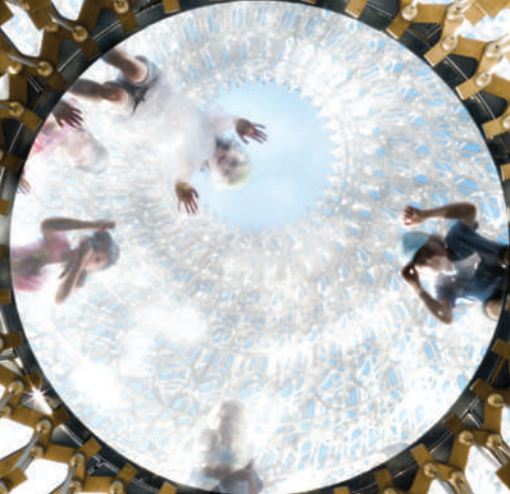


PERSPECTIVES

UPPER INTERMEDIATE



Teacher's Book

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Teacher's Book

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**Perspectives Upper Intermediate
Teacher's Book**

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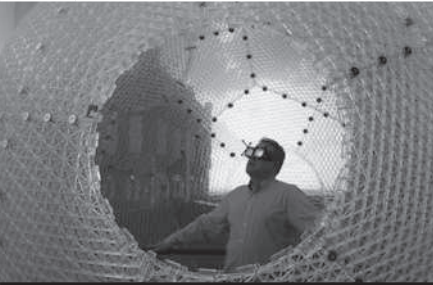



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Introduction

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

An open mind

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

My perspective activities

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

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

Choose activities

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

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

- have a vote on one task the whole class will do. After the vote, if there is a tie, ask one student from each side to explain which is best and take the vote again. If there is still a tie, you can make the decision. Consider holding a secret ballot, since students may be reluctant to choose an activity they like if they feel it may be unpopular with the majority.
- there may be times when it is necessary for you to decide for the class. In cases like these, explain why, e.g. there isn't enough time to do the others or because one task is better exam preparation than the others.
- let students do more than one task. For example, the writing task may make a suitable preparation step before the speaking task for a class that finds speaking spontaneously challenging.

A critical eye

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

Critical thinking and Challenge activities

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

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

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

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

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

- make sure you always explain the task clearly before splitting students up into pairs/groups.
- give your own models to show students the kind of speaking you want them to do.
- check understanding by asking the class to tell you what they are going to do before they do it.
- set a clear time limit.
- monitor carefully to check everyone is doing what you want them to, and to see how they are handling the task.
- have extra activities ready for any fast finishers. There are ideas on these throughout this book.
- finish with some feedback. This may mean looking at errors, exploring new language and/or asking students to share their ideas. After Critical thinking tasks, you may also want to comment and expand on students' ideas.

A clear voice

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

Help with pronunciation

There are tasks that focus on aspects of pronunciation in every unit of *Perspectives* as well as the Authentic listening skills sections in each Lesson D. These highlight features of connected speech that may cause difficulties. In both these sections, students may attempt to copy different speakers' pronunciation. However, we see these sections more as opportunities for students to experiment with how they sound in English and find their own voice, so:

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

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

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

Independent learners

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

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

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

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

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

Exam skills

Throughout the Teacher's Book you will find tips that you might pass on to students to help them achieve good grades in their exams. Some of these tips are about being an independent learner, using a dictionary and knowing what to revise. That's because (as you probably know), fundamentally, students do better when they know more language!

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

Unit walkthrough

Vocabulary

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

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

6 Adapt to survive

The flag-footed bug has evolved to hide among leaves and flower petals.

IN THIS UNIT YOU

- discuss evolution and conservation
- read about an endangered animal
- learn about mysterious occurrences
- watch a TED Talk about where camels come from
- write a solution to a problem

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Students relate the content to themselves and their own world.

6A Evolution and conservation

VOCABULARY Endangered species

1 Work as a class. Discuss the questions.

- What is evolution? What is conservation?
- What reasons are there for a species to adapt? What characteristics about a species might change?

2 Complete the article about Madagascar with these words.

adapted	breed	conservation	died out	endangered	extinct
habitat	hunting	risk	saved	species	survival

Madagascar is an island famous for its biodiversity. Evolution has created thousands of unique (1) _____ that have (2) _____ to life on the island. In fact, scientists have discovered more than 600 new animals since the beginning of this century. However, while it may seem that wildlife is doing well, many animals and plants are in fact at (3) _____ because tropical forests are being destroyed to make farmland. Eighty percent of Madagascar's human population live in poverty and depend on basic farming for (4) _____. The silky sifaka is one of the most (5) _____ animals. There are only around 250 left in the wild. A (6) _____ programme is trying to preserve its (7) _____ and prevent people from (8) _____ it. The national dog of Madagascar, the Coton de Tulear, was (9) _____ from extinction, and now people (10) _____ it in several countries. The Madagascan Elephant Bird wasn't so lucky. It became (11) _____ in the 17th century. It was three metres tall and may have (12) _____ because people stole its huge eggs, which were big enough to feed a family.

3 Work in pairs. Discuss the questions.

- What endangered species do you know?
- Why are they endangered?
- How are they being protected?
- What animals have become extinct? Why?
- What arguments can you think of for and against conservation?

4 Match each word with the correct group of collocations.

benefit	consequence	conservation	gene
habitat	risk	species	survival

- 1 destroy their ... / preserve their ... / lose its natural ...
- 2 ... of the fittest / its long-term ... / ensure its ...
- 3 at ... of extinction / a high ... / reduce the ... of disease
- 4 work in nature ... / be involved in a ... group / improve energy ...
- 5 an endangered ... / a ... of birds / discover a new ...
- 6 bring a lasting ... / a potential ... / be of ...
- 7 pass on their ... / in its ... / find a ... for cancer
- 8 as a ... / have serious ... / consider the ...

5 Look through the collocations in Exercise 4. Identify any phrases that are new to you. Write an example sentence for each of the new phrases.

Words are taught with their collocates and practised in context.

Listening and Grammar 1

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

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

Sustained context provides meaningful and motivating practice.

LISTENING

1 Listen to the interview with a conservationist. Who mentions these points – the interviewer (I), the conservationist (C) or both (B)?

- 1 Most animals have died out.
- 2 Conservation goes against evolution.
- 3 Genetic changes through evolution do not make a species more perfect.
- 4 Animals can't choose to adapt to a new environment.
- 5 Human activity is increasing the number of extinctions.
- 6 We must protect endangered species because we can.
- 7 Conservation is expensive.
- 8 Humans may become extinct sooner rather than later.

2 What reasons for possible human extinction did you hear in the interview? Listen again and check.

3 Work in pairs. Discuss the questions.

- Do you like exhibitions or television programmes about the natural world? What was the last one you saw? What was it about?
- Have you studied anything about conservation at school? What other things did you learn?
- Would you like to be a conservationist? What might be good or bad about the job?
- Have you ever taken part in action to protect something? What did you do?

GRAMMAR Modal verbs and meaning

1 Look at the Grammar box. Then compare the first sentences in 1–5, which contain a modal verb, with the changes in the second sentences. What are the differences in meaning?

- 1 You might stop weak species going extinct, which could be a bad thing.
You will stop weak species going extinct, which is a bad thing.
- 2 Maybe we shouldn't interfere.
We mustn't interfere.
- 3 'The survival of the fittest' can suggest evolution is a kind of competition.
'The survival of the fittest' suggests evolution is a kind of competition.
- 4 If that habitat disappeared for whatever reason, they'd easily die out.
When the habitat disappears, the animals die out.
- 5 Shall we leave it there?
Could we leave it there?

Modal verbs and meaning

A modal verb (*would, will, may, might, could, can, should, shall, must*) adds a general meaning to another verb to show a speaker's attitude or intention.

The first thing that **will strike** people is ...
= I am certain it strikes people.

The first thing that **should strike** people is ...
= I believe it strikes people, but I'm not certain.

Other meanings are: certainty, uncertainty, obligation, permission, suggestion, possibility and frequency (#abit).

10 Read about National Geographic explorer Çağan Şekercioğlu. What similarities can you find with what you heard in the interview? Think about:

- 1 the rate of extinction.
- 2 the importance of conservation.
- 3 what happens to animals that adapt and then face a sudden change.

Growing up in Turkey, Çağan Şekercioğlu was once taken to a child psychologist because he (1) constantly brought back small animals and insects to his house. Fortunately it didn't end his interest in wildlife, and now he's a professor of biology working to protect birds in countries such as Costa Rica, Australia, Ethiopia, the USA and Turkey. He says (2) losing 75 percent of all bird species this century is a possibility, and that whatever happens to birds (3) is certain to happen to other animals and even people. The question is not if (4) it's better for us to do something about it, but when (5) are we going to decide to do something and (6) what do we decide to do.

In Costa Rica, he's found that species (7) sometimes become endangered because the area of forest they live in shrinks as it becomes surrounded by agriculture. The birds are so well adapted to a certain part of the forest that they (8) refuse to move even when bigger areas of forest (9) are possibly close by. Çağan says (10) it's essential that conservationists work with local people to improve the situation by explaining to farmers why (11) they're better off encouraging biodiversity. For example, if farmers encourage birds to live in their areas of land, (12) the birds will eat insects that destroy their crops, which could possibly increase farmers' profits.

Check your answers on page 138. Do Exercises 1 and 2.

11 MY PERSPECTIVE

Make a list of animals, habitats, jobs, businesses, languages, customs, activities or skills that are at risk of dying out. Would you try to preserve any of them? Why? / Why not?

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Unit 6 Adapt to survive 71

Grammar explanations and further practice at the back of the book provide students with extra support.

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

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

Vocabulary building, Reading and Critical thinking

Reading helps students to become critical consumers of information.

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

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

6B Tree life?

VOCABULARY BUILDING Compound nouns

We often use two or more nouns together to create a new meaning. The first noun acts like an adjective. It describes the type of thing, its use, the material it is made from or other aspects of the second noun, such as where it is found.

Ice ages caused the extinction of many species.

Bookshops are dying out in our country because people are buying books online.

- Choose the correct forms to complete the sentences.
 - We often go skiing in the *Olympic Mountains / Mountain Olympics* north of here.
 - On average there is 20 centimetres of *rainfall / fallrain* here in March.
 - Many environmental charities run *campaigns social media / social media campaigns*.
 - Scientists believe there might be many *sea creatures creature seas* that still have not been discovered.
 - I really like our *teacher science / science teacher*. She brings the subject to life.
 - I avoid all *animal products / product animals*. I don't even wear *shoe leather / leather shoes*.
- Work in groups. Starting with these compound nouns, how many other compound nouns can you create by changing one word each time? Use a dictionary if necessary.

farm animal	leather shoes	rainfall	science teacher
-------------	---------------	----------	-----------------

ice age: ice cream; cream cheese; cheesecake; cake tin; biscuit tin; tin opener

READING

- Think of one animal from these categories that you are familiar with and one that you would like to find out more about.

farm animals	pets	sea creatures	wild animals
--------------	------	---------------	--------------
- Work in groups. Compare the animals you thought of. Explain your choices.
- Work in pairs. Look at the photo on page 73 and discuss the questions.
 - Where do you think this animal is found?
 - What is unusual about it?
 - How do you think the photographer was able to get the shot?

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CRITICAL THINKING Assessing information

You will often see information or read something that is unfamiliar. You need to do further reading or check the information is from a reliable source.

- Work in pairs. Discuss the questions.
 - Why do you think so many people believe this story?
 - Looking back, is there anything in the story that should have made you more suspicious?
 - Can you think of any other examples of fake internet stories like this?
- MY PERSPECTIVE**
Work in groups. What are the consequences of fake news stories?


Carefully chosen task types provide practice of common task formats found in international exams.

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

Grammar 2

Grammar 2 continues to develop students' understanding of grammar.

Well-scaffolded pronunciation activities help students be better understood.



Volcanic gases are made up of many different gases, including methane.

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6C Mysterious changes

GRAMMAR Modal verbs and infinitive forms

1 Listen to three people. What did they change their minds about? Why? **20-30**

2 Listen to the people again. Complete the sentences. **30-35**

1a I _____ attention when I read about it.
 1b All the links about the different kinds of tree octopuses go to the same page. I really _____ that.
 1c Even my little brother _____ me that the photos were fake.
 2a I mean, you _____ me how cruel it was, and I honestly _____.
 2b I don't know, but if it was that, it _____ an impact because I've been vegan for quite some time now.
 3a I _____ touch one or pick one up if the chance had arisen.
 3b I _____ certainly _____ about owning one, that's for sure.
 3c Our favourite is a python called Monty. We _____ him for three years this November.

3 Look at the sentences in Exercise 2. Answer the questions.

1 Which sentence describes a period leading up to a future point?
 2 Are the other sentences about the past, the present or the future?
 3 Which modal verb form emphasizes that an action was in progress at the same time as another?

Modal verbs and infinitive forms

Modal verbs can be followed by different kinds of infinitive forms.

I can't see it.

We should be doing more to help.

It wouldn't have made any difference.

You can't have been listening properly.

More attention must be paid to this issue.

The eggs must have (must've) been moved from the nest.

4 Work in groups. Look at the Grammar box. Decide if each pair of sentences has the same meaning or not. Discuss any differences.

1a They can't have been serious.
 1b They must have been joking.
 2a I should have helped him.
 2b I would have helped him.
 3a It must have been really interesting.
 3b It was really interesting.
 4a I guess that might have been the reason.
 4b I guess that could have been the reason.
 5a You shouldn't have texted me.
 5b You shouldn't have been texting me.
 6a It should've arrived by now.
 6b It will have arrived by now.

Check your answers on page 138. Do Exercises 3 and 4.

5 **PRONUNCIATION** Weak forms of *have* and *been*

When the sentences in Exercise 4 are said slowly and carefully, *have* and *been* are often pronounced differently to how they are pronounced in fast speech.

a Listen to each sentence from Exercise 4. Notice how *have* and *been* change their sound in fast speech. **35-37**

b Work in pairs. Practise reading the sentences in Exercise 4 slowly and quickly.

6 Complete the summary using the modal verbs and the correct form of the verbs in brackets. Make one modal verb negative.

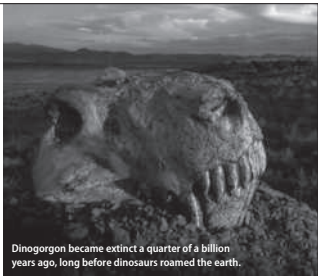
Reported sightings of the Loch Ness monster (1) _____ soon _____ (will / go on) for a century! In 1933, a man named George Spicer reported seeing something that looked like a plesiosaur, a kind of long-necked marine dinosaur. Some people think such a creature (2) _____ very easily _____ (could / survive) in the quiet Scottish waters, away from people, while others are convinced that Spicer (3) _____ (must / lie) or that he (4) _____ (might / see) a piece of wood covered in green water plants. Most scientists question the whole story and claim that a creature like this (5) _____ (can / live) in the loch* for so long without any real human contact. If it was real, they say, it (6) _____ (would / capture) by now – or at least caught on film. Others, though, suspect that the monster (7) _____ (might / develop) special skills that help it to hide from those hunting it. Even today true believers can be found on the shores of the loch trying to spot a beast that (8) _____ (should / die out) 65 million years ago.

loch a Scottish word for a lake

7 Work in pairs. Read the two paragraphs about mysteries of the natural world. Then discuss what you think happened. Use modal verbs where necessary.

The Great Dying
 Around 250 million years ago, long before dinosaurs roamed the Earth, about 95 percent of all species were suddenly wiped out. This was by far the biggest mass extinction the world has ever seen and the event – widely known as the Great Dying – came close to ending all life on the planet. Everything alive today comes from the five percent of species that survived back then.

The Bloop
 The Bloop was an extremely low and very powerful underwater sound first detected at points across the vast Pacific Ocean by NOAA, the National Oceanic and Atmospheric Administration. The Bloop was significantly different from other previously recorded sounds and many theories emerged to explain the mysterious noise.



Dinogorion became extinct a quarter of a billion years ago, long before dinosaurs roamed the earth.

8 Read about what really happened. Student A: read about the Great Dying. Student B: read about the Bloop. See if you guessed correctly. Then report back to your partner.

Student A: The Great Dying
 Many theories to explain the Great Dying have been put forward – everything from asteroids from space hitting Earth to huge volcanic eruptions. Volcanoes did in fact play a part in the event. At the time, Siberian volcanoes were erupting almost constantly, sending out huge quantities of a gas called methane. This resulted in the seas and the atmosphere being poisoned and many species dying out.

Student B: The Bloop
 Theories put forward to explain the Bloop ranged from the sensible to the strange. Some people thought the noise must be from an unknown deep-sea creature while others thought it could be mermaids or voices from a lost city. In the end, it turned out that the sound was actually made by an icequake. A large mass of ice in Antarctica was slowly breaking up and was picked up by NOAA.

9 **CHOOSE**

1 Work in groups. Prepare a short presentation about a mystery you have read about or know. Include at least four different modal verbs.

2 Write a story about something you regret doing – or not doing. Include at least four different modal verbs.

3 Work in pairs. Write a conversation between two people about an influential and inspiring person. Include at least four different modal verbs.

Unit 6 Adapt to survive 75

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

Examples in a grammar box provide clear models for students.

A Choose task gives students an opportunity for independent learning.

Authentic listening skills and TED Talk

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

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

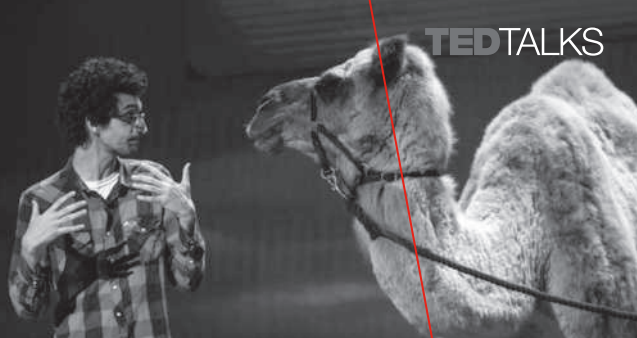
Vocabulary in context activities focus on level-appropriate, high-frequency words and phrases from the TED Talk.

6D You have no idea where camels really come from

“I’ve learnt that, actually, a lot of scientists are historians, too. They make sense of the past.”

LATIF NASSER

Read about [Latif Nasser](#) and get ready to watch his TED Talk. ▶ 6.0



AUTHENTIC LISTENING SKILLS

Understanding fast speech

When phrases are spoken very quickly, it can be difficult to hear individual words because words get shortened or sound as one.

- 1 Look at the Authentic listening skills box. Then listen to these extracts from the TED Talk where people speak quickly. Try to write down what you hear. ▶ 6.2

- 1 ... she thought it was just a splinter of wood, because _____ at the Fyles Leaf Bed before – prehistoric plant parts.
- 2 How certain were you that you had it right, like ... that _____, like?
- 3 ... something like a cow or a sheep. But _____ it was just too big.
- 4 ... you’re going to have different body sizes. _____, so they’re actually functionally like giraffes.
- 5 And, as a historian, you start with an idea _____.

WATCH

- 2 Work in groups. Do you think the sentences are true (T) or false (F)? Why?
 - 1 Camels have been around for about a million years.
 - 2 The first camels were only found in North America.
 - 3 Giraffes and llamas are in the same family as camels.
 - 4 The hump on a camel’s back contains water.
 - 5 Camels have evolved to walk on sand.

- 3 Work in pairs. Write down as many other facts about camels as you can. Then compare your ideas with another pair of students. Do any of the other pair’s facts surprise you? Why?
- 4 Watch Part 1 of the talk. Complete the summary with one to three words in each gap. ▶ 6.1

One day in 2006, Natalia Rybczynski was digging at a site less than (1) _____ south of the North Pole when she found a strange object. To begin with, she thought it was a piece of (2) _____. She collected more fragments over the next four years and eventually used a (3) _____ to find out that it was a (4) _____ of a huge mammal. When they cut a piece off one fragment, they (5) _____ collagen, which is a substance found in bones and which (6) _____ in the ice. A couple of years later, she sent the fragments to a colleague who had invented a technique called (7) _____, which can identify an animal from a bone. They discovered it was a(n) (8) _____ million-year-old camel and that it must have weighed (9) _____, which is (10) _____ than camels today.

- 5 Watch Part 2 of the talk. Check your answers in Exercise 2. Correct the false answers. ▶ 6.2

Camels have been around longer than a million years. According to Latif, they have been around for 45 million years.

- 6 Watch Part 2 of the talk again. Choose the correct options. ▶ 6.3

- 1 Scientists believe that at first, camels were only found in *hot places / cold places*.
- 2 They also believe that 40 million years ago, there were around *20 / 24* different species of camels.
- 3 They say that some early camels were as small as *dogs / rabbits*.
- 4 They also say that one branch of camels became *llamas / giraffes*.
- 5 Some scientists believe that a camel’s hump helped it to survive *long walks / winters*.
- 6 It is believed that three and a half million years ago, the weather was significantly *warmer / cooler* than today.

- 7 Watch Part 3 of the talk. Which sentence best summarizes the point Latif is making? ▶ 6.3

- a It’s important to change your mind about things.
- b Scientists should also study history.
- c Much of what we think we know might be wrong.
- d Camels are well suited to different environments.

- 8 What discoveries or news have you heard about the natural world recently? Think about:
 - archaeology.
 - new or lost species.
 - the sea.
 - medical advances.

VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meanings of the words and phrases. ▶ 6.4
- b Work in pairs. Discuss the questions.
 - Have you ever experienced *hitting a wall*? Why? How did you overcome it?
 - What scientific theories still have no *proof*?
 - What good spots do you know to:
 - have a picnic?
 - see wildlife?
 - hang out with friends?
 - watch the world go by?
 - What things would you be *willing or unwilling* to do to be successful in life?

CHALLENGE

Think of a time in your life when you have had to rethink what you thought you knew about something – or someone.

- What did you use to believe? Why?
- What caused you to rethink your beliefs?
- Did you develop your new ideas quickly or slowly?
- How do you feel about the thing or person now?

Work in groups. Tell each other your experiences. Ask and answer questions about the changes. Decide who experienced the biggest change.

76 Unit 6 Adapt to survive

Unit 6 Adapt to survive 77

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

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

Speaking and writing

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

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

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

Writing models at the back of the book provide the text for analysis as well as being a handy reference.

6E Finding a solution

SPEAKING

1 Work in pairs. Look at the photo and discuss the questions.

2 Where do you think the photo was taken? Who might the man be?

3 How would you feel if you were the man in the photo?

4 Read the opening lines of six different anecdotes. Which sounds most interesting to you? What would you ask about it?

a I once saw a polar bear in a zoo. It was really sad.
b I almost stepped on a scorpion once.
c My brother once tracked a group of gorillas in Africa.
d When I went to the city, I saw lots of foxes in the street.
e Where my gran lives, there are vultures. We once climbed up to their nests.
f I hate cows. I was chased by some once. It was really scary!

5 You are going to tell an anecdote about a time you encountered some kind of wild animal – big or small. Make notes using these questions and think of a sentence you will say to start the anecdote to get people interested.

- When did it happen? How old were you?
- Where was it?
- What happened?
- What was the animal doing?
- How did it make you feel?
- Did it have an effect on you afterwards?

6 Work in pairs. Tell your anecdotes. Your partner should show interest and ask questions to help you.

Some people have a special connection with animals.

78 Unit 6 Adapt to survive

WRITING A problem-solution essay

7 Tigers are endangered in the wild. Do you think having them in zoos and parks is good for their survival? Why? / Why not? What other things might help them?

8 **WRITING SKILL** Topic sentences

Read the essay about how people can help to protect tigers on page 151. Put the topic sentences in the correct order as they might appear in the text.

a The author J.A. Mills suggests we should strengthen rules about domestic tigers.
b Finally, we should work closely with local people.
c According to the WWF (World Wildlife Fund), there are only about 4,000 tigers left in the wild.
d Countries have to work together to protect the habitat.

9 In the essay, the writer refers to various organizations and people. Answer the questions.

- Why does the writer do this?
- Do you think they are good sources to reference? Why? / Why not?
- What other information would be good to know or what other sources could you look for?

10 Work in pairs. Choose one of the animals or things from your list that are at risk of dying out (page 71, Exercise 13). Find out more information and make notes on three big problems it faces. Then think of ways to tackle these problems and help save it.

11 Work on your own. Using your notes, write a problem-solution essay.

- In the first paragraph, outline the problems and say you will suggest solutions. Then tackle each problem in a subsequent paragraph. Use the writing model on page 151 as a guide if you need to.
- Find two or three sources that you can add to your essay to give it greater authority. Decide how you want to use them and where to place the sources. Use the Useful language box to help you.

12 Exchange your essay with your partner. Read your partner's work and comment on:

- the structure and the strength of the argument.
- the use of sources.
- the use of language.

Writing Strategy

Topic sentences

It is good to start a new paragraph with a topic sentence – a sentence that explains what the paragraph is about.

Useful language

Naming sources

According to [name / organization / book, etc.], ...
The [job title], [name], says that ...
I agree with [job title], [name], when she/he says that ...

79 Unit 6 Adapt to survive

An open-ended activity allows students to personalize the language.

1 Travel, trust and tourism

UNIT AT A GLANCE

Students will

- talk about student exchanges and study-abroad programmes
- read about a disappearing way of travelling for free
- learn about the Grand Tours that were popular in the past
- watch a TED Talk about how design can build trust between strangers
- write a review of a place you have visited

1A Vocabulary

Experiences abroad, e.g. *culture shock*, *hiking*, *lie around*

Listening

A podcast about study-abroad programmes

Grammar

Present and past forms

1B Vocabulary building

Phrasal verbs, e.g. *break down*, *come down to*

Reading

An article about a disappearing way of travelling for free

Critical thinking

Evaluating ideas

1C Grammar

Used to and *would*

Pronunciation

Elided 'd

1D TED Talk

How Airbnb designs for trust, Joe Gebbia

Authentic listening skills

Reporting

1E Speaking

Advice / Making recommendations

Writing

A review

Writing skill

Adding comments

1A Cultural exchange

pp8–11

Information about the photo

Jemaa el-Fnaa Square sits in the heart of Marrakech next to the main 'souq' (or market), a winding labyrinth of small shops selling all types of products. In 2001, it became a UNESCO Masterpiece of the Oral and Intangible Heritage of Humanity to protect the traditional storytellers, musicians and performers that gather in the square daily. In fact, the idea for this UNESCO project originated from people's concerns about Jemaa el-Fnaa Square and its daily activities.

LEAD IN

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands from students who like it. Choose individual students to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
- Ask the class briefly, nominating students to answer each question:
 - *Where was this photo taken?* (Jemaa el-Fnaa Square in Marrakech, Morocco)
 - *What kind of public space is this?* (a market in the main square) *Are there places like this where you live?*
 - *Why do people come to places like this?* (to buy food, gifts, etc.; meet friends; enjoy the atmosphere; watch other people, or 'peoplewatch'; go sightseeing; be entertained; etc.)
 - *What are the people in the photo doing?* (eating, selling fabric and other things; walking around)

VOCABULARY Experiences abroad p9

1

- Before students do the task, you might want to explain the difference between a *student exchange* and a *study-abroad programme*.

student exchange: a holiday for language learners. You visit a family in a country where the language is spoken, then a member of that family comes to your home and stays in your house to learn your language.

study-abroad programme: going to a country where the language you are learning is spoken, and studying in a school there. You usually pay to stay with a family.

- Put students in pairs. Tell them to look at the three questions and to think of one more question about travel to ask each

other. Give them two minutes to discuss their ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- Nominate individual students to tell the class something about their partner, such as what they do during the holidays or where they have visited abroad. Be sensitive that some students won't have travelled abroad because of financial difficulties. Show interest in what they say by asking follow-up questions, e.g. *And where did you go this time? What was your favourite part of the trip?* etc. If anyone has experience of a student exchange or study-abroad programme, let them share it with the class.

2

- Tell students they are going to learn some phrases to describe things you do or things that happen to you when you are abroad.
- Look at the instructions and do the first item with the whole class. Draw two columns on the board and add two headings, *Good* and *Bad*. Ask: *If you are away in a foreign country and you are left to your own devices, do you think that's a good or bad thing, or could it be either?* Either wait for someone to volunteer the answer or nominate someone to answer. You could also add a third column for *Either*.
- Tell students to do the other items themselves and to use a dictionary if they need to. Make sure they understand that to find some phrases, they will need to look for key words in the dictionary, e.g. 1 *device*, 4 *feel*, 6 *track*, etc. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about or underline. Focus on these in feedback.
- When most students have finished, invite individual students to write one answer each in the correct column on the board. When all the phrases have been put on the board, invite students to challenge the position of some of the phrases.
- Ask students to justify the positions of the phrases in the table to check their understanding of the phrases. For example, a student may say that item 3 could go in the third column because a culture shock is an important stage

in getting to know a new culture. This would show that they have a good understanding of the phrase.

3

- Read out the questions and put students in small groups to ask and answer them. Set a time limit of about three minutes. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the time limit, ask individual students for their group's ideas. Ask them to explain their reasoning.

4

- Tell them to look at the photo and discuss the questions. Invite a volunteer to say one sentence to describe the photo using one of the words and phrases, e.g. *I think I would get lost there if I was left to my own devices.*
- Put students in pairs to discuss the questions. Check that they can explain why they have chosen particular words and phrases in their lists.
- When most pairs have finished, nominate students to talk about the photo using the words and phrases from Exercise 2.

5

- Look at the instructions and do the first item with the whole class. Get students to do the other items.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentence. Write the numbers and missing words on the board.

Answers

1 hang out 2 (real) feel for 3 host family
 4 culture shock 5 get used to 6 own devices
 7 B&B 8 the sights 9 lie around 10 food poisoning

Suggested answers

Good actions	Bad actions	Either good or bad
2 find people very welcoming	3 get a bit of a culture shock	1 be left to your own devices (good if you want to be on your own, bad if you'd prefer a local person to show you around)
4 get a real feel for the place	5 get food poisoning	12 stay in a B&B
6 get off the beaten track	7 get robbed	13 stay with a host family
8 go hiking in the mountains	10 lie around a house all day	
9 hang out with local people	14 take a while to get used to the food	
11 see all the sights		

6

- Put students in pairs. Tell them to discuss the advantages and disadvantages of each. Go round and check students are doing the task correctly and notice any errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask the class to change partners and compare their ideas. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.


Extension

- Tell students to imagine they are in Jemaa el-Fnaa Square. Get them to close their eyes and ask these questions slowly: *What can you see? What can you hear? You walk around the stalls. What do you see now? What can you smell? How do you feel?*
- Then put students in pairs to do a roleplay. One of them is at the square reporting and the other is listening and asking questions. Ideally, they should be sitting back to back while doing the roleplay.
- Get students to change roles and repeat the roleplay. You could also get them to change partners before they repeat the roleplay. Then ask for volunteers to do the roleplay for the whole class.

LISTENING p10**LEAD IN**

- Ask the class to imagine that they are going to do a study-abroad programme to improve their English. Ask them to choose a country to learn English in. Remind them of the less obvious English-speaking places, such as South Africa, New Zealand, Malta, and places where they could practise their English with local people, like India, Pakistan, the Philippines, Nigeria and so on.
- Put students in pairs to discuss where they would go for their study-abroad programme and why.
- Set a time limit of about two minutes. Then get individual students to explain their choice. You could also have a class vote on the most popular country.

7

- Tell students they are going to listen to the first part of a podcast about study-abroad programmes. Ask them to read the questions and check they understand them. Check understanding of *benefits* by asking: *What are some of the benefits of having your own bedroom?*
-  **1** Check students are ready to take notes. Play the audio once straight through.

Audioscript  **1**

Presenter: *Hi there, and welcome back to another one of our weekly podcasts. Today we're talking about*


study-abroad programmes, which, as you probably know, allow secondary school or university-level students to go and study abroad for anything from a week to a year. What you may not know, though, is that the roots of the present system date back to the end of the Second World War, when it was hoped that the experience of living overseas would increase participants' understanding and tolerance of other cultures whilst also improving their language. So is this really what happens? Well, we decided to talk to two students who have taken part in study-abroad programmes to find out what their experiences were. First we'll hear from Kenji in Tokyo, Japan, and then Catalina, who's in Buenos Aires, Argentina.

- Allow students to compare their answers in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by nominating students. After each suggestion, ask whether anyone disagrees. If there are differences of opinion, ask students to justify their different answers, but don't say who is correct. Tell students they will listen again and check.
- Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.
- If students are still uncertain of the answer, play the audio again and stop at key points. Play these sections again two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

- 1 Secondary school or university-level students can do the programmes.
- 2 People can go abroad and study for anything from a week to a year.
- 3 The roots of the present system date back to the end of the Second World War.
- 4 The possible benefits of study-abroad programmes are that they help people to understand other cultures and boost language skills.

8

- Ask the class what they are going to hear next in the podcast (two students talking about their study-abroad programmes). Check if they remember where the students are from. (Tokyo, Japan and Buenos Aires, Argentina)
- Ask them to read the questions. At this point, you could ask students to say a couple of things they think they will hear.
-  **2** Play the audio once straight through. Students take notes while they listen and then compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.

Audioscript 2

Kenji: *My name's Kenji. I spent **six months in Germany** last year. My dad's American so I'd been to the US with family a few times, but I hadn't travelled on my own before. I was actually thinking about cancelling my trip before I left. I remember as my departure day got nearer, I got really nervous, but I'm so happy I didn't cancel because it completely changed my life. I stayed with a host family in Munich and they were really welcoming. When I wasn't in school, **they showed me all the sights, took me hiking and skiing and really helped me get a feel for the country.** I have become far more fluent in German and feel as though I have matured a lot. I miss my host family, but we still talk a lot online and I'm actually planning to visit again in the summer.*


Catalina: *My name is Catalina. I went to **Italy** last year as part of a Summer Explorer programme. I have an Italian grandmother, so I'd been wanting to go there for ages. I'd never left Argentina! I'll never forget the feeling I had as I was stepping off the plane and into Palermo airport! **It all took a while to get used to and I got a bit of a culture shock to begin with, but I soon started making new friends.** After the **first month**, I could get by in Italian and, by the end of the **second month**, it had got way better. By the **third**, I didn't want to leave as my Italian was really improving, and I'd made loads of new friends. All in all, it was a great experience and I'm keen to go back sometime in the future to live and work for a few years.*

- Nominate students to answer and then write their answers on the board.

Answers

- 1 Kenji: Munich, Germany; Catalina: Palermo, Italy
- 2 Kenji: six months; Catalina: three months
- 3 Yes, the trip increased their understanding of other cultures and developed their language skills.

9

- Tell students to read the sentences and check they understand them. Ask them to decide whether they are true or false in pairs. Tell them you will play the audio once more to check their answers.
-  2 Say the task you set them again and play the audio.
- Check the answers as a class by asking for a show of hands, shouting out an answer all together or nominating people (get *two* people to give their answer, especially where you noted differences). Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Put a question mark on the board. Tell students they will listen again and check. Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.
- If students are *still* uncertain of the answer, play the audio again and stop at key points. Play these sections two or

three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

- 1 F (He had visited only the US.)
- 2 F (He was nervous.)
- 3 T (They helped him get a feel for the country.)
- 4 T (They talk online.)
- 5 T (She has an Italian grandmother.)
- 6 F (It took a while to get used to. She got a culture shock.)
- 7 T (She could get by.)
- 8 F (She's keen to go back to live and work.)

10 MY PERSPECTIVE

- Look at the instructions. Ask students to call out the benefits and issues around study-abroad programmes that they have already heard about, e.g. improving language skills, culture shock, etc.
- Put students into pairs, or groups if you think they need more support. Give them a few minutes to think of ideas before they discuss the questions. You could provide further support by putting some prompt words on the board, e.g. *emotions, transport, money, family, nationality, culture*, etc.

GRAMMAR Present and past forms p10

To prepare for teaching the following exercises, see Grammar reference on page 128.

LEAD IN

- **Books closed.** This may be a good idea if you think students are reasonably familiar with the six tenses in the lesson. Tell students to close their books. Write sentences a–f from the Grammar box on the board and explain they come from the podcast.
- Put students in pairs. Tell them to identify each tense, and discuss why each tense is used. Go around the class and listen to students' explanations to get a clearer idea of how well they know these tenses.
- When they have discussed all the sentences, read out questions 1–5 and let them call out answers, or nominate individual students to answer.

11

- Get students to read the Grammar box silently, or read out the sentences, or nominate different students to read a sentence each and correct any pronunciation problems.
- Then ask them to answer the grammar checking questions in Exercise 11 in pairs or ask the questions yourself to the whole class. Nominate different students to answer. You can either give the answer now or wait for them to read the Grammar reference on page 128.

Answers

- 1 c, f
- 2 a, b, d, e
- 3 b, d
- 4 d, e, f
- 5 a, b, c

Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 129 now, or set them for homework.

Answers to Grammar practice exercises

1

1 went 2 stayed 3 had 4 took 5 hadn't been
6 I'd been having 7 improved 8 were staying
9 felt 10 is coming 11 I just hang out
12 I'm still looking

2

1 had been talking 2 had known 3 had been lying
4 had seen 5 had enjoyed 6 had been staying

12

- Look at the instructions and do the first item with the whole class.
- Ask students to do the rest. When they are ready, you can tell them to check their answers on page 128 or go through the answers in class.

Answers

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

13

- Encourage students to read the whole text quickly before they fill the gaps. Set a time limit of one minute and ask: *What kind of trips does the writer enjoy?* (adventure trips) *Where has he been and where is he going soon?* (China; Iceland)
- Explain the task and ask students to work on their own or in pairs. Go round and check students are doing the task correctly and notice sentences they are struggling with. Focus on these in feedback.
- When most students have finished, go through the answers by asking different students to read out the full sentences. Write the correct answers on the board or have a student do this.

Answers

1 love 2 am ('m) planning / plan 3 went
4 spent 5 had ('d) ever gone / been*
6 loved 7 were staying 8 visited
9 had ('d) been dreaming / had ('d) dreamt (dreamed)
10 am ('m) hoping / hope

* In this case, *been* can also be used as the past participle of *go* indicating that someone has gone to a place and come back.

14

- Look at the instructions and do the first item with the whole class. Point out the clues that help them decide they need a simple tense in the first sentence (*usually, summers* in general) and a continuous tense in the second (*This summer* only, a temporary situation).

- Go round and check students are doing the task correctly and notice sentences they are struggling with. Focus on these in feedback.
- When most students have finished, go through the answers by asking different students to read out the full sentences.

Answers

- 1 a spend (*usually, summers*, in general)
b is staying (*This summer* only, a temporary situation)
- 2 a am going (*This weekend*, future arrangement)
b leaves (*at six every morning*, schedule)
- 3 a got (*while I was in Scotland*, finished action in the past)
b was waiting (*somebody stole my suitcase while*, an action in progress)
- 4 a had been hanging out (*by the time I left, for the last few months*, an action in progress before a particular point in the past)
b had (never) tried (*before*, it never happened before that time in the past)

15

- **Optional step.** Prepare a story from your own life about one of the three situations, making sure you use all four past forms at least once. Tell it to the class. Ask them which of the three situations you described.
- Look at the instructions. Encourage students to write one sentence from their story using each tense and to incorporate any useful language from Exercise 2 on page 9.
- Give them a few minutes to plan. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

16

- When most students have finished, put them in pairs to tell each other their stories. Tell them that they will be sharing their partners' stories later, so they should listen carefully and make notes.
- When all students have told their stories, put them in new pairs. Tell them to tell their original partners' stories to each other.
- At the end of the task, ask for volunteers to share interesting stories that they have heard. Then give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- **Optional step.** Students write their stories and display them in class. Get them to read each others' stories and give the writers feedback. Discuss feedback with the whole class.

Teaching tip

Successful speaking

Students may find free-speaking activities demanding as they have to think fast in English and they may feel embarrassed at making errors. To help them feel more comfortable, you can:

- Give them time to prepare for the task. They should think about the language they will use and if necessary, make notes of key words and phrases. Don't let them write every word they will say and they shouldn't read their notes aloud.
- Write a suggested first line on the board to get them started. For example, in Exercise 15 write: *I'm going to tell you about the time I...*
- Do speaking tasks more than once. Encourage students to treat the first time as a rehearsal, a chance to try out the language and make errors. Then the second (and third) times can be performances, possibly even culminating in telling their stories in front of the class.
- When students are ready, consider having them record their stories using their phones. This could be for their ears only or they can let you hear it afterwards. It's an incentive to perform well, as well as a chance for them to check errors and pronunciation.

Extension

Ask students to write a postcard from a tourist destination they have been to, one of their choice, or one based on a photo from anywhere in the book. They should try to include at least three of the words and phrases from today's lesson.

Homework

Set Workbook Lesson 1A exercises on pages 2–5 for homework.

1B Ask for a lift pp12–13

VOCABULARY BUILDING Phrasal verbs p12

1

- **Books closed.** Write a few sentences on the board containing phrasal verbs that students will be familiar with, but omit the preposition or particle. For example: *She came in and turned the light ...; The plane took ...; I have to look ... my little sister this afternoon.* Ask the class if these sentences are correct and to call out the missing words. (*on, off and after*)
- Ask whether *turn, took and look* have the same meaning as *turn on, took off and look after*. Ask students what these three verbs have in common. (They are phrasal verbs, or multi-word verbs.)
- Ask students to open their books and read the Vocabulary building box. Ask: *Why is it a good idea to learn phrasal verbs well?* (to sound natural and understand people better in conversations) *What should you do to learn phrasal verbs?* (learn them as individual verbs, e.g. *turn on* is different from *turn up*)
- Look at the instructions and do the first item with the whole class. Then get students to do the others individually, using a dictionary if necessary. While they work, notice words and phrases they look up, or ask you about, or underline.
- When most have finished, get students to compare answers in pairs. Go through the answers by asking different students to read out the sentences and write the numbers and phrasal verbs on the board.
- **Optional step.** Tell students to briefly close their books. Read out sentences 1–6 stopping before the phrasal verb. Students shout them out from memory.

Answers

1 picked me up 2 broke down 3 queue up
4 come down to 5 pulled up 6 turned out

Fast finishers

Ask them to write another sentence with a different phrasal verb they know. Then, in pairs or small groups, they test each other by reading out the sentence and pausing at the phrasal verb. Their partners call it out.

2

- Look at the phrasal verbs and ask students which two they saw in Lesson 1A. (*hang out and lie around*)
- Tell them to write at least one sentence using each verb. When they have a sentence, let them compare with other students.
- Invite volunteers to read their sentences out.

Suggested answers

I want a relaxing holiday. I just want to hang out next to the pool all day.

Don't just lie around! Come and help me in the kitchen, please!

Who's looking after the cats while you're away?

A boy stepped out in the road and almost got hit by a car.

Information about the photo

Hitchbot was a robot created as a social experiment by a team of professors and students from McMaster University and Ryerson University in Canada. In 2014, the robot successfully hitchhiked 19 rides across Canada travelling over 10,000km in just 26 days. In 2015, Hitchbot explored cities in Germany and the Netherlands. Today, it can be seen on display in the Canadian Science and Technology Museum in Ottawa. Its designers equipped the robot with a GPS device and a 3G connection so they could track it, as well as a camera to document its journeys. Hitchbot, which was powered either by solar power or by cigarette lighter sockets in cars, wasn't able to walk. It had to ask for a ride and it was programmed to have basic conversations with drivers and passengers.

3

- Focus students' attention on the photo on page 13. Put students in pairs and ask them to discuss the questions.
- As they are discussing the photo, go around the class listening to their ideas and explanations to check they understand the verbs.
- **Optional step.** Students research online to find out what happened to Hitchbot.

Suggested answers

A robot is sitting at the side of the road while cars go past. Possible phrasal verbs include:

break down The robot looks as if it has *broken down* at the side of the road.

pick up He is hoping that a car will *pick him up*.

pull up If a car *pulls up*, he can get in.

turn out It *turns out* that the robot couldn't walk but it could talk to drivers.

look after Did drivers pick Hitchbot up to *look after* it?

READING p12

4

- Tell students they are going to read a text about hitchhiking and point to the robot's right hand to show the hitchhiking sign.

Exam tip

Skimming for gist


In exams, candidates are usually given very little time to read long texts. Students should be aware that they don't need to read every word slowly and carefully to do the task. In Exercise 4, for example, students only need to understand the basic topic of each paragraph. They can get a good idea by reading the first sentence of longer paragraphs, and skimming quickly over the paragraph to look for key words. A simple way to encourage students to read in this way is to set a strict time limit for the task: too little time to read every word carefully, but just enough to do the task.

- Ask them to read the first sentence of the first numbered paragraph and to skim the rest of the paragraph. Ask them which heading, a–f, they think it is. Tell them to read the rest of the paragraph very quickly. Ask them again which heading they think it is. Ask them what words helped them to decide this. (*horror, kidnap, murder, robbed, etc.*)
- Tell them to read the rest of the article quickly and do the task. Set a time limit of about two minutes.
- At the end of the time limit, stop students reading. Ask individual students to tell you quickly each answer and write them on the board. Ask students to explain their decisions in the same way as they did for the first paragraph.

Answers

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

5

-  **3** Ask students to read the whole article again. Look at the instructions and do the first item with the whole class. Ask students to shout out the answer or you can ask for a show of hands. Don't immediately say if the answer is correct, but ask students to explain their choice. Let students debate and see if they can persuade each other. Give the final answer and clarify why.
- Put students in pairs to discuss the other statements.
- Go through the answers in the same way as above, making sure you get students to justify answers.

Answers

Ideas presented:

- 1 (lines 9–12: *Often when you went to some hitching spots ... so popular.*)
- 3 (lines 28–30: *There are more major roads ... not allowed to pull up.*)
- 4 (lines 34–35: *... what's more, many more people have driving licences.*)
- 6 (lines 46–50: *Levitt and Dubner state ... creates unnecessary traffic and pollution.*)
- 8 (lines 60–62: *And I think it genuinely gave me a different perspective to other travellers and tourists.*)

Ideas not presented: 2, 5 and 7

6

- Look at the instructions and set a time limit of about one minute for students to think of ideas on their own.
- At the end of the time limit, put them in pairs and get them to compare their ideas. Tell them to combine their ideas to create interesting stories. Set a time limit of about five minutes for students to prepare their story. Go around the class, checking that pairs are making brief notes but not writing the story in full.
- When each pair has a story to tell, ask the class to change partners and share their stories. Continue listening and make notes of language that is used well or some errors you hear.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

7

- Invite students to tell their stories to other students or to the whole class. Encourage students to give each other feedback.
- When they have finished, have a class vote on the best story. Ask individual students to explain why they preferred a particular story.

CRITICAL THINKING Evaluating ideas p12

8

- Ask students to raise their hands if they would choose to hitchhike at the moment. Ask whether their opinion, or point of view, might change one day, and if so, how it would change.
- Ask a student to read the Critical thinking box. Explain that students are going to discuss the perspectives offered by the writer and compare them with their own opinions.
- Put students in groups of four to six. Ask them to discuss the questions. Go around the room, listening to the discussions and helping them express their ideas where it is appropriate to do so.
- When most of the groups have finished, nominate individual students to summarize what their groups said. Challenge students to defend their own points of view by asking questions.

Suggested answers

- 1 Fear is the most important reason the author gives for the decline in hitching.
- 2 The comparison is that a person is more likely to die by tripping and falling than hitchhiking.
- 3 The example of ride sharing in Virginia is not too different from hitchhiking, though it is more organized.
- 4 It is possible that he thinks that by hitchhiking, he saw new places in a different way from other tourists because he met interesting people.

9 MY PERSPECTIVE

- Ask students to read the questions and make notes for themselves. When they have finished, put them back in groups to compare their ideas.
- Round up the lesson by asking for ideas about making hitchhiking safer. Ask students whether they would consider hitchhiking if these ideas were put into practice.

Extension

Encourage students to search online for the TEDx Talk titled *How to travel the world with almost no money* by Tomislav Perko and watch it. Ask them to make a note of new vocabulary to share in the next lesson and write a short summary of what they most enjoyed about the talk.

Homework

Set Workbook Lesson 1B exercises on pages 6–7 for homework.