Unit 9 Looking Ahead

PREVIEW	Students listen to a report about a worldwide trend, read and listen to a conversation on hyper-automation, take a survey about their beliefs about the future.	
LESSON 1 **Discuss the pros and cons of innovative technologies**	***Vocabulary***	Expressing and dismissing concern
	Listening skills	Listen for point of view; Listen to summarize
	Grammar	The passive voice in unreal conditional sentences
LESSON 2 **Make predictions about science and technology**	***Grammar***	The passive voice: the future, the future perfect, and the future as seen from the past
LESSON 3 **Talk about preparing for future pandemics**	***Reading skills***	Understand writer's purpose; Understand from context
LESSON 4 **Explain social and demographic trends**	***Vocabulary***	Demographic and social trends
	Listening skills	Listen for facts and figures; Listen to draw conclusions

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

Preview

A DEMOGRAPHIC TRENDS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask, *What does* trend *mean?* (a general direction in which something is changing or developing)
- Have Ss listen to the report and note down their answers. Then go over the answers as a class.

OPTION (+10 minutes) Dictate these questions for Ss to write down:
On average, how many children did an American family have in 1950? (4.5) *And today?* (2.4)
What is Japan's population today? (about 130 million)
What is it expected to be by 2099? (53 million)
What is Italy's population today? (about 60 million)
What is it expected to be by 2099? (28 million)
Play the audio again and have Ss listen for the answers.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the conversation.
- To check comprehension, ask:
  What trend is Les talking about? (hyper-automation)
  What concern does Les have about the trend? (massive unemployment)
  According to Lena, what is one benefit of using robots? (enhanced productivity)
  What skills does Lena think people will need for their future jobs? (soft skills such as collaboration, teamwork, and communication)

LANGUAGE AND CULTURE

- The phrase *That's pretty extreme* indicates that Lena thinks the prediction sounds excessive.
- *Manual dexterity* is the ability to use your hands skillfully.
- If you *see the bright side*, you see the good in a bad situation.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss do the activity in pairs.
- Ask volunteers to read their sentences for the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Encourage Ss to look up words or phrases in an English-English dictionary.
- Monitor and assist as Ss share their sentences in pairs.
- Ask volunteers to share their sentences with the class.

E DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the question to the class. Then have Ss discuss it in pairs or small groups. Remind them to explain their views.
- Have volunteers share their views with the class.

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F TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the title and the instructions at the top of the survey.
- Ask Ss to read the predictions silently.
- Check understanding of *armed conflicts* (wars or fights with weapons) and *climate change* (major changes to the world's climate, such as the increase in global temperatures or more frequent extreme weather events).
- Have Ss add one of their own predictions in item 11. Remind them it should be an optimistic one.
- Give Ss a few minutes to take the survey. Ask them to think about the reasons for their responses.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions.
- If necessary, give Ss time to think about the reasoning and details for their responses to the survey.
- Have Ss compare and discuss their responses with a partner. Remind the pairs to identify which of them is more optimistic about the future (for example, who thinks more of the predictions will happen in more places). Monitor and assist as needed.
- To review, ask volunteers to share their opinions and reasoning about each prediction with the class.

EXTENSION (+10 minutes) In groups or with the class, have Ss share the predictions they added to the survey, saying where they would happen and giving reasons. Ask the other Ss to agree or disagree and to explain their views.

EXTENSION (+5 minutes) Have Ss read the question in the caption below each photo. Then have them write a short paragraph response to one of the questions. Ask them to include reasons and examples.

CHALLENGE (+15 minutes) Divide the class into 3–4 groups. Assign each group one of the questions in the caption below each photo. Ask them to divide their group into two teams—an optimistic one and a pessimistic one. Have each team make a list of arguments to support their views. Then have the two teams in each group debate their views in front of the class.

Language Center

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LESSON 1 Discuss the pros and cons of innovative technologies

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Ask Ss, *What is something you are concerned about?* Elicit answers.
- Have Ss read and listen to sentences. Then have them listen and repeat.
- Check understanding of the vocabulary.

LANGUAGE NOTES

- **To Express Concern:** All four expressions convey the opinion that a planned course of action is going to create more problems: *A slippery slope* is something dangerous that only increases speed on the way down and is difficult to reverse. *Playing with fire* implies the action is foolish, like a child not realizing how dangerous fire is. *A can of worms* implies that when the can is opened, all the worms come out and cannot be put back into the can. *A Pandora's box* comes from Greek mythology. The Greek gods gave Pandora a box but told her never to open it. After a time, overcome by curiosity, she opened it, releasing the miseries of the world.
- **To Dismiss Concern:** In this context, *go overboard* means to react in an excessive way to a situation.

B LISTEN FOR POINT OF VIEW

Suggested time: 10 minutes | Your time:

- Read the list of technologies aloud. Ask Ss, *What do you know about these technologies?* Elicit answers.
- Read the directions for the first task. Then play the audio for Ss to write the number of the conversation next to the technology discussed. Check answers.
- Then ask Ss to listen again and choose if the speaker is concerned or not about each technology. Point out the subject in each sentence. Ask Ss to pay attention to the point of view of the woman, man, or both the speakers. Play the audio again.
- Go over the answers as a class.

LANGUAGE AND CULTURE

- Conversation 1: *Mother Nature* is used to personify nature, especially when considered a force that affects people and the world.
- Conversation 2: The question *What's to stop [someone] from [doing something]?* is rhetorical, meaning there is nothing that can keep the person from doing that action.
- Conversation 2: In this context, *get a hold* of something means to take control of it.
- Conversation 2: Say *count me out* if you do not want to be included in an activity or a plan.
- Conversation 5: If something is *in the works*, it is being planned, produced, or dealt with.

EXTENSION (+10 minutes) Play the audio again for Ss to note down what each speaker is concerned (or not) about. Check answers. (1. She thinks reproductive cloning is dangerous and unethical. 2. He thinks microchip implants could be hacked and private information stolen. 3. She's not concerned about genetic engineering as she claims there is no evidence that GMOs are harmful. 4. She thinks the Wi-Fi network could go down or someone could hack the line during a remote surgery. 5. She thinks artificial intelligence could be used by the military in dangerous ways.) Then have Ss tell a partner if they agree or disagree with each speaker, giving reasons.

C LISTEN TO SUMMARIZE

Suggested time: 5 minutes | Your time:

- Remind Ss that a summary statement should include only the main idea.
- Have Ss write their statements and then compare them with a partner. Play the audio again if appropriate.
- Ask volunteers to share their statements with the class.

D GRAMMAR

Suggested time: 5 minutes | Your time:

- Write on the board:
  If people used more innovative technologies, they would save a lot of time.
  Ask Ss, *Do people use more innovative technologies?* (no) *Do they save a lot of time?* (no) Elicit that the sentence uses the present unreal conditional.
- Then write this sentence below the one on the board:
  If more innovative technologies were used, a lot of time would be saved.
  Elicit the difference between the two sentences. (The first is in the active voice; the second is in the passive.) Point out the passive voice can be used in conditional statements—either in one or both clauses.
- Read the **Remember** box. Ask, *What forms of* be *are in the second sentence on the board?* (were, would be) *What are the past participles?* (used, saved)
- Read the rule in the grammar box. Have volunteers read the headings and examples. Elicit the *be* form and past participles in each example.
- Point out the second example. Remind Ss that in the present unreal conditional, *were*, not *was*, is usually used with singular persons.

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E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the example prompt and sample answer. Ask, *Is the sample answer a present or a past unreal conditional?* (present) *Which voice is used in the* if *clause?* (the passive) *Which form of* be *is used in the* if *clause?* (were)
- Go over the items. Check understanding.
- Have Ss complete the exercise individually.
- For each item, ask a S to share their statement with the class. Then ask if anyone used a different verb form in the *if* clause. Elicit a sentence with a different tense.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss compare and explain the opinions the wrote in Exercise E. Encourage them to provide examples when appropriate.
- To review, call on Ss to read one of their statements, explaining their opinions and giving examples.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Respond with *Seriously?* to express disbelief
- Use *I'd think twice before . . .* to advise cautiousness about a decision
- Agree with someone's strong opinion with *That makes two of us!*

- Have Ss read and listen to the conversation.
- To check comprehension, ask:
  What innovative technology are they discussing? (implanting computer chips under the skin)
  What is a positive application for it? (as ID and money)
  What is a concern about it? (If the chip is hacked, your personal information could be stolen.)
- Elicit expressions used to express concern. (That gives me the willies, I'd think twice before . . .)
- Read the **Social language** note. Point out this phrase is more common in spoken English.

LANGUAGE NOTES

- Speaker A uses *people* in the first line. Although it is correct and more formal to use a possessive (*people's*) before a gerund, in speaking it is often avoided.
- If something *gives you the willies*, it makes you nervous or frightened. The term is informal yet polite.
- If someone *hit the nail on the head*, what they said was exactly right.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat the conversation.
- Monitor as Ss practice the conversation. Have them switch roles and repeat.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the headings and sample answers on the notepad. Ask, *Is this a positive or a negative application?* (positive) *Why?* (The plants wouldn't be attacked by insects.)
- Have Ss choose two technologies and think of a positive or a negative application for each. Allow Ss to research applications for each technology online.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Go over the ideas in the **Keep Talking!** box and play the video.
- Go over the **Recycle This Language** box and refer Ss to the **Social language** box. Encourage them to use these expressions in their conversations if applicable.
- Have Ss create and role-play their conversations in pairs. Monitor and assist as needed. Have Ss change roles and practice again, talking about a different technology, before working with a new partner.

LOOK FOR While Ss are doing Exercise D, monitor their conversations to determine if they are

- ✓ describing the applications for each technology
- ✓ using passive voice in unreal conditional sentences correctly
- ✓ using expressions to express or dismiss concern appropriately

OPTION Use the Unit 9 Energizer Worksheet (see Printable Resources in the Portal).

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 Portal).

CLOSURE ACTIVITY (+5 minutes) Ask Ss to choose two technologies mentioned in the lesson and write an unreal conditional sentence about each. Ask them to use the passive in both sentences. Collect and read Ss' sentences to identify areas for review.

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

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LESSON 2 Make predictions about science and technology

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Have Ss read the texts. Elicit each person's predictions. (Man: Electric cars are going to be sold in many more places. More charging stations will be provided by the end of the year. Electric vehicles will become more appealing to potential owners. Woman: There will be a human settlement on the Moon by 2035. Several countries might share the cost of this settlement. By the time there is a settlement on the Moon, there will be plans for one on Mars.)

OPTION (+5 minutes) To check comprehension further, ask:
What is the man surprised by? (that there are not more electric cars now)
What factors does he think will make electric cars more appealing? (They are less expensive, and there will be more charging stations.)
What does the woman find interesting? (that several countries have been sending rockets to the Moon)
Is technology the reason why there isn't a human settlement on the Moon? (no) *What is the reason?* (people not having the will to do it)
What does she consider really exciting? (the possibility of a settlement on Mars)

LANGUAGE AND CULTURE
- If a price is *out of range* for someone, it is too high.
- A *charging station* is a piece of equipment that supplies electrical power to cars.
- *It's a question of* introduces the most important fact or issue in a situation.

B DISCUSSION

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs or small groups.
- Ask volunteers to share their views with the class.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Remind Ss about the difference between the future and the future perfect. The future with *will* or *be going to* expresses future time: *Everyone in the world will be connected to the Internet.* The future perfect expresses the idea that one event will happen before another event or a time in the future: *By the time we have grandchildren, everyone in the world will have been connected to the Internet.* Point out that sentences using the future perfect often include a time phrase or clause with *by*.
- Read the rule and the patterns. Have volunteers read the examples. Elicit additional sentences.
- Point out that the future as seen from the past often appears as indirect speech, as in the examples. Ask Ss to change the examples to direct speech. (Ships will be designed . . .; The COVID-19 pandemic is going to be spread . . .)
- Ask, *In the Grammar Close-Up, which passive forms are the underlined ones?* (future: *are going to be sold;* future perfect: *will have been added, will have . . . been established, will have been created;* future as seen from the past: *would . . . be replaced, would . . . be shared*)
- Read the **Remember** note. Ask Ss to find two phrases with *by* and an agent in the Grammar Close-Up. (by electric vehicles; by more than one country)

GRAMMAR EXPANDER (optional, pages T131–132)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the statements. Check understanding.
- Have Ss rewrite the sentences and then check answers with a partner. Remind them to use the same verb tenses as in the active sentences.
- Go over the answers. For each sentence, ask: *Who is performing the action in the sentence?* (1. technicians, 2. India, 3. the ocean, 4. robots, 5. a 3D printer) Then ask, *In which sentences is it essential to mention the agent?* (2, 4, 5)

Answers for Exercise D
1. *Robots will be used to mine the Moon's natural resources.*
2. *The U.S. is going to be surpassed by India as the world's second largest economy by 2050.*
3. *If climate change isn't addressed, low lying island nations such as Fiji will be flooded by the ocean.*
4. *The majority of microsurgeries are going to be performed by robots.*
5. *Replacement car parts will be made for you at home by a 3D printer.*

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the first prediction. Point out it is a quotation in direct speech. Ask Ss to write it as reported speech to complete the sentence below. Elicit the reporting verb. (predicted) Then elicit the reported sentence as an example.
- Have volunteers read the other predictions. Check understanding of *mass-produce* (to make in large quantities by an automated process), *over-farming* (excessive cultivation of a piece of land to the point of damaging the soil), and *primatologist* (someone who studies primates, such as apes).
- Have Ss complete the sentences individually.
- Check answers as a class.

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F GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Read the directions. Ask Ss to read about the innovations silently. Check understanding.
- If necessary, do item 1 with the class. Ask Ss to complete the sample answer with a prediction based on the information in text 1. Remind them to use the future perfect in the passive voice in their statements. Elicit some predictions.
- Have Ss write their predictions about each innovation and then compare them with a partner.
- To review, ask volunteers to share their predictions.

LANGUAGE AND CULTURE

- Text 2: The *International Space Station* was built by scientists from 16 countries. It went into space in 1998 and has been inhabited since 2000. It is 250 miles above the Earth and is used mainly for scientific experiments.
- Text 2: A vacation *of a lifetime* is the best one you will ever have in your life.
- Text 3: The *heart* of a city is its center.
- Text 5: When another driver *cuts you off*, they suddenly drive in front of your car in a dangerous way.

OPTION (+5 minutes) Have Ss discuss the innovations in Exercise F. In groups or as a class, have them discuss which they think will happen sooner, which will be more relevant, which they would use, and which they wouldn't. Have them explain their answers.

Possible answers for Exercise F

1. *By the second half of the 21st century, passports will have been replaced by chips in our hands.*
2. *By 2060, the first space hotel will have been built.*
3. *In 50 years, airplanes are going to have been replaced by Hyperloop trains.*
4. *By 2050, cars are going to have been redesigned with affective computing technology.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Then read the column headings in the chart. Tell Ss to start their predictions with the time expressions. Then ask, *In which columns will you use the future perfect?* (the second and third columns) Encourage them to use forms of both *will* and *be going to* in their statements.
- Have Ss write their predictions. Encourage them to write some notes to detail and give reasons for their predictions. Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions and the questions. Check understanding.
- Read the ideas in the **Keep Talking!** box and play the video.
- Go over the **Recycle This Language** box. Encourage Ss to use some of these expressions in their discussions.
- In groups, have Ss share and discuss their predictions from Talking Points. Encourage them to ask questions and provide reasons for their predictions.
- Bring the class together. Ask each group the target questions.

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

✓ using future forms in the passive correctly

✓ commenting on their classmates' predictions

CLOSURE ACTIVITY (+5 minutes) Ask Ss to recall two things they imagined would happen or exist by now and write two sentences about them. Ask them to start their sentences with *When I was younger, I . . .* and use *would be* or *was / were going to*. Give an example: *When I was younger, I thought there would be flying cars by now*. Collect and read Ss' sentences to identify areas for review.

Remind Ss they will find additional grammar practice in their digital resources.

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LESSON 3 Talk about preparing for future pandemics

A READING

Suggested time: 10 minutes | Your time:

- Read the lesson title. Ask volunteers to give examples of something they do now that they didn't do before the COVID-19 pandemic. Ask, *Do you think these things will continue? Do you think we will do them again when there is another pandemic?*
- Read the directions. Then ask Ss to look at the text and quickly find the three main points. Elicit answers. Then ask Ss who answered correctly, *How did you find the main points quickly?* (They are in the subheadings.)
- Have Ss read the article. To check comprehension, ask: *Why were some countries in East Asia able to respond more quickly to the COVID-19 pandemic?* (because they had experienced the SARS pandemic in the early 2000s and already had a system of digital contact tracing)
  How does the author suggest warning systems could be improved? (with a system of digital contact tracing and abundantly available testing kits)
  According to the author, what led to dramatic increases in COVID-19 deaths? (inadequate government responses and lack of adequate medical facilities)
  What are the author's suggestions to restore public trust at the next pandemic? (identify experts who can provide fact-based public information, refute false conspiracy theories clearly and immediately, and penalize people and sites that promote lies)
  What kinds of supplies were hard to find during the pandemic? (consumer and medical supplies)
  How does the author think shortages of supplies can be prevented at the next pandemic? (with intelligent planning)

LANGUAGE NOTES

- *Shock waves* are very strong reactions and feelings of shock within a group of people caused by sudden and unexpected bad events.
- The *hospitality industry* includes hotels and lodging, restaurants and other food and drink services, and travel and tourism services.
- *Drastic* measures are extreme, sudden, and having a major effect.
- The *supply chain* is the series of processes and people involved in passing products from suppliers to buyers.
- *PPE* (personal protective equipment) is equipment and clothing, such as masks and gloves, used to protect against health risks. (See photo on page 97.)

B UNDERSTAND WRITER'S PURPOSE

Suggested time: 5 minutes | Your time:

- Read the directions and the answer choices. Check understanding.
- Have Ss read the article again and choose its purpose.
- Check the answer as a class.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Read the directions. Remind Ss that there is more than one possible way to paraphrase each expression.
- Have Ss rewrite the sentences individually and then compare answers with a partner.
- To review, ask Ss to read their statements to the class.

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D ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss do the activity in pairs.
- To review, ask Ss to share their definitions and sentences with the class.

EXTENSION (+10 minutes) Dictate or write these questions on the board:

1. *Do you think contact tracing is a violation of privacy? Why or why not?*
2. *Have you ever been in a lockdown? If so, what did you do to pass the time? If not, what would you do if you had to stay at home?*
3. *Do you think social distancing is enough to prevent the spread of a virus?*
4. *What punishment should companies receive if they spread misinformation?*
5. *Have you ever experienced a quarantine? If so, what was it like? If not, what do you think it would be like?*
6. *Share one conspiracy theory you have heard of.*

Have Ss discuss the questions in pairs or small groups. Then ask volunteers to share their answers with the class.

PRONUNCIATION LESSON (optional, page T142)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions.
- As an example, refer Ss to the article on page 96. Elicit ways the world was unprepared, according to the article. (For example: Most countries didn't have good warning systems in place. Government responses were usually inadequate. There was lack of adequate medical facilities. There was a lot of misinformation. Important supply chains were disrupted.)
- In pairs, have Ss list three ways they consider the most important. Point out their ideas do not have to coincide with those in the article. Monitor and assist as needed.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Put each pair with another pair. Have Ss compare their lists and explain the impact of each item. Encourage Ss to ask and answer questions to add detail and clarify their explanations. Monitor and assist as needed.

OPTION (+5 minutes) Elicit the ways identified by each pair and write them on the board. Leave the list on the board for Ss to use as reference in Exercise C.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions and the **Topics to consider** list. Elicit the meaning of *screening* (testing or examining a person or group to find out if they have a particular disease) and examples of *travel restrictions* (not allowing people to travel if showing symptoms of a disease, without proof of vaccination, to certain places).
- Ask Ss, *Which of these measures were implemented in your / our country during the COVID-19 pandemic? Which other useful measures were taken?* Write Ss' ideas on the board.
- Give Ss time to think about their answers. Remind them they can use the topics in the box and on the board, or their own ideas.
- Have Ss discuss their ideas in groups or as a class. Remind them to explain their reasons.

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

- ✓ explaining the impact of each item on their list
- ✓ asking and answering questions about each other's list
- ✓ suggesting policies

OPTION (+10 minutes) If Ss discussed their ideas in groups, bring the class together, elicit the group's ideas, and write them on the board. Have the class discuss and agree on the most important policies.

CHALLENGE (+15 minutes) Ask Ss to write a letter to their city to recommend the government adopt one or more of the policies they suggested. Ask them to explain how each policy would help prevent or minimize the negative effects of the pandemic, and, if possible, how each policy could or should be implemented.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a conditional sentence about something that wasn't done correctly during the pandemic and how it affected the situation. Give an example: *If contact tracing had been implemented earlier in all countries, the virus wouldn't have affected so many people.* Then have them write a prediction about what will have been done to prepare when / if there is another pandemic. Give an example: *Before the next pandemic, more contact tracing systems will have been implemented by local governments.* Collect and read Ss' sentences to identify areas for review.

Remind Ss they will find additional reading and pronunciation practice in their digital resources.

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LESSON 4 Explain social and demographic trends

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the phrases. Then have them listen and repeat.
- Have Ss read the definitions. Check understanding.

LANGUAGE NOTES

- Examples of *crimes against property* include arson, burglary, car theft, shoplifting, and vandalism.
- An *ethnic minority* is a group of people with cultural traditions different from the main population.

EXTENSION (+10 minutes) Have Ss search online for one of the rates in their country or region. Have them share the statistics they find.

B UNDERSTAND THE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers. Ask Ss to explain their choices.

OPTION (+5 minutes) In pairs or small groups, have Ss write additional example sentences with each of the four terms. Elicit sentences.

C LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss they will listen to the conversations twice. First, they will identify the type of rate discussed in each conversation. Then they will choose if the rate has risen or fallen.
- Play the audio. Have Ss complete the sentences with the name of the rate.
- Play the audio again and have Ss circle the trend.

OPTION (+5 minutes) To check comprehension, ask:
In conversation 1, what is one of the reasons the fertility rate has fallen? (The country has changed from a mostly rural economy to a mostly urban one. Farm families have more children because they help with work. Urban families have fewer children because they are just additional expenses.)
In conversation 2, how quickly is the literacy rate rising? (at a rate of about 2% a year)
In conversation 3, what is a possible explanation for the rising crime rate? (The percentage of young men in the population has exploded in the past years, and young men tend to get into trouble more than other demographics.)
In conversation 4, why has the death rate in the mentioned demographic fallen? (A new drug has cured over 80% of childhood cancers in the past year.)

LANGUAGE NOTES

- Conversation 2: Something that is *beyond depressing* is extremely sad.
- Conversation 3: In this context, *steep* means extremely high.
- Conversation 3: Here *get into trouble* means to get into fights, behave violently.
- Conversation 4: In this context, when you *hit someone with something,* you tell them something new, interesting, exciting, or shocking.
- Conversation 4: A *miracle drug* is one that causes a dramatic and positive response for patients. You might want to point out that the medicine mentioned in the conversation is fictitious.

EXTENSION (+15 minutes) Have Ss look up statistics for each of the rates mentioned in the conversations for the area in which the school is located. Then bring the class together and have Ss compare their information to the statistics discussed in the conversations.

D LISTEN FOR FACTS AND FIGURES

Suggested time: 10 minutes | Your time:

- Read the directions and have volunteers read the questions. Check understanding of *senior*. (an elderly person, usually already retired)
- Have Ss predict the answers to the questions.
- Then have Ss listen and note down the answers. If appropriate, pause the audio after each relevant passage for Ss to write their answers. (In the audio script, the answer to item 1 is in the first paragraph, item 2 in the second, item 3 in the fourth, and item 4 in the sixth.)
- Play the audio again for Ss to check their answers. Then have them compare their answers in pairs.
- Check answers as a class.

OPTION (+10 minutes) Write these statements on the board (without the answers in parentheses):
1. *In 1804, the world population was ____ billion. In 1960, it was ____ billion.* (1, 3)
2. *Between now and 2037, ____% of the world's population growth will occur in ____ countries.* (50, 9)
3. *In 1960, ____% of all people lived in cities and towns. By 2020, that percentage climbed to ____%.* (34, 56)
4. *In 1950, the average life expectancy was ____ years. By 2020, the global average was ____ years. That is a ____% increase.* (47, 72.2, 35)
5. *By 2050, one in every ___ people will be over the age of 65.* (6)

Play the audio again. Have Ss complete the statements with the correct figures. Check answers.

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E LISTEN TO DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss preview the statements.
- Have Ss complete the statements with what they remember from the lecture. Then play the lecture again for them to confirm their answers and note down supporting information.
- Go over the answers as a class. Ask Ss to explain their answers.

OPTION Give Ss a copy of the audio script and ask them to underline the passages that support their conclusions.

F SUPPORT AN OPINION

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the trends mentioned in the lecture. (The world population is growing rapidly, but it should slow down by the end of the century as fertility rates have been declining. The percentage of the population living in urban areas has increased and is expected to continue to rise. Life expectancy is rising and the number of people 65 or older will triple. By 2050, one in six people will be over the age of 65.)
- Give Ss time to think about their answers. Then, in groups, have them share their views, explaining their reasons. Monitor as Ss discuss.
- Ask volunteers to share their views with the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and the list of topics. To check understanding, elicit examples of possible trends for each topic. (For example: More people now have a university degree. A greater number of people continue to live with their parents after graduating from college. More senior citizens are reaching old age in good health. Children now have more "virtual" friends than "real" ones.)
- Have a volunteer read the sample answer. Point out that Ss should write about the trend and a possible positive or negative consequence of it. Encourage Ss to add another social or demographic trend not covered in the topics above.
- Have Ss write their notes. Allow them to search information online if necessary. Remind them to check the trends that concern them.

OPTION (+5 minutes) Elicit other topics for the list of trends from the class. Write them on the board. Suggest Ss add a trend about one of these topics to their list.

B GROUP WORK

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Have a volunteer read the example statement.
- Go over the **Recycle This Language** box. Encourage Ss to use some of the sentences in their discussion.
- In groups, have Ss compare their notes and then discuss the trends they are concerned about. Remind them to discuss the consequences and possible solutions.
- To review, elicit a trend that concerns more Ss in each group. Ask them to share the consequences and solutions discussed with the class.

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

✓ discussing the consequences of the trends they are concerned about
✓ suggesting possible solutions
✓ using vocabulary to talk about demographic and social trends correctly

CHALLENGE (+20 minutes) Have Ss write independently about one of the trends their group discussed in Exercise B. As guidance, write this outline on the board:
Paragraph 1: Explain the problem and give examples.
Paragraph 2: Explain challenges that will occur as a result of the trend.
Paragraph 3: Suggest solutions to the trends.
Have Ss exchange their texts with a partner or read their paragraphs to the class. Alternatively, collect their texts and give individual feedback.

WRITING HANDBOOK (optional, page T152)

CLOSURE ACTIVITY (+10 minutes) Ask Ss to research a trend related to one of the rates in Exercise A on page 98 in their city or country. Have Ss describe the trend, explain some of the reasons for it, and speculate about some possible consequences. Collect and read Ss' texts to identify areas for review.

Remind Ss they will find additional vocabulary, listening, and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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