

3 A small world

Vocabulary SB page 35

Adjectives with prepositions

1 Check students understand *globalization* and elicit examples of globalization from the class. Students read the four opinions individually, or ask a student to read them aloud. Allow students a few minutes to think about what they've read or discuss their opinions in pairs. Ask students if they agree/disagree with each opinion and encourage them to explain their reasons.

ANSWERS

Students' own answers.

2 Check understanding of the expressions in the list, and encourage students to think about what they mean. For example ask: *Do the expressions use any words that are similar in your language? Do they describe emotions?* Students match the expressions with the bold expressions from exercise 1.

ANSWERS

1 unsure about	5 good for
2 afraid of	6 optimistic about
3 worried about	7 different from
4 good at	8 proud of

3 Tell students that they are going to see (or hear) a conversation about globalization. Students copy the verbs from the box into their notebooks. Play the video/audio. Students listen for the verbs in their lists and write which person uses each one.

ANSWERS

Chris: good for, optimistic about
Louisa: afraid of, different from, good at, proud of, worried about

4 Play the video or audio again and tell students to listen to the opinions of each person and decide who they agree with. You could ask individual students for their answers, or do a class vote. Then give students a few minutes to write two or three sentences to describe how globalization affects their country, using the model sentence to start. You could then elicit a few answers from the class or ask students to discuss their sentences in small groups.

ANSWERS

Students' own answers.

Extra Speaking

Ask students to work in pairs or small groups and prepare a set of arguments either for or against globalization, using the adjectives and prepositions in exercise 1 and their answers from exercise 4 to help them. You could ask the groups to present their arguments to the class and have a class vote on which pair/group made the best argument.

Vocabulary Help

Vocabulary reference, SB p.128
Unit 3 Vocabulary, WB p32

Reading SB pages 36–37

Stage 1 Get Ready!

1 Focus on the two images and read out the title of the article. Ask: *What are the differences between the people in the group photo?* Use the large group picture to help check that students understand *DNA*. Elicit ideas about the article topic from the class. If necessary, give students some model language for expressing possibility: *It might / may / could / must be about ... because ...*

ANSWERS

Students' own answers.

Culture Note

DNA (Deoxyribonucleic acid)

DNA contains the genes that determine our physical attributes. All living organisms, plant and animal, have DNA in their cells. DNA is microscopic, but in our bodies we have about 72,000 million kilometres of DNA. Each DNA molecule has two strands with lots of connections, so they look like twisted ladders. This shape is a 'double helix' (see the photo on page 37).

Interesting fact: Every person's DNA is slightly different, which makes everyone different. Only identical twins share exactly the same DNA.

2 Students read the title of the article again and focus on the first paragraph of the text. Check that students understand everything. Ask: *What do you think the rest of the article will be about? Have you changed your opinion now you've read the first paragraph?* Elicit responses from the class.

ANSWERS

Students' own answers.

3 Students read the whole article quickly for gist. Set a time limit of two minutes for exercise 3 to encourage students to read quickly without stopping.

ANSWER

3 (How DNA can tell us more about where we come from)

Focus on false friends

4 Students read the text quickly to find the false friends then choose the correct definition. Tell students to read the words around the false friend to help them understand the meaning.

ANSWERS

1 really 2 having a positive result 3 in the end

False Friends reference

The False Friends reference on Workbook page 120 has a list of more false friends and short definitions to clarify their meaning.

Stage 2 Read and Understand

5  3.2 Students read the online article again to find the relevant parts of the text for each statement. You could play the audio while students read. Then they read it carefully and choose true or false. Remind students they need to explain their choice by giving evidence from the text.

ANSWERS

- 1 True. 'We are so used to this that we hardly notice it any more.'
- 2 True. 'It is helping doctors to diagnose diseases and develop treatments for them.'
- 3 False. 'Technology now exists that can estimate what percentage of your DNA comes from people who lived in your own country and what comes from people who lived in other places.'
- 4 False. 'It has become a billion-dollar business, with many companies offering DNA testing.'
- 5 True. 'Many scientists have concerns about the validity of these tests, saying that they do not offer precise information.'
- 6 False. 'Perhaps ancestry tests will become just as popular. Only time will tell.'

Exam Tip

True/false questions

Encourage students to read through the questions carefully before they look at the text

The questions will not always repeat the same words as the text. Students should try to identify the key words and think of synonyms or similar expressions that they might see.

Students should be looking for negative structures and verbs expression opinions which may suggest the opposite meaning.

Vocabulary Reference

The Vocabulary reference for Unit 3 on page 128 has a list of unit vocabulary items and their pronunciation. You could refer students to the vocabulary reference now to help them with their answers to exercise 6.

6 Students answer the questions based on the information in the text. Remind students that they must not copy chunks from the text, but use their own words as much as possible.

POSSIBLE ANSWERS

- 1 The many international products and food we buy and eat as well as the entertainment we watch or listen to are all examples of globalization.
- 2 You need to send your saliva to the DNA testing companies.
- 3 The DNA results are surprising because they show that some people have DNA from all five continents or from areas their country has been in conflict with.
- 4 Many scientists compare the DNA test to 'genetic astrology'.
- 5 We don't know at the moment, but we will find out in the future.

7 Students read the reading skill box then find the four extracts in the text. Remind them to read the text again carefully and then match the pronouns with the people, things or ideas that they refer to.

ANSWERS

1 E 2 B 3 D 4 C

8 Ask students to think about what type of word they are looking for in each case (noun, adjective, verb, etc.) before attempting to find it. Warn students not to choose the first word or phrase that seems to match the definition automatically. Even if students think that they have the answer, they should continue reading the rest of the paragraph to check that a better match does not exist. Students match the definitions with words or phrases in the text.

ANSWERS

- | | |
|-----------------|-----------|
| 1 ever-changing | 4 sample |
| 2 revealing | 5 precise |
| 3 ancestry | |

Get set ... go!

9 Students read the questions then answer with their own opinions. Encourage students to expand their answers to include more information or reasons for their opinions. Go around the class and elicit some responses to each question.

ANSWERS

Students' own answers.

Reading Help

Unit 3 Vocabulary reference, SB p.128

Unit 3 Reading, WB p.29

Grammar SB pages 38–39

Relative clauses

Stage 1 Get Ready!

1 Students decide whether the relative clauses are defining or non-defining. Ask students how they know whether they are defining or non-defining (the commas, or lack of them, are the clues).

ANSWERS

What percentage of your DNA comes from people who lived in your own country? (defining)

The customer, whose name is Ben, discovered his ancestors were from South America. (non-defining)

The things that we buy, the food we eat, out entertainment – much of it is international. (defining)

Their DNA originates from areas which their country has historically been in conflict with. (defining)

I enjoy visiting South America, where my ancestors are from. (non-defining)

Do you remember the time when there were hardly any international restaurants? (defining)

Grammar tip

If students have difficulty spotting the differences between defining and non-defining relative clauses, write the following two sentences on the board. Then ask:

Which needs more information to make sense?

Penélope Cruz is well known in Hollywood.

The sport is baseball.

Explain that the first sentence is complete and makes sense, but we can add more information (whose film was nominated for an Oscar) in an extra clause.

Then explain the second sentence requires more information (that Americans play at school), without which it is incomplete and meaningless.

Grammar Reference

The Grammar reference for Unit 3 on pages 114–115 has more information about relative clauses and the relative pronouns presented in this unit. You could refer students to the Grammar reference now to help them with the practice exercises.

Stage 2 Practise

- 2 Students choose the correct answers. Ask students to explain why each answer is correct.

ANSWERS

- 1 who (refers to 'the player', a person)
- 2 which (refers to 'the cheese', a thing)
- 3 that (refers to 'the English team', a thing)
- 4 who (refers to 'models', people)
- 5 where (refers to 'the countries', places)

Extra Grammar

Ask students which sentences in exercise 2 contain defining and which contain non-defining relative clauses. Ask if the sentences make sense without the relative clause, for example: *The player was James Rodríguez* does not make sense. We need the relative clause *who scored the most goals in the 2014 World Cup* to know who we are talking about.

ANSWERS

- | | |
|------------|----------------|
| 1 defining | 4 non-defining |
| 2 defining | 5 defining |
| 3 defining | |

- 3 Students complete the sentences. Remind students that we can substitute *which* or *who* with *that*.

ANSWERS

- | | |
|----------------|----------------|
| 1 who / that | 5 which / that |
| 2 which / that | 6 who |
| 3 when | 7 whose |
| 4 which | 8 where |

- 4 Read the Language Extra box with students before they complete the exercise, emphasizing that *whose* can never be omitted. Students decide which relative pronouns can be omitted.

ANSWERS

- | | |
|---------------------|---------------------|
| 1 can be omitted | 4 cannot be omitted |
| 2 cannot be omitted | 5 can be omitted |
| 3 cannot be omitted | 6 cannot be omitted |

Extra Grammar

Ask students to look back at exercise 2 on page 38 and decide which sentences do not require a relative pronoun.

ANSWERS

- | | |
|---------------------|---------------------|
| 1 cannot be omitted | 4 cannot be omitted |
| 2 can be omitted | 5 cannot be omitted |
| 3 cannot be omitted | |

- 5 Check understanding of *frothy* (with lots of small white bubbles). Students match sentences 1–6 with non-defining relative clauses A–F.

ANSWERS

- 1 E 2 B 3 C 4 F 5 A 6 D

- 6 Students rewrite the sentences. Check that students use commas correctly. Point out that a relative clause can come at the end of a sentence as well as in the middle, for example in number 3.

ANSWERS

- 1 Cappuccino, which is a combination of frothy milk and coffee, is Italian.
- 2 Basketball, which started in the 1880s, is a popular sport.
- 3 Peter Jackson directed *Lord of the Rings*, which was filmed in New Zealand.
- 4 The White House, where the American president lives and works, is in Washington DC.
- 5 Drake, whose real name is Aubrey Drake Graham, is a famous Canadian rapper.
- 6 Calvin Klein, who also gave his name to a range of perfumes, is one of America's best known fashion designers.
- 7 Students read the short text and copy it into their notebook. They underline the relative clauses, then decide if they are defining or non-defining and add commas where necessary.

ANSWERS

One of the most famous buildings in the world is Buckingham Palace, **which has been the home of the English king or queen since 1837.** (non-defining) Buckingham Palace is in London, England, **where there are many other interesting buildings and places** (non-defining) **that tourists want to visit** (defining). The Palace, **which was once a house,** (non-defining) gets its name from a man **who used to live in this beautiful building** (defining) – John Sheffield, the Duke of Buckingham. People find Buckingham Palace fascinating and **that is the reason why the parts of the building that are open to the public** (defining) are so popular with tourists **when they come to visit London** (defining). We do not need to use 'that' in the second sentence.

Focus on transformations

- 8 Explain that students need to combine the pairs of sentences into one sentence with relative pronouns. Students rewrite the sentences.

Comparative and superlative adjectives

7 Students read the rules and complete the sentences.

ANSWERS

- | | |
|---------------|--------------------|
| 1 tastier | 5 more powerful |
| 2 taller | 6 the most popular |
| 3 the highest | 7 the better |
| 4 the best | |

8 Students read the sentences and the information in the table to write the correct form of the adjectives in bold. Remind students of the rules at the top of the page and tell them to look at the language around the bold adjective in each sentence and decide if a comparative or superlative form is required, then refer to the information table to confirm their answers.

ANSWERS

- 1 The population of Valencia is bigger than the population of Helsinki.
- 2 Buenos Aires has the largest population of all three cities.
- 3 Valencia is less crowded than Buenos Aires.
- 4 Helsinki has the smallest population of the three cities.
- 9 Students write sentences about the cities using the prompts and information from the table in exercise 8. Check that students understand *crowded*. If students have difficulty with question 2, you could explain that they need to think about at the number of people in the cities and the amount of space they have to live in.

ANSWERS

- 1 Buenos Aires is almost as big as Helsinki.
- 2 Valencia and Helsinki are not as crowded as Buenos Aires.
- 3 The population of Valencia is not as small as Helsinki's.
- 4 Valencia is not as big as Buenos Aires.

Get it right

- 10 Students correct the errors in the sentences. Remind them that the box contains vocabulary both from this unit and from Unit 2.

ANSWERS

- 1 Can you name a famous British ~~writor~~ writer?
- 2 Is John your ~~co-husband~~ ex-husband?
- 3 I think the Hebrides is the ~~better~~ best place in the world to go on holiday.
- 4 I can't stand ~~to-ski~~ skiing.
- 5 They agreed ~~staying~~ to stay at home.
- 6 What time do you want me to pick you ~~out~~ up from the airport?

Vocabulary Reference

The Vocabulary reference for Unit 3 on page 128 has more information about noun prefixes and suffixes, comparative and superlative adjectives. You could refer students to the vocabulary reference now to help them consolidate their understanding by completing the practice exercises on the page using the information to help them.

Language Workshop Help

Vocabulary reference, SB p.128

Phrasal Verbs Extension, WB p.32

Communicate SB pages 42–43

Listening

- 1 Check students' translations. Focus on the American English word *sidewalk* and elicit the British English equivalent (pavement).

ANSWERS

Answers in students' own language.

Extra Vocabulary

Ask students to translate *proper*, *gesture*, *strange* and *awesome* into their own language. Point out that *strange* is a false friend and does not mean foreigner.

Explain that there are differences between British and American English, just as there are differences between Castilian Spanish and South American Spanish. Elicit more examples of differences between British and American English, and ask students to record them on a new page in their vocabulary notebook.

- 2 **1** 3.3 Once students have read the introduction and answered the question, ask them to predict some of the differences Ángela and Emma will mention. Write them on the board.

ANSWER

Ángela comes from Valencia

- 3 **1** 3.4 Tell students that this exercise practises listening for gist. Students read topics A–D. Then play the recording while students listen. Remind students that Emma and the presenter speak with American accents. Once students have answered the question, check which of the predictions they made in the previous exercise were mentioned.

ANSWERS

A, C

- 4 **1** 3.4 Read the Skill box with the class. Explain that they have listened for gist and now they are going to listen for the specific information required to choose the correct answers for the comprehension questions.

ANSWERS

1 C 2 B 3 A 4 C 5 B

Exam Tip

Multiple choice questions

When reading all the options for each question, encourage students to pay attention to negative forms and any adverbs of frequency.

Explain that if they hear words from one of the options when they listen, they should keep listening to make sure that what they hear matches the meaning of their chosen answer exactly.

Culture note

Pasadena is a city 20km north-east of Los Angeles in the US state of California. It has a population of nearly 140,000 people and is the location of many science and technology companies and universities.

Santa Monica is on the Pacific coast 25km west of Los Angeles. The Santa Monica state beach is over 5 kilometres long. The beach is popular because there are many activities people can do; fishing, surfing, exercising at the 'muscle beach' gym, and visiting the pier.

The **Hollywood Bowl** is an amphitheatre in the hills near the famous Hollywood sign. It has been used for outdoor musical performances since the 1920s.

Extra Grammar

3.4 Write the following sentences from the recording on the board. Have students complete the sentences with the past simple or present perfect form of the verbs in brackets. Then play the recording again while students check.

Presenter: And you ... just ... (1 spend) three months in Spain with Ángela's family. How ... (2 be) that?

Emma: It ... (3 be) great. Ángela and her family ... (4 be) fantastic – just like a second family!

Presenter: ... you ... (5 notice) any big differences between Spain and the US?

Emma: Oh, definitely. For a start, there ... (6 be) the food.

ANSWERS

- | | |
|---------------------|---------------|
| 1 've (have); spent | 4 were |
| 2 was | 5 Did; notice |
| 3 was | |

Dictation

- 5 3.5 Play the recording while students listen and write. If necessary, play the recording several times.

ANSWERS

- I've lived in California since I was born.
- I couldn't get used to that at first.
- I loved the food, especially tortilla, which is delicious.

Communicate: Listening Help

Listening Extra, WB p.36

Unit 3 Communication Trainer, SB pp. 138–139

Speaking

- 6 Play the recording while students check their answers.

ANSWERS

- | | |
|----------------------|------------------------|
| 1 Who's that girl | 4 what's that building |
| 2 the left | 5 looks like |
| 3 Where did you take | |

Culture note

Washington, DC is the capital city of the United States of America, with a population of almost 700,000 people. Washington City is in the District of Columbia (DC) in the east of the country (Washington State is on the west coast). **The Lincoln Memorial** was completed in 1922. It is dedicated to one of America's most famous presidents, Abraham Lincoln (1809–1865).

- 7 Play the recording again and tell students to listen to the intonation used in questions. Model each line of the dialogue with different students around the class. Students practise reading the dialogue.

- 8 Students read the expressions in the speaking skill box the find one phrase for expressing possibility in the completed exercise 6.

ANSWER

It looks like ... (Paul)

- 9 Ask if students can guess where the photo might have been taken. Give students a time limit of three minutes to write two sentences using expressions from the Skill box. Then elicit students' sentences around the class.
- 10 In pairs, give students two minutes to make notes about their questions and answers. Remind students to use exercise 6 as a model and encourage them to use some of the expressions from the Useful Language box.
- 11 In pairs, students practise their own dialogues. Monitor the class while they're working and offer help if necessary.

Extra Speaking

Tell students to practise a dialogue with two or three other partners while you walk around the classroom and listen. Note common errors of pronunciation or grammar but do not interrupt the students' dialogues.

Afterwards, go through the most common errors with the whole class.

Pronunciation

- 12 3.7 Play the whole recording once. Then play the recording again with pauses while students listen and repeat.
- 13 3.8 Students copy the sentences into their notebooks. Play the whole recording once. Then play the recording again while students draw the intonation patterns. Play the recording a third time for students to check their answers.

ANSWERS

- Which country does sushi come from?
- Is Penélope Cruz Spanish?
- Are you from the USA?
- What's the building in the background?

- 14 3.8 Write the sentences in exercise 13 with the correct intonation patterns on the board. Play the whole recording with pauses for students listen and repeat.

Communicate: Speaking Help

Speaking Reference, WB pp116–117

A for and against essay

Stage 1 Get Ready!

- 1 Students read the essay for gist and discuss the benefits of learning a foreign language.

SUGGESTED ANSWER

Learning a foreign language might help you to get a good job, and it will make travelling to other countries easier.

Extra Speaking

Give pairs of students three minutes to compare their three favourite films, their three favourite bands / singers and the three countries that they would most like to visit. Discuss how useful English and other languages can be with regard to these films / songs / countries.

- 2 Students identify the paragraphs for and against the statement in the essay title.

ANSWERS

Paragraph two gives arguments for the statement.
Paragraph three gives arguments against the statement.

Extra Speaking

Ask: *Which arguments do you agree with? Why? Which arguments do you disagree with? Why?* Encourage students to explain their ideas using: *I (strongly) (dis)agree that knowing a foreign language ... / I'm not sure that languages can help you ... because ...*

- 3 Students read the text quickly, and find the words and phrases in the Skill box.

ANSWERS

- on the one hand (paragraph 2)
 - for example (paragraph 2)
 - another point is (paragraph 2)
 - on the other hand (paragraph 3)
 - furthermore (paragraph 3)
 - in conclusion (paragraph 4)
- 4 Students write the headings 'Introducing a new idea' and 'Concluding' into their vocabulary notebooks and write the phrases from the writing skill box under the correct heading. Ask students to write a translation and an example sentence for each expression.

ANSWERS

Introducing a new idea: on the one hand, on the other hand, another point is, for example, furthermore
Concluding: finally, in conclusion, to sum up

- 5 Students complete the sentences. Encourage students to think of both possible answers where there is more than one.

ANSWERS

- 1 For example
- 2 In conclusion / To sum up
- 3 On the other hand

Extra Writing

As an extra activity, write the following text on the board. Ask students to rewrite the text, putting it into four paragraphs and adding expressions for introducing ideas and for concluding. There may be more than one correct expression in some instances.

The traffic in my city is terrible and the government wants more people to cycle instead of driving. Cycling is quick and convenient. You can avoid traffic jams and you don't have to find a parking space. You can take your bike to the door of your destination. Cycling is healthy. Cycling can make you hot and you might get wet. Bikes aren't good for long journeys and you can't carry much. There are advantages and disadvantages to cycling, but I think our city would be better with more cyclists and fewer drivers.

SUGGESTED ANSWER

The traffic in my city is terrible and the government wants more people to cycle instead of driving. On the one hand, cycling is quick and convenient. You can avoid traffic jams and you don't have to find a parking space. For example, you can take your bike to the door of your destination. Finally, cycling is healthy. On the other hand, cycling can make you hot and you might get wet. Another point is, bikes aren't good for long journeys and you can't carry much. In conclusion, / To sum up, there are advantages and disadvantages to cycling, but I think our city would be better with more cyclists and fewer drivers.

Stage 2 Do the task

- A Read the task in exercise 6 with the students. Students then discuss the arguments for and against learning English. Elicit more ideas from students and write them on the board, for example:
English grammar is very complicated. (against)
Most of the internet is in English. (for)
English pronunciation is hard. (against)
- B Students make notes for each paragraph. Once students have made notes, elicit possible opening statements from students and write them on the board.
- C Read the Useful Language box with the class. Look at the essay on page 44 again and point out the comment on the question (indicated in purple). Remind students to use *I think* (indicated in green) to express their opinions.
- D Students write their essay. Check that they are using paragraphs and a variety of time expressions and sequencing words.

Culture Note

Half of all primary-school students in the EU learn a foreign language. In European secondary schools, it is compulsory to learn a foreign language. About 94% of students learn English but, particularly in schools where students learn two foreign languages, French (23%), Spanish (19%) and German (18%) are popular.

Interesting fact: There is no official language of the USA, but English is the most commonly used language. In fact, a 2015 language survey estimated that over 236 million people speak only English. Spanish is the second most commonly used language and in 2015 there were an estimated 40 million Spanish speakers in the USA.

Get it right

7 Students correct the errors in the sentences. Ask students to explain each error. Remind them that the box contains language from this unit and from Unit 2.

ANSWERS

- 1 In ~~concluding~~ **conclusion**, I think it is a bad idea.
- 2 I love all kinds of music. ~~To sum it up~~ **For example**, I like rock and classical.
- 3 ~~Finaly~~ **Finally**, I think languages are important.
- 4 ~~Then~~ **When** we ~~go went~~ to Italy, we learned how to ski.
- 5 ~~Once~~ **While** we were in Spain, we ate tapas.
- 6 ~~I am would be~~ **grateful** if you ~~reply to my~~ email.

Writing Help

Unit 3 Writing, WB pp.34–35

Writing reference, SB pp106–107

Unit review SB page 46

Grammar

- 1 Students find and correct the errors in the sentences. (6 marks)
- 1 What's the subject ~~who~~ **which / that** / – you enjoy most at school?
 - 2 Correct.
 - 3 Pedro Almodóvar is the director ~~which~~ **who / that** made the film *Volver*.
 - 4 The Microsoft Surface, which is a tablet computer, is fantastic.
 - 5 Pedro, ~~who~~ **whose** mother is Welsh, speaks English perfectly.
 - 6 June is the month ~~whose~~ **when** / – we do our exams.

Grammar Tip

As you check students' answers to exercise 1, you may need to remind them that in questions 1 and 6 it is possible to omit the relative pronoun as well as replace it. If necessary, encourage students to refer to the Grammar reference on pages 114–115.

2 Students choose the correct option to complete the sentences. (9 marks)

ANSWERS

- | | |
|--------|---------|
| 1 that | 6 where |
| 2 that | 7 who |
| 3 that | 8 that |
| 4 when | 9 which |
| 5 who | |

Vocabulary

- 3 Students choose the best word from the box to complete the sentences. (7 marks)
- | | |
|--------------|-------------|
| 1 afraid | 5 good |
| 2 keep at | 6 different |
| 3 optimistic | 7 unsure |
| 4 keep up | |

4 Students choose the correct option to complete the sentences. (8 marks)

- | | |
|-------------|--------------------|
| 1 keep out | 5 worried about |
| 2 proud of | 6 good at |
| 3 keep on | 7 optimistic about |
| 4 afraid of | 8 different from |

Writing

- 5 Students copy the essay into their notebooks, then find and correct the five errors. If necessary, you could offer clues to help them get started. (5 marks)
- 1 ~~On the one hand~~, when you live in a city, you can always find lots of things to do.
 - 2 ~~Exemple~~ **For example**, you can go shopping or watch films at the cinema.
 - 3 ~~Other hand~~ **On the other hand**, there are some disadvantages to living in a city.
 - 4 ~~Further~~ **Furthermore**, it can be very noisy.
 - 5 In ~~conclude~~ **conclusion**, cities and the countryside both have advantages and disadvantages.

Review Help

Unit 3 Cumulative review, WB p.37

Unit 3 Exam practice, WB p.38