

2 DESIGN

READING 1	Recognizing paraphrasing
READING 2	Recognizing examples
STUDY SKILL	Writing a first draft
VOCABULARY	Adjectives to describe products
GRAMMAR	Using <i>can</i> to express universal truths
WRITING	Organizing your brainstorm

Warm-up

With books closed, ask students to guess how many people and how long they think it would take to do the things listed in the *What would it take to do these jobs by hand?* infographic by hand. Once they have made their guesses, ask them to read the infographic to see how close they were to a correct answer. Ask students if any of the figures surprise them.

Discussion point

Students work in small groups to discuss the questions. Ask students if they or anyone they know does creative work, such as knitting, craft work, furniture making, etc. by hand. Invite them to share pictures of their work on the class blog.

VIDEO

Warm-up

Bring in a handmade object that you admire, or find an image of one on the Internet to show students. Talk about why you admire it. For example, you may like the craftsmanship or appreciate the work that went into it. Find out if students have similar hand-crafted objects that they admire or cherish.

Before you watch

Students work alone to match the words with the definitions. Make sure students know the pronunciation of the words.

ANSWERS

1 c 2 e 3 a 4 b 5 d

While you watch

Introduce the topic of the video and give students time to read through the sentences first to make sure they understand what information they will be looking for. Play the video once. Ask students to check in pairs and then check as a class. If necessary, play the video a second time so students can check any answers or information they missed. Go through the answers with the class.

Extension activity

Post the video on the class blog so that students can watch in their own time.

ANSWERS

1 T 2 T

3 F (They compete by providing higher quality products.)

4 F (The artisans think the Tunisian government should help them.)

See pages 106–107 for the video script.

After you watch

Students work in pairs to discuss the questions. After a few minutes, open up the discussion to include the whole class. Encourage students to explore different viewpoints.

READING 1

Beautifully broken

Warm-up

Students close their books. Write the title of the article on the board: *Beautifully broken*. Ask the class what they think the title means. How can something be “beautifully broken”? Museums display many works of art—sculptures, pottery—that are broken. Are they still beautiful?

A Vocabulary preview

If class time is short, students can do the *Vocabulary preview* section for homework. In class, students work alone to match the words with the definitions. Ask students to check in pairs and then check as a class. Correct and drill pronunciation.

ANSWERS

1 g 2 c 3 h 4 b 5 f 6 e 7 a 8 d

Extension activity

Help students build their vocabulary with word forms charts. Once they know the meaning of a word, they can increase their use of it by learning the different word forms. Draw a word forms chart on the board. At the top of the columns, write: *noun, verb, adjective, adverb*. Add the vocabulary words and ask students to find the other word forms. Sometimes there isn't one, so they can just put a line in the space. They should underline the stressed syllable in each word form as sometimes it changes.

Encourage students to add to their word forms chart as they progress through the course. To practice using word forms, students write a sentence with each word form:

It is good practice to check your work when you finish. I practiced playing the piano for five hours yesterday. Sarah is a practiced public speaker.

noun	verb	adjective	adverb
practice	practice	practiced	—
value	value	valuable	—
flaw	—	flawed / flawless	flawlessly

Put students into pairs to write sentences with blanks with the vocabulary words. They write the sentence, but leave out the word. They can use any form of the word they wish. When finished, they swap with another pair to complete the sentences.

Extension activity

Students are already recording vocabulary from the unit in their vocabulary notebooks, but may not know how to study them effectively. Flashcards have been shown to be one of the most effective ways to study vocabulary, so encourage students to create their own set of flashcards. They write a word on one side of the card, underlining the stressed syllable and putting the word form in parentheses. On the other side of the card, they write the definition and sample sentence, leaving a blank where the word should go. To use the cards, students turn them word-side down in a pile. They pick up the card, read the definition and sentence, and say what the word is. This can be done in class in pairs, or at home for self-study. You can also ask students to make vocabulary flashcard sets online with an app such as Quizlet. This app allows students to play vocabulary learning games which may appeal to some learners. You can also display the sets on a projector in class for in-class vocabulary revision and revision games.

B Before you read

Preparing to read

Students discuss the questions in pairs or groups. After a few minutes, open the discussion to include the whole class. Introduce the expression “throw-away culture”—a culture that prefers to throw broken things away instead of repairing them. Find out if students come from a throw-away culture or if their culture prefers to mend broken items.

C Global reading

Understanding organization

Warm-up

Brainstorm some ways texts might be organized. Give examples to facilitate. Possible examples are: a novel (by events, chronologically); an instruction manual (by steps or stages); a scientific paper (by cause and effect); a manifesto (by problems and solutions); etc.

Students read the five different types of text organizations. Give them three minutes to scan the text to identify the type of organization it has. Ask volunteers to say which parts of the text helped them find the organization.

ANSWER

2 From definitions to examples to applications

D Close reading

Recognizing internal paraphrasing

- 1 Write the word *paraphrase* on the board and ask students if they know what it means. *Para* comes from Greek and means *beside*. *Phrase* means *a word*. Point out that to paraphrase well, we need to know synonyms for words and their word forms. Ask students to work alone to complete the exercise before comparing answers in pairs. Tell students to be aware that sometimes words change meaning according to the context. For example, a *vessel* can be something such as a bowl or glass that contains something, but it can also mean a ship. In the context of the text, it refers to a bowl. This is the same with *mistake*. In a language class, we might make a mistake or error, but in this context, a mistake is a flaw.

ANSWERS

1 c 2 c 3 a 4 b 5 b

Exam skills

This exercise is an exam-type task. It requires students to decide if the information is True, False, or Not Given. This type of task can be challenging for some students because some statements may be true or false, but are not stated in the text. Students need to learn not to choose what they think is true or false, but look to the text to see what it says. When dealing with this type of exercise, ask students to tell you where in the text they found the answer. If they can't find it in the text, then it is Not Given.

- 2 Ensure students understand what Not Given means, as they may not have encountered this type of exercise before. Students work alone to read the text and complete the exercise. Tell them to highlight or underline the part of the text where they found the answers. Ask students to check in pairs and then check as a class.

ANSWERS

- 1 T 2 NG
- 3 F (Para 5: In fact, artists who value the *wabi-sabi* aesthetic create works that are deliberately imperfect)
- 4 T 5 NG

Extension activity

Ask students to go online to find examples of *kintsugi* pottery. In the next lesson, find out how many students appreciate this art form and who prefers flawless objects.

E Critical thinking

Give students some time to read and think about the questions. Put them into groups of three to four to discuss. Ask students if they know of similar stories that are probably not true, but that serve a cultural purpose. (Examples from American lore include: Paul Bunyon, who was a giant logger with a giant blue ox and was famous for being able to chop down trees in one chop; Johnny Appleseed, famous for planting the American west with apple trees; and John Henry, a railroad man renowned for his ability to drive the steel pins used in railway building into rock. He competed with a steel-driving engine and won.) These kinds of stories tell us about what a culture values.

Extension activity

Mistakes or failures are an inevitable part of success. Edison famously made hundreds of unsuccessful attempts at inventing the light bulb before he was successful. Ask students to find other examples of people who were not deterred by their mistakes or failures and who went on to become successful. They can share these in class or on the class blog.

STUDY SKILLS

Writing a first draft

Warm-up

Students close their books. Ask students to reflect on their writing assignment from the last unit—what did they do to edit their first draft? Put these ideas on the board. Ask students to read the *Writing a first draft* box to compare the class list with the tips. Check that students understand the word *hypotheses* (plural of *hypothesis*) and *line of reasoning*. Highlight the fact that reports and dissertations have headings, but essays don't.

- 1 Ask students to put the advice from the box into the correct column in the chart.

ANSWERS

Pre-writing / planning	Writing the first draft	Editing and revising
Focus on the assignment question. Clarify your core points.	Use your plan. Write headings and subheadings. Add in supporting details ... Link it up.	Stick to your plan.

- 2 The following exercises help students learn how to write an outline for their essay. Students work alone to interpret the question, then compare and discuss their interpretation with a partner. Ensure students have understood what the question is asking and what they need to include.

- 3 Ask students to discuss the topic with a partner and then make a list of the core points they would include in the answer. Give support to students as needed. Fast finishers can re-group with slower workers to share ideas.
- 4 Do one example on the board with the class to facilitate this exercise, as students may not be confident in coming up with headings. Use the following example or one taken from what the students have said:
Advantages of machine-made products:
 - cheaper
 - can be mass-produced
 - creates more jobs for people.
 Students work alone to put their main ideas under headings and subheadings.
- 5 Ask students to compare their headings and points with a partner. Collect these up so that you can see whether students have a good idea of how to structure this type of essay and if they are including the information needed to answer the question. Give feedback on each. Show some good examples of outlines—without mentioning the name of who wrote them.

READING 2

Community development: A new business in town

A Vocabulary preview

- 1 Ask students to do the *Vocabulary preview* section for homework and find at least one collocation for the words if they can. In class, collate the collocations on the board for students to copy. Review and extend the vocabulary. Ask students to add the new words to their vocabulary notebooks and word forms charts, and check and drill pronunciation. Note that *be on good terms with* is a phrasal verb that can't be separated. Practice the /θ/ sound in *thick* by asking students to put their finger vertically on their lips when they say the word. The tongue should come out and touch the finger. Put students into pairs to ask each other questions using each vocabulary word referring to the collocations on the board. For example, *Are you entirely confident that you can write a good essay?*

ANSWERS

1 c 2 g 3 a 4 h 5 f 6 b 7 e 8 d

- 2 Students work alone to complete the sentences with words and phrases from Exercise 1. Remind students that they might need to change the word forms. Monitor and provide guidance where necessary. Ask students to check in pairs then check as a class.

ANSWERS

- 1 on good terms with
- 2 entirely
- 3 romantic
- 4 harm
- 5 objections
- 6 thick
- 7 functional
- 8 delicate

Extension activity

Ask pairs to rewrite sentences 2–8, but using a different word form. Give an example on the board (sentence 2): *The entire boot is not made of leather.* Ask volunteers to write their sentences on the board.

B Before you read

Preparing to read

Warm-up

Tell the students to imagine that a company wants to build a large factory near the college. Divide the class in half. Half should think of reasons this might be a good idea, and the other half thinks of reasons it might be a bad idea. Give them five minutes to list their reasons. Share ideas with the whole class.

Students read the *Before you read* section. Ask students to work in pairs to make a list of the questions the reporter will ask and a list of what the company representative will want to offer. Pairs group with another pair to share answers. Ask students if their reporter questions show that the reporter is in favor of, against, or neutral about the factory. Ask them what kind of information the company representative wouldn't want to offer, and how he / she might try to convince the reporter that the factory is a good idea. If appropriate, introduce the idea of *spin* (= to present information in a particular way, especially in a way that makes something seem good or less bad).

C Global reading

Reading for tone

- 1 Allow students three minutes to skim the text to find out if the people mostly agree or mostly disagree. Ask volunteers to say what led them to their conclusion.

ANSWER

Mostly disagree

- 2 Elicit from the class the meaning of *tone* (= the general attitude of a speaker or text). Ask students to identify and share parts of the text that show the tone is friendly.

ANSWER

Yes. They each acknowledge the other person's opinion.

D Close reading

Understanding exemplification

Write the word *exemplification* on the board. Ask students what word they see in the word (*example*) and what part of speech it is (noun). Note the word has a primary and secondary stress: *exemplification* and that the verb is *to exemplify*. Tell students to read the *Understanding exemplification* box to find out how writers and speakers use exemplification.

Ask students to work alone to match the examples from the reading with the idea they are supporting or explaining. Check these before asking students to find the word or phrase the author used to signal the example. Ask students to highlight these in the text.

ANSWERS

1 e; That is 2 d; as one example 3 a; One example is 4 c; that's another example of 5 b; to name just a few

E Critical thinking

Assessing the impact of changes is an important critical thinking skill. This assessment can take place on a personal level (How does this affect me?) and on a broader, more general level (How does this affect society / young people?). Ask students to form small groups and elect a group leader to discuss the questions. Ensure students understand the word *biased* (= preferring one person, thing, or idea to another in a way that is unfair) and *bias* (= an attitude that makes you treat someone in a way that is unfair), and check their pronunciation.

See if students remember the concept of *wabi-sabi* from *Beautifully broken*. Monitor and provide help where necessary, pointing out that the adjective choice *brave* shows a certain amount of bias. Another example is her line of questioning—talking about the objections, for example, though you might argue that it is good journalism to question two sides of an issue.

VOCABULARY

Vocabulary development

Adjectives for describing products

- 1 Write the word *romantic* on the board. Ask students if they think this word is a positive one, a negative one, or if it's neutral. In general, it's positive. It has a positive connotation. See if students can think of a situation in which it could have a negative connotation. Since adjectives show our feelings about things, they can have different meanings to different people. Then ask students to find the meaning of the words and put them into the correct categories. They can use a dictionary if needed. Note that answers may vary. Discuss any disagreements about the words' connotations.

POSSIBLE ANSWERS

Positive: appealing, durable, innovative, multifunctional

Negative: generic, fake

Neutral: contemporary, mass-produced

- 2 Students work alone to think of products which fit the descriptions. Ask students to check in pairs and then check as a class.

Extension activity

Do some collocation work with the adjectives. Students should use a monolingual dictionary, online dictionary, or a concordance such as the Corpus of Contemporary American English (at time of writing: <http://corpus.byu.edu/coca/>). This could be done for homework and shared in the next class.

VOCABULARY

Academic words

- 1 Ask students to match the words with the correct definitions. Students could do Exercises 1 and 2 for homework. After checking, see if students can find synonyms for each word. (**Possible answers:** enhance—improve / optimize; notion—thought / idea; overseas—abroad; philosophy—belief; survive—come through / last / endure; tradition—custom)

ANSWERS

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

- 2 Students complete the sentences, changing the form where necessary.

ANSWERS

1 survived 2 notion 3 philosophy 4 tradition
5 enhanced 6 overseas

- 3 Students work in small groups to discuss the questions, using the vocabulary from Exercise 1. Give each student six cards or squares of paper. They write one of the words from Exercise 1 on each. As they discuss the questions, they try to use the words. When they do, they can discard the card with the word on it. Students should try to discard all of their cards, and help others discard theirs by prompting with questions and turn-taking.

Extension activity

Give each student ten cards or squares of paper. Tell them to look back through Units 1–2 to find vocabulary words. They write one word on each card or piece of paper. Put students into pairs. Students combine and shuffle their cards and place them face down in front of them. Student A takes a card and gives a definition, synonym, or example—but not the word or word form itself—so that Student B can guess the word. Student A continues in this way for one minute with Student B trying to guess as many words as possible in that time period. After one minute, the teacher calls time, and the students swap roles. Repeat once or twice more, depending on class time. This activity improves fluency and practices the skill of explaining a word without using it. It is useful when you don't know a word, but need the other person to provide it.

CRITICAL THINKING

Flawed arguments

- 1 Read through the information about flawed arguments in the *Flawed arguments* box with the students. In pairs or small groups, ask them to discuss the examples, and then to read the texts and match them with the type of flawed arguments in the box.

ANSWERS

- 1 Repeatedly restating the claim
 - 2 Attacking the opposing view
 - 3 Using irrelevant evidence
- 2 Students work with a partner. Pairs choose a text and discuss ways to improve it. After a few minutes, open the discussion to include the whole class.

WRITING

Writing model

Warm-up

Divide the class into group A and group B. Group A brainstorms advantages of handmade products. Group B brainstorms advantages of machine-made products. Give them five minutes to brainstorm. Put students into pairs—one from group A and one from group B—to compare and discuss their lists. Tell students to keep these lists as they will be useful for the writing task.

Ask students to read through the information in the *Writing model* introduction to find out what they will be learning in this section of study. Ask students to identify what they will learn about (**Answer:** using *can* to express general truths and how to organize and edit your ideas) and what they will do (**Answer:** write an essay expressing advantages and disadvantages). At the end of the unit, they can use this as a checklist for what they have learned.

A Model

- 1 Students work alone to read the essay prompt and underline the key words. Ask students to check in pairs and then check as a class.

ANSWERS

some advantages
specific reasons and examples

- 2 Students read the model alone. To support lower-level students, ask them to highlight the advantages. After the students have answered, point out that writers generally save their most important point to last—the argument builds to end on the key point.

ANSWER

three advantages; students' own answers

B Analyze

- 1 Students highlight or underline the thesis statement. Discuss the second question as a whole class. Point out that the first sentence is very broad and introduces the topic. The second sentence is more specific and gives more information to introduce the topic.

ANSWERS

Thesis statement: While it's true that handmade pieces can be very beautiful, there are three important advantages to machine-made items.

Two sentences come before the thesis statement. Their purpose is to give context and introduce the comparison.

- 2 Students highlight or underline the signal phrases the writer uses. To support lower-level students, help them identify the reasons (i.e., the advantages) and the examples in the second paragraph (reason = *machine-made items are inexpensive*; example = *A shirt that looks almost exactly the same in a store, however, can cost \$50, or even less if it is on sale.*).

ANSWERS

First,
For example,
Another important reason
Finally,
such as
This means that

- 3 Students discuss the question in pairs. In feedback, point out that an argument is stronger, not weaker, by acknowledging the opposing view. It shows that you have thought about the opposing view, but that you don't agree with it entirely and have a stronger argument against it.

ANSWER

The writer mentioned handmade products a few times to show the other side and to strengthen their own argument by showing consideration for the opposite view.

GRAMMAR

Using *can* for universal truths

Warm-up

Write a strong statement on the board: *Handmade items are more expensive than machine-made items*. Ask students if this is true—to elicit that sometimes it's true, and other times it's not. Point out that strong statements like this are only valid if backed up by facts. To back up this statement with facts, you would have to know the cost of every handmade item and its machine-made counterpart. As this is impossible, we need to *hedge*—use words or phrases to soften a strong statement. Change the sentence on the board to *Handmade items are sometimes more expensive than machine-made items*. Ask students if the statement is now acceptable. Note that in our first sentence, someone could disagree with it and provide arguments against it—that would weaken our argument; however, in the second statement, it would be hard to argue against it. Ask students to read the *Using can for universal truths* box to find out other ways they can hedge a strong statement. Ensure students understand that *can* is not used for ability in this case. Draw students' attention to word order in the example sentences in the *Using can for universal truths* box. *Sometimes, often, and usually* come between *can* and the bare infinitive. The other phrases come at the beginning or end of the sentence.

- 1 Students work alone to reorder the words. They should write out the entire sentence. Ask fast finishers to write their own sentence using *can* and an adverb. Students compare in pairs before checking in feedback.

ANSWERS

- 1 It can take a very long time to sew a quilt.
 - 2 It can be difficult to tell if a scarf was knitted by machine or by hand.
 - 3 Works of art can usually be found in people's homes as well as in museums.
 - 4 The culture of a country can often be understood through its traditions.
 - 5 Some people can identify the maker of a piece of furniture just by looking at it.
 - 6 Many craftsmen believe that no piece of art can be perfect.
- 2 Use the example to show students how the grammar of the sentence has to change when adding *can*. *Can* is followed by the infinitive, so *is* has to change to *be*. Rules for the position of adverbs also apply. Students work alone to rewrite the sentences before comparing in pairs. Fast finishers can put their answers on the board.

ANSWERS

- 1 It can be relaxing to create art by hand.
- 2 People can sometimes be reluctant to pay more for imperfect items.
- 3 Machinery can be used to create things more quickly.
- 4 Factories can be located in both cities and small towns.
- 5 Quilts can be made by machine as well as by hand.
- 6 People can usually understand why handmade items cost more.

WRITING

Writing skill

Organizing your brainstorm

Exam skills

Students need to understand that brainstorming and writing an outline are not just things they do for class assignments—they are important skills that will help them in exams. Not taking the time to organize their writing could lead to a disorganized paper, or one with few ideas. This will cost them points. Contrary to what some students believe, organizing writing is a time-saver and so should be part of every writing exam.

- 1 Ask students to read the *Organizing your brainstorm* box which gives ideas on how to organize ideas after brainstorming. Ask students to work with a partner to discuss the brainstorm and why some ideas have been crossed out. (**Possible answer:** doesn't have enough to say about these ideas; doesn't think they are strong enough arguments; doesn't have enough time / space to include all; prefers the other arguments)
- 2 Students number the supporting points from least to most interesting or important, and discuss with a partner. Point out that it's up to the writer to decide what his or her most important points are, but that sometimes, with certain topics, it's clear that some are more important than others.
- 3 Students work alone to write the topic sentences. When sharing, ask students to evaluate what is good about each topic sentence, and whether they could be improved.

Writing task

Brainstorm

Review the writing task as a class. Ask students to look at the essay question and underline or highlight the key things to include in their essay. Check that students have the key points before proceeding.

Remind students of the brainstorming methods from page 23, and remind them that in the brainstorm stage, they should write whatever comes to mind. Set a time limit of five minutes for this stage. Put students into pairs to compare their brainstorms and see if their partner can suggest anything else to add. Open the discussion to include the whole class, adding ideas on the board.

Plan

Students look at their brainstorm and write their thesis statement. Refer students back to the model on page 39 for ideas if needed. They then cross out any irrelevant ideas from their brainstorm. Remind them to write a topic sentence for each of their main ideas, as suggested in the *Organizing your brainstorm* box on page 41.

Ask students to share their plan with a partner to get feedback and suggestions.

Write

Give students 30 minutes to write their essays. Highlight the elements that should be included, as listed in the task instructions. If you have students who finish more quickly, ask them to look at the checklist in the *Rewrite and edit* section to evaluate their work.

Share

Some students may not have finished in 30 minutes, but assure them that that's OK. In pairs, they provide feedback on each other's writing, using the checklist and the questions on page 189 of the Student's Book to guide their discussion. Each student should write their feedback on the essay paper.

Rewrite and edit

Students read the tips in the *Rewrite and edit* section and then consider their partner's comments. They rewrite and revise their text, checking for errors. Remind them to pay particular attention to correct use of *can* to express general and universal truths. This stage could be done for homework if class time is short, but tell students to submit their brainstorm, plan, and first draft (with peer comments) along with their final essay so you can assess their essay development.

Extension activity

Everything that we purchase was designed by someone—from the design of the packaging to the item itself. Some designs are better than others, while some are simply more appealing than others. Brainstorm a list of things that are designed, noting answers on the board. Ideas include: lamps, furniture, clothing, cars, phones, shoes, pens, their favorite team's sportswear, a building, etc. Ask students to choose one of the items. They must conduct Internet research to find an item in their category that they think has an appealing, practical, or quality design. The item can be handmade or machine-made. They download a picture of the item and write a short paragraph which includes:

- how and where it was made
- who designed or made it (If the designer is unknown, they can list the company.)
- what they find appealing about the design
- the price of the item and whether they think the price is justified
- anything else they would like to say about the item
- the URL(s) where they found the information.

Students can share their work on the class blog, or in class. Encourage creative ways of displaying their research—with an infographic or poster, for example.

REVIEW

Wordlist

Students work in pairs or small groups to work through the wordlist, checking that they remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Monitor the activity, discussing any problems or misunderstandings with the class.

Academic words review

Students work alone to complete the sentences. Note that academic words in this exercise could come from previous units. Ask students to check in pairs and then check as a class.

ANSWERS

1 survive 2 enhance 3 journal 4 philosophy
5 tradition

Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point.

Finally, open the discussion to include the whole class. Pay particular attention to any boxes that students didn't check. Explore with them ways of overcoming remaining problems.