Unit 9 Discussing Global and Local Issues

WARM-UP	Students talk about global challenges and complete a survey. They read an illustrated conversation modeling a discussion about political elections.	
LESSON 1 Agree and disagree politely	*Vocabulary*	Discussing controversial issues
	Grammar	Verbs followed by an object + an infinitive
LESSON 2 Ask about political views	*Vocabulary*	Political points of view
	Grammar	Non-count nouns that represent abstract ideas
	Pronunciation	Emphatic stress
LESSON 3 Debate different sides of an issue	*Vocabulary*	Political and governmental systems
	Listening skills	Understand point of view; Listen to summarize
LESSON 4 Discuss solutions to global and local problems	*Reading skills*	Understand from context; Paraphrase; Critical thinking
	Writing	Write about the solution to a global problem
INTERACTIVE COOL DOWN	*"On-the-Street" Interviews*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Have Ss describe what they think is happening in each of the photos. Ask Ss where they might see headlines like these. (in a newspaper or magazine, or on a news website)
- Point to the blue headings. Play the audio and have Ss listen and repeat. Elicit an example from history of each issue. For example: *War: the Second World War.*
- Read the questions in the directions. To model the activity, read the man's statement.
- In pairs, have Ss discuss the questions. Remind them to be respectful of each other's opinions.

TEACHING TIP The issues in this unit could be difficult for some Ss to discuss, or could cause disagreement amongst class members. Give Ss plenty of choice as to whether or not they want to discuss certain issues. Remind them that the main goal of the class is to practice speaking English, not to bring others around to their way of thinking. If specific issues are sensitive in the country where your Ss live, omit them from the discussion.

OPTION (+5 minutes) Newspaper headlines use their own grammar and words that Ss may not be familiar with. Have Ss look at each headline and identify which tense it uses. (all use simple present tense; *Twenty government officials charged . . .* uses the passive form)

LANGUAGE AND CULTURE News headlines often use the simple present tense even if they are describing events that happened in the past. The *Corruption* headline uses the present passive, but the verb *be* is omitted. This is a common way of using the passive voice in headlines, but it cannot be written this way anywhere else.

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Discussing Global and Local Issues

UNIT 9

Warm-Up

Which of the following issues do you think present the biggest global challenges? Which are the most urgent and important to solve?



In my opinion, poverty is the most important issue to solve right now. I think poverty makes some of the other issues worse.

PRONUNCIATION Listen and repeat.

WAR

UNITED NATIONS URGES TALKS TO END FIGHTING



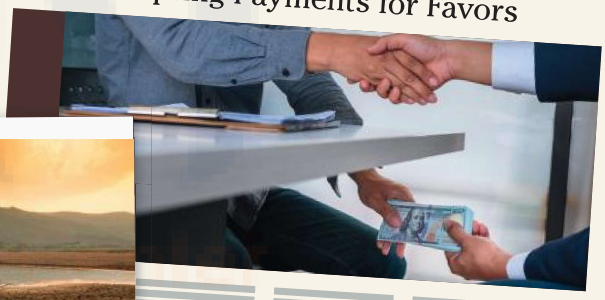
DRUG TRAFFICKING



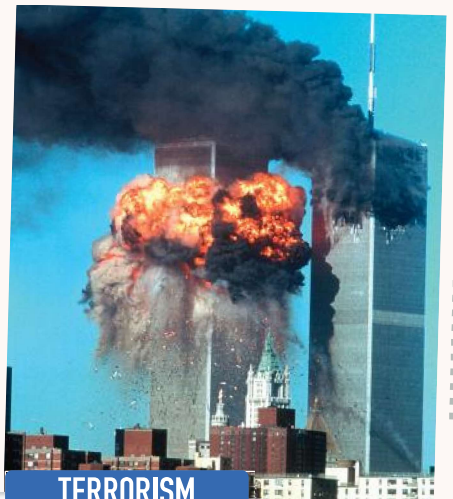
Government Leaders Discuss Plans to Stop Transport of Drugs

CORRUPTION

Twenty Government Officials Charged with Accepting Payments for Favors

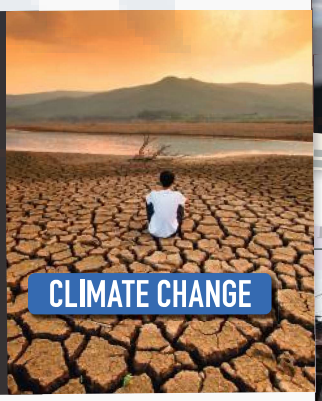


Terrorists Fly Two Planes into New York's World Trade Center



TERRORISM

United Nations meets to discuss effects of Global Warming



CLIMATE CHANGE



World Leaders Discuss Plans to Feed and House the Neediest

POVERTY

UNIT 9 COMMUNICATION GOALS

Lesson 1
Agree and disagree politely

Lesson 2
Ask about political views

Lesson 3
Debate different sides of an issue

Lesson 4
Discuss solutions to global and local problems

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A CONTROVERSIAL ISSUES | Complete the survey.

Check your opinion about each ISSUE.

CENSORSHIP

- ☐ It's always wrong.
- ☐ It's sometimes necessary.
- ☐ I have no opinion about it.



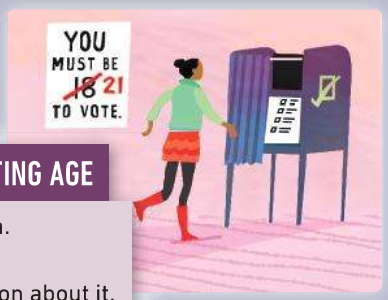
PROHIBITING SMOKING INDOORS

- ☐ It's a good idea.
- ☐ It's a bad idea.
- ☐ I have no opinion about it.



RAISING THE VOTING AGE

- ☐ It's a good idea.
- ☐ It's a bad idea.
- ☐ I have no opinion about it.



COMPULSORY MILITARY SERVICE

- ☐ It's necessary.
- ☐ It's not necessary.
- ☐ I have no opinion about it.





COMPULSORY VOTING

- ☐ It's a good idea.
- ☐ It's a bad idea.
- ☐ I have no opinion about it.

LOWERING THE DRIVING AGE

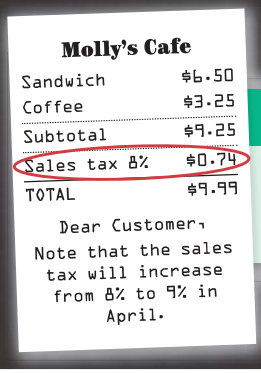
- ☐ It's a good idea.
- ☐ It's a bad idea.
- ☐ I have no opinion about it.





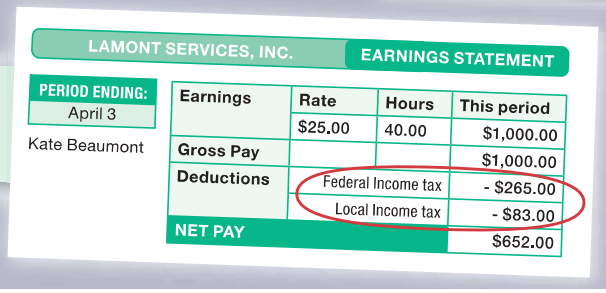
CAPITAL PUNISHMENT

- ☐ It's sometimes necessary.
- ☐ It's always wrong.
- ☐ I have no opinion about it.



RAISING TAXES

- ☐ It's never a good idea.
- ☐ It's sometimes a bad idea.
- ☐ I have no opinion about it.



B VOCABULARY | Controversial issues | Listen and repeat.

C PAIR WORK | Compare your opinions on the survey. Explain your responses.

I think censorship is sometimes necessary. Some books and ideas can be dangerous.

Really? I don't think ideas are ever dangerous. Censorship is always wrong.

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Topic Warm-Up

A CONTROVERSIAL ISSUES

Suggested time: 10 minutes | Your time:

- Give Ss time to look at the various pictures.
- Have Ss read the survey text and ask if they have any questions. To check comprehension, ask:
  If something is prohibited, *are we allowed or permitted to do it?* (no)
  If we raise *something, does it go up or down?* (up)
  If something is compulsory, *do we have to do it?* (yes)
  If we censor *a newspaper, can the newspaper write the whole truth?* (no)
  What is capital punishment? (punishing someone for committing a crime by putting them to death)
- Model the activity by pointing to the *Prohibiting Smoking Indoors* item. Say, *Hmm, prohibiting smoking indoors. Do I think it's a good idea or a bad idea? Actually, I have no opinion about it.* Show Ss as you check *I have no opinion about it*. Explain that Ss can also choose this option if they simply don't feel comfortable discussing the issue.
- Have Ss work individually to complete the survey.

TEACHING TIP If many of these issues are controversial in your class, give individual Ss the name of a well-known famous person. Have them imagine that they are this person when they answer the survey and when they discuss their answers in Exercise C with their partner. Point out that none of the opinions they express will be their own and therefore they can argue without fear of offending each other. You could employ this technique in other activities in the unit as appropriate.

LANGUAGE AND CULTURE *Prohibit* and *compulsory* are formal words that are used more frequently in writing than in speech. It is more common in spoken English to say that something is *not allowed* or that someone *can't* (*do something*) than that something is *prohibited*. It is also more common to say that someone *has to (do something)* than that something is *compulsory*.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio and have Ss listen and repeat the expressions.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- To model the discussion, read the example conversation with a higher-level S.
- In pairs, have Ss discuss their opinions. Monitor and listen to their ideas and check their pronunciation of the expressions in Exercise A.
- Invite volunteers to share their opinions with the class.

OPTION (+5 minutes) Pose additional questions to stimulate discussion. Write them on the board or, to save time, write them on a separate sheet of paper before class and make copies to distribute to Ss. For example, ask:
What can happen when people smoke indoors?
How important is it to know a lot about the candidates or issues before you vote? What happens when people who don't know much vote in elections?
What do people have to do when they do military service?
Are young people worse drivers than older people?
What does the government use tax money for?

OPTION (+5 minutes) For some of the less controversial issues, poll the class to see which issues they agree or disagree on and then present the findings on the board. For example, write: *Sixteen people think that prohibiting smoking indoors is a good idea, and three people think it's a bad idea.*

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Language Warm-Up

A ZOOM-IN

Suggested time: 5 minutes | Your time:

- Have Ss preview the illustrations and Marcela's first turn. Ask Ss to guess where the people are, what their relationship is to each other, and what they are talking about.
- Point out the note about accents. Ask Ss where Marcela might be from (Spain or a Latin American country) and where Jay is from (the U.S.).
- Play the audio and have Ss read along. To check comprehension, ask:
  Where is Marcela from? (Peru)
  What happens if you don't vote in Peru? (You have to pay a fine.)
  Does Marcela think this system works well? (She says it has pros and cons.)

LANGUAGE AND CULTURE

- In the U.S., voting is not compulsory. There has been a turnout of 50-60% of adults of voting age in recent presidential elections. There are 10 Latin American countries where voting is compulsory. Some of these countries don't enforce the rule, but in Peru there are heavy fines for not voting. Peru has had a turnout of between 80 and 90% in recent presidential elections.
- Local elections in the U.S. are for choosing county and city government positions, such as sheriffs and mayors. Sometimes these elections are held at the same time as other bigger elections to increase voter turnout.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Have Ss locate the underlined expression in the conversation. Say, *Do you think Marcela can vote in the U.S.?* (It's possible, but probably not if she is a Peruvian citizen and seems not to know much about U.S. elections.) *So, is it likely that she wants to know how to vote?* (No. She wants more information.)
- Have Ss work individually to find the remaining expressions and read them in context.
- Have Ss work in pairs to complete the sentences.
- Bring the class together and go over the answers.

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss look at page 98 and choose an issue to ask questions about.
- Model the discussion by reading the example. Remind Ss that they are pretending to be visitors to their country, so they can ask questions they already know the answers to.
- Have Ss work individually to write down their questions. Monitor and assist as needed.
- In pairs, have Ss take turns asking and answering their questions.

OPTION If Ss have questions that their partner can't answer, have them research the answers on their phones.

OPTION (+5 minutes) To stimulate further discussion, write guiding questions about the different issues on the board. For example, for voting, write:
How often are there elections in your country?
Do you have to vote for a person or for a political party?
Is voting compulsory in your country?
Have Ss discuss the questions in groups or as a class.

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Language Warm-Up

A ZOOM-IN | Read and listen to the conversation. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Marcela = Spanish
Jay = American English (standard)





Marcela: Jay, I've got a question about politics for you. . . . Isn't there an election coming up this month?

Jay: Yes, there is. We've got local elections in two weeks.

Marcela: So how does that work? Does everyone have to vote?

Jay: Not at all. You have to be 18 to vote, but it's up to you whether or not you do. Isn't it the same in Peru?

Marcela: Actually, no. Voting is compulsory there.

Jay: Really? What does that mean exactly?

Marcela: It means the government requires everyone over 21 to vote. If you don't, you have to pay a fine.

Jay: You have to vote no matter what?

Marcela: Well, there are exceptions, of course, like if you're sick or if there's been a death in the family.

Jay: Wow, interesting. I wonder if we should try something like that here.

Marcela: Maybe. But there are both pros and cons to it.

Jay: Like what?

Marcela: Well, on the plus side, many people take their responsibility more seriously. But on the other hand, who wants the government to tell you what to do? I've heard that a lot of people show up to vote, but they don't write anything on their ballots.

Jay: Wow! It never occurred to me anyone would do that! I guess there's more to it than meets the eye.

Marcela: That's true.

B UNDERSTAND FROM CONTEXT | With a partner, complete each statement.

1 When Marcela asks, "How does that work?" she means she ..... .
(a) wants more information b wants to know how to vote

2 If "something is up to you," you ..... .
(a) are free to make your own choice b must do it

3 If you have to do something "no matter what," it means you ..... .
a don't have to in certain circumstances (b) have no choice in the matter

4 When Marcela says there are both "pros and cons" to compulsory voting, she means ..... .
a it's always a good idea (b) it causes both positive and negative results

5 You say, "On the plus side," to introduce an argument ..... .
(a) for something b against something

6 If something "never occurred to you," it means you never ..... .
(a) thought about it b understood it

7 When "there's more to something than meets the eye," it means it may be ..... .
(a) more complicated than you had imagined b difficult to meet people

SPEAKING PAIR WORK | Imagine one of you is a visitor to your country. Choose one of the issues on page 98 and ask about how things work.

"I've got a question for you. . . . Isn't voting compulsory here?"

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1 COMMUNICATION GOAL Agree and disagree politely

A VOCABULARY | Discussing controversial issues | Read and listen. Then listen again and repeat.

"**I'm in favor of** compulsory military service. I think it's a good idea."

STATING A POSITION

pro	con
• I'm in favor of ___ .	• I'm not in favor of ___ .
• I'm for ___ .	• I'm against ___ .

AGREEING



- I agree with you on that one.
- I'm with you on that.
- I couldn't agree more.
- Actually, that's exactly what I think.
- I couldn't have said it better myself.

DISAGREEING



- To be honest, I have to disagree.
- No offense, but I just don't agree.
- Actually, I'm afraid I don't agree.
- I'm really not sure I agree.
- I guess we'll have to agree to disagree.

B ACTIVATE VOCABULARY | With a partner, take turns stating a position on an issue in the Topic Warm-Up survey on page 98. The other partner agrees or disagrees politely.

COACH **C** GRAMMAR | Verbs followed by an object + an infinitive

Remember: Certain verbs can be followed directly by an infinitive.
Everyone **deserves to have** a happy life.

However, these verbs must have an object before the infinitive.

advise	cause	encourage	invite	persuade	remind	tell	warn
allow	convince	force	order	permit	require	urge	

	object	infinitive
She **urged**	**her friends**	**to vote**.
They **didn't allow**	**them**	**to take** photos.
The president **convinced**	**the company**	**not to move** abroad.

The following verbs can be followed by an object + an infinitive OR just an infinitive:
ask, expect, need, promise, and want.
They **asked to see** my passport. I **asked them to explain** why.

Be careful!
These verbs can be followed directly by an infinitive. But don't use an object before the infinitive:

agree	deserve	plan
appear	hope	pretend
can't afford	learn	refuse
can't wait	manage	seem
decide	offer	

GRAMMAR EXPANDER p. 139
- Infinitives and gerunds (review)
- Infinitives: passive forms

D GRAMMAR PRACTICE | Circle the correct word or phrase.

1 I don't think we should (allow / refuse) anyone to vote until he or she is 21 years old.
2 Do you think we need to (offer / encourage) young people to serve in the military?
3 The article (caused us / caused) to think about what we could do about poverty.
4 Does anyone believe that the government will (permit / decide) teens to drive?
5 We (urge / urge everyone) to write their local government officials about lowering taxes.

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LESSON 1 Agree and disagree politely

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Point out that when people discuss controversial issues, they need to state their position or say what they think about the issue being discussed. Read the example statement starting with *I'm in favor of. . . .* Point to the **Stating a Position** box, play the first part of the audio, and have Ss read and listen, and then listen and repeat.
- Direct Ss' attention to the **Agreeing** and **Disagreeing** boxes. Explain that the expressions in these boxes can be used to politely agree or disagree with someone who has stated his or her position. Play the rest of the audio and have Ss read and listen, and then listen and repeat.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss choose one issue from page 98. Encourage them to choose a different one than the one they chose in the Speaking exercise on page 99.
- Have Ss work individually to write a sentence stating their position on the issue.
- In pairs, have Ss take turns stating their position on their issue and agreeing or disagreeing with their partner, using the language in Exercise A. Monitor and assist as needed.
- Encourage fast finishers to choose more issues from page 98 to discuss.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first two rules and examples in the grammar chart (up to *The following verbs . . .*).
- To check comprehension, write on the board:
  1. I agreed to plan the party.
  2. Max didn't advise him to stay at home.
  3. I reminded them not to be late.
  4. I decided to finish the project.
  Ask, *Which verbs are followed directly by an infinitive?* (agreed, decided) *Which verbs are followed by an object before an infinitive?* (didn't advise, reminded)
- Point to item 2 on the board. Write next to it: *Max advised him not to stay at home.* Say, *These two sentences are both negative. What's the difference between them?* (In the first sentence, Max did not advise. In the second sentence, Max advised, but he advised someone not to stay at home.) Say, *Make sure you make the correct verb negative to convey the meaning you want.* Invite a volunteer to come to the board and make items 1 and 4 negative in two different ways. (1. I didn't agree to plan the party. I agreed not to plan the party. 4. I didn't decide to finish the project. I decided not to finish the project.) Make sure Ss place *not* before *to* when the second verb is negative; *not* cannot split an infinitive.
- Have Ss read the final rule and examples. Copy the examples on the board. Circle the word *passport.* Say, *If the noun,* passport, *is the object of the sentence, we don't need to add an object before the infinitive. In the second example, we need to add an object,* them, *before the infinitive.*
- Remind Ss that *would like* can also be followed by (object) + an infinitive. For example: *I'd like you to be here early. I'd like to have coffee.*
- Have Ss study the lists of verbs and the **Be careful!** box. Then, on the board, draw a chart with three columns with the heads:
  VERB + INFINITIVE
  VERB + OBJECT + INFINITIVE
  VERB + (OBJECT) + INFINITIVE
  Elicit verbs to complete each column. Have Ss copy the chart in their notebooks.

GRAMMAR EXPANDER (optional, pages T139-140)

TEACHING TIP In the verb + object + infinitive structure, learners across all language backgrounds often make mistakes with the verbs *advise*, *allow*, and *permit.* (For example: *I advise to go to the doctor.*) Watch out for these common errors.

D GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Point out that Ss need to choose the verb based on whether or not it has an object after it, and not based on the meaning of the verb.
- Do item 1 with the class as an example. Point to the words *anyone to vote.* Ask, *Is this an infinitive, or an object + infinitive?* (object + infinitive) *Which verb,* allow *or* refuse, *can be followed by object + infinitive?* (allow)
- Have Ss work individually to complete the exercise.
- In pairs, have Ss compare answers. Encourage them to use the information in the grammar chart to explain their answers to their partner.
- Go over the answers with the class.

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E INTEGRATED PRACTICE

Suggested time: 8 minutes | Your time:

- Do item 1 with the class as an example. Play the audio, pausing after item 1. Ask, *Do the speakers agree or disagree?* (agree) *Which words in the conversation helped you to decide the answer?* (I couldn't agree more.) *Does the verb* allow *need to be followed by an infinitive or an object + infinitive?* (infinitive) *OK, so what should the government allow eighteen-year-olds to do?* (to vote)
- Play the rest of the audio. Pause after each item to give Ss time to write their answers.
- In pairs, have Ss compare their answers. Play the audio again if appropriate.
- Go over the answers with the class. If appropriate, refer them to the grammar box on page 100.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Buy time to construct an answer to a personal question with *Me?*
- Reveal a personal view with *To be honest, . . .*
- Soften a statement of strong opinion with *I have to disagree* or *I'm not sure I agree.*
- Begin a statement of strong opinion with *In my view, . . .*
- Soften a statement of disagreement with *Do you think so?*

- Draw Ss' attention to the photo and ask if Ss think the women are agreeing or disagreeing.
- Have Ss listen and read the Conversation Model. To check comprehension, ask:
  Do the women agree about the right age for starting to vote? (no)
  Do they argue about it or speak to each other in a rude way? (no)
- Have Ss identify an example of a verb followed by object + infinitive in the conversation.
- Call Ss' attention to the **Social language** box and read the sentence, modeling rising intonation for the question. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation and make sure they use rising intonation for *Do you think so?*

C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit they will need to use in this conversation. (the controversial issues vocabulary on page 98, the discussing controversial issues vocabulary on page 100, Exercise A on this page, and the **Social language** box)
- Have Ss look at the **Ideas** box. Refer Ss to the grammar box on page 100 to decide if the verbs in the list are followed by an infinitive or an object + infinitive. (*Allow*, *permit*, and *encourage* need an object before the infinitive. *Deserve* and *agree* are followed by an infinitive. *Expect* could be either.) Encourage Ss to use these phrases in their conversations.
- Model the conversation with a higher-level S.
- Give Ss a couple of minutes to choose their issue. Then, in pairs, have Ss role-play their conversations. Remind them to switch roles.
- Go over the ideas in the **Keep Talking!** box and show the video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ being polite when they disagree
- ✓ using vocabulary about controversial issues
- ✓ using an infinitive or an object + infinitive after the correct verbs

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write a short paragraph giving their own opinion and an opposing opinion on one of the issues they discussed in the lesson. For example: *I'm for compulsory voting because I think it would be good for democracy. But some people think that refusing to vote is also a way of expressing our views.* Collect answers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar and speaking practice in their digital resources.

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E INTEGRATED PRACTICE | Listen to each conversation and circle agree or disagree. Then complete each statement, using an object and an infinitive.

1 They (agree / disagree) about whether the government should allow *eighteen-year-olds to vote* (eighteen-year-olds / vote) in elections.

2 They (agree / disagree) about whether it's OK for the government to tell *people not to smoke* (people / not smoke) in restaurants.

3 They (agree / disagree) about whether the law should permit *young people to drive* (young people / drive) before they're 21 years old.

4 They (agree / disagree) about whether someone should warn *parents to be* (parents / be) more careful.

5 They (agree / disagree) about whether to urge *people not to pay* (people / not pay) their taxes.

COMMUNICATION ACTIVATOR

Now let's agree and disagree politely.



A CONVERSATION MODEL | Read and listen.

A: Are you for or against lowering the voting age to 16?
B: I'm against it. I don't think it's a good idea.
A: Really? How come?
B: Well, in my opinion, we can't expect teenagers to be able to make important decisions. What do you think?
A: Me? To be honest, I have to disagree. I think most sixteen-year-olds have a good handle on how important voting is. In my view, they're ready to vote.
B: Do you think so? I'm not sure I agree.

Social language
To soften a statement of disagreement, say:
Do you think so?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation to discuss other issues. Use the ones on page 98 or your own ideas. Agree and disagree politely. Then change roles.

A: Are you for or against ..... ?
B: I'm ..... . I ..... it's a(n) ..... idea.
A: Really? How come?
B: Well, in my opinion, ... What do you think?
A: Me? ..... . In my view, ...
B: ....

KEEP TALKING! ●●●
- Ask your partner's opinion of more issues.
- Offer other arguments to support your opinion.

Watch the video for ideas!

Ideas
We should allow ___ .
We can't permit ___ .
They shouldn't expect ___ .
They don't deserve ___ .
I wouldn't encourage ___ .
If they agree ___ .

D CHANGE PARTNERS | Change the conversation again.

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2 COMMUNICATION GOAL Ask about political views

A VOCABULARY | Political points of view | Read and listen. Then listen again and repeat.

conservative *adj.* generally against changes to political, social, or religious customs and traditions — **a conservative** *n.*

liberal *adj.* generally in favor of changes to political, social, and religious customs and traditions — **a liberal** *n.*

independent *adj.* not committed to any particular political view — **an independent** *n.*

moderate *adj.* generally in favor of ideas that most people see as neither too liberal nor too conservative — **a moderate** *n.*

radical *adj.* having extreme political, social, or religious ideas and beliefs — **a radical** *n.*

B ACTIVATE VOCABULARY | Listen to each conversation. Complete the statements.

1	The woman thinks the man's views are too	a liberal	b conservative	(c) radical
2	The woman thinks her views are more ..... than the man's.	a liberal	b conservative	(c) moderate
3	The man thinks the woman's views are way too	a liberal	(b) conservative	c moderate
4	The woman thinks the man's views are pretty	(a) liberal	b moderate	c conservative
5	Compared to the man, the woman is more	a radical	b conservative	(c) independent

COACH

C GRAMMAR | Non-count nouns that represent abstract ideas

Nouns that represent abstract ideas are always non-count nouns.

advice	education	information	peace	success	war
corruption	equality	life	politics	terrorism	work
crime	health	patience	poverty	time	

GRAMMAR EXPANDER p. 140
- Count and non-count nouns (review and expansion)

Remember: A non-count noun is not singular or plural. Don't use a / an or the.

Politics interests me.
Don't say: Politics ~~interest~~ me.
Don't say: ~~The politics~~ interests me.

Poverty is a global problem.
Don't say: ~~Poverties are~~ a global problem.
Don't say: ~~A poverty~~ is a global problem.

D GRAMMAR PRACTICE | Correct one or more errors in each statement.

1 Drugs are causing an increase in ~~the crime~~ crime.
2 More people are living in ~~the~~ poverty now because they can't find ~~works~~ work.
3 ~~Educations are~~ Education is important for everyone.
4 I hope the new government can establish ~~the~~ peace.
5 You can find a lot of ~~the informations~~ information online about ~~the~~ politics.

E GRAMMAR PRACTICE | Circle the correct form of the nouns and verbs.

Experts from the State University presented their ideas for improving the system of (① education / the education) in a live debate. George Marion, professor of political science, argued that the government needs to address the causes of (② poverty / the poverty). He suggested a radical approach in which the government would greatly increase spending on (③ healths / health) and job creation. In response, professor of sociology Carrie David took a more conservative position. Her (④ advice / advices) (⑤ was / were) to continue with the way things have been done successfully in the past. However, Noor Hamadi, professor of economics, made the case that David's conservative position has not resulted in any progress. She urged government officials to keep sharing (⑥ information / informations) until new solutions could be found. She said, "(⑦ Politics / The politics) (⑧ has / have) no place in this discussion."

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LESSON 2 Ask about political views

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Ask Ss to listen and read the vocabulary. Then have them listen and repeat.
- Point out that these vocabulary words can be both adjectives and nouns. For example: *She has radical views. She's a radical.*
- If appropriate, to confirm understanding, elicit examples of political parties or famous people for each vocabulary word. (For example: *Boris Johnson is a conservative.*)

LANGUAGE AND CULTURE *Left-wing* and *right-wing* are also common ways to describe political beliefs. Conservatives are right-wing and liberals are left-wing. Radicals can be on either end of the political spectrum. Moderates are in the center.

OPTION Explain the dictionary style of these entries. Ask, *How are dictionary definitions laid out? What information do they give us?* (word form, meaning, other forms of the word) Elicit the meaning of *adj.* and *n.* (adj. = adjective, n. = noun) Ask, *In a dictionary, what other abbreviations are used for other types of words?* (v. = verb, etc.) Point out the definitions on the page. Ask, *What comes after each definition?* (a different form of the word—in each of these cases, a noun)

B ACTIVATE VOCABULARY

Suggested time: 6 minutes | Your time:

- Tell Ss to read the items carefully to identify which person's opinions they are evaluating as they listen.
- Play the audio and have Ss focus on identifying the topic the people are discussing. Pause after each conversation to elicit the topic. (1. poverty; 2. corruption; 3. military spending; 4. drug trafficking; 5. elections)
- Play the audio again and have Ss circle the correct answer for each statement. If appropriate, pause the audio after each conversation.
- Go over the answers with the class. Ask Ss to give reasons for their answers.
- Point out how the speaker in conversation 5 asks permission before asking a question about politics: *Do you mind if I ask you . . . ?* Explain that it's always a good idea to ask permission before asking someone a sensitive question.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- To draw on Ss' prior knowledge, elicit non-count nouns they already know and write them on the board. (For example: butter, money, bread, love) Ask, *Do these nouns have a plural form?* (no) *Do they need singular or plural verbs?* (singular)
- Have Ss read the rule and the list of nouns in the grammar chart. Say, Concrete nouns *are physical things we can touch, such as a table or a chair.* Abstract nouns *are ideas or concepts.* Write the terms on the board, adding a few examples next to each.
- Point out that although the word *politics* looks like a plural noun, it is a non-count noun and does not have a plural form.
- Have Ss read the correct and incorrect examples in the **Remember** box. Have them explain what is wrong with each incorrect answer. (Non-count nouns must take singular verbs. They don't have *a(n)* or *the* in front of them.)
- To check understanding, have Ss write three simple sentences with nouns from the box. Have a few volunteers share their sentences with the class.

GRAMMAR EXPANDER (optional, pages T140-141)

LANGUAGE AND CULTURE Some nouns can function as a non-count abstract idea or as a count noun. For example:
War is always painful. It was a long war.
Crime doesn't pay. His crimes were terrible.

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- To model the activity, go over the sample answer. Ask, *Why can't we say* the crime? (Because in this sentence, *crime* is a non-count noun, so we don't use *the* in front of it.)
- Point out that some sentences have more than one error.
- Have Ss work individually to complete the exercise.
- In pairs, have Ss compare answers. Then go over the answers with the class. Ask volunteers to identify the errors they found and explain their corrections.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Elicit the answer and have Ss explain why it is correct. (*Education* is a non-count noun, so we don't use an article in front of it.)
- Have Ss work individually to complete the exercise. Monitor and assist as needed. If appropriate, refer Ss back to Exercise C.
- In pairs, have Ss compare answers. Then go over the answers with the class. Ask volunteers to explain their answers.

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F PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss read the directions. Then play the audio as Ss listen and read. Ask Ss what the stress is emphasizing in each item. (1. expressing surprise the person is a liberal; 2, 3, and 4: correcting and using emphasis to show the right person)
- Play the audio again and have Ss listen and repeat.

EXTENSION (+3 minutes) To confirm understanding, read these sentences and elicit the meaning that the stress is emphasizing:

1. *Are you a conSERvative? I thought I saw you at the liberal rally last week.* (expresses surprise that the person is conservative)
2. *A: Is your daughter a MODerate?*
   B: No, I'M a moderate. SHE'S a liberal. (corrects information)

G PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss practice the conversations in Exercise F.
- Monitor and listen for emphatic stress. Model the correct pronunciation if necessary.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Respond willingly to *Would you mind . . . ?* or *I hope you don't mind* with *Not at all.*
- Soften a refusal with *Actually, as a general rule, . . .*
- Say *I hope you don't mind* when refusing to answer a question

- Tell Ss that in the first conversation, the people are OK with discussing politics. In the second conversation, Speaker B prefers not to discuss politics.
- Have Ss read and listen to the conversations. To check comprehension, ask:
  What does the woman want to know? (the man's political views)
  Which response shows he is happy to talk about this subject? (Not at all.)
  Which response shows he doesn't want to talk about it? (Actually, as a general rule . . .)
- Have Ss identify words related to politics and one non-count noun in the conversation.
- Have Ss read the **Social language** box. Write on the board: *no ta tall*. Point out how the the /t/ sound at the end of each word gets linked to the vowel sound at the beginning of the next word. Say, *Not at all*, using a friendly and encouraging tone and linking the words. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss repeat each line.
- Monitor as Ss practice the conversation with a partner, making sure they say the expression *Not at all* correctly.

C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit they will need to use in this conversation. (the vocabulary on page 102, Exercises A and B on this page) Have Ss read the **Recycle This Language** box and elicit where each expression could be used in the Conversation Model.
- Model the exchange with a higher-level S.
- In pairs, have Ss role-play their conversations. Monitor and assist as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play another version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ responding willingly or refusing politely to talk about political issues
- ✓ using emphatic stress where appropriate
- ✓ using the vocabulary from the unit

CLOSURE ACTIVITY (+10 minutes) Have Ss take out a sheet of paper. Tell them to write a few sentences about a famous person who has strong political views. (Suggest a few names if appropriate.) They can explain how the person shows his or her views and, if they want to, their own opinion of the views. For example: *Beyoncé is a liberal. She believes that women and people of different races should have more power and success in society. I think she has some good ideas.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, pronunciation, and speaking practice in their digital resources.

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COACH

F PRONUNCIATION | Emphatic stress | Use stress in a sentence to emphasize meaning. Read and listen. Then listen again and repeat.

1 **A:** Are you a **LIB**eral?
B: No. I'm more of a con**SERV**ative.

2 **A:** Is your **SON** a liberal?
B: No. **HE'S** a conservative. **I'M** a liberal.

3 **A:** Is **JACK'S** wife a liberal?
B: No. **MATT'S** wife's a liberal.

4 **A:** Are your **PAR**ents conservatives?
B: No. My **GRAND**parents are conservatives.

G PAIR WORK | Take turns practicing the statements in Exercise F.

COMMUNICATION ACTIVATOR

Now let's ask about political views.



A CONVERSATION MODEL | Read and listen.

A: Would you mind if I asked you a political question?
B: Not at all. What would you like to know?
A: Well, would you say you're more liberal or conservative?
B: That depends. I'm pretty independent as a general rule. What about you?
A: I guess I'd call myself a liberal.

If you'd prefer not to discuss politics . . .
A: Would you mind if I asked you a political question?
B: Actually, as a general rule, I prefer not to get into politics. I hope you don't mind.
A: Not at all. That's why I asked.

Social language
To respond willingly to "Would you mind" or "I hope you don't mind," say:
Not at all.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation, asking a different political question. Start like this:

A: Would you mind if I asked you a political question?
B: ....

KEEP TALKING! ●●●

Ask about specific issues.
Would it be OK if I asked another question?
Are you [in favor of / for / against] ___ ?

Watch the video for ideas!

RECYCLE THIS LANGUAGE
- Would it be [terrible / a problem / offensive / a bad idea] if . . .
- Of course not. / No problem. / Shoot.
- I think [liberals] have [good] ideas.
- best / worst / old / new / most interesting / smartest / etc.

D CHANGE PARTNERS | Change the conversation again.

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3 COMMUNICATION GOAL Debate different sides of an issue

A PAIR WORK | Check the correct term for each definition. Then look at the answers.



Are you politically literate?

COMPLETE THE QUIZ!

1 A group of people and institutions that make decisions and enact laws
☐ a government ☐ a constitution

2 A set of basic laws and principles that govern a country and cannot be easily changed
☐ politics ☐ a constitution

3 A group that represents a particular set of political views
☐ a party ☐ a legislature

4 A part of government that writes and passes laws
☐ a legislature ☐ a representative

5 An opportunity to choose—or vote for—people to serve in government positions
☐ an election ☐ a government

6 A member of a legislature, usually representing a particular party
☐ a government
☐ a representative

7 A country in which a king or queen has a role in the government
☐ a monarchy ☐ a legislature

8 A country in which its citizens vote to elect their government officials
☐ a democracy ☐ a monarchy

9 A country in which a leader or political party has complete power
☐ a dictatorship ☐ a democracy

10 A decision by a small group of government officials or the military to take control of the government without elections
☐ a legislature ☐ a coup



Answer key
1 a government 2 a constitution 3 a party 4 a legislature 5 an election
6 a representative 7 a monarchy 8 a democracy 9 a dictatorship 10 a coup

B VOCABULARY | Political and governmental systems | Read and listen. Then listen again and repeat.

a constitution	a democracy	an election	a legislature	a party
a coup	a dictatorship	a government	a monarchy	a representative

C ACTIVATE VOCABULARY | Complete the statements with the Vocabulary.

1 According to the laws and principles of our country's *constitution*, the state collects taxes to support our *government*.
2 Because corruption had gotten so out of control, the government was taken over in a non-violent *coup*. The military ran the country as a(n) *dictatorship* with no voting, led by a high-ranking army general until new elections could be held and a(n) *democracy* could be restored.
3 A(n) *election* is held every four years to select thirty *representatives* to serve in the country's *legislature* and make new laws.

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LESSON 3 Debate different sides of an issue

A PAIR WORK

Suggested time: 6 minutes | Your time:

- Read the title of the quiz. Elicit the meaning of *politically literate.* (able to understand different political terms and how politics works in general)
- Point to the photo of Queen Elizabeth II and elicit who she is. Point to the photo of the woman voting and elicit what she is doing.
- Tell Ss to cover up the answer key at the bottom of the quiz. Then give them time to read through the quiz. Explain that the point is to see which words Ss already understand. If they don't know what a word means, they should guess.
- In pairs, have Ss work together to discuss their answers and complete the quiz.
- After Ss have finished, have them check the answer key and share with the class how many answers they got right.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and read the vocabulary words, which are from the quiz. Then have them listen and repeat.
- To check comprehension, form pairs. Have Student B cover up Exercise A with a piece of paper. Student A reads a definition from the quiz, and Student B matches it with a vocabulary word from the box. Then Ss switch roles. Point out that Ss don't need to give the complete definition from the quiz. For example:
  Student A: A country that is ruled by a king or queen.
  Student B: A monarchy.

EXTENSION (+5 minutes) Play a memory game with the class. Have Ss look back at the quiz for 1 minute. Then ask these questions and elicit the answers:
Which three words are systems of government? (democracy, dictatorship, monarchy)
Which two words are people or a group of people involved in politics or government? (party, representative)
Which word means a set of laws? (constitution)
Which word means an event where people vote? (election)
Which word is something unexpected that could lead to a change in government? (coup)

C ACTIVATE VOCABULARY

Suggested time: 8 minutes | Your time:

- Have Ss read through the sentences. Point out that when they complete the sentences, they don't need to use an article with the vocabulary.
- Have Ss work individually to complete the sentences and then compare answers in pairs.
- Go over the answers with the class.

OPTION (+5 minutes) Write on the board:
Can you name a country that . . .
is a monarchy?
is a democracy?
is a dictatorship?
has had a coup in recent years?
Elicit answers and, if appropriate, share with the class the information from the Language and Culture note below.

LANGUAGE AND CULTURE

- Examples of constitutional monarchies are the U.K., Denmark, and Japan. In these countries, the monarch plays a representative role and has limited political power. Some other countries have stronger monarchies, such as Brunei and Thailand. In these countries, the monarch makes many political decisions in the country.
- Many countries around the world are democracies. According to the Democracy Index compiled by the Economist Intelligence Unit (EIU), the countries with the strongest democracies are Norway, Iceland, and Sweden.
- Examples of dictatorships are North Korea and Syria.
- A famous coup took place in Spain in 1936 when General Francisco Franco took over the government.

EXTENSION (+10 minutes) In pairs, have Ss plan and write a short paragraph about the system of government in their own country, using the relevant words in Exercise B.

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D UNDERSTAND POINT OF VIEW

Suggested time: 8 minutes | Your time:

- Have Ss read the directions and the speakers' statements. Ask Ss what political systems are mentioned. (dictatorship, democracy)
- Say, *A debate usually starts with a statement or question. What is this debate about?* Play the beginning of the audio and pause before Paula Green starts speaking. Elicit the answer (Is a dictatorship sometimes necessary?)
- Play the rest of the audio and ask Ss to guess how each speaker would answer this question. (Paula Green: yes; Lance Bateman: no)
- Tell Ss to choose two statements for each speaker. Have them identify which sentences are pro-dictatorship and which are pro-democracy.
- Play the audio again and have Ss check their answers.
- In pairs, have Ss compare their answers.

E LISTEN TO SUMMARIZE

Suggested time: 8 minutes | Your time:

- In pairs, have Ss say what they remember about each speaker.
- Have Ss listen to the audio again and make notes on the arguments each person gives for and against the two types of government.
- Have Ss work individually to write their six sentences. If appropriate, replay the audio.
- In pairs, have Ss compare their summaries.

Possible answer for Exercise E

Green believes that sometimes a period of dictatorship is necessary before a democracy can be formed. She argues that dictatorships can work more quickly than democracies and therefore help to end conflict or respond to disasters more swiftly. She explains that elections can be expensive and that the change in political views among elected officials can cause social instability. Bateman disagrees that dictators will act in the people's best interests because dictatorships often lead to corruption. He argues that democracies can act, and have acted, quickly when necessary. He emphasizes the importance of people being able to choose their own representatives who respect and protect their rights.

F DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the directions. Model the activity. For example, say, *I agree more with Lance Bateman, but I think the point that Paula Green made about a dictatorship being able to make quick decisions is a good one.*
- In pairs, have Ss share their opinions of the debaters' arguments.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Direct Ss' attention to the **Some issues to debate** box. Ask Ss to think of more issues they could debate as you copy the ideas in the box on the board.
- Read each issue on the board and have Ss vote for it by raising their hands. Write the number of votes next to each issue. Then underline the issues with the most votes and label them *1* and *2*.
- In pairs, have Ss write the two issues in their charts and plan their arguments for and against them.

B DEBATE

Suggested time: 15 minutes | Your time:

- Say, *Let's get ready for our first debate which will be over Issue #1.* Have Ss read the **Recycle This Language** box. Remind Ss that in debates, it's important to state your position clearly and agree and disagree politely with others' positions.
- Divide the class into two teams. Tell the teams which side of the debate they will take. Give team members time to compare their lists in Exercise A for this issue and choose the best arguments to make. Have them decide who will say each idea.
- Say, *I am the moderator of the debate. If you want to speak, please raise your hand and wait. Please argue politely and respectfully.* Then read the issue for debate and choose one team to start.
- Have Ss take turns presenting their arguments and responding to each other's arguments. Ensure that all Ss have a chance to speak. When Ss disagree with a position, encourage them to explain why.
- Have Ss work in pairs to discuss which Ss made good points in the debate, who argued using polite language, and which Ss spoke loudly and clearly.
- Repeat the steps above for Issue #2.

TEACHING TIP Debates can be difficult to organize in larger classes. If necessary, split the class into smaller groups and appoint a higher-level S as the moderator of each debate.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ stating their position
✓ agreeing and disagreeing politely
✓ using vocabulary from the unit

CLOSURE ACTIVITY (+5 minutes) On a blank card, have Ss write one good argument they heard from each side during the debate. Collect the cards and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary and reading practice in their digital resources.

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D UNDERSTAND POINT OF VIEW Listen to the debate. Then listen again and check the two statements that express the point of view of each of the speakers.

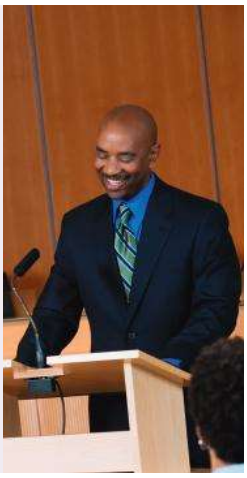


Paula Green

- [x] Democracy makes it more difficult to make important decisions quickly.
- [ ] In a dictatorship, the cost of elections makes economic development more difficult.
- [x] A dictatorship can be trusted to make decisions for the good of the country's citizens.
- [ ] Elections cause people to work together peacefully to solve the country's problems.

Lance Bateman

- [ ] In a dictatorship, decisions are easily made for the good of the country's citizens.
- [x] Democracies can be trusted even more than dictatorships to make right decisions for the good of a country.
- [x] We should be happy to spend money on electing representatives to serve in a legislature.
- [ ] A dictatorship works best when citizens listen to each other's views and work together.



E LISTEN TO SUMMARIZE On a separate sheet of paper, summarize Green and Bateman's arguments for and against the debate topic in three sentences each—a total of six sentences.

See page T105 for a possible answer.

F DISCUSSION | Whose point of view do you agree with more? Did either debater make any good points? Explain your reasons.

COMMUNICATION ACTIVATOR

Now let's debate different sides of an issue.

A TALKING POINTS | As a class, vote for two issues to debate. Then, with a partner, write arguments in favor (pro) and against (con).

Issue #1:

Arguments in favor	Arguments against

Issue #2:

Arguments in favor	Arguments against

Some issues to debate

- Monarchies have some important advantages.
- Drivers who text while driving should be punished.
- A military coup is sometimes necessary.
- Corruption can only be stopped in a democracy.
- Your own idea: ___

B DEBATE | Choose an issue from Talking Points. One team argues in favor and the other team argues against. Take turns presenting your team's position and supporting arguments. Agree and disagree politely. Then debate the second issue your class chose.

RECYCLE THIS LANGUAGE

Stating a position
I'm [in favor of / not in favor of] ___ .
I'm [for / against] ___ .
I think ___ is a(n) ___ idea.
On the plus side, ___ .
But on the other hand, ___ .

Agreeing
I agree with you on that one.
I'm with you on that.
I couldn't agree more.
That's exactly what I think.
I couldn't have said it better myself.

Disagreeing
I have to disagree.
No offense, but I just don't agree.
I'm afraid I don't agree.
I'm really not sure I agree.
I guess we'll have to agree to disagree.

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4 COMMUNICATION GOAL

Discuss solutions to global and local problems

A READING | Read the on-the-street interviews. Whose views are the closest to your own?

Q: WHAT DO YOU THINK IS THE BIGGEST GLOBAL CHALLENGE THAT THE WORLD IS FACING TODAY?

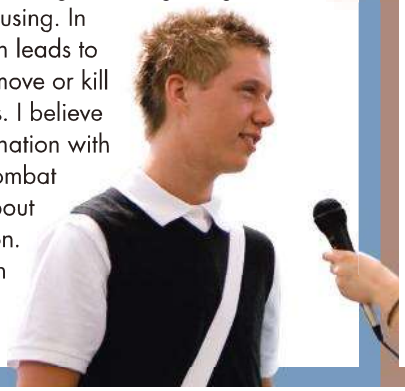
Oh, that's easy: climate change. Scientists all say that it's the number one issue today—and I couldn't agree more. The problem is that, for the last century, human activity has caused the earth to get warmer. They say there's going to be terrible flooding, which will force whole populations of people to have to move. This will have an awful impact, politically and economically. We're already seeing an increase in disasters, from forest fires to hurricanes. If something isn't done, many animals and plants are going to disappear. I know some people think climate change isn't a real threat. But I'm afraid I disagree. In my opinion, this is something that the governments of all the world's countries need to work on together to solve. No one can solve this problem alone.



The biggest challenge? I think it's poverty. I've heard that more than 1.2 billion people in the world live on less than US $1.25 a day. I find that shocking. Children go hungry and are denied a basic education and health care. In many places, corruption at the government level makes the powerful richer while the poor struggle to find food or clean water. Famine, disease, and disasters hurt the poor more than anyone else. Someone once said, "It isn't that the poor don't work hard enough. It's that the rest of us don't care enough." I couldn't have said it better myself. The solution? We've got to pay attention and start spending tax money on programs that change people's lives for the better—on improving nutrition, education, and health care. In this day and age, no one should go hungry.



Me? It's definitely racial and ethnic discrimination. The unfair treatment of anyone whose skin is a different color, or who comes from a different culture, has been a terrible problem in many places around the world for centuries. In many cases, a majority group dominates "the other," treating them unfairly—for example, not allowing them to get a good education or live in good housing. In extreme cases, discrimination leads to genocide—an attempt to remove or kill entire racial or ethnic groups. I believe we need to address discrimination with strong laws against it and combat racism through education about what people have in common. We need to learn to live with each other so we can create a more peaceful world.



I'd say it's drug trafficking. There's been a huge increase in violence lately. Tens of thousands of people have been killed by the criminal gangs that sell drugs. And, if that's not enough, government corruption has increased because there's so much money to be made from the drug trade. For the most part, drugs are produced in developing countries, and they often bring a lot of money to the local economies. The drugs are sold to addicts in developed countries, who keep the trade going strong. I hate to say it, but I think decriminalization of drugs is a novel idea that's worth thinking about. If drugs were legal, they could be sold like any other controlled medical product. You'd get a doctor's prescription, and criminal gangs would no longer be the addicts' source of drugs. And the violence would stop.



B UNDERSTAND FROM CONTEXT | Match each definition with the correct word.

f	1 an attempt to kill a whole ethnic or racial group	a decriminalization
e	2 not treating ethnic or racial groups equally	b force
a	3 changing something that's illegal into something legal	c gang
c	4 a group of criminals that work together	d trade
b	5 make people do something they don't want to do	e discrimination
g	6 have a difficult time doing something	f genocide
d	7 business	g struggle

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LESSON 4 Discuss solutions to global and local problems

A READING

Suggested time: 10 minutes | Your time:

- Tell Ss they are going to read four on-the-street interviews. Have them look at the photos and try to guess what on-the-street interviews are. (short interviews done with people who are passing by on the street)
- Have Ss close their books. Read the question in the title. In pairs, have Ss discuss which global challenges they think exist and may come up in the Reading text.
- Have Ss read the text quickly to see if they correctly guessed the issues discussed in the text. If appropriate, remind them that they don't need to understand every word; they are just reading to get a general idea. Elicit the issues that the different speakers discuss. (climate change; racial and ethnic discrimination; poverty; drug trafficking)
- Read the question in the directions. In pairs, have Ss discuss which viewpoint they agree with the most. Encourage them to give reasons for their answers. For example: *I agree with the man who says poverty is the biggest challenge. I think poverty causes a lot of the other problems or makes them worse.*

CHALLENGE (+10 minutes) As an alternative approach, do the Reading text as a listening activity. Ask Ss to close their books. Write on the board: *What problems does climate change cause?* Play the first part of the audio and have Ss listen for the answers. (flooding, forest fires, hurricanes, animals and plants disappearing) Repeat for poverty, discrimination, and drug trafficking. (poverty: children go hungry, they don't get education or health care; racial and ethnic discrimination: minority groups are treated unfairly; drug trafficking: violence and addiction)

LANGUAGE AND CULTURE

- On-the-street interviews are used to find out the opinion of "ordinary" people. They can also be called *vox pops*, which comes from the Latin *vox populi* meaning *voice of the people*.
- The U.N. Foundation has identified ensuring equity and inclusion, the climate crisis, and humanitarian crises caused by famine and conflict as among the top challenges the world is facing.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss scan the article to find the seven words (*a–g*) and underline them.
- Do item *a* with the class as an example. Have a volunteer read out the sentence from the text containing *decriminalization* and the sentence that follows it. Then have Ss look at definitions *1–7* and say which one they think is the answer. Have them write the letter *a* next to the number *3*.
- Have Ss work individually to complete the rest of the exercise.
- Bring the class together and go over the answers.

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C PARAPHRASE

Suggested time: 5 minutes | Your time:

- Read the directions. In pairs, with books closed, have Ss discuss which solutions they can remember for each problem from the text.
- Have Ss work individually to open their books, look back at the text, and find the solutions suggested. Encourage them to make notes on the solutions without copying the text word for word.
- Have Ss close their books again and write the solutions for each problem in their own words.
- In pairs, have Ss compare their answers. Then have volunteers share their paraphrases with the class.

D CRITICAL THINKING

Suggested time: 5 minutes | Your time:

- Have Ss read the directions and questions. Have them work individually to make notes on how they would answer each question.
- Put Ss into small groups and have them discuss the questions. Monitor and assist as needed.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss read the **Global and local problems** box. Elicit more problems to add to this list and write them on the board.
- Have Ss look at the sample notes and then, working individually, choose two problems and complete the chart.
- Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A–B)

- Read the directions and the example.
- Have Ss read the **Recycle This Language** box. Individually, have them write down 2–3 sentences from the box that they may be able to use in their discussions.
- Point out the **Optional** box and have Ss look for phrases in the Reading they can use if they choose to.
- To form groups, read the list of global and local problems in Exercise A. Pause after each problem and have Ss raise their hands if they wrote about it. If possible, group Ss who have chosen at least one of the same problems together. Have them discuss their solutions and come to a conclusion about which problem is most difficult to solve.
- As Ss are talking, monitor and note vocabulary and grammar Ss need to review.

TEACHING TIP If you correct errors during a speaking activity, make sure you focus on areas Ss have studied recently so that they are able to spot the error and use the correct language. When Ss try to say something using language or a structure they don't yet know well, praise them for their efforts.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are

- ✓ incorporating vocabulary from the unit to talk about different world problems
- ✓ giving their opinions in a respectful and polite manner
- ✓ using new words or phrases from the Reading

WRITING

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss start by choosing more than one solution to the problem. Encourage them to think of pros and cons to each solution and then pick the best solution to write about.
- Have them write a first draft of their two paragraphs.
- After Ss finish writing, form pairs. Ask Ss to check their partner's first draft. Encourage them to say at least one thing they like about their partner's paragraphs and point out a few things that can be improved. Monitor and help with any questions or problems.
- Have Ss write a final draft of their two paragraphs.
- Have Ss exchange descriptions with a new partner and offer each other feedback.
- Collect Ss' writing and offer feedback.

WRITING HANDBOOK (optional, page T151)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Write some of the world problems mentioned in the unit on sheets of paper and stick them around the room. Give out sticky notes and have Ss write a solution for one or more of the problems. Have them write each solution on a different note and then stick their notes to the relevant problem. In pairs, have Ss walk around, read the solutions, and share their opinions. Read the solutions and listen to conversations to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

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Possible answers: Climate change: The speaker says that the world's governments need to work together to solve global warming. Poverty: The speaker says that tax dollars should be spent on nutrition, education, and health care programs for the poor.

C **PARAPHRASE** | **On a separate sheet of paper, paraphrase the solutions the people suggest for each of these problems. Then compare with a partner.**

Climate change	Poverty
Racial and ethnic discrimination	Drug trafficking

Racial and ethnic discrimination: The speaker says that there ought to be strong laws against racism and discrimination.
Drug trafficking: The speaker suggests decriminalizing drugs to stop gang violence.

D **CRITICAL THINKING** | **Discuss each of the questions.**

1 What do you think are the main causes of climate change? Do you think the problem can be solved?
2 What do you think are the main causes of poverty? What are some of the effects that poverty has on a country's economy?
3 Why do you think violence is associated with the drug trade? Do you think decriminalization is a good idea?
4 Why do you think some people hate other groups of people? Do you think people can change their ideas?

COMMUNICATION ACTIVATOR

Now let's discuss solutions to global and local problems.

Global and local problems
- corruption
- drug trafficking
- climate change
- poverty
- terrorism
- war
- racial or ethnic discrimination

A **TALKING POINTS** | **Choose two problems you think are the most important to solve. In the chart, write some possible solutions for each problem and some pros and cons of your approach.**

Problems	Solutions	Pros and cons
1 drug trafficking	spend more money on drug treatment programs	pro: the result would be fewer people buying drugs con: there might be less money available for police actions

Problems	Solutions	Pros and cons
1		
2		

B **DISCUSSION** | **In a small group, compare your solutions. Which of the problems do you think are the most difficult to solve? Why?**

> "I agree that climate change is the number one issue. But I think drug trafficking is the most difficult to solve. Everyone would be better off if . . ."

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "Oh, that's easy."

SOFT SKILLS BOOSTER p. 161

RECYCLE THIS LANGUAGE
They've wasted a lot of money on ___.
Here's a [novel / innovative / revolutionary] idea.
I wish someone had ___.
We need to get a handle on ___.
It just dawned on me that ___.
We shouldn't put it off.
For the time being, we should ___.
No matter what, they should ___.
What a [catastrophe / disaster]!
That's the kicker.
What's the big deal?
How would that work?
It never occurred to me.

WRITING

Choose one of your solutions to a global or local problem. Write at least two paragraphs in which you present the pros and cons of your suggested solution.

WRITING HANDBOOK p. 151
- Contrasting ideas
- Guidance for this writing exercise

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"ON-THE-STREET" INTERVIEWS

Walk around the classroom and find someone who fits each description. When you find someone, use the questions to get more details. Write the answers in the chart. The first person whose questions are all answered wins. Then tell your class what you learned about your classmates.

FIND SOMEONE WHO . . .

. . . knows about someone who has experienced some kind of discrimination. 	**Interview questions** Who was it? What happened?
. . . is worried about climate change. 	**Interview questions** What worries you about it? What do you think people should do about it?
. . . has changed his or her opinion on a controversial issue. 	**Interview questions** What was the issue? How did your opinion change?
. . . doesn't agree with a relative about politics. 	**Interview questions** What do you disagree about? How would you describe that relative's political views?
. . . loves to talk about politics. 	**Interview questions** Who do you discuss politics with? What are your favorite issues?
. . . has a novel idea for how to fight government corruption. 	**Interview questions** What's the idea? Why do you think it could work?
. . . finds it difficult to explain or talk about his or her political views. 	**Interview questions** Why is it difficult? What are the most difficult topics?
. . . considers herself or himself to be a moderate. 	**Interview questions** Why do you call yourself that? What are the pros and cons of being a moderate?

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Agree and disagree politely.
- ☐ Ask about political views.
- ☐ Debate different sides of an issue.
- ☐ Discuss solutions to global and local problems.

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Interactive Cool Down

"ON-THE-STREET" INTERVIEWS

Suggested time: 30–45 minutes | Your time:

- Read the title of the game. Ask Ss if they remember what on-the-street interviews are from the Reading in Lesson 4.
- Have Ss read the directions. Then point to the first prompt. Read it, starting with *Find someone who. . . .* Say, *Look at the interview questions in the box.* Model the game with 2–3 higher-level Ss. Walk over to each of them. Ask, *Do you know about someone who has experienced some kind of discrimination?* To the S that says yes, ask, *Who was it? What happened?* Pretend to note down what you learn. If appropriate, model responses by answering the questions yourself. For example, say, *I know about someone who has experienced discrimination. My grandmother experienced sexism when she was young. She was paid less at her job because she was a woman.*
- Have Ss read through all the prompts and interview questions. Answer any questions they may have.
- Make space in the classroom so that Ss can walk around. Remind Ss to write down the answers they hear so that they can later share some of the information they found out with the class. Tell Ss to raise their hands as soon as they have answers to all the questions on the page.
- Have Ss mingle and complete their interviews. Monitor and act as an extra person where necessary so that no one is left without someone to speak to. Continue the game until one S gets answers to all the questions, raises his or her hand, and wins the game.
- For each category in the game, have a volunteer share with the class something interesting that he or she learned from the interviews.

OPTION Instead of having volunteers share some of information they found out with the whole class, put Ss in small groups and have them share what they learned with their group.

TEACHING TIP Remind Ss to be sensitive to each other's feelings and opinions. Tell Ss they do not need to share anything they do not want to. They can also invent things if they feel more comfortable. The main purpose of this activity is to speak English.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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