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### 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 with a partner or 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 b 3 a 4 e 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 with a partner 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 her father
- 2 were not given enough rights
- 3 forgetting
- 4 a part of her heritage

See the video script at the back of this book.

#### AFTER YOU WATCH

Students work with a partner 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 with a partner 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 |

Have students work with a partner 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 group 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 with a partner, 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 review and review games.

## B BEFORE YOU READ

### Preparing to read

Students discuss the questions with a partner or group. 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 repair 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

- 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 with a partner. 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 identify the part of the text where they found the answers. Ask students to check with a partner 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.

## ACADEMIC SKILLS

### IDENTIFYING THE AUDIENCE

#### Warm-up

Write the word *audience* on the board and check understanding. Ask students to reflect on their last writing assignment and think about who they were writing for. Put these ideas on the board. Some students might have considered their teacher to be their audience. Explain that a teacher is actually there to help determine if they are writing appropriately for a particular audience, even if that audience is an imaginary one.

- 1 Ask students to read the *Identifying the audience* box. With a partner, they should then look at the language features in Exercise 1 and decide which audience they are suitable for. Encourage them to discuss their answers, then check answers as a class.

#### POSSIBLE ANSWERS

1 G 2 G 3 G 4 A 5 G 6 B 7 G 8 B

- 2 Ask students to work alone to complete Exercise 2 and then discuss their answers with others. Check answers as a class, encouraging students to explain why they rejected some of the information (e.g., the definition of an electric vehicle in option 1 is background information—this would not be needed by a car designer, and it does not help to persuade).

#### POSSIBLE ANSWERS

2, 3, 4, 6

- 3 Ask students to read the four choices in the exercise and then skim the article *Beautifully Broken*, noting down their answer. Remind them that they do not need to read every word of the article carefully, but just to read quickly in order to get an idea of who the article is written for. Tell fast finishers to make a note of any aspects of the text that helped them decide. Check answer as a class, asking more confident students to justify the answer they chose.

POSSIBLE ANSWER

- 2 Art Students and professors of art

## READING 2

### BIOMIMICRY AND BIOMIMETIC DESIGN

#### A VOCABULARY PREVIEW

- 1 Ask students to do the *Vocabulary preview* section for homework and find at least one collocation for the words and phrases in the box 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 fixed phrase 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. Have students work with a partner 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 thick 2 entirely 3 objection 4 harm 5 delicate  
6 functional

- 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 with a partner, 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 partners to rewrite sentences 2–8, but using a different word form. Give an example on the board (sentence 2): *My 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

Ask students if any of them are wearing clothes or carrying objects which use Velcro™. Refer students back to the text in Exercise 1. Explain Velcro's invention is an example of *biomimicry*, when designers imitate shapes, materials, animals, etc. in nature. Give further examples (e.g., the design of wind turbine blades has been inspired by the fins of humpback whales). For engagement, if possible provide one or two pictures of biomimicry (e.g., buildings), which are widely available online. Ask students if they know of any other interesting examples.

Students read the *Before you read* section. Ask students to work in small groups to think of three animals and discuss the questions. Ask each group to report their ideas back to the class. Then ask if any of the groups think they have chosen animal homes which have been used in biomimicry, or would be suitable for biomimicry.

## C GLOBAL READING

### Reading for tone

- 1 Allow students three minutes to skim the text and decide on what kind of audience they think it was written for. Ask volunteers to say what led them to their conclusion.
- 2 Elicit from the class the meaning of *tone* (the general attitude shown by a speaker or text). Ask students to carefully read paragraph 2 and decide whether its function is option a, b or c. Share answers as a class. Explain that the writer supplying a definition and explanation in this paragraph is an indication of their tone - they are writing with the assumption that the audience doesn't have any expert knowledge.

#### ANSWER

- a** Because it offers a definition, it assumes that the audience does not already know much about biomimicry. This article was written for a general audience.

## D CLOSE READING

### Exemplification

- 1 & 2** 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 *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.

#### ANSWER

- 1** C; such as   **2** B; that is   **3** D; like   **4** A; a perfect illustration of this   **5** E; one such example

## E CRITICAL THINKING

Ask students to discuss the questions with a partner. Write a chart on the board with two columns headed "reader knows" and "reader doesn't know." Share answers to question 1 as a class and write the examples in the appropriate columns. For each example, ask students to explain their reasoning. Then elicit students' thoughts on question 2. Ask: *What do you think is the writer's purpose?*

## 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. Fast finishers could be asked to provide more than one example, or to identify any objects in the room that are appropriately described by the adjectives. Ask students to check with a partner 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.

## ACADEMIC WORDS AND IDIOMS

- 1 Ask students to match the words and idioms 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; journal—magazine / publication; notion—thought / idea; overseas—abroad; philosophy—belief; survive—come through / last / endure; tradition—custom; volunteer—unpaid worker)

### ANSWERS

1 f 2 d 3 j 4 h 5 e 6 b 7 a 8 c  
9 g 10 i

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

### ANSWERS

1 the gold standard 2 notion 3 survived  
4 delivered the goods 5 enhanced 6 overseas  
7 philosophy 8 tradition 9 journals 10 volunteers

- 3 Students work in small groups to discuss the questions, using the vocabulary from Exercise 1. Give each student ten cards or squares of paper. They write one of the words or idioms from Exercise 1 on each. As they discuss the questions, they try to use the words or idioms. When they do, they can discard the card with the word or idiom 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 Unit 1 to find vocabulary words. They write one word on each card or piece of paper. Have students work with a partner. 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. With a partner or small group, 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. Partners choose a text and discuss ways to improve it. After a few minutes, open the discussion to include the whole class.

## 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. Have students work with a partner—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 task and identify the key words. Ask students to check with a partner 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; the last one is the most important

### B ANALYZE

- 1 Students identify 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 identify 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 advantage (reason)

Finally,

such as

This means that

- 3 Students discuss the question with a partner. 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 with a partner 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 with a partner. 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 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 identify the key things to include in their essay. Check that students have the key points before proceeding.

Remind students of brainstorming methods (e.g., using charts or word maps), 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. Have students work with a partner 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 21 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 23. 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.

### REVIEW

Some students may not have finished in 30 minutes, but assure them that that's OK. With a partner, they provide feedback on each other's writing, using the checklist to guide their discussion. Each student should write their feedback on the essay paper.



## REWRITE AND EDIT

Students read the checklist in the *Rewrite and edit* section and then consider their partner's comments. They rewrite and review 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 with a partner or in a small group 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 AND IDIOMS REVIEW

Students work alone to complete the sentences. Ask students to check with a partner and then check as a class.

#### ANSWERS

1 survive 2 deliver the goods 3 enhance 4 journal  
5 the gold standard 6 philosophy 7 tradition

### UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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.

INTEGRATED SKILLS 1

WHAT BIRDS REALLY LISTEN  
FOR IN BIRDSONG (IT’S NOT  
WHAT YOU THINK)

WARM-UP

If possible, find a video or audio recording of a zebra finch song to play at the beginning of the lesson. Elicit from the class why they think birds sing, what (if anything) they might be communicating, and whether human researchers will ever be able to understand birdsong. Make note of the answers and come back later in the lesson to compare them with the text.

A CLOSE READING

Go through the sentences with the class. Point out that key words are explained in the *Glossary*.

ANSWERS

- 1 syllables, motifs    2 fine acoustic details, millisecond  
3 natural, reversed, shuffled    4 discriminate, renditions

B READING ANALYSIS

Have students work with a partner to discuss the questions. As a follow-up, discuss the topics regarding human language, i.e., do we pay more attention to the “envelope” or to fine details when we listen to speech?

POSSIBLE ANSWERS

- 1 When listening to birdsong, humans tend to focus on “envelope” (i.e., the slower changes in loudness), but birds focus on the fine details.  
2 Humans find it hard to notice when syllables are reversed but easy to notice when they’re shuffled. Birds are the opposite. This means humans do not focus on the frequencies of syllables / notes.  
3 The motif sounds the same to humans, but birds can hear important differences between each rendition.

C CLOSE LISTENING

Before listening, go through the statements. Point out that a *regent honeyeater* is a type of bird. If possible, show students photos or a video of this bird. Play the audio and ask students to complete the activity. See the audio script at the back of this book.

ANSWERS

- 1 rare, (highly) mobile    2 300    3 25, 12  
4 generation    5 culture

D LISTENING ANALYSIS

After listening and discussing the questions with the class, elicit some possible reasons for the honeyeaters losing their songs, and whether humans might be able to prevent this loss. **(Possible answer:** The reason seems to be habitat loss and climate change. To prevent the problem, we need to protect the birds’ habitat.)

POSSIBLE ANSWERS

- 1 Males that sing untraditional songs are less likely to be paired up with a mate (i.e., to produce offspring), compared to those that sing the standard tune.  
2 There are fewer males to teach their songs to the next generation, so the new generation will have more birds that don’t know the song, and so on. In a few generations, this may lead to the birds going extinct.

E INTEGRATED WRITING

Have students work with a partner to summarize the information from the reading text, diagram, and audio.

MODEL ANSWER

Although we are far from understanding the purpose of birdsong, we know it must be important through observing what happens when birds lose their songs. Male regent honeyeaters that fail to learn their standard song are less likely to reproduce. The overall population then declines, leading to fewer males for the next generation to learn the “correct” songs from. Birds also seem to perceive songs differently to humans. While humans tend to pay attention to the “envelope” of a sound wave, or the overall loudness and “shape” of each syllable, birds are more interested in subtle differences. Humans also notice when syllables are out of order, but find it hard to notice when one syllable is reversed. Birds, on the other hand, can easily spot syllable reversal but barely notice syllable shuffling. To some extent, birdsong must be instinctive, because birds’ brains seem fine-tuned to hear subtle differences, but the specific songs seem to be cultural. Young birds learn their songs by copying older birds. If they don’t hear the songs often enough, they may never learn them, or learn non-standard versions of them. Some birds even learn the songs of other species if those are the songs they hear most often while they are growing up.

|                       |  |
|-----------------------|--|
| <b>READING 1</b>      | Understanding ellipsis                 |
| <b>READING 2</b>      | The function of questions              |
| <b>ACADEMIC SKILL</b> | Using analogies                        |
| <b>VOCABULARY</b>     | Language for comparing and contrasting |
| <b>GRAMMAR</b>        | Language for hedging                   |
| <b>WRITING</b>        | Organizing a comparison-contrast essay |

### Warm-up

Bring in or draw a picture of the brain. Put students into small groups to brainstorm what they know about the brain. Give them a few minutes to make their lists, then open the discussion to include the whole class. Ask students to look at *The brain's control center* infographic on page 28 to find out the parts of the brain and what each part controls. Ensure students understand the terms *digestion*, *hemisphere*, and *dominant*, and make sure students can pronounce the words *cerebellum* /sə'rebələm/, *cerebrum* /sə'ribrəm/, and *hemisphere* /'hemɪsfɪr/.

### DISCUSSION POINT

Students read the questions and discuss with a partner or small group. Open the discussion to include the whole class, and find out if students know of any brain research that has been done, such as studies with MRIs (Magnetic Resonance Imaging). Discuss the difference between brain studies in the past versus those we do today.

**(Examples:** In the past, we couldn't look inside the brain like we can today with MRIs; in the past, the only tool researchers had were EEGs [electroencephalograms].) They could use their smartphones in class to research using the Internet, but ask them to switch off and put their phones away after they finish.

### Extension activity

Ask students to go online to find a left-brain / right-brain test (search: *left brain right brain test*) to get a better idea of which side of their brain they use the most. Emphasize that, although we might appear to be more left- or right-brained, we can train other parts of our brain—the brain is very flexible. An alternative activity is for students to research to find out how true left-brain right-brain theory is. They should cite any sources they find, and in discussion, students can decide whether the source cited is a credible one.

### VIDEO

#### BEFORE YOU WATCH

To introduce the topic, refer students to the picture on page 28 which shows an image of gear used to follow body movements, or use a projector to show the image. Ask students what they think this gear is used for.

**(Possible answers:** to create CGI [computer-generated imagery] in movies and video games, military, sports, robotics, and medical applications)

Students work alone to match the words with the definitions. Ask students to check with a partner and then check as a class. Monitor the activity and help with vocabulary where needed, checking pronunciation. Point out that the *p* in *psychologist* is silent. Extend the vocabulary learning by asking questions. Ask: *Can you give an example of when someone showed compassion / was compassionate toward you? Why do people go to see a psychologist? Have you ever had treatment for an injury or illness? What kinds of things do you think virtual reality headsets are used for?*

#### ANSWERS

1 b 2 d 3 c 4 a

## WHILE YOU WATCH

Give students time to read through the sentences. Students watch the video and choose the correct option for each sentence. Play the video a second time, if needed, allowing students to compare answers first. Go through the answers with the class.

### ANSWERS

- 1 cameras track your movements
- 2 comforting
- 3 help prevent
- 4 get their treatment at home

See the video script at the back of this book.

## AFTER YOU WATCH

Ask students to discuss the questions with a partner. Ask volunteers to share their answers with the class. Encourage students to explore different viewpoints.

### Extension activity

Virtual reality headsets continue to become more sophisticated and are being used for a growing number of purposes. Ask students to research to compare the features of different VR headsets. (Some possible research questions: are they tethered (tethered headsets are connected to a PC or game console) or mobile (mobile headsets use your smartphone)? What game consoles do they work with? How much do they cost? Which has the best display quality?)

## READING 1

### CAN MACHINES THINK?

#### Warm-up

Ask students if they remember some things they found difficult to do as a child that now seem simple. Tying shoelaces is a typical example. Ask them why they think these things are easy now but not then. Then ask them to consider how machines acquire new knowledge and skills. Steer the discussion toward the comparison that, as humans, we develop skills as we gain more control over our body and mind, whereas computers “learn” in a very different way.

## A VOCABULARY PREVIEW

If class time is short, students can do the *Vocabulary preview* section for homework. In class, students work alone to choose the correct definitions of the words in bold. After a few minutes, check answers as a class. Check and drill pronunciation, and ask students to identify the stressed syllable in each of the bold words. Note that the *s* in *fascination* is silent. Ask students which part of speech each word is, and get them to find the other word forms of each and add them to their vocabulary notebooks and word forms charts. Ask partners to write a sentence with a blank for each word, then pass them to another group to complete.

### ANSWERS

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

### Extension activity

Periodically collect students’ vocabulary notebooks. This has a dual purpose: first, it sends a message to the students that keeping one is important. The very act of creating the notebook helps students learn and internalize the vocabulary. Second, it allows you to see how students are recording the vocabulary so that you can help them find better strategies for keeping track of vocabulary. For example, you might find that students are only writing the translation. This is poor practice because words change according to context. A much better strategy is to put the word in a contextualized sentence, and use synonyms and definitions to define it. Students should also be recording common collocations, different forms of the words, and the pronunciation or stress pattern of the words. Avoid grading the notebook, but offer tips and suggestions instead.

## B BEFORE YOU READ

### Making predictions

#### Exam skills

Reading is more effective when we think about what might be in the text, because it activates our background knowledge or experience, and aids comprehension. This is important when reading for exams, especially as there is increased time pressure to understand a text quickly. Good readers do this automatically. Students may have this skill in their native language but need to develop it when reading in English so that it becomes automatic.

Ensure students understand the term *prediction* (what you think might happen, or might be). Have students work with a partner or in a small group to discuss their answers to the question. Ask students what they think the reading will be about based on what they have discussed. After reading, ask students if answering the question helped them read the text, and point out that predicting content will help them become better readers.

## C GLOBAL READING

### Skimming and scanning

- 1 Students scan the text to find out who or what each person or thing is. Ask them to highlight the information in the text.

#### ANSWERS

Alan Turing: British mathematician and computer scientist  
Garry Kasparov: world chess champion  
Deep Blue: a computer

- 2 Write the title of the article—*Can machines think?*—on the board, pointing out it is a question. Ask students to skim the article in order to find out whether it answers this question. Check answers as a class, asking students to justify their responses. Students will have different opinions on this, as the article doesn't definitively answer the question. Remind students that a writer may pose a question, but does not always give a definite answer. Sometimes, as in this case, the main aim of the writing is to provide the reader with interesting information which may provoke thought and discussion.

## D CLOSE READING

### Understanding ellipsis

- 1 Write the word *ellipsis* on the board and explain that it comes from the Greek word meaning *to leave out*. Explain that writers use it to be more concise and to eliminate unnecessary words. Ask students to read the *Understanding ellipsis* box to find examples of ellipsis. Make sure students understand *the former*—the information that came before, and *the latter*—the information that came after. Write this example on the board and draw a line from *right brain* to *the former* and then a wavy line from *left brain* to *the latter* in order to demonstrate:

*People use both their (right brain) and (left brain). They use (the former) when they express emotions and (the latter) when they do math problems.*

Ask students to work alone to complete the activity, choosing the correct option for the part of the sentence that the underlined ellipsis is referring to. Ask students to check with a partner and then check as a class.

#### ANSWERS

1 b 2 a 3 c 4 c

## E CRITICAL THINKING

Give students a few minutes to read and think about the questions. Students work in small groups to discuss their ideas, and then take turns sharing their answers with the rest of the class.

### Extension activity

Ask students to think about what tasks they regularly use their smartphone for. Then ask them to think about what parts of their daily routine, or life in general, are things that their smartphone definitely can't help with. Tell them to note down their ideas. Explain they are going to work with a partner to produce a Venn diagram of human vs. smartphone tasks, also considering whether there are any "overlap" tasks that both smartphones and humans can routinely do. The diagram can be a simple drawing on paper or as sophisticated as students want. Students later share their diagrams with the rest of the class. For further reflection, you could ask: *Do you think a person who is older / younger than you would have labeled the diagram differently?*

## ACADEMIC SKILLS

### USING ANALOGIES

#### Warm-up

On the board, write: *Hearing this person sing is like listening to a screaming cat.* Then write *Hearing this person sing is like ...* and invite confident students to complete the sentence. Tell them they can be as funny or serious as they like. Write their ideas on the board. Write the word *analogy* on the board and explain that these sentences contain comparisons which are analogies—they help us to understand one idea or situation (e.g., how well a person sings) by comparing it to another.

- 1 Refer students to the *Using analogies* box. With a partner, tell them to scan *Can machines think?* and discuss their answers to the questions. Invite partners to share their answers with the class.

#### ANSWERS

- 1 ... watching a computer beat a human at chess was like watching a bulldozer beat an Olympic athlete at weightlifting. (para. 9)
- 2 It means that it is not impressive that a machine is better at this process.
- 3 You could simply say that you expect machines to be better at these kinds of processes.

- 2 Ask students to complete the matching exercise alone, and then compare their answers with a partner. With a partner, they then discuss what the analogies mean. Have some partners report their ideas back to the class.

#### ANSWERS

- 1 c 2 a 3 e 4 b

#### POSSIBLE ANSWERS

- 1 She was as nervous as a cat in a room full of rocking chairs = refers to the cat's tail and that the person is moving / talking carefully to avoid being hurt.
  - 2 A person without a goal is like a car without a steering wheel = refers to the need for direction.
  - 3 A smile to a person is like sunshine to a flower = refers to how people respond positively to smiles like flowers respond positively to sunlight.
  - 4 The brain is like a computer = refers to how a brain has memory and processes information.
- 3 Ask students to work with a partner to write analogies for ideas 1 to 3. Tell them to look back at the *Using analogies* box for help if necessary. Students then share their analogies with another group.

#### Extension activity

On the board write:

*Learning English is as hard as climbing a mountain, but the view from the top is great.* Invite students to come up with other ways of completing an analogy for *Learning English is as hard / easy as ...*. Remind them that the success of an analogy depends on how accurate or easy to understand it is. Write some of their ideas on the board and take a vote on: 1. which of these analogies they think is most effective 2. which of these analogies they liked the most.

## READING 2

### EMOTIONAL THINKING

#### A VOCABULARY PREVIEW

- 1 Students work alone to complete the exercise. Monitor the activity and help with pronunciation where needed. *Guilt* is tricky—the *u* is silent and makes the *g* have a hard sound: /**ɡ**ɪlt/. *Anxiety* is also difficult: /æŋˈzaɪəti/. Ask them to add them to their vocabulary notebooks. Draw students' attention to the prefix *in-* in *inappropriate*. This is a negative prefix which makes the word opposite—*appropriate* / *inappropriate*. Ask them to find a word in the list which uses *ir-* to make its opposite. (**Answer:** *rational* / *irrational*) Ask students to test each other with a partner: Student A has his or her book closed. Student B gives a definition and Student A says the word. Swap roles after four words.

#### Extension activity

Ask students to use a dictionary or thesaurus to find synonyms and / or antonyms of the words in the list. (**Possible answers:** anxiety—worry, concern / calmness; deadline—time limit; emotions—feelings, passions / logic; encounter—discover, meet; guilt—shame / pride; inappropriate—unsuitable / appropriate, suitable; rational—realistic, sensible / irrational; strengthen—weaken)

#### ANSWERS

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

- 2 Students complete the sentences with words from Exercise 1. After checking answers as a class, ask students to work with a partner to agree or disagree with each of the sentences, saying why. For example, for sentence 1: *I agree. I often feel anxious before a presentation because I don't like standing up in front of people.*



## ANSWERS

- 1 anxious
- 2 inappropriate
- 3 rational
- 4 encounter
- 5 emotional
- 6 strength
- 7 guilty
- 8 deadlines

## B BEFORE YOU READ

### Preparing to read

Ensure students understand the terms *gut feelings* and *instincts* (a feeling that you are certain is right, although you can give no good reason why). Give students two minutes to think of their responses to the questions before putting them into groups to discuss.

## C GLOBAL READING

### Identifying text type

Ask students to read the questions. Remind students what *tone* (the general attitude of a speaker or text) means. Ask students how they might know who the audience is from reading a text. A possible answer relates to text type. A very academic article about science would be aimed at scientists; it would include lots of terms that only scientists would understand. An essay's audience is a teacher or other students. An advertisement for a VR headset is aimed at people who are interested in gaming or technology—it would use adjectives and persuasive techniques to convince someone to buy the product. Many articles are written for a general audience. Articles generally give information and are aimed at people interested in the topic. Writers have to keep their audience in mind when writing so that the language, vocabulary, and tone is appropriate. Ask students to identify why the writer uses bullet points and what they show. Students scan the article and discuss the answers with a partner before feeding back to the rest of the class.

## POSSIBLE ANSWERS

- 1 a general adult audience or people who are interested in psychology; informal
- 2 To mark the four key functions. The bullets make it easy to locate each function.

## Extension activity

Bring in two very different text types or ask students to find two. Ask them to work with a partner to compare the type of information given and the language used.

## D CLOSE READING

### Recognizing the function of questions

- 1 Tell students to highlight all the questions in the text. Ask them why they think the writer uses questions. Note that questions in a text are sometimes rhetorical—questions that don't require an answer. Ask students to read the *Recognizing the function of questions* box to identify two different functions.

Ask students to read the text again and decide the purpose of the questions. Ask students to check with a partner and then check as a class. Ask volunteers to explain their answers.

## ANSWERS

- 1 Interest
- 2 Importance
- 3 Interest
- 4 Importance
- 5 Importance

- 2 Students work with a partner to complete the exercise. If students are struggling with this, ask them to identify the information in the text that answers the questions.

## ANSWERS

- 2 Para 1: Even people who pride themselves on being logical, rational thinkers may be more influenced by their emotions than they realize.
- 4 Paragraphs 7–9
- 5 Para 10: build extra time into your decision-making process; give yourself time to logically evaluate situations; make a list of advantages and disadvantages

## E CRITICAL THINKING

Ensure students understand the term *evolved*, but be sensitive to the idea that evolution might be controversial in some cultures. In this context, it means to *gradually change and develop over time*. Students take a few minutes to think about the questions, then share answers with a partner or in a small group.

## VOCABULARY DEVELOPMENT

### LANGUAGE FOR COMPARING AND CONTRASTING

#### Warm-up

If you asked students to write a comparison of VR headsets as an extension activity after the video, you could get them to share their comparisons now. Alternatively, have students work with a partner to compare and contrast people who think with their head versus people who think with their heart. Once you have completed the *Vocabulary development* section, ask them to compare and contrast again, using the words and phrases they learned.

- 1 Students work with a partner to categorize the words. Go through the answers with the class and help with pronunciation where needed.

#### ANSWERS

##### Words and phrases that compare:

by the same token, equally, similarly, in the same way

##### Words and phrases that contrast:

despite, in spite of, on the contrary, whereas

- 2 Ask students to choose the correct word or phrase to complete each sentence. Draw students' attention to the use of commas in each sentence. Ask students what *they* refers to in sentence 3. (**Answer:** gut feelings) Read each sentence aloud, emphasizing the intonation pattern of the phrases and the pause where the comma falls. After drilling, ask students to practice saying the sentences with correct intonation and pausing with a partner.

#### ANSWERS

- 1 on the contrary 2 Despite 3 In spite of this  
4 Equally 5 By the same token 6 whereas  
7 Similarly 8 In the same way

#### Extension activity

It might be useful to review the use of *despite* and *in spite of*—both of which are generally followed by a noun. Write this sentence on the board: *Despite / In spite of his calm appearance, he was really very anxious.* We wouldn't say: *Despite / In spite of he was really very anxious, he had a calm appearance.* To use the structure of the second sentence, we would have to add *the fact that*. That is, *Despite / In spite of the fact that he was really very nervous, he had a calm appearance.* Note that both sit in the dependent clause which could come at the end of the sentence: *He was really very nervous despite / in spite of his calm appearance.*

## ACADEMIC WORDS AND IDIOMS

- 1 If time is short, students can complete the *Academic words and idioms* section for homework, and add them to their vocabulary notebooks and word forms charts. In class, after checking answers, draw a word forms chart on the board, and ask volunteers to fill in one row each. Check and drill pronunciation. With a partner, students test each other on the meaning of the words and idioms.

#### ANSWERS

- 1 c 2 j 3 l 4 f 5 a 6 i 7 k 8 b 9 d  
10 e 11 g 12 h

- 2 Students work alone to complete the sentences. Go through the answers with the class.

#### ANSWERS

- 1 depressed 2 solely 3 get your thoughts together  
4 interpret 5 maximize 6 reluctant 7 at the back of my mind  
8 comprehensive 9 complex 10 abstract  
11 categories 12 device

- 3 Ask students to think about the questions, then work with a partner or group to discuss. Open the discussion to include the whole class.

#### Extension activity

Conduct a class Bingo competition with the academic vocabulary learned so far. Ask students to draw a large 4x4 grid on a piece of paper. In each square, they write one academic vocabulary word or idiom from Units 1 and 2. Ensure they pick words or idioms from both units. There are 22 words in total, but the grid will only hold 16. Instead of you calling out the word or idiom, give a definition. If a student has a word or idiom that fits the definition, they cross it out. The "winner" is the person who gets four in a row horizontally, vertically, or diagonally. If a student missed a word because she or he didn't know the definition, then that shows them which words they need to review.

## CRITICAL THINKING

### FALSE ANALOGY

- 1 Ask students to close their books. Write the word *analogy* on the board. Students should recognize that this is the noun form of the word *analyze*. Give an example such as the following to remind students of the meaning: *Just as the sword is the weapon of a warrior, a pen is the weapon of a writer.* What is the writer comparing in the analogy? Is it accurate? Review the fact that analogies use simile and metaphor to compare two things. For example, a simile compares two things using *like* or *as*: *He is as brave as a lion*; *The children's cheeks were like roses*. Metaphors state the comparison in a more direct way: *He's a lion!* *The children's cheeks were roses*. Ask students to read the *False analogy* box to learn about false analogies.

Now ask students to discuss the questions with a partner. After a few minutes, open the discussion to include the whole class. Ask volunteers to explain why they think the analogy is or is not accurate.

#### ANSWER

- 1 *Ignoring emotional intelligence would be like serving dinner without dessert.* The two situations being compared are emotional intelligence and dinner.
- 2 Students evaluate the analogies and discuss with a partner. Note that the example analogies use similes.

#### ANSWER

- 2 is the only reasonable analogy. Because emotional and intellectual intelligence both make up a person's personality, it can be compared to all three primary colors making up the color wheel.
- 3 Students work alone to write their own analogy. With a partner or in a small group, they evaluate each other's analogies. Volunteers share their analogies. Lower-level students can work with a partner to create their analogies.

#### Extension activity

Students go online to find examples of analogies. They can search *common analogies* or *example analogies*. They can bring their examples to class to share, or share them on the class blog.

## WRITING MODEL

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. Highlight that all the work done in this section will build toward the final task, supporting the students and helping them to produce a quality piece of writing. At the end of the unit, they can use this as a checklist for what they have learned.

### A MODEL

Students read the task and brainstorm their ideas. They compare brainstorms with a partner.

### B ANALYZE

Students read the model and answer the questions. Ask them to highlight the information in the text.

#### POSSIBLE ANSWERS

- 1 The writer said nurture is more important.
- 2 The writer gave two supporting points. This was previewed in the introduction.
- 3 Yes—you know from the thesis sentence that family influence will be the first body paragraph and peer influence will be the second body paragraph.

## GRAMMAR

### ADVERBS FOR HEDGING

#### Warm-up

Students close books. Write a strong statement on the board: *People who think with their emotions make better decisions.* 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 do a very broad study. If we don't have the research, we need to *hedge*—use words or phrases to soften a strong statement. Change the sentence on the board to: *In some cases, people who think with their emotions make better decisions.* 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 *Adverbs for hedging* box to find out other ways they can hedge a strong statement.

- 1 Students work alone to reorder the sentences. They should write out the entire sentence. Ask fast-finishers to write their own sentence(s). Ask students to check with a partner and then check as a class.

#### ANSWERS

- 1 Most girls both walk and talk at an earlier age than boys.
- 2 Many people feel somewhat depressed in the winter because of the lack of sunshine.
- 3 Some people believe that the power of thought can cure almost any illness.
- 4 For some people, thinking can be more difficult in the middle of the afternoon.
- 5 Most teachers believe that positive thinking can help almost every student get better results.
- 6 In most cases, people can be taught to think more logically.

- 2 Students work alone to add a hedging adverb to the statements. Ask students to check with a partner and then check as a class. As there are many possible answers, it might be a good idea to collect students' sentences for checking.

#### POSSIBLE ANSWERS

- 1 In some cases, people think better during the day if they eat breakfast.
- 2 Thinking too much at night makes it difficult to sleep for some people.
- 3 Many bilingual people have thoughts in one language they don't have in the other.
- 4 Teens develop abstract thinking at approximately age 12, for the most part.
- 5 Most right-brained people are often good at playing music.

## WRITING SKILL

### ORGANIZING A COMPARE-AND-CONTRAST ESSAY

#### Exam skills

Compare-and-contrast essays are common exam type questions. Students will be expected to include both a comparison and a contrast. They should present the opposite view first, then the view that they support. In the model, the writer presents an argument for nature, but refutes it with arguments for nurture.

- 1 Ask students which organization the writer uses. Tell them to highlight the arguments for nature in one color and arguments for nurture in a different color to help them see this point-by-point organization.  
(**Answers:** Paragraph 2—Nature—A person is born with certain physical characteristics—eye color, hair color, and height, for example. While I do believe it's true that children are born with personality traits, like patience, stubbornness, and curiosity . . .  
Paragraph 2— Nurture: it is their parents and other authority figures who reinforce or discourage these traits. A parent can encourage, discourage, or ignore a child's behaviors, which will almost always influence how likely a child is to behave in the same way again.)

Paragraph 3—Nature: Some people point to the different personalities of twins as proof that nature is more important. They offer examples of two children who were raised in the same house with the same parents, but still developed different personalities. Paragraph 3—Nurture: After all, for the most part, even twins have different teachers, different coaches, different friends, and of course, different experiences. So these different outside influences will have different effects on children, even those who share almost all the same genes.)

#### ANSWERS

It uses point-by-point organization: in each body paragraph, the writer first discusses nature, then nurture.

- 2 Students work alone to write the outline. Tell them not to write complete sentences—they are working backwards to create the outline, so should just include notes. They then compare with a partner. In whole-class feedback, write the outline on the board with input from the students. This will help ensure all students understand what an outline should look like and, more importantly, ensure they have the right information in it.

#### (Example:

- I Introduction. Thesis statement: Nurture is more important.
- II Traits
  - A physical—eye color, hair color, height; personality—patience, stubbornness, curiosity, etc.
  - B parents & authority figures reinforce or discourage personality behaviors and traits
- III Twins
  - A different personalities of twins—same house, same parents, different personalities
  - B different teachers, coaches, friends, experiences—outside influences → different effects
- IV Conclusion: Outside influences have more influence on personality than what born with)

#### Extension activity

Ask students to rewrite the outline so that it is organized as a block essay. Which outline do they feel most comfortable with?

## WRITING TASK

### BRAINSTORM

Remind students of the ideas about emotional intelligence and intellectual intelligence in the workplace from *Emotional thinking*. Then ask students to look at the essay question and identify the key things to include in their essay. Check that students have the key points—workplace, emotional intelligence, intellectual intelligence—before proceeding. Students work alone to brainstorm their ideas in a double-columned chart. Ask them to compare charts with a partner and add ideas as needed.

### PLAN

Students look at their brainstorm and decide which side they support. They then write their outline. Give support to lower-level students as needed, or partner them up with a higher-level student.

### WRITE

Give students 30 minutes to write their essays. 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.

### REVIEW

Some students may not have finished in 30 minutes, but assure them that that's OK. With a partner, they provide feedback on each other's writing, using the checklist to guide their discussion. Each student should write their feedback on their partner's essay paper.

### REWRITE AND EDIT

Students read the tips in the *Rewrite and edit* section and consider their partner's comments before rewriting and reviewing their text, checking for errors. Remind them to pay particular attention to correct use of adverbs for hedging. This stage could be done for homework if class time is short.

### Extension activity

Ask students to research the kinds of tasks or jobs that require emotional intelligence versus those that require logical intelligence and why.

They should briefly describe the aspects of the jobs that require each one and evaluate whether they agree. Were they surprised at what they found? Which jobs do they think they would be suited for?

Students can share on the class blog, or share in class in a class discussion.

## REVIEW

### WORDLIST

Students work with a partner or in a small group 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 AND IDIOMS REVIEW

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

#### ANSWERS

- 1 notion 2 get my thoughts together 3 complex  
4 interpret 5 abstract 6 at the back of my mind  
7 maximize

### UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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.