techniques • "Greenwashing" as an advertising technique Quotable Quotes • Discussing whether advertising must always tell the truth
	Information gathering • Ranking how dangerous certain sports are Comparing results • Comparing and discussing popularity of sports	Sentence writing Taking up a sport again after a serious accident	Matching statements with the author's opinion Finding out and ranking the reasons for people to do sports	Discussion • Should extreme athletes have to pay their own hospital bills? Quotable Quotes • Discussing people who "live dangerously"
	Information gathering • Comparing the average age of populations in different countries Comparing results • Comparing ideas for coping with different population ages	Sentence writing What old people fear most about growing old	Matching statements with the author's opinion Ranking fears about old age	Discussion • Considering questions about society and the elderly Quotable Quotes • Discussing the best age to be rich and poor
	Information gathering • Completing an information chart on movies starring robots Comparing results • Discussing different functions of robots and which types will exist in the future	Sentence writing Should robots have rights?	Matching statements with the author's opinion Ranking household activities that robots could do	Discussion • Designing a new robot in a small group • Presenting the robot to the class Quotable Quotes • Discussing whether data on computers is safe
	Information gathering • Completing an information chart on animals and medical research Comparing results • Discussing the use of animals to find cures for diseases	Sentence writing Reacting to opinions on the use of animals in research	Matching statements with the author's opinion Ranking which animals should have most rights	Discussion • Assessing different arguments for and against animal rights • Deciding as a class who wins the vote Quotable Quotes • Discussing whether cosmetics could be tested on prisoners
	Information gathering • Questionnaire on Internet media usage by students Comparing results • Comparing and discussing popularity and legality of media usage	Sentence writing Pros and cons of research on the Internet	Matching statements with the author's opinion Ranking different news sources	Discussion • The right to use information available on the Internet • Reporting results of discussions Quotable Quotes • Discussing the Internet and free speech

Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	**7** Pages 49–56	Online Advertising: Making Our Lives Better? How advertising works	1 Advertising Techniques 2 How Advertisers Use the Internet	Scanning Skimming Identifying topic and main idea Identifying unnecessary information Identifying opinions	Word friends (collocations) Word parts: *con/com* Example: *company*
Cycle 2	**8** Pages 57–64	Winning at Any Cost Competition, drugs, and sport	1 How to Do Better 2 Drugs in Sport	Scanning Skimming Identifying topic and main idea Logical reasoning Identifying opinions	Word friends (collocations) Word parts: *gni/gnos* Example: *recognize*
Cycle 2	**9** Pages 65–72	Do You Want to Live Forever? Science extending human life in the future	1 Living Longer 2 Can We Afford to Live Longer?	Scanning Skimming Identifying topic and main idea Finding supporting ideas Identifying opinions	Words in context Word parts: *im* Example: *immortal*
Cycle 2	**10** Pages 73–80	I Lost my Job to a Machine! Future effects of technology and robots on employment	1 Technology and Society 2 The New Luddites	Scanning Skimming Identifying topic and main idea Identifying unnecessary information Identifying opinions	Words in context Word parts: *auto* Example: *automobile*
Cycle 2	**11** Pages 81–88	Treatment of Animals Do animals have rights?	1 Standing Up for Animals 2 People for Animal Rights	Scanning Skimming Identifying topic and main idea Logical reasoning Identifying opinions	Words in context Word parts: *sub* Example: *subzero*
Cycle 2	**12** Pages 89–96	Who Owns the News? News sources and how reliable they are	1 The News Industry Today 2 Can We Trust the News?	Scanning Skimming Identifying topic and main idea Finding supporting ideas Identifying opinions	Words in context Word parts: *inter* Example: *Internet*

	Research skills	Writing	Critical thinking: Skills	Critical thinking: Speaking
	Information gathering • Matching advertisements with advertising technique Comparing results • Comparing and discussing advertising techniques and their popularity	Sentence writing Pros and cons of advertising	Matching statements with the author's opinion Ranking personal information that students are willing to provide online	Discussion • Designing an online ad • Presenting the ad to the class and agreeing which is most effective Quotable Quotes • Discussing the power of advertising to influence people
	Information gathering • Collecting information on real cases of competition Comparing results • Comparing and discussing other cases of real world competition	Sentence writing Should dangerous or risky activities be a question of personal choice?	Matching statements with the author's opinion Ranking activities in which drugs are likely to be used	Discussion • Where and how people compete in life Quotable Quotes • Discussing how important winning is
	Information gathering • Ranking time spent on everyday activities in the UK Comparing results • Comparing and discussing the results with those of students	Sentence writing Issues and disadvantages of living very long lives	Matching statements with the author's opinion Ranking lifestyles that lead to a long life	Discussion • Planning life after retirement • Presenting plans to the class Quotable Quotes • Discussing the meaning of "quality of life"
	Information gathering • Brainstorming areas where robots can replace humans Comparing results • Discussing jobs that robots should not do	Sentence writing Pros and cons of technology and society	Matching statements with the author's opinion Ranking likelihood of jobs for robots in the future	Discussion • Discussing probable, possible, and impossible technological inventions Quotable Quotes • Discussing the role of the teacher and technology in the classroom
	Information gathering • Collecting information on food production in different countries Comparing results • Comparing and discussing the results	Sentence writing Should protesters be allowed to stop a circus performance?	Matching statements with the author's opinion Ranking animals from most liked to least liked	Discussion • Discussing different opinions on the treatment of animals Quotable Quotes • Discussing quotes for and against killing animals
	Information gathering • Matching headlines to category of news story Comparing results • Finding out which news stories are most popular	Sentence writing Very unusual news stories	Matching statements with the author's opinion Ranking how probable different news stories are	Discussion • Discussing the differences between traditional reporting and citizen journalism • Reporting ideas to the class Quotable Quotes • Discussing if the media can control the way people think

Introduction

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

Critical thinking skills development

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

Vocabulary development

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

Online resources www.cambridgeinfocus.org

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

In Focus 1

In Focus 1 is designed for students at a pre-intermediate level. The 120 keywords are taken from the NGSL. Each unit is designed to help your students build both their knowledge as well as their ability to think critically about a wide range of important topics. The topics covered are advertising, sports, population changes and life extension, robots, how people use animals, and the Internet and news. Language prompts are provided throughout to help students express themselves.

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** ONLINE Warm up Media link
Pages 2–3	Vocabulary development Reading Speaking	**2 Core vocabulary** Scanning and skimming APP Words in context: identifying a part of speech; word friends ONLINE Word parts Discussion dictation
Pages 4–5	Reading Reading skills Speaking	**3 Reading skills** Pre-reading questions Reading Identifying topic and main idea ONLINE Identifying unnecessary information; Logical reasoning; Finding supporting ideas Identifying opinions; Making inferences Going beyond the text
Page 6	Gathering, comparing, and analyzing information Speaking	**4 Find out more** Information gathering Comparing results
Pages 7–8	Critical thinking skills Writing Discussion	**5 Critical thinking** What does the author mean? Categorizing; Finding reasons and ranking them; Ranking Tweet your opinion Discussion Quotable Quotes

Unit sections

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

1 Critical cartoons

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

2 Core vocabulary

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

3 Reading skills

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

4 Find out more

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, which provide important information related to the topic and support students' understanding, are provided.

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

5 Critical thinking

One of the primary features of ***In Focus*** is the development of critical thinking skills. The preceding sections of the unit lead students through a series of structured readings and activities that encourage students to consider multiple perspectives on current issues. Through a process of research and discussion, they are able to form their own informed opinions. Bringing all the content of the unit together, this section of the unit allows students to voice their opinions and discuss them in groups and with the class. The section has four linked parts. It begins with students practicing their inference skills; this is followed by ranking and categorizing information; students then express their opinion in a short writing activity; finally, students engage in a discussion about the topic. Useful language prompts help students in each unit.

6 Quotable quotes

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

Collocations and word parts

Teaching and working with words in context and collocations

Being able to understand the meaning of new vocabulary from context is an important reading strategy and skill. Using the context in this way improves reading speed and comprehension and encourages independent reading and vocabulary development. Other learning benefits come from a knowledge of collocations, which are words that commonly appear together. A good understanding of collocations helps learners use English more naturally, and an increased awareness that some words collocate more highly than other words also promotes a more interactive reading style, allowing learners to maximize the use of a text for vocabulary learning.

With these benefits in mind, ***In Focus*** teaches not only core, high-frequency vocabulary words but also allows learners to practice guessing their meaning in context. It also helps build learners' knowledge of the most important collocations for these words. ***In Focus*** provides learners with important practice using variations on several methods.

1. **Recognizing words in context:** Parts of speech of keywords and their collocations in the text are identified to provide learners with their first exposure.
2. **Recognizing words in context:** Pairs of sentences that are missing the same keyword provide contexts for learners to guess the keywords.
3. **Recognizing collocations:** Keywords are presented with several collocation options. Learners identify which words naturally collocate with the keywords and which do not.
4. **Creating sentence with collocations:** Learners are encouraged to make their own sentences using collocations they have learned. Allowing learners to communicate personal ideas helps to internalize the language as well as encourage productive and creative use of the language.

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

Teaching and working with word parts

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

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

- **Presenting words in context:** By looking at words with similar word parts in context, learners are able to see similarities in usage and meaning, creating an inductive study of the meaning of the word part.
- **Words in use:** Various activities are used to encourage learners to apply their understanding of the meanings of words with similar word parts. Activities include word searches, unscrambling short stories, and crossword puzzles. In each case, cloze activities allow learners to place the words in context.
- **Defining word parts:** Using the inductive approach outlined above, learners have multiple opportunities to explore similarities in meanings. This enables them to choose the correct meaning of the word part from three choices given. Allowing learners to guess the meaning of words parts from context further deepens the understanding of the words and helps build a deeper connection with the word part when learners encounter it in future.

The Effects of Advertising

Unit 1

Unit 1 introduces the world of advertising and consumerism. It looks at the positive and negative effects of advertising on consumers and society. This unit connects with Unit 7, which focuses on advertising techniques and how advertisers increasingly use technology to promote their brands.

Unit and title

- ❍ Introduce the title of the unit to Ss.
- ❍ Elicit examples of advertisements from Ss. (*commercials, pop-up ads, print ads in magazines or newspapers, etc.*)
- ❍ Ask: *What do you think the effects of advertising are?*
- ❍ Make a list on the board with Ss' ideas. Have Ss copy the list. Tell Ss to add new ideas to their list.
- ❍ At the end of the unit, have Ss check their lists to see which ideas were covered in the unit.

1 Critical cartoons

Page 1

Objectives: connect to background knowledge about advertisements and advertising to children and encourage Ss to think critically about the topic.

About the topic

Advertising is the practice of promoting or selling products to consumers, and it goes back thousands of years. The earliest advertisements were posters, often made of papyrus, used to promote businesses and local events. Over the centuries, to keep pace with changes in communication technology, advertising has evolved to include print, radio, television, and most recently on computers and mobile devices using the Internet. Today, approximately US$550 billion every year is spent on advertising globally.

Interesting fact

The earliest written document similar to an advertisement is believed to be a 3,000-year-old piece of papyrus found in Egypt. It had information about a runaway slave and offered a reward for his return.

A Warm up

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the picture? What words are coming out of the TV?* (**Answers:** Two children are watching TV. Various products that would interest children are around the TV, including toys, cereal, candy, and fast food.)
- Ask Ss to discuss the questions. Say: *These questions are about the cartoon. Let's discuss the questions with our group.* Read the questions and clarify meaning as necessary.
- Draw attention to the speech bubbles. Say: *We can use these phrases to answer the questions.* Model answering Q1. (e.g., *When I was a child, I watched 5 hours of TV a day.*)

Write the phrases in the speech bubbles on the board to emphasize them for Ss. Model using each phrase to answer the questions.

Tip

- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss brainstorm and create a list of advertisements they remember from their childhood.
- ◆ Ask Ss to circle which advertisements encouraged them to buy a product.
- ◆ 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.

Consuming Kids: The Commercialization of Childhood is a documentary that shows how American children have become one of the most profitable consumer markets in the world. It raises important questions about the impact of this kind of marketing on the health and well-being of kids.

Witness is a movie starring Harrison Ford as a city police officer who tries to protect a young boy who witnesses a murder. The boy is from an Amish community, whose people do not believe in using modern technology of any kind. The police officer goes into hiding with the boy and his mother into Amish country, and he must adapt to the Amish way of life.

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

2 Core vocabulary

Pages 2–3

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



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Put Ss into pairs. Tell Ss to point to a word and ask their partners for the definition. If the partner knows the definition, have Ss circle the word. If the partner does not know, have Ss underline the word. Then have Ss change roles and repeat.
- Circulate as Ss work. Make a list on the board of words that are underlined frequently.

Allow Ss to check prior knowledge of definitions before scanning. This helps build learner confidence and eliminates re-teaching of known words.

- List the underlined words on the board. Say: *Now let's scan the reading and find the words. When you find each word, read the sentence it is in. Try to guess the meaning of the word.*
- Direct Ss to scan the reading for the words and read the sentences that contain the words.
- When finished, tell Ss to write down their guesses of the meanings of the underlined words.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

assume to accept something as true without question or proof

behavior a particular way of acting

brand a type of product made by a particular company

income money that is earned from doing work or received from investments

industry the companies and activities involved in the production of goods – especially in a factory – for sale

label the name or symbol of a company that produces goods for sale

prevent to stop something from happening or someone from doing something

stock a supply of something for use or sale

trend the general direction of changes or developments

warn to make someone aware of a possible danger or problem so that it can be avoided

Expansion

- Have Ss work individually.
- Instruct Ss to use each word to create a new sentence.
- Arrange Ss into pairs.
- Have Ss share sentences.
- Repeat sharing with additional partners as time permits.

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from your first reading? What did you notice as you looked for the words?*
- List information that Ss recall from the reading on the board.
- Say: *Now let's skim the reading and see if what we remember is correct.* Model skimming the reading quickly for Ss. (e.g., *Let's read quickly. Don't read every word or sentence.*)
- Allow time for Ss to skim the text. Check the information Ss recalled.
- Focus Ss' attention on Exercise 2. Have Ss read the statements.
- Ask: *Now that you have skimmed the text, which is the best statement?*

- Instruct Ss to circle the statement that best matches the text.
- 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: identifying a part of speech

For more information on teaching and working with words in context, see page xii.

1 Find the verbs

- Have Ss review the keywords on page 2. Say: *We have found the meaning of these words by looking at them in the reading. Now let's think about the part of speech. We are going to look at verbs. Verbs are words that describe actions.*
- Elicit one or two examples to clarify. (e.g., *run, eat, study*.)
- Ask Ss to review the words on page 2 and find the three verbs.
- Check answers as a class.

Allow Ss to use a dictionary to find the part of speech.



ANSWERS

1 warn
2 prevent
3 assume

2 Sentence subject

- Review the verbs from Exercise 1.
- Say: *We found these words in the passage. The subject of the sentence for all three words is the same. Read the sentences again. Can you find the subject?*
- Allow time for Ss to complete exercise individually.
- Check answers as a class.

ANSWER

health experts

3 Write new sentences

- Review the verbs from Exercise 1.
- Say: *Let's make new sentences using these verbs.* Model making a new sentence on the board. (e.g., *I assume you had breakfast this morning.*)
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

Have Ss use a dictionary to find the meaning of additional words to provide further scaffolding for discussion.



C Word parts: *ism*

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

1 Word search puzzle

- Draw Ss' attention to the word search puzzle. Say: *In the puzzle, there are five words that contain the word part* ism. *Let's find the words in the puzzle.*
- Model finding a word in the puzzle with Ss. (e.g., *In the second line, you can find the word* consumerism.)

Ss can find a list of the words to look for in the puzzle on page 97. Allow Ss to check the list to give them extra support.



- Allow time for Ss to find the words.
- Check the words as a class.

ANSWERS

Line 2 across:	consumerism
Line 2 down:	communism
Line 9 diagonal to top right:	atheism
Line 10 diagonal to top right:	terrorism
Line 11 across:	feminism

- Ask: *What does the word* consumerism *mean? Ask your partner if you don't know.* Elicit or give the meaning and write it on the board. (**Answer**: situation in a society in which many goods are bought and sold)
- Have Ss discuss the meanings of the remaining words in pairs.
- Elicit definitions and clarify as a class.

2 Complete the sentences

- Ask Ss to close their books. Write the word part *ism* on the board.
- Elicit or give Ss words with the word part. Make a list of words on the board.
- Write Q1 on board. Ask: *What word is missing? What does it mean?* (**Answer**: terrorism. Terrorism is an act of violence used to create fear in people.)
- See if Ss can guess the answer. Give them the answer if necessary.
- Have Ss open their books. Focus Ss' attention on the sentences. Have Ss complete the sentences with the words.
- Check answers as a class.

ANSWERS

1 terrorism
2 atheism
3 feminism
4 consumerism
5 Communism

3 Guess the meaning

- Arrange Ss in pairs.
- Instruct pairs to review the words from Exercise 2. Ask: *Look at the words that contain* ism*. What do you think it means?*

Have Ss look up words containing *ism* in a dictionary. Instruct Ss to look for common or similar parts of the definitions to guess the meaning of the word part.

- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

B

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *This is a dictation.* Dictation *means to listen and write down what you hear. Listen and write all of the words. When you are finished, you will have three questions.*
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

1 What were your favorite TV commercials when you were a child?
2 What are the most popular commercials right now?
3 Are cigarettes advertised in your country? If so, how?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *These questions are related to the unit. Let's discuss the answer to each question.*
- Model the discussion with a student to demonstrate.

Write sentence starters on the board to support the discussion. (e.g., *When I was a child my favorite commercials were . . . The most popular commercials right now are . . . You can see cigarette advertisements . . .*)

- Allow time for Ss to discuss the answers with their partners. Monitor and assist as necessary.
- Elicit and share answers as a class.

3 Reading skills

Pages 4–5

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify the author's opinion; personalize the context and topic of the reading in pair or small-group discussions.

READING ONLINE

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

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

A Pre-reading questions

- Read the title with the Ss. Draw attention to the picture. Ask: *What does the title suggest? Look at the pictures. What do you think the reading will be about?*
- Draw Ss' attention to the pre-reading questions. Say: *Before we begin reading, let's think about the topic.*
- Have Ss read the pre-reading questions. Allow time for Ss to think about possible answers. Elicit Ss' answers and write them on the board. (e.g., *I bought shoes because of an advertisement. I thought they would make me a better soccer player.*)
- Say: *As you read, you will learn how advertising may influence your choices. Let's read and learn more.*

B Reading

- Instruct Ss to skim the passage and find additional answers to the pre-reading questions.

Model skimming for Ss with the text. Hold up the text. Demonstrate moving quickly through the text with your hand. Clarify that Ss should not read or translate every word. Check Ss' understanding of skimming.



- Elicit additional answers to the pre-reading questions. Write correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that consumerism has been a trend for the last 60 to 70 years.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's read for the topic and the main idea. These questions will help us focus our reading.*
- Review the questions with Ss. Say: *The first question is about the topic. The second question is about the main idea. Let's read and find the answers.*
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 B **2** C

Expansion

- Put Ss into pairs.
- Assign a paragraph from the text to each pair. Have Ss create questions in the same format as Section C questions for the assigned paragraph.
- Collect questions from the pairs.
- Read questions aloud. Have Ss guess the correct answer. Continue as time permits.

D Identifying unnecessary information

- Draw Ss' attention to the reading again. Ask: *Can you find the four numbered sentences within the article?* Have Ss point to the numbered sentences.
- Say: *One of these sentences is not connected to the main idea of the reading. Read the sentences carefully. Choose the sentence that is not connected. Write the number on the line.*
- Allow time for Ss to read and write the answer.
- Say: *Now think about why this sentence is not connected. Write the reason this sentence is not necessary on the space provided.*

Write a language prompt on the board to help Ss write the reason. (e.g. *This sentence is not necessary because . . .*)



- Allow time for Ss to read and complete the activity.
- Arrange Ss into pairs. Have Ss check answers together.
- Elicit and check answers as a class.

ANSWER

Sentence number 2

Reason: This sentence is not necessary because it describes interesting shows on TV. This is not directly connected to the main idea of the reading, which is advertising.

E Identifying opinions

- Focus Ss' attention on Section E.
- Clarify the meaning of "Identifying opinions" as necessary. Say: *The author of the writing has a specific opinion. Does he or she thinks advertising is negative, neither good or bad, or positive? What do you think?*
- Read the questions with Ss. Clarify as necessary.
- Allow time for Ss to circle A, B, or C.
- Check answers as a class.

ANSWER

1 A

Expansion

- Have Ss work individually.
- Instruct Ss to find words and phrases in the reading that clarify the author's opinion. Model as necessary.
- Have Ss make a list of words and phrases. Circulate and assist as necessary.
- Arrange Ss into pairs. Have Ss compare lists.
- Elicit and review as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Let's share the information you found interesting with a partner. As you share, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *Think about all the different ways you can advertise. Make a list.* Arrange Ss into groups. When finished, elicit Ss' ideas and share as a class.
- Q3: Focus Ss' attention on the three items. Ask: *How important is advertising when you decide to buy one of these items? Discuss your ideas with your group.* Allow time for Ss to discuss the question in groups. Elicit and share ideas as a class.

4 Find out more

Page 6

Objectives: list advertisements and information about each; describe the effect of advertisements on personal choices in a group discussion.

A Information gathering

Prepare newspaper, magazine, Internet, and other forms of advertisements. If the room contains a television, turn it on for Ss to watch and find advertisements.



- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the chart. Say: *Let's look at different kinds of advertising. We will choose five or six ads and write down what is being advertised and why it is appealing.*
- Review the parts of the chart with Ss. Model and clarify using the example shown.
- Have Ss choose five or six ads from newspapers, magazines, or on the Internet.
- Allow time for Ss to complete the chart.

If advertisements are not available, have Ss brainstorm popular advertisements and use information from the brainstorming to complete the chart.



B Comparing results

- Have Ss form new groups. Say: *Let's compare our charts and think about the influence of advertisements.* Draw attention to the questions in Section B.
- Q1: Ask: *In the chart, you listed different products. How many would you buy? How do you feel about these products? Share your feelings with your group.* Allow time for Ss to discuss the products from the chart.
- Focus attention on the speech bubbles. Say: *We can use these phrases and expressions to answer the next questions.*
- Q2–Q4: Read the remaining questions with Ss. Clarify as necessary.
- Allow time for Ss to complete the discussion. Monitor as Ss discuss. Provide assistance as necessary.
- Elicit and share ideas from the discussion as a class.

Provide additional language prompts on the board to support the discussion. (e.g., *The words I think of to describe products are . . . Celebrity sponsors make me . . . Humor in advertisement makes me think/feel . . .*)



5 Critical thinking

Pages 7–8

Objectives: identify the author's opinion; identify positive, neutral, or negative tone of statements; discuss and write about the use of popular advertising techniques and their influence on us; identify and discuss specific advertising techniques; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

Focus Ss' attention on the definition of *inference* provided. Clarify as necessary. Say: *Using inference skills is a way to guess more information by thinking beyond the words provided in a reading. It is like getting and applying clues from a text.*



1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 4. You can't find these exact sentences in the reading. When we read closely, we may see the author suggest or hint at these ideas. Let's see if we can find these ideas suggested in the reading.*

- Model by reading the first statement to Ss. Say: *In lines 11 and 12, it says, "Once, products were made to last for many years." This suggests that products used to be higher quality. So I will write yes.*
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit and check as a class.

ANSWERS

1	Yes	Lines 11–12
2	Yes	Lines 25–26
3	No	
4	Yes	Lines 18–20

B Categorizing

Note that there may not always be agreement on correct answers in this section. Ss should be encouraged to provide supporting reasons for their choice of positive or negative impressions. This section is designed to encourage debate and reasoning among Ss.

- Draw Ss' attention to the statements. Say: *These statements are about advertising. Some suggest that advertising is good, some that advertising is bad. Let's read and decide if they sound positive or negative. Check each statement as positive or negative.*
- Model with the first statement. Say: *Advertising creates more waste. Waste is not a good result. This means advertising is bad. I will check this as negative.*
- Allow time for Ss to read and check the statements. Monitor and assist as necessary.
- Have Ss compare answers with a partner. Ss may have different opinions about the statements. Encourage Ss to explain their choices. There can be multiple interpretations of correct answers.

Expansion

- Put Ss into groups.
- Ask each group to write three statements related to advertisements similar in format to those in Section B.
- Collect the statements from the groups.
- Read one statement from each group to the class. Have Ss decide if the statement is positive or negative.
- Check with the group that wrote the statement to find out whether they agree.
- Continue as time permits.

C Tweet your opinion

A tweet, or tweeting, arose as part of the popular social media website Twitter, where users express themselves in 140 characters or less. For Section C, point out that Ss are not actually expected to post their tweets online.

1 Discuss in groups

- Draw Ss' attention to the eight advertising techniques. Ask: What do you know about each of these techniques? Share your ideas with your partner.
- Model describing the first technique. Say: *Some advertisers compare products. For example, some cola advertisers have customers taste their product and another product and choose their favorite. They ask why the customer likes it compared with the one they dislike. This is comparing products.*
- Allow time for Ss to explain the other advertising techniques. Circulate and provide support as necessary.
- Elicit and review as a class.

Expansion

- Arrange Ss into groups.
- Have Ss brainstorm in groups and list one advertisement for each technique.
- Elicit and create a list of examples on the board.
- Review the different techniques and clarify as necessary.

2 Write a tweet

- Have Ss review the techniques individually. Say: *Which of these techniques do we see in this country? What do you think about these techniques? Let's write our opinion.*
- Review the model for writing in the Tweet box. Use the model to create a sample paragraph on the board. (e.g., *Here, a popular technique is selling top-quality products at a high price. Many department stores use this technique. The most effective one is focusing on lifestyle. Products that sell a specific lifestyle sell very well because people want others to think they have the same kind of lifestyle as the people in the ads.*)
- Allow time for Ss to complete the writing. Monitor and help as necessary.
- Allow time for Ss to make corrections to their writing.
- Collect writing samples to grade and return.

D Discussion

1 Match statements to technique

- Organize Ss into small groups.
- Say: *In the chart, we can see six techniques. We learned about these techniques in Section C. Now let's decide which technique these statements are using.*
- Model using the first sample in the exercise.
- Allow time for Ss to complete the chart.
- Elicit and check answers as a class.
- Check answers as a class.

ANSWERS

1 Technique 8: Using scientific research
2 Technique 1: Comparing products
3 Technique 3: Recommendation or appeal by a famous person
4 Technique 7: Selling at a low price
5 Technique 4: Using fear
6 Technique 6: Focusing on lifestyle

2 Discuss greenwashing

- Review the Mountain Top Water ad with Ss. Say: *This advertisement represents a technique called* greenwashing*. What do you think* greenwashing *means?* Elicit guesses from Ss.
- Focus Ss' attention on the instructions. Read and clarify the concept of greenwashing with Ss.
- Focus Ss' attention on the questions. Read the questions with Ss. Clarify as necessary.
- Draw attention to the speech bubbles. Say: *We can use these phrases to answer the questions. Now let's answer the questions in our group. Take turns asking and answering the questions.*
- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.
- Allow time for Ss to discuss the questions.
- Elicit answers and discuss as a class.

ANSWER

Q4: The ad suggests that the product is environmentally friendly. However, there are environmental costs that are not mentioned, including transport, processing and bottling of the water, production of plastic bottles, and the resulting waste. Also, all normal water is natural, has no calories, and no sugar. Such claims have little meaning.

Expansion

- Put Ss into groups.
- Have Ss choose a popular product.
- In groups, have Ss create an advertisement for the product selected using the greenwashing technique.
- Have each group present its advertisement to the class. Ask the group to explain how the advertisement uses greenwashing.

Quotable Quotes

Advertising is legalized lying.

H. G. Wells
English writer

This section can be used as an optional writing assignment. 

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Focus Ss' attention on the word *legalized*. Review the definition provided at the bottom of the page. Clarify as necessary.
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss. (e.g., *I think this quote means . . . How about you?*)
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

H. G. Wells was an English writer. He is best known for his works of science fiction, especially *The War of the Worlds*, *The Invisible Man*, and *The Time Machine*. Wells also authored a less well-known novel called *Tono-Bungay*, which described the effects of advertising on the world of medicine. This satirical novel relates how advertising can be used to promote products that have no quality. Wells died in 1946 aged 79.

Unit 2

Extreme Sports

Unit 2 introduces the concept of extreme sports. It explores different types of extreme sports, the risks related to practicing them, and what motivates people to take such risks. This unit connects with Unit 8, which focuses on sport and competition, the use of performance-enhancing drugs in sport, and looks at forms of competition in society.

Unit and title

- ❍ Introduce the title of the unit to Ss. Clarify the meaning of *extreme*.
- ❍ Elicit examples of extreme sports from Ss.
- ❍ Make a list on the board with Ss' ideas. Have Ss copy the list. Tell Ss to add new ideas to the list.
- ❍ At the end of the unit, have Ss check their lists to see which sports were covered in the unit.

1 Critical cartoons

Page 9

Objectives: connect to background knowledge about extreme sports and issues related to them and encourage Ss to think critically about the topic.

About the topic

Modern day sports that are considered extreme include skydiving, base jumping, and rock climbing. The term *extreme sports* is now used to describe any type of sport that is considered to have a high level of danger or risk. The term itself became popular in the 1990s thanks to advertising* campaigns designed to increase interest in cable television channels dedicated to extreme sports.

* Unit 1 and Unit 7 look at different kinds of advertising techniques and their influence on consumers.

Interesting fact

Base jumping involves jumping off of tall buildings or mountains with a parachute. One of the earliest recorded base jumps was performed by Franz Reichelt, a French tailor and inventor who jumped off the first deck of the Eifel Tower in 1912, using a parachute he made himself. Unfortunately, his parachute was not effective and he died.

A Warm up

- ■ Organize Ss into pairs or small groups.
- ■ Draw attention to the cartoon. Ask: *Where are the people in the cartoon?* (**Answer:** They are on the top of a mountain.) Ask: *What extreme sports do you think they are doing?* (**Answer:** snowboarding, skydiving, mountain climbing.)
- ■ Ask Ss to discuss the questions. Say: *Let's look at the questions. These questions are about the cartoon.* Read the questions and clarify meaning as necessary.
- ■ Draw attention to the speech bubbles. Say: *We can use these phrases to answer the questions.* Model an answer with Ss. (e.g., *If I could try any extreme sport, I'd like to try kitesurfing because I like the sea.*)

Have Ss match the language prompts with the questions from the exercise. Tip

- ■ Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss create a T chart. On the left side of the chart, have Ss make a list of extreme sports. On the right side of the chart, have Ss list why the sport is fun or interesting.
- ◆ Rearrange Ss into new groups.
- ◆ Have Ss compare lists.
- ◆ Elicit and discuss as a class.

Media link

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

Into Thin Air: Death on Everest is a movie based on the book by Jon Krakauer, which tells the story of the 1996 Mount Everest disaster, when eight people were caught in a storm trying to get to the top of Mount Everest and died. It raises questions about the commercialization of Mount Everest.

The Man Who Skied Down Everest is the story of Yuichiro Miura, a Japanese mountain climber, world champion skier, and poet, who in 1970 completed his mission to ski down Mount Everest, even after eight members of his team died on the way up. It is the first sports documentary to ever win an Oscar.

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 10–11

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



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Say: *Let's read the words with a partner.* Model discussing the words with a partner.

  A: *Do you know what* achieve *means?*
  B: *I think it means to complete something. Do you agree?*
- Have Ss mark words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to underline sentences that contain the unknown words.
- When finished, see if Ss can guess the word meaning using the context of the sentence.
- Review and clarify the word meanings as a class.

Focus on clarifying the meaning of unknown words using their context to improve vocabulary.

ANSWERS

Definitions

achieve to do or get something that you wanted after planning and working to make it happen

athlete a person who is trained or skilled in a sport, especially one who competes with others in organized events

coach (especially in sports) a person who is responsible for managing and training a person or a team

complain to say that something is wrong or not good enough

feature a noticeable or important characteristic or part

further more, extra, or additional

seek to search for something or try to find or get something

suggestion an idea, possible plan, or action for other people to consider

typically in a way that gives a normal example of a particular thing or shows the characteristics of a particular kind of person or thing

victim someone or something that has been hurt, damaged, or killed, either because of the action of someone or something else, or because of illness or chance

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from reading the passage? What sports were described in the reading?* (**Answer:** base jumping, paragliding, and speed skiing.)
- List information Ss recall from the reading on the board.
- Have Ss open their books. Focus Ss' attention on Exercise 2. Ask: *Which do you think would be the best title for this reading? Let's read and choose.*
- Have Ss skim the text and choose A, B, or C.
- Check answers as a class.

ANSWER

2 B



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

B Words in context: identifying a part of speech

For more information on teaching and working with words in context, see page xii.

1 Find the verbs and adverbs

- Have Ss review the keywords on page 10. Say: *We discussed the meaning of these words. Now let's think about the part of speech.* Read and clarify the instructions with Ss. Ask: *What is the difference between a verb and an adverb?* (**Answer:** Verbs describe an action, and adverbs describe verbs.) Say: *Now let's find the keywords from page 10 in the text. We need to find three verbs and two adverbs.*
- Model finding a keyword in the text with Ss.
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

To provide further scaffolding, write the keywords on the board for Ss' reference.



ANSWERS

Verbs
1 achieve
2 seek
3 complain

Adverbs
4 further
5 typically

2 Write new sentences

- Review the adverbs from Exercise 1.
- Say: *Now let's write new sentence using the adverbs.* Model making a new sentence on the board. (e.g., *I typically do homework after dinner.*)
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

C Word parts: *para*

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

1 Order the sentences

- Ask Ss to close their books. Focus Ss' attention on the word part *para*.
- Elicit or give Ss words with *para*. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Draw Ss' attention to the instructions. Say: *We will see five words with* para *used in five sentences. These sentences make a short story. Let's put the sentences in order to make a story.*
- Read the first sentence with Ss. Ask: *What does the word* paragraph *mean?* Elicit and clarify the meaning of *paragraph.*
- Have Ss discuss the meanings of the remaining words with *para* in pairs.
- Elicit Ss' definitions and clarify as a class.
- Read the remaining sentences with Ss. Clarify meaning as necessary.
- Allow time for Ss to order the sentences.
- Check answers as a class.

ANSWERS

1 A small plane was flying parallel to a mountain.
2 A passenger saw the mountain and suddenly became paranoid.
3 She was a paramedic writing about a patient.
4 In the middle of writing a paragraph she stopped.
5 She put down her pen, grabbed a parachute and jumped out of the plane.

2 Complete the sentences

- Write Q1 on board. Ask: *What is the missing word?* (**Answer:** paramedic)
- See if Ss can guess the answer. Give them the answer if necessary.
- Focus Ss' attention on the sentences. Have Ss complete the sentences with the words.
- Check answers as a class.

ANSWERS

1 paramedic
2 paranoid
3 paragraph
4 parallel
5 parachute

3 Guess the meaning

- Arrange Ss in pairs.
- Instruct pairs to review the words from Exercise 2. Ask: *Now look at the words using* para*. What is the meaning of the word part* para*?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

2 A

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *This is a dictation.* Dictation *means to listen and write down what you hear. Listen and write all of the words. When you are finished, you will have three questions.*
- 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 dangerous sport you can think of?
2 Which extreme sports have you seen on TV?
3 Why do you think people risk their lives for such dangerous sports?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's discuss our answers to the questions.* Encourage Ss to use follow-up questions to continue the conversation.
- Model the discussion with a student to demonstrate.

Tip

Write follow-up questions on the board. (e.g., *Would you . . . ? What do you think about . . . ? Do you know a person who has . . . ? What did they say about?*) Encourage Ss to use the follow-up questions to continue the discussion.

- Allow time for Ss to discuss the answers with their partners. Monitor and assist as necessary.
- Elicit and share answers as a class.

3 Reading skills

Pages 12–13

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; understand logical reasoning; personalize the context and topic of the reading in pair or small-group discussions.

READING ONLINE

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

A Pre-reading questions

- Read the title with the Ss. Draw attention to the picture. Ask: *What is extreme about the person in the picture at the bottom of this page?* (**Answer:** He is mountain climbing at a high altitude on ice and snow. This can be very dangerous.)
- Draw Ss' attention to the pre-reading questions. Have Ss compare the pictures of extreme sports. Ask: *What are these sports? How are they similar? Why are they extreme?* Allow time for Ss to think about possible answers. Elicit Ss' answers and write on the board. (e.g., *They are all extreme sports. They are all dangerous.*)
- Q2: Say: *Which sport would you choose? Circle the sport you would do. Share with your partner why you would do it.* Allow time for Ss to share answers. Elicit and discuss as a class.
- Say: *Which sport do you think is the most frightening? Why? Share your answer with a partner.* Allow time for Ss to share answers. Elicit and discuss as a class.

B Reading

- Say: *As you read, think about these questions. What does the author think is similar about these sports? Which sports do you think the author would prefer?*
- Allow time for Ss to read. Elicit Ss' ideas about the pre-reading questions and discuss 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 only difference between sports and games is danger.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Let's read the text again. What is the opinion of the author about extreme sports? Is it positive, neutral, or negative? Remember,* positive *means it's good,* negative *means it's bad, and* neutral *means not good and not bad. Read and write your answer.*
- Allow time for Ss to read and write the answer.
- Q2: Say: *This question is about the main idea. What is the main idea of this passage? We have four choices. Let's look at the choices.* Review and clarify the choices with Ss.
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 negative **2** C

Expansion

- Put Ss into pairs.
- Ask Ss to list examples of how the author describes extreme sports in a negative way.
- Allow time for Ss to complete the lists with their partners.
- Have Ss form groups. Direct Ss to share their lists.
- Elicit and review as a class.

D Logical reasoning

1 Choose the statement

- Draw Ss' attention to the instructions. Clarify meaning as necessary. Say: *We want to see which statement – A, B, or C – would weaken the argument that extreme sports are dangerous to rescuers. What do you think? Read the statements.*
- Allow time for Ss to read the statements and choose A, B, or C.

2 Compare answers

- Put Ss into pairs. Say: *You each chose a statement. Share with your partner. Explain why you think it would weaken the argument.*

Provide a model conversation on the board to support the discussion. (e.g., *If statement . . . is true, then the argument would be weakened because . . .*)



- Allow time for Ss to discuss their answers.
- Elicit and check answers as a class.

ANSWER

C would weaken the argument most. Note, however, that Ss may have different answers. Encourage Ss to provide reasons to demonstrate why they think their answer is best. Support all answers with positive feedback to encourage different opinions.

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *This author has a clear opinion about extreme sports. Look at these statements. Think about the reading. Which statements do you think he or she would agree with?*
- Read the statements with Ss. Say: *The author may agree with more than one statement. Choose the statements you think the author would agree with.*
- Allow time for Ss to choose the two statements.
- Check answers as a class. Encourage Ss to explain why the author would agree with the statements.

ANSWER

1 A and C

Expansion

- Arrange Ss into groups.
- Have groups write three more statements. Instruct Ss to write two statements the author would agree with and one statement the author would disagree with.
- Have Ss join with another group. Ask groups to take turns reading their statements. Tell the group listening to identify the statement the author would agree with and the statements the author would disagree with.
- Elicit and review statements as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Let's share the information you found interesting with a partner. As you share, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *Extreme sports have some benefits. What do you think are the benefits of extreme sports? The list below provides some examples. What examples would you add to the list?* Read the examples provided. Allow time for Ss to make a list as a group.
- Have groups compare lists.
- Elicit and share ideas as a class.

4 Find out more

Page 14

Objectives: match verbs to a specific sport; rank sports by personal opinion of danger; share and compare rankings in a group discussion; interview classmates about sports preferences; share personal opinions about sports in a group discussion.

A Information gathering

1 Match verb with sports

Prepare pictures of the sports for reference during the activity. Review with Ss to clarify each sport before ranking.

- Focus Ss' attention on the chart. Say: *Let's look at the different sports in the chart. Which sports do you know? Are there any sports you don't know?* Review and clarify unknown sports with Ss.
- Review the verbs with Ss. Say: *We have the verbs* play*,* do*, and* go*. When we talk about sports, we use one of these verbs to describe the sport. Let's see which verbs go with these sports.* Model using the first completed item in the chart. (e.g., *The verb* play *matches* American football*. I play American football.*)
- Allow time for Ss to complete the chart with the verbs.
- Check answers as a class.

ANSWERS

play	American football
play	baseball
go	cycling
play	hockey
do	karate
go	sailing
go	skiing
play	soccer
go	surfing
go	swimming
play	table tennis

2 Rank sports

- Focus Ss' attention on the third column. Ask: *Which sports do you play? Put a check next to each sport that you play.*
- Allow time for Ss to put checks in the third column.
- Focus Ss' attention on the fourth column. Ask: *How dangerous do you think the sports are? Write 1 if you think the sport is not dangerous. If you think it is dangerous write 2, 3, 4, or 5 to show how dangerous. 5 is very dangerous. For example, I think American football is somewhat dangerous. I would give it a 3. You can get hurt playing the sport, but there is a lot of safety equipment to make the sport safer. Now rank each sport.*
- Allow time for Ss to complete the fourth column.
- Focus Ss' attention on the fifth column. Say: *In the second column, you checked the sports you play. Have you ever been injured playing the sport? Write yes or no in the fourth column to describe your personal experience playing the sports.*
- Allow time for Ss to complete the fifth column.

3 Interview partner

- Arrange Ss into pairs.
- Focus Ss' attention on the final column in the chart. Say: *Now let's interview our partners. Ask them if they have played the sport. Have they been injured? Let's ask and find out.*

Write questions and language prompts on the board to scaffold the discussion.

A: Do you play/do/go . . . ?
B: Yes, I do. / No, I don't.
A: Have you ever been injured in a sport?
B: Yes/No. (If yes:)
A: What sport were you injured in? What happened?

- Allow time for Ss to complete the discussion with a partner.
- Circulate and assist as necessary.

B Comparing results

- Draw Ss' attention to Section B. Say: *Let's compare and discuss these questions.* Read the questions and clarify as necessary.
- Focus Ss' attention on the speech bubbles. Say: *You can use these phrases to answer the questions.*
- Q1: Say: *Let's find out which sport is the most popular. I'll say the sport. Raise your hand if you do the sport*. Have Ss raise their hands. Count and write on the board the number of Ss in the class that play the sport.
- Elicit answers from the class.
- Q2: Say: *How dangerous do you think each sport is? I'll ask about each sport. If you think this sport ranks 5 for danger, raise your hand.* Count and write on the board the number of Ss who ranked each sport a 5.
- Elicit answers from the class.
- Q3: Say: *Now let's see who many people have been injured doing a sport. I'll say the sport. Raise your hand if you have been injured.* Count and write the number of Ss in the class who have been injured.
- Elicit answers from the class.

5 Critical thinking

Pages 15–16

Objectives: identify statements suggested by the text using inference skills; find and rank reasons for the popularity of sports; express personal opinion to a friend based on specific information; discuss a situation, reach agreement in a group and explain choices to class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 12. You can't find these exact sentences in the reading. When we read closely, we may see the author suggest or hint at these ideas. Let's see if we can find these ideas suggested in the reading.*
- Model by reading the first statement to Ss. Say: *In line 13, it says, "Sometimes, they even pay to be carried to the top." This suggests that if you have enough money, you can get to the top of Mount Everest. So I will write yes.*
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit and check as a class.

ANSWERS

1	Yes	Line 13
2	No	
3	Yes	Lines 25–29

B Finding reasons and ranking them

- Arrange Ss into small groups.
- Draw Ss' attention to the first statement. Say: *This statement describe Rachel.* Read the statement. Allow time for Ss to read the statement.
- Focus Ss' attention on Q1. Ask: *What reasons does Rachel give for doing sports.* Elicit and check answers as a class. Ask: *What are other reasons for doing sports or extreme sports? Make a list with your group.* Focus Ss' attention on the chart. Allow time for Ss to make a list in column 1.
- Elicit and review answers as a class.
- Q2: Focus Ss' attention on the chart. Say: *Now let's interview our classmates. What reasons do we have for doing sports? Let's find out.* Allow 5 minutes for Ss to interview each other.
- Have Ss keep track of how many Ss agree with each reason. When time is up, have Ss write the total number of Ss for each reason in column 2 and rank the popularity of each reason.
- Tell Ss to share their results with the class. Ask: *Which were the most popular reasons in your group? Which were least popular? Share your findings with the class.*
- Elicit and share Ss' results as a class. Make a list on the board of the reasons and group rankings. Have Ss decide as a class on the most popular reasons for doing sports.

C Tweet your opinion

Recall Ss' prior knowledge about tweeting from Unit 1.



- Draw Ss' attention to the short story at the beginning of Section C. Read the story with Ss.
- Say: *Imagine you are Bethany's friend. She tells you that she wants to surf again. What do you say? What is your opinion?*
- Focus attention on the Tweet box. Have Ss write their opinion in the form of a tweet.

Provide a model tweet on the board for Ss to use as a reference. (e.g., *@BethanyH Don't do it. You lost your arm! Surfing is too dangerous!* or *@BethanyH Go for it. You will be the one-armed surfer!*)



- Allow time for Ss to write the tweet.
- Arrange Ss into groups. Have Ss share tweets in groups.
- Elicit and share answers as a class.

Expansion

- Have Ss think of a family member or friend who was injured in a sport.
- Ask Ss to write a tweet to the family member or friend to encourage them to try the sport again.
- Arrange Ss into groups.
- Ask Ss to share the story of what happened. Have Ss share supportive tweets with the group.
- Elicit and share as a class.

D Discussion

1 Discuss Simon's situation

- Organize Ss into small groups.
- Draw Ss' attention to the picture. Ask: *What do you see in the picture? What do you think happened?*
- Say: *Here is Simon's story. Let's read and see what happened to Simon.*
- Allow time for Ss to read the story. Clarify as necessary.
- Say: *What do you think about the situation? Who should pay for Simon's bills? Let's discuss our thoughts as a class.* Focus Ss' attention on the speech bubbles. Say: *You can use these phrases to answer the questions.* Model using a phrase for Ss.
- Allow time for Ss to discuss the options. Monitor and assist as necessary
- Say: *Now think about the options. As a group, agree on the one thing that Simon should do. The entire group must be in agreement.*
- Allow time for Ss to come to agreement as a group. Have Ss write their choice. Ask: *Why do you think this is the best option? Write your reasons for agreeing on this statement.*
- Allow time for Ss to write why the group agrees with the statement.

2 Explain your reasons

- Have Ss form new groups. Direct Ss to read the instructions.
- Draw attention to the speech bubbles. Say: *We can use these phrases to share our group's opinion.*
- Allow time for Ss to share and describe the reasons for their choices.
- Circulate and monitor Ss' discussion. Provide clarification and support as necessary.
- Elicit answers and discuss as a class.

Quotable Quotes

I want to stay as close to the edge as I can without going over. Out on the edge you see all kinds of things you can't see from the center.

Kurt Vonnegut
American writer

This section can be used as an optional writing assignment.

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss. (e.g., *I think the point of this quote is . . . What do you think?*)
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Kurt Vonnegut (1922–2007) was an American writer well known for his humorous works, which ranged from general fiction to science fiction. One of his best-known works, *Slaughterhouse-Five*, is a fictionalized account of his experiences in World War II in the fire-bombing of Dresden. At the beginning of his writing career, Vonnegut worked briefly for *Sports Illustrated* magazine as a general copywriter.

Unit 3

Our Aging Population

Unit 3 explores the impact of a growing elderly population in many countries and examines the relationship between an older population and economic problems that arise as a result. This unit connects with Unit 9, which looks at how advances in medical science may extend the human lifespan by many years, and considers issues related to this.

Unit and title

- Introduce the title of the unit to Ss. Clarify the meaning of the word *population*. (**Answer:** all of the people living in a particular country, area, or place)
- Ask: *Do you know the population of your country?* Elicit ideas from Ss.
- Ask: *What does it mean to have an aging population?* Have Ss write answers to the question in notebooks or journals.
- At the end of the unit, have Ss refer back to their definitions and compare with information learned from the unit.

1 Critical cartoons

Page 17

Objectives: connect to background knowledge about populations and how populations change over time and encourage Ss to think critically about the topic.

About the topic

The average human lifespan has increased by many years over the centuries. Most of the increase, however, comes from a decrease in child mortality rather than an increase in actual lifespan. In the United States, people over the age of 65 account for 13 percent of the population. This is projected to increased to 19 percent by the year 2030. The trend of a growing population of elderly people is occurring in many first-world countries. Leading the way is Japan, where nearly one in four people is already over the age of 65.

Interesting facts

Projections indicate that by 2055, nearly 40 percent of Japan's population will be over the age of 65. Experts estimate that its population will drop from 127 million in 2014 to about 95 million in 2050.

A Warm up

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the picture?* (**Answers:** Two groups of people: one from 1850 and one from 2050. The group from 1850 has many more young people and children.) Ask: *What question is the man asking? Why do you think he is asking this question?*
- Ask Ss to discuss the questions. Say: *These questions will help us think about how populations are changing. Let's read and think about the questions.*
- Draw attention to the speech bubbles. Say: *We can use these phrases to ask the questions.* Model using a question for Ss. (e.g., *Do you know which countries have high birthrates?*)

Allow Ss to access the Internet using a computer, smartphone, or tablet to check answers to the questions.



- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- Arrange Ss into groups.
- Assign each group one of the questions in Section A. Ask Ss to access the Internet to research the answer to each question before the next class.
- During the next class, have Ss report the information collected from the Internet search.
- Discuss the results as a class. Ask: *What does this information tell us about how populations are changing?*

Media link

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

The Open Road: America Looks at Aging is a documentary that examines the personal and social impact of the retirement of America's baby boomers. It looks at important social, economic, and cultural issues and is a film that will make people think and plan for their own retirement.

On Golden Pond is an Academy Award-winning movie. Adapted from a play, it explores the topic of aging through the eyes of an elderly couple and their daughter. The movie looks at the difficult relationship between the father and his daughter who are, in fact, father and daughter in real life (Henry and Jane Fonda) and had similar issues.

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 18–19

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



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Put Ss into pairs. Have one S point to a word and ask his or her partner for the meaning. If the partner knows the meaning, tell Ss to circle the word. If the meaning is not known, tell Ss to underline the word. Circulate as Ss work.
- Elicit and make a list on the board of words that are marked as unknown. Say: *We know some of the words, but some are unknown. Let's find the words in the reading. When you find the words, read the sentence and try to guess the meaning of the word.*
- Direct Ss to scan the reading for the words and find the sentences that contain the words.
- When finished, have Ss write the meanings for both known and unknown words.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

average a standard or level that is considered to be typical or usual

category a grouping of people or things by type

duty something that you have to do because it is part of your job, or something that you feel is the right thing to do

growth the process of developing or of increasing in size

ignore to give no attention to something or someone

material something physical, such as wood, stone, and plastic, that can be used to make other things

option one thing that can be chosen from a set of possibilities

separate something that is not together with something else

solution an answer to a problem

supply to provide something that is needed or wanted

Expansion

- Write each keyword on a separate index card.
- Pass out a card to each S or to Ss in pairs.
- Have Ss mingle around the classroom to work with others. One S says the word on the card, the other S gives the definition. When finished, Ss exchange cards and repeat with a new partner. Continue as time permits.
- Review and clarify definitions with Ss.

2 Skimming

- Read the title with Ss. Ask: *What do you remember from your first reading? What did you notice as you looked for the words?*
- List information Ss recall from the reading on the board.
- Say: *Now let's skim the reading and see if what we remember is correct.* Model skimming the reading quickly for Ss. (e.g., *Let's read quickly. Don't read every word or sentence.*)
- Allow time for Ss to skim the text. Check the information Ss recalled.
- Focus Ss' attention on Exercise 2. Read the instructions with Ss. Clarify as necessary.
- Instruct Ss to circle A, B, or C.
- Check answers as a class.

ANSWER

2 A



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

B Words in context: identifying a part of speech

For more information on teaching and working with words in context, see page xii.

1 Find the adjectives and nouns

- Have Ss review the keywords on page 18. Say: *Before we read the text, we discussed the meaning of the keywords. Two of the keywords are adjectives. Read the passage again. Find the adjectives and the nouns that go with them in the text.*

In Unit 2, Ss learned that adverbs are used to describe verbs. Ask Ss to recall what type of word is used to describe verbs. Clarify the difference with examples.



- Allow time for Ss to find the words in the text. Check answers as a class.

ANSWERS

	Adjective	Noun
1	average	age
2	separate	communities

2 Write new sentences

- Review the adjectives from Exercise 1.
- Say: *Let's make a new sentence using the adjectives.* Model making a new sentences on the board. (e.g., *I was just an average student at college.*)
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

C Word parts: *medi*

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

1 Crossword puzzle

- Ask Ss to close their books. Focus Ss' attention on the word part *medi*.
- Elicit or give Ss words with *medi*. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Have Ss open their books. Draw Ss' attention to the crossword puzzle. Say: *This crossword puzzle contains five words that have the word part* medi. *The definitions are given in the clues. Let's see if we can figure out the word that matches the definition.*
- Elicit or model matching a word with a definition. (e.g., *2 Across is the middle number or amount in a series. Does anyone know that word? That is the* median *number.*)

Ss can find a list of the words in the puzzle on page 97. Have Ss use the list to scaffold the activity as necessary.



- Allow time for Ss to complete the crossword puzzle. Monitor and assist as necessary.
- Check answers as a class.

ANSWERS

Across
2 median
3 mediocre
4 medieval

Down
1 Mediterranean
2 mediate

2 Complete the sentences

- Write Q1 on board. Ask: *What word is missing? What does it mean?* (**Answer:** median)
- See if Ss can guess the answer. Give them the answer if necessary.
- Focus Ss' attention on the sentences. Have Ss complete the sentences with the words.
- Check answers as a class.

ANSWERS

1 median
2 mediocre
3 mediate
4 Mediterranean
5 medieval

3 Guess the meaning

- Arrange Ss in pairs.
- Instruct pairs to review the words from Exercise 2. Ask: *Look at the words that contain* medi*. We can see the definitions in the crossword puzzle. What is similar in each definition?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

C

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *This is a dictation. Listen and write all of the words. When you are finished, you will have three questions.*
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

1 Where would you like to live when you retire?
2 What kind of lifestyle do you want when you retire?
3 Do you think taxes are high or low in your country?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's answer these questions with a partner.*
- Model the discussion with a student to demonstrate.

Write follow-up questions on the board for Ss to use to keep the conversation going. (e.g., *Why? What interests you about that? Why do you feel that way? What makes you think that?*)



- Allow time for Ss to discuss the answers with their partners. Monitor and assist as necessary.
- Elicit and share answers 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; identify supporting details in a text; infer opinions; personalize the context and topic of the reading in pair or small-group discussions.



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

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



A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Let's look at these questions before we read. This will help us think about the topic.*
- Focus Ss' attention on the first question. Say: *On the left is a list of countries. On the right is the life expectancy in each country. Let's see if we can match the country with the life expectancy.*
- Allow time for Ss to match the items.
- Instruct Ss to turn to page 97 to check answers.

ANSWERS

Argentina	77
Ethiopia	49
Germany	80
Japan	84
Russia	66
South Africa	57
USA	78

- Draw Ss' attention to question 2. Ask: *Why do you think life expectancy is different from country to country? Let's write our ideas.*
- Allow time for Ss to note down their ideas individually or in pairs.
- Elicit Ss' ideas and discuss as a class.

ANSWER

Life expectancy, the average number of years a newborn baby is likely to live, is affected by a number of factors. These include child mortality rates, the health care and quality of the medical services of a country, access to clean water and nutritious food, and hygiene.

Expansion

- Arrange Ss in groups.
- Direct Ss to create a list of six additional countries. Include Ss' own country/countries if not already mentioned.
- Have each group do research to find the life expectancy of the countries on their list.
- Invite Ss to share their findings with the class. Ask: *Were you surprised by the life expectancy of any of the countries? Which ones? Why did it surprise you?*
- Discuss ideas as a class.

B Reading

- Say: *The text is about aging populations. The author mentions some problems caused by aging populations. Skim the text and find what these problems are.*
- Allow time for Ss to skim the text. Elicit Ss' ideas 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 average median age of a country's population has changed so much.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's read for the topic and the main idea. These questions will help us focus our reading.*
- Q1: Read the question with Ss. Say: *The first question is about the topic. Read and circle the correct answer.*
- Ask Ss to circle A, B, C, or D when they find the answer in the reading.
- Q2: Focus Ss' attention on the second question. Say: *Each paragraph in the reading has its own main idea. Here, you can see main ideas from the paragraphs.* Review the main ideas with Ss. Model with the example provided in the book. Say: *Now read again. Write the number of the paragraph under the matching main idea.*
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C

2

	Paragraph no.:
Answers	5
Causes	2
Facts	1
Problems	3
Reactions	4

D Finding supporting ideas

- Say: *In the text, the author makes three specific claims. We can see those claims here.* Read and clarify the claims with Ss as necessary.
- Say: *The author provides two reasons in the text to support each of these claims. Let's read and see if we can find the reasons that support each claim.* Model the discussion for Ss. (e.g., *One reason people in developed countries live much longer is better options for medical care.*)
- Allow time for Ss to read and write the reasons.
- Put Ss into pairs. Have Ss check answers together.
- Elicit and check answers as a class.

ANSWERS

1 Reason 1: There is better food and medical care.
Reason 2: There have been improvements in public health.

2 Reason 1: More health and social services will be needed.
Reason 2: Government income from taxes will go down.

3 Reason 1: Older people have low incomes.
Reason 2: Older people spend less on consumer products and so pay less in sales tax.

E Making inferences

- Draw Ss' attention to Section E.
- Say: *The author of the text has a specific opinion. Look at these statements. Think about what you read in the passage. Which statement would the author agree with?*
- Read the statements and clarify as necessary.
- Allow time for Ss to read and choose the statement.
- Arrange Ss into pairs. Have Ss share their answer with a partner.
- Check answers as a class.

ANSWER

1 B

Expansion

- Arrange Ss into groups.
- Have Ss brainstorm the benefits of an aging population.
- Have Ss form new groups.
- Have Ss share and compare answers.
- Elicit answers and discuss as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Let's discuss the information you found interesting with a partner. As you share information, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *How does an elderly population change life in a country? Here are some areas in which life may change.* Read the categories with Ss. Say: *How do you think life will change in your country in these areas? Share your ideas with your group.*
- Q3: Ask: *What are some good changes? What changes will be bad? Ask your partners.* Allow time for Ss to discuss how the changes will be good or bad.
- Elicit and share answers as a class.

4 Find out more

Page 22

Objectives: compare information about aging in a variety of countries; highlight issues related to aging populations; create a plan of action for a specific country; share and compare plans in a group discussion.

A Information gathering

Provide information from the Internet or an encyclopedia to support the activity.



1 Compare and discuss country data

- Arrange Ss into small groups. Say: *Choose a person in your group to keep notes.*
- Focus Ss' attention on the chart. Say: *This chart has information about the age of populations in different countries. Let's discuss how the age of a population can affect a country in the future.*
- Review the parts of the chart with Ss. Clarify as necessary.
- Draw Ss' attention to the speech bubbles. Say: *We can use these phrases in part of our discussion.*
- Focus Ss' attention on the questions. Clarify as necessary. Say: *Use the chart to discuss the answers to these questions with your group.*
- Allow time for Ss to complete the discussion using the questions. Circulate and provide support as necessary.

2 Create a plan

- Have Ss stay in their groups. Say: *Imagine you are the leader of one of these countries. What kind of plan for the future will you need?*
- Draw Ss' attention to the third speech bubble. Say: *We can use this type of sentence to describe our ideas.*
- Instruct Ss to choose a country. Allow time for Ss to create a plan for the country. Say: *Before you create your plan, decide the areas you want to focus on. For example, education, health care, taxes, immigration. Include your reasons for your ideas. Think about how they will help the country. Give details to help others understand your answers.*

B Comparing results

- Organize Ss into small groups. Say: *Let's compare our plans. What is your plan? What were the reasons for your decisions?*
- Read the instructions with Ss. Focus Ss' attention on the speech bubbles. Say: *We can use these phrases to describe our solutions.*
- Have Ss compare and share plans in their groups.
- Monitor as Ss discuss. Provide assistance as necessary.
- Elicit answers and share ideas as a class.

If Ss find this activity challenging, scaffold the activity. Have Ss choose one specific area to focus on. Write ideas on the board and tell Ss to choose one. Areas include health care, immigration, labor force, public services, and education. Provide further scaffolding by modeling a mind map on the board.



Expansion

- Allow time for Ss to use the Internet to research the country they chose.
- Ask Ss to see what kinds of plans countries are making for the aging populations.
- Have Ss compare current plans with the plans they created. Instruct Ss to write what countries are actually planning.
- Arrange Ss into small groups.
- Have Ss compare actual plans with the plans they created. Ask: *What are the similarities and differences between your ideas and the actual plans. Share what you learned with your group.*
- Allow time for Ss to compare answers.
- Elicit and discuss as a class.

5 Critical thinking

Pages 23–24

Objectives: identify statements suggested by the text using inference skills; rank fears related to getting older according to importance and share and compare information in a class discussion; write a personal opinion to describe the worst fears of aging; discuss in groups questions about society and the elderly, reach a group consensus, and report results to the class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 20. Remember, you will not find these statements in the reading. We must decide if these statements can be inferred from what the author wrote. When we read carefully, we may see the author suggest or hint at these ideas. Let's see if we can find these ideas suggested in the reading.*
- Model by reading the first statement to Ss. Say: *In line 3, when talking about 150 years ago, it says, "Of course, there would be no electronic devices." So we can infer that 150 years ago, there were no electronic devices. So I will write yes.*
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit and check as a class.

ANSWERS

1	Yes	Lines 3–4
2	No	
3	No	

B Ranking

1 Decide on the age when fears appear

NOTE: There may not always be agreement on correct answers in this section. Ss should be encouraged to provide supporting reasons for their choices. This section is designed to encourage debate and reasoning among Ss.

- Arrange Ss into small groups.
- Draw Ss' attention to Exercise 1. Say: *People begin to fear some things as they get older. What do you think people get afraid of?* Elicit things older people may fear. Review the fears provided in column 1 of the chart. Ask: *When do people begin to fear these things? Guess the age and write your answer in column 2.* Allow time for Ss to guess and write the ages in the chart.
- Focus Ss' attention on Exercise 2.

2 Rank seriousness of fears

- Ask: *Which of these fears are serious fears? Which are not that serious? Let's rank these fears from the least serious to the most serious. For the least serious write 1, for the most serious write 5. You can use the same number to rank more than one fear.*
- Model ranking using the first item in the chart.
- Allow time for Ss to complete the ranking.

3 Compare results

- Have Ss compare their ideas with a partner. Ask: *Share your answers with your partner. Tell your partner how you made your decision.*
- Allow time for Ss to complete the discussion. Elicit and review answers as a class.

C Tweet your opinion

1 Group discussion

- Draw Ss' attention to the fears listed in Section B. Ask: *What were the three most serious fears? Do the most serious fears change if you are a man or a woman? What about where you live or if you live alone or with someone?*
- Focus Ss' attention on the speech bubbles. Say: *We can use these phrases to discuss our answers.* Model using the speech bubbles to share answers.
- Allow time for Ss to complete the discussion.

2 Write a tweet

- Have Ss work individually. Review the fears with Ss. Ask: *What do you think people fear the most as they get older?* Say: *Why do you think this is the worst fear?* Elicit ideas from the Ss.
- Draw Ss' attention to the Tweet box. Review writing a tweet with Ss.
- Allow time for Ss to complete the writing.
- Have Ss share and compare tweets with a partner.

D Discussion

1 Read the questions

- Have Ss form small groups.
- Say: *In Section C, we discussed the fears people have as they get older. Let's discuss some more questions about the elderly and society.*
- Read the discussion questions with Ss. Clarify as necessary.

> Allow Ss to read and write answers individually before the discussion to provide extra time to think and allow more informed answers.

2 Choose questions and discuss

- Have Ss stay in their groups.
- Ask Ss to choose one student to be A and one student to be B.
- Say: *Student A will choose a question. Student B will answer. Other students in the group listen to B's answer. You will ask the follow-up questions.*
- Draw attention to the speech bubbles. Say: *You can use these phrases in your discussion.*
- Model discussing the first question. Have Ss ask a follow-up question to model.
- Allow time for Ss to choose and discuss one question. Monitor and assist as necessary.
- When finished, have Ss choose new students to be A and B. Repeat the process with a new question as time permits.
- Elicit answers and share as a class.

3 Decide group opinion

- Have the group choose one question to answer.
- Ask the group to work together to create an answer for the question. Say: *Everyone in the group must agree on the group opinion.*
- Allow time for groups to write their opinion.
- Circulate and provide assistance as necessary.

4 Report results

- Say: *Now you will share your group opinion with another group. Explain what your group thought about when creating the opinion.*
- Draw attention to the speech bubbles. Say: *You can use these phrases to report your ideas.*
- Rearrange Ss so that two groups face each other.
- Allow time for groups to share and compare opinions.
- Invite one or two groups to share the group opinion with the class.

Quotable Quotes

Youth is the best time to be rich, and the best time to be poor.

Euripides
Greek writer

> This section can be used as an optional writing assignment.

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss. (e.g., *I think what this quote means is . . . Do you think so?*)
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss' focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Euripides, an ancient Greek writer who lived about 2,500 years ago, is best known for writing tragedies. Among his most famous works are *Electra* and *Bacchae*. His writing was considered controversial owing to its focus on underprivileged people in society, including women, children, and slaves.

Unit 4

Robots in the Home

Unit 4 looks at the rapid advances in robotics and explores the relationship we will have with robots in the future and how they will be part of our daily lives. This unit connects with Unit 10, which exams the potential problems in employment and society arising from the increasing number of advanced robots in all areas of industry.

Unit and title

- ❍ Introduce the title of the unit to Ss. Elicit examples of technology Ss use on a daily basis. Make a list as a class.
- ❍ Say: *Technology is often used to make life easier. Robots are a kind of technology. How do you think robots can be used to make life more convenient?*
- ❍ Have Ss brainstorm a list in groups. Ask Ss to copy the list in notebooks or journals.
- ❍ At the end of the unit, refer back to the list to see which ideas were covered.

1 Critical cartoons

Page 25

Objectives: connect to background knowledge about electronic devices and robot technology and encourage Ss to think critically about the topic.

About the topic

The term *robot* refers to a mechanical device that works automatically, usually by a computer. Today, the field of robotics is advancing rapidly: robots are being made for businesses, the military, medical use, and most recently for domestic use. As robots become more intelligent and more involved in all aspects of our work and social lives, we are likely to face increased competition with them for many types of jobs.

Interesting fact

Robots existed in writing before they were made a reality. Several ancient Greek stories refer to robots built by Hephaestus, the Greek god of building and creating.

A Warm up

- ■ Organize Ss into pairs or small groups.
- ■ Draw attention to the cartoon. Ask: *What do you see in the picture?* (**Answer:** A wife is talking to her husband about his health.) Ask: *What are they talking about? What is the purpose of the robot in the cartoon?* (**Answer:** The wife has a medical report about her husband's health. He needs to exercise more to improve his health. The husband bought a robot to exercise for him because he does not want to.)
- ■ Ask Ss to discuss the questions. Say: *These questions are related to the topic of the unit. Let's discuss them.*
- ■ Draw attention to the speech bubbles. Say: *We can use these phrases to answer the questions. Model using a language prompt to answer a question.* (e.g, *I used at least three electronic devices today: my cell phone, a computer, and an ATM machine.*)
- ■ Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Ask Ss to brainstorm the types of robots they have heard about or seen.
- ◆ Have Ss form new groups and compare answers.
- ◆ Elicit answers 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.

I, Robot is a science fiction movie starring Will Smith, who stars as a police detective on a murder investigation. It is the year 2035, a time when the world is full of robot assistants. Although robots are programmed never to harm humans, the detective begins to wonder whether a robot was involved in the murder. Could robots be about to turn against humans?

Remind 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 26–27

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



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Put Ss into pairs. Tell Ss to point to a word and ask their partners for the definition. If the partner knows the definition, have Ss circle the word. If the partner does not know, have Ss underline the word. Then have Ss change roles and repeat.
- Elicit from Ss the words that the class doesn't know. Make a list on the board.
- Say: *Remember, we can use the text to help find the meaning of the words we don't know.*
- Direct Ss to scan the reading for the words and find the sentences that contain the words.
- When finished, tell Ss to write down their guesses of the meanings of the underlined words.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

adopt to accept or begin to use; to take into your own family as your own child

aid help or support

career the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money

code a system for representing information using signs or symbols

doubt not being certain about something, especially about how good or true it is

effort physical or mental activity needed to achieve something

force to make someone do something or make something happen; physical strength or power, especially violent

oppose to disagree with something or someone, often by speaking or fighting against them

potential ability not yet developed; possible but not yet achieved

serve to help someone or provide someone with something that is needed

2 Skimming

- Read the title with Ss. Draw Ss' attention to the picture. Ask: *How does the picture match the topic of the reading?*
- List information Ss recall from the reading on the board.
- Say: *Now let's skim the reading and see if what we remember is correct.* Model skimming the reading quickly for Ss. (e.g., *Let's read quickly. Don't read every word or sentence.*)
- Check the information Ss recalled.
- Focus Ss' attention on Exercise 2. Have Ss read the statements.
- Ask: *Now that you have skimmed the text, what's the best statement?*
- Instruct Ss to circle the statement that best matches the text.
- Check answers as a class.

ANSWER

2 B



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

B Words in context: identifying a part of speech

For more information on teaching and working with words in context, see page xii.

1 Find and match the nouns

- Have Ss review the keywords on page 25. Say: *Five of the keywords from the previous activity are nouns. What is a noun?* (**Answer:** A noun is a person, place, or thing.) *Read the keywords. Let's find the nouns and match them to the verbs in the chart.*

> In the chart, the noun is written to indicate its position with the corresponding verb. (e.g., make *comes before* effort. *The noun* code *comes before the verb* tells.)

- Focus Ss' attention on the chart. Elicit one example to model the activity.
- Allow time for Ss to complete the exercise.
- Check answers as a class.

ANSWERS

	make	efforts
	gives	potential
	spend time on	careers
	is	(in) doubt
code	tells	

2 Write new sentences

- Review the nouns from Exercise 1.
- Say: *Let's make new sentences using two of the noun keywords.* Model making a new sentence on the board. (e.g., *I make an effort to exercise every day.*)
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

C Word parts: *uni*

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

1 Word search puzzle

- Draw Ss' attention to the word search puzzle. Say: *In the word search, there are five words that contain the word part* uni. *Let's find the words in the puzzle.*
- Model finding a word in the puzzle with Ss. (e.g., *In the third line, you can find the word* universal.)

> Ss can find a list of the words to look for in the puzzle on page 97. Allow Ss to check the list to give them extra support.

- Allow time for Ss to find the words.
- Check the words as a class.

ANSWERS

Line 2 down:	university
Line 3 across:	universal
Line 4 down:	unified
Line 5 across:	uniform
Line 9 across:	universe

- Ask: *What does the word* universal *mean? Ask your partner if you don't know?* Elicit or give the meaning and write it on the board. (**Answer:** existing everywhere or involving everyone)
- Have Ss discuss the meanings of the remaining words in pairs.
- Elicit definitions and clarify as a class.

2 Complete the sentences

- Ask Ss to close their books. Write the word part *uni* on the board.
- Elicit or give Ss words with the word part. Make a list of words on the board.
- Write Q1 on board. Ask: *What word is missing? What does it mean?* (**Answer:** university. A university is a place of higher education.)
- See if Ss can guess the answer. Give them the answer if necessary.
- Have Ss open their books. Focus Ss' attention on the sentences. Have Ss complete sentences with the words.
- Check answers as a class.

ANSWERS

1 university
2 universal
3 universe
4 unified
5 uniform

3 Guess the meaning

- Arrange Ss in pairs.
- Instruct pairs to review the words from Exercise 2. Ask: *Look at the words that contain* uni. *What do you think it means?*

> List additional examples of words containing *uni* to further clarify the meaning for Ss. (e.g., *unicorn*, *unification*, *unique*, *unison*.)

- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

C

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *This is a dictation. Listen and write all of the words. When you are finished, you will have three questions.*
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

1 Have you seen any movies with robots in them? What were they?
2 What role did the robot play in the movie?
3 Did the movie have a message?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *These questions are about movies with robots. Think about movies you have seen with robots. Share your answers with your group.*
- Model the discussion with a student to demonstrate.

To further scaffold the discussion, elicit movies Ss have seen that feature robots and list them on the board.



- Allow time for Ss to discuss the answers with their partners. Monitor and assist as necessary.
- Elicit and share answers as a class.

Expansion

- Arrange Ss into groups.
- Have groups think of three movies that feature robots.
- Ask groups to write what role the robot played in the movie.
- Ask groups to write the message of the movie.
- Collect the writings from the class.
- Choose one group's writing. Read the role the robot played and the meaning of the movie. Ask Ss to guess the name of the movie. Give a point to the first team to guess correctly.
- Continue with additional examples. The team with the most points is the winner.

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; identify unnecessary information in a text; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.



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

A Pre-reading questions

- Read the title with the Ss. Draw attention to the picture. Ask: *What does the title suggest? Look at the picture. What do you think the reading will be about?*
- Draw Ss' attention to the pre-reading questions. Say: *Before we begin reading, let's think about the topic.*
- Have Ss read the pre-reading questions. Allow time for Ss to think about possible answers. Elicit Ss' answers and write them on the board.
- Say: *Now let's read and see what additional information we can learn about robots in the future.*

B Reading

- Instruct Ss to skim the passage and find additional answers to the pre-reading questions.
- Elicit additional answers to the pre-reading questions. Write them on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that Bill Gates thinks the age of home robots has arrived.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's try to find the topic and the main idea. These questions will help us focus our reading.*
- Review the questions with Ss. Say: *The first question is about the topic. The second question is about the main idea. Let's read and find the answers.*
- Ask Ss to circle A, B, C, or D when they find the answer.

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

ANSWERS

1 C **2** A

D Identifying unnecessary information

- Draw Ss' attention to the reading again. Ask: *Can you find the four numbered sentences within the article?* Have Ss point to the numbered sentences.
- Say: *One of these sentences is not connected to the main idea of the reading. Read the sentences carefully. Choose the sentence that is not connected. Write the number on the line.*
- Allow time for Ss to read and write the answer.
- Say: *Now think about why this sentence is not connected. Write the reason this sentence is not necessary on the space provided.*

Provide a language prompt on the board to help Ss write the reason. (e.g., *This sentence is not related to the main point because . . .*)

- Allow time for Ss to read and complete the activity.
- Arrange Ss into pairs. Have Ss check answers together.
- Elicit and check answers as a class.

ANSWER

Sentence number: 1

Reason: This sentence is about the development of babies' brains, not about robots. The topic of the text is robots.

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *In this reading, the author has a specific opinion. Which one of these statements would he or she disagree with?*
- Read the statements and clarify as necessary.

Have Ss review the reading passage in pairs if they are unsure of the answer.

- Allow time for Ss to circle A, B, or C.
- Check answers as a class.

ANSWER

1 A

Expansion

- Arrange Ss into groups.
- Ask Ss to review the reading. Have Ss list ways the author believes robots will improve lives in the future.
- Check answers as a class.
- Ask groups to discuss each item. Have Ss write Y if they agree with the statement from the author or N if they disagree with the statement.
- Have Ss form new groups. Tell Ss to share their opinions in new groups.
- Elicit answers and review as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Let's discuss the information you found interesting with a partner. As you share, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *In the future, robots may help with a number of jobs. What jobs do robots already do? How can they help us in the future? Discuss your ideas with a partner.* Allow time for Ss to discuss the question.
- Q3: Focus Ss' attention on the list of jobs provided in question 3. Ask: *Will you be happy when a robot can do these jobs? Why or why not? Share your answers with your group.* Allow time for Ss to discuss the question in groups. Elicit and share opinions as a class.

4 Find out more

Page 30

Objectives: complete an information gap with a partner; discuss how robots are represented in movies; categorize movies by type; share opinions about movie robots and future robot functions with the class.

A Information gathering

Prepare posters from the movies presented in the activity for Ss to review after completing the information gap.

- Put Ss into pairs. Say: *Now we are going to share some information about robots in the movies.* Focus Ss' attention on the chart. Read the parts of the chart with Ss. Ask: *What information will we learn about robots in movies?* (**Answer:** The name of the robot and the job or purpose of the robot.)
- Assign one S the role of A and the partner 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 find out the missing information about the robot in the movie.*
- Write a model dialogue on the board for Ss.

  A: *What is the name of the robot in . . . ?*
  B: *The name of the robot in . . . is . . .*
  A: *What is the job or purpose of the robot in . . . ?*
  B: *The job or the purpose of the robot in . . . is . . .*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

Movie	Robot	Job/Purpose
Alien	Ash	scientist on a spaceship
Star Wars	C-3P0	translator on a spaceship
Star Trek	Data	officer and scientist
A.I. Artificial Intelligence	David	bought to replace a dead son
Blade Runner	Pris	personal companion
Forbidden Planet	Robby the Robot	family servant and companion
RoboCop	ED-209	police officer
Transformers	Bumblebee	bodyguard
Godzilla	Mechagodzilla	sent to destroy the world
Terminator	T-800	time traveler sent to kill a boy

B Comparing results

1 Group discussion

- Organize Ss into small groups. Say: *Let's discuss these questions about robots in movies.*
- Draw attention to the questions. Read the questions with Ss and clarify.
- Allow time for Ss to discuss questions 1–3 in groups. Monitor and assist as necessary.
- Focus attention on question 4. Say: *The robots in these movies have different jobs or purposes. Look at the categories. Which robots belong to each category?* Model using the first category for Ss. (e.g., *Pris, David, and Robbie are all companions. So these robots would go in the group Companionship.*)
- Allow time for Ss to categorize the remaining robots.
- Ask Ss to consider the answers. Have Ss in their groups decide which category of robot will be the most important and useful in the future.

> Have Ss write answers to question 4 to support the discussion. 
>

2 Share ideas

- Have Ss form new groups.
- Draw attention to the speech bubbles. Say: *We can use these phrases to share our ideas and make predictions about robots.*
- Have Ss share opinions in groups about the future use of robots.
- Invite Ss to share opinions with the class.

5 Critical thinking

Pages 31–32

Objectives: identify statements suggested by the text using inference skills; rank chores that could be completed by robots; compare and explain choices; write personal opinion about robots; work in groups to design a robot, present ideas to the class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 28. Remember, you will not find these statements in the reading. We must decide if these statements can be inferred from what the author wrote. Let's see if we can find these ideas suggested in the reading.*
- Model with the first item. Read the item to Ss. Say: *In lines 2–3, it says about Bill Gates, "He compares robots today with personal computers 30 years ago." This suggests that in the future, there will be robots in our homes. But we cannot infer from the reading that there will be many robots in our homes in 30 years' time. So I will write no.*
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit and check as a class.

ANSWERS

1	No	
2	Yes	Lines 12–14
3	No	
4	Yes	Lines 26–28

B Ranking

1 Rank chores

Point out to Ss that there are no correct answers in this activity as Ss will express and share their opinions by ranking the chores.



- Draw Ss' attention to Exercise 1. Say: *Look at these activities. Which activities do you like doing? Which do you dislike doing? Which of these activities would you like a robot to do? Write 1 for an activity you want a robot to do the most and 5 for an activity you want a robot to do the least.*
- Allow time for Ss to rank the activities individually. Monitor and assist as necessary.

2 Compare results

- Put Ss into pairs.
- Have Ss compare their ideas with a partner. Ask: *What would you like a robot to do most? What about least? Share your results with your partner.*
- Allow time for Ss to complete the discussion. Elicit and review answers as a class.

Expansion

- Arrange Ss into groups.
- Have Ss make a list in groups of school-related activities that must be completed regularly.
- As a group, have Ss rank which activities they would most like and least like a robot to do, as in Exercise 1.
- Allow time for Ss to rank the activities as a group.
- Have Ss form new groups and compare rankings within the new group.
- Elicit and review Ss' answers as a class.

C Tweet your opinion

1 Read statements

- Draw Ss' attention to the statements about robots.
- Have Ss read each statement. Review and clarify as necessary.

2 Write a tweet

- Have Ss choose one of the statements. Say: *Some people believe that robots can never be like humans. Others disagree. What do you think about these statements? Can a robot be equal to a human being? Choose a statement and write your opinion.*
- Ask Ss to write a tweet about the statement with a short explanation for why they agree or disagree with the statement.
- Allow time for Ss to complete the writing
- Have Ss share and compare tweets with a partner.

Provide a model text of a tweet to help scaffold the activity for learners. (e.g., *In my opinion, robots can never be equal because . . .*)



D Discussion

1 Design a robot

- Organize Ss into small groups.
- Say: *In this unit, we have discussed different types of robots. In the previous section, we looked at how robots and humans are similar and different. Now let's work together. You and your group are inventors. You are going to invent a robot together.*
- Run through the six steps of designing with Ss. Clarify as necessary.
- Focus Ss' attention on the speech bubbles in each step. Say: *As you design your robot, use these phrases to share your ideas.*
- Allow time for Ss to design the robot. Circulate and assist as necessary.

2 Present to the class

- Say: *Now let's take time to share our robot designs. Each person in the group can talk about a different task.*
- Have Ss review the six steps used to describe the robot. Have each S choose one or two steps to present to the class.
- Allow time for Ss to practice presenting their parts.
- Invite groups to come to the front of the class to present the robots.
- Encourage Ss to use follow-up questions to find out additional information about each robot.

Expansion

- Elicit and write the name of each robot presented by the groups on the board. Have Ss make a list of the robots.
- Have Ss put the robots into different categories in their groups. Categories can include Companionship, Destruction, Knowledge, and Protection.
- Allow time for the groups to put the robots into the categories.
- Have Ss form new groups and compare their ideas.

Quotable Quotes

The city's central computer told you? R2D2, you know better than to trust a strange computer.

C3PO
Star Wars robot

This section can be used as an optional writing assignment.



- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss' focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Animals: Our Research Partners?

Unit 5

Unit 5 explores the practice of animal testing, its history, and its relationship with consumer products, including medicines and cosmetics. It examines the pros and cons of animal testing and the possible alternatives. This unit connects with Unit 11, which focuses on people who support animal rights, the issues of how we use animals, and what rights animals should have.

Unit and title

- ❍ Introduce the title of the unit to Ss. Ask: *Have you heard about research using animals? What kind of research was it?*
- ❍ Elicit examples of products that may use animal testing. (e.g., *Cosmetics are often tested on animals. Medicine is tested on animals.*)
- ❍ Have Ss create a list of the kinds of research and products that may be tested on animals.
- ❍ At the end of the unit, have Ss refer back to their lists to see which items were mentioned in the unit.

1 Critical cartoons

Page 33

Objectives: connect to background knowledge about animals used in research or for animal testing and products that are tested and encourage Ss to think critically about the topic.

About the topic

Animal testing is the practice of using animals for research. Three common types of research are basic research, in which animals are used to find out more about how living organisms function; medical research, which is concerned with learning more about diseases and finding treatments for them; and product safety, in which animals are used to test medicines, household products, and cosmetics. The use of animals to test cosmetics is particularly controversial, with critics arguing that it is unnecessary and cruel.

Interesting fact

In 2013, India became the first country in Asia to ban animal testing for cosmetics. It joins the European Union and Israel in a growing movement away from the use of animals for such testing.

A Warm up

- ■ Organize Ss into pairs or small groups.
- ■ Draw attention to the cartoon. Ask: *What do you see in the cartoon?* (**Answer:** A group of turtles is conducting tests on human subjects.) Ask: *What is the role of the humans in this cartoon?* (**Answer:** The humans are test subjects for the turtles, which are researching a cure for baldness.)
- ■ Ask Ss to discuss the questions. Say: *Let's look at the questions. These questions are related to the topic of the unit. Let's discuss what we know.*
- ■ Draw attention to the speech bubbles. Say: *We can use these phrases to discuss our answers.* Model an example with Ss. (e.g., *There is one new product that the makers say will help people live longer.*)

Brainstorm a list of products on the board for Ss to refer to in the exercise. Tip

- ■ Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- Arrange Ss into groups.
- Have Ss create a T chart. On the left side of the chart, write *Pros*. On the right side of the chart, write *Cons*.
- In groups, have Ss brainstorm the pros and cons of testing products on animals. Ask Ss to write ideas in the chart.
- Have Ss form new groups and compare ideas.
- Elicit ideas 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.

Rise of the Planet of the Apes is a science fiction movie about a chimpanzee called Caesar, which gains human-like intelligence after receiving an experimental drug. He is locked up with other apes but manages to give the drug to other apes, and together they escape. Caesar is then ready to create and lead an army to fight the humans.

Remind 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 34–35

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



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

A Scanning and skimming

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

1 Scanning

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

ANSWERS

Definitions

claim to state that something is true or is a fact
contract a legal document that states and explains a formal agreement between two different people or groups
employee a person who is paid to work for someone else
examine to look at or consider a person or thing carefully in order to discover something about the person or thing
experiment a test done in order to learn something or to discover whether something works or is true
issue a subject or problem that people are thinking and talking about
parent a person who gives birth to or raises a child
patient a person who is receiving medical care
refuse to say or show that you are not willing to do, accept, or allow something
training the process of learning the skills you need to do a particular job or activity

Expansion

- Arrange Ss into groups.
- Pass out definitions of words to groups. Have groups rewrite the definition of the word in the form of a question. (e.g., *What do you call stating something that is true or a fact?*)
- Collect questions from groups.
- Read a question to the class. The first group to say the correct word receives a point.
- The team with the most points wins.

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from reading the passage? What was the main idea of the reading?* (**Answer:** The reading describes how animals are used for testing and why people may dislike this.)

- List on the board information Ss recall from the reading.
- Have Ss open their books. Focus Ss' attention on Exercise 2. Ask: *Which do you think would be the best title for this reading? Let's read and choose.*
- Have Ss skim and 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: word friends

For more information on teaching and working with words in context, see page xii.

1 Identify collocations

- Say: *Look at these keywords. They are words that are often found with other words. They are words that go together. Of the choices, A, B, C, or D, one word does not go with the keyword. Let's think about which word does not go together.*
- Model using the first example for Ss.
- Allow time for Ss to complete the exercise.
- Check answers as a class.

Have Ss look up the word combinations on the Internet to find examples of the words in context.



ANSWERS

1 D **2** C **3** A

2 Write new sentences

- Put Ss into pairs.
- Review the collocations from Exercise 1.
- Say: *Now let's write new sentences using the keywords and word friends. Model creating a new sentence with the first keyword.* (e.g., *The doctor has to examine the patient before a diagnosis.*)
- Allow time for Ss to complete the exercise in pairs.
- Say: *Now we will share our sentences. Share your sentence with another pair of students. Listen and write the sentence from the other pair.* Model writing by eliciting an example from Ss and writing on the board.
- Allow time for pairs of Ss to complete the exercise.
- Elicit the sentences and share as a class.

C Word parts: *dis*

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

1 Order the sentences

- Ask Ss to close their books. Focus Ss' attention on the word part *dis*.
- Elicit or give Ss words with *dis*. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Draw Ss' attention to the instructions. Say: *We will see five words with* dis *used in five sentences. These sentences make a short story. Let's put the sentences in order to make a story.*
- Read the first sentence with Ss. Ask: *What does the word* discontinued *mean?* Elicit and clarify the meaning of *discontinued*.
- Have Ss discuss in pairs the meanings of the remaining words with *dis*.
- Elicit Ss' definitions and clarify as a class.
- Read the remaining sentences with Ss. Clarify meaning as necessary.
- Allow time for Ss to order the sentences.
- Check answers as a class.

ANSWERS

1 Researchers were looking for the cure for a deadly **disease**.
2 Some people **disapproved** of their experiments and began to protest.
3 They said we can't **disregard** the lives of animals even to help humans.
4 Even though many people **disagreed** with the protesters, the research was stopped.
5 Because the research was **discontinued**, many people continued to get sick and die.

2 Complete the sentence

- Write Q1 on board. Ask: *What is the missing word?* (**Answer:** disease)
- See if Ss can guess the answer. Give them the answer if necessary.
- Focus Ss' attention on the sentences. Have Ss complete the sentences with the words.
- Check answers.

ANSWERS

1 disease
2 disagree
3 Disregard
4 disapprove
5 discontinued

3 Guess the meaning

- Arrange Ss into pairs.
- Instruct pairs to review the words from Exercise 2. Say: *Now look at the words using* dis*. What is the meaning of the word part* dis*?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

A

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *This is a dictation. Listen and answer the three questions.* Clarify as necessary.
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

1 Do you have any pets?
2 Why do you think people keep pets?
3 Do you think it's OK for ugly animals like rats to be used for scientific research?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's discuss your ideas. Share your answers to the questions.* Encourage Ss to use follow-up questions to continue the conversation.
- Model the discussion with a student to demonstrate.

Write follow-up questions on the board. (e.g., *What kind is it? Why do you think . . . ? What makes it OK?*) Encourage Ss to use the follow-up questions to continue the discussion.



- Allow time for Ss to discuss the answers in groups. Monitor and assist as necessary.
- Elicit and share answers as a class.

3 Reading skills

Pages 36–37

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; apply logical reasoning to an argument; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.



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

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



A Pre-reading questions

- Read the title with the Ss. Ask: *What ideas do you think the author will present in the reading?*
- Draw Ss' attention to the pre-reading questions. Read and clarify the questions with Ss.
- Say: *Write your answer to each question.* Allow time for Ss to write their answers.
- Put Ss into pairs. Have Ss compare answers with their partners.
- Elicit and share as a class.

B Reading

- Say: *As you read, think about these questions. What experiments does the author describe? What does the author believe about animal testing? Let's read and find out.*
- Allow time for Ss to read. Elicit additional answers to the pre-reading questions and discuss as a class.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that for religious reasons, people were not allowed to cut up bodies.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Focus Ss' attention on the questions. Say: *Let's read the passage again. This time, we will read to find the topic and the main idea.*
- Review the format of the questions with Ss. Say: *The first question is about the topic. The second question is about the main idea. Let's read and find the answers.*
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D **2** A

D Logical reasoning

1 Choose the statement

- Elicit the opinion of the author. Ask: *Is the author for or against using animals to test medicine?* (**Answer:** against)
- Draw attention to the instructions. Clarify meaning as necessary. Say: *One of these statements weakens the argument of the author. That means it makes it more difficult to be against animal testing. Which is the statement?*
- Allow time for Ss to read the statements and choose A, B, or C.

2 Compare answers

- Put Ss into pairs.
- Say: *You each chose a statement. Share your statement with your partner. Explain why you think it would weaken the author's argument.*

Provide a model conversation on the board to scaffold the discussion. (e.g., *If the statement . . . is true, the argument is weakened because . . .*)



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

ANSWER

B

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *In the reading, we learned the author's opinion about animal testing. Which of these speakers agrees with the author?*
- Read the statements with Ss. Say: *Choose the statement the author would agree with.*
- Allow time for Ss to circle A, B, or C.
- Check answers as a class. Encourage Ss to explain their choices.

ANSWER

Jessica

Expansion

- Arrange Ss into groups.
- Review the statement the author would agree with from Section E.
- Have Ss read the passage. Ask Ss to highlight the sentences that support the statement the author would agree with.
- Have Ss form new groups.
- Direct groups to compare the highlighted statements.
- Elicit statements and share as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Let's discuss the information you found interesting with a partner. As you share the information, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *Many people have different opinions about animal testing. How do you feel about it? Look at the two lists. These are common reasons for testing on animals. Rank the reasons for testing. Write 1 if you think this is a very bad reason. Write 5 if you think this is a very good reason.* Read the examples provided. Allow time for Ss to rank the list. Monitor and assist as necessary.
- Q3: Arrange Ss into groups. Have Ss compare their rankings and explain their choices in groups.
- Elicit and share reasons for ranking as a class.

4 Find out more

Page 38

Objectives: complete an information gap with a partner; discuss in groups the testing of medicines on animals.

A Information gathering

- Put Ss into pairs. Say: *Let's look at ways in which animal testing has been helpful. We can use this chart to share information about animal testing.*
- Review the parts of the chart with Ss. Ask: *What information will we learn about animals and medical research?* (**Answer:** We will learn about the animals used and the discoveries made by researchers.)
- Assign one S the role of A and the partner 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 find out the missing information about animals used in medical research.*
- Draw Ss' attention to the model dialogue. Write a model dialogue on the board for Ss.

  A: *What animals were used for . . . research?*
  B: *. . . were used for . . . research. What was the discovery?*
  A: *The discovery was . . .*
  B: *How do you spell that?*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

Animals and medical research

Disease	Animals used	Discovery
Asthma	guinea pig	epinephrine
Diabetes	dog	insulin
Kidney failure	dog	organ transplant
Polio	mouse	vaccine
Scarlet fever	mouse	penicillin
Smallpox	cow	vaccine
Tetanus	horse	vaccine

B Comparing results

- Organize Ss into small groups. Say: *Let's discuss these questions about using animals in medical research.*
- Focus Ss' attention on the speech bubbles. Say: *We can use these phrases in our discussion.* Model using a speech bubble in the discussion. (e.g., *I've never heard of tetanus. What is it?*)

Have Ss use the Internet or an encyclopedia to look up the different diseases and how animal testing was used to help cure the disease.



- Draw attention to the questions. Review and clarify the questions with Ss. Have Ss discuss questions in groups. Monitor and assist as necessary.
- Elicit and share Ss' answers as a class.

Expansion

- Arrange Ss into groups.
- Assign one of the diseases listed in Section A to two groups. Each pair of groups will have a different disease.
- Say: *One group will be for animal testing to cure the disease. One group will be against animal testing to cure this disease.* Have groups choose their side.
- Have groups brainstorm reasons to support their opinion.
- Place groups together. Allow groups to debate their opinion providing reasons from the brainstorming.
- Elicit and share reasons used in the debate as a class.

5 Critical thinking

Pages 39–40

Objectives: identify statements suggested by the text using inference skills; rank animals based on their right to protection; write a personal opinion about a quote on animal treatment; discuss in groups pros and cons of animal testing and vote on the issue as a class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 36. Remember, you will not find these statements in the reading. Let's see if we can find these ideas suggested in the reading.*
- Model with the first item. Read the item to Ss. Say: *In lines 13–14, about new medicine, it says, "Scientists can't test it on patients because it may make the patient worse." This suggests that new medicine is not tested on humans. So I will write yes.*

- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit and check as a class.

ANSWERS

1	Yes	Lines 13–15
2	No	
3	Yes	Lines 42–43

B Ranking

1 Rank animals' rights

- Arrange Ss into small groups.
- Draw Ss attention to Exercise 1. Say: *Let's think about these animals. Do you think some animals should be protected more than others? Which animals have the most rights? Let's rank these animals.*
- Clarify the ranking order with Ss. (e.g., *The scale is from 1 for the most rights to 6 for the least rights.*)
- Allow time for Ss to rank the animals in the list individually.

2 Compare answers

- Put Ss into pairs.
- Ask: *How does your ranking compare with others? Share your answers with your partners.*
- Allow time for Ss to complete the discussion. Elicit and review answers as a class.

C Tweet your opinion

1 Explain the quotes

- Draw Ss' attention to the quotes in the exercise.
- Say: *Take a moment to think about each quote. How can you explain the quote using simple language.* Model *with the first quote.* (e.g., *You can see how well a country is doing by how it treats animals.*)

Have Ss write a simplification for each quote before sharing answers with a partner.



- Allow time for Ss to share explanations of the quote.

Read the definition of the word *moral* provided at the bottom of the text with Ss to clarify the first quote.



2 Write a tweet

- Focus attention on the Tweet box. Ask Ss to choose one of the quotes. Say: *Do you agree or disagree with the quote? Why? Write a short tweet to give your opinion of the quote.*
- Have Ss write their opinion in the form of a tweet.
- Allow time for Ss to complete the writing.
- Arrange Ss into groups. Have Ss share tweets in groups.
- Elicit and share answers as a class.

Expansion

- Arrange Ss into groups.
- Ask Ss to research on the Internet or in a quotation dictionary to find additional quotes about animals.
- Allow time for Ss to find and write quotes.
- Have groups present the quotes to the class.
- Share opinions about the quotes.

D Discussion

- Organize Ss into small groups.
- Draw Ss' attention to the instructions. Say: *You are going to vote on animal testing. With your vote you will decide if the government will end all animal testing. Jane is a medical researcher. She believes testing should continue. Matt is an animal rights supporter. They want to help you decide how to vote. Let's read and consider their opinions.*
- Allow time for Ss to read the dialogue in groups. Clarify as necessary.
- Q1: Ask Ss to consider who has the best argument. Say: *Let's discuss the arguments Jane and Matt make and decide who to vote for.*
- Draw attention to the speech bubbles. Say: *You can use these phrases in your discussion. As a group, decide who will get your vote. As a group, think about why you choose to vote that way and give reasons.*

Have Ss write the name of the person they believe has the best argument. Instruct Ss to write reasons for the argument being good. Then have Ss share their opinions in groups.



- Allow time for Ss to discuss and decide who to vote for. Circulate and monitor Ss' discussion. Provide clarification and support as necessary.
- Have Ss form new groups. Have groups share who they will vote for and give their reasons.
- Elicit answers and discuss as a class. As a class, have Ss vote for or against the end of animal testing. Elicit reasons for the vote from Ss.

Quotable Quotes

If you want to test cosmetics, why do it on some poor animal who hasn't done anything? They should use prisoners who have been convicted of murder or rape instead.

Ellen DeGeneres
Talk show host and actor

This section can be used as an optional writing assignment.



- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss' focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Ellen DeGeneres is an American actress and comedian. She is best known for her work as a talk show hostess on her show, *The Ellen DeGeneres Show*. DeGeneres is also known for her work to raise awareness on social issues, including child poverty, gay rights, and animal welfare.

The Online Information Debate

Unit 6

Unit 6 focuses on the use of modern technology to communicate information using the Internet. It looks at the advantages and disadvantages of online information and explores other issues related to the use of the Internet. This unit connects with Unit 12, which compares traditional and Internet-based media and focuses on the accuracy and aims of modern journalism and news media.

Unit and title

- Introduce the title of the unit to Ss. Ask: *Do you use the Internet to get information? What kind of information do you get from the Internet?*
- Have Ss make a list of the types of information they get online.
- Ask: *Do you think it is good or bad to be able to get information online? What is your opinion? Why?*
- Allow time for Ss to write opinions.
- At the end of the unit, refer back to the personal opinions of Ss. Ask: *After doing this unit, has your opinion changed? Why or why not?* Have Ss share opinions in pairs or small groups.

1 Critical cartoons

Page 41

Objectives: connect to background knowledge about online information and its uses and encourage Ss to think critically about the topic.

About the topic

In 1969, a communications network connecting four major US universities went online, marking the beginning of the Internet and the digital revolution. Three years later, email was born. The Internet became readily available to the general population from the mid-1990s and is now used by over 2.5 billion people worldwide. The instant access to a huge amount information provides many benefits, but many people are concerned about the quality and accuracy of online information.

Interesting fact

The first message ever sent on the Internet was a communication between a student at University of California, Los Angeles and one at Stanford University in 1969. The first message communicated was "login."

A Warm up

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the picture?* (**Answer:** A teacher is giving homework. Later, one student using books is struggling while another students uses the Internet to easily complete her homework on a tablet.) Ask: *What is the problem for the student on the left? What about the girl on the right? What is your opinion about how she finishes her homework?* Elicit answers and discuss as a class.
- Ask Ss to discuss the questions. Say: *These questions will help us think about the use of online information. Let's read and think about the questions.*
- Draw attention to the speech bubbles. Say: *We can use these phrases to answer the questions.* Model using a question for Ss. (e.g., *I usually use websites to check the weather because they are always up to date.*)
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- Arrange Ss into two groups.
- Provide one group with a general knowledge encyclopedia. Allow the second group to research on the Internet. Ask Ss to find the following information about their country:
  - The total population
  - Average rainfall each year
  - Average birthrate
  - Latest rate of currency exchange
- Have groups share information found during the research. Ask: *Which way do you think is better for getting information? Why?*
- Elicit answers and discuss as a class.

Media link

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

Download: *The True Story of the Internet* is a four-part documentary series made for television about Internet history. The series looks at Microsoft and its battle with Netscape, and explores the rise of Yahoo, Google, Amazon, and eBay. It also focuses on the dotcom crash of 2000 and highlights recent social and networking trends.

The Social Network tells the true story of how Harvard student Mark Zuckerberg created the social networking website that would become known as Facebook. The movie looks at how he was sued not just by two twin brothers who claimed he stole their idea, but also by the co-founder of the company and former close friend who was squeezed out of the business.

Remind 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; identify collocations; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Organize Ss into pairs. Direct Ss to take turns pointing to a word and asking his or her partner for the definition. Tell Ss to circle known words and underline unknown words.
- Circulate as Ss work. Make a list on the board of words that are marked as unknown.
- Say: *Remember, we can use the text to help find the meaning of the words we don't know. Let's find the words. Try to guess their meaning.*
- Have Ss scan the reading for the keywords. Direct Ss to read the sentences that contain the words.
- When finished, tell Ss to write down their guesses of the meaning of the words.
- Review and clarify word meanings as a class.

ANSWERS

Definitions

aware knowing that something exists, or having knowledge or experience of something

contribution help, support, or give money to help achieve something or make something successful

debate a serious discussion of a subject in which many people take part

define to say what the meaning of something, especially a word, is; to explain

editor a person who corrects or changes pieces of text or films before they are printed or shown

legal connected with the law

property a thing or things that belong to someone

shift to cause something or someone to move or change from one position or direction to another, especially slightly

survey an examination of opinions, behavior, etc, made by asking people questions

user someone who uses a product, machine, or service

2 Skimming

- Read the title with Ss. Ask: *What do you remember from your first reading? What did you notice as you looked for the words?*
- List on the board information Ss recall from the reading.
- Say: *Now let's skim the reading and see if what we remember is correct.* Model skimming as necessary (e.g., *Let's read quickly. Don't read every word or sentence.*)
- Check the information Ss recalled.
- Focus Ss' attention on Exercise 2. Read the instructions with Ss. Clarify as necessary.
- Instruct Ss to circle A, B, or C.
- Check 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: word friends

For more information on teaching and working with words in context, see page xii.

1 Identify collocations

- Say: *Look at these keywords. They are words that are often found with other words. They are words that go together. Of the choices, A, B, C, or D, one word does not go with the keyword. Let's think about which words do not go together.*
- Model using the first example for Ss.
- Allow time for Ss to complete the exercise.
- Check answers as a class.

Clarify the definitions of word and word friends for Ss before completing the exercise.

ANSWERS

1 C **2** C **3** A

2 Write new sentences

- Put Ss into pairs.
- Review the collocations from Exercise 1.
- Say: *Now let's write new sentences using the keywords and word friends.* Model creating a new sentence using the first keyword. (e.g., *The newspaper editor checks for errors in a story.*)
- Allow time for Ss to complete the exercise in pairs.
- Say: *Now share your sentence with another pair of students. Listen and write the sentence from the other pair.* Model writing by eliciting an example from Ss and writing on the board.
- Allow time for pairs of Ss to complete the exercise.
- Elicit the sentences and share as a class.

C Word parts: *sur*

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

1 Word search puzzle

- Draw Ss' attention to the word search puzzle. Say: *In the word search, there are five words that contain the word part* sur. *Let's find the words in the puzzle.*
- Model finding a word in the puzzle with Ss. (e.g., *In the first line, you can find the word* surpassing.)

Ss can find a list of the words to find in the puzzle on page 99. Have Ss check the list to give them extra support.

- Allow time for Ss to find the words.
- Check the words as a class.

ANSWERS

Line 1 across:	surpassing
Line 2 diagonal:	surface
Line 2 down:	surcharge
Line 3 down:	surplus
Line 3 down:	surname

- Ask: *What does the word* surpassing *mean? Ask your partner if you don't know?* Elicit or give the meaning and write it on the board. (**Answer:** doing or being better or more than others)
- Have Ss discuss the definitions for the remaining words in pairs.
- Elicit definitions and clarify as a class.

2 Complete the sentence

- Ask Ss to close their books. Write the word part *sur* on the board.
- Elicit or give Ss words with the word part. Make a list of words on the board.
- Write Q1 on board. Ask: *What word is missing? What does it mean?* (**Answer:** surface. It means the outer or top part of something.)
- See if Ss can guess the answer. Give them the answer if necessary.
- Have Ss open their books. Focus Ss' attention on the sentences. Have Ss complete sentences with the words.
- Check answers as a class.

ANSWERS

1 surface
2 surcharge
3 surname
4 Surpassing
5 surplus

3 Guess the meaning

- Arrange Ss in pairs.
- Instruct pairs to review the words from Exercise 2. Ask: *Look at the words that contain* sur. *What do you think it means?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

C

D Discussion dictation

1 Dictation

- Draw Ss attention to Section D.
- Say: *It's time for the discussion dictation. Listen and write all the words you hear to make three complete questions.*
- 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 use Wikipedia?
2 Do you search for information with things other than a computer? What?
3 How has technology changed your life?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's answer these questions with a partner.*
- Model the discussion with a student to demonstrate.
- Allow time for Ss to discuss the answers in groups. Monitor and assist as necessary.
- Elicit and share answers as a class.

Expansion

- Arrange Ss into two groups.
- Have Ss create a T chart. On the left side, Ss write *Devices*. On the right side, Ss write *Uses*.
- Have Ss create a list of technology devices they use on a daily basis. Ask Ss to write the uses of the device on the right.
- Have Ss form new groups and compare lists.
- Elicit answers and share as a class.

3 Reading skills

Pages 44–45

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify supporting details in a text; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.



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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Let's look at these questions before we read. This will help us think about the topic.*
- Arrange Ss into pairs. Focus Ss' attention on the first question. Say: *These are places where we can get information. Which places do you trust as sources of information? How easy are they to use. Let's discuss them with a partner.*
- Have Ss circle items that are easy to use and put a check next to the ones that provide good information.
- Read the second question with Ss. Have Ss discuss the answer with their partners. Elicit Ss' answers and write them on the board.
- Say: *The author has a clear opinion about digital information and whether it is good or bad. Let's read and see what his or her opinion is.*

B Reading

- Instruct Ss to skim the passage and find out whether the author has a positive or negative opinion about online information. (**Answer:** the author has a positive opinion: see lines 32–33 especially.)
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that 69 percent of US college students used Wikipedia.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Let's read the text again. This time, we will use these questions to help our reading.*
- Review the format of the questions with Ss. Say: *The first question is about the topic. The second question is about the main idea. Let's read and find the answers.*
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D **2** B

D Finding supporting ideas

- Say: *In the text, the author makes three specific claims. We can see those claims here.* Read and clarify the claims with Ss as necessary.
- Say: *The author provides reasons in the text to support each of these claims. Let's read and see if we can find two reasons that support each claim.* Model using the first item. (e.g., *One reason the Internet is better than a newspaper for getting news is that it is free.*)
- Allow time for Ss to read and write the reasons.
- Put Ss into pairs. Have Ss check answers together.
- Elicit and check answers as a class.

ANSWERS

1 Reason 1: It's free.
Reason 2: It's timely.
2 Reason 1: Trees are not cut down.
Reason 2: No transport is needed.
3 Reason 1: It may not be legal.
Reason 2: It may not be reliable because it is not written by experts.

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *We saw that the author of the text has a specific opinion. These are statements the author may or may not agree with. Think about what you read in the passage. Which statement do you think he or she would agree with?*
- Read the statements and clarify as necessary.
- Allow time for Ss to circle A, B, or C.
- Put Ss into pairs. Have Ss share their answer with a partner.
- Check answers as a class. Encourage Ss to provide reasons that the author would agree with the statements.

ANSWER

1 A

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Discuss the information you found interesting with a partner. As you share, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share it with the class.
- Q2: Say: *Today, it is common for people who feel sick or ill to look up their problems on the Internet. Would you follow advice from the Internet before checking with a doctor? Share your thoughts with your group.*
- Q3: Focus Ss' attention on the question. Ask: *What businesses have changed because of the Internet? How are they changing?* Allow time for Ss to discuss how the Internet is changing business.
- Elicit and share answers as a class.

Expansion

- Arrange Ss into groups.
- Have groups make a list of six businesses that have changed because of the Internet.
- Ask the groups to decide if the way the Internet changed the business is good or bad.
- Tell Ss to write reasons to support their opinions.
- Have Ss form new groups and compare their opinions.
- Elicit opinions and share as a class.

4 Find out more

Page 46

Objectives: interview a partner about Internet habits; compare and discuss the results in groups.

A Information gathering



As a schema-building activity, prepare pictures of different websites that are used for the various activities described in Section A. Have Ss name the websites before beginning the interview.

- Focus Ss' attention on the chart. Say: *We are going to interview our partners about what they use the Internet for. Look at the first column. Let's review Internet activities.* Review and clarify the activities.
- Read and clarify the additional columns in the chart. Focus Ss' attention on the speech bubbles in Section A. Say: *We can use these questions in our conversation.* Model a dialogue on the board for the interview.

  A: *How many times have you downloaded images in the last month?*
  B: *Maybe 10 or 15 times.*
  A: *What did you use to download the images?*
  B: *I used a free website.*
  A: *Do you know if it's legal in this country to download images?*
  B: *I think it is legal for personal use.*
- Allow time for Ss to interview each other and complete the chart.

B Comparing results

- Organize Ss into small groups. Say: *Let's compare our results. Share what you learned in your interview with your partners.*
- Read and clarify the questions with Ss.
- Focus attention on the speech bubbles. Say: *We can use these phrases to compare our results.*
- Instruct Ss to discuss the questions in their groups. Monitor as Ss discuss. Provide assistance as necessary.
- Elicit answers and share ideas as a class.

Expansion

- Write *Legal* and *Illegal* on the board.
- Have Ss make a list of legal and illegal Internet activities.
- Arrange Ss into groups. Have the groups compare lists.
- Ask Ss to use the Internet to check the accuracy of the lists. Say: *Let's find out exactly which activities are legal and which are illegal in this country. Use the Internet to find out.*
- Have Ss share any surprises learned in checking the accuracy of legal or illegal activities.
- Have Ss discuss how that knowledge could change their Internet habits.
- Elicit and share ideas as a class.

5 Critical thinking

Pages 47–48

Objectives: identify statements suggested by the text using inference skills; rank the reliability of news sources and compare results in a class discussion; write a personal opinion about the use of online sources for research; consider the arguments for and against downloading music for free in groups and present results to the class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 44. Remember, you will not find these statements in the reading. Let's see if we can find these ideas suggested in the text.*
- Model with the first item. Read the item to Ss. Say: *In lines 10–11, it says, "Further, online news is up to date, but a newspaper a typically a day old." This suggests that the Internet is the best way to check stock market information. So I will write yes.*
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit answers and check as a class.

ANSWERS

1	Yes	Lines 10–11
2	Yes	Lines 14–15
3	No	
4	Yes	Lines 18–19
5	No	

B Ranking

1 Rank news sources

There may not always be agreement in this section. Encourage Ss to provide supporting reasons for their choices. This section is designed to encourage debate and critical thinking.

- Draw Ss' attention to Exercise 1. Say: *There are many different news sources. This is a list of different kinds of sources. Which do you trust the most? Let's rank these sources.*
- Clarify ranking for Ss: *1* is the most trustworthy and *5* is the least trustworthy.
- Allow time for Ss to rank the news sources individually.

2 Compare results

- Have Ss form pairs and compare their results with their partners.
- Say: *Share your ideas with your partner. Explain why you made your choices.*
- Allow time for Ss to complete the discussion. Elicit and review answers as a class.

C Tweet your opinion

1 Read the statements

- Draw Ss' attention to the instructions. Ask: *Have your teachers taught you how to do research using a library? What about how to use the Internet to do research?* Elicit answers from Ss.
- Say: *These are statements about research skills we learn. What do you think about these statements?*
- Allow time for Ss to read the statements.

2 Write a tweet

- Focus Ss attention on the Tweet box. Say: *Choose one of the statements. Do you agree or disagree with this statement?*
- Model a tweet on the board. (e.g., *I chose "Lazy students use Wikipedia." I agree with this statement. I think a good student should use a more reliable source to find information.*)
- Allow time for Ss to complete the writing.
- Have Ss share and compare tweets with a partner.

D Discussion

1 Discuss the issues

- Recall the statements from the previous exercise. Say: *We wrote about using the Internet to find information. Now let's discuss the issue of downloading music from the Internet.*
- Arrange the Ss into small groups. Divide the groups into A and B.
- Say: *Group A. You are media company employees. You will talk about your point of view as employees. Group B you are students. You will give your opinions as students.*
- Read the statements with Ss. Clarify as necessary. Say: *Discuss each statement. Think about your group's point of view.* Model giving a point of view of either group. (e.g., *As an employee of a media company, I think it is unacceptable to download music without paying. It costs a lot of money to record a song. As a student, I think it's OK to download music without paying. I pay to go concerts.*)
- Focus Ss' attention on the speech bubbles. Say: *Use these phrases to help share your opinions.*
- Allow time for Ss to discuss the statements. Monitor and assist as necessary.

Have Ss brainstorm opinions of the two groups on the topics to provide additional scaffolding for the discussion.

2 Report results

- Rearrange the groups so that A groups face B groups.
- Say: *Now let's share our opinions. As we share, listen and write questions to follow up on what we hear. Then we will write the answers to our follow-up questions.*
- Focus Ss' attention on the speech bubbles, Say: *These phrases will help you ask follow-up questions to find out more about the opinions of other groups.*
- Model writing a follow-up question on the board. Elicit an answer from Ss and model writing the answer on the board.
- Have groups share opinions in a group discussion. Circulate and provide assistance as necessary.
- Invite one or two groups to share their opinions with the class. Ask groups who listened to share the follow-up questions they asked and the answers they received.

Quotable Quotes

The goal is to give a free encyclopedia to every person in the world, in their own language. Not just in a "free beer" kind of way, but also in the free speech kind of way.

Jimmy Wales
creator of Wikipedia

This section can be used as an optional writing assignment.

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss' focus on the questions. Direct Ss to discuss the questions in their groups.

- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Jimmy Wales is an American Internet entrepreneur best known for the creation of the popular user-edited encyclopedia Wikipedia. Wikipedia is a free online encyclopedia of knowledge, which can be edited by any user anywhere. The site is one of the most popular on the Internet, used to communicate information to millions of users daily.

Online Advertising: Making Our Lives Better?

Unit 7

Unit 7 is the first unit of Cycle 2. It focuses on advertising techniques and strategies and how advertisers increasingly use technology to promote their brands. It also explores attitudes towards the collection of personal information for direct consumer marketing. This connects with Unit 1, which introduces the world of advertising and consumerism and looks at the positive and negative effects of advertising on consumers and society.

Unit and title

- Introduce the title of the unit to Ss. Have Ss recall what they learned in Unit 1. Ask: *What did we learn about advertising in Unit 1? What do you remember?* Elicit ideas from Ss.
- Say: *Online advertising is becoming very common. What kinds of online advertisements are there? What kinds of things do you think you will learn in this unit?* Have Ss make a list.
- Elicit Ss' predictions and write a list on the board. Have Ss copy the list.
- At the end of the unit, refer back to the list to see which ideas were covered.

1 Critical cartoons

Page 49

Objectives: connect to background knowledge about online advertisements and buying things online and encourage Ss to think critically about the topic.

About the topic

Techniques used to advertise messages have changed and evolved as technology has changed and evolved. As large amounts of information about consumers have become easy to collect by Internet companies, advertisers are increasingly able to target specific messages at specific users. There is currently a lot of debate about the use of personal data by companies and whether we are losing the ability to control our privacy online.

Interesting fact

Facebook, a popular social media website, was valued at nearly US$100 billion when its stock was offered to the public. Most of this value comes from the potential of Facebook as a tool for direct marketing.

When Facebook celebrated its 10th anniversary in February 2014, about one in six people worldwide were active users, 1.23 billion people.

A Warm up

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the picture?* (**Answer:** A mother is talking to her son, who is using a computer to buy something online.) *Read the speech bubbles. What problem is the boy having?* (**Answer:** The boy is receiving lots of advertising messages, which are making it difficult for him to buy a baseball.)
- Ask Ss to discuss the questions. Say: *These questions are about the cartoon. Let's discuss the questions with our group.*
- Draw attention to the speech bubbles. Say: *We can use these phrases to answer the questions.* Model using a phrase to answer a question. (e.g., *I bought a new computer online. I bought it because it was sold at a discount.*)

Have Ss write answers to the questions first before sharing in groups to provide planning time and additional scaffolding.



- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- Arrange Ss into groups. Divide the class into two sides. One side will brainstorm and list advantages of shopping online. The other side will brainstorm and list disadvantages of shopping online.
- Allow time for Ss to brainstorm and make lists.
- Rearrange students to share the advantages and disadvantages. Ask Ss to say if they agree with the ideas and provide reasons.
- Elicit ideas and discuss as a class.

Media link

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

The Corporation is a documentary that highlights the development and history of large businesses. Focusing on North American corporations, it presents a critical look at modern business practices through real-world examples and interviews with famous critics such as Noam Chomsky and Michael Moore.

What Women Want is a romantic comedy about an advertising executive (Mel Gibson) who has an accident and finds that he can suddenly hear what women really think. Advertising themes, including ethics, are present throughout the movie.

Remind 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 50–51

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



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Organize Ss into pairs. Direct Ss to take turns pointing to a word and asking their partner for the definition. Tell Ss to circle known words and underline unknown words.
- Circulate as Ss work. Make a list on the board of words that are marked as unknown.
- Say: *Remember, we can use the text to help find the meaning of the words we don't know. Let's find the words. Try to guess the meaning of the word.*
- Have Ss scan the reading for the words. Direct Ss to find the sentences that contain the words.
- When finished, tell Ss to write down their guesses of the meaning of the words
- Review and clarify word meanings as a class.

Provide Ss with a dictionary or online dictionary access to check the definitions of the words.

ANSWERS

Definitions

award (to give) money or a prize following an official decision

benefit to provide a helpful or good effect

blame to say someone or something is responsible for something

campaign a planned group of activities to achieve a particular aim

factor a fact or situation that influences the result of something

mass a large amount or number

opportunity an occasion or situation that makes it possible to do something that you want to do or have to do

promote to encourage people to like, buy, use, do, or support something

resource something that can be used to help you

technique a way of doing an activity that needs skill

2 Skimming

- Read the title with Ss. Ask: *What do you remember from your first reading? What did you notice as you looked for the words?*
- List information Ss recall from the reading on the board.
- Say: *Look at the picture. How does the picture connect with the information in the reading?* Elicit Ss' ideas about the picture. Clarify the connection between the reading and the illustration.
- Focus Ss' attention on Exercise 2. Have Ss read the statements.
- Instruct Ss to circle the statement that best matches the text.
- Check 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: word friends

For more information on teaching and working with words in context, see page xii.

1 Identify collocations

- Say: *Look at these keywords. Let's find the words that go with them. Of the choices, A, B, C, or D, one word does not go with the keyword. Let's find which word does not go with the keyword.*
- Model using the first example for Ss as necessary.
- Allow time for Ss to complete the exercise.
- Check answers as a class.

ANSWERS

1 D **2** A **3** B

2 Write new sentences

- Put Ss into pairs.
- Review the collocations from Exercise 1.
- Say: *Now let's write new sentences using the keywords and word friends.* Model creating a new sentence using the first keyword. (e.g., *The university was happy to award a prize to the best student artist.*)
- Allow time for Ss to complete the exercise in pairs.
- Say: *Now share your sentence with another pair of students. Listen and write the sentence from the other pair.* Model writing by eliciting an example from Ss and writing on the board.
- Allow time for pairs of Ss to complete the exercise.
- Elicit the sentences and share as a class.

C Word parts: *con* or *com*

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

1 Word search puzzle

- Draw Ss' attention to the word search puzzle. Say: *In the word search, there are five words that contain either* con *or* com*. Let's find the words in the puzzle.*
- Model finding a word in the puzzle with Ss. (e.g., *From the last C on the first line when you look down, you can see the word* company.)

Ss can find a list of the words to locate in the puzzle on page 99. Have Ss check the list if they need support with the word search puzzle.



- Allow time for Ss to find the words.
- Check the words as a class.

ANSWERS

Line 1 down:	company
Line 2 across:	combine
Line 5 across:	convenient
Line 7 across:	contemporary
Line 11 across:	compact

- Ask: *What does the word* company *mean? Ask your partner if you don't know?* Elicit or give the meaning and write it on the board. (**Answer:** A company is an organization that produces or sells goods or services to make a profit.)
- Have Ss discuss in pairs the definitions for the remaining words.
- Elicit definitions and clarify as a class.

2 Complete the sentences

- Ask Ss to close their books. Write the word part *con/com* on the board.
- Elicit or give Ss words with the word part. Make a list of words on the board.
- Write Q1 on board. Ask: *What word is missing? What does it mean?* (**Answer:** company)
- See if Ss can guess the answer. Give them the answer if necessary.
- Have Ss open their books. Focus Ss' attention on the sentences. Have Ss complete the sentences with the words from the puzzle.
- Check answers as a class.

ANSWERS

1 company
2 compact
3 combine
4 convenient
5 contemporary

3 Guess the meaning

- Arrange Ss into pairs.
- Instruct the pairs to review the words from Exercise 2. Say: *Look at the words that contain* con *or* com*. What do you think it means?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

B

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *Listen and write all of the words. When you are finished, you will have three questions.*
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

1 Can you think of an example of successful advertising?
2 What techniques did it use?
3 Did it persuade you or change you?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *These questions are related to the unit topic. Let's discuss the answer to each question.*
- Model the discussion with a student to demonstrate.
- Allow time for Ss to discuss the answers in groups.
- Elicit and share answers as a class.

Expansion

- Put Ss into pairs. Write the three discussion dictation questions on separate pieces of paper.
- Post each question in a separate corner of the room.
- With a partner, have Ss move around the corners and read the questions.
- Tell Ss they have two minutes to ask each other the question.
- When the time is up, direct all pairs of Ss to move to the next question. Repeat.
- When Ss have discussed all three questions, have Ss return to seats.
- Elicit Ss' answers and discuss as a class.

3 Reading skills

Pages 52–53

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify unnecessary information in a text; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.



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



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

A Pre-reading questions

- Read the title with the Ss. Say: *Look at the picture. What does it suggest the reading will be about? What about the title?*
- Draw Ss' attention to the pre-reading questions. Say: *Let's think about these questions before we begin reading.*

- Have Ss read the pre-reading questions. Allow time for Ss to think about possible answers. Elicit Ss' answers and write on the board. (e.g., *Sometimes, I receive messages that are advertisements. Sometimes, I receive emails asking me to join something.*)
- Say: *Now let's read. The author will provide information about these questions as well as opinions on the topic.*

B Reading

- Instruct Ss to skim the passage and find additional answers to the pre-reading questions.
- Elicit additional answers to the pre-reading questions. Write correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting to read that we are the product for online companies. I never thought about it like that.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's try to find the topic and the main idea. These questions will help us focus our reading.*
- Review the format of the questions with Ss as necessary. Say: *Remember, the first question is about the topic. The second question is about the main idea.*
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A **2** B

Expansion

- Have Ss work individually. Ask Ss to choose one paragraph from the text on page 52.
- Ask Ss to write their opinion of the information provided in the reading. (e.g., *In my opinion, it is good that our information is being collected by advertisers because . . .*) Allow time for Ss to write their opinions.
- Put Ss into pairs. Have Ss share their opinions on the paragraphs. Encourage Ss to ask follow-up questions to get more information.
- Elicit opinions and share as a class as time permits.

D Identifying unnecessary information

- Draw Ss' attention to the reading again. Ask: *Can you find the four numbered sentences within the text?* Have Ss point to the numbered sentences.
- Say: *One of these sentences is not connected to the main idea of the reading. Read the sentences carefully. Choose the sentence that is not connected. Write the number on the line.*
- Allow time for Ss to read and write the answer.
- Say: *Now think about why this sentence is not connected. Write the reason this sentence is not necessary on the space provided.*
- Allow time for Ss to read and complete the activity.
- Arrange Ss into pairs. Have Ss check answers together.
- Elicit and check answers as a class.

ANSWER

Sentence number: 2

Reason: This sentence describes a tip for improving a person's ability to play tennis. This is not related to advertising and the Internet.

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *The author of the writing has a specific opinion. Here, three speakers are sharing their own opinion. Which speaker would the author agree with? Read the text and choose the opinion that is similar to the opinion of the author.*
- Read the statements and clarify as necessary.
- Allow time for Ss to read and circle A, B, or C.
- Check answers as a class. Encourage Ss to provide reasons for their choices.

ANSWER

1 A

Expansion

- Arrange Ss into groups.
- In the groups, have Ss make a Venn diagram. In the left circle, have Ss write *print advertising*. On the right side, have Ss write *online advertising*. Have Ss brainstorm the similarities and differences between the two. Ask Ss to write information in the diagram.
- Rearrange Ss into new groups. Have Ss share and compare information included in the diagram.
- Elicit and share similarities and differences as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Let's discuss the information you found interesting with a partner. As you share information, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *Using the Internet, companies can gather information about people. Read about what Sara did today. Then talk to your partner. If a company had this information, what kind of products would it try to sell to Sara?* Read and clarify the story about Sara in the answer.
- Allow time for Ss to discuss the question. Elicit and share answers as a class.
- Q3: Focus Ss' attention on the question. Ask: *How do you use the Internet? What do you look for on the Internet?*
- Allow time for Ss to discuss the types of advertising they may receive based on how they use the Internet. Elicit and share answers as a class.

4 Find out more

Page 54

Objectives: identify techniques used to advertise products; relate techniques to real-life examples of advertising products; describe personal opinions about techniques in a group discussion.

A Information gathering

1 Study advertising techniques

Prepare examples of the different techniques from authentic materials for reference in the classroom. Items like snack packages, magazine ads, newspaper advertisements, and recordings of radio advertisements may help clarify the techniques used in real life.

- Arrange Ss into pairs.
- Focus Ss' attention on the list. Say: *Here is a list of techniques used in advertising. Let's read and see what each technique is called and how it works.*
- Allow time for Ss to read the information. Clarify as necessary.

2 Complete the chart

- Have Ss close their books. Write the advertising techniques on the board. Elicit a description of each technique from Ss to review.
- Have Ss form small groups. Direct Ss to open their books. Read the instructions with Ss. Clarify as necessary.
- Focus Ss' attention on the chart. Ask: *What information will we include in the chart?* Model completing the chart with the example provided or elicit an example from Ss.
- Have Ss work in groups to complete the chart. Monitor and assist as necessary.

Have Ss review popular advertisements described on page 6 to provide additional ideas and scaffolding for the activity.

B Comparing results

- Say: *Let's compare the examples of different advertising techniques and see which techniques are most popular in this country.* Read the three questions with Ss and clarify as necessary.
- Focus Ss' attention on the speech bubbles. Say: *We can use these phrases to answer the next questions.*
- Q1: Draw attention to the first question. Ask: *In the chart, you described different types of techniques. What did you find? Which was the most popular?*
- Elicit answers from the groups and share as a class.
- Q2: Draw attention to the second question. Ask: *Which are the most popular techniques in this country?*
- Elicit answers from the groups and share as a class.
- Q3: Draw attention to the third question. Ask: *Which technique do you think is best? Which works the best?*
- Elicit answers from groups and share as a class. Encourage Ss to give reasons and ask follow-up questions.

To provide additional support, have groups of Ss answer the questions in Section B to other groups of Ss before inviting Ss to share their ideas with the class.

5 Critical thinking

Pages 55–56

Objectives: identify statements suggested by the text using inference skills; rank website types according to willingness to provide personal information; write a personal opinion about advertising practices; create and present an online advertisement for a specific product in a group activity; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 52. Remember, you will not find these statements in the reading. Let's see if we can find these ideas suggested in the reading.*
- Model with the first item as necessary. (e.g., *In lines 27 and 28, talking about Internet companies, it says "We can blame them for spam email that we receive." We can infer that advertisers are responsible for spam emails. So I will write yes.*)
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

ANSWERS

1	Yes	Lines 27–28
2	Yes	Line 9
3	No	
4	Yes	Lines 24–25

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit and check as a class.

B Ranking

1 Rank website types

- Draw Ss' attention to the chart. Say: *In the chart, we can see different types of websites. In the second column, we can see types of personal information these sites may collect. Which of these websites are you willing to give personal information to?* Clarify how Ss should complete the ranking.
- Allow time for Ss to complete the ranking in the *You* column individually.

2 Compare rankings in groups

- Have Ss form groups.
- Say: *You ranked your personal choices. Now share your ranking with your group.*
- Draw Ss' attention to the speech bubbles. Say: *You can use these phrases to share your answers with your group.* Allow time for Ss to share their results.
- Say: *Now as a group, decide what information you are willing to share. Everyone must agree on the ranking for the group.*
- Allow time for Ss to rank the statements as a group.

3 Compare rankings with the class

- Work with Ss as a class.
- Elicit group rankings from the class. Write the group rankings on the board.
- Have Ss compare group rankings with the class rankings on the board.

Expansion

- Write the following questions on slips of paper:
  When is it OK for a company to share your address with an advertiser?
  When is it OK for a company to share your hobbies with an advertiser?
  When is it OK for a company to share your cell phone number with an advertiser?
  When is it OK for a company to share your income with an advertiser?
  When is it OK for a company to share your relationship status with an advertiser?
- Create enough slips for each group. Place questions in an empty cup or bag.
- Pass out the containers to Ss. Have Ss draw a slip and discuss the question as a group.
- Continue with additional questions. Elicit and share answers as a class.

C Tweet your opinion

- Draw Ss' attention to the statements. Clarify as necessary. Say: *Read the statements. Which one do you have a strong opinion about?*
- Have Ss choose a statement. Say: *Write a tweet about the statement you chose. What is your opinion about the statement?*
- Allow time for Ss to complete the writing.
- Elicit and compare answers as a class.

D Discussion

1 Choose a product

- Organize Ss into small groups.
- Say: *In the previous exercise, we wrote about online advertising. Now we will create our own online advertisement as a group.*
- Focus Ss' attention on the product types. Say: *Here are products you can advertise. You can use one of the products from the list or choose a different product as a group.*
- Allow time for Ss to choose the type of product.
- Elicit group choices and share as a class.

2 Create an advertisement

- Focus Ss' attention on Exercise 2. Say: *On page 54, we looked at different types of advertising techniques. Now let's choose one or two techniques to use with our advertisement.* Allow time for Ss to choose techniques.
- Focus Ss' attention on the list in Exercise 2: Say: *As you plan your advertisement, think about these things. This checklist will help you design an interesting and effective advertisement.*
- Allow time for Ss to plan the advertisement. Circulate and assist as necessary.

3 Present the advertisement to the class

- Say: *Now let's present our advertisement to the class.* Allow Ss time to choose who will present.
- Focus Ss' attention on the speech bubbles. Say: *Use the phrases on the left to help present your ad. Ss listening, think of questions to ask. After the presentation, you can ask the questions to the presenters. Use the phrases on the right to help you.*
- Invite teams to present the advertisement to the class.
- Have Ss listening ask questions to the team. The presenting team answers questions.
- Continue as time permits.

4 Decide which advertisement is most effective

- Say: *Now let's decide which advertisement is most effective. Let's first think of the good points and the bad points of each ad.*
- Focus Ss' attention on the speech bubbles. Say: *You can use these phrases to talk about the good and bad points.*
- Elicit ideas from Ss and make a list on the board. When finished, have Ss use the list to decide the most effective ad.

Expansion

- Ask Ss in their groups to develop a full advertising campaign for the product as an out-of-class assignment.
- To develop the plan, ask Ss to include the following:
  Print advertisement for magazine or newspapers
  Online advertisement
  Television advertisement
  Radio advertisement.
- Have Ss use the advertisement created in class as the starting point. Instruct Ss to expand the advertisement to other types of media distribution. Encourage Ss to create visual aids to support their advertisement.
- When completed, have Ss present their full advertising campaigns.

Quotable Quotes

Many a small thing has been made large by the right kind of advertising.

Mark Twain
American writer

This section can be used as an optional writing assignment.



- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss' focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Mark Twain was an American author known for his works of comedy and satire. He is best known for his work *The Adventures of Tom Sawyer* and the sequel *The Adventures of Huckleberry Finn*. Twain was also an investor and entrepreneur who often lent his name and image to product advertising. He died in 1910, aged 74.

Unit 8

Winning at Any Cost

Unit 8 looks at the world of sport and competition. It explores the use of performance-enhancing drugs in sport and the role that competition plays both in sport and society. This unit connects with Unit 2, which focuses on extreme sports, the risks related to practicing them, and what motivates people to take such risks for their sport.

Unit and title

- ❍ Introduce the title of the unit to Ss. Clarify as necessary. Explain that *cost* in this case does not refer to money.
- ❍ Elicit examples of sports and sports competitions from Ss. (e.g., *Athletes compete for awards in the Olympics.*)
- ❍ Make a list on the board. Have Ss copy the list.
- ❍ At the end of the unit, refer back to the list to see which sports were mentioned.

1 Critical cartoons

Page 57

Objectives: connect to background knowledge about competition and what athletes will do to remain competitive and encourage Ss to think critically about the topic.

About the topic

Professional athletes have used banned drugs to improve their performance for many years, despite efforts by sports organizations, like the International Olympic Committee, to prevent their use in sport. There are different points of view on the topic, with those against the use of banned drugs saying they are dangerous and give an unfair advantage to the athletes. Others, however, say that such drugs are not much different from high-tech clothes, equipment, and training facilities, which also give an advantage to athletes who can access or afford them.

Interesting fact

Between 1 and 2 percent of professional athletes have tested positive for drugs, according to the World Anti-Doping Agency. However, agency officials believe that up to 10 percent of athletes are taking banned drugs.

A Warm up

- ■ Organize Ss into pairs or small groups.
- ■ Draw attention to the cartoon Ask: *What do you see in the cartoon?* (**Answer:** There are three athletes standing on a podium made of pills and syringes. One athlete is holding a large check from a sponsor.) Ask: *What do you think the cartoon means?* (**Answer:** There are athletes who will take drugs and cheat to win and earn sponsorship money.)
- ■ Ask Ss to discuss the questions. Say: *Let's look at the questions. These questions will help us think about the topic of the unit.*
- ■ Draw attention to the speech bubbles. Say: *We can use these phrases to discuss our answers.* Model an example with Ss. (e.g., *Did you hear about the cyclist Lance Armstrong? I used to really admire him until he was caught cheating.*)

Brainstorm answers to each question before the discussion with Ss and have Ss make notes to provide additional scaffolding for the Ss.



- ■ Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have each group use the Internet to find real examples of cheating in sport, business, or education. Direct Ss to make notes about the situation and the results of the cheating.
- ◆ Rearrange Ss into new groups. Have Ss compare examples.
- ◆ Elicit examples and discuss as a class.

Media link

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

Bigger, Stronger, Faster is a documentary about the use of steroids in the United States as performing-enhancing drugs. In addition to the use of drugs in sport, it looks at competition in general and what people are willing to do to achieve success.

Remind 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 58–59

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



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Organize Ss into pairs. Direct Ss to read the words together.
- Have Ss circle or underline words that are unknown to both Ss.
- Circulate as Ss work. Make a list on the board of words that are marked as unknown.
- Say: *Remember, we can use the text to help find the meaning of the words we don't know. Let's find the keywords. Try to guess the meaning of the word.*
- Have Ss scan the reading for the keywords. Direct Ss to find the sentences that contain the words.
- When finished, tell Ss to write down their guesses of the meaning of the words
- Review and clarify word meanings as a class.

ANSWERS

Definitions

bill a list of expenses to be paid

competition an activity in which people try to win something or be more successful than others

deliver to give; to produce something; to take goods, letters, etc., to people's houses or places of work

increase to become larger in amount or size

mention to speak about someone or something giving little detail or using few words

observe to watch carefully the way something happens or the way someone does something, especially in order to learn more about it

plus added to; also

rate the speed at which something happens or the amount or times it happens or changes in a particular period

root the origin or source of something; the part of a plant that grows down into the earth

status position or rank, especially in a social group

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from reading the passage? What methods are described for improving the chances to win?* (**Answer:** training, studying, eating better, taking drugs.)
- List information on the board Ss recall from the reading.
- Focus Ss' attention on Exercise 2. Ask: *Which do you think would be the best title for this reading? Let's read and choose.*
- Have Ss skim and choose A, B, or C.
- Instruct Ss to read and check their answers.
- Check 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: word friends

For more information on teaching and working with words in context, see page xii.

1 Identify collocations

- Say: *Look at these keywords. Let's find the words that go with them. Of the choices, A, B, C, or D, one word does not go with the keyword. Let's find which word does not go with the keyword.*
- Model using the first example for Ss as necessary.
- Allow time for Ss to complete the exercise.
- Check answers as a class.

ANSWERS

1 C **2** D **3** A

2 Write new sentences

- Put Ss into pairs.
- Review the collocations from Exercise 1.
- Say: *Now let's write new sentences using the keywords and word friends.* Model creating a new sentence using the first keyword. (e.g., *Good teachers observe their students' behavior carefully.*) Allow time for Ss to complete the exercise in pairs.
- Say: *Now share your sentence with another pair of students. Listen and write the sentence from the other pair.* Model writing by eliciting an example from Ss and writing on the board.
- Allow time for pairs of Ss to complete the exercise.
- Elicit the sentences and share as a class.

C Word parts: *gni* or *gnos*

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

1 Order the sentences

- Ask Ss to close their books. Focus Ss' attention on the word part *gni* or *gnos*.
- Elicit or give Ss words with *gni/gnos*. Write them on the board.
- Check the meaning of the words with Ss.
- Draw Ss' attention to the instructions. Say: *We will see five words with* gni *or* gnos *used in five sentences. These sentences make a short story. Let's put the sentences in order to make a story.*
- Read the first sentence with Ss. Ask: *What does the word* incognito *mean?* Elicit and clarify the meaning of *incognito.*
- Have Ss discuss the meanings of the remaining words with *gni*/*gnos* in pairs or groups.
- Elicit or give Ss definitions and clarify as a class.
- Read the remaining sentences with Ss. Clarify meaning as necessary.
- Allow time for Ss to order the sentences.
- Check answers as a class.

ANSWERS

1 Mary began to hear voices inside her head. Everyone thought she was a witch and pretended not to recognize her when they saw her.
2 She started to wear a mask and go everywhere incognito.
3 Finally, she went to a doctor who was agnostic and didn't believe in witches.
4 He diagnosed her problem and gave her some medicine.
5 The prognosis was good and she became much better.

2 Complete the sentence

- Write Q1 on board. Ask: *What is the missing word?* (**Answer:** recognize)
- See if Ss can guess the answer. Give them the answer if necessary.
- Focus Ss' attention on the sentences. Have Ss complete the sentences with the words.
- Check answers.



It is not likely that Ss know many of the words containing the word part *gni/gno*. Point out to Ss that an important goal of this activity is to encourage Ss to guess unknown words from context. This is a skill they will need when they read unsimplified English texts.

ANSWERS

1 recognize
2 diagnosed
3 agnostic
4 prognosis
5 incognito

3 Guess the meaning

- Arrange Ss into pairs.
- Instruct the pairs to review the words from Exercise 2. Say: *Now look at the words using* gni *or* gnos*. What is the meaning of the word part* gni *or* gnos*?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.



Prepare a list of words with *gni or gnos* before class to review with Ss.

ANSWER

A

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *Listen and write all of the words 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 Have you ever had something to eat or drink to help you stay awake?
2 What kinds of competition have you been in?
3 How important is winning to you?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's discuss our answers to the questions.* Encourage Ss to use follow-up questions to continue the conversation.
- Model the discussion with a student to demonstrate as necessary.
- Allow time for Ss to discuss the answers in the groups.
- Elicit and share answers as a class.

Expansion

- Have Ss work individually. Ask Ss to write a discussion question related to the topic of the unit.
- Arrange Ss into groups. Have Ss take turns. One S reads the question and the other S writes the question. Continue until all Ss have shared the questions.
- Have Ss discuss the questions in the groups.
- Elicit questions and discuss as a class.

3 Reading skills

Pages 60–61

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; apply logical reasoning to an argument; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.



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

A Pre-reading questions

- Read the title with the Ss. Ask: *What do you think about cheating and sports? Let's read and learn more about the issue of drugs in sports.*
- Draw Ss' attention to the pre-reading questions. Say: *Before we read, let's share our answers to the pre-reading questions with a partner.*
- Arrange Ss into pairs. Allow time for Ss to share answers.
- Elicit answers and discuss as a class.
- Say: *Now let's read and find out what the author has to say about the use of drugs in sports. As you read, think about the questions.*

B Reading

- Instruct Ss to skim the passage and find additional answers to the pre-reading questions.
- Elicit additional answers to the pre-reading questions.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that the author thought competition was the root to success.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's read for the topic and the main idea.*
- Review the format of the questions with Ss as necessary. (e.g., *Remember, the first question is about the topic. The second question is about the main idea.*)
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 A **2** C

D Logical reasoning

1 Choose the statement

- Elicit the opinion of the author. Ask: *Is the author for or against banning drugs in sport?* (**Answer:** against)
- Draw attention to the instructions. Clarify meaning as necessary. Say: *One of these statements supports the author's argument. That means it supports the idea that drugs should be allowed in sport. Which is the statement?*
- Allow time for Ss to read the statements and choose A, B, or C.

2 Compare answers

- Put Ss into pairs.
- Say: *You each chose a statement. Share the statement with your partner. Explain why you think it would support the author's argument.*
- Allow time for Ss to discuss answers.
- Elicit and check answers as a class.

ANSWER

B would support the author's argument for allowing drugs in sport.

Ss may have different answers. Encourage Ss to provide reasons for their choices. Support all answers with positive feedback to build confidence.

Expansion

- Arrange Ss into groups.
- Ask Ss to think about the author's argument. Have Ss write three statements that, if true, would weaken the author's argument.
- Rearrange Ss into new groups. Have Ss compare answers.
- Elicit answers and share as a class.

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *This author has a strong opinion about the use of drugs in sports. Let's look at these statements by three people. Think about the reading. Which person agrees with the author?*
- Read the statements with Ss. Say: *Choose the person who agrees with the author.*
- Allow time for Ss to circle Naomi, Jason, or Maria.
- Check answers as a class. Encourage Ss to explain their choices.

ANSWER

Maria

Expansion

- Arrange Ss into groups.
- Ask groups to consider the statements the author would disagree with.
- In groups, have Ss make a list of the reasons that the author would disagree with the statements.
- Elicit and compare answers as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Discuss the information you found interesting with a partner. As you share the information, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *At some time, all of us may have thought about cheating in order to win. The list below shows some ways in which a person can cheat. Has anyone you know done any of these things? Share your answer with your group.*
- Read the examples provided. Clarify as necessary. Allow time for Ss to complete the discussion.
- Q3: Have Ss consider the list of activities in Q2. Say: *Each of these types of cheating is bad, but some are worse than others. In your opinion, how should a person be punished for doing these things. Share your ideas with your group.*
- Allow time for Ss to share ideas about punishments as a group.
- Elicit and share Ss' answers as a class.

4 Find out more

Page 62

Objectives: complete an information gap with a partner; identify and discuss in groups and with the class real-life cases of competition in groups and with the class.

A Information gathering

Prepare posters or pictures from online sources about the different real-world competitions to help build a schema around the events for Ss.

- Put Ss into pairs. Say: *Now we are going to share some information about four cases of real-world competition.* Read the instructions with Ss. Clarify as necessary.
- Draw Ss' attention to the two pictures in turn. Ask: *What can you guess from the picture?* Elicit Ss' ideas.
- Focus Ss' attention on the four examples. Elicit the connection between the pictures.
- Draw Ss attention to the speech bubbles. Say: *We can use these to share the information with our partner.*
- Assign one S the role of A and the partner the role of B. Have Student A turn to page 99. Have Student B turn to page 102.
- Review the parts of the chart with Ss. Ask: *What information will we learn about the competition?* (**Answer:** type of competition, the situation, and the result.)
- Say: *Your chart is missing information. Your partner has the missing information. Take turns asking and answering your partner about the missing information and fill in the chart.*
- Write a model dialogue using language from the speech bubbles.

  A: *What was the situation between . . . ?*
  B: *The situation was . . .*

  A: *What happened as a result?*
  B: *As a result . . .*
- Allow time for Ss to complete the activity. Monitor and assist as necessary.
- Check answers as a class.

ANSWER

Real-World Competitions		
Competition	**Situation**	**Result**
1. Apple v. Android	The iPhone was introduced in June 2007. Its first serious competitors in the smartphone market used Google's Android operating system, which was introduced in October 2008.	Smartphones have become the most common type of mobile phones in many countries. Android phones are six times more common than Apple's iPhone.
2. Nancy Kerrigan v. Tonya Harding	During the 1994 US Figure Skating Championship, Nancy Kerrigan was attacked and hit on the leg after a practice session. She was a favorite to win.	The 1991 champion Tonya Harding won the event but later lost her medal because of her connection with the attack. She was fined and banned from the US Figure Skating event.
3. Scott v. Amundsen	Robert Scott was a British explorer. Roald Amundsen was a Norwegian explorer. Both arrived in Antarctica in 1911. They were competing to be the first to get to the South Pole.	Amundsen and his team won the race. They arrived on December 14, 1911. Scott arrived 33 days later. Scott and his team all died on the way back. Amundsen's team all made it back safely.
4. USSR v. USA space race	During the 1960s, the Union of Soviet Socialist Republics (USSR) and the United States were in a space race. They were competing to be the first to put a man in space and on the moon.	On April 12, 1961, Russian Yuri Gagarin became the first man in space. On July 20, 1969, the American Neil Armstrong became the first person to walk on the moon.

B Comparing results

1 Identify real-world competition examples

- Arrange Ss into small groups.
- Draw attention to the information shared in Exercise A. Say: *Let's think of two more real-life examples of competition. What kind of competition was it? Who was it between? What was the situation? What was the result?* Focus Ss' attention on the chart.

Provide examples of real-world competition or brainstorm with the class. Create a list on the board for Ss to use to further scaffold the activity.

- Allow time for Ss to find real-world examples and complete the chart. Encourage Ss to use the Internet if they have access.
- Circulate and provide assistance as necessary.

2 Compare results

- Say: *Let's share ideas and compare them with each other.*
- Focus Ss' attention on the speech bubbles. Say: *We can use these phrases to present our information to the class.* Model using a speech bubble for the class.
- Allow time for Ss to share the results with the class.
- Encourage listening Ss to ask follow-up questions.
- Continue as time permits.

Expansion

- Arrange Ss into groups.
- Ask groups to choose one of the types of competition described in Exercise A.
- As homework, ask each group to research the story of the competition. Ask: *What other details can you find out about the competition? What happened? Why is this an interesting type of competition?*
- Have Ss bring additional information to the next class. In that class, have groups prepare a presentation using the information collected from the research.
- Ask Ss to present their findings to the class.

5 Critical thinking

Pages 63–64

Objectives: identify statements suggested by the text using inference skills; rank sports according to probability of cheating; discuss and write opinions on whether to regulate specific activities; identify and discuss in small groups different types of competition; share thoughts and ideas in a group discussion on a quote related to the topic.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 60. Remember, you will not find these statements in the reading. Let's see if we can find these ideas suggested in the reading.*
- Model with the first item as necessary.
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

ANSWERS

1	Yes	Line 1
2	No	
3	Yes	Lines 19–20
4	No	

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit answers and check as a class.

B Ranking

- Have Ss work individually.
- Draw Ss' attention to the list of activities. Say: *Here is a variety of sports and other activities. Think about each activity. In which activities is drug use most likely? What about least likely? What is your opinion? Let's rank the sports in the chart to find out.*
- Clarify how to rank the activities with Ss.
- Allow time for Ss to complete the ranking.

Provide pictures of each activity to review and clarify for the Ss.

- Arrange Ss into pairs.
- Have Ss compare answers with a partner. Say: *Now let's share our ideas in our groups. Be sure to explain your choices.*
- Allow time for Ss to share and compare answers.
- Elicit answers and review as a class.

Expansion

- Have Ss work individually.
- Ask Ss to create a chart with two columns.
- In the first column, have Ss write the sports or activities from the list in Section B.
- In the second column, have Ss write the reasons a person may or may not use drugs to do the activity.
- Arrange Ss into pairs or small groups.
- Have Ss share and compare their ideas with others.
- Elicit and discuss as a class.

C Tweet your opinion

1 Decide yes or no

- Draw Ss' attention to the list. Say: *In the reading, the author suggests that athletes should be able to use drugs if they want. Here are some other activities where people can choose to follow or not follow specific rules. What do you think? Should these activities be regulated? Write yes or no.*
- Allow time for Ss to complete the chart individually.
- Arrange Ss into pairs or small groups.
- Have Ss compare answers with a partner.
- Elicit and review answers as a class.

2 Write a tweet

- Focus Ss' attention on the Tweet box. Say: *Now choose one of the activities. What is your opinion? Write a tweet with your opinion.*
- Allow time for Ss to complete the writing.
- Elicit and compare answers as a class.

Expansion

- Have Ss form groups.
- Direct Ss to think about an activity that is currently regulated in their country.
- Ask Ss to make a T chart. On the left side, have Ss write *Pros*. On the right side, have Ss write *Cons*.
- Instruct Ss to brainstorm the pros and cons of regulation and write the ideas in the T chart.
- Have Ss form new groups. Tell the groups to share and compare charts.
- Have Ss work individually. Ask Ss to write if they agree that the activity should be regulated. Encourage Ss to write why or why not.
- Have Ss share their opinions with groups in a discussion.
- Elicit opinions and share as a class.

D Discussion

1 Add to mind map

- Organize Ss into small groups.
- Draw Ss' attention to the mind map. Ask: *Do you know what a mind map is? This is a mind map. We can use this to think about different types of competition. We will talk about the types of competition in the world. Let's write examples of each type.*
- Review one complete example on the map to model for Ss. (e.g., Competition *is in the center. One place people compete is in social life. An example of competing in social life is competing for status. So maybe you are trying to make more money to impress your friends. What other examples of competition in social life can you think of?*)
- Allow time for Ss to complete the chart. Circulate and assist as necessary.

2 Group discussion

- Focus Ss' attention on the instructions. Read and clarify as necessary.
- Draw Ss' attention to the mind map indicating competition between two countries. Say: *Let's look at competition between countries. What did your group think about? Let's hear your answers.*
- Draw attention to the speech bubbles. Say: *We can use these sentences and phrases to share our ideas.*
- Have Ss discuss the questions with their partners. Circulate and assist as necessary.

3 Share ideas with the class

- Invite a group to share their answers with a class.
- Say: *Listen to the group. Think of questions you can ask to find out more information.*
- After a group has finished, have Ss ask follow-up questions.
- Continue as time permits.

If additional time is available, have Ss choose and share information related to another type of competition described in the mind map.

Quotable Quotes

If you aren't going all the way, why go at all?

Joe Namath
American football player

Winning isn't everything. It's the only thing.

Vince Lombardi
American football player

This section can be used as an optional writing assignment.

- Organize Ss into small groups. Write the quotes on the board for emphasis.
- Say: *Let's think about these quotes together.*
- Have Ss share ideas about the meaning of the quotes in groups. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss' focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Joe Namath was a famous American football player. Born in 1943, he is best known as a quarterback for the New York Jets. By the time of retirement in 1977, he had set many records in passing.

Vince Lombardi (1913-1970) was an American football coach, best known for his series-winning coaching ability. He is best known for leading the Green Bay Packers to two straight Super Bowl victories in 1966 and 1967.

Do You Want to Live Forever?

Unit 9

Unit 9 looks at how advances in medical science may extend the human lifespan by many years and considers some of the personal and social issues related to people living longer. This unit connects with Unit 3, which explores the impact of growing elderly populations and examines the economic problems that arise as a result.

Unit and title

- ❍ Introduce the title of the unit to Ss. Focus Ss' attention on the question. Clarify the meaning as necessary.
- ❍ Ask: *What are the pros and cons of living forever?* Have Ss brainstorm a list of pros and cons.
- ❍ Make a list on the board. Have Ss copy the list.
- ❍ At the end of the unit, refer back to the list unit to see which items were mentioned.

1 Critical cartoons

Page 65

Objectives: connect to background knowledge about aging and life extension and encourage Ss to think critically about the topic.

About the topic

The dream of living forever has been the inspiration for many searches, popular stories, and legends throughout the world. For example, over thousands of years and in many different cultures, there have been stories of the Fountain of Youth, which has the ability to give a person immortality. Today, many scientists studying aging believe that with new medical advances, it will soon be possible for humans to live to 150 or even longer.

Interesting fact

Compared with humans, some trees seem immortal. The record belongs to a type of pine tree from California, some of which are 5,000 years old.

A Warm up

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the cartoon?* (**Answer:** A man in a hospital is about to have surgery to extend his life. He is using his life savings to pay. The amount of time he will live is based on the amount of money he can spend.) Ask: *What is the woman asking? What do you think it means?* (**Answer:** The nurse will change the number of years the man can live based on how much money he will spend.)
- Ask Ss to discuss the questions. Say: *These questions will help us think about aging and the idea of living for a much longer time. Let's read and think about the questions.*
- Draw attention to the speech bubbles. Say: *We can use these to give partners information.* Model an example for Ss. (e.g., *I'd like to live to be 100 years old because my grandmother lived that long.*)
- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- Arrange Ss into groups.
- Ask Ss to think about how the world has changed over the last 100 years. Allow time for Ss to brainstorm the changes over that time.
- Ask: *What do you think would be most surprising to someone who was your age 100 years ago if they could travel in a time machine to today?*
- Allow time for Ss to discuss and choose the most surprising changes. Have Ss provide reasons for their choices.
- Rearrange Ss into new groups. Have Ss share their ideas.
- Elicit ideas and discuss as a class.

Media link

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

Cocoon is a science fiction movie about some peaceful aliens who have a special "life force." A group of elderly humans discover the aliens and their power to make people feel young again. The aliens offer to take the people back to their planet, where they will never age or die. Will they accept the offer or stay on Earth?

Do You Want to Live Forever? is a documentary about the unusual ideas of a Cambridge scientist named Aubrey de Grey, who believes that within the next 20 to 30 years we will be able to extend human life indefinitely. He looks at seven major causes of aging and explains how future medical advances could prevent such aging.

Remind 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 66–67

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



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Organize Ss into pairs. Direct Ss to read the words together.
- Have Ss circle or underline words that are unknown to both Ss.
- Circulate as Ss work. Make a list on the board of words that are marked as unknown.
- Say: *Remember, we can use the text to help find the meaning of the words we don't know. Let's find the words. Try to guess the meaning of the word.*
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the keywords.
- When finished, tell Ss to write down their guesses of the meaning of the words
- Review and clarify word meanings as a class.

ANSWERS

Definitions

divide to separate into parts or groups

environmental relating to the air, water, or land in or on which we live; relating to the conditions we live or work in

extend to add to something to make it bigger or longer

gain something useful, positive, or that gives you an advantage

pension an amount of money paid regularly to a person who has stopped working after reaching a certain age

principle a basic idea or rule that explains or controls how something happens or works

proposal a suggestion for a plan of action, sometimes a written one

relative compared with something else; a member of your family

schedule a list of planned activities or things to be done at a particular time

survive to continue to live or exist, especially after a dangerous event

Expansion

- Have Ss draw nine squares on a piece of paper (three by three).
- Ask Ss to write one of the keywords from page 66 in each square. Encourage Ss to write the words at random.
- Choose a keyword. Read the definition to Ss. Have Ss write an X on the square with the matching word.
- The first S to X out a row of vocabulary words is the winner.

2 Skimming

- Read the title with Ss. Ask: *What do you remember from your first reading? What did you notice as you tried to find the words?*
- List information Ss recall from the reading on the board.

- Say: *Now let's skim the reading and see if what we remember is correct.* Model skimming as necessary.
- Check the information Ss recalled.
- Focus Ss' attention on Exercise 2. Read the instructions with Ss. Clarify as necessary.
- Instruct Ss to circle A, B, or C.
- Check answers as a class.

ANSWER

2 C

READING ONLINE

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

B Words in context

For more information on teaching and working with words in context, see page xii.

- Have Ss work individually or in pairs.
- Focus Ss' attention on the sentences. Say: *There are three pairs of sentences. Each sentence is missing a word. The missing words are keywords. Each pair of sentences is missing the same keyword.*
- Have Ss review the keywords on page 66. Say: *Before we read the passage, we discussed the meaning of the keywords.*
- Allow time for Ss to review the keywords and complete the sentences.

Ss will need to change the tense in the second answer. Review and clarify verb tenses as necessary.

Tip

- Check answers as a class.

ANSWERS

1 proposal
2 extended/extend
3 pension

C Word parts: *im*

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

1 Crossword puzzle

- Ask Ss to close their books. Focus Ss' attention on the word part *im*.
- Elicit or give Ss words with *im*. Write them on the board.
- Check the meaning of the words with Ss.
- See if Ss can guess the meaning of the word part.
- Have Ss open their books. Draw Ss' attention to the crossword puzzle. Say: *This crossword puzzle contains five words that have the word part* im. *The definitions are provided in the clues. Let's see if we can match the words to the definitions.*
- Elicit or model matching a word with a definition. (e.g., *2 down is* living or lasting forever. *Does anyone know that word? It is* immortal.)

Ss can find a list of the words in the puzzle on page 100. Have Ss use the list to scaffold the activity as necessary.

Tip

- Allow time for Ss to complete the crossword puzzle. Monitor and assist as necessary.
- Check answers as a class.

ANSWERS

Across
3 immediate
4 impossible

Down
1 immobilize
2 immortal
3 immoral

2 Complete the sentence

- Write Q1 on board. Ask: *What word is missing? What does it mean?* (**Answer:** impossible)
- See if Ss can guess the answer. Give them the answer if necessary.
- Focus Ss' attention on the sentences. Have Ss complete the sentences with the words.
- Check answers as a class.

ANSWERS

1 impossible
2 immediate
3 immoral
4 immobilized / immediately
5 immortal

3 Guess the meaning

- Review the words from Exercise 2. Draw two columns on the board with these words:

impossible	possible
immoral	moral
immobilized	mobile
immortal	mortal

- Say: *Look at these words. Do you know the meanings of these words on the left?* Elicit or give the meanings of the words. Ask: *How about the words on the right?* Elicit or give the meanings. Say: *So, what do you think* im *means?*
- Focus Ss' attention on Exercise 3. Review answers A, B and C.
- Elicit the correct answer from the class.

Provide additional examples of words with *im* to further clarify the meaning. (e.g., *impatient*, *impassable*, *impolite*, *impractical*.)

ANSWER

A

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *Listen and write all of the words 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 old is the oldest person in your family?
2 Do you know how he or she has lived so long?
3 What things should you do to live a long life?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's discuss our answers to the questions.* Encourage Ss to use follow-up questions to continue the conversation.
- Model the discussion with a student to demonstrate as necessary.
- Allow time for Ss to discuss the answers in groups.
- Elicit and share answers as a 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; identify supporting details in a text; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.

READING ONLINE

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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Let's look at these questions before we read. They will help us think about the topic.*
- Focus Ss' attention on the first question. Say: *Most of us want to live as long as we can. What are some things people do to live longer? For example, some people follow special diets. What else do people do?* Make notes. Allow time for Ss to consider and write their answers.
- Read the second question and clarify as necessary. Have Ss write answers. Say: *Now let's check and see what information the reading provides about this topic.*

B Reading

- Instruct Ss to skim the passage and find additional answers to pre-reading question 1.
- Elicit additional answers to the pre-reading question.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that average life expectancy in the world has increased to over 70.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's try to find the topic and the main idea.*
- Review the format of the questions with Ss as necessary. (e.g., *Remember, the first question is about the topic. The second question is about the main idea.*)
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C **2** A

D Finding supporting ideas

1 Choose the statement

- Draw Ss' attention to the text again. Say: *The author writes about extending human life. Let's look at these statements. Think about the reading. Which statement is true according to the text.*
- Allow time for Ss to read the statements and choose A, B, C, or D.

2 Find supporting details

- Say: *In Exercise 2, you chose the answer that is true according to the text. How do you know it is true? Read the text again and write the line number of the sentence that supports your choice.*
- Allow time for Ss to complete the exercise.
- Have Ss check their answers with a partner.
- Elicit and check answers as a class.

ANSWER

1 C Lines 46–47 "If we increase life expectancy further, it will be impossible to care for our old people."

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *The author has a clear opinion about trying to extend the human lifespan. Let's look at these statements by three people. Think about the reading. Which person agrees with the author?*
- Read the statements with Ss. Say: *Choose the person who agrees with the author.*
- Allow time for Ss to circle Ken, Paula, or Harry.
- Check answers as a class. Encourage Ss to explain their choices.

ANSWER

1 Ken

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Discuss the information you found interesting with a partner. As you share information, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share it with the class.
- Q2: Say: *In our lives, we pass through many stages. What do we call the first stage of life?* (**Answer:** being a baby.) *Now work with your partner. How many stages of life can you think of?*
- Allow time for Ss to brainstorm a list. Elicit and share answers as a class.
- Q3: Focus Ss' attention on the list from Q2. Say: *Each of these stages can be described in a different way. For example, when we are babies we can't move or talk. Our mothers have to care for us. Think about the other stages. Work together with your team. Describe each stage in one or two sentences.*

Have Ss write the description next to the list created for Q2.



- Elicit and share answers as a class.

ANSWERS

Stages of life:
baby; toddler; (small) child; teenager, adolescent; young adult; adult; middle-aged person; senior, elderly; very old person

4 Find out more

Page 70

Objectives: rank time spent on personal activities; complete an information gap to identify averages from the UK; share and compare information in groups and with the class.

A Information gathering

1 Rank activities

- Have Ss work individually.
- Say: *In this unit, we are thinking about human lifespans. Let's take a look at some activities we all spend time doing throughout our lives. What activities do the pictures show?*
- Elicit answers from Ss. (**Answers:** watching TV; waiting in line)
- Focus Ss' attention on the chart. Say: *In the first column, we can see different types of activities. How much time do you spend doing these different activities? Which ones do you spend most time doing? Write 1 for the most time and 10 for the least time.*
- Allow time for Ss to order the activities and complete the first column.

Provide pictures of the activities to clarify them for Ss.



2 Identify UK averages with partner

- Arrange Ss into pairs. Say: *Now let's work with a partner. One person will be Student A. One person will be Student B.*
- Focus Ss' attention on the third column. Say: *Student A will ask Student B about the average time spent in the UK on these activities over 80 years and complete the chart. Student B, turn to page 100. Tell Student A the answers.*

- Model asking and answering the questions. Write a model dialogue on the board.
  A: *What is the average time spent . . . ?*
  B: *The average time spent . . . is . . .*
- Allow time for Ss to complete the activity. Monitor and assist as necessary.

3 Add activities to chart

- Focus Ss' attention on the two blank items at the bottom of the chart. Say: *Now think about your own life. What are two more activities you could add to this chart? Add them to the chart.*

Brainstorm activities and create a list on the board to provide extra scaffolding. Have Ss select two activities from the list to complete the chart.



- Allow time for Ss to complete the chart.
- Say: *How much time do you think you spend doing these activities a week? A month? How about over 80 years? Write your answer in the chart.*
- Allow time for Ss to write in the chart. Have Ss share answers with a partner.
- Elicit and share answers as a class.

B Comparing results

- Organize Ss into small groups. Say: *Let's explore these ideas further in a discussion. We will discuss the following questions.*
- Read the questions with Ss. Clarify as necessary.
- Focus attention on the speech bubbles. Say: *We can use these phrases and sentences to discuss the questions.*
- Have Ss compare and discuss the questions. Monitor as Ss discuss them. Provide assistance as necessary.
- Elicit answers from groups and share as a class. Encourage Ss to give reasons and to ask follow-up questions.

Expansion

- Arrange Ss into pairs or small groups.
- Assign each pair with one of the activities shown in the chart in Exercise 1.
- Allow time for Ss to research an official estimate for the time spent on the activity in their country.
- Have the groups present their findings to the class.

5 Critical thinking

Pages 71–72

Objectives: identify statements suggested by the text using inference skills; rank information according to effect on lifespan; discuss and write opinion about extending lifespans; create a retirement plan in groups, present it, and discuss with the class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 68. Remember, you will not find these statements in the text. Let's see if we can find these ideas suggested in the reading.*
- Model with the first item as necessary.
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

ANSWERS

1	Yes	Lines 8–11
2	Yes	Lines 21–22
3	Yes	Lines 33–35
4	No	

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit and check answers as a class.

B Ranking

1 Rank factors affecting lifespan

- Draw Ss' attention to Exercise 1. Say: *There are many things that affect how long people live. Some of these factors are here.* Read and clarify the factors with Ss.
- Ask: *Do you think these things will help people live longer? Or shorten people's lives? Write 1 to 4 for each factor. Write 1 if you think it's very bad and 4 if you think it's very good.*
- Allow time for Ss to complete the ranking individually.
- Put Ss into pairs. Have Ss compare answers with their partners.
- Elicit and share answers as a class. Encourage Ss to give their reasons.

2 Add factors affecting lifespan

- Focus Ss' attention on Exercise 2.
- Ask: *What other factors do you think will lead to a longer life? What about an activity that will make life shorter? Think of one factor for each.*

Brainstorm ideas as a class for activities that increase and reduce lifespan and write on the board to provide further scaffolding.



- Have Ss compare answers in pairs. Encourage Ss to explain why they believe the factor will increase or reduce lifespan.

C Tweet your opinion

1 Discuss opinions

- Draw Ss' attention to the statements in Exercise 1. Read the instructions to Ss. Ask: *What do you think? If there was a medicine that would increase lifespans to 200 years, should it be available to everyone? These statements are some opinions about the topic.*
- Read the statements with Ss. Clarify as necessary.
- Arrange Ss into pairs or small groups. Have Ss discuss if they agree or disagree with each statement. Encourage Ss to provide information to explain their thinking.

2 Write a tweet

- Have Ss work individually.
- Say: *Now that you have had time to discuss these opinions, write your own opinion.*
- Allow time for Ss to complete the writing.
- Elicit and compare answers as a class.

D Discussion

1 Create retirement plan

- Organize Ss into small groups.
- Say: *In this activity, we will focus on two characters, Jun and Donna. They are both ready to retire after successful careers. Let's find out more.*
- Review the situations with Ss. Clarify as necessary.
- Ask: *You are going to make a plan for either Jun or Donna. Which do you want to be? Make a decision as a group.* Elicit decisions.
- Ask Ss to create a five-year retirement plan for the character they chose. Say: *Now that you are retired what will you do? Use the information in the situations to make a decision about what you will do.*
- Focus Ss' attention on the speech bubbles. Say: *You can use these phrases to help describe your plan. Then, use complete sentences to write your detailed plan.*

Brainstorm as a class a short list of retirement ideas for Jun and Donna. Have Ss refer to the list while creating the plan to provide additional scaffolding.



- Allow time for Ss to discuss and create the plan. Circulate and assist as necessary.

2 Present plan to the class

- Say: *Now that you have finished creating your plan, share it with the class. Each person in the group can take turns presenting the ideas you have for your retirement. Remember, you are the person so present your ideas using* I.
- Model presenting an idea for the Ss. (e.g., *I'm Jun. I've worked hard and paid taxes my whole life. Now I want to travel to new countries and learn more about the world I live in.*)
- Invite groups to take turns presenting. Encouraging Ss listening to ask follow-up questions to the presenting group.
- Continue as time permits.

Expansion

- Put Ss into pairs. One student is Jun and one is Donna.
- Say: *You are meeting your friend for coffee. You want to share your ideas about retirement. Tell your friends what you are thinking of doing now that you are retired. Explain why.*
- Allow time for Ss to role play with their partners.
- Have Ss form new pairs and repeat the role play.
- Continue as time permits.

3 Discuss with the class

- Rearrange Ss into groups.
- Say: *In this unit, we had a lot of time to think about age and aging. What about your opinion? What do you think about retirement? When should people retire? What should they do?*
- Model discussing the first question.
- Allow time for Ss to discuss the questions.
- Elicit answers and share as a class.

Quotable Quotes

The quality, not the longevity, of one's life is what is important.

Martin Luther King
American activist

This section can be used as an optional writing assignment.



- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share them as a class.
- Have Ss' focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Martin Luther King was an American activist heavily involved in the American Civil Rights movement, a movement which fought for equal rights for African American citizens. King, while working hard to improve human rights, was also interested in improving the quality of life for animals kept as pets and raised for food.

I Lost My Job to a Machine

Unit 10

Unit 10 explores the effects of technology on society. It focuses on the problems in employment and society that may be caused by the increasing number of advanced robots in all areas of industry. This connects with Unit 4, which looks at the rapid advances in robotics and discusses the relationship we will have with robots in the future.

Unit and title

- Introduce the title of the unit to Ss. Say: *Over the last 100 years or so, many machines have been invented. These inventions have changed the way people work. What machines do you think have had the biggest impact on the way people work?*
- Elicit examples of machines. (e.g., *car, telephone, fax machine, factory robot, computer.*)
- Create a list of machines on the board. Have Ss copy the list.
- At the end of the unit, refer back to the list to see which machines were mentioned.

Have Ss match industries affected by the use of machines to the list.

TIP

1 Critical cartoons

Page 73

Objectives: connect to background knowledge about technology and new inventions and their impact on jobs and encourage Ss to think critically on the topic.

About the topic

Experts believe we are at the beginning of a new age: the age of robots. The experts say that as robots become increasingly intelligent over the next few decades, they will begin to replace humans in more and more areas. They will play an important role in the way we fight wars, how we work, and even in our home life. Unemployment is likely to be a big problem in developed countries as many people in service industries will lose their jobs.

Interesting fact

The 1985 movie *Rocky IV* featured a well-known domestic robot known as Paulie's Robot. In the film, the robot was seen serving food and helping babysit children.

A Warm up

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the cartoon?* (**Answer:** The year is around 1920. A new car – Ford Model T – is in front of a row of horses and carriages.) Ask: *What is the purpose of the car? Why are the horses unemployed?* (**Answer:** The car is a new form of taxi, which replaces the horses and carriages.)
- Ask Ss to discuss the questions. Say: *Let's look at the questions. These questions are related to the topic of the unit. Let's discuss what we know.*
- Draw attention to the speech bubbles. Say: *We can use these phrases to discuss the questions.* Model an example with Ss. (e.g., *The cartoon is about change so a good caption would be "Changing times".*)

Brainstorm potential answers to the questions with Ss and create a list on the board for Ss to refer to during the discussion to provide further scaffolding.

TIP

- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- Arrange Ss into groups.
- Assign one of the following topics to each group:

computing	manufacturing
exercise	phones
film	reading
mail	

- In groups, have Ss brainstorm how technology and the development of machines have changed these areas.
- Have Ss form new group and compare ideas from the brainstorming.
- Elicit ideas 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.

Live Free or Die Hard is an action movie starring Bruce Willis as New York police detective John McClane. A group of terrorists are taking over the key computer systems in America, causing huge damage to the economy and slowly taking control of the country. Will McClane be able to stop them?

Remind 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 74–75

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; identify keywords from context; recognize and work with 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. The audio is available on the ***In Focus*** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Organize Ss into pairs. Direct Ss to read the words together.
- Have Ss circle or underline words that are unknown to both Ss.
- Circulate as Ss work. Make a list on the board of words that are marked unknown.
- Say: *Remember, we can use the text to help find the meaning of the words we don't know. Let's find the words. Try to guess the meaning of the word.*
- Have Ss scan the reading for the words. Direct Ss to find the sentences that contain the words.
- When finished, tell Ss to write down their guesses of the meaning of the words.
- Review and clarify word meanings as a class.

ANSWERS

Definitions

application a particular use; a formal request for something, usually in writing

army a fighting force, usually belonging to a country

disease illness of people, animals, or plants, caused by infection or a failure of health

equal the same in amount, number, size, or quality

gun a weapon that fires bullets or shells

replace to take the place of something or to put in the place of something or someone else

security safety, freedom from danger or risk

union a formal group or organization of workers formed to protect workers' rights

unlikely not expected to happen

waste unwanted material, especially what is left after use

Expansion

- Prepare sets of cards for the Ss. On one set of cards, write the keywords, one word per card. On the second set of cards, write part of the definition of a keyword, one per card.
- Pass out one card to each S.
- Have Ss stand and move about the room. Ask Ss to share the word or definition with another S. Ss continue until they find a S with the matching card. When the match is found, have Ss give the full definition.
- Mix cards and continue as time permits.

2 Skimming

- Read the title with Ss. Ask: *What do you remember from your first reading? What did you notice as you tried to find the words?*
- List on the board information Ss recall from the reading.
- Say: *Look at the picture. How does the picture connect with the information in the reading?* Elicit Ss' ideas about the picture. (**Answer:** the waterwheel was one of the first industrial machines and replaced the use of some animals.)
- Focus Ss' attention on Exercise 2. Have Ss read the statements.
- Instruct Ss to circle the statement that best matches the text.
- Check answers as a class.

ANSWER

2 A

READING ONLINE

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

B Words in context

For more information on teaching and working with words in context, see page xii.

- Have Ss work individually or in pairs.
- Focus Ss' attention on the sentences. Say: *There are three pairs of sentences. Each sentence is missing a word. The missing words are keywords. Each pair of sentences is missing the same keyword.*
- Have Ss review the keywords on page 74. Say: *Before we read the passage, we discussed the meaning of the keywords.*
- Allow time for Ss to review the keywords and complete the sentences.
- Check answers as a class.

ANSWERS

1 security
2 diseases
3 equal

Expansion

- Arrange Ss in pair or small groups.
- Have Ss choose one keyword from the list on page 74.
- Instruct Ss to work together to create two sentences that use the selected keyword.
- Collect sentences from the groups.
- Read the sentence to class, omitting the keyword. Ask Ss to guess the missing word.
- Continue as time permits.

C Word parts: *auto*

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

1 Word search puzzle

- Draw Ss' attention to the word search puzzle. Say: *This word search has five words. The words contain the word part* auto*. Let's find the words in the puzzle.*
- Model finding a word in the puzzle with Ss as necessary. (e.g., *In the first line across, I can see the word* autograph*. I'll circle the word.*)

Ss can find a list of the words to locate in the puzzle on page 100. Have Ss check the list to provide extra scaffolding.

Tip

- Allow time for Ss to find the words.
- Check the words as a class.

ANSWERS

Line 1 across:	autograph
Line 2 across right to left:	autopilot
Line 6 diagonal right to left:	automobile
Line 7 across right to left:	autobiography
Line 15 diagonal left to right:	automatic

- Ask: *What does the word* autograph *mean? Ask your partner if you don't know?* Elicit or give the meaning and write it on the board. (**Answer:** a signature of a famous person)
- Have Ss discuss the definitions for the remaining words in pairs.
- Elicit definitions and clarify as a class.

2 Complete the sentences

- Ask Ss to close their books. Write the word part *auto* on the board.
- Elicit or give Ss words with the word part. Make a list of words on the board.
- Write Q1 on board. Ask: *What word is missing? What does it mean?* (**Answer:** automatic. *Automatic* means able to work independently, without human control.)
- See if Ss can guess the answer. Give them the answer if necessary.
- Have Ss open their books. Focus Ss' attention on the sentences. Have Ss complete the sentences with the words from the puzzle.
- Check answers as a class.

ANSWERS

1 automatic
2 autograph
3 automobile
4 autobiography
5 autopilot

3 Guess the meaning

- Arrange Ss in pairs.
- Instruct pairs to review the words from Exercise 2. Ask: *Look at the words that contain* auto*. What do you think it means?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

B

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *Listen and write all of the words 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 kinds of technology do you use in your daily life?
2 How long have you used these?
3 What difference does technology make to your life?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's discuss our answers to the questions.* Encourage Ss to use follow-up questions to continue the conversation.
- Model the discussion with a student to demonstrate as necessary.
- Allow time for Ss to discuss the answers in groups.
- Elicit and share answers as a class.

Make sure Ss form groups with new partners regularly for discussion. This will allow learners to experience different perspectives as well as build class rapport.

3 Reading skills

Pages 76–77

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify unnecessary information in a text; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.

READING ONLINE

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

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

A Pre-reading questions

- Read the title with the Ss. Focus Ss' attention on the picture. Ask: *What point of view do you think the author will present about technology in the reading?*
- Draw Ss' attention to the pre-reading questions. Say: *Let's look at these questions before we read.*
- Read and clarify the questions with Ss. Say: *Write your answer to each question.*
- Put Ss into pairs. Have Ss compare answers to the questions with a partner.

There are many applications available for smartphones that read and scan bar codes. If possible prepare a bar code scanner to demonstrate how the scanner works as part of the pre-reading exercise.

- Elicit answers and discuss as a class.

B Reading

- Say: *As you read, think about these questions. What does the author think about robots doing the work of humans? What about the use of technology for shopping and other tasks? Let's read and find out.*
- Allow time for Ss to read. Elicit Ss' ideas and discuss them as a class.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that people attacked machines over 200 years ago.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's try to find the topic and the main idea.*
- Review the format of the questions with Ss as necessary.
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 C **2** C

D Identifying unnecessary information

- Draw Ss' attention to the reading again. Ask: *Can you find the four numbered sentences within the article?* Have Ss point to the numbered sentences.
- Say: *One of these sentences is not connected to the main idea of the reading. Read the sentences carefully. Choose the sentence that is not connected.* Write the number on the line.
- Allow time for Ss to read and write the answer.
- Say: *Now think about why this sentence is not connected. Write the reason this sentence is not necessary on the space provided.*
- Allow time for Ss to read and complete the activity.
- Arrange Ss into pairs. Have Ss check answers together.
- Elicit and check answers as a class.

Refer Ss to the topic and main idea statements from Exercise 1 to provide additional scaffolding for the exercise.

ANSWER

Sentence number: 1

Reason: This sentence describes why the city of New York is popular. The passage is about the effects of technology on society.

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *In the reading, we learned the author's opinion about technology. Here are statements about the same topic.*
- Read the statements and clarify as necessary. Say: *Choose the statement the author would agree with.*
- Allow time for Ss to read and circle A, B, or C.
- Check answers as a class. Encourage Ss to provide reasons for their choices.

ANSWER

B

Expansion

- Arrange Ss into groups.
- Review the three statements in Section E with Ss.
- Have each group choose one of the statements and brainstorm why the author would agree or disagree with the statement.
- Rearrange Ss into a group of three, one S representing each statement.
- Have Ss share ideas describing why the author would agree or disagree.
- Elicit ideas and share as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Discuss the information you found interesting with a partner. As you share information, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share it with the class.

- Q2: Say: *In South Korea, there is a movement to use robot English teachers in schools. What do you think about this? How would you feel learning from a robot?* Read the questions provided.
- Allow time for Ss to complete the discussion. Monitor and assist as necessary.
- Elicit and share Ss' answers as a class.

Expansion

- Arrange Ss into groups.
- Review Q2 with Ss.
- Have Ss create a T chart. On the left side of the chart, write *Pros*. On the right side, write *Cons*.
- In groups, have Ss brainstorm the pros and cons of learning using only a computer or robot as a guide. Circulate and assist as necessary.
- Rearrange groups and have Ss compare ideas from the brainstorming.
- Elicit ideas and share as a class.

4 Find out more

Page 78

Objectives: identify jobs that could be done by robots or machines now or in the future; consider whether some jobs should not be performed by robots and provide reasons for this in a group discussion.

A Information gathering

Prepare pictures of different types of work for Ss to refer to during the activity as further scaffolding.

1 Complete the chart

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the instructions. Say: *We have learned how jobs change and how machines can replace humans. Let's think about jobs that robots can do now or could do in the future. We can look back at the texts on pages 74 and 76 for ideas.*
- Review the parts of the chart with Ss. Model using the chart on the board. (e.g., *One type of work is manufacturing. That work is done in a factory. Today, many factories use robots instead of people.*)
- Have Ss discuss their ideas and complete the chart.

The examples below are presented in the unit. If Ss need additional scaffolding, provide examples from the list. Ss may list some of these examples in their charts. Ss' results may vary and include ideas not presented below.

Type of work	Employer/Workplace
manufacturing	factory
security (flying robot)	army
waste removal (robot)	waste service
banking (ATM)	bank
catering (robot waiter)	restaurant
catering (robot cook)	restaurant
retail (robot shelf stocker)	store

2 Add to the chart

- Have Ss stay in their groups.
- Direct Ss to think of two more types of job that will be affected by the use of robots or technology.
- If possible, provide Ss with access to the Internet or allow Ss to use smart phones to search for jobs or areas where machines are replacing humans.
- Allow time for Ss to add the additional ideas.

If Internet access is not readily available in the classroom, prepare articles of interest as printouts before the class. Allow time for Ss to review the articles to research areas of work that are changing or will be changed with the introduction of robots.

B Comparing results

- Have Ss form new groups. Say: *Let's compare our lists with others. How many different ideas were we able to list?*
- Allow time for Ss to compare lists with their new partners.
- Read the second and third questions with Ss. Clarify as necessary. Focus Ss' attention on the speech bubbles. Say: *We can use these to help our discussion.* Model using a speech bubble in the discussion. (e.g., *Robots could be really good at surgery because they are very precise.*)
- Have Ss discuss the questions in groups. Circulate and provide assistance as necessary.
- Elicit answers from groups and share as a class. Encourage Ss to give reasons and to ask follow-up questions.

5 Critical thinking

Pages 79–80

Objectives: identify statements suggested by the text using inference skills; find and rank jobs in which machines could replace people; discuss and write opinions about technology; discuss in groups the likelihood of new technological invention; compare results with the class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 76. Remember, you will not find these statements in the reading. Let's see if we can find these ideas suggested in the reading.*
- Model with the first item as necessary.
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

ANSWERS

1	Yes	Lines 4–5
2	No	
3	Yes	Lines 19–21
4	No	

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit answers and check as a class.

B Ranking

1 Rank jobs

- Draw Ss' attention to Exercise 1. Say: *Look at the list. These are jobs currently done by people. Which jobs do you think machines are most likely to do in the future?*
- Clarify the ranking order with Ss. (e.g., *Write 1 to 5 for each job. Write 1 if you think it's very likely machines will do this; write 5 if you think it's very unlikely that machines will do this.*)
- Allow time for Ss to rank the jobs in the list individually.

2 Compare results

- Put Ss into pairs. Have Ss compare results with their partners.
- Ask: *How does your ranking compare with others? Share your answers with your partner.*
- Allow time for Ss to complete the discussion.
- Elicit and review answers as a class.

C Tweet your opinion

1 Discuss opinions

- Draw Ss' attention to the statements in Exercise 1. Read the instructions to Ss. Say: *Let's share our ideas about some opinions on technology. Let's look at these statements.*
- Read the statements with Ss. Clarify as necessary.
- Model discussing the statements for Ss. (e.g., *I agree that technology is great and makes things convenient. For example, a dishwasher saves me a lot of time.*)
- Have Ss form pairs and share their personal opinions about each statement with their partners.

2 Write a tweet

- Have Ss work individually.
- Ask Ss to choose one of the statements. Say: *Think about the statements. Which did you feel the most strongly about? Write a tweet about it to share your opinion.*
- Have Ss write their opinion in the form of a tweet.
- Allow time for Ss to complete the writing.
- Arrange Ss into groups. Have Ss share their tweets in groups.
- Elicit and share answers as a class.

D Discussion

1 Discuss possible new inventions

- Organize Ss into pairs.
- Draw Ss' attention to the instructions. Say: *In the last exercise, we discussed the effects of technology on society. Technology is being invented all the time. Let's think about some possible future inventions.*
- Focus Ss' attention on the ideas. Read and clarify as necessary.
- Ask: *Do you think it is possible for these things to come true? Would you like to use the inventions? Let's share our ideas with our partners.* Have Ss discuss both questions for each idea.
- Allow time for Ss to complete the discussion. Monitor and assist as necessary.

Have Ss choose three ideas to discuss with a partner. Rearrange Ss into new groups and have Ss share their ideas again to provide additional practice and reinforce learning.

2 Complete the chart

- Have Ss form pairs.
- Draw Ss' attention to the chart. Say: *Let's organize the ideas and put them in the chart. Which ones do you think are probable? What about possible? Is anything impossible? What do you think? Work with your partners and complete the chart.*

Encourage Ss to be creative during this exercise. There will be a variety of different answers based on Ss' opinions.

- Allow time for Ss to organize the ideas. Circulate and assist as necessary.

3 Compare with the class

- Have Ss form new groups.
- Focus Ss' attention on the speech bubbles. Say: *We can use these to share our ideas.* Model sharing using the statements for Ss as necessary.
- Have Ss share their group's ideas with their partners. Circulate and monitor Ss' discussion. Provide clarification and support as necessary.
- Write the chart on the board. Elicit Ss' ideas and write them on the board. When Ss have different opinions, encourage them to reach agreement as a class.

Quotable Quotes

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.

Bill Gates
American businessman and
Microsoft co-founder

This section can be used as an optional writing assignment.

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas in groups about the meaning of the quote. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Bill Gates is an American businessman and inventor, best known for creating the world's largest software business, Microsoft, with his partner, Paul Allen. His company played an important role in making personal computers affordable and easy to use for people everywhere. With 25 employees in 1978, Microsoft currently has 100,000, and Gates is one of the richest men in the world.

Unit 11

Treatment of Animals

Unit 11 focuses on animal rights and the people who support animal rights. It looks at the issues of how we use animals and what rights animals should have, and it explores different viewpoints on the topic. This unit connects with Unit 5, which explores the practice of animal testing, its history, and its relationship with consumer products, including medicines and cosmetics.

Unit and title

- ❍ Introduce the title of the unit to Ss. Ask: *What do you remember from Unit 5 about how we use animals?* Elicit examples about the use of animals. Make a list on the board.
- ❍ Ask: *Some people believe how we treat animals is a good way to judge how we are as humans. What do you think? Write a short answer. Describe how treating animals is or isn't important.*
- ❍ Have Ss write their answers.
- ❍ At the end of the unit. refer back to Ss' answers. Have Ss read and update their answers based on information learned in the unit.
- ❍ Elicit answers and discuss as a class.

1 Critical cartoons

Page 81

Objectives: connect to background knowledge about how we treat animals and use them for food and encourage Ss to think critically about the topic.

About the topic

Animal rights is not a new topic. There has been a debate on how we should use animals since as early as the fifth century BCE. The modern animal rights movement began in the 1970s and is now a large and growing movement in many countries. One of the biggest and most famous organizations that support animal rights is People for the Ethical Treatment of Animals (PETA).

Interesting fact

One of the first people on record to write about the rights of animals was Empedocles, a Greek philosopher, who died around 430 BCE.

A Warm up

- ■ Organize Ss into pairs or small groups.
- ■ Draw attention to the cartoon. Ask: *What do you see in the cartoon?* (**Answer:** A mother lion telling her cub not to play with its food. The "food" is a bowl of scared people.) Ask: *What is the role of the people in this cartoon?* (**Answer:** The people are food.)
- ■ Focus Ss' attention on the caption. Ask: *How does the question connect to the cartoon?* (**Answer:** If people were food for animals, then they would discourage animals from eating meat.)
- ■ Ask Ss to discuss the questions. Say: *Let's look at the questions. These questions are related to the topic of the unit. Let's discuss what we know.*
- ■ Draw attention to the speech bubbles. Say: *We can use these phrases to discuss the questions.* Model an example with Ss. (e.g., *I think animals should have the right to be free. I think eating meat is wrong.*)
- ■ 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.

Your Mommy Kills Animals is a documentary film about the animal rights organization PETA. It examines different points of view on the topic and also questions why the FBI said that animal rights activists were the most important domestic terrorist threat to the United States.

The Meatrix is a short series of award-winning animated films. Using humor and in the style of *The Matrix*, it criticizes factory farming and modern industrial agricultural practices. *The Meatrix* has been translated into over 30 languages and watched by more than 30 million people. It can be seen on the website www.themeatrix.com.

Remind 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 82–83

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; identify keywords from context; recognize and work with 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. The audio is available on the ***In Focus*** Teacher's resource site: www.cambridge.org/infocus

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Organize Ss into pairs. Direct Ss to read the words together.
- Have Ss circle or underline words that are unknown to both Ss.
- Circulate as Ss work. Make a list on the board of words that are marked as unknown.
- Say: *Remember, we can use the text to help find the meaning of the words we don't know. Let's find the words. Try to guess the meaning of the word.*
- Have Ss scan the reading for the words. Direct Ss to find the sentences that contain the words.
- When finished, tell Ss to write down their guesses of the meanings of the words.
- Review and clarify word meanings as a class.

ANSWERS

Definitions

accuse to say someone has done something wrong, illegal, or unkind.
basis the most important facts or ideas that support something
feed to give food to a person or animal
generate to produce; to cause something to exist
murder the crime of killing a person on purpose
prison a building where criminals are made to live as punishment
protection condition of a person, animal, or thing being kept safe
release to give freedom or free movement to someone or something
suffer to experience physical or mental pain
suit to work well for a person, animal, or thing; to be convenient

Expansion

- Arrange Ss into groups. Direct Ss to write two or three connected sentences, each using a keyword. Tell Ss to leave the keyword blank.
- Model an example with Ss on the board. (e.g., *The man went to prison for 20 years because he murdered his uncle.*) Allow time for groups to write the sentences.
- Have Ss form new groups. Instruct Ss to read their sentences, leaving out the keywords. Ss listening choose the correct words to complete the sentences.
- Elicit and review as a class.

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from reading the passage? What was the main idea of the reading?* (**Answer:** The reading summarizes attitudes of people who are concerned about how we treat animals.)
- Focus Ss' attention on Exercise 2. Ask: *Which do you think would be the best title for this reading? Let's read and choose.*
- Have Ss skim and choose A, B, or C.
- Instruct Ss to read and check their answer.
- 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

For more information on teaching and working with words in context, see page xii.

- Have Ss work individually or in pairs.
- Focus Ss' attention on the sentence. Say: *There are three pairs of sentences. Each sentence is missing a word. The missing words are keywords. Each pair of sentences is missing the same keyword.*
- Have Ss review the keywords on page 82. Say: *Before we read the passage, we discussed the meaning of the keywords.*
- Allow time for Ss to review the keywords and complete the sentences.
- Check answers as a class.

Review the form of verbs with Ss. Ss may need to change the form of words in order to complete the sentences.



ANSWERS

1 murder/murders
2 basis
3 suffered/suffer

C Word parts: *sub*

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

1 Order the sentences

- Ask Ss to close their books. Focus Ss' attention on the word part *sub*.
- Elicit Ss' words with *sub*. Write them on the board.
- Check the meaning of the words with Ss.
- Draw Ss' attention to the instructions. Say: *We will see five words with* sub *used in five sentences. These sentences make a short story. Let's put the sentences in order to make a story.*
- Read the first sentence with Ss. Ask: *What does the word* submarine *mean?* Elicit and clarify the meaning of *submarine* as necessary.
- Have Ss discuss the meanings of the remaining words with *sub* in pairs or groups.
- Elicit or give Ss definitions and clarify as a class.
- Read the remaining sentences with Ss. Clarify meaning as necessary.
- Allow time for Ss to order the sentences.
- Check answers as a class.

ANSWERS

1 Leo had a subconscious desire to explore since childhood.
2 Yesterday, he found out that he was a substitute for a sailor on an Arctic adventure.
3 He was going to explore the Arctic Ocean in a submarine.
4 He took a subway from his home to an outdoor clothing store.
5 He brought warm clothes because the temperature on the surface would be subzero.

2 Complete the sentence

- Write Q1 on board. Ask: *What is the missing word?* (**Answer:** submarine)
- See if Ss can guess the answer. Give them the answer if necessary.
- Focus Ss' attention on the sentences. Have Ss complete the sentences with the words.
- Check answers.

ANSWERS

1 submarine
2 substitute
3 subway
4 Subzero
5 subconscious

3 Guess the meaning

- Arrange Ss in pairs.
- Instruct pairs to review the words from Exercise 2. Say: *Now look at the words using* sub*. What is the meaning of the word part* sub*?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

B

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *Listen and write all of the words 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 your favorite animal to see in a zoo or aquarium?
2 How is its life different there from in the wild?
3 What should be done to make their lives better?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's discuss our answers to the questions.* Encourage Ss to use follow-up questions to continue the conversation.
- Model the discussion with a student to demonstrate as necessary.
- Allow time for Ss to discuss the answers in groups.
- Elicit and share answers as a class.

Expansion

- Arrange Ss into groups.
- In groups, have Ss refer to the reading on page 82 to write one new question regarding the relationship between animals and humans.
- Have Ss form new groups.
- Have Ss take turns dictating the new questions to the group. Ss listening write down the question.
- Have groups discuss the questions.
- Elicit the questions and answers from the group discussion.

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; apply logical reasoning to an argument; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.



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

A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Before we read, let's share our answers to the pre-reading questions with a partner.*
- Arrange Ss into pairs. Allow time for Ss to share their answers.
- Elicit answers and discuss as a class.
- Say: *Now let's read and find out what the author has to say about people for animals rights.*

B Reading

- Read the title with the Ss. Focus Ss' attention on the picture. Ask: *What can you see in the picture?* (**Answer:** an animal rights supporter is dressed up like a monkey and is in a cage.)
- Say: *As you read, think about these questions. What does the author believe about animal rights? What does the author think about keeping animals in cages? Let's read and find out.*
- Allow time for Ss to read. Elicit answers to the questions and discuss as a class.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *The author says pain is part of life for most people. That's interesting.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's try to find the topic and the main idea.*
- Review the format of the questions with Ss as necessary.
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D **2** B

D Logical reasoning

1 Choose the statement

- Elicit the opinion of the author. Ask: *Why does the author think we must be careful about supporting animal rights?* (**Answer:** He or she believes it could lead to farm animals disappearing.)

- Draw attention to the instructions. Say: *One of these statements would weaken the author's argument. That means it would make it more difficult to believe that farm animals will disappear. Which is the statement?*
- Allow time for Ss to read the statements and choose A, B, or C.

2 Compare answers

- Put Ss into pairs.
- Say: *You each chose a statement. Share the statement with your partner. Explain why you think it would support the author's argument.*
- Allow time for Ss to discuss their answers.
- Elicit and check answers as a class.

ANSWER

B would weaken the author's argument that supporting animals rights would lead to farm animals disappearing.

Ss may have different answers. Encourage Ss to provide reasons for their choice. Support all answers with positive feedback to build confidence.



E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *This author has a strong opinion about animal rights. Let's look at these statements by three people. Think about the reading. Which person disagrees with the author?*
- Read the statements with Ss and clarify as necessary.
- Allow time for Ss to circle Ana, Melisa, or Zak.
- Check answers as a class. Encourage Ss to explain their choices.

ANSWER

Zak

Expansion

- Arrange Ss into groups.
- Review the statements from Section E.
- Ask Ss to choose a statement they agree with. Have Ss share their choices in a group discussion.
- Encourage Ss to explain why they agree with Ana, Melisa, or Zak.
- Elicit and compare answers as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Discuss the information you found interesting with a partner. As you share the information, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2 & Q3: Read the questions with Ss. Say: *What is your opinion? Read and share your ideas with your group.*
- Have Ss share ideas as a group.
- Elicit and share Ss' answers as a class.

Expansion

- Arrange Ss into groups.
- Have Ss create a T chart. On the left, write *Pros*. On the right, write *Cons*.
- Have Ss brainstorms the pros and cons of being a vegetarian.
- Rearrange Ss into different groups.
- Have Ss compare pros and cons of being a vegetarian.
- Elicit and review ideas as a class.

4 Find out more

Page 86

Objectives: complete an information gap with a partner; share information and explanations of data in a group discussion.

A Information gathering

Prepare a world map to highlight the countries represented in the activity.



- Put Ss into pairs. Say: *We've looked at how animals are used by humans. Let's learn more about food production around the world. We can use this chart to share information.*
- Explain the parts of the chart with Ss. Ask: *What information will we learn about food production?* (**Answer:** amounts produced by each country per person in one year.)

- Assign one S the role of A and the partner the role of B. Have Student B turn to page 101.
- Say: *Your charts are missing information. Your partner has the missing information. Take turns asking and answering your partner about the missing information and fill in the chart.*
- Draw Ss' attention to the model dialogue in the speech bubbles. Write a model dialogue on the board for Ss.
  A: *How many kilograms of . . . are produced for each person in . . . ?*
  B: *About . . . kilograms. How many kilograms are produced in . . . ?*
  A: *About . . . kilograms. How many . . . ?*
- Allow time for Ss to complete the activity.
- Check answers as a class.

ANSWERS

Food Production (in kilograms per person per year)					
Product	**China**	**France**	**Japan**	**UK**	**USA**
Chicken	9.2	17.8	10.9	22.2	54.6
Corn (maize)	144.3	240.5	0.0	0.0	1,002.3
Cow	4.6	26.3	3.9	14.9	35.9
Cow's milk	27.6	374.1	59.1	227.2	284.2
Horse	0.1	0.1	0.0	0.1	0.2
Pig	38.6	32.0	10.0	12.1	28.3
Potato	66.1	122.8	18.6	97.5	61.8
Rice	151.6	2.0	66.4	0.0	26.8
Soybean	10.8	1.9	1.7	0.0	265.6

B Comparing results

- Organize Ss into pairs or small groups. Say: *Let's discuss the information about food production in the chart.*
- Focus Ss' attention on the speech bubbles. Say: *We can use these phrases in our discussion.* Model using a speech bubble in the discussion. (e.g., *I didn't realize that so much corn was produced in France.*)
- Draw attention to the questions. Read and clarify with Ss as necessary. Have Ss discuss the questions in groups.
- Elicit answers from the groups and share as a class. Encourage Ss to give reasons and to ask follow-up questions.

Expansion

- Arrange Ss into groups.
- Assign one of the products from the information section to each group.
- Instruct groups to use the Internet or an encyclopedia to determine how much of the product is made in their country.
- Have groups share their findings with the class.
- Refer to the questions presented in Section B: Comparing results. Have Ss discuss the two questions using the findings about their home country.

5 Critical thinking

Pages 87–88

Objectives: identify statements suggested by the text using inference skills; discuss and rank the popularity of animals; write an opinion on a specific animal rights issue; consider statements of opinion about animal rights from different viewpoints; compare and discuss opinions with the class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 84. Remember, you will not find these statements in the reading. Let's see if we can find these ideas suggested in the reading.*
- Model with the first item as necessary.
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

ANSWERS

1 No
2 Yes Lines 16–22
3 No

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit answers and check as a class.

B Ranking

1 Rank popularity of animals

- Draw Ss' attention to Exercise 1. Say: *Look at the animals listed. Which animals do you think people like the most? What about the least? Let's rank the animals listed below.*
- Clarify the ranking order with Ss. (e.g., *The scale is from 1 for the most liked and 7 for the least liked.*)
- Allow time for Ss to rank the animals in the list.
- Draw attention to the third column. Say: *Think about each animal. What is your image of each animal? Let's write a short description of the image of each animal.*
- Model writing a description of the animal's image. (e.g., *bear: big and dangerous; rabbit: cute and friendly*)

2 Compare results

- Put Ss into pairs. Have Ss compare results with their partners.
- Ask: *How does your ranking compare with others. Share your answers with your partner. Why did you rank the animal this way? How did the image of the animal affect your decision?*
- Allow time for Ss to complete the discussion.
- Elicit and review answers as a class.

C Tweet your opinion

1 Read the tweets

- Say: *A circus was coming to town, but animal rights protestors were unhappy about it. Here are tweets about the event. Take a moment to read each tweet.* Draw Ss' attention to the tweets in the tweet box.
- Allow time for Ss to read the tweet. Clarify as necessary.

2 Write a tweet

- Ask: *What do you think? What is your opinion about the circus being canceled?*
- Model writing a tweet about the circus. (e.g., *I'm happy it was canceled. All animals should be free.*)

Provide pictures of circus animals and animal rights protests to help set the context of the activity for the Ss.



- Allow time for Ss to complete the writing.
- Elicit and compare answers as a class.

Expansion

- Arrange Ss into two groups.
- Assign the role of animal rights protestors to one group. Assign the role of circus workers to the other group.
- Have Ss brainstorm reasons for their work being important and should be supported.
- Pair one animal rights group with one circus group. Ask Ss to debate their position on the animals.
- Allow time for Ss to complete the debate. Circulate and assist as necessary.
- Elicit opinions and ideas from the debate and share as a class.

D Discussion

1 Read and discuss statements

- Organize Ss into small groups. If possible, arrange Ss into groups of five.
- Draw Ss' attention to the pictures and occupations. Say: *Each of these people has a different opinion about animal rights. This depends on the person's occupation. In your group, choose one of the people in A to E. This will be your role.*

Before reading the statements, have Ss brainstorm the characteristics or thoughts that each person in the pictures would express related to animal rights. This will help understand the personality each picture represents.



- Focus Ss' attention on the statements. Say: *Now read each statement with your group. What would the person in your picture say about this? Would they agree or disagree? Why? Make notes as you discuss each statement.*
- Allow time for Ss to read and discuss each statement while making notes.

2 Share with the class

- Say: *Look at your notes from the discussion. What ideas would the person in your picture present? Take a moment to organize your ideas for a short presentation.*
- Draw attention to the speech bubbles. Say: *We can discuss these phrases to help share our opinions.*
- Invite groups to present to the class. After the presentation, encourage Ss listening to ask follow-up questions. Write follow-up questions on the board as necessary.

Tell Ss to write opinions using the language in the speech bubbles. The speech bubbles provide additional scaffolding for the learners. Have Ss present their opinions to the class to encourage each S to present an idea to the class.



- Allow each group to present as time permits.

Provide follow-up questions prompts on the board for further scaffolding. (e.g., *What do you mean when you say . . . ? Why do you think . . . ? What is the reason for saying . . . ? What else can you tell me about . . . ?*)



Quotable Quotes

Hunting is not a sport. In a sport, both sides should know they're in the game.

Paul Rodriguez
Mexican-American professional skateboarder and actor

If God hadn't wanted us to eat animals, he wouldn't have made them so darn tasty.

Stephen Colbert
American writer, comedian, television host, and actor

This section can be used as an optional writing assignment.



- Organize Ss into small groups. Write the quotes on the board for emphasis.
- Say: *Let's think about these quotes together.*
- Have Ss share ideas about the meaning of the quotes in groups. Model sharing for Ss as necessary.

Use the definition at the bottom of the page to clarify the meaning of the word *darn* in the quote by Stephen Colbert.



- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss' focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Paul Rodriguez is a Mexican-American comedian who works in television and film. He is also a contributor to charity and a political activist.

Stephen Colbert is an American comedian, writer and television host, best known for his satirical television show, *The Colbert Report*. He first became famous as a reporter for another comedy television show, Jon Stewart's *The Daily Show*.

Unit 12

Who Owns the News?

Unit 12 looks the modern news industry. It compares traditional and Internet-based media and questions the accuracy and aims of modern journalism and news media. This unit connects with Unit 6, which looks at the advantages and disadvantages of online information and explores other issues related to the use of the Internet.

Unit and title

- ❍ Introduce the title of the unit to Ss. Ask: *What do you remember from Unit 6 about information from online sources?* Elicit and review information Ss recall.
- ❍ Ask: *Do you think that news and information can be controlled? Why or why not? Let's write our ideas.*
- ❍ Have Ss write their answers.
- ❍ At the end of the unit, refer back to Ss' answers. Ask: *After studying this unit, what information did you learn that either supports your ideas about how information is controlled or changed them?*
- ❍ Elicit and review information as a class.

1 Critical cartoons

Page 89

Objectives: connect to background knowledge about how information is created and what organizations may control media information and encourage Ss to think critically about the topic.

About the topic

The largest media companies in the world have bigger budgets than some countries. Over the last 30 or 40 years, larger media organizations have been buying smaller ones, so becoming more and more powerful. In 1983, 50 companies controlled 90 percent of the media in the United States. Today, six companies do. This means that a just few hundred top media executives control what Americans watch, read, and listen to; this raises questions about how ordinary people make their decisions.

Interesting fact

Since its founding in 1998, Google has become the second-largest media company in the world, with revenues of over $50 billion.

A Warm up

- ■ Organize Ss into pairs or small groups.
- ■ Draw attention to the cartoon. Ask: *What do you see in the picture on the left?* (**Answer:** A person is giving a report at a type of conference with journalists listening.) Ask: *Look at the caption. What does the question suggest? How does the cartoon relate to the question?* (**Answer:** The news reported by TV News and Daily Newspaper is the opposite of the information given at the conference.) Elicit answers and discuss as a class.
- ■ Ask Ss to discuss the questions. Say: *These questions will help us think about how information is reported. Let's read and think about the questions.*
- ■ Draw attention to the speech bubbles. Say: *We can use these phrases to answer the questions.* Model using a question for Ss as necessary.

Prepare examples of local media companies for Ss to refer to during the discussion. Tip

- ■ Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Arrange Ss into two groups.
- ◆ Elicit news media companies popular in the Ss' country or countries. Make a list on the board.
- ◆ Have Ss rank the companies from 1 (best for information) to 5 (worst for information).
- ◆ Rearrange Ss into new groups. Have Ss compare rankings. Ask: *Why did you rank the companies this way? Provide details to explain your rankings.*
- ◆ Circulate and assist as necessary.
- ◆ Elicit and review rankings as a class.

Media link

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

Network is an award-winning movie about a TV news reporter whose ratings are falling. Ratings rise dramatically after he says he will kill himself on live TV, and he gets his own show. But when he starts to criticize his own network, the network has to decide how to stop him. Will that include murder?

George Orwell Rolls in His Grave is a documentary film that looks at recent media trends in the United States. Making references to *Nineteen Eighty-Four*, George Orwell's famous novel, the film argues that news media select and present stories in ways that support government and big business. It questions whether the world of *Nineteen Eighty-Four* is becoming a reality.

Remind 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 90–91

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



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

A Scanning and skimming

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

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Organize Ss into pairs. Direct Ss to read the words together.
- Have Ss circle or underline words that are unknown to both Ss.
- Circulate as Ss work. Make a list on the board of words that are marked as unknown.
- Say: *Remember, we can use the text to help find the meaning of the words we don't know. Let's find the words. Try to guess the meaning of the word.*
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the keywords.
- When finished, tell Ss to write down their guesses of the meaning of the words
- Review and clarify word meanings as a class.

ANSWERS

Definitions

commit to do something illegal or something people think is wrong (usually a crime, suicide)

despite without being influenced or prevented by something or someone

document a paper or set of papers with written information, especially of an official type

finance pay for

host a person who introduces guests on a TV or radio program

penalty a punishment for doing something that breaks a rule or is against the law

refer to talk about something or someone; to relate to something or someone; look at something for information or help

rely to depend on or trust someone or something

source someone or something that produces something or from which you get information

vote to express your choice or opinion as a member of a group in order to elect someone or decide something important to the group

2 Skimming

- Read the title with Ss. Ask: *What do you remember from your first reading? What did you notice as you tried to find the words?*
- List information Ss recall from the reading on the board.
- Say: *Now let's skim the reading and see if what we remember is correct.* Model skimming as necessary.
- Check the information Ss recalled.
- Focus Ss' attention on Exercise 2. Read the instructions with Ss. Clarify as necessary.
- Instruct Ss to circle A, B, or C.
- Check 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

For more information on teaching and working with words in context, see page xii.

- Have Ss work individually or in pairs.
- Focus Ss' attention on the sentences. Say: *There are three pairs of sentences. Each sentence is missing a word. The missing words are keywords. Each pair of sentences is missing the same keyword.*
- Have Ss review the keywords on page 90. Say: *Before we read the passage, we discussed the meaning of the keywords.*
- Allow time for Ss to review the keywords and complete the sentences.
- Check answers as a class.

Review the form of verbs with Ss. Ss may need to change the form of words in order to complete the sentences.

ANSWERS

1 commit
2 referred; refer
3 source

Expansion

- Arrange Ss into two groups.
- Review the keywords used in Section B.
- Say: *Write a new sentence for each word with your partners. Leave a blank in the sentence for the keyword.*
- Allow time for Ss to write. Collect the sentences.
- Read the sentences to the class. Have Ss guess and fill in the blanks.
- Continue as time permits.

C Word parts: *inter*

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

1 Word search puzzle

- Draw Ss' attention to the word search puzzle. Say: *This word search has five words. The words contain the word part* inter*. Let's find the words in the puzzle.*
- Model finding a word in the puzzle with Ss as necessary. (e.g., *In the last column on the right, I can find the word* Internet.)
- Remind Ss that words may be found across, down, and diagonally both forward and backward in the puzzle.

Ss can find a list of the words to locate in the puzzle on page 101. Have Ss check the list to provide extra scaffolding.

- Allow time for Ss to find the words.
- Check the words as a class.

ANSWERS

Line 3 across:	interchangeable
Line 5 diagonal left to right:	interfere
Line 6 down:	interstate
Line 7 down:	Internet
Line 8 across:	international

- Ask: *What does the word* Internet *mean? Ask your partner if you don't know?* Elicit or give the meaning and write it on the board. (**Answer:** the system of connected computers around the world we use for communication)
- Have Ss discuss in pairs the definitions for the remaining words.
- Elicit definitions and clarify as a class.

2 Complete the sentences

- Ask Ss to close their books. Write the word part *inter* on the board.
- Elicit or give Ss words with the word part. Make a list of words on the board.
- Write Q1 on board. Ask: *What word is missing? What does it mean?* (**Answer:** international. *International* means involving more than one country.)
- See if Ss can guess the answer. Give them the answer if necessary.
- Have Ss open their books. Focus Ss' attention on the sentences. Have Ss complete the sentences with the words from the puzzle.
- Check answers as a class.

ANSWERS

1 international
2 interchangeable
3 interfere
4 interstate
5 Internet

3 Guess the meaning

- Arrange Ss into pairs.
- Instruct pairs to review the words from Exercise 2. Say: *Now look at the words using* inter*. What is the meaning of the word part* inter*?*
- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

B

D Discussion dictation

1 Dictation

- Draw Ss' attention to Section D.
- Say: *Listen and write all of the words 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 read a newspaper in print or online?
2 What types of stories do you like best? Why?
3 Are there any types of media you don't trust? Which?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *Now let's discuss our answers to the questions.* Encourage Ss to use follow-up questions to continue the conversation.
- Model the discussion with a student to demonstrate as necessary.
- Allow time for Ss to discuss the answers in groups.
- Elicit and share answers as a class.

3 Reading skills

Pages 92–93

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify supporting details in a text; identify the opinions of an author; personalize the context and topic of the reading in pair or small-group discussions.



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

A Pre-reading questions

- Read the title with the Ss. Say: *What does the title suggest the reading will be about?*
- Draw Ss' attention to the pre-reading questions. Say: *Let's look at these questions before we read. These will help us think about the topic.*
- Arrange Ss into pairs. Allow time for Ss to share their answers.
- Elicit and review Ss' answers as a class.
- Say: *Now let's read and find out what the author's opinion about news media is.*

B Reading

- Instruct Ss to skim the passage and find the author's opinion. (**Answer:** The author questions whether we can trust both Internet and TV news and suggests news is presented as entertainment – see line 30.)
- Elicit the author's opinion. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that TV began 80 years ago.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's try to find for the topic and the main idea.* Review the format of the questions with Ss as necessary.
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 D **2** A

D Finding supporting ideas

- Put Ss into pairs.
- Say: *In the text, the author makes three specific claims. We can see those claims here.* Read and clarify the claims with Ss as necessary.
- Say: *The author provides reasons in the text to support each of these claims. Let's read and find two reasons that support each claim.* Model using the first reason. (e.g., *News broadcasts use images and music. This makes the news more entertaining.*)
- Allow time for Ss to read and write the reasons.
- Put Ss into pairs. Have Ss check answers together.
- Elicit and check answers as a class.

ANSWERS

1	Reason 1:	News often begins with music or images.
	Reason 2:	News often has stories about movie stars.
2	Reason 1:	News programs talk about the lives of famous people a lot.
	Reason 2:	News programs make the news short, simple, and entertaining.
3	Reason 1:	There is no editor to check readability of reports.
	Reason 2:	Anyone can set up a webpage.

Expansion

- Review the reasons from Section D.
- Have Ss work individually. Ask Ss to find the line numbers in the text for each sentence that contains the reason.
- Allow time for Ss to find all the sentences and write down the line numbers.
- Arrange Ss into pairs. Have the pairs compare answers.
- Elicit and review as a class.

E Identifying opinions

- Draw Ss' attention to Section E.
- Say: *The author of the writing has a strong opinion. Let's look at these statements by three people. Think about the reading. Which person agrees with the author?*
- Read the statements with Ss and clarify as necessary.
- Allow time for Ss to circle Leila, Rick, or Judy.
- Check answers as a class. Encourage Ss to explain their choices.

ANSWER

1 Rick

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Discuss the information you found interesting with a partner. As you share information, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *What about you? What kind of news interests you? What did you find interesting last week? Think about this as you answer the question with your partner.*
- Q3: Focus Ss' attention on the question and the three items. Ask: *Many people believe information on the Internet is not always reliable. What can you do to find out if the information is true? Here are three options. Which would you use to judge the truth of Internet information?*
- Allow time for Ss to discuss the questions.
- Elicit and share Ss' answers as a group.

4 Find out more

Page 94

Objectives: identify types of news; discuss news interests and recent news items with a partner; compare popularity of news categories in a group discussion.

A Information gathering

1 Match the headlines

Prepare examples from magazines or the Internet of different types of news to contextualize for Ss.



- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the chart. Say: *Here, we can see different types of news headlines. Each headline is an example of a certain type of news story. Can you match the type of story to the headline?*
- Review the headlines in the chart. Clarify as necessary.
- Model matching the first headline with the type of news. (e.g., *The first headline is* New Record in Women's Marathon. *A marathon is a kind of sport. So this is a sports headline. I'll write* Sports *in the column.*)
- Allow time for Ss to match the headlines.
- Elicit and check as a class.

ANSWERS

	Headline	Type of news
1	New Record in Women's Marathon	Sports
2	Justin and Tina Back Together	Entertainment
3	Stock Market Slides Again	Business
4	Hillary Goes to the White House	Politics
5	Black Hole Discovered in Our Galaxy	Science
6	Designer Wins Big Award	Fashion
7	Internet Companies Fight Privacy	Technology
8	Five Foods for the Brain	Health
9	Six-Day Class Week for All Students	Education

2 Discuss the headlines

- Ask: *What types of news stories are in the chart?* Review the types with Ss.
- Say: *Look at the headlines again. What do you think the story will be about? Which story would you be interested in reading? Why? Let's share our ideas.*
- Focus Ss' attention on the speech bubbles. Say: *We can use these phrases in our conversation.* Model a dialogue on the board for the interview.

  A: *The headline . . . could be about / is probably about . . .*
  B: *Would you be interested in reading the story?*
  A: *Yes/No, because . . . What about you?*
  B: *Yes/No because . . .*
- Allow time for Ss to discuss the headlines in the chart.

3 Share recent headlines

- Focus Ss' attention on rows 10–12 of the chart. Say: *Think about news stories you have read recently. What headlines did you find interesting? What type of story was it? Complete the chart with three headlines you read recently.*
- Allow time for Ss to complete the chart individually.
- Elicit headlines from Ss. Ask: *What was the source for the story? Do you think the story was true? Share your ideas with a partner.*
- Allow time for Ss to share ideas with a partner.
- Elicit and discuss answers as a class.

Expansion

- Arrange Ss into two groups.
- Have Ss brainstorm three headlines in groups. Two headlines should be true. One headline should be false but sound possible.
- Have Ss write the headlines on strips on paper.
- Collect the strips from Ss. Mix up the headlines. Read one to the class. Have the class guess if it is true or false. Ask the group that wrote it to reveal the correct answer.
- Continue as time permits.

B Comparing results

- Organize Ss into small groups. Say: *Let's compare our ideas about news stories.*
- Read the instructions and questions with Ss. Clarify as necessary.
- Focus Ss' attention on the speech bubbles. Say: *We can use these phrases to discuss the questions.*
- Have Ss answer the questions in groups.
- Monitor as Ss discuss. Provide assistance as necessary.
- Elicit answers and share ideas as a class.

5 Critical thinking

Pagse 95–96

Objectives: identify statements suggested by the text using inference skills; rank headlines according to probability; write a personal opinion about unusual headlines; discuss traditional versus citizen journalism in groups; share and discuss with the class; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 92. Remember, you will not find these statements in the reading. Let's see if we can find these ideas suggested in the reading.*
- Model with the first item as necessary.
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

ANSWERS

1	Yes	Lines 8–9
2	Yes	Lines 9–10
3	No	

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit answers and check as a class.

B Ranking

- Arrange Ss into pairs.
- Draw Ss' attention to the headlines. Say: *Here are headlines you might see on the Internet. Which of these news stories are probably true? Which are not true? Let's rank these stories by how probable they are.*
- Clarify the ranking order for Ss. Say: *Put 1 for the headline you think is most probably true; put 6 for the least probable headline.*
- Draw Ss' attention to the speech bubbles. Say: *You can use these phrases to share your ideas.*
- Allow time for Ss to discuss and rank the headlines with their partners.
- Have Ss form new pairs and compare results. Say: *Share your rankings with your new partners. Do you agree or disagree about how probably true a story is?*
- Allow time for Ss to complete the discussion.
- Elicit and review answers as a class.

Expansion

- Arrange Ss into two groups.
- Have each group choose a headline.
- Ask Ss to write a story in groups that would match the headline. Encourage Ss to create illustrations for the story if time permits.
- Allow time for Ss to write the story.
- Invite Ss to share their stories with the class.

C Tweet your opinion

1 Read the tweets

- Draw Ss' attention to the headlines in the Tweet box. Say: *Here are some news headlines. Let's read them together.*
- Allow time for Ss to read the statements. Clarify as necessary.

2 Write a tweet

- Arrange Ss into groups.
- Say: *Think about the headlines. Do you think these stories are true or false? Let's share our ideas with our partners.*
- Allow time for Ss to share opinions about the headlines.
- Say: *Now think about a news story you have seen recently. What was the headline? Why was it unusual? Let's write a tweet about it.*
- Model a tweet on the board.
- Allow time for Ss to complete the writing.
- Elicit and compare tweets with a partner.

Prepare unusual news headlines from the Internet and write them on the board to provide ideas for Ss.

D Discussion

1 Read and discuss

- Recall the statements from the previous exercise. Say: *In the last exercise, we wrote about unusual news stories. Here is a true news story that sounds almost impossible to believe. Let's read together.*
- Allow time for Ss to read the story. Clarify as necessary.
- Ask: *What do you think of this story? Why is it unusual?* Elicit ideas and share as a class.
- Say: *News about the plane crash was written by citizen journalists. How is this different from traditional reporting? Let's find out.*
- Review the chart with Ss. Model with the examples. Clarify the two types of journalism.
- Have Ss form small groups. Say: *Now complete the chart in your groups.*
- Allow time for Ss to complete the chart. Monitor and assist as necessary.

2 Prepare an argument

- Focus Ss' attention on Exercise 2. Read and review the instructions.
- Ask: *Will it be good or bad for most news to come from citizen journalists? What are the pros? What are the cons? Let's brainstorm ideas.*
- Have Ss create a T chart. On the left side, have Ss write *Pros*. On the right side, write *Cons*. Have Ss list pros and cons related to citizen journalism.
- Say: *Now discuss the pros and cons. Write your ideas in the chart.*
- Allow time for Ss to write the group's opinions. Circulate and assist as necessary.

3 Report results to the class

- Say: *Let's share our ideas with the class.* Focus Ss' attention on the speech bubbles. Say: *You can use these phrases to share your ideas.*
- Invite Ss to share the group's summary with the class. Encourage listening Ss to ask follow-up questions.
- Continue as time permits.

Quotable Quotes

Whoever controls the media, controls the mind.

Jim Morrison
American lead singer of rock band The Doors

This section can be used as an optional writing assignment.

- Organize Ss into small groups. Write the quote on the board for emphasis.
- Say: *Let's think about this quote together.*
- Have Ss share ideas about the meaning of the quote in groups. Model sharing for Ss as necessary.
- Allow time for Ss to share their thoughts in groups. Elicit Ss' ideas and share as a class.
- Have Ss focus on the questions. Direct Ss to discuss the questions in their groups.
- Allow time for Ss to discuss the questions.
- Elicit and share ideas from Ss' discussion.

Background Information

Jim Morrison was an American musician, best known for his work as lead singer of The Doors. The lyrics in his music often referred to his distrust of the news and of the methods the media used to communicate the information.

Assessment program

Contents

Written Test 1
Written Test 2
Written Tests answer keys
Speaking Test assessment notes
Speaking Test assessment sheets
Speaking Test 1
Speaking Test 2
Listening Test 1
Listening Test 2
Listening Tests scripts (answer keys)

Scoring

Each Written Test has a total score of 60 points. It is in three parts:

Part 1 Vocabulary	24 points
Part 2 Word parts	12 points
Part 3 Critical reading	24 points

Each Speaking Test has a total score of 20 points. Skill 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 the definition.

1 accept a thing as true without question or proof
a ignore **b** assume **c** coach **d** adopt

2 a systematic grouping of people or things by type
a category **b** industry **c** feature **d** material

3 things that are owned by a person
a code **b** supply **c** contract **d** property

4 the answer to a problem
a duty **b** income **c** solution **d** serve

_____ **/ 8 pts**

B Match the words on the right to the definitions on the left.

1 _____ the physical or mental activity needed to accomplish something

2 _____ something that is possible but not yet achieved

3 _____ the name or symbol of a company that produces goods for sale

4 _____ to try to find or obtain something

a label
b seek
c effort
d potential

_____ **/ 8 pts**

C Complete each sentence with the correct word from the box. Change the word as necessary.

issue	**refuse**	**contribution**	**victim**

1 Advances in medicine can help _____ of serious accidents.

2 My sister asked for a loan, but _____ .

3 Paul made a _____ to the animal rights group to support their efforts.

4 The teacher wanted to address the _____ of cheating by students.

_____ **/ 8 pts**

Part 1 Total _____ **/ 24 pts**

Part 2 Word parts

Read the sentences. Circle the best definition of each word part found in the underlined words.

1 Susan is taking a class about the history of feminism.
A person who practices atheism believes there is no god.
Many national governments work hard to prevent terrorism.

a a popular type of fashion
b a belief system or a belief
c a historical interest in thought
d a type of indoor activity

2 The new test contains six paragraphs of writing.
Latitude lines are also known as parallels.
The paramedic was studying to become a doctor.

a something that belongs to a similar group
b something that is on, under, or beneath a thing
c something that is similar to, beside, or protects against another thing
d something that is part of a network

3 The median income in the USA in 2004 was around $44,000.
Greece, France, and Malta are all Mediterranean countries.
John is one of the most famous English medieval kings.

a having a square shape
b a type of medical procedure
c historical study
d something that is between two other things

4 Jimi is studying computer engineering at university.
Many schools have a uniform dress code for students.
More planets are being discovered in the universe thanks to advanced technology.

a single or one
b to create something new
c multiple pieces of a thing
d a type of transportation

5 The factory discontinued production of the car after hundreds of complaints.
Jill's brother disapproved of the amount of time she spent on the Internet.
Tony disagreed with her about the use of animal testing in medicine.

a to start a project
b to find new information
c to be near, on, or next to something
d to be apart or opposite something

6 Ice forms on the surface of water when the temperature reaches freezing point.
A surname is the family name of a person.
Ken had a surplus of food after the large dinner party.

a having a large weight
b beyond or extra
c a completed work
d connected with flying

Part 2 Total _____ / 12 pts

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Part 3 Critical reading

A Review the passage on page 2 of the Student's Book. Read the questions and circle the correct answers according to the text.

1 Which of the following is NOT a way in which advertising is used?
- **a** to inform the public about health issues
- **b** to sell products
- **c** to develop loyalty to a brand
- **d** to inform investors about a brand

2 Which of the following best describes how advertising in the past was different?
- **a** Advertisements were used to sell things.
- **b** Advertising was used to change behavior.
- **c** Advertising was mostly used to sell specific products.
- **d** Advertising was used a lot to sell a feeling about a product.

_____ **/ 4 pts**

B Review the passage on page 10 of the Student's Book. Read the questions and circle the correct answers according to the text.

1 How do extreme sports differ from regular sports?
- **a** Extreme sports are easier to learn.
- **b** Extreme sports are done in the mountains.
- **c** Extreme sports are for gifted athletes.
- **d** Extreme sports are more dangerous than regular sports.

2 Which of the following statements about Antoine Montant is true?
- **a** He loved to challenge himself by inventing difficult sports.
- **b** He wanted to bring people together.
- **c** He did not enjoy life in France.
- **d** He complained about his problems.

_____ **/ 4 pts**

C Review the passage on page 18 of the Student's Book. Read the questions and circle the correct answers according to the text.

1 Why are seniors working longer?
- **a** They enjoy working to help society.
- **b** People are now living longer.
- **c** Younger people don't want to work.
- **d** The average age of the population is higher.

2 Which of the following can be inferred from the text?
- **a** Seniors want to change jobs as they get older.
- **b** Seniors are interested in teaching younger people.
- **c** Seniors feel they need to do more for society.
- **d** Seniors prefer warmer weather areas.

_____ **/ 4 pts**

D Review the passage on page 26 of the Student's Book. Read the statements and write T (true) or F (false) according to the text.

1 Some people are against robots doing everyday tasks because it would make people lazy. _____

2 In the future, more people will want have a robot as a child than as a pet. _____ _____ **/ 4 pts**

E Review the passage on page 34 of the Student's Book. Read the statements and write T (true) or F (false) according to the text.

1 Scientists often kill animals to see the effect of medicines. _____

2 Animal rights supporters believe research using animals does not give good information. _____ _____ **/ 4 pts**

F Review the passage on page 42 of the Student's Book. Read the statements and write T (true) or F (false) according to the text.

1 The traditional encyclopedia business created many jobs. _____

2 Errors written by users make Wikipedia a bad source of information. _____ _____ **/ 4 pts**

Part 3 Total _____ **/ 24 pts**

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Written Test 2

Units 7–12

Name: _____

Date: _____

Total Score _____ **/ 60 pts**

Part 1 Vocabulary

A Circle the word that best matches the definition.

1 to encourage people to like, buy, use, do, or support something
a increase **b** commit **c** award **d** promote

2 to say that someone has done something wrong, illegal, or unkind
a murder **b** accuse **c** generate **d** deliver

3 to watch carefully the way something happens, especially in order to learn more about it
a observe **b** suffer **c** wast **d** survive

4 a way of doing an activity that needs skill
a application **b** technique **c** relative **d** basis

_____ **/ 8 pts**

B Match the words on the right to the definitions on the left.

1 _____ to speak about something giving little detail or using few words

2 _____ to provide money to get something

3 _____ a situation that influences a result

4 _____ a list of planned activities or things to be done at a certain time

a schedule
b mention
c finance
d factor

_____ **/ 8 pts**

C Complete each sentences with the correct word from the box. Change the word as necessary.

blame	**rate**	**commit**	**extend**

1 Alice was excited to learn she could _____ her vacation.

2 It is not useful to _____ society for all the world's problems.

3 The most horrible crime a person can _____ is murder.

4 One dangerous side effect of performance-enhancing drugs is an increased heart _____ .

_____ **/ 8 pts**

Part 1 Total _____ **/ 24 pts**

Part 2 Word parts

Read the sentences. Circle the best definition of each word part found in the underlined words.

1 Many women keep a compact mirror in their purses.
A peanut butter sandwich usually combines peanut butter and jam.
Today's modern technological companies are seeking talented employees.

a light or easy
b popular or famous
c near or close to
d together or with

2 The doctor was unable to diagnose her illness.
Bryan recognized Ana from the pictures she sent.
The prognosis for the old computer rapidly declined after it started to smoke.

a to know
b to work
c to answer
d to think

3 Completing the 5,000-piece puzzle seemed impossible.
You should seek medical assistance immediately for any head injury.
Some stories describe vampires as immortal beings.

a not
b create
c beyond
d found

4 Aya was planning to write an autobiography to detail her life's adventures.
The artist refused to give his autograph to the waiting fan.
People were lined up in front of the building waiting for the automatic door to open.

a something alone or with a friend
b something by yourself or by itself
c something related to the sciences
d something to promote a healthy lifestyle

5 Jen had always had a subconscious desire to quit her job and travel.
The students really enjoyed the substitute teacher's classes.
Without the proper equipment, it is dangerous to work in subzero temperatures.

a before something
b below something
c near something
d on something

6 The scientists were applying for an international grant.
When people fight, it is best not to interfere.
Thanks to the Internet, information is available in totally new ways.

a between or among something
b together or with
c something very small
d the exact opposite

Part 2 Total _____ / 12 pts

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Part 3 Critical reading

A Review the passage on page 50 of the Student's Book. Read the questions and circle the correct answers according to the text.

1 How do advertising companies do research?
- **a** They examine the world's problems.
- **b** They cause people to act in certain ways.
- **c** They use techniques to create online promotions.
- **d** They study how people act in different situations.

2 How does the author feel about advertising?
- **a** Depending on how it is used, advertising can be beneficial or harmful to society.
- **b** Advertising is responsible for many of the world's problems.
- **c** Advertising is a positive resource.
- **d** It has a negative effect on human behavior.

_____ **/ 4 pts**

B Review the passage on page 58 of the Student's Book. Read the questions and circle the correct answers according to the text.

1 What is one result of working hard to succeed combined with the fear of failing?
- **a** Athletes become experts in their sports.
- **b** Income improves over time.
- **c** Sickness and poor health increase.
- **d** Life becomes a competition.

2 Which of the following statements is true?
- **a** People recognize that performance-enhancing drugs are harmful.
- **b** Most drugs that people use to improve their performance are illegal.
- **c** Increased heart rates help to improve athletic performance.
- **d** Drug use will continue as long as people believe that drugs improve performance.

_____ **/ 4 pts**

C Review the passage on page 66 of the Student's Book. Read the questions and circle the correct answers according to the text.

1 Which of the following statements is <u>NOT</u> true?
- **a** Scientists are conducting research to increase human lifespans.
- **b** Officially, the oldest-ever person was a woman who lived to be 122 years.
- **c** Research proposals describe what scientists want to study.
- **d** There are no economic advantages if humans are able to live longer.

2 Which of the following can be inferred from the text?
- **a** People living longer may be harmful to the planet.
- **b** People who live longer will be unhappy.
- **c** People who live longer will not be as healthy.
- **d** People who live longer will dislike working after the age of 50.

_____ **/ 4 pts**

D Review the passage on page 74 of the Student's Book. Read the statements and write T (true) or F (false) according to the text.

1 It was easy for workers moving to cities to receive good wages. _____

2 The use of robots may help humans avoid getting cancer. _____ _____ **/ 4 pts**

E Review the passage on page 82 of the Student's Book. Read the statements and write T (true) or F (false) according to the text.

1 Some animal rights supporters believe that it is OK to kill and eat animals if they don't suffer. _____

2 Some animal rights supporters believe that modern farming methods are fine. _____ _____ **/ 4 pts**

F Review the passage on page 90. Read the statements and write T (true) or F (false) according to the text.

1 Internet-based news sources provide quick and accurate information. _____

2 Traditional news sources are more balanced than Internet news sources. _____ _____ **/ 4 pts**

Part 3 Total _____ **/ 24 pts**

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Written Test 1

answer key

Part 1 Vocabulary

A 1 b 3 d
2 a 4 c

B 1 c 3 a
2 d 4 b

C 1 victims 3 contribution
2 refused 4 issue

Part 2 Word parts

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

Part 3 Critical reading

A 1 d
2 c

B 1 d
2 a

C 1 b
2 d

D 1 T
2 F

E 1 T
2 F

F 1 T
2 F

Written Test 2

answer key

Part 1 Vocabulary

A 1 d 3 a
2 b 4 b

B 1 b 3 d
2 c 4 a

C 1 extend 3 commit
2 blame 4 rate

Part 2 Word parts

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

Part 3 Critical reading

A 1 d
2 a

B 1 c
2 d

C 1 d
2 a

D 1 F
2 T

E 1 T
2 F

F 1 F
2 F

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 advertising techniques do you think are effective?
2. If you traveled back in time 100 years, what differences would you notice?
3. Do you think it is OK to experiment on animals? Why or why not?

B Now answer your partner's questions.

C Read these statements to your partner.

1. Extreme sports bring excitement to people's lives.
2. Reliance on robots will make people lazier.
3. It's impossible to check information put on the Internet.

D Now listen to your partner's statements. Decide if they sound positive or negative. Check (✔) the boxes.

Statement	Positive	Negative
4		
5		
6		

Student B

A Answer your partner's questions.

B Now ask your partner these questions.

1. Would you risk your life to participate in an extreme sport? Why or why not?
2. What would you program your own personal robot to do?
3. What are your sources for news? Do you think information on the Internet is trustworthy? Why or why not?

C Listen to your partner's statements. Decide if they sound positive or negative. Check (✔) the boxes.

Statement	Positive	Negative
1		
2		
3		

D Now read these statements to your partner.

4. Advertising encourages bad behavior.
5. Fewer children means more free time for adults.
6. The death of any animal for research is a terrible waste.

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Speaking Test 2

Units 7–12

Student A

A Ask your partner these questions.

1. Do you worry about online privacy and sharing your information online? Why or why not?
2. What are some of the consequences of living very long lives?
3. Are there benefits to replacing jobs with machines? Why or why not?

B Now answer your partner's questions.

C Read these statements to your partner.

1. Sharing information online makes it difficult for a government to hide the truth.
2. The use of drugs will lead to the death of professional sports.
3. Animal testing can lead to faster development of life-saving medicines.

D Now listen to your partner's statements. Decide if they sound positive or negative. Check (✔) the boxes.

Statement	Positive	Negative
4		
5		
6		

Student B

A Answer your partner's questions.

B Now ask your partner these questions.

1. Do you think athletes should be allowed to take performance-enhancing drugs? Why or why not?
2. What is a situation in which animal research is good for society?
3. Do you think news should be presented as entertainment? Why or why not?

C Listen to your partner's statements. Decide if they sound positive or negative. Check (✔) the boxes

Statement	Positive	Negative
1		
2		
3		

D Now read these statements to your partner.

4. Machines improve productivity and make goods cheaper.
5. Living longer could damage the planet beyond repair.
6. Most people know more about movie stars and brands than about their country's politics.

Listening Test 1

Units 1–6

Name: _____

Date: _____

Total Score _____ **/ 24 pts**

A Listen and write down the questions or statements.

1 Can we really _____

_____

_____ _____ **/ 4 pts**

2 Why do people _____

_____

_____ _____ **/ 4 pts**

3 If we could _____

_____

_____ _____ **/ 4 pts**

4 If we are _____

_____

_____ _____ **/ 4 pts**

5 In recent years, _____

_____

_____ _____ **/ 4 pts**

6 Once we relied _____

_____

_____ _____ **/ 4 pts**

OPTIONAL

B Choose one question or statement from Exercise A. Discuss it with a partner.

C Think about the statement you discussed. What is your opinion? Write your opinion and your reasons below.

_____

_____

_____

_____

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Listening Test 2

Units 7–12

Name: _____

Date: _____

Total Score _____ **/ 24 pts**

A Listen and write down the questions or statements.

1 How is it _____

_____

_____ _____ **/ 4 pts**

2 So if banning _____

_____

_____ _____ **/ 4 pts**

3 People will _____

_____

_____ _____ **/ 4 pts**

4 What will _____

_____

_____ _____ **/ 4 pts**

5 If a group's _____

_____

_____ _____ **/ 4 pts**

6 How are we to know _____

_____

_____ _____ **/ 4 pts**

OPTIONAL

B Choose one question or statement from Exercise A. Discuss it with a partner.

C Think about the statement you discussed. What is your opinion? Write your opinion and your reasons below.

_____

_____

_____

_____

Listening Test scripts

(answer key)

Listening Test 1 (Units 1–6)

1 From Unit 1

Can we really lose weight simply by taking a pill, without dieting or exercising?

2 From Unit 2

Why do people risk their lives in these ways? Is it the desire to go further, faster, and higher than they have ever gone before? Or is it to be the first to do something difficult and new?

3 From Unit 3

If we could travel back in time 150 years or so, what would we notice as we stepped out of our time machine?

4 From Unit 4

If we are alone, they will keep us company and entertain us. We will come to love them as much as our pets today.

5 From Unit 5

In recent years, experimenting on animals has become an issue that more and more people feel very strongly about. Scientists claim they need to do animal testing.

6 From Unit 6

Once, we relied on newspapers. But why pay for news when that information can be found on the Internet for free?

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Listening Test scripts

(answer key)

Listening Test 2 (Units 7–12)

1 From Unit 7

How is it possible that online companies benefit by supplying services for free?

2 From Unit 8

So if banning drugs does not increase fairness or protect athletes' health, what approach should we take on this issue?

3 From Unit 9

People will go to great extremes to live even a few years longer. However, the principle behind trying to extend our lifespan is morally wrong.

4 From Unit 10

What will happen to the workers who are replaced by machines?

5 From Unit 11

If a group's actions lead to the loss of an animal species, can we consider those people to be good?

6 From Unit 12

How are we to know a search engine refers to information we can trust? Like TV networks, Internet search companies, such as Google and Yahoo, are financed by advertisers. Can we trust the sources of the information they provide?

Core vocabulary: keywords

Unit-by-unit list

Unit 1
assume
behavior
brand
income
industry
label
prevent
stock
trend
warn

Unit 2
achieve
athlete
coach
complain
feature
further
seek
suggestion
typically
victim

Unit 3
average
category
duty
growth
ignore
material
option
separate
solution
supply

Unit 4
adopt
aid
career
code
doubt
effort
force
oppose
potential
serve

Unit 5
claim
contract
employee
examine
experiment
issue
parent
patient
refuse
training

Unit 6
aware
contribution
debate
define
editor
legal
property
shift
survey
user

Unit 7
award
benefit
blame
campaign
factor
mass
opportunity
promote
resource
technique

Unit 8
bill
competition
deliver
increase
mention
observe
plus
rate
root
status

Unit 9
divide
environmental
extend
gain
pension
principle
proposal
relative
schedule
survive

Unit 10
application
army
disease
equal
gun
replace
security
union
unlikely
waste

Unit 11
accuse
basis
feed
generate
murder
prison
protection
release
suffer
suit

Unit 12
commit
despite
document
finance
host
penalty
refer
rely
source
vote

Alphabetical list

A

accuse
achieve
adopt
aid
application
army
assume
athlete
average
award
aware

B

basis
behavior
benefit
bill
blame
brand

C

campaign
career
category
claim
coach
code
commit
competition
complain
contract
contribution

D

debate
define
deliver
despite
disease
divide
document
doubt
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E

editor
effort
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G

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serve
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solution
source
status
stock
suffer
suggestion
suit
supply
survey
survive

T

technique
training
trend
typically

U

union
unlikely
user

V

victim
vote

W

warn
waste