

2

The world around us

Map of resources

Section A: Student's Book pages 16–18

Workbook page 12

Vocabulary bank, The natural world and outer space page 135

Teacher's resource disk, DVD extra + worksheet, An English education page 16

Section B: Student's Book pages 18–19

Workbook page 13

Grammar reference and practice 2.1, Workbook page 111

Grammar reference and practice 2.2, Workbook page 111

Teacher's resource disk, Communication worksheet 2B

Teacher's resource disk, Functional language bank

Section C: Student's Book pages 20–21

Workbook page 14

Vocabulary bank, Urban landscape page 135

Teacher's resource disk, Communication worksheet 2A

Section D: Student's Book pages 22–23

Workbook page 15

Grammar reference and practice 2.3, Workbook page 112

Section E: Student's Book pages 24–25

Workbook page 18

Grammar reference and practice 2.4, Workbook page 112

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 2 page 26

Using suffixes to build complex words

Review 2 page 27

Progress check Unit 2, Workbook page 19

Language and skills tests 2A and 2B, Test Bank

Cumulative review Units 1–2 pages 28–29

Literature insight 1, Workbook page 84

Exam insight 1, Workbook page 94

2A Reading and vocabulary

Real education

Summary

Topic: Education in remote communities

Vocabulary: Word analysis; nouns + prepositions

Reading: Making school meaningful

Speaking: Discussing school and education

Lead-in

- Write the following sentences on the board or read them out to students:

It's as big as England, France, Italy and Spain combined.

It's got more than three million lakes.

Its name means 'great lands'.

The state flag was designed by a twelve-year-old.

- Tell students that these are all facts about a US state and ask them to guess the state (Alaska).
- Then ask students to brainstorm any other facts they might know about Alaska. Ask about wildlife, weather and landscapes.

Exercise 1 page 16

- Focus attention on the photos. Ask some basic questions to stimulate a discussion:
Who is in the boat? What are they holding?
Do you think the weather is warm or cold here?
What kinds of jobs do you think people who live here have?
- Give students a few minutes to read the article quickly. They then work in pairs or groups to discuss the questions in exercise 1. Ask students to share their ideas with the class.

There is a harsh climate and landscape. In their free time, many teenagers play video games and watch TV.

Culture note: St. Lawrence Island

St. Lawrence Island in Alaska is part of the USA, although it is closer to Siberia than to North America. It is about 140 km long and 36 km wide, and is the sixth largest island in the United States. In early June, the sun only sets for two hours. During the winter, there are many months with no sunlight at all.

There are only two villages on St Lawrence Island, Savoonga and Gambel, and no roads to connect them. Savoonga has a fishery that provides fourteen jobs. The only retail business in Gambell is the general store, but supplies from here are far more expensive than on the mainland. The nearest hospital is nearly 250 km away.

The people of St. Lawrence Island are Siberian Yupik and speak a Yupik dialect that can be understood in Siberia but not very well by any other Alaskan Yupik-speaking people.

Exercise 2 page 16

- Ask students to read the questions and the answer options before they read the text again. They should identify key words and look for them or synonyms in the text.
- With a **weaker class**, tell students which paragraphs contain the answers to the questions (1: paragraph B; 2: paragraph C; 3: paragraph D; 4: paragraph D; 5: paragraph F; 6: paragraph I).
- Check answers as a class.

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

Exercise 3 page 16

- Read out the opening paragraph or ask a student to read it. Ask students:
How do we know that Wagner is good at biology? (Because he knows whether a walrus is too sick to eat.)
How do we know that he is good at meteorology? (Because he knows if the weather will turn dangerous.)
How do we know that he is good at maths? (Because he can calculate angles for throwing a harpoon.)
- Students then discuss why the writer has used these examples of Wagner's knowledge of school subjects.
- Tell students to read the final paragraph again. Check that students understand the message of the text by asking:
Did the resident learn to cut fish at school? (no)
Did the resident have to practise the skill for a long time? (yes)
Does the resident think that these skills are taught at school? (no)
- Check answers as a class.

(Possible answers)

- 1 The author gives unexpected examples of knowledge of school subjects. The purpose is to show that the way subjects are taught at school is not always relevant to the way these subjects are experienced in real life.
- 2 The story about the fish shows that sometimes we need to learn something through many hours of practice rather than simply learning facts about it.

Extra activity: Further discussion

In groups, students discuss the following questions:

- Give some examples of practical things you can learn in life but not at school.
- What traditional skills are still practised in your country or local community?

DVD extra An English education

V insight Word analysis

This word analysis exercise focuses on words that give clues about the writer's attitude to her subject. Encourage students to read newspaper and magazine articles critically, to think about why the writer is writing and to look for clues in the text that express the writer's point of view.

Exercise 4 page 18

- Students work individually to answer the questions.
- With a **weaker class**, help students by identifying the key words in the questions. (1 island; 2 way of life; 3 educational; 4 challenges; 5 culture; 6 landscape and climate; 7 changes)

- Check answers as a class. You could explain that *stifling* describes something that stops you from breathing, and elicit that it is used metaphorically in this context.

- 1 remote – it makes them feel that the education system doesn't relate to them.
- 2 subsistence lifestyle, e.g. hunting walruses, seals and whales; gathering berries
- 3 stifling
- 4 profound – no, they will not be easily overcome; these challenges are profound, with no easy solutions.
- 5 endanger
- 6 harsh, e.g. snow-capped ridges, stony shorelines; the sun disappears in the winter; there is a lot of snow
- 7 inevitably

Extra activity: Stronger students

Stronger students can recycle the vocabulary in exercise 4 by discussing the following questions:

- Would you like to live in a remote community?
- Would you find it stifling? Explain why / why not.
- How might the lifestyle differ from your current lifestyle?

V insight Nouns + prepositions

Students should be keep lists of phrasal verbs, and verbs and nouns with prepositions. The most common prepositions to follow a noun are *on*, *in*, *with*, *for*, *to* and *of*. It is easy to make mistakes with prepositions and many of the noun–preposition combinations simply have to be learned. Encourage students to practise and revise these combinations regularly.

Exercise 5 page 18

- Tell students to read the gapped text quickly. Ask a few questions to check comprehension:
Where does Theo study? (at a small school in the Orkney Islands)
What is he working on at the moment? (a magazine article)
Who is John Greenaway? (Theo's teacher)
Who found the unusual lobster? (Kelly's father)
- Students work individually or in pairs to complete the text.
- Check answers as a class.

- 1 handful of 2 grasp of 3 knowledge of
- 4 responsibility for 5 benefit of 6 demand for
- 7 respect for 8 sense of

Additional vocabulary

The following words are from the article *Making school meaningful*:

- *harpoon* (n) /hɑː'puːn/ a weapon like a spear used for catching large fish, whales, etc.
- *unseasonably* (adv) /ʌn'siːzəbli/ unusually for the time of year
- *choppy* (adj) /'tʃɒpi/ with a lot of small waves; not calm
- *sacrifice* (v) /'sækrɪfaɪs/ to give up something that is important to you in order to get or do something that seems more important
- *ice floe* (n) /aɪs fləʊ/ a large area of ice in the sea
- *distinction* (n) /dɪ'stɪŋkʃn/ a clear difference or contrast, especially between people or things that are similar