impact

LESSON PLANNER

2

	Walkthrough	2
	About the Author and Series Editors	18
	Teaching with *Impact*	19
	Pacing Guides	31
	Scope and Sequence	34
Unit 1	Colour Matters	38
Unit 2	Feeling Good?	64
Units 1–2	**Express Yourself:** Song	90
Unit 3	Your Virtual Self	92
Unit 4	Underwater Mysteries	118
Units 3–4	**Express Yourself:** Blog	144
Unit 5	Life in the Extreme	146
Unit 6	Are You Going to Eat That?	172
Units 5–6	**Express Yourself:** Flash Fiction	198
Unit 7	Art in the Open	200
Unit 8	Don't Panic!	226
Units 7–8	**Express Yourself:** Public Art	252
	Assessment	254
	Annotated Workbook Pages	265

Student's Book Walkthrough

Impact, *a new five-level series from National Geographic Learning, helps teenage learners to better understand themselves, each other and the world they live in.* Impact *features real-world content, stunning photographs and video from authentic sources, and inspiring stories from National Geographic Explorers, challenging teenagers not only to understand their world but also to engage with it. By encouraging self-expression, global citizenship and active participation,* Impact *motivates students to explore who they are and who they want to be – all while learning English.*

The Unit Opener uses **high-interest photographs** to engage students, present the unit theme and provide opportunities for discussion.

Image **captions** help students understand the image and make connections with the unit theme.



Each unit highlights one **National Geographic Explorer** to inspire future global citizens and promote 21st-century skills and values. Students first meet the unit explorer with a quote connected to the unit theme.

Discussion questions activate prior knowledge and lead students into the unit.

A **guiding question** promotes critical thinking, helps students access prior knowledge and introduces the context of the main vocabulary presentation.

Target vocabulary is presented in meaningful contexts to help students build fluency and confidence to discuss relevant real-world topics.



1 **Your brain can see seven million colours. How many of them can you name? What do different colours make you think of?** Discuss. Then listen and read. 002

RED is a symbol of **good luck** in many cultures. It is the traditional colour for **wedding** dresses in China and India. But many cultures associate red with **danger**. This is why we see it on **emergency** vehicles and warning signs. Eight per cent of the population is red-green **colour-blind**: they can't clearly see the difference between red and green.

ORANGE gets its name from the fruit. The word originally described the taste of the fruit's peel, but by the 16th century, *orange* was also the name of this **bright** colour.

YELLOW is the colour of taxis and school buses in many parts of the world because it's the most **visible** colour on the road. Like red, yellow is also used to **warn** people of dangerous situations. Because it attracts attention, yellow is used for highlighter pens. The bright colour activates different parts of the brain that help the reader remember the highlighted text.

GREEN is a colour that makes people feel at peace because it's the most common colour in nature. The green in leaves and grass comes from something called *chlorophyll*. This word comes from the Greek *khlorus* (green) and *phyllon* (leaf).

Green also symbolises **safety**. Because of this, it's used in traffic lights to signal when it's safe to go.

BLUE is the most popular colour in the world. More than half the world's flags have blue in them. Blue is also the most common colour used by businesses. Many businesses use the colour blue to **represent** them in logos and advertisements. This is because blue helps us feel like we can **trust** them.

INDIGO is a dark colour between blue and purple. Indigo clothing was a sign of luxury in the past because indigo **dye** came from a rare plant. It was very expensive, and few people could wear clothes made with this dye. Now we use indigo dye to make blue jeans.

VIOLET is a **light** purple colour. It is one of the oldest colours in the world. There are violet cave paintings in France that are 25,000 years old! However, in some countries, for example Thailand and Brazil, violet is the colour of **death**.

2 **LEARN NEW WORDS** **Listen and repeat.** 003

3 **Work in pairs.** Which colours make you feel happy? Sad? Angry? Excited?

10 VOCABULARY

VOCABULARY 11

Students **work in pairs or groups** to practise the new words.

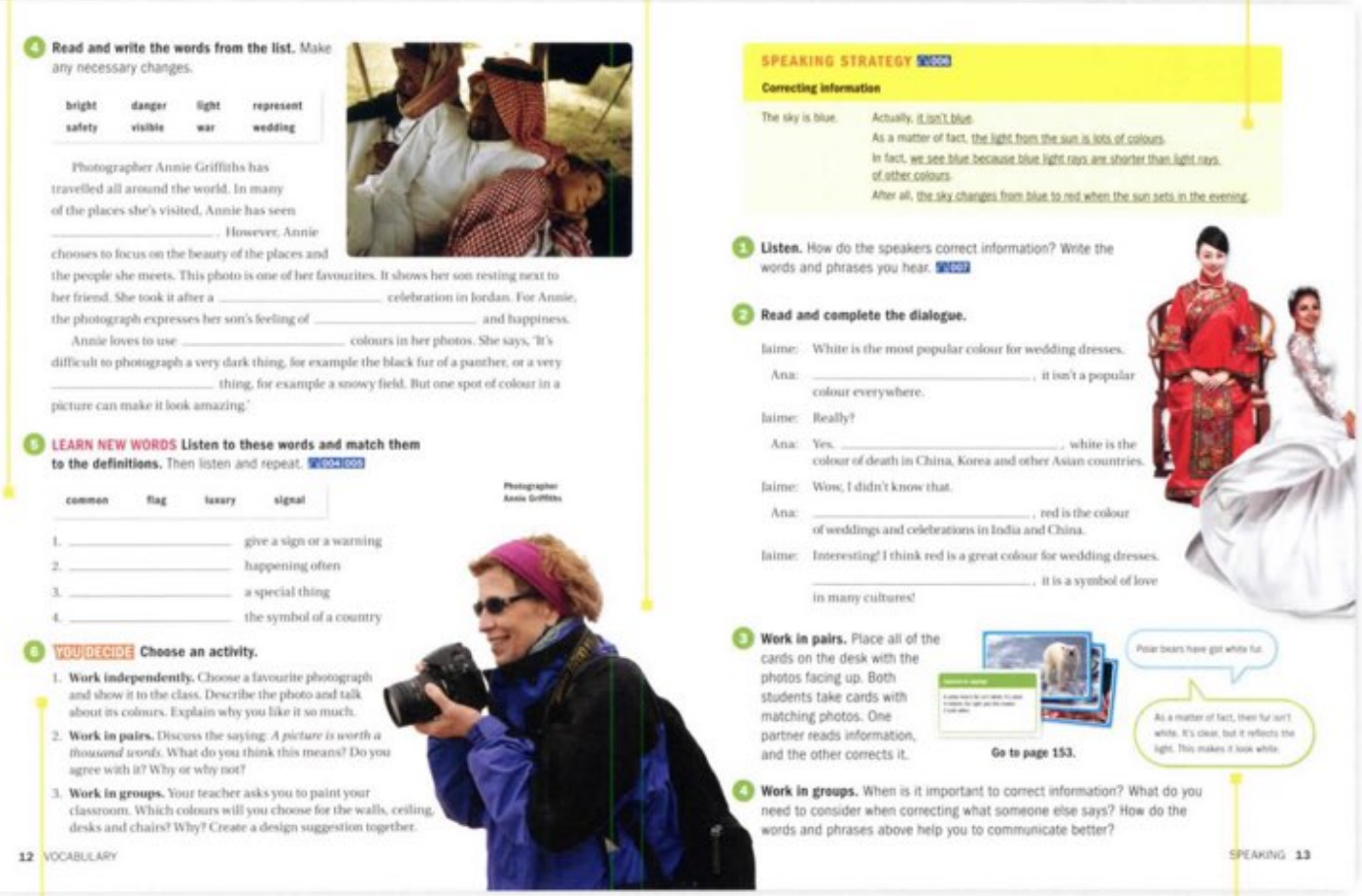
All target vocabulary is presented on the **audio** in isolation, in a contextualised sentence, as well as in the context of the main presentation.

Student's Book Walkthrough

New vocabulary is practised in **meaningful contexts** involving National Geographic Explorers and real-world topics.

Students learn **new target vocabulary** and a **vocabulary strategy** that gives students tools to learn new words on their own.

The **Speaking Strategy** page presents phrases and model dialogues that help students express themselves fluently.



4 **Read and write the words from the list.** Make any necessary changes.

bright	danger	light	represent
safety	visible	war	wedding

Photographer Annie Griffiths has travelled all around the world. In many of the places she's visited, Annie has seen _____. However, Annie chooses to focus on the beauty of the places and the people she meets. This photo is one of her favourites. It shows her son resting next to her friend. She took it after a _____ celebration in Jordan. For Annie, the photograph expresses her son's feeling of _____ and happiness.

Annie loves to use _____ colours in her photos. She says, 'It's difficult to photograph a very dark thing, for example the black fur of a panther, or a very _____ thing, for example a snowy field. But one spot of colour in a picture can make it look amazing.'

5 **LEARN NEW WORDS Listen to these words and match them to the definitions.** Then listen and repeat. 1.004-1.005

common	flag	luxury	signal

1. _____ give a sign or a warning
2. _____ happening often
3. _____ a special thing
4. _____ the symbol of a country

6 **YOU DECIDE Choose an activity.**

1. **Work independently.** Choose a favourite photograph and show it to the class. Describe the photo and talk about its colours. Explain why you like it so much.
2. **Work in pairs.** Discuss the saying: *A picture is worth a thousand words.* What do you think this means? Do you agree with it? Why or why not?
3. **Work in groups.** Your teacher asks you to paint your classroom. Which colours will you choose for the walls, ceiling, desks and chairs? Why? Create a design suggestion together.

12 VOCABULARY

SPEAKING STRATEGY 1.006

Correcting information

The sky is blue.
- Actually, it isn't blue.
- As a matter of fact, the light from the sun is lots of colours.
- In fact, we see blue because blue light rays are shorter than light rays of other colours.
- After all, the sky changes from blue to red when the sun sets in the evening.

1 **Listen.** How do the speakers correct information? Write the words and phrases you hear. 1.007

2 **Read and complete the dialogue.**

Jaime: White is the most popular colour for wedding dresses.
Ana: _____, it isn't a popular colour everywhere.
Jaime: Really?
Ana: Yes. _____, white is the colour of death in China, Korea and other Asian countries.
Jaime: Wow, I didn't know that.
Ana: _____, red is the colour of weddings and celebrations in India and China.
Jaime: Interesting! I think red is a great colour for wedding dresses. _____, it is a symbol of love in many cultures!

3 **Work in pairs.** Place all of the cards on the desk with the photos facing up. Both students take cards with matching photos. One partner reads information, and the other corrects it.

Go to page 153.

Polar bears have got white fur.

As a matter of fact, their fur isn't white. It's clear, but it reflects the light. This makes it look white.

4 **Work in groups.** When is it important to correct information? What do you need to consider when correcting what someone else says? How do the words and phrases above help you to communicate better?

SPEAKING 13

You Decide activities allow students to make decisions and become active participants in learning. They're encouraged to think critically and creatively as they discover who they are and who they want to be.

Games provide a fun context for communication.

Grammar boxes include natural examples of real-world language. Expanded grammar boxes with explanations are provided in the Workbook and on the Classroom Presentation Tool.

Additional target vocabulary is presented in meaningful contexts and applied in the grammar practice.

GRAMMAR 2.008

Comparatives and superlatives: Comparing two or more things

Adjective	Comparative	Superlative
Purple is a **popular** colour.	Green is **more popular than** purple.	Blue is **the most popular** colour in the world.
Green peppers are **tasty**.	Red peppers are **tastier than** green peppers.	Yellow peppers are **the tastiest** peppers.
Red grapes are **good**.	Red grapes are **better than** green grapes.	Red grapes are **the best**.

1 Read. Choose the correct word or phrase to complete the paragraph.

hungrier larger most delicious sweeter worse

When you see your favourite food on a red plate, you probably feel hungry. But you feel _____ when it's on a white plate. Why? Research shows that colours can really affect our feelings about food. For example, when you add red dye to water, it tastes _____ than normal water, as if you've added sugar. The food that you think is the _____ will probably taste _____ to you if you change its colour to blue. This is because blue is a very unnatural colour for food.

Colour can also affect how much we eat. In one experiment, people were asked to serve themselves some pasta with white sauce. The people with red plates took a small portion, while the people with white plates took a much _____ portion. Can you guess why this happens?



2 Read. Complete the sentences with the correct comparative or superlative forms. Then listen and check your answers. 2.009

1. Dark green vegetables are _____ (high/low) in vitamin C than light green vegetables.
2. Yellow bananas are _____ (salty/sweet) green bananas, but green bananas are _____ (good/bad) for you.
3. Blue is _____ (common/unusual) colour for food.
4. _____ (healthy/popular) diet includes foods of many different colours.

3 Work in pairs. Make a list of your five favourite foods. Then share your list. Make comparisons about those foods.

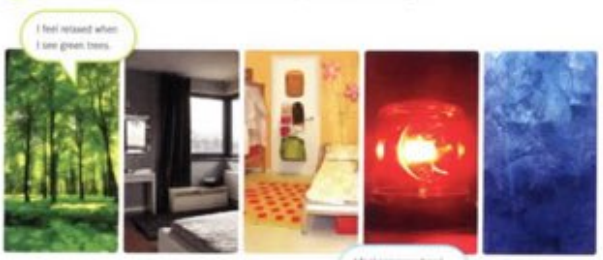
Apples are better for you than biscuits, but biscuits are sweeter!

4 LEARN NEW WORDS Listen and read to find out about colours and moods. Then listen and repeat. 2.010 2.011

We make strong **connections** between colours and feelings.



5 Work in pairs. Discuss how you feel when you see these things.



6 Work in groups. Compare your answers to Activity 5 with another pair. Then choose two other colours and say how they make you feel.

Me, too! But I feel more relaxed when I look at blue artwork.

Grammar is practised in **context** with multiple opportunities for real communication using **all four language skills.**

Student's Book Walkthrough

New target vocabulary is presented in the reading and gives students an opportunity to make predictions about the reading topic.

Reading strategies promote comprehension and help students become independent readers.

Readings feature engaging, relevant topics covering a variety of **cross-curricular areas**.

PURPLE POWER

THE HISTORY OF ONE OF THE MOST POPULAR COLOURS

Purple is one of the most popular colours today. There are purple clothes, purple handbags, purple bicycles, purple furniture, even purple computers! But in the past, purple was a very expensive and unusual colour.

Let's take a look at the rich and sometimes dangerous history of the colour purple.

THE VERY BEGINNING

Some scientists believe that the first organisms to appear on Earth over 500 million years ago probably looked purple, not green. Plants today are green because they use green chlorophyll to produce energy. But these early organisms probably used something called *retinal*, which is a dark purple colour.



500 YEARS AGO

In 16th-century England, purple was only for royalty. Queen Elizabeth I's clothes were purple, but ordinary people were not allowed to wear the colour.



150 YEARS AGO

In 1856, William Perkin, an 18-year-old science student, noticed something strange while conducting an experiment. The chemicals he used to clean his equipment combined with the chemicals he used in his experiment and produced a bright purple colour. This discovery led Perkin to start a company using this chemical combination to make purple dye. The dye was much cheaper than the sea-snail dye. Thanks to Perkin, now anyone can wear purple clothes.



3,000 YEARS AGO

During the time of the Roman Empire, it was very difficult to make purple dye. The dye came from sea snails. But 10,000 dead sea snails got you just one gram of purple dye ... as well as a very bad smell! This special purple dye was called *Tyrian purple*, and it was the preferred colour of emperors.



1 BEFORE YOU READ Discuss in pairs. Look at the photos and the timeline. What do you think the reading is about?

2 LEARN NEW WORDS Find these words in the text. Use the other words in the sentences to guess each word's meaning. Then listen and repeat. 2 CD2

company notice ordinary royalty

3 WHILE YOU READ Think about the order of the events. 2 CD2

4 AFTER YOU READ Discuss in pairs.

1. Why do scientists think that the earliest organisms were purple?
2. Why was the colour purple so expensive during the Roman Empire?
3. Who usually wore purple in England in the 16th century?
4. How did William Perkin discover a way to make purple dye? What advantage did his discovery have?

16 READING

5 Read the text again. Number the events in the order that they happened.

_____ Only Queen Elizabeth I wears purple clothes.
_____ Sea snails are used to make purple clothes for emperors.
_____ Many of the Earth's plants appear to be purple, not green.
_____ Anyone can wear purple clothes.
_____ William Perkin discovers how to make purple dye.

6 Discuss in groups.

1. What colour clothes do you like wearing? Why?
2. In Roman and Elizabethan times, purple was a sign of luxury. What colour means luxury to you? Does the colour purple have any special meaning in your culture?
3. Why do some people like to have luxury items, such as clothing? Are luxury items important to you? Why or why not?

READING 17

Before reading activities help students make predictions about the reading.

While reading activities guide students and help them stay focused.

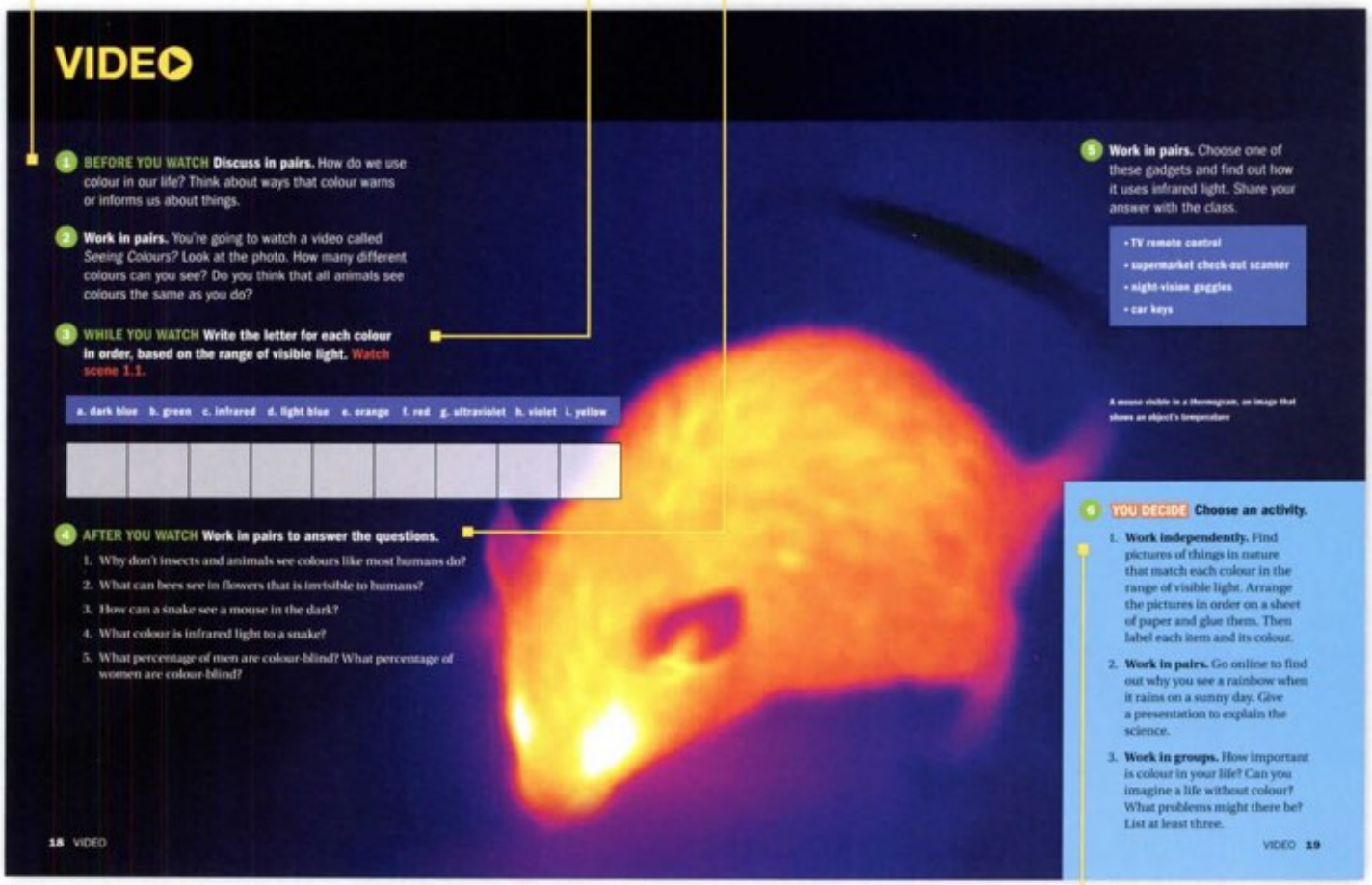
After reading activities provide students with opportunities to react and respond to the text, and to make connections between the reading and their lives.

Meaningful, relevant and timely topics are presented through videos from **National Geographic** and other sources, as well as animated **infographic videos** created specifically for this series.

Before watching activities help students make predictions about the video.

While watching activities guide students and help them stay focused.

After watching activities provide students with opportunities for discussion and reflection.



VIDEO

1 BEFORE YOU WATCH **Discuss in pairs.** How do we use colour in our life? Think about ways that colour warns or informs us about things.

2 **Work in pairs.** You're going to watch a video called *Seeing Colours?* Look at the photo. How many different colours can you see? Do you think that all animals see colours the same as you do?

3 WHILE YOU WATCH **Write the letter for each colour in order, based on the range of visible light.** Watch scene 1.1.

a. dark blue b. green c. infrared d. light blue e. orange f. red g. ultraviolet h. violet i. yellow

4 AFTER YOU WATCH **Work in pairs to answer the questions.**

1. Why don't insects and animals see colours like most humans do?
2. What can bees see in flowers that is invisible to humans?
3. How can a snake see a mouse in the dark?
4. What colour is infrared light to a snake?
5. What percentage of men are colour-blind? What percentage of women are colour-blind?

18 VIDEO

5 **Work in pairs.** Choose one of these gadgets and find out how it uses infrared light. Share your answer with the class.

- TV remote control
- supermarket check-out scanner
- night-vision goggles
- car keys

A mouse visible in a thermogram, an image that shows an object's temperature

6 YOU DECIDE **Choose an activity.**

1. **Work independently.** Find pictures of things in nature that match each colour in the range of visible light. Arrange the pictures in order on a sheet of paper and glue them. Then label each item and its colour.
2. **Work in pairs.** Go online to find out why you see a rainbow when it rains on a sunny day. Give a presentation to explain the science.
3. **Work in groups.** How important is colour in your life? Can you imagine a life without colour? What problems might there be? List at least three.

VIDEO 19

A **You Decide activity** supports learner autonomy and allows flexibility in the classroom by offering opportunities for individual, pair or group work.

Student's Book Walkthrough

Grammar boxes include natural examples of real-world language. Expanded grammar boxes with explanations are provided in the Workbook and on the Classroom Presentation Tool.

Students learn the basics of **academic writing** and are introduced to a variety of writing genres.

Models written at the student level provide examples for students to follow.



GRAMMAR p. 014

***The*: identifying general and specific things**

There's a coat in my wardrobe. **The** coat is red.
The sun is shining in **the** sky.
People often feel depressed when they see **the** colour black.

1 Read. Circle the correct word.

The / A Colours of Success

Imagine you're at a shopping centre. You want to go to *the / a* café and get *the / a* drink and *the / a* snack. There are two different cafés in the shopping centre. How do you choose *the / a* café you want to visit? You probably look at the prices and the menus. But *the / a* colours that *the / a* cafés use are also very important.

Do you want to feel calm and relaxed? Then you will probably choose The Coffee Place. *The / A* green colour makes you think of nature and peace.

Do you want to go somewhere exciting and lively? Then you will probably choose The Coffee Machine. Many companies use *the / a* colour red because it seems bright and fun, and it attracts young people.

Think about your favourite brands. Which colours do they use? What do those colours mean to you?

2 Work in pairs. Take turns naming familiar brand-name products. Can your partner name the colours for the brand? Why do you think the companies chose the colours for each product?

3 Work in pairs. Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Complete each sentence with *the* or *a / an*.

Go to page 155.

WRITING

A topic sentence introduces the main idea of a paragraph. The topic sentence is usually the first sentence of the paragraph. It explains:

- why you are writing
- what you want to say

Look at these examples of topic sentences:

In this article, I'm going to discuss the history of the colour orange.
When taking a photograph, it's important to think about light and colour.

1 Read the announcement and the response. Underline the topic sentence.

COMPETITION

Write and tell us about your favourite colour.

What colour do you want to see at home and around town this season? Tell us what the colour means to you.

I would like to tell you about my favourite colour and explain why I think it's perfect for this season. My favourite colour is orange. I think it's a warm and bright colour, and it makes me feel happy and safe. When I see this colour, I think of the autumn. Although it gets cooler and the days are much shorter, I love the autumn. When I go outside, I enjoy walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this colour. It's great to be at home and sit by the warm fire with my family. Orange is also the colour of my favourite food – carrot soup. It's so delicious! This warm and beautiful colour should be everywhere this season – outside, in our homes and even on our plates!

2 Work in pairs. Make a list of the things that the writer connects with his/her favourite colour. Do you think his/her ideas are effective? Why or why not?

3 Write. Write a paragraph about your favourite colour and what you associate with this colour. Use a strong topic sentence.

Grammar is practised **in context** through engaging activities and **games**.

Step-by-step **pre-writing and drafting support** is provided in the Workbook.

Optional worksheets guide students through the five steps involved in **process writing**: pre-writing, drafting, revising, editing and publishing.

The **Mission** page features National Geographic Explorers as role models who embody the **21st-century skills and values** teenagers need to become successful global citizens.

A variety of **projects** build 21st-century skills through independent research, discussion and presentations using a variety of media.



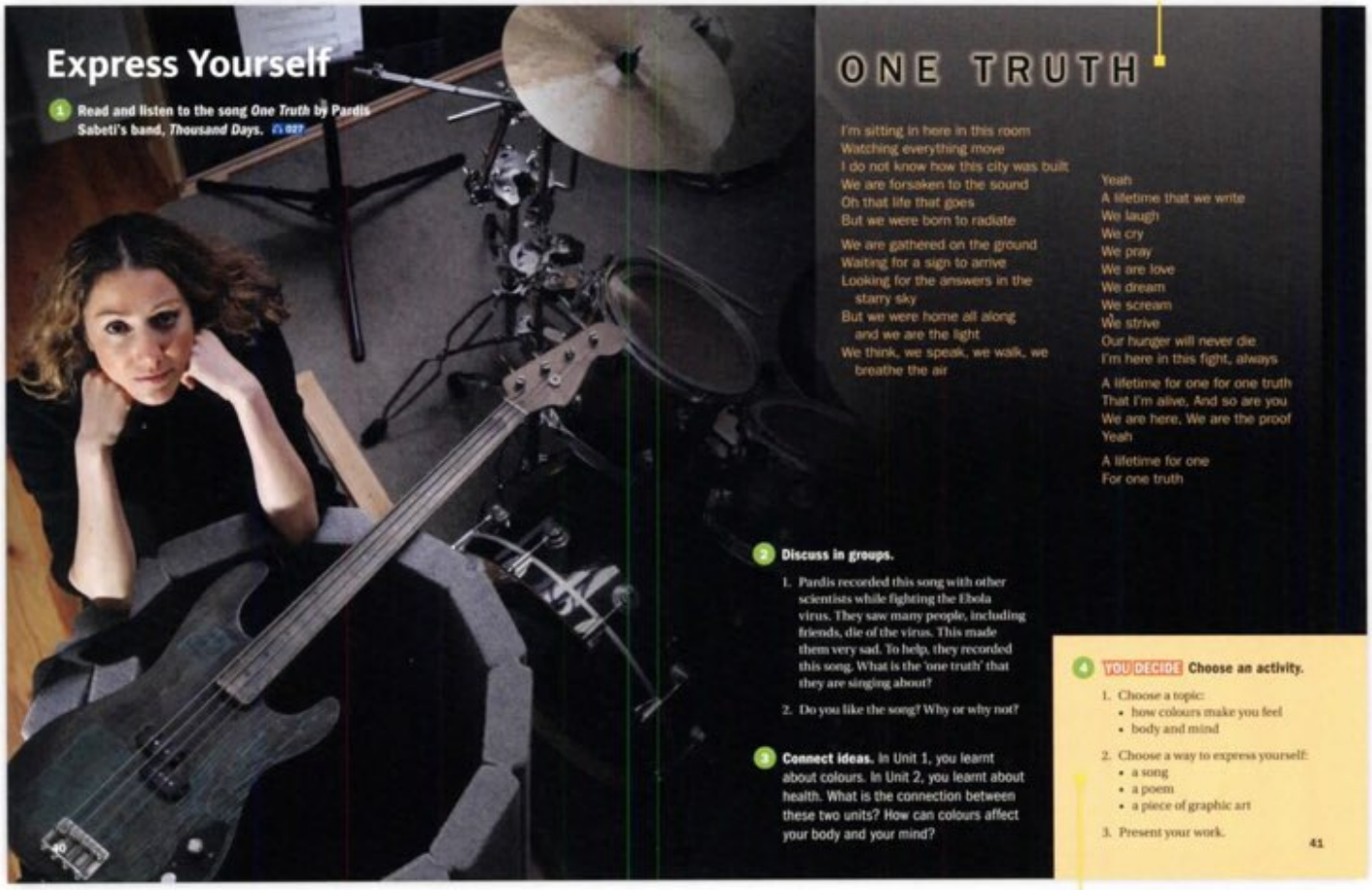
A **quote** by the Explorer and a **Meet the Explorer** video help students connect with these inspirational people who are making a difference in the world.

You Decide project choices allow students to take charge of their own learning and choose their preferred way to use the language they learnt to synthesise and reflect on the unit topic.

Student's Book Walkthrough

Express Yourself appears every two units. It actively engages students in discussions to synthesise what they learnt in the preceding units and make connections beyond the unit themes.

This section exposes students to a wide range of **creative expression**, from poems and film scripts, to presentations and personal narratives.



Express Yourself

1 Read and listen to the song *One Truth* by Pardis Sabeti's band, *Thousand Days*. 02?

ONE TRUTH

I'm sitting in here in this room
Watching everything move
I do not know how this city was built
We are forsaken to the sound
Oh that life that goes
But we were born to radiate

We are gathered on the ground
Waiting for a sign to arrive
Looking for the answers in the starry sky
But we were home all along and we are the light
We think, we speak, we walk, we breathe the air

Yeah
A lifetime that we write
We laugh
We cry
We pray
We are love
We dream
We scream
We strive
Our hunger will never die
I'm here in this fight, always

A lifetime for one for one truth
That I'm alive, And so are you
We are here, We are the proof
Yeah

A lifetime for one
For one truth

2 **Discuss in groups.**

1. Pardis recorded this song with other scientists while fighting the Ebola virus. They saw many people, including friends, die of the virus. This made them very sad. To help, they recorded this song. What is the 'one truth' that they are singing about?
2. Do you like the song? Why or why not?

3 **Connect ideas.** In Unit 1, you learnt about colours. In Unit 2, you learnt about health. What is the connection between these two units? How can colours affect your body and your mind?

4 YOU DECIDE **Choose an activity.**

1. Choose a topic:
   - how colours make you feel
   - body and mind
2. Choose a way to express yourself:
   - a song
   - a poem
   - a piece of graphic art
3. Present your work.

40

41

Students **choose** a form of creative expression to find their own voice and reflect on the themes they have studied.

Unit 7

Word stress with suffixes

1 Listen. Notice the stress when the word forms change. p. 126

base word	no change	syl. before
create	creative	creativity
happy	happiness	
organise	organiser	organisation
photo	photograph	photographic
pleasure	pleasurable	

The stress patterns of words with the same suffixes are usually the same.

- These suffixes do not change stress of the base word: *-ness, -er/-or, -graph, -able.*
- These suffixes have stress before the suffix: *-ity, -ic/-ical, -tion/-sion.*

2 Listen and repeat. Circle the stressed syllable in each group. p. 127

1. pho-to-gra-phic
2. ex-hi-bi-tion
3. exhi-bi-tor
4. cre-a-tion
5. ar-tis-tic
6. em-ploy-er
7. i-ma-gi-na-tion
8. a-ware-ness
9. ad-ven-tur-er
10. per-mis-sion

3 Work in pairs. Listen and repeat. Then practise the conversation. p. 128

A: We're going to an exhibition. Do you want to come? The artist is very creative.

B: Sure! Is the artist a painter?

A: No, she's a sculptor. Her work aims to bring awareness to the environment.

B: Oh, I follow an organisation on social

Unit 8

Sentence stress

1 Listen. Notice the strong and weak beats in the sentences. p. 129

I have **never seen** a tor**na**do.
He has sur**vived** an a**va**lanche.
Did you **see** the **fire**?
Where did you **see** the **spi**der?

The words that carry more meaning in a sentence are pronounced more fully than other words. These words include nouns, verbs, adjectives, adverbs, question words (who) and negative forms (*didn't, never, no*

Words that provide grammatical informatio are usually shortened or said quickly. These words include articles (*the, a, an*); pronouns (*he, she*); prepositions (*in, on*); and affirmative modals and other auxiliarie (*should, will, be, have, do*).

Interrupting

3 Listen and read. p. 130

Mr Silva: Alberto Santos-Dumont wasn't just a flight pioneer. He also helped make wristwatches popular among men! Using a pocket watch was not practical on a plane, so he asked his friend Louis Cartier for help.

Robert: Excuse me, Mr Silva. Can I ask a question? Could you spell the last name?

Mr Silva: Of course. It's C-A-R-T-I-E-R. OK. Back to the story. Cartier then built the first pilot wristwatch! Santos-Dumont wore it ...

Robert: Sorry to interrupt, but how did Santos-Dumont help make wristwatches popular?

Mr Silva: Great question, Robert! Santos-Dumont was a very popular person. People started noticing his watch and asking about it.

Interrupting	Interrupting to ask a question or add information	Interrupting someone who interrupted you
• Excuse me.	• Can I ask a question?	• OK. Back to ...
• Sorry to interrupt.	• May I say/ask something?	• I have something I'd like to add.
• Sorry, but ...	• I'd like to say something.	• Can I continue?
	• Can I add something?	
	• I'd like to comment on that.	

Agreeing and disagreeing

4 Listen and read. p. 134

Lin: I think we should do a video for our proje

Chang: I agree.

Mei: No way! Not again. We did a video last t

Lin: I'm not so sure. Presentations can be b

Chang: Actually, I think it's a great idea. Prese add music and sound effects! Maybe v video and include it in the presentatio

Lin: I guess so!

Mei: Exactly! A presentation *and* a video!

Agreeing		
• You're absolutely right.	• I agree.	• I guess so.
• Absolutely!	• You're right.	• I suppose so.
• Of course!	• That's true.	• I see what you m
• Exactly!	• I think so, too.	• That could be.
	• Me, too. / Me, neither.	• Maybe.
	• I think it's a great idea.	• I see your point,
	• That's a great idea!	

150 Social and Academic Language



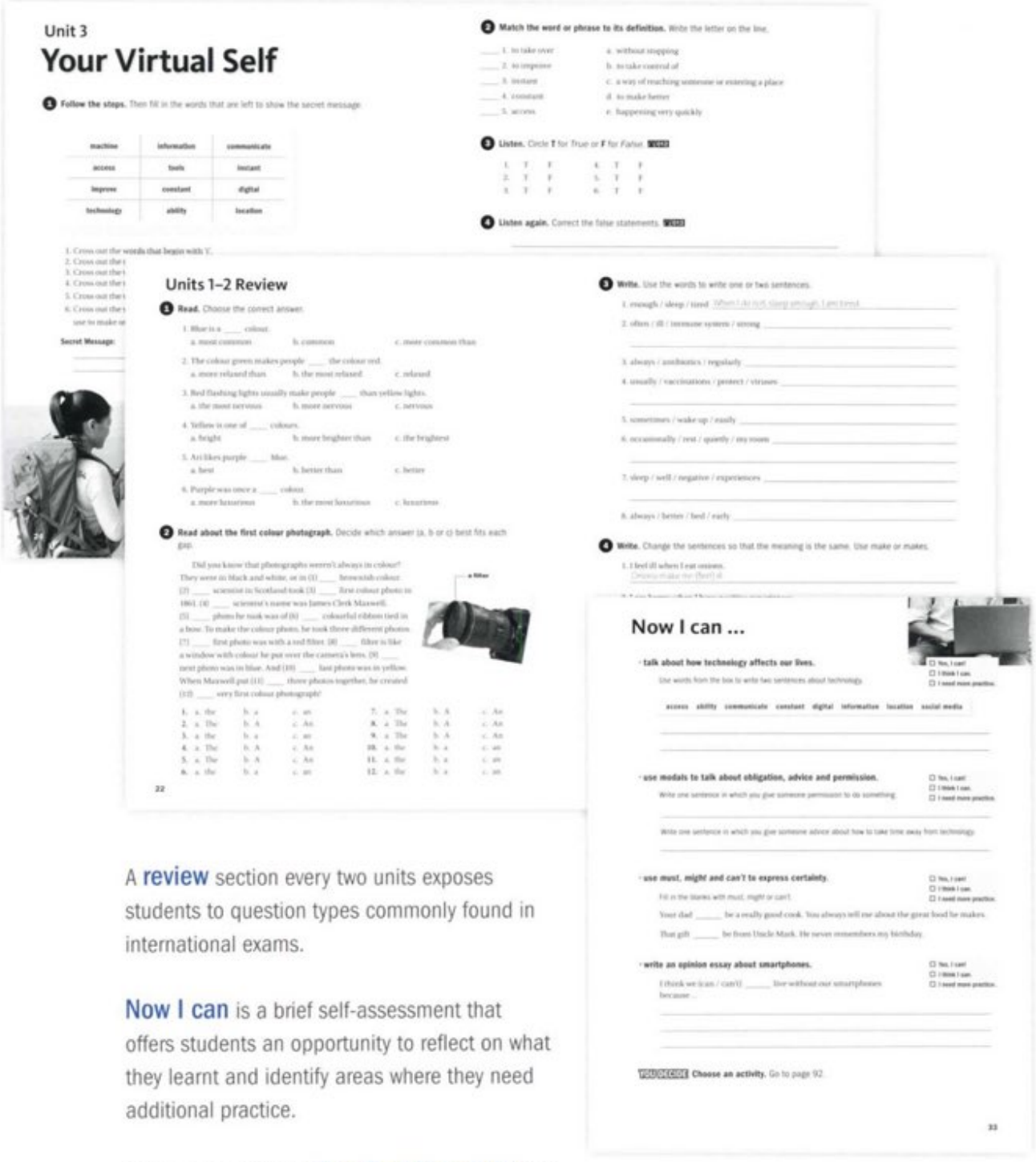
Pronunciation activities provide practise with stress, intonation, reductions and connected speech to help students better understand speakers of English and be better understood.

A **speaking** section presents common language functions such as asking for and giving permission, apologising, interrupting politely and making presentations.

A variety of **games** allows students to practise concepts and develop fluency – all while having fun.

Workbook

The **Workbook** contains activities that reinforce and consolidate the material in the Student's Book and include listening, reading, writing, grammar and vocabulary practice.



Unit 3

Your Virtual Self

1 Follow the steps. Then fill in the words that are left to show the secret message.

machine	information	communicate
access	tools	instant
improve	constant	digital
technology	ability	location

1. Cross out the words that begin with C.
2. Cross out the t
3. Cross out the t
4. Cross out the t
5. Cross out the t
6. Cross out the t

use to make s

Secret Message:

2 Match the word or phrase to its definition. Write the letter on the line.

_____ 1. to take over — a. without stopping
_____ 2. to improve — b. to take control of
_____ 3. instant — c. a way of reaching someone or entering a place
_____ 4. constant — d. to make better
_____ 5. access — e. happening very quickly

3 Listen. Circle **T** for *True* or **F** for *False*. VIDEO

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F

4 Listen again. Correct the false statements. VIDEO

Units 1–2 Review

1 Read. Choose the correct answer.

1. Blue is a ____ colour.
a. most common b. common c. more common than
2. The colour green makes people ____ the colour red.
a. more relaxed than b. the most relaxed c. relaxed
3. Red flashing lights usually make people ____ than yellow lights.
a. the most nervous b. more nervous c. nervous
4. Yellow is one of ____ colours.
a. bright b. more brighter than c. the brightest
5. Ari likes purple ____ blue.
a. best b. better than c. better
6. Purple was once a ____ colour.
a. more luxurious b. the most luxurious c. luxurious

2 Read about the first colour photograph. Decide which answer (a, b or c) best fits each gap.

Did you know that photographs weren't always in colour? They were in black and white, or in (1) ____ brownish colour. (2) ____ scientist in Scotland took (3) ____ first colour photo in 1861. (4) ____ scientist's name was James Clerk Maxwell. (5) ____ photo he took was of (6) ____ colourful ribbon tied in a bow. To make the colour photo, he took three different photos. (7) ____ first photo was with a red filter. (8) ____ filter is like a window with colour he put over the camera's lens. (9) ____ next photo was in blue. And (10) ____ last photo was in yellow. When Maxwell put (11) ____ three photos together, he created (12) ____ very first colour photograph!

a filter

1. a. the	b. a	c. an	7. a. The	b. A	c. An
2. a. The	b. A	c. An	8. a. The	b. A	c. An
3. a. the	b. a	c. an	9. a. The	b. A	c. An
4. a. The	b. A	c. An	10. a. the	b. a	c. an
5. a. The	b. A	c. An	11. a. the	b. a	c. an
6. a. the	b. a	c. an	12. a. the	b. a	c. an

22

3 Write. Use the words to write one or two sentences.

1. enough / sleep / tired (When I do not sleep enough, I am tired.)
2. often / ill / immune system / strong
3. always / antibiotics / regularly
4. usually / vaccinations / protect / viruses
5. sometimes / wake up / easily
6. occasionally / rest / quietly / my room
7. sleep / well / negative / experiences
8. always / better / bed / early

4 Write. Change the sentences so that the meaning is the same. Use *make* or *makes*.

1. I feel ill when I eat onions.
(Onions make me (feel) ill.)

Now I can ...

- **talk about how technology affects our lives.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Use words from the box to write two sentences about technology.

access ability communicate constant digital information location social media

- **use modals to talk about obligation, advice and permission.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write one sentence in which you give someone permission to do something.

Write one sentence in which you give someone advice about how to take time away from technology.

- **use *must*, *might* and *can't* to express certainty.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Fill in the blanks with *must*, *might* or *can't*.

Your dad _____ be a really good cook. You always tell me about the great food he makes.

That gift _____ be from Uncle Mark. He never remembers my birthday.

- **write an opinion essay about smartphones.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

I think we (can / can't) _____ live without our smartphones because ...

YOU DECIDE **Choose an activity.** Go to page 92.

33

A **review** section every two units exposes students to question types commonly found in international exams.

Now I can is a brief self-assessment that offers students an opportunity to reflect on what they learnt and identify areas where they need additional practice.

Each unit ends with a **You Decide activity** that provides options for targeted skill practice.

Workbook **audio** is available for streaming and download at **NGL.Cengage.com/impact**.

Online Workbook and Student's Website

The Online Workbook, hosted on MyELT, includes **interactive activities** to support each section from the Student's Book:

- Vocabulary
- Speaking Strategy
- Grammar
- Reading
- Video
- Writing







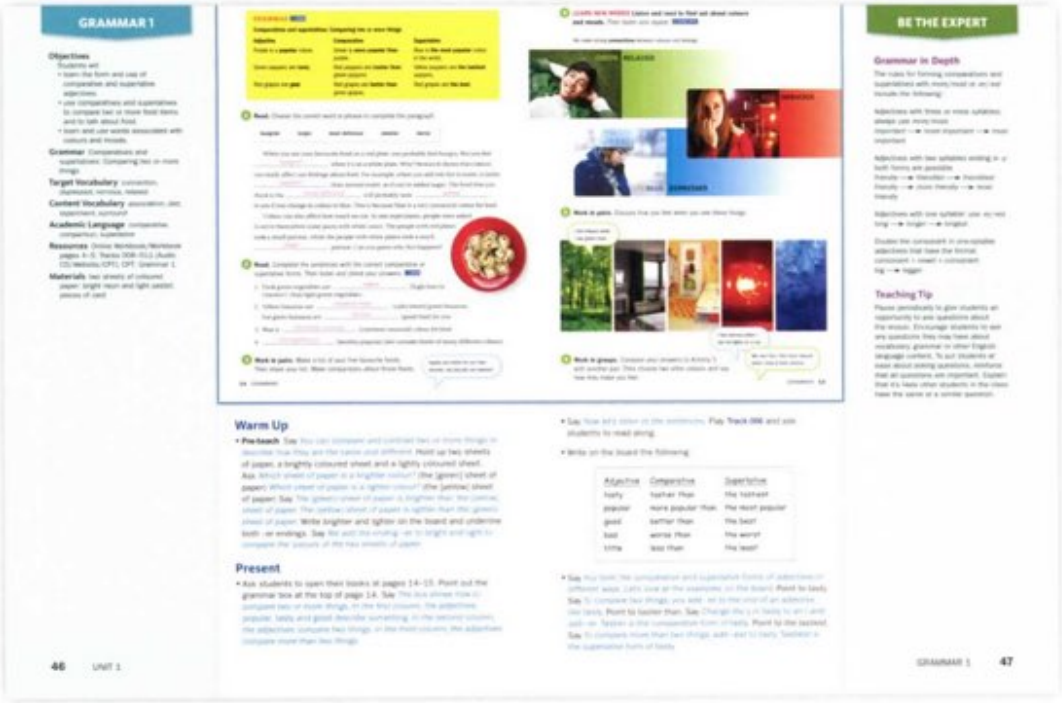
The Online Workbook also includes vocabulary **flashcards** and **grammar tutorials** for additional support.

Each unit ends with a **You Decide activity** that provides options for targeted skill practice. Specific activities are recommended based on the Now I can self-assessment.

Student resources, including audio for Student's Book and Workbook activities, are available at **NGL.Cengage.com/impact**.

Teacher's Resources

The **Lesson Planner**, with DVD, Audio CD and Teacher's Resource CD-ROM, provides everything needed to successfully plan, teach and supplement lessons.



The Lesson Planner includes:

- a professional development section that introduces the key principles of the course;
- a detailed scope and sequence;
- step-by-step instructions for carrying out lessons;
- reduced Student's Book pages with answers at point of use;
- Student's Book audio scripts;
- extension activities to supplement the Student's Book, including instructions to use the worksheets on the Teacher's Resource CD-ROM;
- teaching tips and professional development support at point of use;
- suggestions for formative assessment.

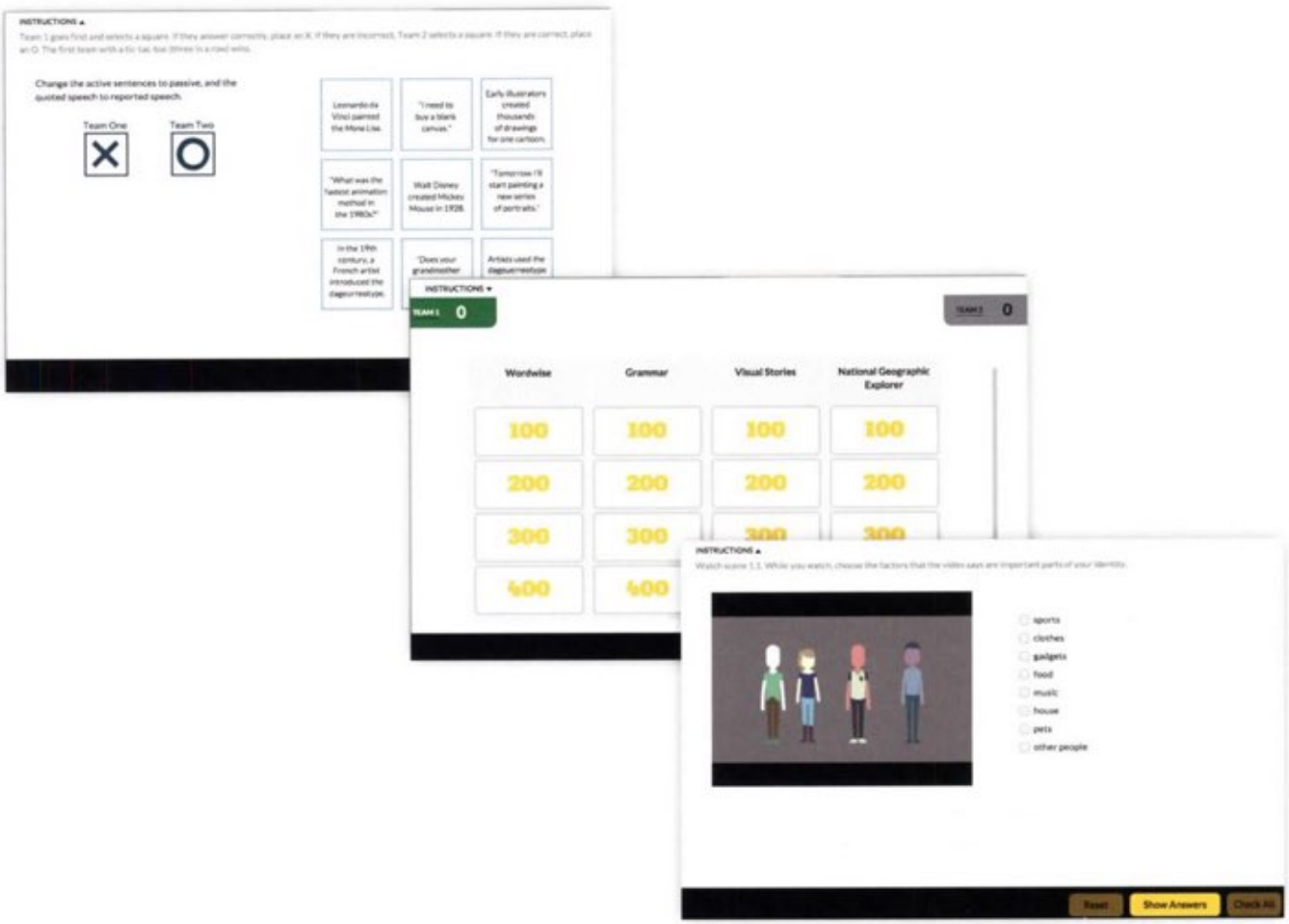
The **Teacher's Resource CD-ROM** includes:

- unit-by-unit pacing guides for easy lesson planning;
- printable worksheets for extension activities and process writing support;
- printable graphic organisers;
- video scripts;
- Workbook audio scripts;
- pronunciation activities answer keys.

The *Impact* **DVD** and the **Audio CD** contain all of the multimedia to support the Student's Book.



The **Classroom Presentation Tool** integrates all of the *Impact* resources, including video, audio, Student's Book pages and interactive activities, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

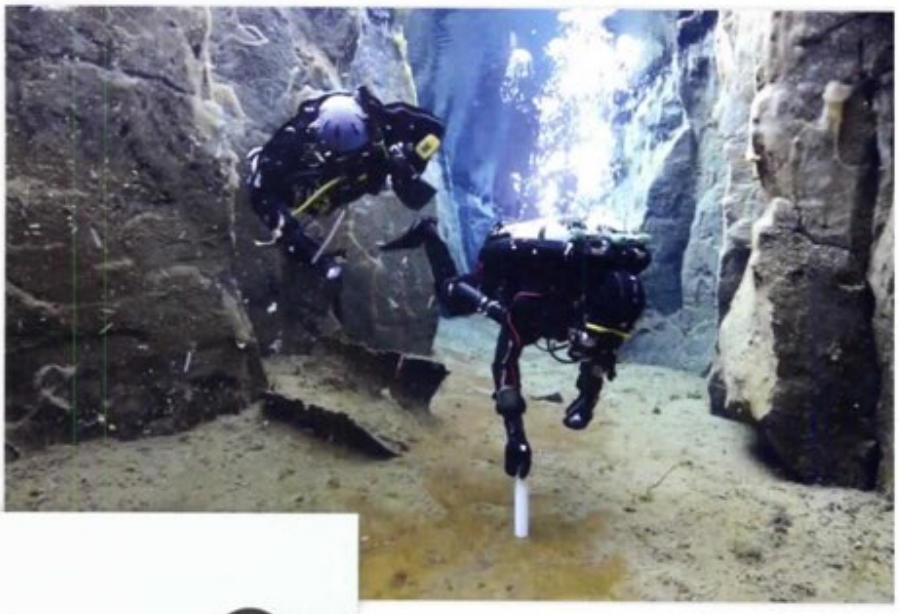


The **Assessment CD-ROM with *ExamView*®** includes activity banks to generate customised unit quizzes, mastery tests and final exams, as well as a pre-test and placement test.

The **Teacher's Resource Website** includes the Student's Book and Workbook audio, the Professional Development Video, as well as all the printable materials contained in the Teacher's Resource CD-ROM.
NGL.Cengage.com/impact

Video

Main Video The main video in each unit introduces a key concept of the unit theme in a unique way, either through **live action National Geographic content** or through an original animation designed specifically for this course.





The videos cover meaningful, relevant and timely topics such as:

- Group behaviour
- Art in the open
- Forming teen identity
- Pushing your limits

Meet the Explorer When students reach the Mission page of each unit, they'll learn more about the National Geographic Explorer featured in the unit. A quote by the Explorer and a Meet the Explorer video help students connect with these inspirational people who are making a difference in the world. These **short one-minute clips** reinforce unit objectives, develop critical thinking skills and allow students to hear from each explorer in his or her own words.



The videos are available on a DVD bound with the Lesson Planner, on the Online Workbook and on the Classroom Presentation Tool.

Professional Development



To ensure that teachers are able to improve their classroom practice and get the most out of the *Impact* teaching resources, Dr Joan Kang Shin and Dr Jodi Crandall have developed the *Impact* Professional Development Video.

The ***Impact* Professional Development Video**, available on the Teacher's Resource Website, is hosted by Dr Joan Kang Shin and it features interviews with teachers around the world. The video provides useful insights and practical advice on the following topics:

- Characteristics of young teens
- 21st-century skills
- Global citizenship
- Learning language through content
- Student choice and classroom management
- Strategy instruction
- Classroom routines
- Effective use of media in the classroom
- Assessment
- Teaching writing

Professional development topics are also covered at point-of-use throughout the Lesson Planner.

About the Author and Series Editors

About the Author

Katherine Stannett

Katherine Stannett is based in West Sussex, England and is an author with over twenty years of experience in editing, writing and developing materials to teach English. She specialises in writing for children and teenagers at all levels and is particularly interested in the development of 21st-century skills.



About the Series Editors



Dr JoAnn (Jodi) Crandall

Dr JoAnn (Jodi) Crandall is Professor Emerita and former Director of the Language, Literacy and Culture PhD Program, and Co-Director of the MA TESOL Program at the University of Maryland, Baltimore County (UMBC). She has worked in all areas of ESL/EFL including teaching, curriculum and materials development, standards development and teacher training.



Dr Joan Kang Shin

Dr Joan Kang Shin is a Professor of Practice and the Director of TESOL Professional Training Programs in the Department of Education at the University of Maryland, Baltimore County (UMBC), and she specialises in the training and professional development of teachers of English to young learners. In this position she administers numerous online professional development programs for EFL teachers in over 100 countries, including her own courses, *Teaching English to Young Learners* and *Teaching English to Teens*.

Teaching with *Impact*

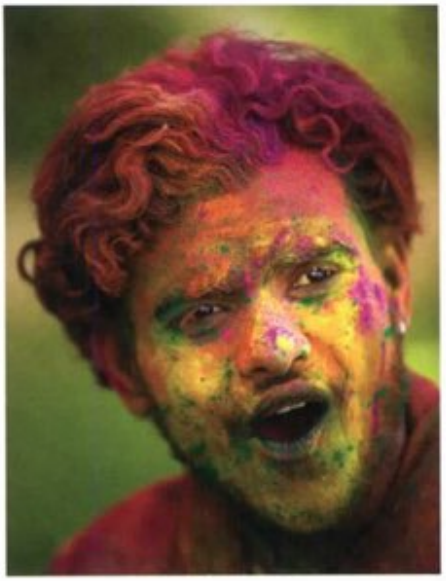


National Geographic Learning's *Impact* is an exciting new series for young teens that aims to help students to better understand themselves, one another and the world they live in. The series integrates real-world content, the work and stories of National Geographic Explorers, a wide variety of cross-curricular concepts and engaging projects into a unified course of English language instruction. It uses a content-based, communicative approach to learning English, with grammar and vocabulary taught and practised in context, and multiple opportunities for authentic communication using all language skills. In every thematically organised unit, students are immersed in a topic that they explore from different curricular perspectives, using the skills of listening, speaking, reading and writing.

Young teens are actively exploring their own identities and grappling with big ideas daily. *Impact* encourages teens to consider how their learning might relate to their current or future lives and to the roles they may play in the world as adults. *Impact* challenges teens to think about their places in their communities, in their countries and in the world at large. By addressing issues of local and global importance, *Impact* stimulates students to use 21st-century skills, such as problem-solving, critical thinking and other higher-order thinking skills. In every unit of *Impact*, students use their skills to delve deeply into topics of immediate concern to them as citizens of the 21st century.

Impact reflects key concepts and principles of English-language teaching and learning as they apply to adolescent learners of English:

- Learning is a process of constructing meaning. Active learners work to make sense of their world through interaction in personal, social and academic contexts.
- All English learners, and especially teens, need multiple opportunities for questioning and communicating meaning about topics that concern them, at a level that is appropriate to their emotional, social, and intellectual stages of development.
- Learners benefit greatly from the support of knowledgeable persons (teachers, adults and peers) to help them successfully incorporate and understand new information.
- Learning is most effective when the learner is challenged to go one step beyond his or her current stage of cognitive and language development.
- Activities that encourage students to think critically about issues and that engage them in problem solving are most effective; these activities link language learning with other curricular areas.







Characteristics of Young Teens

Young teens are going through a number of changes: physical, social and cognitive. For teens, life is both exciting and confusing. They're engaged in discovering who they are and who they want to be, and in exploring the qualities that make them unique, as well as those qualities they share with their peers.

Teens combine childlike playfulness with a nearly adult ability to think critically. They're engaged in questioning, analysing and comparing points of view, and they are likely to express strong opinions about topics related to their lives. *Impact* encourages them to discuss and express their views using a variety of print and communications media, such as videos, posters, stories, comic strips, raps, poems and songs.

Adolescent English learners have already learnt at least one language and are cognitively more efficient language learners than younger children. They can infer and confirm grammar, vocabulary and language use when given sufficient opportunities to use the language to communicate. They also need to take part in activities that create language awareness and foster an understanding of, and an interest in, how language functions.

Many young people are concerned about their places in the world and their roles as global citizens. They're developing a sense of social responsibility. They're also developing a personal sense of values and looking for role models. National Geographic Explorers are people who have made a difference in the world and who challenge young teens to do the same. Eight Explorers and their work are featured in each level of *Impact*. They're presented as potential role models who can encourage teens to explore their world (Daniel Raven-Ellison), to discover the future (Bethany Ehlmann), to be curious (Katy Croff-Bell) and to test their limits (Cory Richards).



Real-World Content

Students learn language and content at the same time, so it's natural and authentic to incorporate academic content into the English classroom. Integrating grade-appropriate content from science, geography, history and other subjects complements what students are learning in their other courses, helps them develop the academic English they may need for future study and motivates them to use English in meaningful ways.

Because technology plays such a large role in the lives of teens – mobile phones, laptops, social media, texting and more are part of their everyday lives – *Impact* provides opportunities for adolescent English learners to explore the influence of media and technology in their lives. In Level 2, for example, in *Your Virtual Self* (Unit 3), students explore the many ways in which technology extends our human abilities. Explorer Amber Case, a cyborg anthropologist, challenges teens (and adults!) to think about the positive and negative aspects of our reliance on technology.

In *Everybody's Doing It* (Unit 3), students in Level 3 learn about the various ways that animals and humans organise into groups, and how those groups affect behaviour. They compare groups that they choose to belong to with others that are involuntary, and discuss the importance of groups in their lives.

Other units focus on contemporary issues such as the environmental impact of entertainment. As they read *The Footprint of Fun* (Unit 4) in Level 4, for example, students consider how they can reduce their carbon footprints and take part in sustainable activities while still enjoying themselves in public settings.

Multicultural Outlook

Today's teens live in a world made much smaller through technology and the role of English as a global language. *Impact* brings that world into the classroom, introducing teens to the diversity of global customs, traditions and ways of life. Learning about cultures other than their own helps young people develop a multicultural outlook and learn to communicate successfully with others who are using English as a global language, both in person and through social media. And of course, as we've come to expect with National Geographic and its global reach and extensive research, we can rely on the accuracy of all content, as well as the stunning photographs and visuals that accompany the text and engage and motivate adolescent learners.



In *Impact*, teens

- learn about robots and how they are used in many different aspects of life, from hospitals to the home. (Foundation Level)
- read about people with unusual and amazing jobs, who work in some of the world's most extreme and dangerous environments. (L1)
- discover that colour affects people's emotions all over the world, and is often used to express and represent one's self. (L2)
- explore the different ways in which young people in various cultures express themselves through fashion, from special T-shirts and eco-friendly clothing to hair and body accessories. (L3)
- learn how to become digital humanitarians and help others during times of conflict or crisis by employing techniques used in crisis mapping and crowdsourcing. (L4)

Cultural Connections

In addition to learning about other cultures, *Impact* provides teens with opportunities to make connections between their own and other traditions and customs. Students reflect upon their own cultures and discuss connections with their peers. The process helps them build a stronger understanding and appreciation of themselves and their place in the world. It also helps them to learn to use English to communicate and describe their values and traditions to others around them.



In Foundation level, students read about education in countries around the world. They learn about different types of schools and reflect on their own learning experiences.

After reading about the growth of the Internet and the use of electronic gadgets in Level 1, for example, teens are asked about the impact that technology has on their lives. In Level 2, after reading about Tristram Stuart's campaign to encourage consumers not to reject that extra lumpy potato or misshaped carrot, students are asked to think about food waste and ugly food.

In Level 3, students read about the many different ways people around the world have developed animation, from cartoons to films, video games, mobile phone emojis and special effects in live-action films. In Level 4, after reading about public art, teens are urged to think about how they can use art to express their feelings and ideas.

National Geographic Explorers

As noted, each unit of *Impact* presents inspiring stories about National Geographic Explorers, global citizens who are actively working in many different fields, helping students explore content from different relevant perspectives. Each unit opener presents a quote from the unit Explorer, meant for students to reflect upon and discuss in the context of their own lives.

These Explorers convey, through their work and their words, a sense of global values. They model universal values such as acting responsibly, respecting others, appreciating the environment and believing in the value of collaboration. Each unit in *Impact* includes a 'Mission' page dedicated to the Explorer's work and message for teens, as well as a short 'Meet the Explorer' video in which the Explorer shares his or her perspectives and challenges with students.

Impact gives students a window into the work of Explorers such as Jack Andraka, who at only 15 years of age invented an inexpensive and quick way to detect certain types of cancer. It took him 4,000 attempts to find the protein he needed for his experiment, and 200 attempts to find a research scientist who would accept his project. He hopes to inspire other young people to pursue their passions, no matter the odds, as he asks, 'Why not you?'

Students meet Bethany Ehlmann, an Explorer and planetary geologist who works to help the Curiosity rover navigate on Mars. Bethany hopes that she and others can someday study signs of life not only on Mars but also in other worlds. She encourages students to 'discover the future'.





Explorer Jenny Daltry, in a unit on misunderstood animals, many of which are endangered species, urges teens to 'keep an open mind'. Iain Couzin, a behavioural ecologist, studies the value of collaboration. As he notes, whether we're talking about 'invasive cells to schooling fish to human cultures, groups can accomplish what solitary individuals cannot'.



Explorer Jimmy Chin, a photographer and climber, reminds teens to be prepared, and to avoid situations where the risks are high and their level of control is low. In a unit about exploration, Corey Jaskolski remarks on the importance of learning by doing and 'showing people the world in a different light, in a new format – something that they can engage with and be excited about'.

There are other role models in *Impact* in addition to the Explorers. From successful teenage fashion designers who have donated part of their earnings to charities or environmental organisations, to a young girl who has regularly attended space camps from the age of seven in the hope of becoming an astronaut, users of *Impact* also read and learn about young people like themselves who are making a difference.

21st-century Skills

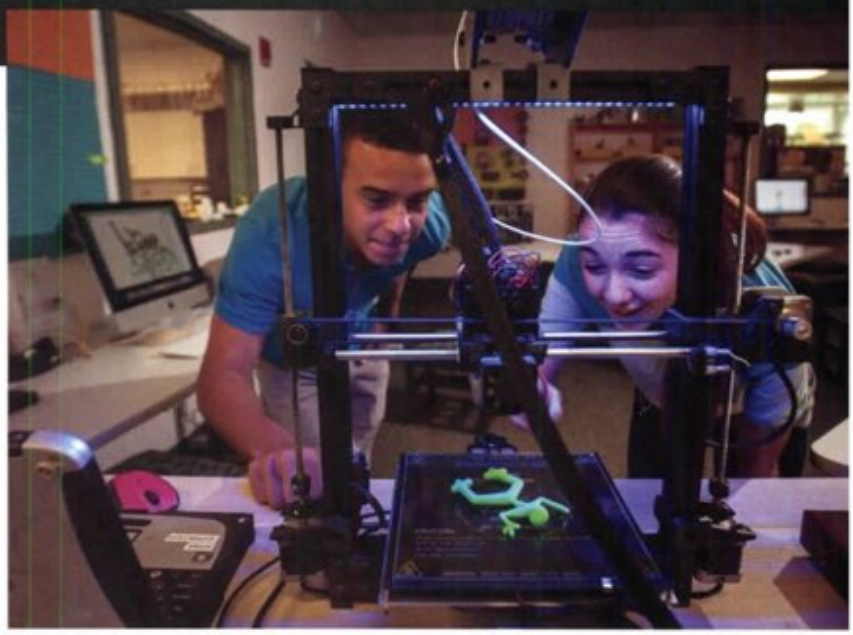
In our increasingly interconnected world, exposure to 21st-century topics and ideas is essential to student success. In addition to key subjects such as English, world languages, arts, mathematics, economics, science, geography and history, 21st-century students must also develop an awareness and understanding of topics such as:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy
- Learning and innovation skills

Impact provides students with rich opportunities to think deeply and critically about all of these topics and others. With the help of National Geographic Explorers, students explore ideas that span the globe and affect people of all ages and backgrounds. They ask and answer questions about food consumption and waste, unusual occupations, crisis management, the performing arts, planetary geology and collective behaviour, among many other topics.

In the process, *Impact* helps teens develop the skills that have been called the 4*C*s, and which are considered essential for success in the 21st century:

- Creativity and innovation
- Critical thinking and problem solving
- Communication
- Collaboration



Students are engaged in *thinking critically* about the choices they make and the problems that confront them. Together, they develop fact sheets, posters, videos or even advertisements that *communicate* their views to their peers and others. They consider the ways in which groups affect their behaviour and how, by *collaborating*, they can solve problems or accomplish goals. They analyse, compare and offer their own views. They also engage with a range of media and technology in order to *create* their own narratives. Students using *Impact* are challenged in every lesson and activity to think creatively, critically and innovatively, and to communicate and collaborate as a matter of course.

We live in a technology- and media-driven environment characterised by immediately available information and constantly evolving technology. Learning and innovation skills beyond the 4*C*s are needed for the complex life and work environments students will face in today's world. In addition to the ability to collaborate and to make individual contributions, students must also be able to master a range of functional skills such as:

- Life and career skills
- ICT (Information and Communication Technology) literacy
- Information literacy
- Media literacy

With *Impact*, teens develop new ways of thinking, new ways of working, new skills for living fuller and more responsible lives, and a range ICT skills that they can use in their educations and careers.

Skills and Strategies

In addition to the 4Cs, the four domains of listening, speaking, reading and writing, and the ICT skills necessary for success in the 21st century, today's students need to develop content knowledge and social and emotional competencies to navigate complex life and work environments, and skills and strategies to help them navigate their academic environments.

Each unit of *Impact* includes direct, explicit strategy instruction to help students effectively use English for academic and future success, and to express their views in appropriate ways.

Impact helps adolescent English learners navigate language challenges by presenting real-world situations that 21st-century students encounter every day. All speaking strategies are presented and practised in authentic contexts. For example, students might compare and contrast their parents and discuss how alike or unlike they are, or they may tell a surprising story to a partner, parts of which might be true or untrue, with the partner using expressions of surprise, such as 'That's amazing!' or 'Wow! Really?' to respond.

Speaking strategies in *Impact* include:

- Extending the conversation
- Asking for help with schoolwork
- Expressing strong opinions
- Asking for repetition and clarification
- Expressing surprise or disbelief
- Arguing and conceding
- Offering, accepting and declining advice
- Expressing interpretation and understanding

Supporting Reading Instruction

Reading is arguably the single most important skill for academic success. At this stage in their learning, adolescents are exposed to longer and more complex texts in all of their academic subjects. *Impact* provides an explicit focus on developing effective reading strategies that will not only be helpful when reading English texts, but will also help students become more effective readers of content in their own or other languages.



Each Reading lesson in your *Impact* Lesson Planner is presented in a three-step instructional plan: **Before reading**, **While reading** and **After reading**. During the lesson, students are directed to use a range of strategies before, while and after they read.

Before reading Students may be asked to talk with a partner about what they already know about a topic and related vocabulary, or, based on the title and photo, to predict what the text will be about or what they expect to learn from it.

While reading Students are given prompts that help them self-monitor and focus while they read. As effective readers, they're asked, for example, to notice details that support their beliefs, to look for similarities and differences, or to notice the order in which events happened.

After reading Readers may be asked to work in small groups to discuss a main idea, to recall important facts, to discuss the relationship of the text to their own lives, or to evaluate or comment on the text. They might be asked to identify possible good ideas not included in the reading.

Reading strategies in *Impact* include:

- Comparing and contrasting
- Scanning a text
- Making a personal connection
- Visualising
- Identifying a sequence of events
- Drawing conclusions
- Summarising
- Identifying an author's purpose

Vocabulary

A balanced approach to vocabulary instruction includes explicit instruction of a limited number of well-chosen words, along with instruction in strategies with which students can acquire words independently. *Impact* does both by introducing high-utility and academic vocabulary thematically, in context, within reading and listening activities, and by supporting students as they develop strategies for learning the vocabulary they need to communicate in English about a range of topics drawn from science, history, art and other areas of interest.



Vocabulary strategies in *Impact* include:

- The study of word parts such as prefixes, suffixes and word roots (including Greek and Latin roots)
- Using a dictionary to learn the most common meaning of a word, how to pronounce it, etc.
- Recognising common English collocations
- Identifying multiple-meaning words
- Using context clues to discover meaning

Research has shown that at least seven to twelve exposures are needed to begin to 'know' a word in terms of its literal definition, its relationship to other words, its connotations and its power of transformation into other forms. Students who can master these different aspects of knowing a word have deep vocabulary knowledge, and students who are familiar with many words have breadth of vocabulary knowledge. *Impact* helps students develop broad, deep vocabulary knowledge by providing multiple exposures to target vocabulary in contextualised activities that include pair and group work, in addition to independent Workbook practice, audio activities, whiteboard activities and videos.

Vocabulary is a fundamental part of communicating and being understood, especially in another language. The sheer number of English words to be learnt – about a million – represents a major challenge for students. Social and academic vocabularies consist not simply of single words, but also of set phrases or chunks of words, many of which are learnt together and frequently used together. In order to succeed academically and socially, adolescent English learners must master both social and academic English. While an average English speaker learns about 1,000 words a year, at least until the age of 20, a non-English-speaking student who is trying to learn the language may be lucky to achieve 25% of that rate.

Impact presents the language students need for academic and social success in highly contextualised, real-world settings. It supports vocabulary development with direct, explicit instruction in vocabulary strategies. Students learn to use common collocations in English, to break words into their component parts in order to work out their meanings, to identify the Greek and Latin roots of many English words, and to consult reference sources to find out how to correctly pronounce a new word or to confirm its meaning.

Types of Language in Impact

Target vocabulary High-utility, theme-related vocabulary that can be related to students' lives, relationships and studies at school. Target vocabulary is assessed.

Academic vocabulary The language of the classroom. Academic language plays an increasingly prominent role as students read to learn about science, social studies, maths and other areas of academic interest.

Content vocabulary Useful, theme-related vocabulary that allows students to discuss thematic content.

Related vocabulary Useful vocabulary that students might need at point of use, for example, to describe a photo in the book.

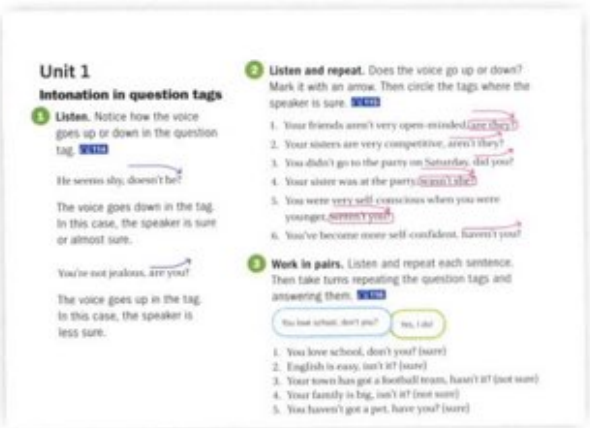
Although *Impact* provides contextualised vocabulary and complete lesson plans for all vocabulary instruction, it's helpful for teachers to become familiar with simple routines that can be used to introduce or present new vocabulary words to students.

A simple vocabulary routine

- Display and pronounce the word. Images are powerful aids to comprehension.
- Introduce the meaning of the word with a student-friendly explanation (vs. a standard dictionary definition).
- Illustrate with examples and sample sentences.
- Check for understanding by asking students to use vocabulary actively.
- Encourage wordplay.

Pronunciation

Impact includes a pronunciation topic in each unit. The pronunciation syllabus covers basic topics like the pronunciation of schwa, reductions and pronunciation of *-ed* endings. There is a strong focus on discourse-level suprasegmental features, such as stress, intonation and connected speech. The goal is to help students to be better understood by and to better understand English speakers.


Unit 1

Intonation in question tags

1 Listen. Notice how the voice goes up or down in the question tag. 1.1.14

He seems shy, doesn't he?

The voice goes down in the tag. In this case, the speaker is sure or almost sure.

You're not jealous, are you?

The voice goes up in the tag. In this case, the speaker is less sure.

2 Listen and repeat. Does the voice go up or down? Mark it with an arrow. Then circle the tags where the speaker is sure. 1.1.15

1. Your friends aren't very open-minded, are they?
2. Your sisters are very competitive, aren't they?
3. You didn't go to the party on Saturday, did you?
4. Your sister was at the party, wasn't she?
5. You were very self-conscious when you were younger, weren't you?
6. You've become more self-confident, haven't you?

3 Work in pairs. Listen and repeat each sentence. Then take turns repeating the question tags and answering them. 1.1.16

You love school, don't you? — Yes, I do!

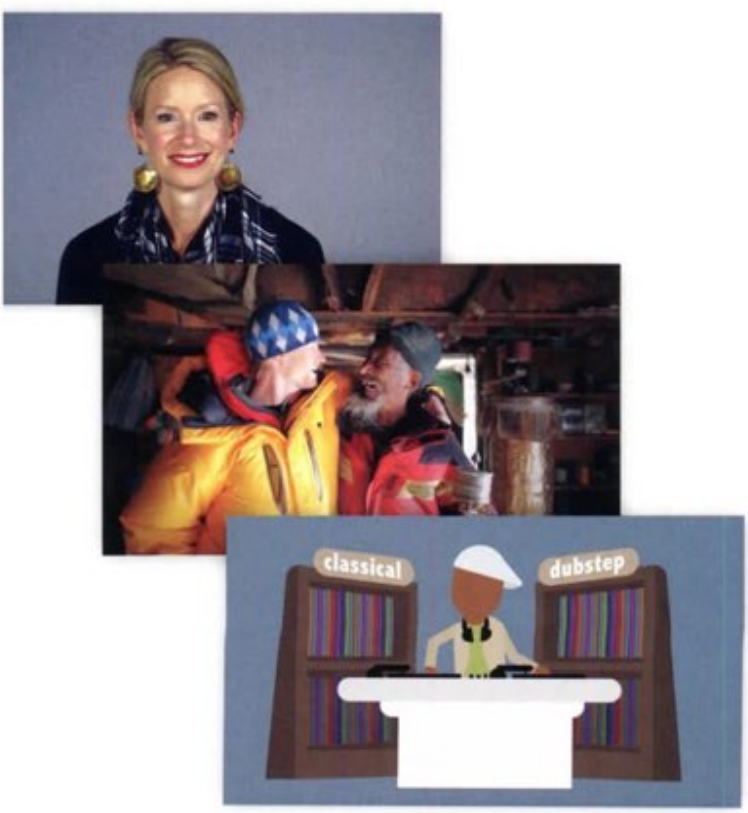
1. You love school, don't you? (sure)
2. English is easy, isn't it? (sure)
3. Your town has got a football team, hasn't it? (not sure)
4. Your family is big, isn't it? (not sure)
5. You haven't got a pet, have you? (sure)

Impact's Videos

Video is a powerful tool that can help bring the world into the classroom – and bring the classroom to life! Because video allows students to view and listen to authentic representations of content, it can be a powerful tool for teachers and an especially useful aid for language learners.

In each unit of *Impact*, students encounter two short videos:

- **Main video** The main video in each unit introduces a key concept of the unit theme in a unique way, either through live-action National Geographic content or through an original animation created for this series. Each main video reviews target unit vocabulary and grammar, and exposes students to authentic communication. Corresponding Student's Book pages and activities provide opportunities for students to discuss and critically engage with the material.



- **Meet the Explorer** When students reach the 'Mission' page of each unit, they'll learn even more about the National Geographic Explorer whose mission both drives the unit theme and encourages students to be active participants in their learning. These short one-minute clips reinforce unit objectives, develop critical thinking skills and allow students to hear from each explorer in his or her own words.

The videos in *Impact* introduce students to real people using English in real ways. They provide a richer environment for learning and engage 21st-century teens who are motivated by content that both informs and entertains. More importantly, building students' media and digital literacy skills prepares them to use English both inside and outside the classroom.

Classroom Management

Classroom atmosphere Effective teachers take care to build a fair, safe and supportive classroom climate. As supportive adults rather than friends, they aim for positive relationships with all their students and consciously avoid favouritism. They have high but reasonable expectations and model the values they hope to inspire in their students – kindness, patience, fairness and respect.

Classroom rules and expectations The establishment of rules is particularly important because students need rules to function successfully. Brainstorm classroom rules with your students at the beginning of the year so that they know what's expected of them and feel responsible for following the rules. It's important to share and communicate rules clearly and simply, and to make sure they're consistently enforced with age-appropriate rewards and sanctions.

Managing You Decide activities A balance of independence and support is important to adolescent learners. They respond well to having a choice of activities and to deciding whether they want to work independently or in pairs or groups.

When given choices, adolescents also need clear direction and support from peers and teachers.



By providing students with real choices in activities and projects, *Impact* actively supports learner autonomy. You Decide activities are an important feature of *Impact* and carry an important message: given the right support and materials, students can and shoud be accountable and responsible for their own learning.

Writing

Impact introduces students to a variety of writing genres and gives them multiple opportunities to express themselves in writing. Young teens are systematically introduced to academic writing starting in Level 1. They move from descriptive paragraphs to other types of paragraphs, and on to short essays.

In Levels 2–4, students are introduced to common academic writing genres, including Classification, Cause and Effect, Narration, Biography, Persuasion, Review, and Compare and Contrast, among others.

Scaffolded support For each writing assignment in the Student's Book, students are guided step by step in the Workbook. A complete model is provided for the writing task in each unit, so that learners have clear, meaningful examples of what they're expected to do.

Worksheets Optional Genre worksheets provide support for the academic writing genres presented in *Impact*. These include the genres listed above. Optional Process Writing worksheets guide students through the five steps: Pre-writing, Writing a First Draft, Revising, Editing and Proofreading, and Publishing.

In addition, common real-world genres are presented throughout the course in You Decide activities and projects, in Express Yourself, in the Workbook and in all course components. These include blogs, letters, presentations, travel reviews, poems, film scripts and brochures.



Assessment in *Impact*

Assessment should always mirror learning. Tests should reflect curriculum objectives and provide students with opportunities to demonstrate what they know and what they can do, in tasks and formats that are similar to what they've experienced in class. Tests should also contribute to learning on the part of both teacher and student. Assessment results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. And, of course, the results should provide information to learners on their current strengths and weaknesses, as well as their progress in learning English.

Assessment should include a variety of techniques that correspond to learners' abilities and learning styles. That is to say, assessments should provide opportunities for learners who are not primarily linguistically, logical-mathematically or spatially inclined to demonstrate other types of intelligence or learning styles. All learners should have multiple chances to demonstrate their skills, abilities and knowledge.

Assessment should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and engaging activities in their lessons, and they're conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement and motivating feedback in assessments.

Finally, it's important to note that tests should take place over time in order to collect evidence of growth. Assessment should not be approached as an occasional but necessary, fear-inducing evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have, and the more practised and confident they may feel.

***Impact* Assessment Options** *Impact* ensures that students engage in a wide variety of communicative activities in each thematic unit, and many of these themes and activity types are correspondingly reflected in the assessment process. *Impact* provides many opportunities for both formal and informal assessment of different types. The *Impact* assessment programme includes various kinds of written tests: placement tests and level pre-tests, eight unit quizzes, two mastery tests and final tests, together with an Audio CD for listening and speaking assessment.

Formal assessment in *Impact* is provided in the form of *ExamView®* test banks. Banks include test items that allow teachers to create a pre-test for use at the beginning of the school year, unit quizzes, mastery tests and a final exam. A placement test is also provided. In addition, with the use of the Assessment CD-ROM with *ExamView®*, all of the quizzes and tests are easily generated and customisable to the needs of each teacher's students. **Formative assessment** opportunities appear at the end of each lesson and align directly to that lesson's objectives.

Accurate assessment reflects not only what students can recognise and produce on a written test, but also what they can perform or do as they actually use the language in real or realistic contexts. *Impact* therefore provides a wealth of opportunities for **informal assessment**. These include pair and group work, review pages in the Student's Book, Workbook activities and the Classroom Presentation Tool, among others. Many of the products students create, including end-of-unit projects, may also be assembled as part of a **portfolio assessment** system.

Pacing Guides

2–3 hours per week

Use Warm Up and Consolidate sections from the Lesson Planner or replace with your own Warm Up and Consolidate activities.

Week 1	Week 2	Week 3	Week 4	Week 9*
Unit Opener: Introduce the Unit **Vocabulary:** Warm Up; Present; Practise; Apply; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Unit Opener and Vocabulary	**Grammar 1:** Warm Up; Present; Practise; Apply; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Grammar 1	**Video:** Before You Watch; While You Watch; After You Watch **Resources** · Student's Book · Online Workbook · Video (DVD/Online Workbook/CPT) · Classroom Presentation Tool: Video	**Writing:** Warm Up; Present; Read the Model; Plan; Write **Mission:** Mission **Project:** Prepare **Resources** · Student's Book · Workbook/Online Workbook · Process Writing / Genre Writing Worksheets (Teacher's Resource CD-ROM/Website) · Video (DVD/Online Workbook/CPT) · Classroom Presentation Tool: Writing	**Express Yourself:** Present; Practise; Connect; Prepare **Resources** · Student's Book · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Express Yourself
Speaking Strategy: Warm Up; Present; Practise; Apply; Consolidate **Resources** · Student's Book · Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Speaking Strategy	**Reading:** Warm Up; Before You Read; While You Read; After You Read; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Reading	**Grammar 2:** Warm Up; Present; Practise; Apply; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Grammar 2	**Project** *(continued)*: Share **Assessment** **Resources** · Student's Book · Classroom Presentation Tool: Project and Review Games · Unit Quiz (*ExamView*®)	**Express Yourself** *(continued)*: Share **Resources** · Classroom Presentation Tool: Express Yourself *Express Yourself gives students an opportunity to synthesise what they have learnt and focus on creative expression after every two units. The Express Yourself for Units 1 and 2 will be covered in Week 9.

Pacing Guides

3–4 hours per week

Extend activities, including Extend Worksheets, are optional.

Week 1	Week 2	Week 3	Week 4	Week 9*
Unit Opener: Introduce the Unit; Extend **Vocabulary:** Warm Up; Present; Practise **Resources** · Student's Book · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Unit Opener	**Grammar 1:** Warm Up; Present; Practise **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Grammar 1	**Reading** *(continued)*: After You Read; Extend; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Classroom Presentation Tool: Reading	**Writing:** Warm Up; Present; Read the Model; Plan; Write **Resources** · Student's Book · Workbook/Online Workbook · Process Writing / Genre Writing Worksheets (Teacher's Resource CD-ROM/Website) · Classroom Presentation Tool: Writing	**Express Yourself:** Present; Practise; Connect **Resources** · Student's Book · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Express Yourself
Vocabulary *(continued)*: Apply; Extend; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Extend Worksheets (Teacher's Resource CD-ROM/Website CPT) · Classroom Presentation Tool: Vocabulary	**Grammar 1** *(continued)*: Apply; Extend; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Grammar 1	**Video:** Before You Watch; While You Watch; After You Watch **Resources** · Student's Book · Online Workbook · Video (DVD/Online Workbook/CPT) · Classroom Presentation Tool: Video	**Writing** *(continued)*: Revise; Edit and Proofread; Publish **Mission:** Mission **Project:** Prepare **Resources** · Student's Book · Process Writing / Genre Writing Worksheets (Teacher's Resource CD-ROM/Website) · Video (DVD/Online Workbook) · Classroom Presentation Tool: Writing	**Express Yourself** *(continued)*: Prepare **Cumulative Review** **Resources** · Student's Book · Classroom Presentation Tool: Express Yourself · Cumulative Review Worksheets (Teacher's Resource CD-ROM/Website)
Speaking Strategy: Warm Up; Present; Practise; Apply; Extend; Consolidate **Resources** · Student's Book · Online Workbook · Extend Worksheets (Teacher's Resource CD-ROM/Website CPT) · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Speaking Strategy	**Reading:** Warm Up; Before You Read; While You Read **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Reading	**Grammar 2:** Warm Up; Present; Practise; Apply; Extend; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Grammar 2	**Project** *(continued)*: Share **Assessment** **Resources** · Student's Book · Classroom Presentation Tool: Project · Unit Quiz (*ExamView*®)	**Express Yourself** *(continued)*: Share **Resources** · Student's Book · Classroom Presentation Tool: Express Yourself *Express Yourself gives students an opportunity to synthesise what they have learnt and focus on creative expression after every two units. The Express Yourself for Units 1 and 2 will be covered in Week 9.

Pacing Guides

5–6 hours per week

Week 1	Week 2	Week 3	Week 4	Week 9*
Unit Opener: Introduce the Unit; Extend **Resources** · Student's Book · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Classroom Presentation Tool: Unit Opener	**Grammar 1:** Warm Up; Present; Practise **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Grammar 1	**Video:** Before You Watch; While You Watch; After You Watch **Resources** · Student's Book · Online Workbook · Video (DVD/Online Workbook/CPT) · Classroom Presentation Tool: Video	**Mission:** Mission **Project:** Prepare **Resources** · Student's Book · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Video (DVD/Online Workbook/CPT) · Classroom Presentation Tool: Mission and Project	**Express Yourself:** Present; Practise; Connect **Resources** · Student's Book · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Express Yourself
Vocabulary: Warm Up; Present; Practise **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Vocabulary	**Grammar 1** *(continued)*: Apply; Extend; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Grammar 1	**Grammar 2:** Warm Up; Present; Practise; Apply; Extend; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Grammar 2	**Unit Review** **Resources** · Unit Review Worksheets (Teacher's Resource CD-ROM/Website) · Workbook/Online Workbook · Classroom Presentation Tool: Review Games	**Express Yourself** *(continued)*: Prepare **Resources** · Student's Book · Classroom Presentation Tool: Express Yourself
Vocabulary *(continued)*: Apply; Extend; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Classroom Presentation Tool: Vocabulary	**Reading:** Warm Up; Before You Read; While You Read **Resources** · Student's Book · Workbook/Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Reading	**Writing:** Warm Up; Present; Read the Model; Plan; Write **Resources** · Student's Book · Workbook/Online Workbook · Process Writing / Genre Writing Worksheets (Teacher's Resource CD-ROM/Website) · Classroom Presentation Tool: Writing	**Project** *(continued)*: Share **Resources** · Student's Book · Classroom Presentation Tool: Project	**Express Yourself** *(continued)*: Share **Resources** · Student's Book · Classroom Presentation Tool: Express Yourself
Speaking Strategy: Warm Up; Present; Practise; Apply; Extend; Consolidate **Resources** · Student's Book · Online Workbook · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Speaking Strategy	**Reading** *(continued)*: After You Read; Extend; Consolidate **Resources** · Student's Book · Workbook/Online Workbook · Extend Worksheets (Teacher's Resource CD-ROM/Website) · Classroom Presentation Tool: Reading	**Writing** *(continued)*: Revise; Edit and Proofread; Publish **Resources** · Student's Book · Workbook/Online Workbook · Process Writing / Genre Writing Worksheets (Teacher's Resource CD-ROM/Website) · Classroom Presentation Tool: Writing	**Assessment** **Resources** · Unit Quiz (*ExamView®*)	**Cumulative Review** **Resources** · Cumulative Review Worksheets (Teacher's Resource CD-ROM/Website)

*Express Yourself gives students an opportunity to synthesise what they have learnt and focus on creative expression after every two units. The Express Yourself for Units 1 and 2 will be covered in Week 9.

Scope and Sequence



1 Colour Matters



2 Feeling Good?

	1 Colour Matters	2 Feeling Good?
THEME	Colour and its effect on people	Body and mind
LANGUAGE OBJECTIVES	· Talk about colours and why they are important · Correct information · Use comparatives and superlatives to compare two or more things · Use *the* to identify general and specific things · Write a paragraph about your favourite colour using a topic sentence	· Talk about things that affect emotional and physical health · Ask after friends and talk about how they feel · Use adverbs to talk about how and how often you do something · Use *make* + adjective to talk about what affects their mood and feelings · Write a classification essay about the negative effects of stress
VOCABULARY	bright colour-blind danger death dye emergency good luck light represent safety trust visible warn wedding common flag luxury signal connection depressed nervous relaxed company notice ordinary royalty **Vocabulary Strategies:** · Suffix *-al* · Use context clues	antibiotic bacteria cell digest disease immune system infection invade protect sore symptom treat vaccination virus emotion illness positive survive brain comfortable researcher rest select theory adolescent experience process structure **Vocabulary Strategies:** · Suffix *-ness* · Use a dictionary: Sample sentences
SPEAKING STRATEGY	Correcting information	Asking after friends and saying how you feel
GRAMMAR	**Comparatives and superlatives:** Comparing two or more things *Purple is a popular colour.* *Green is more popular than purple.* *Blue is the most popular colour in the world.* ***The:*** Identifying general and specific things *The sun is shining in the sky.*	**Adverbs:** Saying how and how often you do something *Many teenagers often like to sleep. They're always tired.* ***Make* + adjectives:** Saying what affects mood and feelings *A lack of sleep makes you tired.*
READING	*Purple Power* The history of one of the most popular colours **Reading Strategy:** Identify sequence of events	*The Teenage Brain* Shaping your future **Reading Strategy:** Summarise
VIDEO	*Seeing Colours?*	*The Forgotten Organ*
MISSION	**Look for Opportunities** National Geographic Photographer: **Annie Griffiths**	**Take Care of Yourself** National Geographic Explorer: **Pardis Sabeti**, Computational Geneticist
WRITING	Genre: **Descriptive paragraph** Focus: Topic sentence	Genre: **Classification essay** Focus: Introducing categories
PROJECT	· Art presentation · Food presentation · Blog entry	· Healthy-living brochure · Sleep research · Quiz show
PRONUNCIATION	The schwa (/ə/) sound	Pronunciation of *-s* endings
EXPRESS YOURSELF	Creative Expression: **Song** *One Truth* Making connections: How colours affect your body and mind	



3 Your Virtual Self



4 Underwater Mysteries

THEME

Technology's impact on our lives

Underwater exploration and discovery

LANGUAGE OBJECTIVES

- Talk about how technology affects our lives
- Check understanding
- Use modals to talk about obligation, advice, prohibition and permission
- Use *must*, *might* and *can't* to express certainty
- Write an opinion essay about smartphones

- Talk about underwater exploration
- Make and respond to suggestions
- Use *used to* and *would* to talk about habits in the past
- Use the past simple to describe past actions
- Write a contrast essay about a mythical creature

VOCABULARY

ability
access
communicate
constant
digital
improve
information
instant
location
machine
social media
technology
tool

extend
interfere
rely on
take over

hack
password
private
security
theft
username

demand
edge
focus
interrupt

Vocabulary Strategies:
- Prefix *inter-*
- Use a thesaurus

accurate
attempt
blog
destination
expedition
expert
follow
journey
look for
message
online
opportunity
vehicle

virtual
website

find out
make sure
preparation
transmit

distance
reach
set off
succeed

angle
artefact
carving
examine
identify
remains

Vocabulary Strategies:
- Prefix *pre-*
- Use context of unit

SPEAKING STRATEGY

Checking for understanding and responding

Making and responding to suggestions

GRAMMAR

Modals: Expressing obligation, advice, permission and prohibition
You have to protect yourself with a strong username and password.

***Must, might* and *can't*:** Expressing certainty
I checked these facts on three different websites, so they must be true.

***Used to* and *would*:** Talking about habits in the past
I never used to be interested in the sea, and I didn't use to read much at all!

Past simple: Describing past actions
When did the village sink?
It sank thousands of years ago.

READING

Calm Down
Should we be excited about calm technology?

Reading Strategy:
Connect text to personal experience

Yonaguni Jima
Ancient underwater city or natural wonder?

Reading Strategy:
Identify author's purpose

VIDEO

The Distance Between Two Points

Loch Ness Monster: Mystery Solved?

MISSION

Connect with People
National Geographic Explorer: **Amber Case**, Cyborg Anthropologist

Be Curious
National Geographic Explorer: **Katy Croff Bell**, Oceanographer

WRITING

Genre: **Fact and opinion essay**
Focus: Facts and opinions

Genre: **Contrast essay**
Focus: Contrasting points of view

PROJECT

- Survey
- Advertisement
- Technology fair

- Blog entry
- Underwater city
- Local body of water

PRONUNCIATION

Have to

Verb *use* v. *used to* + verb

EXPRESS YOURSELF

Creative Expression: **Blog**
The Nautilus *Expedition to the Cayman Islands*
Making connections: Technology's impact and ocean exploration



5 Life in the Extreme

THEME Extreme environments

LANGUAGE OBJECTIVES
- Talk about creatures that live in extreme conditions
- Express and respond to strong opinions
- Use the present perfect to describe experiences
- Use *as ... as* to make comparisons
- Write a persuasive essay about an endangered animal

VOCABULARY

adapt
condition
environment
handle
harsh
lack of
level
life
mammal
oxygen
thrive
typical
variety

creature
exist
remarkable
tolerate

die
kill
normal
pressure

bizarre
parasite
rare

tongue

Vocabulary Strategies:
- Synonyms
- Use photos as context clues

SPEAKING STRATEGY Expressing and responding to strong opinions

GRAMMAR

Present perfect: Describing past experiences that connect to the present
I have studied many extreme environments, but I've never been to Antarctica.

***As ... as*:** Making comparisons of equality
The Pacific hagfish is just as important as other fish.

READING

Weird and Wonderful
Who says bizarre is bad?

Reading Strategy:
Categorise information

VIDEO *Photographing Parasites*

MISSION

Ask Questions
National Geographic Explorer: **Kevin Hand**, Planetary Scientist/ Astrobiologist

WRITING

Genre: **Persuasive essay**
Focus: Connecting ideas

PROJECT · Brochure · Contest · Diary entry

PRONUNCIATION Linking

EXPRESS YOURSELF

Creative Expression: **Flash fiction**
A New Beginning
Making connections: Extreme environments and food waste



6 Are You Going to Eat That?

Food and food waste

- Talk about food waste
- Ask for repetition and repeat information
- Use *going to*, *will*, and the present continuous to talk about the future
- Use conditionals to talk about cause and effect
- Write a cause and effect essay

VOCABULARY

appearance
campaign
challenge
consumer
edible
field
landfill
nutritious
produce
shocking
size
standard
supermarket

supply
waste

fresh
reject
rotten
throw away

bake
boil
chop
fry
mash

decision
decrease
increase
involve
rush

Vocabulary Strategies:
- Antonyms
- Use antonyms to find meaning

Asking for repetition and repeating information

***Going to*, *will* and present continuous:** Talking about the future
I'm going to start making my own lunches.

Conditionals: Talking about cause and effect
If we make a smoothie from these old bananas, it will be delicious.

Clean Your Plate!
Canteen Waste and What Can Be Done About It

Reading Strategy:
Scan for information

What Makes Food Appealing?

Take Only What You Need
National Geographic Explorer: **Tristram Stuart**, Author/ Campaigner

Genre: **Cause and effect essay**
Focus: Describing causes and effects

· Recipe book · Magazine article · Comic strip

Relaxed *going to* and *want to*



7
Art in the Open



8
Don't Panic!

THEME

Public art

Being prepared for dangerous situations

LANGUAGE OBJECTIVES

- Talk about art in public places
- Ask for more information
- Use the past simple and present perfect to talk about the past
- Use indefinite pronouns to talk about people, places and things
- Write a process essay about how to create a piece of public art

- Talk about being prepared in the face of disaster
- Tell a story and show interest
- Use the past simple and the past continuous to talk about the past
- Use the present perfect and the present perfect continuous to talk about the duration of activities
- Write a narrative essay about a survival story

VOCABULARY

aware
deal with
free
pleasure
public space
remember
show
social
statue
surround
take down
temporary
topic
view
joy
mural
political
society
express oneself
fun
serious
simple
graffiti
illegal
permission
respect

Vocabulary Strategies:
- Greek and Latin roots (*mur*, *poli*)
- Find definitions

breathe
carefully
collapse
cyclone
disaster
earthquake
escape
flame
shake
strike
survivor
terrible
warning
wildfire
pay attention to
predict
prevent
unexpected
be in trouble
brave
chase
happen
eventually
scream
sense
terrified

Vocabulary Strategies:
- Suffix *-tion*
- Using a thesaurus: Synonyms

SPEAKING STRATEGY

Asking for more information

Telling a story and showing interest

GRAMMAR

Past simple vs. present perfect: Talking about the past
Shannon Galpin has cycled in many different countries. In 2009, she went to Afghanistan.

Indefinite pronouns: Taking about people, places and things without giving details
Someone has painted a mural on the wall of our school. I think it's great, but not everyone loves it.

Past simple vs. past continuous: Talking about the past
My cat was trying to hide when the storm started.

Present perfect vs. present perfect continuous: Expressing the duration of activities
He has fought many fires in his career as a firefighter. He's been fighting this fire for several hours.

READING

The City That Loves Street Art
How Rio de Janeiro transformed its streets

Reading Strategy:
Identify main idea

The Power of Snow
Jimmy Chin recalls the day he was thrown more than 600 m (2,000 ft.) in an avalanche – and survived!

Reading Strategy:
Visualise

VIDEO

Streets of Afghanistan

A Day in Pompeii

MISSION

Learn from Art

National Geographic Explorer: **Shannon Galpin**, Adventurer/Humanitarian

Be Prepared

National Geographic Explorer: **Jimmy Chin**, Climber/Photographer

WRITING

Genre: **Process essay**

Focus: Sequencing words

Genre: **Narrative essay**

Focus: Concluding paragraph

PROJECT

- Presentation
- Art show
- Biography

- Short play
- Comic strip
- News article

PRONUNCIATION

Word stress with suffixes

Sentence stress

EXPRESS YOURSELF

Creative Expression: **Public art**
What Are You Waiting For?
Making connections: Public art and being prepared

In This Unit

Theme This unit is about colour in the world around us and its effect on people.

Content Objectives
Students will
- observe and describe colours in the natural world and in photos.
- identify the influence of different colours on their own perception and moods.

Language Objectives
Students will
- talk about colours and why they are important.
- correct information.
- use comparatives and superlatives to compare two or more things.
- use *the* to identify general and specific things.
- write a paragraph about their favourite colour using a topic sentence.

Target Vocabulary
pages 10–11 *bright, colour-blind, danger, death, dye, emergency, good luck, light, represent, safety, trust, visible, warn, wedding*
page 12 *common, flag, luxury, signal*
page 15 *connection, depressed, nervous, relaxed*
page 16 *company, notice, ordinary, royalty*
Vocabulary Strategies Suffix *-al*; Use context clues

Speaking Strategy Correcting information

Grammar
Grammar 1 use comparatives and superlatives: comparing two or more things
Grammar 2 identify general and specific things with *the*

Reading *Purple Power*
Reading Strategy Identify sequence of events

Video Scene 1.1: *Seeing Colours?*; Scene 1.2: Meet Annie Griffiths

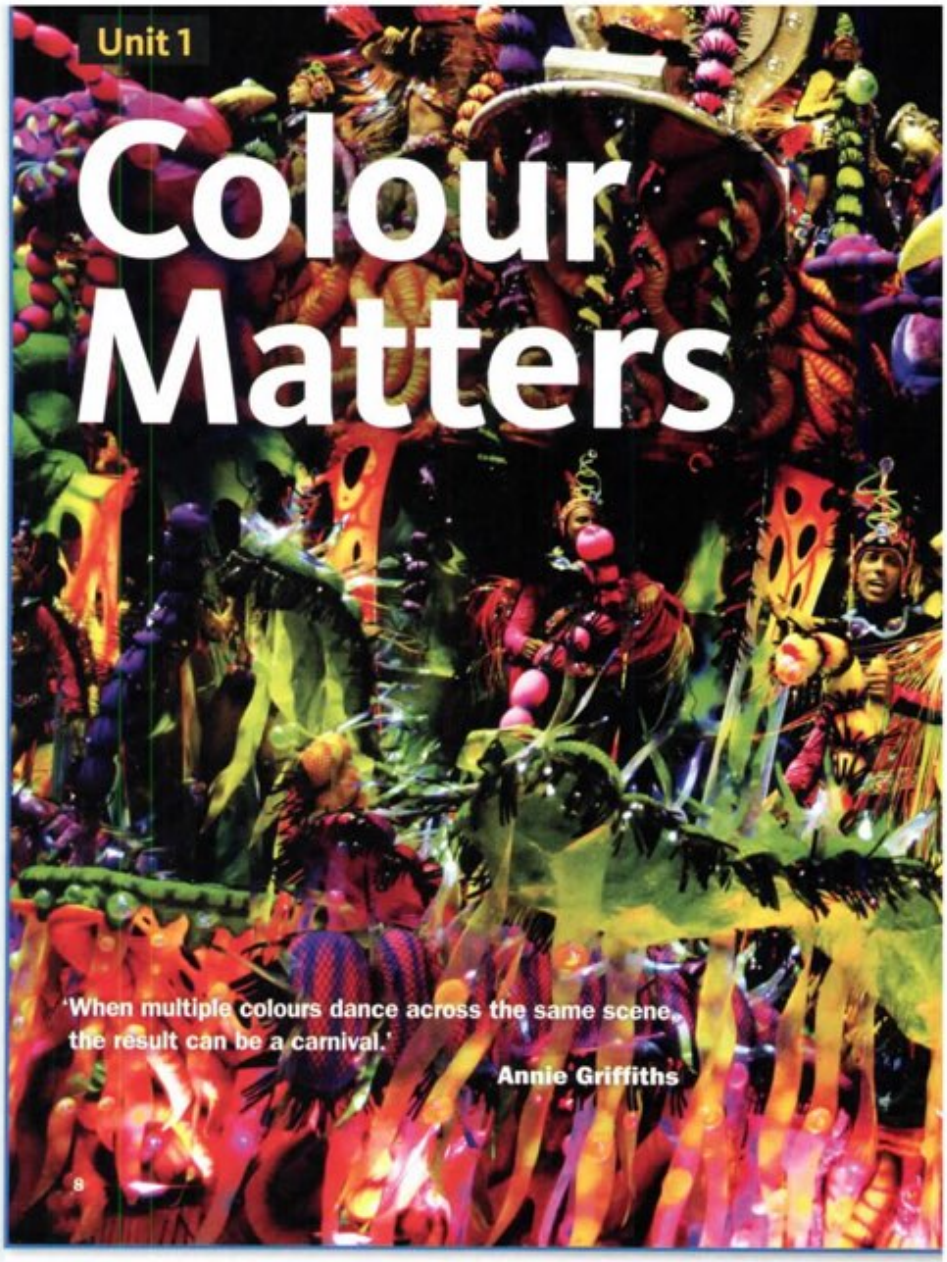
Writing Descriptive paragraph

National Geographic Mission Look for Opportunities

Project
- Art presentation
- Food presentation
- Blog entry

Pronunciation The schwa (/ə/) sound

Pacing Guides 2.1.1, 2.1.2, 2.1.3



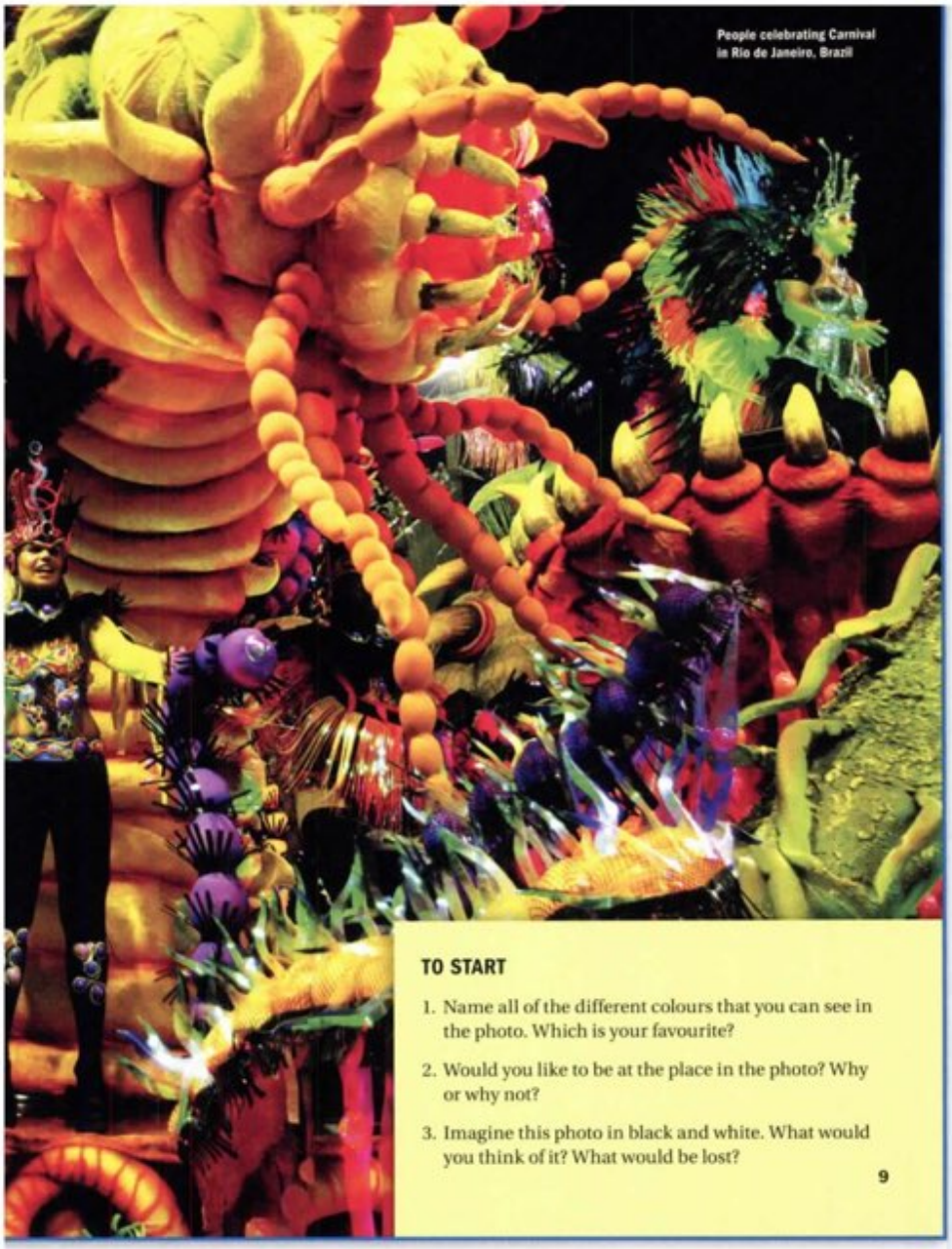
Introduce the Unit

- **Activate prior knowledge** Say *Look all around the classroom.* Ask *Do you see the same colour or different colours?* (different colours) Say *Describe the colour of an object you see.* (I see a blue notebook.) Ask *Do you see anything that is a different colour? What colour?* (Yes. I see a green pen.) Ask students to name the different-coloured objects they see.

- Say *We're going to learn why colour matters. Something that matters is something important. We'll learn why colour is important.*

- **TO START** Tell students to open their books at pages 8–9. Point out the unit title *Colour Matters.* Ask *What do you see in the photo?* (a display with many different colours, people in colourful costumes)

- Ask questions such as these to encourage further discussion:
  Where was the photo taken? (Rio de Janeiro, Brazil)
  How do the people in the photo look? Happy? Sad? (happy)
  Why do you think the people are dressed in colourful clothes? (They are celebrating *Carnival.*)



- Ask a student to read aloud Question 1 on page 9. Draw a T-chart on the board. As students name the colours in the photo, list them in the left column of the chart. For each colour, say *Put your hand up if this is your favourite colour.* Count hands and record the number in the right column. Discuss which colour is the favourite.
- Share with students the information in About the Photo that gives details about the celebration of *Carnival*. If possible, use a map or globe to show students the location of Rio de Janeiro, Brazil.
- Invite a student to read aloud Question 2. Ask students to explain their responses.
- Next, tell a student to read aloud the quote by Annie Griffiths. Explain that a *carnival* is a celebration. Then tell the student to read aloud Question 3. Encourage a class discussion of students' ideas about how the black and white photo would differ from the colour photo.

Extend

- Hand out **Worksheet 2.1.1**. Put students into pairs. Explain that they will be writing about and discussing colourful events and photos.

UNIT OPENER

Objectives

Students will

- discuss colours displayed at an event shown in a photo.
- discuss how the impact of a colour photo changes when shown in black and white.

Resources Worksheet 2.1.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials globe or map of the world *(optional)*

BE THE EXPERT

About the Photo

Carnival, a huge five-day festival famous throughout the world, is held in Rio de Janeiro each year. During *Carnival*, more than 1.5 million people fill the streets. Participants march in parades wearing colourful costumes and dancing to samba music.

Related Word

costume

VOCABULARY

Objectives
Students will
- identify and use vocabulary related to colour and how colour is used.
- use new vocabulary to read about and discuss colours and the effect of colours on people's moods.

Target Vocabulary *bright, colour-blind, danger, death, dye, emergency, good luck, light, represent, safety, trust, visible, warn, wedding*

Content Vocabulary *activate, associate, cave, expensive, highlighter, logo, population, symbol, traffic*

Resources Tracks 002–003 (Audio CD/ Website/CPT); CPT: Vocabulary

Materials image of a rainbow; pieces of card



Warm Up

- **Activate prior knowledge** Display an image of a rainbow. Point to it and say *This is a picture of a rainbow.* Ask *Have you ever seen a rainbow?* Ask students to share their experiences, or share one of your own experiences with the class. Ask *Where do you see a rainbow?* (in the sky) *When do you see a rainbow?* (after it rains) *How does a rainbow make you feel?* (happy) Say *A rainbow has many different colours. We're going to learn more about colours.*

Present 1 2

- Tell students to open their books at pages 10–11. Ask a student to read aloud the Activity 1 questions at the top of page 10. Ask *Does it surprise you that your brain can see seven million colours?* Students may respond that they didn't know there were that many colours. Say *Let's make a list of all the colours you know.* As students name colours, write each colour name in a row across the board.
- Say *Now tell me what each colour makes you think of.* Point to the first colour listed on the board and say *(Red).* Ask *What does the colour (red) make you think of?* Write students' responses beneath the colour (red).

red	yellow	blue
an apple	the sun	the sky
strawberries	a banana	the ocean

- Point to the next colour on the board. Ask *What does the colour (yellow) make you think of?* Write responses beneath the colour (yellow). Continue for each colour, listing the items that students associate with it (Sample responses: green for grass, leaves; orange for pumpkin, sunset).



BE THE EXPERT

About the Photo

The photos on pages 10–11 show the following:
page 10 top: red lanterns hanging in celebration of Chinese New Year
page 10 bottom: blades of green grass; a boy with the blue and white colours of the Greek flag painted on his face
page 11 top: a girl holding orange slices over her eyes; an Australian road sign indicating a kangaroo crossing
page 11 bottom: a pair of torn blue jeans; a bowl of red grapes

Teaching Tip

It's important to give all students an opportunity to speak in class. When you ask questions, avoid always asking the most eager students. Ask as many students as possible, so that every student has an opportunity to speak.

- 1 Play **Track 002** and tell students to listen and read. Discuss the reading with students. Ask questions such as the following:
  Which colour is a symbol of good luck in many cultures?
  Why are many taxis and school buses yellow?
  Why do businesses use the colour blue to represent them in advertisements?
- 2 **LEARN NEW WORDS** Play **Track 003**. Tell students to listen and repeat. Ask pairs or small groups to take turns saying each word and sentence.
- Divide the class into three groups. Hand out pieces of card to each group. Say *Your group will make cards about the new words you learnt.* Assign each group five vocabulary words. Say *Write a new word on each card. Then write what the word means. Finally, write a sentence that uses the word. Try to write a new sentence with the word in it.*
- Model an example. Say *I write the word* visible *on a card and think about what it means. I can look back at the reading to help me understand what* visible *means. I read on page 11 that taxis and school buses are yellow because it's the most visible colour on the road. I think* visible *means 'easy to see'. Now I'll think of a new sentence with* visible *in it. Here's a sentence: The moon is visible on some clear nights.*
- When groups have completed their cards, ask them to share them with the class. Post the cards in the classroom so students can refer to them if they are unsure of a word's meaning.

VOCABULARY

Objectives

Students will

- practise using vocabulary related to colours and the effect colours have on people.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *common, flag, luxury, signal*

Vocabulary Strategy Suffix *-al*

Academic Language *definition, necessary*

Content Vocabulary *beauty, panther*

Resources Online Workbook/ Workbook pages 2–3; Worksheet 2.1.2 (Teacher's Resource CD-ROM/ Website); Tracks 004–005 (Audio CD/Website/CPT); CPT: Vocabulary

Materials favourite colour photos that students bring from home *(optional)*

4 Read and write the words from the list. Make any necessary changes.

bright	danger	light	represent
safety	visible	war	wedding



Photographer Annie Griffiths has travelled all around the world. In many of the places she's visited, Annie has seen _____danger_____. However, Annie chooses to focus on the beauty of the places and the people she meets. This photo is one of her favourites. It shows her son resting next to her friend. She took it after a _____wedding_____ celebration in Jordan. For Annie, the photograph expresses her son's feeling of _____safety_____ and happiness.

Annie loves to use _____bright_____ colours in her photos. She says, 'It's difficult to photograph a very dark thing, for example the black fur of a panther, or a very _____light_____ thing, for example a snowy field. But one spot of colour in a picture can make it look amazing.'

5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. 004 005

common	flag	luxury	signal

1. _____signal_____ give a sign or a warning
2. _____common_____ happening often
3. _____luxury_____ a special thing
4. _____flag_____ the symbol of a country

Photographer Annie Griffiths



6 YOU DECIDE Choose an activity.

1. **Work independently.** Choose a favourite photograph and show it to the class. Describe the photo and talk about its colours. Explain why you like it so much.
2. **Work in pairs.** Discuss the saying: *A picture is worth a thousand words.* What do you think this means? Do you agree with it? Why or why not?
3. **Work in groups.** Your teacher asks you to paint your classroom. Which colours will you choose for the walls, ceiling, desks and chairs? Why? Create a design suggestion together.

Practise 3 4 5

- 3 Put students into pairs. Say *Think about the different colours we've talked about and how you feel about each colour. Now read the Activity 3 questions on page 11.* Tell partners to ask and answer the questions in Activity 3. Say *Tell your partner why the colours you choose make you feel happy, sad, angry or excited. Try to use some of your new words in your answers.*

- 4 Tell students to turn to page 12. Choose several students to read aloud the words in the word box. Ask them to choose two words and use them in a sentence. Before students do Activity 4, explain that there are three extra words in the word box that will not be used. Then tell students to complete Activity 4 independently. Ask a student to read aloud the completed paragraphs.

- If students finish the activity early, ask them to write sentences using the three extra words in the box: *visible, warn* and *represent.*

- 5 LEARN NEW WORDS Play Tracks 004 and 005. Ask students to listen, and then look for each word in context on pages 10–11.

Ask students to pronounce each word and use it in a sentence. Review word meanings, and ask students to complete Activity 5 independently.

- **Vocabulary strategy** Point out the word *signal* on page 10. Write the word on the board and circle the *-al* ending. Explain that placing the ending *-al* on a word such as *sign* can change the word from a noun into a verb or an adjective. The verb *signal* has the meaning 'to send a message, warning or command'. You may tell students that *signal* is also a noun with the meaning 'a sign that serves to start an action'. Elicit other words with *-al* endings. (traditional, accidental, natural)

Apply 6

- 6 YOU DECIDE Ask students to read Activity 6. Say *Decide whether you want to work on your own, with a partner, or in a group. Choose one activity.*
- Students who choose the first activity can use a photo they bring from home or a photo in their Student's Books. Put students into pairs or groups who choose the second and third activities. Remind them to take a few moments to silently think over the activity before discussing it with their partner or group members. For the second activity, monitor partner discussions to make sure students have an accurate understanding of the saying *A picture is worth a thousand words.* The saying means that one picture gives as much information as many words of spoken or written text.
- Before students begin their activities, say *Try to use the new words you learnt in your explanations and discussions.* Ask students to complete one of the three You Decide activities. Then invite students to share their completed activities with the class.

Extend

- Put students into pairs. Tell both students to act as photographers. Ask them to role-play a situation in which they are photographing scenes in city neighbourhoods. Tell students to write a dialogue and use as many of their new vocabulary words as they can. Pairs can act out their role-plays for the class.
- If time allows, hand out **Worksheet 2.1.2.** Explain that students will use vocabulary words to think and write about ways that people use colour. They will also write about the meanings that colours have.

Consolidate

- Put students into pairs. List the following colours on the board: *red, orange, yellow, green, blue, indigo* and *violet*. Say *Talk about different ways that colours are used. One partner names a colour; the other says one way that the colour is used.* Model an example. Say *(Anna) says 'Blue'. Her partner (Rosa) says 'Businesses use blue in advertisements so people will trust them'.* Pairs take turns, swapping roles and describing ways that each colour is used.

BE THE EXPERT

Vocabulary Strategy

Suffix *-al* The *-al* ending changes the meaning of a word to include the sense of 'relating to'. For example, when the *-al* ending is added to the noun *sign*, it becomes the adjective *signal* with the meaning 'relating to a sign'. Other words with *-al* endings include:

season	>	seasonal
history	>	historical
person	>	personal
nation	>	national
emotion	>	emotional

About the Photo

The photo at the top of page 12 shows Annie Griffiths' son, Charlie, resting beside two Bedouin men in Petra, Jordan. Bedouins are nomadic people living in deserts in the Middle East. The men had retreated to a small shelter for protection during a dust storm. Dust storms can reduce visibility and cause breathing problems for travellers.

Teaching Tip

Make it a practice to walk around the classroom and monitor pairs and groups as they have discussions. Interact with students by providing positive reinforcement with phrases such as *Well done!* or suggestions such as *Remember to support your opinions with reasons.*

Formative Assessment

Can students

- use vocabulary related to colour and how colour is used?

  Ask *Why is the colour red used for emergency vehicles and warning signs?*
- use new vocabulary to discuss colours and the effect of colours on people's moods?

  Ask *What is one reason that people feel at peace when they see the colour green?*

Workbook For additional practice, assign Workbook pages 2–3.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objective
Students will
- correct information.

Speaking Strategy Correcting information

Academic Language *communicate, consider, correct*

Content Vocabulary *light rays, symbol*

Pronunciation The schwa (/ə/) sound

Resources Online Workbook; Worksheet 2.1.3 (Teacher's Resource CD-ROM/ Website); Tracks 006–007, 110–112 (Audio CD/Website/CPT); CPT: Speaking Strategy and Pronounciation

Materials pieces of card

SPEAKING STRATEGY 006

Correcting information

The sky is blue.	Actually, it isn't blue.
	As a matter of fact, the light from the sun is lots of colours.
	In fact, we see blue because blue light rays are shorter than light rays of other colours.
	After all, the sky changes from blue to red when the sun sets in the evening.



1 **Listen.** How do the speakers correct information? Write the words and phrases you hear. 007

2 **Read and complete the dialogue.**

Possible answers:

Jaime: White is the most popular colour for wedding dresses.

Ana: _Actually_, it isn't a popular colour everywhere.

Jaime: Really?

Ana: Yes. _As a matter of fact_, white is the colour of death in China, Korea and other Asian countries.

Jaime: Wow, I didn't know that.

Ana: _In fact_, red is the colour of weddings and celebrations in India and China.

Jaime: Interesting! I think red is a great colour for wedding dresses. _After all_, it is a symbol of love in many cultures!

3 **Work in pairs.** Place all of the cards on the desk with the photos facing up. Both students take cards with matching photos. One partner reads information, and the other corrects it.



Go to page 153.

Polar bears have got white fur.

As a matter of fact, their fur isn't white. It's clear, but it reflects the light. This makes it look white.

4 **Work in groups.** When is it important to correct information? What do you need to consider when correcting what someone else says? How do the words and phrases above help you to communicate better?

Warm Up

- **Activate prior knowledge** Say *Your friend describes a film that you both watched. You think your friend's description is not correct.* Ask *What can you say to your friend?* (Elicit example responses: I think you're wrong about that. I disagree with you. I don't agree. I don't think that happened.)

Present 1

- Say *We're going to learn about polite ways to correct information.* Tell students to open their books at page 13. Say *We'll listen to one speaker give information. Then we'll listen to several responses that politely correct the information.* Play **Track 006**.

- Play **Track 006** again and tell students to read along. Then ask students to make a statement and to correct information. Supply prompts such as the following:

The _____ is orange.
_____, it isn't orange.
_____, the bright light only makes it look orange.
_____, it looks orange because _____.
_____, the colour seems to change in the sun or shade.

- **1** Say *Now listen for words and phrases that two speakers use to correct information. Write the words and phrases you hear.* Play **Track 007**. Invite students to share the words and phrases they wrote.

Practise 2

- **2** Once students seem comfortable using the speaking strategy to correct information, direct them to Activity 2. Ask students to complete Activity 2 independently. Invite students to read their completed

dialogues aloud, taking turns as Jaime and Ana. Ask *Did you hear different ways to correct information? What words and phrases did you say or hear?*

Apply 3 4

- 3 Put students into pairs. Say *You're going to play a game to practise correcting information.* Ask the pairs to cut out the cards on page 153. Say *One partner is blue and the other partner is green.* Point out the instructions and statements on the back of the blue and green polar bear cards. Say *The partner whose card reads 'Begin by saying' goes first. The partner whose card reads 'Correct by saying' responds.*

- Invite two students to read aloud the model dialogue in the speech bubbles. Ask partners to play the game, taking turns to make statements and to correct information.

- **Connect** Say *Now let's think about when you might correct information. Suppose a friend says that a film begins at 7.45 p.m. You know that the film begins at 7.15 p.m.* Ask *Is it important to correct your friend? Why?* (Yes, because you would miss the beginning of the film.)

- 4 Put students into groups of three or four. Tell them to read Activity 4. Say *Answer each of the three questions.* Invite groups to share the results of their discussions with the class. (Students may mention correcting information in a dangerous or an emergency situation. They may also mention using a gentle tone of voice or humour.)

Extend

- Put students into pairs. Ask students to write three incorrect statements about classroom objects. One partner will read an incorrect statement and the other partner will correct it. Model an example. Say *I say 'There is a blue picture on the wall above the desk'. My partner says 'Actually, it isn't blue. It's green'.* Tell partners to take turns making and correcting incorrect statements.

- If time allows, hand out **Worksheet 2.1.3**. Explain that students will use the worksheet to talk to a partner and to correct information.

Consolidate

- Prepare pieces of card with the following incorrect statements: *Most people are red–green colour-blind. Yellow is used for highlighter pens because it represents trust. Orange clothing was a sign of luxury in the past. Very few of the world's flags have blue in them.* Put students into pairs. Distribute one card to each pair.

- Say *Read the sentence on the card with incorrect information. Your partner will correct the information.* Ask partners to swap roles and correct information using a different response.

BE THE EXPERT

Strategy in Depth

There are different ways to correct information in English.

Use *actually* to restate the information using the negative *not*:

Actually, the sunset isn't (is not) orange.

Use *as a matter of fact* or *in fact* to state additional information:

As a matter of fact, the light from the sun is lots of colours. In fact, we see orange because orange rays are longer than the rays of most other colours.

Use *after all* to explain why the original statement is not entirely accurate:

After all, the sky changes from blue to orange and, finally, to red at sunset.

Additional ways to correct information include the following phrases:

in actual fact,	in truth,
in reality,	if truth be told,
in actuality,	to tell the truth,

Pronunciation in Depth

Go to Student's Book page 144. Use Audio Tracks 110–112.

The schwa (/ə/) sound The schwa is a relaxed, unstressed *uh* sound. Vowels or vowel combinations are often pronounced as schwa when they appear in unstressed syllables.

Many suffixes create unstressed syllables that are often pronounced with a schwa. In faster speech, the schwa is lightly pronounced or even omitted.

traditional: /trəˈdɪ ʃə nəl/ or /trəˈdɪ ʃ(ə) nəl/ or /trəˈdɪ ʃə nl/

- The schwa is the most common vowel sound in the English language.
- Any vowel *(a, e, i, o, u)* or vowel combination can be pronounced with schwa (*tradi<u>tio</u>n<u>a</u>l, popula<u>tio</u>n, dange<u>rou</u>s*).

Formative Assessment

Can students

- correct information?

Say *Imagine you want to correct something someone has said. Respond in two different ways to correct it.* Then say the following incorrect statement: *Yellow is the colour of death in China, Korea and other Asian countries.*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives
Students will
- learn the form and use of comparative and superlative adjectives.
- use comparatives and superlatives to compare two or more food items and to talk about food.
- learn and use words associated with colours and moods.

Grammar Comparatives and superlatives: Comparing two or more things

Target Vocabulary *connection, depressed, nervous, relaxed*

Content Vocabulary *association, diet, experiment, surround*

Academic Language *comparative, comparison, superlative*

Resources Online Workbook/Workbook pages 4–5; Tracks 008–011 (Audio CD/Website/CPT); CPT: Grammar 1

Materials two sheets of coloured paper: bright neon and light pastel; pieces of card

GRAMMAR 008

Comparatives and superlatives: Comparing two or more things

Adjective	Comparative	Superlative
Purple is a **popular** colour.	Green is **more popular than** purple.	Blue is **the most popular** colour in the world.
Green peppers are **tasty**.	Red peppers are **tastier than** green peppers.	Yellow peppers are **the tastiest** peppers.
Red grapes are **good**.	Red grapes are **better than** green grapes.	Red grapes are **the best**.

1 **Read.** Choose the correct word or phrase to complete the paragraph.

hungrier | larger | most delicious | sweeter | worse

When you see your favourite food on a red plate, you probably feel hungry. But you feel ___hungrier___ when it's on a white plate. Why? Research shows that colours can really affect our feelings about food. For example, when you add red dye to water, it tastes ___sweeter___ than normal water, as if you've added sugar. The food that you think is the ___most delicious___ will probably taste ___worse___ to you if you change its colour to blue. This is because blue is a very unnatural colour for food.

Colour can also affect how much we eat. In one experiment, people were asked to serve themselves some pasta with white sauce. The people with red plates took a small portion, while the people with white plates took a much ___larger___ portion. Can you guess why this happens?



2 **Read.** Complete the sentences with the correct comparative or superlative forms. Then listen and check your answers. 009

1. Dark green vegetables are ___higher___ (high/low) in vitamin C than light green vegetables.
2. Yellow bananas are ___sweeter than___ (salty/sweet) green bananas, but green bananas are ___better___ (good/bad) for you.
3. Blue is ___the most unusual___ (common/unusual) colour for food.
4. ___The healthiest___ (healthy/popular) diet includes foods of many different colours.

3 **Work in pairs.** Make a list of your five favourite foods. Then share your list. Make comparisons about those foods.

Apples are better for you than biscuits, but biscuits are sweeter!

14 GRAMMAR

Warm Up

- **Build background** Say *You can compare and contrast two or more things to describe how they are the same and different.* Hold up two sheets of paper – a brightly coloured sheet and a lightly coloured sheet. Ask *Which sheet of paper is a brighter colour?* (the [green] sheet of paper) *Which sheet of paper is a lighter colour?* (the [yellow] sheet of paper) Say *The (green) sheet of paper is brighter than the (yellow) sheet of paper. The (yellow) sheet of paper is lighter than the (green) sheet of paper.* Write *brighter* and *lighter* on the board and underline both *–er* endings. Say *We add the ending –er to bright and light to compare the colours of the two sheets of paper.*

Present

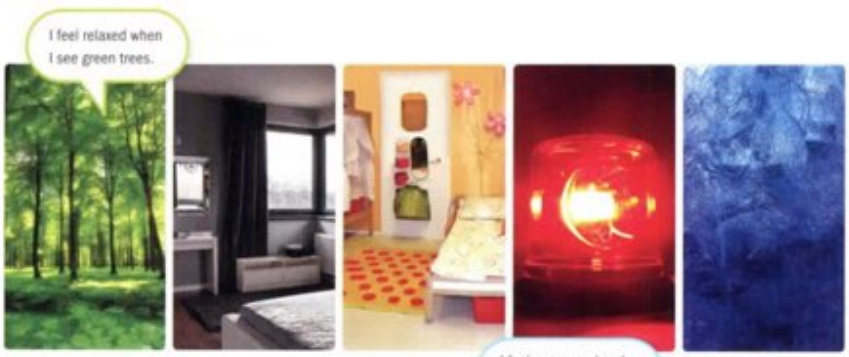
- Ask students to open their books at pages 14–15. Point out the grammar box at the top of page 14. Say *The box shows how to compare two or more things. In the first column, the adjectives popular, tasty and good describe something. In the second column, the adjectives compare two things. In the third column, the adjectives compare more than two things.*

4 **LEARN NEW WORDS** **Listen and read to find out about colours and moods.** Then listen and repeat. 010 011

We make strong **connections** between colours and feelings.



5 **Work in pairs.** Discuss how you feel when you see these things.



6 **Work in groups.** Compare your answers to Activity 5 with another pair. Then choose two other colours and say how they make you feel.

BE THE EXPERT

Grammar in Depth

The rules for forming comparatives and superlatives with *more/most* or *-er/-est* include the following:

Adjectives with three or more syllables: always use *more/most*.
important → *more important* → *most important*

Adjectives with two syllables ending in *-y*: both forms are possible.
friendly → *friendlier* → *friendliest*
friendly → *more friendly* → *most friendly*

Adjectives with one syllable: use *-er/-est*.
long → *longer* → *longest*

Double the consonant in one-syllable adjectives that have the format consonant + vowel + consonant.
big → *bigger*

Teaching Tip

Pause periodically to give students an opportunity to ask questions about the lesson. Encourage students to ask any questions they may have about vocabulary, grammar or other English language content. To put students at ease about asking questions, reinforce that all questions are important. Explain that it's likely other students in the class have the same or a similar question.

- Say *Now let's listen to the sentences.* Play **Track 008** and ask students to read along.
- Write on the board the following:

Adjective	Comparative	Superlative
tasty	tastier than	the tastiest
popular	more popular than	the most popular
good	better than	the best
bad	worse than	the worst
little	less than	the least

- Say *You form the comparative and superlative forms of adjectives in different ways. Let's look at the examples on the board.* Point to *tasty*. Say *To compare two things, you add –er to the end of an adjective like* tasty. Point to *tastier than*. Say *Change the* y *in* tasty *to an* i *and add –er.* Tastier *is the comparative form of* tasty. Point to *the tastiest*. Say *To compare more than two things, add –est to* tasty. Tastiest *is the superlative form of* tasty.



- Point to the row for *popular*. Say *Popular … more popular than … the most popular. Popular has three syllables:* pop-, u-, *and* -lar. *You form the comparative and superlative of a three-syllable adjective like* popular *by using the words* more *and* most.

- Point to the row for *good*. Say *Some adjectives, such as* good, *do not follow these rules. You need to learn the comparative and superlative forms:* good … better … best.

- Point out that the word *than* is used after comparative adjectives and that the word *the* is used before superlative adjectives. Play **Track 008** again and tell students to listen.

Practise 1 2 3

- 1 Direct students' attention to Activity 1. Ask a student to read aloud the words and phrases in the box. Ask *Which of these words do you use to compare two things?* (hungrier, larger, sweeter, worse) Ask *Which phrase do you use to compare more than two things?* (most delicious) Say *Now read the paragraphs. Fill in the blanks with the correct words from the box.*

- Tell students to complete the text on their own. When students have finished, ask a student to read aloud his or her completed paragraphs.

- Ask *Why do you think the people with red plates took a small portion and the people with white plates took a much larger portion?* (people feel hungrier when food is on a white plate) Explain that the contrast in colour between the colour of the food and the colour of the plate makes us believe that the portion is bigger. So white food on a red plate makes us think we have more food on our plate. When there is no colour contrast, the portion looks smaller. So white food on a white plate makes us think there is less food, and we take a bigger portion.

- 2 Ask students to read Activity 2. Say *Complete each sentence in items 1 to 4. Form the comparative or superlative of the words in parentheses. Remember to use* than *or the when you need to.* Give students time to complete items 1–4 on their own. When students have finished, say *Now listen to the sentences and check your answers.* Play **Track 009**. For item 1, point out that the word *than* follows the phrase *in vitamin C* after the comparative form of the adjective.

- 3 Put students into pairs. Say *List your five favourite foods. Use your list and your partner's list to talk about the foods you listed. Use comparative and superlative adjectives to compare the foods.* Ask a student to read aloud the comparison in the speech bubble as a model. After students have completed the activity, invite them to share their comparisons with the class.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Ask students to open their books to page 15. Direct their attention to Activity 4. Say *You've read about colours and how they affect the way we think about food. Now we're going to learn new words that will help you talk about colours and how they affect people's mood.* Play **Track 010**. Tell students to follow along in their books as they listen.

- Point out the four bold words in the paragraphs in Activity 4. Say *You heard some new words. Let's listen to these words in sentences.* Play **Track 011**. Ask students to repeat each word alone and in a sentence.

- 5 Put students into pairs. Write the new words on the board: *connections, nervous, relaxed, depressed.* Ask pairs to look at each photo and talk about how the photo makes them feel. Say *Talk to your partner about how each photo makes you feel. Use the words you learnt and other words you know. Make comparisons.* Invite three students to each read aloud one of the speech bubbles on the photos to model how to talk about the photos.

- 6 Put two pairs of students from Activity 5 together to form a group of four students. Tell them to read Activity 6. Say *Talk about how the photos make you feel. Use comparisons. Then choose two different colours and talk about how those colours make you feel.* After groups have finished, invite them to share some of their feelings about colours and mood with the class.

Extend

- Write each of the following adjectives and their comparative and superlative forms on pieces of card.

relaxed	more relaxed	the most relaxed
happy	happier	the happiest
depressed	more depressed	the most depressed
calm	calmer	the calmest
nervous	more nervous	the most nervous

Put students into pairs. Give out one card to each pair. Ask each partner to list three things that make them feel the emotions on their card. Tell partners to take turns telling each other how they feel. Model an example. Say *Sonia and Tomas's card is* relaxed, more relaxed, *and* the most relaxed. *Sonia writes* listen to music, go for a hike, *and* go to the beach. *Sonia says 'I feel relaxed when I listen to music. I feel more relaxed when I go for a hike than when I listen to music. I feel the most relaxed when I go to the beach.' Then Tomas says three sentences telling Sonia how he feels.* Invite pairs to share their sentences with the class.

Consolidate

- Say *I'm going to say an adjective and a noun. Then I'll say either 'comparative' or 'superlative'. You use the comparative or superlative form of the adjective in a sentence with the noun.*

- Model the activity for students. Say *For example, I say '(Haruki). Good–meal–superlative'. Haruki responds 'I had the best meal for my birthday dinner last month'.* Use adjective and noun pairs such as the following: *good/meal, bad/mood, popular/restaurant, light/colour, bright/room, common/sport, relaxed/holiday, depressed/weather, nervous/interview.* Tell students to use the nouns and comparative or superlative forms of the adjective in a sentence.

BE THE EXPERT

Teaching Tip

Let students know that making mistakes is part of the typical learning process. When students make mistakes, allow them time to correct themselves or gently guide them to make a correction. When you need to guide a student to make a correction, begin with an encouraging phrase such as *Good try!*

Formative Assessment

Can students

- identify the form and use of comparative and superlative adjectives?

  Ask students to identify which sentence has the comparative form of the adjective *bright* and which has the superlative form.

  Which artwork in the museum has the brightest colours?

  The blue sky in the painting is brighter than the brown mountains.

- use comparatives and superlatives to compare two or more food items and to talk about food?

  Tell students to use groups of words such as the following to make sentences with a comparative and a superlative: *tasty/vegetable/fruit.*

- use words associated with colours and moods?

  Ask students to use *nervous, relaxed* or *depressed* in a sentence about how a certain colour makes them feel.

Workbook For additional practice, assign Workbook pages 4–5.

Online Workbook Grammar 1

READING

Objectives
Students will
- read about and discuss events related to the history of the colour purple.
- use new words from the reading.
- identify a sequence of events.

Reading Strategy Identify sequence of events

Vocabulary Strategy Use context clues

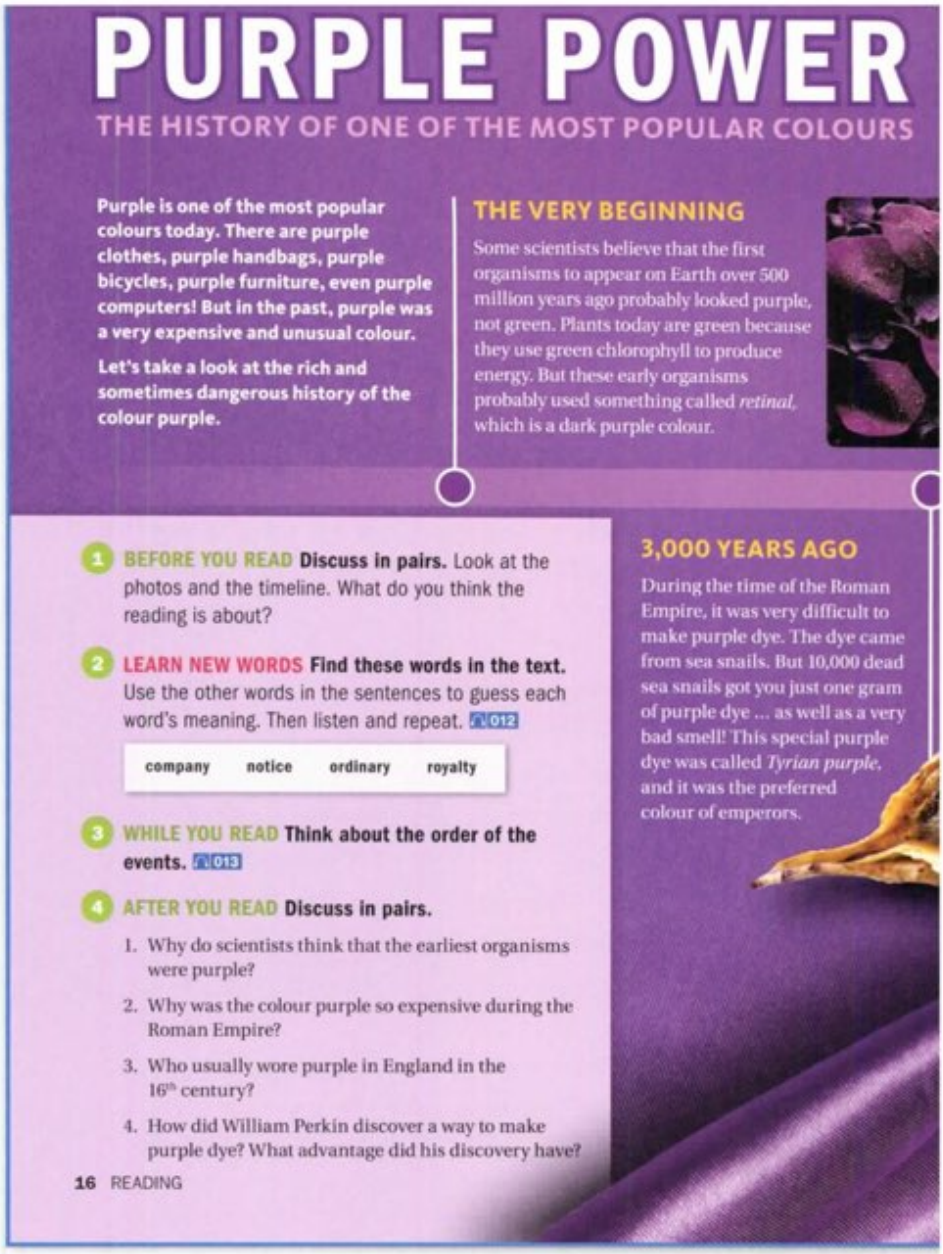
Target Vocabulary *company, notice, ordinary, royalty*

Academic Language *order of events, timeline*

Content Vocabulary *cheaper, chemicals, combination, expensive, gram, organisms, preferred*

Resources Online Workbook/ Workbook pages 6–7; Worksheet 2.1.4 (Teacher's Resource CD-ROM/ Website); Tracks 012–013 (Audio CD/ Website); Graphic Organisers: Timeline (Teacher's Resource CD-ROM/Website) *(optional)*; CPT: Reading

Materials four photos: a pair of blue jeans *(optional)*; a light-coloured violet flower; a purple hat or other purple-coloured clothing item; a plum or other purple-coloured fruit or vegetable



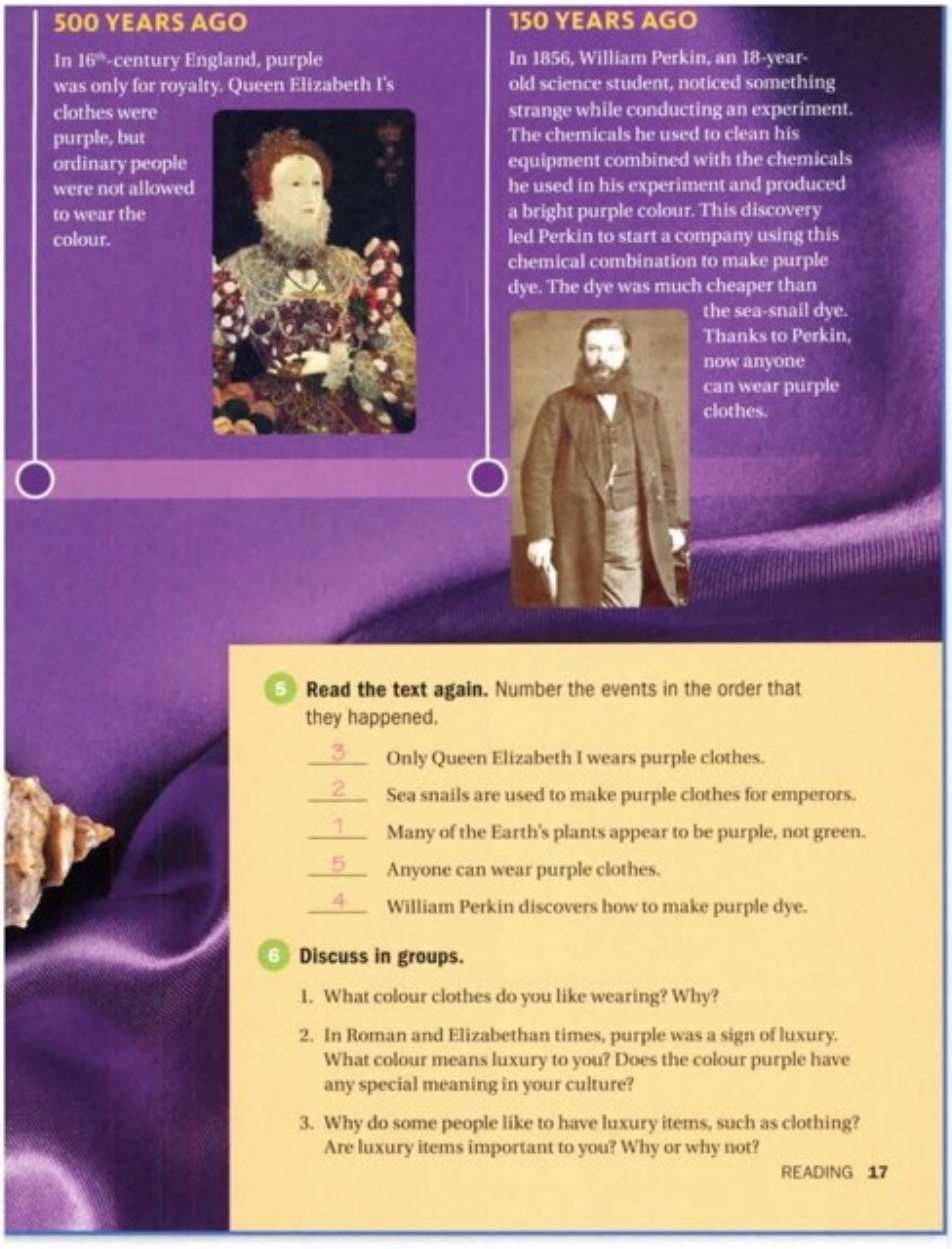
Warm Up

- **Activate prior knowledge** Say *We've learned about the colour indigo. The colour indigo is between the colours blue and purple.* Ask *Is indigo a dark colour or a light colour?* (dark) *What common piece of clothing is made using indigo dye?* (blue jeans) Display the photo of a pair of blue jeans or point out a student who is wearing blue jeans.

- Say *The colour violet is similar to the colour purple.* Display an image of a light-coloured violet flower. Say *This flower is the colour violet.* Ask *Is violet a dark colour or a light colour?* (light) Say *Both indigo and violet are close to the colour purple.* Display the photos of the plum, hat or other purple-coloured items. Say *This (hat) and this (plum) are the colour purple. Today we're going to learn about the history of the colour purple.*

Before You Read 1 2

- 1 Tell students to open their books at pages 16–17. Put students into pairs. Say *Look at Activity 1.* Ask *Who can tell me what a timeline is used for?* (to say when things happened, from earliest



to latest) Say *With your partner, look at the photos and the timeline on these two pages. Discuss what you think the reading will be about.* When students are ready, ask pairs to share their predictions with the class.

- Tell students to use the headings on the timeline to give the time frame of events in the reading. Ask *What is the first heading at the left on the timeline?* (The Very Beginning) *Does that tell you the exact date when something occurred?* (no) *What is the next heading?* (3,000 years ago) *Now can you guess what date* The Very Beginning *might mean?* (more than 3,000 years ago) *What is the last heading at the right on the timeline?* (150 years ago) *For what period of time does the whole timeline extend?* (from more than 3,000 years ago up to 150 years ago)

- 2 **LEARN NEW WORDS** Say *Now you're going to learn some new words in the reading.* Point to the word *royalty* in the section of the timeline labelled '500 Years Ago'. Say *Here's the word* royalty. Read the sentence aloud. Say *You can use the other words and sentences around a word to help you understand the word's meaning. You can also look at the pictures.*

BE THE EXPERT

Reading Strategy

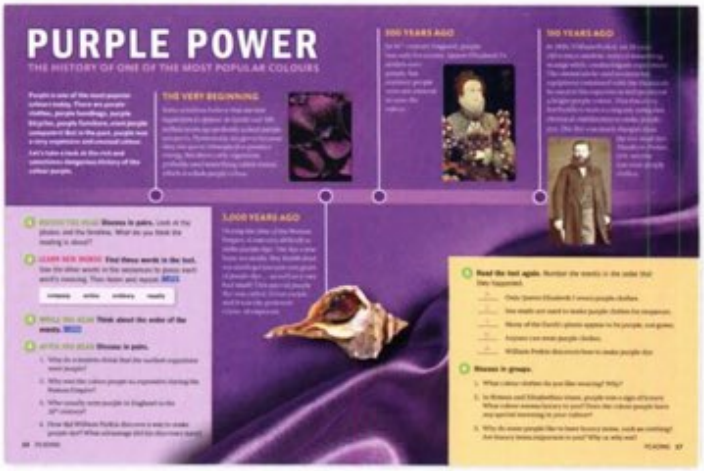
Identify sequence of events Asking students to identify the order in which events occur helps them better understand the relationship between events in a non-fiction text. Texts that talk about the history of a topic often include events and dates. Information is usually, but not always, given in chronological order. Identifying the sequence of events can help students better recall information in the text as well as improve their overall comprehension. A timeline that places events in chronological order can help students keep track of events as they read.

Vocabulary Strategy

Use context clues Using context clues to work out the meaning of an unknown word involves reading other words and phrases in the sentence with the unknown word and in nearby sentences. This surrounding text often contains clues such as examples, definitions, synonyms or antonyms. For instance, *royalty* and *ordinary* in the reading text are contrasted by the use of the word *but*. Students can work out that *royalty* has a meaning that is almost the opposite, or is an antonym, of the phrase *ordinary people*. Another way to use context clues is to get a general sense of the sentence or paragraph and then work out a meaning for an unknown word that makes sense in the context of the sentence and paragraph. This strategy can be used to determine the meanings of *notice* and *company* in the last paragraph of the reading text.

About the Photo

The photo beneath the timeline shows the sea snail *Bolinus brandaris*. Marine snails like this one were collected in ancient times along the eastern edge of the Mediterranean Sea near the city of Tyre, in the area of modern-day Lebanon. To make Tyrian purple dye, thousands of the snails were collected and placed in giant lead vats. The snails were boiled for days at a time, resulting in a very unpleasant odour. Though the snails themselves are not purple, the boiling process released compounds called *chromogens*. When exposed to light and oxygen, chromogens turn purple. These compounds gave the dye its characteristic rich purple colour.



- **Vocabulary strategy** Say *If I'm not sure what royalty means, I can read the next sentence to look for clues.* Read aloud the next sentence. Say *I read that Queen Elizabeth I's clothes were purple. The first sentence tells me that purple was only for royalty. So Queen Elizabeth I must be royalty. I think royalty means rulers, like kings and queens. I notice that the picture shows a queen wearing purple clothes. She's probably Queen Elizabeth I.*

- Point out the word *ordinary* in the same section. Ask students to guess its meaning. If no one guesses correctly, point out the word *but* and explain that it is used to contrast, or show the difference between, two things. Say *Ordinary probably means the opposite of royalty.* Ask *Think about people who are not kings or queens. Who might ordinary people be?* (normal people, not royalty) Ask students to use context to work out the meaning of *notice* and *company* in the last paragraph of the reading. Discuss students' definitions and clarify meanings, if necessary.

- Next, tell students to listen to **Track 012** and repeat.

While You Read 3

- 3 Say *Now we're going to learn about the history of the colour purple. Listen and read.* Play **Track 013**.

- Say *Now listen and read again. This time, pay attention to the order in which events happened.* You may wish to distribute Timeline graphic organisers and tell students to make their own notes as they listen and read. Play **Track 013** again and ask students to follow along.

After You Read 4 5 6

- 4 Put students into pairs. Ask them to read and answer the questions. If partners come up with different answers, ask them to re-read the text to find support for their answers.

- 5 Ask students to turn to page 17. Explain that they will re-read the text and then number events in the order in which they happened. Say *As you read, keep track of which events came first, next and last.*

- Tell students to number the five events in Activity 5 in sequential order. If students previously made notes on their own Timeline graphic organisers, ask them to use their notes. Then discuss the sequence of events as a class.

- 6 Tell students to form groups of three or four to answer the questions in Activity 6. Ask one student in each group to act as leader and make sure everyone participates in the discussion. Assign another student in each group to be secretary and note information from the discussion.

- When discussions have finished, say *Now let's list what you've discussed.* Draw the following table on the board. Include a row for each group.

Group	Colour clothes that you like	Why you like the colour	What colour means luxury?	Special meaning of colour purple	Reason luxury items are important to people	Are luxury items important to you?
A	blue	feel happy	red	our local football team wears purple	to show they are successful	yes; make me feel important
	green	matches eye colour	gold		they enjoy expensive things	yes; like the better quality of luxury items
	yellow	feel comfortable wearing it	silver		not many others have the items	no; satisfied with ordinary things
B						
C						

- Invite group secretaries to report the information from their discussions. As they do, complete the table for each group. Make observations about the information in the table. For example, say *The students in Group (A) like wearing different coloured clothes. They also have different reasons for the colour clothes they like. They also have different opinions about which colours mean luxury to them.* Discuss the reasons that luxury items are important to people in general and to individual students.

Extend

- Say *Work with a partner. Make a list of luxury items. Your list might include small items such as jewellery or watches. It might include some kinds of electronic devices. It might also include large items such as holiday homes.*

- Put students into pairs to make their lists. After students have completed their lists, tell them to decide whether each item is usually associated with a particular colour. Say *Look at each item on your list. Is the item usually or always the same colour? Does the colour of the item affect whether people think the item has a lot of value?* Invite pairs to share some of their observations with the class.

- If time allows, you may want to hand out **Worksheet 2.1.4** in class. Hand out a copy to each student. Say *Look carefully at the new words on page 16. You will use your new words to complete sentences. Then you will create new words on your own by using what you know about words and word parts.* Tell students to complete the worksheet individually or in pairs. Let students use a dictionary to check their answers to Activity 3.

Consolidate

- Say *Let's play a game to review what you learnt about the history of the colour purple. I'll say a sentence about the colour purple. If the sentence is true, keep your hand down. If the sentence is false, put up your hand.* Say sentences such as the following:

  Scientists think early organisms were purple because the organisms used chlorophyll to produce energy. (false)

  During the time of the Roman Empire, people used sea snails to make a special dye called Tyrian purple. (true)

  Ordinary people began wearing purple clothes in sixteenth-century England. (false)

  William Perkin discovered a less expensive way to make purple dye using chemicals. (true)

Tell students to correct the false statements by saying true statements.

BE THE EXPERT

Teaching Tip

Remind students that it's OK to disagree about certain topics. Explain that people can learn a lot by talking with people who disagree with them. Emphasise that it is important to show respect for others' opinions. Remind students that a good way to show respect is to listen to others without interrupting them while they speak.

Answer Key

Comprehension 4

1. because they used *retinal*, which is a dark purple colour, to produce energy
2. because it was difficult to make; 10,000 dead sea snails provided only one gram of purple dye
3. royalty
4. Perkin accidentally discovered that combining chemicals he used to clean his equipment with chemicals he used in an experiment created a bright purple colour. The purple dye he produced was much cheaper than sea-snail dye.

Formative Assessment

Can students

- discuss an event related to the history of the colour purple?

  Ask *How was the dye Tyrian purple made during the time of the Roman Empire?*

- use new words to discuss what they've read?

  Ask students to use *company, ordinary, royalty* or *notice* in a sentence that tells us about an event in the history of the colour purple.

- identify a sequence of events?

  Ask *Which happened first: Queen Elizabeth I wore purple clothes or William Perkin found a new way to make purple dye?*

Workbook For additional practice, assign Workbook pages 6–7.

Online Workbook Reading

VIDEO

Objectives

Students will

- discuss ways that people and animals see colour in the world.
- apply the message of the video to their personal lives.

Academic Language *investigate*

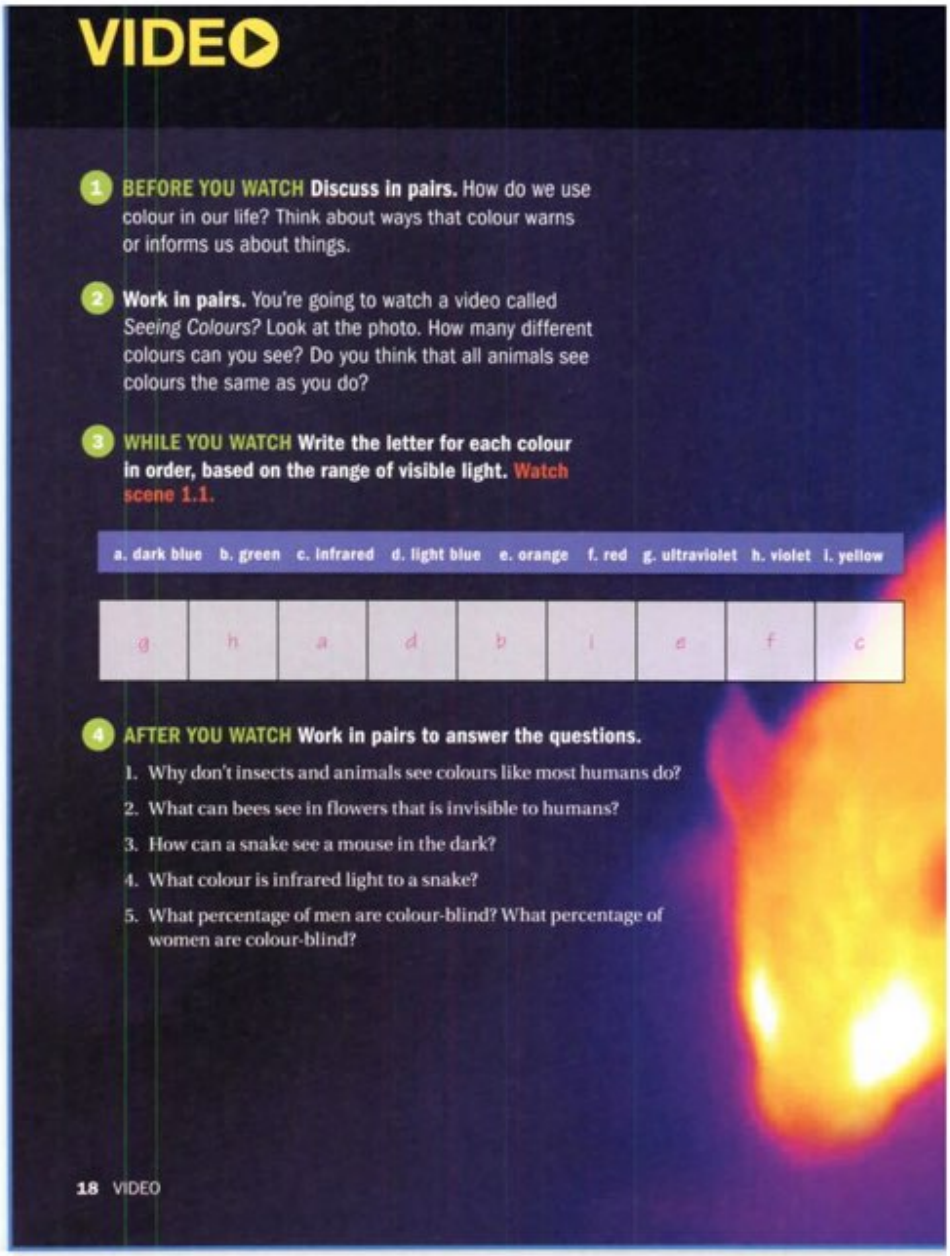
Content Vocabulary *colour wheel, infrared, night-vision goggles, normal, percentage, ultraviolet*

Resources Video scene 1.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Materials magazines with nature pictures *(optional)*

Answer Key 4

1. because what we know as colour is really visible light
2. ultraviolet patterns
3. It can see heat, which appears as infrared light.
4. We don't know because we can't see what snakes see.
5. 8%, 0.4%

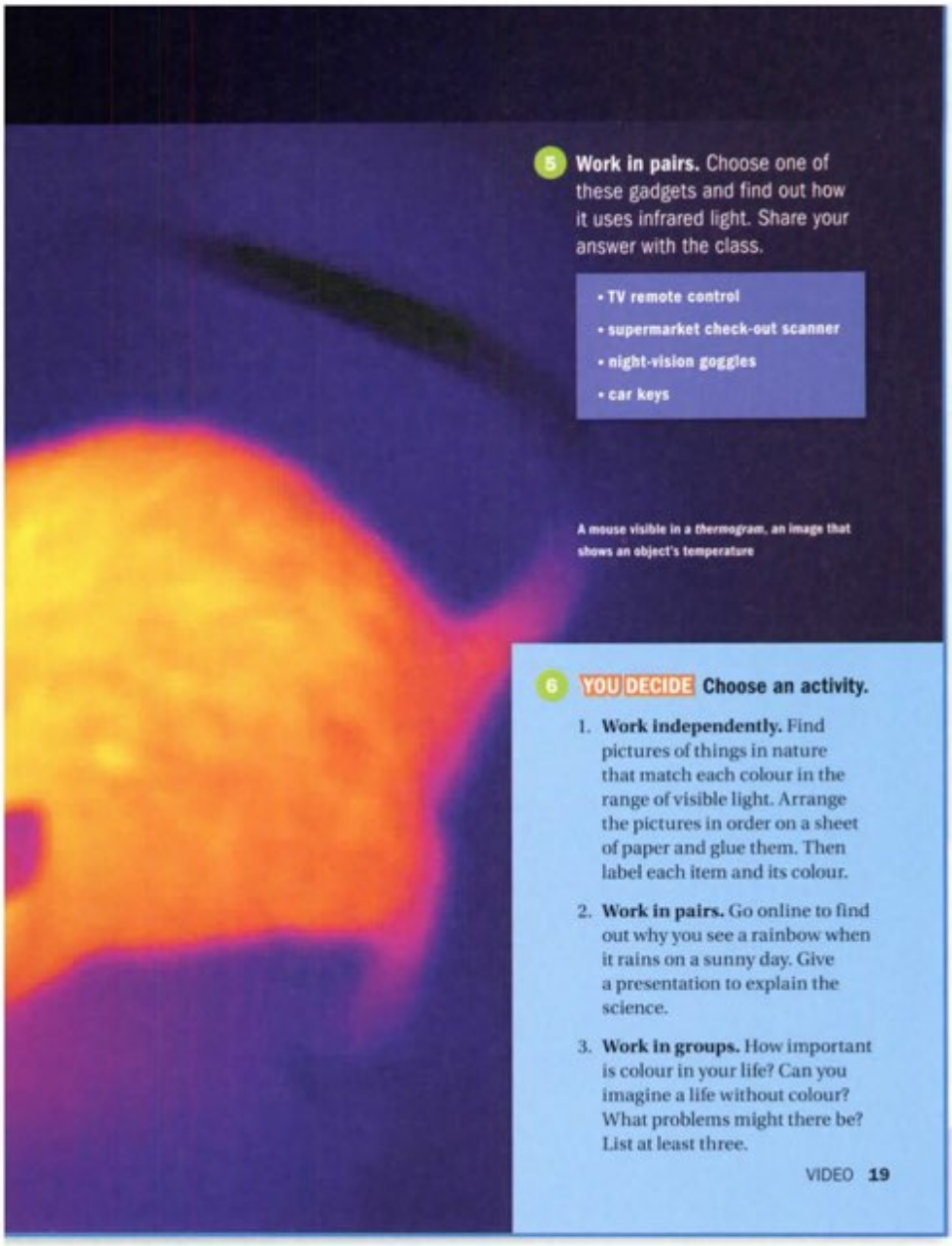


Before You Watch 1 2

- Ask students to think about colours they see in man-made and natural objects in the world. Say *Think of colours you see in everyday objects and in the world around you. Then think of questions you have about colour, the ways colour is used and how colour affects the way people see things in the world.*
- 1 Put students into pairs. Tell them to open their books at pages 18–19. Ask a student to read aloud Activity 1. Say *Talk to your partner about how people use colour to send a message or to give meaning to things in our world.* When students have finished the activity, invite pairs to share the results of their discussions with the class.
- 2 Tell students to work with their same partners. Read aloud Activity 2. Say *You're going to watch a video called* Seeing Colours? *Look at the photo on pages 18 and 19.* Ask *What colours do you see in the photo? Do you see different colours to the colours your partner sees? How can you tell?* Say *Think about whether animals and insects might see colours differently to how people see colours. Talk to your partner about it.* Invite several pairs to share their ideas with the class.

While You Watch 3

- 3 Say *While you watch the video, you're going to complete the table.* Give students a few moments to read the words above the table in Activity 3. Say *Now you're going to watch the video. While you watch, write the words in their correct places in the table.*
- Play **Video scene 1.1**. If students have difficulty following the video or understanding the graphics, pause the video and allow them to ask questions or review the graphics.



5 **Work in pairs.** Choose one of these gadgets and find out how it uses infrared light. Share your answer with the class.

- TV remote control
- supermarket check-out scanner
- night-vision goggles
- car keys

A mouse visible in a *thermogram*, an image that shows an object's temperature

6 YOU DECIDE **Choose an activity.**

1. **Work independently.** Find pictures of things in nature that match each colour in the range of visible light. Arrange the pictures in order on a sheet of paper and glue them. Then label each item and its colour.
2. **Work in pairs.** Go online to find out why you see a rainbow when it rains on a sunny day. Give a presentation to explain the science.
3. **Work in groups.** How important is colour in your life? Can you imagine a life without colour? What problems might there be? List at least three.

BE THE EXPERT

Teaching Tip

Video in the classroom After students have watched the video, replay it without sound and ask students to describe what is happening. Pause at certain points to let students make connections between what they see in the video and what they have observed in the real world.

Formative Assessment

Can students

- discuss ways that people and animals see colour in the world as a result of watching the video?

Ask *What kinds of patterns in flowers can bees see that people can't see?*

Online Workbook Video

After You Watch 4 5 6

- After students have completed their tables, review the correct order of the words as a class. Ask a student to explain which part of the table shows visible light that humans can see.
- 4 Put students into pairs to answer the questions. Say *Answer the questions in Activity 4 with your partner.* Then tell pairs to complete Activity 4. Review answers as a class.
- Put students into groups of three or four. Re-read questions 2 and 3. Say *Think about how bees and snakes see things in the world differently to people. Think about how this helps bees and snakes. What are some other ways that seeing things differently can help insects and animals? Talk with your group.* Ask groups to share their ideas with the class.
- 5 Put students into pairs. Ask a student to read aloud Activity 5. Say *Decide which gadget to research with your partner. Find out how it uses infrared light. Prepare a short talk to give to the class.* Consider asking students to use an actual gadget in their demonstration or to create a brief video to demonstrate how the gadget works.
- 6 YOU DECIDE Ask students to choose an activity. If students choose to create a labelled colour chart, they can cut out images from magazines or print images they find on the Internet.
- If pairs choose to investigate how a rainbow forms, remind them to include a clear and concise explanation in their presentation. Encourage students to add interest with labelled diagrams or colourful photos.
- If students choose a group discussion, remind them to take turns and listen attentively to others. Say *Answer each question with your group. Remember to wait until the speaker finishes before you speak. Show that you understand someone else's ideas by rephrasing what he or she has said.*

GRAMMAR 2

Objective
Students will
- identify general and specific things using *the*.

Grammar *The:* identifying general and specific things

Academic Language *brand-name products, brands, familiar, general, specific*

Content Vocabulary *café, lively*

Resources Online Workbook/ Workbook pages 8–9; Worksheet 2.1.5 (Teacher's Resource CD-ROM/ Website); Track 014 (Audio CD/ Website/CPT); CPT: Grammar 2

Materials coins for the board game

GRAMMAR 014

***The:* Identifying general and specific things**

There's a coat in my wardrobe. **The** coat is red.
The sun is shining in **the** sky.
People often feel depressed when they see **the** colour black.

1 Read. Circle the correct word.

(The) / *A* Colours of Success

Imagine you're at a shopping centre. You want to go to *the* / (*a*) café and get *the* / (*a*) drink and *the* / (*a*) snack. There are two different cafés in the shopping centre. How do you choose (*the*) / *a* café you want to visit? You probably look at the prices and the menus. But (*the*) / *a* colours that (*the*) / *a* cafés use are also very important.



Do you want to feel calm and relaxed? Then you will probably choose The Coffee Place. (*The*) / *A* green colour makes you think of nature and peace.

Do you want to go somewhere exciting and lively? Then you will probably choose The Coffee Machine. Many companies use (*the*) / *a* colour red because it seems bright and fun, and it attracts young people.



Think about your favourite brands. Which colours do they use? What do those colours mean to you?

2 Work in pairs. Take turns naming familiar brand-name products. Can your partner name the colours for the brand? Why do you think the companies chose the colours for each product?

3 Work in pairs. Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Complete each sentence with *the* or *a / an*.



Go to page 155.

Warm Up

- **Set the stage** Say *Listen to how the words a and the are used in a story.* Write on the board: *the cinema, a film, the new film, the best film.* Say *My brother wanted to go to the cinema. He phoned me and asked, 'Would you like to go and see a film?' I said, 'Sure'. So we decided to see the new film about Mount Everest. We both agreed it was the best film we had seen this year.*

Present

- Tell students to open their books at page 20. Ask a student to read aloud the grammar point in the grammar box. Say *You're going to listen to sentences that use the articles a and the. Articles are used before nouns.*

- Play **Track 014** and tell students to read along silently. Then ask a student to read aloud the grammar examples. Say *You use a before a noun for something that is not specific. You use the for a specific thing. You also use the for a general thing, a well-known thing, or a category of things.*

- Write the following on the board:

There's a flag. The flag is red and white.

The moon and the stars are visible tonight.

Some of the population is colour-blind.

- Point to the first sentence. Say *You use a before the noun flag to talk about any flag. It is not a specific flag.* Point to the second sentence. Say *You use the before flag to talk about a specific flag. Now you mean a particular flag. Say 'the flag' to talk about the colour of that specific flag.*

- Point to the next sentence. Say *The moon and the stars are well known to most people. Use the before the nouns moon and stars.* Point to the last sentence.

Say Population *is a general category. It means 'all the people'. Use the before the noun* population.

Practise 1

- 1 Say *Read the text. Decide whether the article* a *or the article* the *is correct in the sentences. Circle the correct article.* Model choosing the correct article for the title. Say *I'll read the title with* the. *'The Colours of Success' sounds right. Now I'll try with* a. *'A Colours of Success' doesn't sound right. The noun* colours *is plural. So* the *must be correct, not* a.

- After students have completed the activity, ask a student to read aloud the text with his or her circled choices.

- Remind students that *brands* are categories of products made by one company. Say *Levi's™ is a brand of blue jeans. Apple™ is a brand of computers.* Invite students to share their favourite brands, the colours used by the brands, and what the colours mean to them.

Apply 2 3

- 2 Put students into pairs. Model the activity. Say *I'll name a brand: Coca-Cola™. (Anna) says 'Coca-Cola uses the colour red'. Anna thinks Coca-Cola uses red to make people feel like they have energy. I think they use it to get people's attention.* Tell pairs to take turns identifying brand names and colours and discussing the colours' meaning.

- 3 Ask the pairs to cut out the game board on page 155. Give one coin to each pair. They can use a paper clip or rubber as a game piece. Say *Play a game with your partner. Toss the coin. Move 1 space for heads and 2 spaces for tails. Read the sentence using the correct article,* the *or* a. *Then your partner takes a turn. Continue until both players reach 'Finish'.*

- Remind students to use *an* before a noun that begins with a vowel, such as *egg*. Tell partners to check their answers with the teacher. The partner with the greatest number of correct answers wins the game.

Extend

- Put students into pairs. Write the following nouns on the board: *photograph, wedding, dye, orange, apple* and *vegetable*. Tell one partner to say a sentence using *a* and a noun. Tell the other partner to follow up with a sentence using *the* and the noun. Model an example. Say *I noticed a photograph on the table. My partner (Xiang) says 'The photograph was taken on our holiday last year.'*

- To conclude, hand out **Worksheet 2.1.5**.

Consolidate

- Ask students to complete the following sentences using *a, an* or *the*:
  My aunt is ___ dentist, and my uncle is ___ artist. / It's windy today. ___ wind is strong. / I think blue is ___ most amazing colour of all!

BE THE EXPERT

Grammar in Depth

Here are some standard rules for using the article *the*:

- Use *the* to refer to general things or groups.
  I like going to the cinema.
  The Chinese have big New Year celebrations.
  Exception: When referring to animals in general, *the* is not used:
  Cats like eating fish.
- Use *the* to indicate something specific that:
  is mentioned earlier:
  There's a new book by my favourite author. The book is going on sale next week.
  is unique:
  The sun is out today. The moon is hidden behind the clouds.
  (There is only one sun and one moon in our solar system.)
  the speaker knows about even though it wasn't mentioned earlier:
  Can you pass me the bread?
  (Bread is on the table.)
  Don't go there. The baby is sleeping.
  (The speaker knows there's a baby sleeping and knows who the baby is).
- Use *the* the first time a noun is mentioned if the noun is modified.
  The colour green is my favourite colour.
  I like the first book on the right.

Formative Assessment

Can students

- identify general things using *the*?

  Have students use the word *summer* in a sentence with *the*.

- identify specific things using *the*?

  Write the words *forget* and *keys* on the board. Have students use the words in a sentence with *the*.

Workbook For additional practice, assign Workbook pages 8–9.

Online Workbook Grammar 2

WRITING

Objectives

Students will

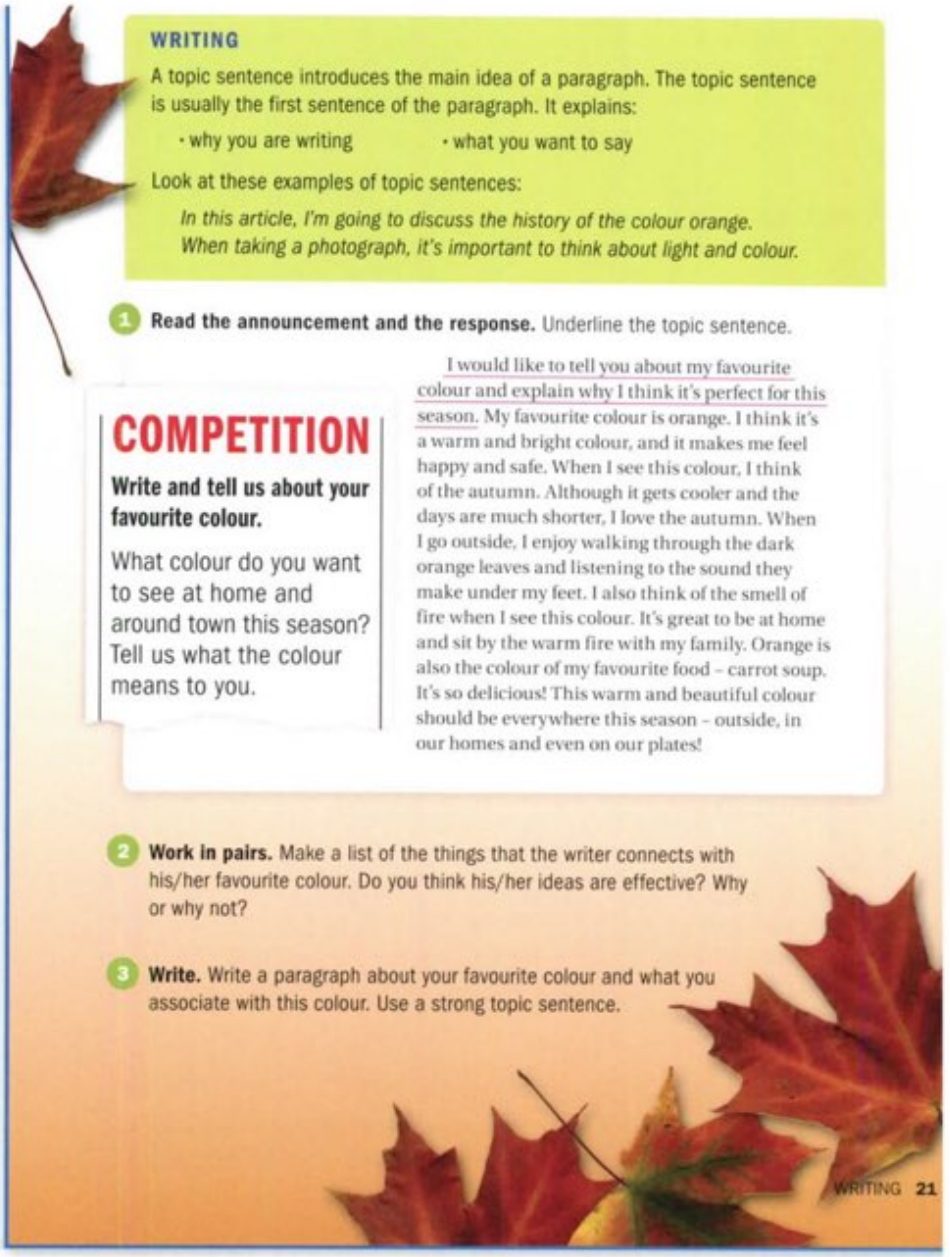
- understand that a topic sentence introduces the main idea in a paragraph.
- recognise that a topic sentence explains a writer's reason for writing and describes what a writer wants to say.
- analyse a model paragraph and identify its topic sentence.
- write a paragraph with a topic sentence.

Writing Descriptive paragraph

Academic Language *announcement, associate, effective*

Content Vocabulary *burnt, competition*

Resources Online Workbook/Workbook page 10; Process Writing Worksheets 1–5, Genre Writing Worksheet: Description (Teacher's Resource CD-ROM/Website); CPT: Writing



WRITING

A topic sentence introduces the main idea of a paragraph. The topic sentence is usually the first sentence of the paragraph. It explains:

- why you are writing
- what you want to say

Look at these examples of topic sentences:

In this article, I'm going to discuss the history of the colour orange.
When taking a photograph, it's important to think about light and colour.

1 **Read the announcement and the response.** Underline the topic sentence.

COMPETITION

Write and tell us about your favourite colour.

What colour do you want to see at home and around town this season? Tell us what the colour means to you.

I would like to tell you about my favourite colour and explain why I think it's perfect for this season. My favourite colour is orange. I think it's a warm and bright colour, and it makes me feel happy and safe. When I see this colour, I think of the autumn. Although it gets cooler and the days are much shorter, I love the autumn. When I go outside, I enjoy walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this colour. It's great to be at home and sit by the warm fire with my family. Orange is also the colour of my favourite food – carrot soup. It's so delicious! This warm and beautiful colour should be everywhere this season – outside, in our homes and even on our plates!

2 **Work in pairs.** Make a list of the things that the writer connects with his/her favourite colour. Do you think his/her ideas are effective? Why or why not?

3 **Write.** Write a paragraph about your favourite colour and what you associate with this colour. Use a strong topic sentence.

WRITING 21

Warm Up

- **Build background** Point to a colourful classroom object such as a flag. Say *Suppose you want to write a paragraph about the colours of the flag. You could begin the paragraph with one of these sentences.* Write the following sentences on the board.

> The colours of our country's flag are (green), (gold) and (blue).
>
> Our country's flag has the brightest and most beautiful colours.
>
> The (green), (gold) and (blue) colours of our country's flag have an interesting history.

- Point to each sentence and say *Suppose this is the first sentence of your paragraph. What do you think the other sentences in the paragraph will be about?* (First sentence: the colours of other countries' flags; why the flag has these colours. Second sentence: a description of the colours in the flag and how bright they are; why the colours are beautiful. Third sentence: how the flag got its colours; why the colours were chosen; who decided on the colours)

- Say *When you write a paragraph, it's important to begin with a sentence that says what the paragraph is going to be about.*

Present

- Say *We're going to look at how to use a topic sentence when we write a paragraph. A topic sentence gives a reader an idea of what the paragraph is going to be about.*

- Tell students to open their books at page 21 and read the text in the green box at the top of the page. Write the example topic sentences on the board.

In this article, I'm going to discuss the history of the colour orange.

When taking a photograph, it's important to think about light and colour.

- Say *A good topic sentence gives the main idea, why you are writing and what you want to say.* Point to the first topic sentence. Ask *Why is the writer writing the article?* (to talk about the history of the colour orange) Ask *What do you think the writer will say in the article?* (give details about the history of the colour orange)
- Point to the second topic sentence. Ask *Why is this writer writing?* (to explain why it's important to think about light and colour when taking a photo) Ask *What do you think the writer will say in the article?* (give details about ways to use light and colour to take a better photo)

Read the Model 1 2

- 1 Say *Now we're going to look at an example of a paragraph with a topic sentence. First, let's look at the announcement to the left of the paragraph. An announcement like this might appear in a newspaper, magazine or on a website.* Read aloud the announcement's title, *Competition*. Explain that a competition is a contest that people enter to try to win.
- Ask a student to read aloud the announcement text. Ask *What do you think the writer's paragraph is going to be about?* (the writer's favourite colour and what it means to him or her) Say *Look at the pictures on page 21. Can you guess what colour the paragraph might be about?* (orange)
- Read the instruction line aloud. Say *Look for and underline the topic sentence in the paragraph. Remember that a topic sentence tells us the main idea, explains why a person is writing and explains what the person wants to say. A topic sentence is often the first sentence in a paragraph.*
- Tell students to read the announcement and the paragraph on their own and underline the topic sentence of the paragraph.
- 2 Put students into pairs to discuss the paragraph. Say *Now read the paragraph again. With your partner, list things that the writer identifies as connected to his or her favourite colour. Talk about whether each of the writer's ideas is a good explanation for the colour he or she chose.* Invite pairs to share their discussion points with the class.

Plan 3

- 3 Read Activity 3 aloud. Say *Now you're going to plan your writing. You already know your topic – your favourite colour and what you associate, or connect, with this colour. Your next step is pre-writing.*

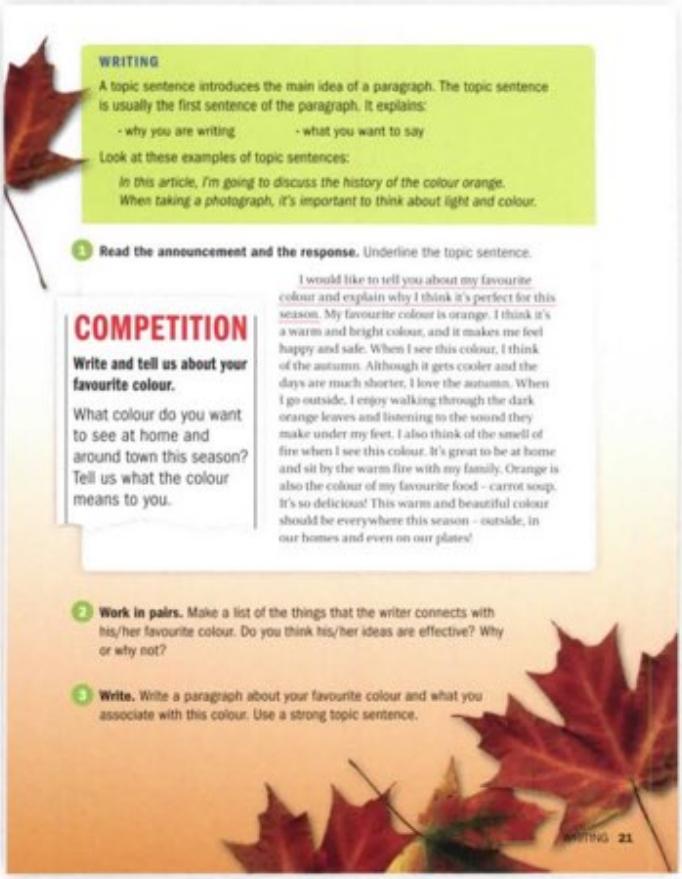
BE THE EXPERT

Writing Support

Usage Students may benefit from some additional tips for writing good topic sentences. A topic sentence should be general enough to present the subject matter of the paragraph yet also specific enough to get across the main idea and the writer's purpose. A topic sentence should focus on only one main idea. Students should aim to make their topic sentences as concise and as clear as possible. Students may want to consider whether a reader will be able to tell right away what the paragraph is about by reading the topic sentence.

Workbook For scaffolded Writing support, assign Workbook page 10.

Online Workbook Writing



WRITING

A topic sentence introduces the main idea of a paragraph. The topic sentence is usually the first sentence of the paragraph. It explains:

- why you are writing
- what you want to say

Look at these examples of topic sentences:

In this article, I'm going to discuss the history of the colour orange.
When taking a photograph, it's important to think about light and colour.

1 **Read the announcement and the response.** Underline the topic sentence.

COMPETITION

Write and tell us about your favourite colour.

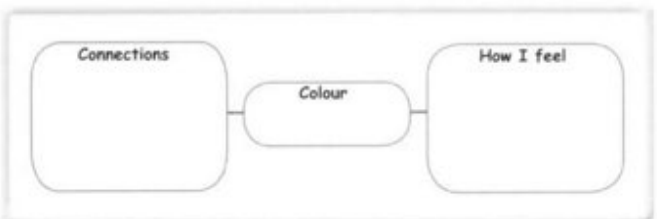
What colour do you want to see at home and around town this season? Tell us what the colour means to you.

I would like to tell you about my favourite colour and explain why I think it's perfect for this season. My favourite colour is orange. I think it's a warm and bright colour, and it makes me feel happy and safe. When I see this colour, I think of the autumn. Although it gets cooler and the days are much shorter, I love the autumn. When I go outside, I enjoy walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this colour. It's great to be at home and sit by the warm fire with my family. Orange is also the colour of my favourite food – carrot soup. It's so delicious! This warm and beautiful colour should be everywhere this season – outside, in our homes and even on our plates!

2 **Work in pairs.** Make a list of the things that the writer connects with his/her favourite colour. Do you think his/her ideas are effective? Why or why not?

3 **Write.** Write a paragraph about your favourite colour and what you associate with this colour. Use a strong topic sentence.

- Tell students to use an idea map like the one below. Draw the idea map on the board for students to copy. Say *Complete the idea map to plan your writing. Then use the information in the idea map to write a topic sentence for your paragraph.*



- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 10 for writing support.
- **Worksheets** If your students need a reminder of any of the steps of process writing, hand out **Process Writing Worksheets 1–5** and review them together.
- **Workbook** Refer students to Workbook page 10 to help them organise and plan their writing.

Write

- After students have completed the pre-writing step, ask them to work on their first drafts. If time in class is limited, assign the first draft as homework.

Revise

- After students have finished their first drafts, ask them to review their writing and think about their ideas and organisation. Tell each student to consider the following: *Does the topic sentence clearly identify the main idea of the paragraph? Does each of the other sentences in the paragraph connect to the main idea? What seems good? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

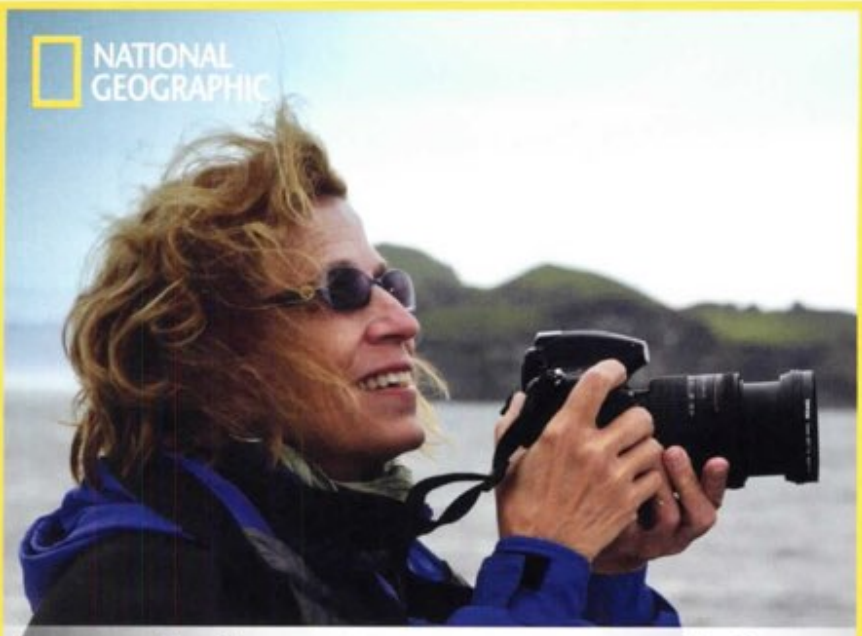
- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student uses a topic sentence to introduce the main idea of a paragraph. The topic sentence explains the student's reason for writing and what the student wants to say.				
Grammar Student uses comparatives and superlatives.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



Look for Opportunities

'Look around and ask yourself, 'Who needs pictures? Who needs help?' With photography, the opportunities are endless ...'

Annie Griffiths
National Geographic Photographer

1. Watch scene 1.2.
2. Discuss how photographers can use their skills to help other people.
3. Think about issues or social problems in your area. How could you use photographs to teach others about these issues?

MISSION

Objective
Students will
- discuss how photos can be used to raise awareness and lead to solutions for individual and community problems.

Academic Language *social problems*

Content Vocabulary *opportunity*

Resources Video scene 1.2 (DVD/Website/CPT); Worksheet 2.1.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Encourage students to actively participate in the learning process. Consider having one student or a pair of students lead a class discussion. Giving students responsibility in the classroom builds self-confidence, increases motivation and develops students' leadership skills.

Mission

- Read aloud the mission *Look for Opportunities.* Say *An opportunity is a chance to do something that you want to do.* Invite a student to read aloud the quote by Annie Griffiths. Ask *What do you think Annie means by 'With photography, the opportunities are endless ...'?* (There are many ways to help people by taking pictures.) Say *Do you agree with Annie? Why or why not?* Ask students to say whether they agree or disagree and describe what opportunities photography may offer. You may want to have students consider the impact of using colour or black and white photography to affect people's feelings about a subject.

- **Activity 1** Say *Now let's watch a video about Annie Griffiths.* Play **Video scene 1.2**. Ask students to focus on Annie's desire to use photography to educate and inspire people about other cultures and places in the world.

- **Activity 2** Put students into pairs. Ask each partner to list the skills needed to be a photographer. Then ask them to discuss ways that photographers might use their skills to help people. Students might consider things such as travel, language and cultural differences, and conflict zones.

- **Activity 3** Explain that social problems are problems that affect people in a community. Provide examples, such as air or water pollution, traffic and poverty. Ask individual students to consider ways photos can teach others. Encourage students to use comparatives and superlatives. Model an example. Say *To show that the water pollution is worse in one part of the river than in other parts, you could take photos of the most polluted part of the river.*

- **Worksheet** Hand out **Worksheet 2.1.6**. Explain that students will use the worksheet to further discuss colours and their effect on people.

PROJECT

Objective
Students will
- choose and complete a project related to colours' effect on people.

Academic Language *blog, presentation, technique*

Content Vocabulary *Aboriginal, react*

Resources Assessment: Unit 1 Quiz; Workbook pages 11 and 90; Worksheet 2.1.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games; Graphic Organiser: Three-column table (Teacher's Resource CD-ROM/Website) *(optional)*

Materials drawing materials; food colouring; digital cameras or smartphones

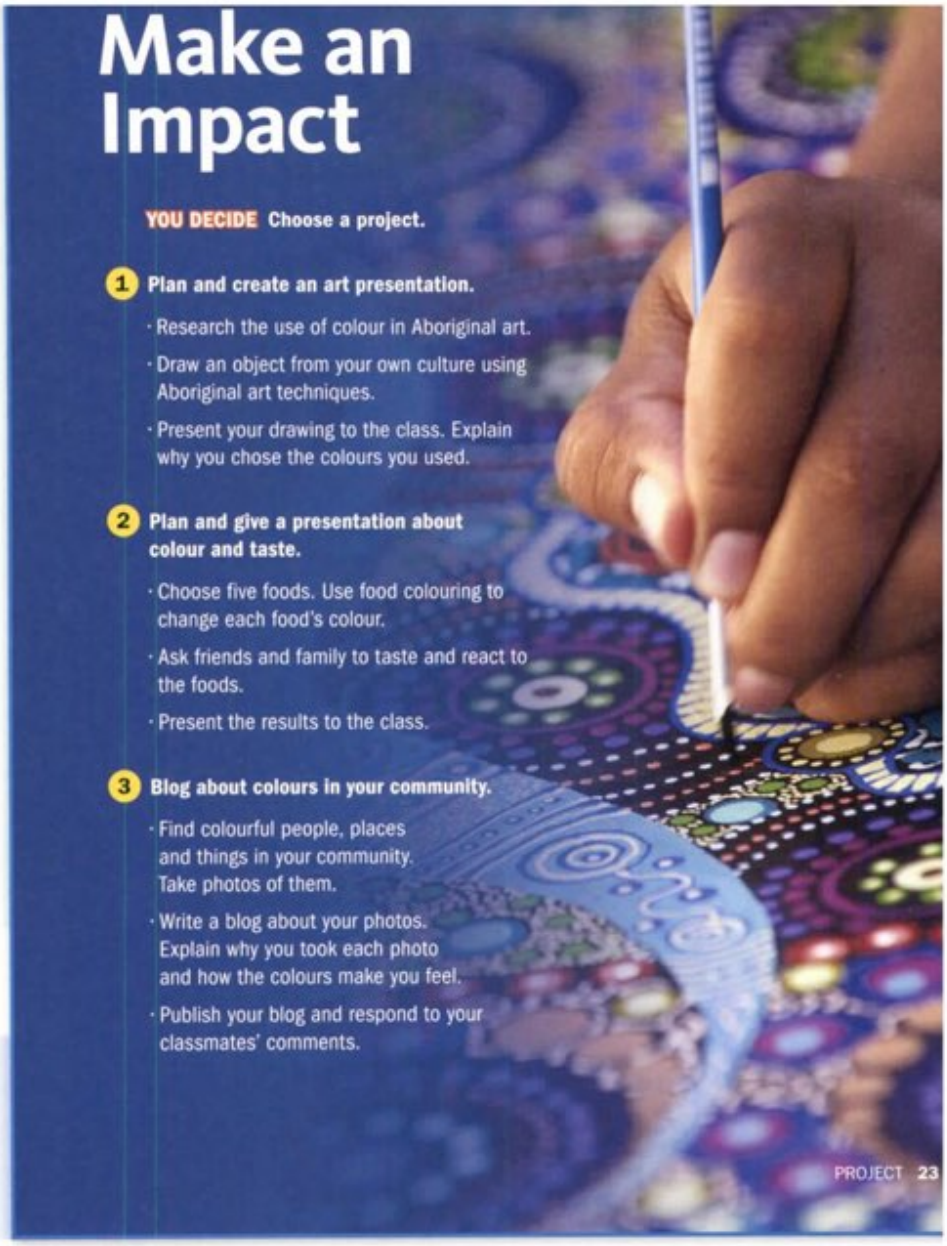
Assessment Go to page 254.

Unit Review Assign Worksheet 2.1.7.

Workbook Assign pages 11 and 90.

Online Workbook Now I can

Make an Impact



YOU DECIDE **Choose a project.**

1 Plan and create an art presentation.
- Research the use of colour in Aboriginal art.
- Draw an object from your own culture using Aboriginal art techniques.
- Present your drawing to the class. Explain why you chose the colours you used.

2 Plan and give a presentation about colour and taste.
- Choose five foods. Use food colouring to change each food's colour.
- Ask friends and family to taste and react to the foods.
- Present the results to the class.

3 Blog about colours in your community.
- Find colourful people, places and things in your community. Take photos of them.
- Write a blog about your photos. Explain why you took each photo and how the colours make you feel.
- Publish your blog and respond to your classmates' comments.

Prepare

- **YOU DECIDE** Ask students to choose a project.
- **Activity 1** Tell students to research how colour is used in Aboriginal art. Students should become familiar with the colours used by the Aboriginal people as well as the drawing and painting techniques used and the style of the artwork.
- Ask students to choose an object representative of their own culture. Examples might be a musical instrument or an item of clothing. Tell students to draw their chosen object using the colours, styles and techniques of Aboriginal artists.
- **Activity 2** Tell students to choose five foods to which food colouring can be added. Possibilities include soup, juice, salad dressing, slices of fruit or bread, and scrambled eggs. Students can use a three-column table with headings *Food, Colour of Food Colouring Added* and *Reaction* to record the reactions of family and friends. Students might use the same or a different colour of food colouring in each food.
- **Activity 3** Students can use digital cameras or smartphones to take photos and post them to their blog. Remind students to consider colour as they take their photos. Ask students to look at blogs on the Internet to get a sense of how a blog is organised.

Share

- Allow time for students to present their final projects to the class. Allow classmates to read and comment on students' blogs before the presentation. Allow additional time for students to respond to the comments.
- **Modify** For Activity 1, display students' artwork in a central location and invite members of the school community to visit an 'Aboriginal Art Museum'.

STUDENT'S BOOK AUDIO SCRIPT

Track 002 1 **Listen and read.** See Student's Book pages 10–11.

Track 003 2 **LEARN NEW WORDS** **bright** / Orange is a very bright colour. **colour-blind** / A colour-blind person can't see the difference between red and green. **danger** / A dog barks when it senses danger. **death** / Violet symbolises death in certain parts of the world. **dye** / Indigo dye used to be very expensive. **emergency** / Fire engines and ambulances are emergency vehicles. **good luck** / Some people believe that black cats bring good luck. **light** / On a clear day, the sky is a light blue colour. **represent** / For many people, black represents sadness. **safety** / We often think of safety when we see the colour green. **trust** / My parents trust that I will go home straight after school. **visible** / Wear orange when cycling at night to be visible to drivers. **warn** / Some animals use the colour red to warn others of danger. **wedding** / My aunt wore a beautiful white dress at her wedding.

Track 004 5 Yellow, blue, red, white and green are all very common colours in flags of the world. But only one flag uses the colour indigo – that of Norway. Perhaps this is because indigo dye costs a lot. In the past, using indigo signalled luxury and wealth. Dyes of more common colours, like blue and green, cost less. As a result, there are a lot more flags with these colours.

Track 005 5 **LEARN NEW WORDS** **common** / In the forest, green is the most common colour. **flag** / The flag of Mexico is red, white and green. **luxury** / A luxury car costs a lot of money. **signal** / The colour red can signal danger.

Track 006 **SPEAKING STRATEGY** See Student's Book page 13.

Track 007 1 **S1**: OK, Ben. Dinner's ready: chicken with carrots and potatoes. **S2**: Great, thanks. Hey Dad, did you ever wonder why carrots are orange? **S1**: Actually some carrots aren't orange. **S2**: Really? **S1**: Yes. As a matter of fact, there are white, grey, yellow and purple carrots. **S2**: Purple and grey carrots? No way! But orange is the natural colour for a carrot, isn't it? **S1**: No, it isn't. In fact, the earliest carrots were naturally white or purple. **S2**: Wow, I never knew that! Can we try some purple carrots next time? **S1**: Sure, why not? After all, they're just as healthy!

Track 008 **GRAMMAR** See Student's Book page 14.

Track 009 2 **1.** Dark green vegetables are higher in vitamin C than light green vegetables. **2.** Yellow bananas are sweeter than green bananas, but green bananas are better for you. **3.** Blue is the most unusual colour for food. **4.** The healthiest diet includes foods of many different colours.

Track 010 4 You've seen that colour can change how we think of food, but it can also affect how we feel in different situations. We make strong connections with certain colours, even if we don't realise it. For example, red means danger. Therefore, the colour red can make us feel nervous. Red also gets our attention. That's why warning labels use red text for the most important information.

Other colours have different associations. Many people feel calm and relaxed when they see the colour green. Green makes us think of nature, and that makes us feel peaceful. Like green, blue might also make you feel calm. But blue, and other dark colours, can also make you feel depressed. When you're feeling sad, people might even say you're feeling blue.

Bright colours, like orange and yellow, can have the opposite effect. Look around you now. Which colours can you see? How do they make you feel?

Track 011 4 **LEARN NEW WORDS** **connection** / We make a connection between colours and feelings. **depressed** / Some films make me feel depressed. **nervous** / I always get nervous before an exam. **relaxed** / I feel very relaxed when I'm lying in the green grass.

Track 012 2 **LEARN NEW WORDS** **company** / This company makes beautiful clothes in many different colours. **notice** / The first thing you notice about her is her bright blue eyes. **ordinary** / He's a very ordinary person. He's just like you or me. **royalty** / Kings and queens are members of royalty.

Track 013 3 **WHILE YOU READ** See Student's Book pages 16–17.

Track 014 **GRAMMAR** See Student's Book page 20.

In This Unit

Theme This unit explores factors that affect our physical and emotional health.

Content Objectives
Students will
- identify factors that affect physical and emotional health.
- describe how different factors influence their own physical and emotional health.

Language Objectives
Students will
- talk about things that affect emotional and physical health.
- ask after friends and talk about how they feel.
- use adverbs to talk about how and how often they do something.
- use *make* + adjective to talk about what affects their mood and feelings.
- write a classification essay about the negative effects of stress.

Target Vocabulary
pages 26–27 *antibiotics, bacteria, cell, digest, disease, immune system, infection, invade, protect, sore, symptom, treat, vaccination, virus*
page 28 *emotion, illness, positive, survive*
page 31 *brain, comfortable, researcher, rest, select, theory*
page 32 *adolescent, experience, process, structure*
Vocabulary Strategies Suffix *-ness*; Use a dictionary: Sample sentences

Speaking Strategies Asking after friends and saying how you feel

Grammar
Grammar 1 Use adverbs to say how and how often you do something
Grammar 2 Say what affects mood and feelings using *make* + adjective

Reading *The Teenage Brain*
Reading Strategy Summarise

Video Scene 2.1: *The Forgotten Organ*; Scene 2.2: Meet Pardis Sabeti

Writing Classification essay

National Geographic Mission Take Care of Yourself

Project
- Healthy-living brochure
- Sleep research
- Quiz show

Pronunciation Pronunciation of *-s* endings

Pacing Guides 2.2.1, 2.2.2, 2.2.3



Introduce the Unit

- **Activate prior knowledge** Display the two toothbrushes or pictures. Ask *Can anyone tell me what these are?* (toothbrush, electric toothbrush) *What do we use them for?* (cleaning our teeth) *Why is it important to clean our teeth?* (to keep them strong and healthy) Say *Someone had the idea to invent a toothbrush. We use inventions like these every day to help us keep healthy and feel good.*

- **TO START** Tell students to open their books at pages 24–25. Point out the unit title *Feeling Good?* Ask *What's in the photo?* (two girls on bikes)

- Ask questions such as these to encourage further discussion:
Do you think the girls in the photo are having a good time? What makes you think so? (yes; they're laughing)
Do you think the girls enjoy riding bikes? Does it make them feel good? (yes; they're smiling and happy)

- Ask a student to read aloud Question 1. Ask *Does the expression on a person's face help you understand how a person feels?*



Girls on bikes in Mandalay, Myanmar

TO START

1. Look at the girls in the photo. How do you think they feel? Why do you think they feel this way?
2. How has science helped to improve people's health over the last 100 years? Give examples.
3. Work in small groups to think of three ways in which science affects your daily life. Share your ideas with the class.

25

- Next, ask a student to read aloud the quote by Pardis Sabeti on page 24. Explain that *working towards a common cause* means to join with others to reach a goal. Ask *What is the goal that Pardis Sabeti refers to?* (fighting disease) Say *Disease makes people sick. Fighting disease is helping people get better or helping them stay healthy.*
- Ask a student to read aloud Question 2. Ask *What are inventions or discoveries in areas of science like medicine, technology and food?* (X-rays, MRIs, CT scans, hearing aids, new medicines and more nutritious foods)
- For Question 3, put students into groups of three or four. Ask *How do you decide what to eat each day? Does your family use technology to cook? What do you do when you feel ill? How is science related to the things you do?* Invite groups to share their ideas with the class.

Extend

- Hand out **Worksheet 2.2.1**. Put students into pairs. Explain that they will write about and discuss the role science plays in people's health.

UNIT OPENER

Objectives

Students will

- discuss how the people shown in a photo feel.
- discuss ways science has improved people's health.
- discuss how science affects their daily lives.

Resources Worksheet 2.2.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials an ordinary toothbrush and an electric toothbrush, or pictures of each

BE THE EXPERT

About the Photo

Mandalay is the second largest city in Myanmar. The city of one million people is an important economic centre and is regarded as Myanmar's cultural capital. Myanmar has a youthful population with a median age of 27.

Teaching Tip

When grouping students, consider their fluency in English. Less fluent or less proficient students benefit from listening and speaking to more fluent students. Make it a practice to group students of different proficiency levels together. In group settings, when one student states an idea, encourage others in the group to restate it.

Related Words

bicycle, handbrake, handlebars, wheel

VOCABULARY

Objectives

Students will

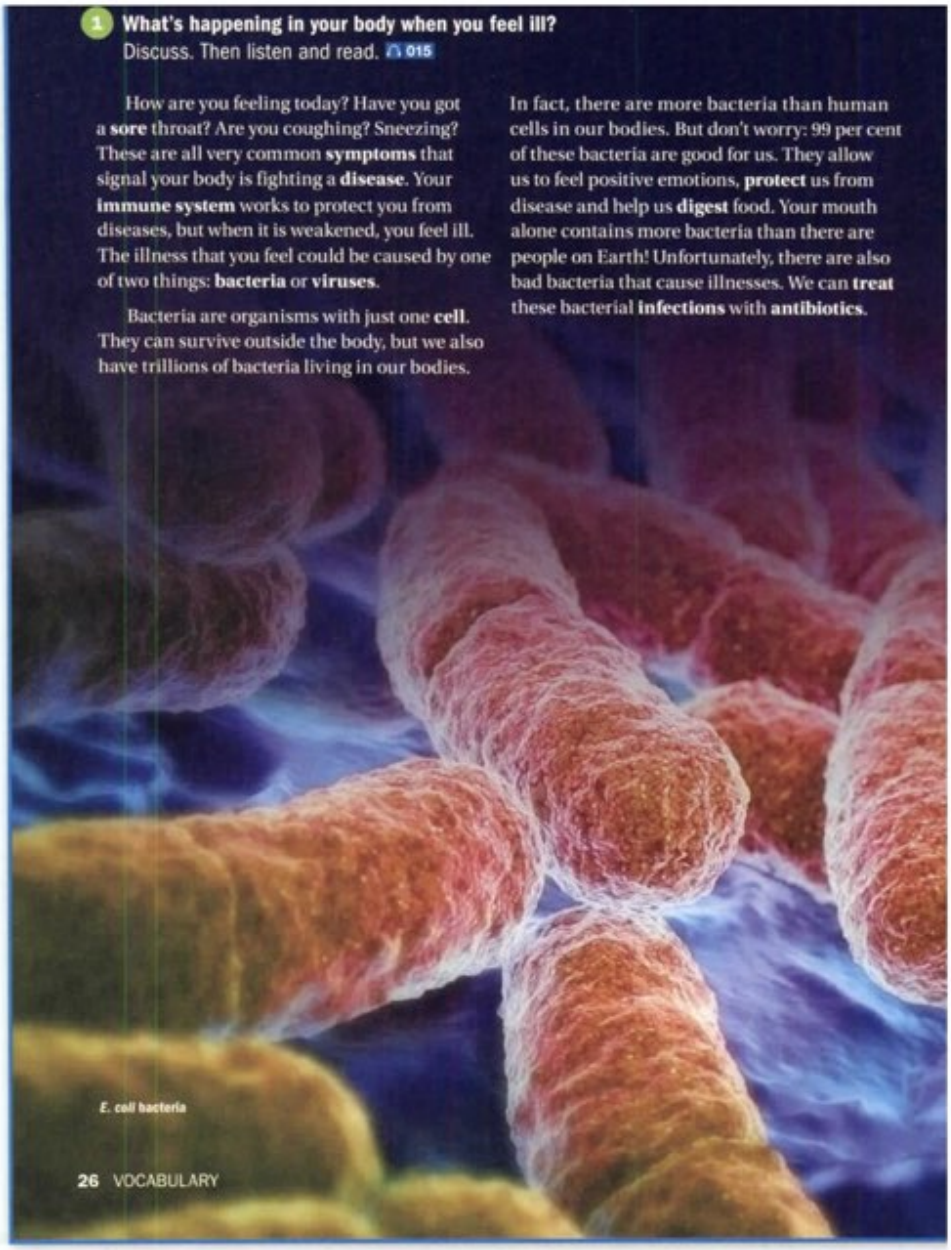
- identify and use vocabulary related to how bacteria and viruses affect people.
- use new vocabulary to read about and discuss the causes of illness, and ways to stay healthy.

Target Vocabulary *antibiotics, bacteria, cell, digest, disease, immune system, infection, invade, protect, sore, symptom, treat, vaccination, virus*

Content Vocabulary *cough, flu, organism, sneeze, trillions, weaken*

Resources Tracks 015–016 (Audio CD/ Website/CPT); CPT: Vocabulary

Materials bottle of hand sanitiser



1 What's happening in your body when you feel ill?
Discuss. Then listen and read. 015

How are you feeling today? Have you got a **sore** throat? Are you coughing? Sneezing? These are all very common **symptoms** that signal your body is fighting a **disease**. Your **immune system** works to protect you from diseases, but when it is weakened, you feel ill. The illness that you feel could be caused by one of two things: **bacteria** or **viruses**.

Bacteria are organisms with just one **cell**. They can survive outside the body, but we also have trillions of bacteria living in our bodies. In fact, there are more bacteria than human cells in our bodies. But don't worry: 99 per cent of these bacteria are good for us. They allow us to feel positive emotions, **protect** us from disease and help us **digest** food. Your mouth alone contains more bacteria than there are people on Earth! Unfortunately, there are also bad bacteria that cause illnesses. We can **treat** these bacterial **infections** with **antibiotics**.

E. coli bacteria

Warm Up

- **Activate prior knowledge** Display the bottle of hand sanitiser. Say *This is hand sanitiser. You can use it to clean your hands if you don't have soap and water.* Ask *Has anyone ever used something like this? Where have you used it?* Students may describe using it in a public toilet or a doctor's office or hospital. Say *Using hand sanitiser helps get rid of germs, just like washing your hands helps get rid of germs. Some kinds of germs can cause you to become ill.*

Present 1 2

- Tell students to open their books at pages 26–27. Ask a student to read aloud the Activity 1 question at the top of page 26. Say *We know that some kinds of germs can cause you to become ill. Now let's talk about things that happen to your body when you feel ill.*
- List the following parts of the body on the board: *head, eyes, nose, throat, ears, stomach, whole body.* Then write the following sentence frame on the board:

When I feel ill, my _____ is/are _____.

- Use the list on the board to ask students about different parts of their bodies when they feel ill. For example, ask *When you feel ill, what happens to your (throat)?* Tell students to use the sentence frame to answer. (When I feel ill, my throat is painful.)
- 1 Play **Track 015** and tell students to listen and read. Discuss the reading with students. Ask questions such as the following:

Viruses are smaller than bacteria. They cannot exist without a host – an animal or plant to live in. That person next to you who's sneezing? She's the host of a virus, so watch out! With each sneeze, she sends you over 100,000 virus cells, travelling at a speed of over 160 kph. (100 mph.)! Once those cells **invade** your body, you become the host. The virus then changes in order to make more viruses in your body. If you get a virus, you can't treat it with antibiotics. You simply need to wait until your body gets rid of it. Of course, you can protect yourself from viruses such as the flu by getting **vaccinations**, or even just by washing your hands. Over 80 per cent of viruses are spread by touching an infected person or thing, so make sure you take care of yourself and stay healthy!



2 **LEARN NEW WORDS** **Listen and repeat.** 016

3 **Work in pairs.** What do you do to protect yourself against disease? Give two or three examples.

BE THE EXPERT

About the Photo

E. coli, an abbreviation for *Escherichia coli*, is a group of many strains of bacteria. Most are harmless and are found naturally in the environment and in the intestinal tracts of humans and other animals. Some strains of *E. coli*, however, can cause diarrhoea and illnesses such as urinary tract infections, respiratory illness and pneumonia.

The flu virus causes seasonal influenza epidemics each year. Influenza is a respiratory illness that is contagious. Scientists believe that the flu virus can be spread to another person up to six feet away.

Teaching Tip

Monitor students on a regular basis to determine their level of proficiency with each set of vocabulary words and grammar structures. Students may learn certain topics quickly but need additional help with other topics. Students who have been successful in the past may require intervention in the future.

What two types of things could cause illness? (bacteria and viruses)

How are most bacteria good for us? (They help us feel positive emotions, protect us from disease and allow us to digest food.)

What are vaccinations used for? (to protect people from viruses such as the flu)

- 2 **LEARN NEW WORDS** Play **Track 016**. Tell students to listen and repeat. Put students into pairs or small groups to take turns saying each word. Ask them to think of a true or false statement that includes the target word. Invite the class to decide whether the statement is true or false.
- Say *Use each word in a true or false statement. Your classmates will decide whether the statement is true or false. If the statement is false, the person who disagrees with it will restate it to make it true. If the statement is true, the person will agree with you and restate the true statement.*
- Model an example for students. Say *Antibiotics can be used to treat viruses such as the flu. True or false?* (false) Ask a student to restate the example to make it a true statement. (Antibiotics can be used to treat infections caused by bacteria.)

VOCABULARY

Objectives
Students will
- practise using vocabulary related to health problems.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *emotion, illness, positive, survive*

Vocabulary Strategy Suffix *-ness*

Academic Language *definition*

Content Vocabulary *available, creative, cure, research, rock band*

Resources Worksheet 2.2.2 (Teacher's Resource CD-ROM/Website); Online Workbook/Workbook pages 12–13; Tracks 017–018 (Audio CD/Website/CPT); CPT: Vocabulary

Materials pieces of card; a small and soft ball

4 Read and circle the correct word.

Pardis Sabeti is a doctor and a researcher. In her recent research on the *antibiotic* / (*virus*) that causes Lassa Fever, she wanted to find out why some people get the (*disease*) / *cell* and others don't. Pardis didn't just do research in her lab. She travelled to hospitals in Africa to learn more about diseases. There, she helped train medical workers to (*treat*) / *digest* people. She hopes that one day her research will help scientists to make a *symptom* / (*vaccination*) available that can (*protect*) / *invade* people against Lassa Fever.

5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. 017 018

emotion	illness	positive	survive

illness — 1. state of being ill
positive — 2. confident and happy
survive — 3. continue to live
emotion — 4. feeling

6 YOU DECIDE Choose an activity. Work in pairs.

1. Make a list of three health problems in your country. Then write the causes of these problems.
2. Pardis is hardworking and creative. Do you have either of these traits? If so, what do you use them for?
3. If you could find the cure for one disease, which disease would it be and why? Discuss. Then share your responses with the class.



Scientist Pardis Sabeti is also in a rock band, Thousand Days.

Practise 3 4 5

- 3 Put students into pairs. Say *Think about what you've read about how you can protect yourself from disease. Now read the Activity 3 question on page 27.* Ask pairs to complete the activity. Say *Try to use some of your new words in the examples you give.* Students' examples may include washing their hands, eating a healthy diet, getting exercise, getting enough sleep and getting vaccinations to help boost their immune systems.

- 4 Tell students to turn to page 28. Say *Circle the correct word in the sentences in the paragraph.* Before students begin, explain that Lassa Fever causes people to become ill by harming important parts of the body, including the parts that carry blood throughout the body. Explain that most people with Lassa Fever get better, but some people die from it. Tell students that Lassa Fever is commonly found in the western part of Africa.

- Then ask students to complete Activity 4 independently. Invite a student to read aloud the paragraph with the correct words.

- 5 **LEARN NEW WORDS** Play **Tracks 017** and **018** and tell students to listen. Then ask them to look for each word in context on pages 26–27. Ask students to pronounce each word and use it in a sentence. Review word meanings, and then ask students to complete Activity 5 independently.

- **Vocabulary strategy** Point out the word *illness* on page 28. Write the phrase *ill* + *ness* on the board. Next to it, write *illness* and circle the *-ness* ending. Explain that the ending *-ness* can be used to change a word such as *ill* into a noun. Say *A person who is sick, or* ill, *has an* illness. Elicit other words with *-ness* endings. (sadness, happiness, kindness)

Apply 6

- 6 **YOU DECIDE** Tell students to read Activity 6. Say *Work with a partner. Choose one of the three activities to do. Use the new words you learnt in your explanations and discussions.*

- **Think aloud** Put students into pairs. Model silently scanning the text to find the answer to a question. Use Question 1 as an example. Say *I need to think of health problems in our country. Then I need to say what causes each problem. The reading mentioned the causes of some illnesses. I'll skim the text to find the causes.*

- Then ask partners to choose and complete one of the three You Decide activities. Ask them to think about any questions before discussing them with their partner. Invite students to share their questions and answers with the class.

Extend

- Divide the class into groups. Prepare pieces of card with one vocabulary word each. Hand out three cards to each group. Use one card to model the activity. Say *Write three or four clues for each vocabulary word. Groups will take turns reading their clues. Your classmates will guess the vocabulary word.* Model an example. Look at the word *(infection)* on your card. Write the following clues on the board as you say them: *I am a noun. I begin with the letter* i. *I can cause you to become ill. I can often be found in children's ears when they are sick. Can anyone guess what my word is?* (infection) After groups have written their clues, ask students to read aloud the clues for the class to guess the words. Write each correct word on the board.

- If time allows, hand out **Worksheet 2.2.2**. Explain that students will use vocabulary words to talk and write about what causes people to become ill. They will also write about staying healthy.

Consolidate

- Ask students to stand in a circle or at their desks. Say *I'll say a word. Put up your hand if you know what it means. I'll pass the ball to a person who puts up his or her hand. He or she will say what the word means and then pass the ball to someone else who will use the word in a sentence. Keep playing until you have used all the vocabulary words.*

BE THE EXPERT

Vocabulary Strategy

Suffix *-ness* The ending *-ness* means 'a state or condition of'. It is used to change an adjective into a noun. For example, adding *-ness* to the adjective *weak* forms the noun *weakness*, meaning 'a state or condition of being weak'. Other words with *-ness* endings include:

goodness	>	good + ness
darkness	>	dark + ness
fitness	>	fit + ness
laziness	>	lazy(i) + ness
happiness	>	happy(i) + ness

For adjectives ending in the letter *y* such as *lazy* and *happy*, the general rule is to change the *y* to an *i* and then add the ending *-ness* to form the noun.

Teaching Tip

Students may find it easier to understand the meaning of some new vocabulary words if you give examples of the word. For instance, for *symptom*, you might say that *a headache, sneezing, feeling tired, a sore throat* and *a fever* are all examples of *symptoms*.

Formative Assessment

Can students

- use new vocabulary related to how bacteria and viruses affect people?

  Ask *How can bacterial infections be treated?*

- use new vocabulary to discuss the causes of illness and ways to stay healthy?

  Ask *What are two ways you can protect yourself from viruses?*

Workbook For additional practice, assign Workbook pages 12–13.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- ask after friends.
- say how they feel.

Speaking Strategy Asking after friends and saying how you feel

Academic Language *ask after, emotionally, physically, politely*

Content Vocabulary *awful*

Resources Online Workbook; Worksheet 2.2.3 (Teacher's Resource CD-ROM/ Website); Tracks 019–020 (Audio CD/ Website/CPT); CPT: Speaking Strategy

SPEAKING STRATEGY 019

Asking after friends	Saying how you feel
Are you OK?	Yes, I'm fine. / Not really. I feel awful.
Are you feeling better?	Yes, I'm starting to. / No, I feel worse. I need to go home.
Is anything wrong?	No, everything's OK. / Actually, I'm feeling a bit ill.

1 **Listen.** How does Myriam ask after her friend? Write the phrases you hear. 020

2 **Read and complete the dialogue.**

Possible answers:

Yuto: Hey, Aiko. Are you OK?

Aiko: Actually, I'm feeling a bit ill.

Yuto: That's a shame! Do you want to go to the nurse?

Aiko: That might be a good idea. I feel awful.

Yuto: Come on, I'll walk with you.

(A little while later ...)

Aiko: Hi, Yuto. Thanks for your help earlier.

Yuto: No problem. Are you feeling better?

Aiko: Yes, I'm starting to. I think that by tomorrow, I'll feel fine.

3 **Work in pairs.** Play Noughts and Crosses. Choose X or O. Then choose a square, and use the words on that square to ask after your friend. Mark your letter (X or O) for a correct sentence. Then your friend chooses a square and responds to your question. Try to get three in a row.

tired	need	better
OK	go home	worse
wrong	feel	ill

Is anything wrong? / Actually, I'm feeling a bit tired.

4 **Work in groups.** Why is it important to talk to friends about how you feel? Do you ever feel like you don't want to tell a friend how you feel physically and emotionally? How could you politely express this?

SPEAKING 29

Warm Up

- **Activate prior knowledge** Say *Suppose that you meet someone you know when you're walking down the street.* Ask *What do you say to greet the person?* (Elicit: Hi. How are you? or Hello. How are you?) Say *We often ask the question 'How are you?' in English as a greeting.* Ask *How do people usually reply?* (Elicit: I'm fine. How are you? or Fine, thanks. And you?) Say *Today we're going to learn about questions you can ask and responses you can use when you want to find out how a friend is feeling.*

Present 1

- Say *We're going to learn about ways to ask after friends and ways to say how you feel.* Tell students to open their books at page 29. Say *We'll listen to speakers asking questions to ask after a friend. We'll also hear speakers reply in several different ways to say how they feel.*
- Play **Track 019**. Ask *How does each speaker ask and say how the other is feeling?* List question-and-answer language on the board.
- Play **Track 019** again and tell students to read along in their books. Then put students into pairs to take turns asking after their partner and saying how they feel. Supply additional prompts such as the following:

> Do you feel better?
> Not really. I feel _____.
>
> Is everything OK?
> Actually, I'm feeling pretty _____.

- 1 Say *Now listen as two friends talk. Listen for the words and phrases that one friend uses to ask how the other friend is feeling. Listen to how the other friend says she feels. Make notes about the words and phrases you hear.* Play **Track 020**. Invite students to share the words and phrases they wrote.

Practise 2

- 2 Once students seem comfortable using the speaking strategy to ask after a friend and to say how they feel, direct them to Activity 2. Ask students to complete Activity 2 independently.

- Ask students to read their completed dialogues aloud, taking turns as Yuto and Aiko. After several pairs have read their dialogues, ask *Did you hear different ways to ask after a friend and for someone to say how she feels? What phrases did you say or hear?*

Apply 3 4

- 3 Put students into pairs. Ask partners to use the game board in Activity 3. Say *The game is called Noughts and Crosses. You get three in a row to win.* Use the speech bubbles to model with a student how to play the game. Point to the square with 'wrong'. Say *I'll ask after a friend by asking 'Is anything wrong?' Then I'll mark an X on 'wrong'.* Your partner will point to 'tired' and say *Actually, I'm feeling pretty tired. I'll mark an O on 'tired'.* Ask pairs to play the game. If no one gets three Xs or Os in a row, pairs play again.

- **Connect** Say *Think of times you talked to a friend about your emotions.* Ask *Does talking to someone make you feel better? Can it change the way you feel? When you ask how a friend is feeling, does it show that you care? Can it change how your friend feels?*

- 4 Put students into groups of three or four. Ask them to read Activity 4. Say *Answer the questions.* Explain that people can feel things physically in their bodies and emotionally in their minds.

- After groups have completed the activity, invite them to share their answers with the class. (Sample responses: Sharing feelings lets people know they are not alone or shows them a situation from a different point of view; 'I'm sorry. I don't want to talk about it.')

Extend

- Put students into pairs. List the following situations on the board: *You are getting the flu. You had the flu and are getting better. You are upset that you didn't do well on a quiz. You are excited that a favourite relative is coming to visit.* Say *For each situation, take turns asking how your partner feels and responding to say how you feel.*

- If time allows, hand out **Worksheet 2.2.3**. Explain that students will use the worksheet to ask after a friend and say how they feel.

Consolidate

- Write the following words on cards: *depressed, excited, hungry, nervous, relaxed.* Ask pairs to act out scenarios to ask after a friend and say how they feel. Partners use a question from the speaking strategy box and the word on their card. Say *Use your word in a role play. For example, your partner asks 'Is anything wrong?' You reply 'Actually, I feel pretty nervous'.*

BE THE EXPERT

Strategy in Depth

In the United Kingdom, the usual responses to the commonly asked question *'How are you?'* are *'I'm fine'*, or *'Fine, thanks. And you?'* The question is used more as an icebreaker to a conversation than as actually inquiring about someone's health or mood. Here are some other ways to ask about how someone is feeling and to say how you feel:

Asking after someone
How are things?
What's going on with you?
What's up?

Saying how you feel
Not bad.
A bit better.
Much better.
I feel great/fine.
Not too good.
Not so great.
A little under the weather.
As well as can be expected.

Teaching Tip

For activities that require students to talk about personal experiences, explain that there's not one correct answer. Tell students that their answers should be different from their classmates' answers. Praise original responses and ask for more than one response to the same question.

Related Words

digital thermometer

Formative Assessment

Can students
- ask after friends?

  Ask *What question can you ask if you want to know how your friend is feeling?*
- say how they feel?

  Ask *If you are not feeling well, how do you reply to a friend who asks how you are feeling?*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives
Students will
- identify adverbs of manner and frequency.
- use adverbs to talk about sleeping habits.
- learn and use words associated with scientific findings about sleep.

Grammar Adverbs: Saying how and how often you do something

Target Vocabulary *brain, comfortable, researcher, rest, select, theory*

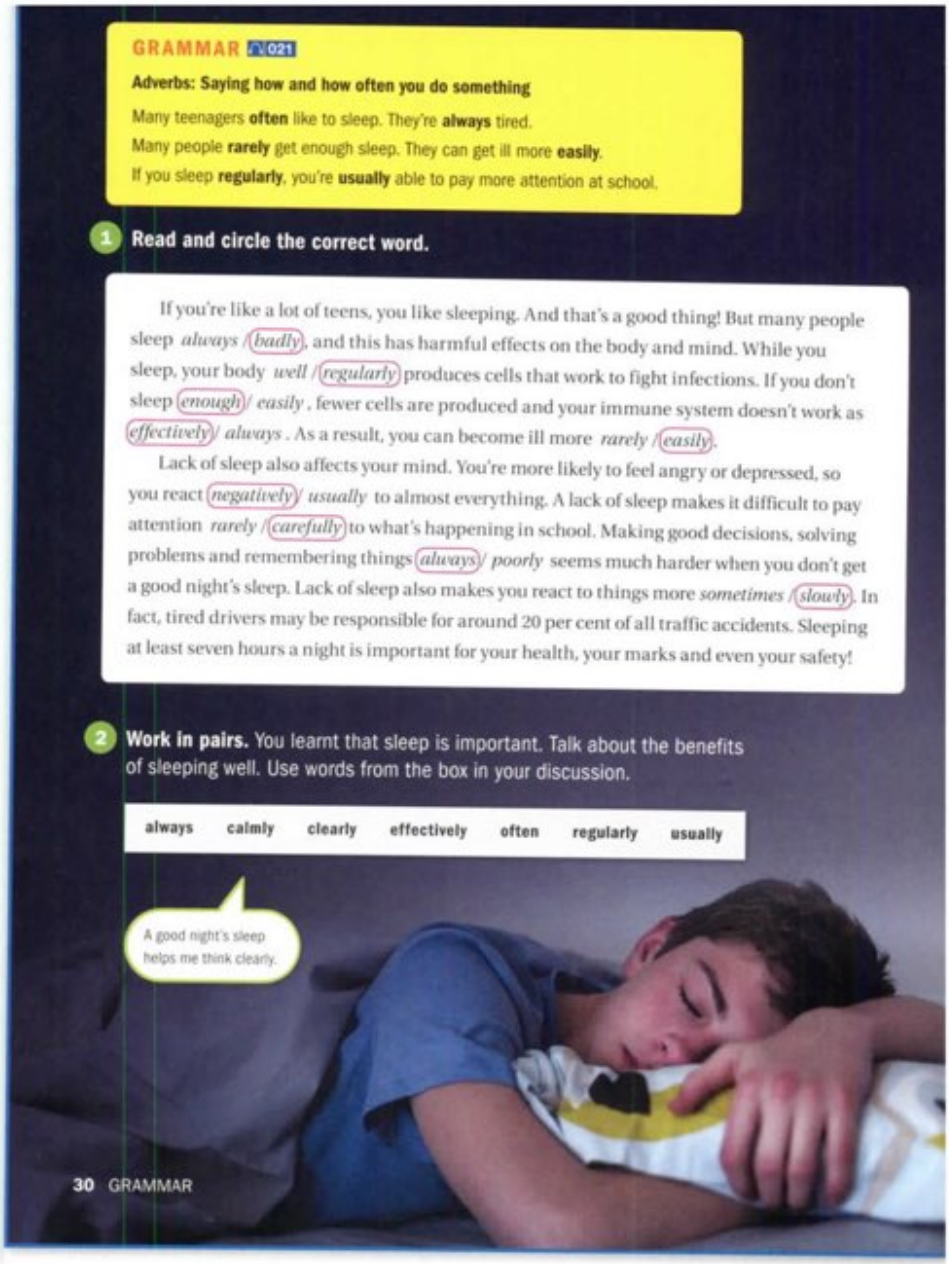
Academic Language *benefit, connection, intelligence*

Content Vocabulary *chimpanzee, decision, habit, harmful, lack, pay attention, react*

Pronunciation Pronunciation of -s endings

Resources Online Workbook/Workbook pages 14–15; Tracks 021–023, 113–115 (Audio CD/Website/CPT); CPT: Grammar 1 and Pronunciation

Materials pieces of card



GRAMMAR 021

Adverbs: Saying how and how often you do something

Many teenagers **often** like to sleep. They're **always** tired.
Many people **rarely** get enough sleep. They can get ill more **easily**.
If you sleep **regularly**, you're **usually** able to pay more attention at school.

1 **Read and circle the correct word.**

If you're like a lot of teens, you like sleeping. And that's a good thing! But many people sleep *always* /(*badly*), and this has harmful effects on the body and mind. While you sleep, your body *well* /(*regularly*) produces cells that work to fight infections. If you don't sleep (*enough*)/ *easily*, fewer cells are produced and your immune system doesn't work as (*effectively*)/ *always*. As a result, you can become ill more *rarely* /(*easily*).

Lack of sleep also affects your mind. You're more likely to feel angry or depressed, so you react (*negatively*)/ *usually* to almost everything. A lack of sleep makes it difficult to pay attention *rarely* /(*carefully*) to what's happening in school. Making good decisions, solving problems and remembering things (*always*)/ *poorly* seems much harder when you don't get a good night's sleep. Lack of sleep also makes you react to things more *sometimes* /(*slowly*). In fact, tired drivers may be responsible for around 20 per cent of all traffic accidents. Sleeping at least seven hours a night is important for your health, your marks and even your safety!

2 **Work in pairs.** You learnt that sleep is important. Talk about the benefits of sleeping well. Use words from the box in your discussion.

always	calmly	clearly	effectively	often	regularly	usually

A good night's sleep helps me think clearly.

30 GRAMMAR

Warm Up

- **Build background** Say *Sometimes we talk about how often we do something. Suppose you have football practice on Mondays. You say that you have practice one day a week or once a week. Suppose that you have practice on Mondays and Thursdays. What do you say to say how often you have football practice?* (Elicit: two days a week, twice a week) Say *Suppose you help at the community centre on the first weekend of the month.* Ask *What do you say to say how often you help there?* (Elicit: one weekend a month, once a month)

- Invite students to name an activity they do and say how often they do it. For example, say *(Reiko), name an activity that you do. Tell us how often you do the activity.* (Sample response: I take piano lessons on Tuesday. I take piano lessons once a week.)

Present

- Tell students to open their books at pages 30–31. Point out the grammar box at the top of page 30. Say *The box shows sentences with adverbs. Adverbs are words you use to say how you do something or how often you do something.*

3 **LEARN NEW WORDS** **Read and listen to information about the connection between sleep and intelligence.** Then listen and repeat. 022 023



Researchers that study sleep and the **brain** have a **theory**: getting enough **rest** is strongly connected with intelligence. Just as humans prefer to sleep in **comfortable** beds, highly intelligent animals like these chimpanzees **select** the strongest trees for a good night's sleep.

4 **Work in pairs.** Talk about your own sleep habits. Do you sleep well? What affects your sleep? Why? Use the words in the box to help you.

badly	comfortable	enough	nervous
rest	select	stress	well

5 **Work in groups.** Design a bedroom that would result in really good sleep. Draw your design. Explain why the room is good for getting enough sleep. Use adverbs to talk about how the room helps people sleep. Present your information to the class.

- Say *Listen to the sentences.* Play **Track 021** and ask students to read along. Then write the following on the board:

How something happens	How many times something happens
easily	often, always, rarely, regularly, usually

- Read aloud the first two sentences in the table. Say *The words often and always tell us how many times something happens. Here, often means 'many times'. Always means 'all the time'.*

- Read aloud the next two sentences. Say *The word rarely also tells us how many times something happens. Rarely means 'not many times at all'.* Point to the word *easily* in the first column on the board. Say *The word easily doesn't tell us how many times something happens. The word easily tells us how something happens. It happens easily. People who rarely get enough sleep can get ill more easily.*

BE THE EXPERT

Grammar in Depth

Adverbs of manner describe how, or the manner in which, something happens. They usually appear in a sentence after the verb:
I wake up very quickly.

Adverbs of frequency appear before the verb:
I sometimes / always / never / usually / often go there.

Some can also appear after the verb:
I go there sometimes / often.

The adverbs of frequency *always* and *never* only appear before the verb. (The sentence *'I go there always/never'* is grammatically incorrect.)

In perfect and continuous verb tenses, an adverb appears between the auxiliary and the main verb:
He's always complaining. I have never seen him study.

For an adverb of frequency with a negative meaning, such as *never*, do not use the word *not* to negate the verb. (The sentence *'I don't never arrive late'* is grammatically incorrect.) Double negation is the rule in some other languages, but it is not used in English.

Our World in Context

- Teenagers need ten hours of sleep compared to eight hours for adults. This is probably because their growing brains are mapping neural connections during sleep.
- Workers on the night shift are known to experience more depression and cardiovascular problems than day workers. The brain has difficulty adapting to sleeping during the day and staying awake at night.
- Blind people who can't see any light at all may suffer from insomnia because of the lack of light cues to tell their brains when to feel sleepy.
- Before the invention of electricity and the widespread use of electric lights, people tended to sleep for longer periods of time.

Related Words

blanket, pillow



- Read aloud the last sentence in the grammar box. Say *The words regularly and usually tell us how many times something happens. Regularly means 'happening over and over again in the same way'. The word usually means 'most of the time'.*

Practise 1 2

- 1 Direct students' attention to Activity 1. Say *Read the text. Decide which adverb makes the most sense in the sentences. Circle the correct adverb.*

- After students have completed the activity, ask a student to read aloud the paragraphs with his or her circled choices. Discuss any incorrect responses students may have and why they are incorrect. You may want to point out that most adverbs in English have the ending *-ly*.

- 2 Put students into pairs. Ask a student to read aloud the words in the box. Say *All the words in the box are adverbs.* If students are unclear about the meaning of any of the words, provide definitions.

- Say *Talk to your partner about the ways that sleep is important. Use what you learnt about sleep in Activity 1. Use what you know from your own experience, too. Talk about the reasons why it's important to sleep well. Make sure you use the words in the box as you talk to your partner.*

- Ask a student to read aloud the sentence in the speech bubble to model using an adverb in an observation about the importance of sleep. You may want to point out to students a few general rules about using adverbs in sentences: *always* and *never* come before the verb; *sometimes, usually* and *often* can come before or after the verb; most other adverbs come after the verb.

- After students have completed the activity, invite pairs to share some statements with the class.

Apply 3 4 5

- 3 **LEARN NEW WORDS** Tell students to open their books at page 31. Direct their attention to Activity 3. Say *You've read about some of the reasons that sleep is important. Now you're going to learn new words to talk about how sleep is connected to learning.* Play **Track 022**. Tell students to look at their books as they listen.

- Point out the six bold words in Activity 3. Say *You heard some new words. Let's listen to these words in sentences.* Play **Track 023**. Ask students to repeat each word alone and in a sentence.

- 4 Put students into pairs. Say *Talk to your partner about how you sleep. Use the words from the box in your discussion. Say how you sleep most nights. Say whether anything stops you from falling asleep. Say whether anything wakes you up during the night.* Review the meanings of the words in the box. Then ask partners to talk about their sleep habits. Invite pairs to share some of their discussions with the class.

- 5 Put students into groups of three or four. Tell them to read Activity 5. Say *Think about things that affect the way you sleep. Think about what you and your partner talked about in Activity 4.* Ask *What helps people sleep well? What stops people from sleeping well? Do things that people are thinking about affect how they sleep? Do lights and sounds affect how they sleep?*

- Say *Work with your group to draw a bedroom design. The design should include things that help people sleep well. You'll present your designs to the class. In your presentation, use adverbs to say how your bedroom design helps people sleep.* You may want to provide a separate list of adverbs or tell students to use the adverbs from Activities 1 and 2. Consider asking groups to assign one student to make a list of ideas, another student to draw the design and a third student to outline the presentation. After students have completed their designs, invite them to make their presentations to the class.

Extend

- Prepare two sets of cards. Write one of the following adverbs on each card:

always	often	regularly
usually	rarely	occasionally
sometimes	never	frequently

- Divide the class into two groups. Put students in each group in a circle and give them a set of cards. Say *We're going to play an adverb game.* Explain how to play the game. Say *A student from one group chooses an adverb card without showing it to the others. He or she asks a question of a student in the other group and tries to get that student to answer with the adverb on the card.*

- Model an example. Say *(Mei) has a card with 'never'. She asks (Ling), 'How often do you speak English at home?' (Ling) responds, 'I never speak English at home'.* Explain that (Mei's) group scores one point because (Ling) responded with the word on Mei's card. If a student responds with a different adverb to the one on the card, the group scores no points. Groups take turns asking questions and responding. Groups can recycle the cards if there are more players than cards. The group with the highest score wins the game.

Consolidate

- Say *I'm going to call out a verb and an adverb. You say a sentence that uses both words.*

- Ask a student to model the activity. Call out *(Sai). Calmly – walk.* (Sai) responds, for example, with *I walked calmly out of the classroom when I heard the fire alarm.* Invite students to say sentences using the verb and adverb you call out.

- Use verb and adverb pairs such as the following:

sleep/regularly	rest/quietly
get sick/easily	drive/carefully
protect/effectively	sleep/rarely
remember/usually	rest/always
notice/never	get/often

BE THE EXPERT

Pronunciation in Depth

Go to Student's Book page 144. Use Audio Tracks 113–115.

Pronunciation of *-s* endings The pronunciation of *-s* endings on third-person singular verbs varies depending on the sound immediately before the ending. For sounds produced at a similar place in the mouth (/s/, /z/, /ks/), add a vowel sound before the *-s*. This results in another syllable that is added to the word. This syllable sounds like the word *is* (/ɪz/). (For the *-es* ending, note that both /ɪz/ and /əz/ are possible pronunciations.) Verbs with final consonant sounds /k/, /f/, /p/ or /t/ use a voiceless /s/. All other consonant sounds use a voiced /z/.

/ɪz/	/s/	/z/
teaches	looks	pays
washes	eats	tells

Note that this rule also applies to plural nouns such as *cars* (/kɑːz/) or *boats* (/bəʊts/), and possessive forms such as *Tim's* (/tɪmz/) or *Mike's* (/maɪks).

Formative Assessment

Can students

- identify adverbs of manner and frequency?

  Ask students to identify the adverbs in these sentences:

  The immune system works more effectively when you get lots of sleep.

  A person who is tired often finds it hard to pay attention.

- use adverbs to talk about sleeping habits?

  Ask students to use *often, sometimes, rarely, never* or *always* to say one thing about their sleeping habits.

- use words associated with scientific findings about sleep?

  Ask students to use *researcher, theory* or *brain* to say what scientists learnt about chimpanzees' sleeping habits.

Workbook For additional practice, assign Workbook pages 14–15.

Online Workbook Grammar 1

READING

Objectives
Students will
- read about and discuss how the adolescent brain undergoes structural changes.
- read about and discuss how experiences affect the adolescent brain.
- identify and use new words in the reading.
- identify the main idea of a paragraph in a summary.

Reading Strategy Summarise

Vocabulary Strategy Use a dictionary: Sample sentences

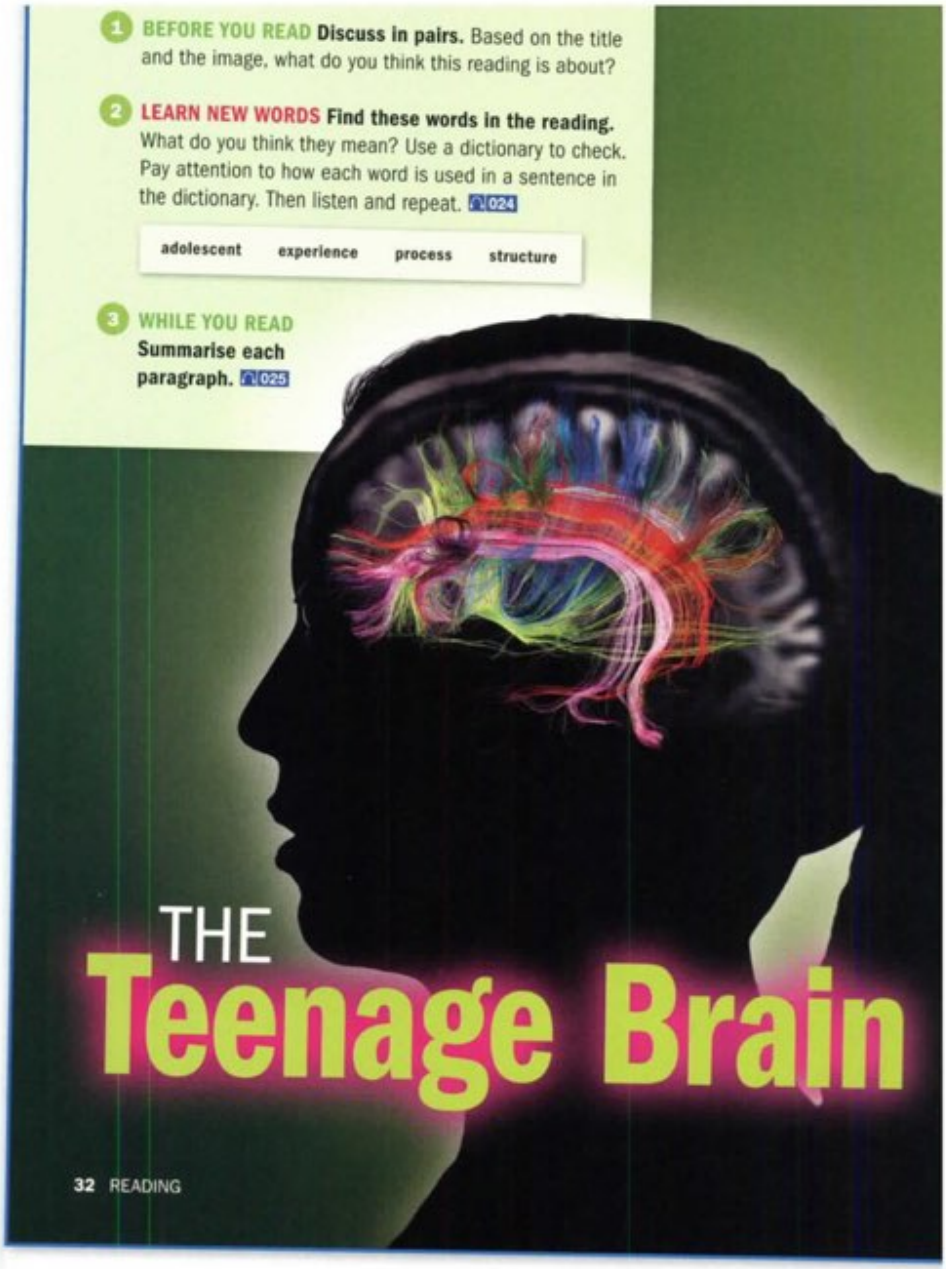
Target Vocabulary *adolescent, experience, process, structure*

Academic Language *career, image, summarise, summary*

Content Vocabulary *challenging, decision, destination, develop, especially, fighter pilot, independent, risk, surgeon*

Resources Online Workbook/Workbook pages 16–17; Worksheet 2.2.4 (Teacher's Resource CD-ROM/Website/CPT); CPT: Reading; Tracks 024–025 (Audio CD/Website/CPT); Graphic Organiser: Spider Map (Teacher's Resource CD-ROM/Website) *(optional)*

Materials road map or a printout of a road map from an online mapping website that includes several roads around a major city; print or online dictionary that provides example sentences of word usage



Warm Up

- **Activate prior knowledge** Display the road map. Ask *Have you ever seen a map like this?* (yes) *What do the lines on the map stand for?* (roads) *What do you use a map for?* (to work out how to get from one place to another)

- Point to the location of a city on the map. Say *To get to this city, you can take different roads.* Point to several different roads on the map that lead to the city's location. Say *All these roads connect to the city. There is more than one way to get to the city.* Ask *What are some reasons you choose one road instead of another?* (to get there faster, to stop at another place along the way, to avoid paying tolls, to look at the scenery along the way)

- Say *You're going to read about the brain. It's useful to know about maps to understand how parts of the brain work.*

Before You Read 1 2

- 1 Tell students to open their books at pages 32–33. Put students into pairs. Say *Look at Activity 1. With your partner, look at*

Shaping your future

1 Being a teenager can be challenging, but it can also be exciting. You're becoming more independent and making decisions for yourself. You are also learning to take risks and solve problems better than you could before. And changes are happening throughout your body, even in your brain.

2 You can't see the changes in your brain, but they're affecting how you develop into an adult. At this time in your life, there is a process going on inside your brain that makes it work faster and more efficiently. Imagine that the structure of your brain is like a big road map. There are lots of roads leading to different destinations. When you were a child, as you learnt new things, your brain created more and more roads leading to different destinations. By the time you become an adolescent, the most important places on the map have many different roads leading to them. Now your brain's job is to make that map more efficient. It removes the roads that you don't need and works to make the other roads faster.

3 As a result, your experiences as a teenager actually affect the way that your brain develops. If you spend hours playing video games, what skills do you use? You learn to see something with your eyes and respond to it with your hands. As you develop those skills, your brain is making sure that the roads leading to them are especially fast and efficient. So, your video-game playing could be preparing you for a career such as a fighter pilot, or even a surgeon.

4 This is a great time for you to practise new skills and discover what you're good at and what you love doing. Go out and try different activities, and stick with them if you think they're useful. Remember that with everything you do, you're shaping your brain for the future.

4 AFTER YOU READ Work in pairs to answer the questions.

1. What does the writer compare the structure of the brain to?
2. What happened to your brain as you learnt new things as a child?
3. How does the brain become more efficient when you are an adolescent?
4. How can your experiences as a teenager affect the development of your brain?
5. What is the writer's advice for teenagers?

5 Match these summaries to the correct paragraph. Write the number on the line.

3 What you do as an adolescent affects your brain's development.

2 Your brain forms many connections when you are a child, and then it makes them more efficient when you are a teenager.

4 It is important to try to have lots of new experiences when you are a teenager.

1 Teenagers experience a lot of changes.

6 Discuss in groups.

1. How do some of the activities you enjoy doing now provide you with important skills for the future? Give examples.
2. Knowing that what you do shapes your brain, what activities shouldn't you do? Why shouldn't you do them? Give one or two examples.
3. Name three interesting careers. Then imagine what activities a teenager could do now to shape their brains for each career.

READING 33

the title and the image on these pages. Use them to discuss what you think the reading will be about. When students are ready, ask pairs to share their predictions with the class.

- Now ask students to say what they think the main idea of the reading is. Say *From the title, you know that the reading is about the teenage brain.* Ask *What do you think the image shows?* (different parts inside a teenager's brain) *From the image, what do you think the reading will mostly be about then? What do you think the main idea of the reading is?* (what the different parts of a teenager's brain are; how the different parts of a teenager's brain work together)

- **2 LEARN NEW WORDS** Say *Now you're going to learn some new words in the reading.* Point to the word *structure* in the third sentence of the second paragraph. Say *Here's the word structure.* Read the sentence aloud. Say *You can guess the meaning of structure from how it's used in the sentence.* Read the sentence aloud again. Ask *What do you think structure means?* (the way something is put together)

BE THE EXPERT

Reading Strategy

Summarise When you summarise a text, you talk about the most important ideas in it. A summary does not include all the information and details in a text. It only includes the important information. In a non-fiction text, each paragraph has a main idea. Identify the main idea in each paragraph to summarise the paragraph. You can then use the summaries of each paragraph to create a summary of the entire text. Summarising each paragraph as you read helps you better understand what you're reading. Summarising also helps you connect the main idea in each paragraph to the main idea of the entire text.

Vocabulary Strategy

Use a dictionary A dictionary is an important tool for students who are learning a new language. With a good dictionary, students can do the following:

- find the meaning of an English word they read or hear.
- find the English translation of a word in their language.
- check the spelling of a word.
- find out grammatical information about a word.
- find a synonym or antonym of a word.
- check the part(s) of speech of a word.
- find out how to pronounce a word.
- find sentences with examples of the word in context.

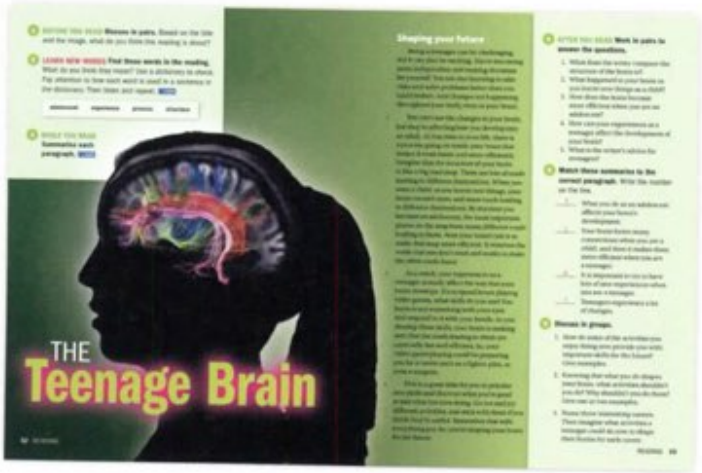
The sample sentences in a dictionary show how a word connects with other words to form meaningful sentences. Sample sentences also show the different meanings of a word as it's used in context. Additionally, they provide information about the other words often used together with a word (collocation) and the other implied meanings of a word (connotation).

About the Photo

The photo shows colourised fibres that connect different regions of the brain. The image was produced using a technology called diffusion MRI. Scientists concluded from analysing the MRI data that the pathways connecting brain regions are arranged in a curved, three-dimensional grid.

Related Word

fibres



- **Vocabulary strategy** Say *You can check the meaning of a word in a dictionary. Sometimes a word has more than one meaning. When you look up a word in a dictionary, read the example sentences that show how the word is used.*

- Model the activity for students. Find the word *structure* in a dictionary. Read aloud the example sentences for different meanings of *structure*. Say *Reading how the word structure is used in different sentences helps you understand the different meanings of the word. Then you can work out what structure means in the text you are reading.*

- Point out the words *process* and *adolescent* in the second paragraph and the word *experiences* at the beginning of the third paragraph. Ask students to read the sentence each word appears in and try to guess each word's meaning. After students have made their guesses, ask them to look up the words' meanings in a dictionary. Say *Read the example sentences for each word. The sentences can help you better understand the word's meaning.* Clarify word meanings if necessary.

- Next, tell students to listen to **Track 024** and repeat.

While You Read 3

- 3 Say *Now you're going to learn about the teenage brain. Listen and read.* Play **Track 025.**

- Say *Now listen and read again. This time, think about summarising each paragraph.* You may want to hand out Spider Map graphic organisers and tell students to summarise the main idea of each paragraph as they listen and read. Play **Track 025** again and tell students to follow along. You may want to pause the recording after each paragraph to give students time to write on their graphic organisers.

After You Read 4 5 6

- 4 Put students into pairs and ask them to answer the questions. If pairs come up with different answers, tell them to re-read the text to find support for their answers.

- 5 Explain that students will re-read the text and match each summary to a paragraph of text. Say *As you read, think about summarising each paragraph. A summary gives the most important information.* Point out the small paragraph number to the left of each paragraph. Say *Write the number of each paragraph next to the correct summary in Activity 5.* (If you asked them to use the Spider Map graphic organiser, let students refer to their notes.) After students have completed the activity, discuss the summaries as a class.

- 6 Tell students to form groups of three or four to answer the questions in Activity 6. Ask one student in each group to act as secretary and note information from the discussion.

- When discussions have finished, say *Now let's list what you've discussed.* Draw the following table on the board. Include a row for each group.

Group	Skills important for the future		What you do shapes your brain		Interesting careers	
	Activity	Skills	Activity	Reason not to do it	Career	Activity
A	football cycling	teamwork balance	watch TV	no exercise	orchestra musician firefighter dancer	play a musical instrument lift weights yoga
B						
C						

- Invite group secretaries to report the information from their discussions. As they do, complete the table for each group. Make observations about the information in the table.

Extend

- Ask students to choose one of the careers in the table on the board. Say *Find out more about the skills you need to do one of these jobs. Make a list of the kinds of physical skills you need to have. Then make a list of the kinds of mental skills you need to have. Decide whether you would like to do this job when you are older.* Students can share their findings with the class.

- If time allows, you may want to hand out **Worksheet 2.2.4** in class. Hand out a copy to each student. Say *Look carefully at the new words on page 32. You will use your new words to complete sentences and answer questions. Then you will create new words on your own by using what you know about words and word parts.* Let students use a dictionary to check their answers to Activity 2.

Consolidate

- Write the following on the board:

> 1. List two or three activities that you want to try.
> 2. What new skills will you use in each activity?
> 3. Choose one of the activities. Describe how the skills you use will be useful for the future.

- Say *Answer the questions on the board. Use what you learnt from the reading.* Invite students to share their answers and descriptions with the class.

BE THE EXPERT

Teaching Tip

A student may become deeply curious about a particular topic. Help eager students learn more about the topics that interest them by collecting books and reference materials for them to read. Take advantage of a break to help a student go online to find information, or ask another adult in the school community to help support the student's interests. Supporting and facilitating a student's interests will help that student become a more enthusiastic learner.

Answer Key

Comprehension 4

1. The writer compares it to a road map.
2. Your brain created more and more roads leading to different destinations.
3. The brain becomes more efficient by removing any unneeded roads and making other roads faster.
4. They can cause your brain to make the roads leading to the development of certain skills faster and more efficient.
5. The writer advises teenagers to try different activities and stick with them if they're useful.

Formative Assessment

Can students

- summarise how the adolescent brain undergoes structural changes?

  Say *Summarise the process that happens to the structures in the brain of a teenager.*
- summarise how experiences affect the adolescent brain?

  Say *Summarise the way that the experiences a teenager has changes his or her brain.*
- use new words to discuss what they've read about the teenage brain?

  Ask students to use *adolescent, experience, process* or *structure* in a sentence that tells us how a teenage brain develops.
- identify the main idea of a paragraph in a summary?

  Ask students to summarise the main idea of the first paragraph of the reading.

Workbook For additional practice, assign Workbook pages 16–17.

Online Workbook Reading

VIDEO

Objectives
Students will
- discuss how microbes in the human body can be beneficial as well as harmful.
- apply the message of the video to their personal lives.

Academic Language *beneficial, diary, public-service announcement, record*

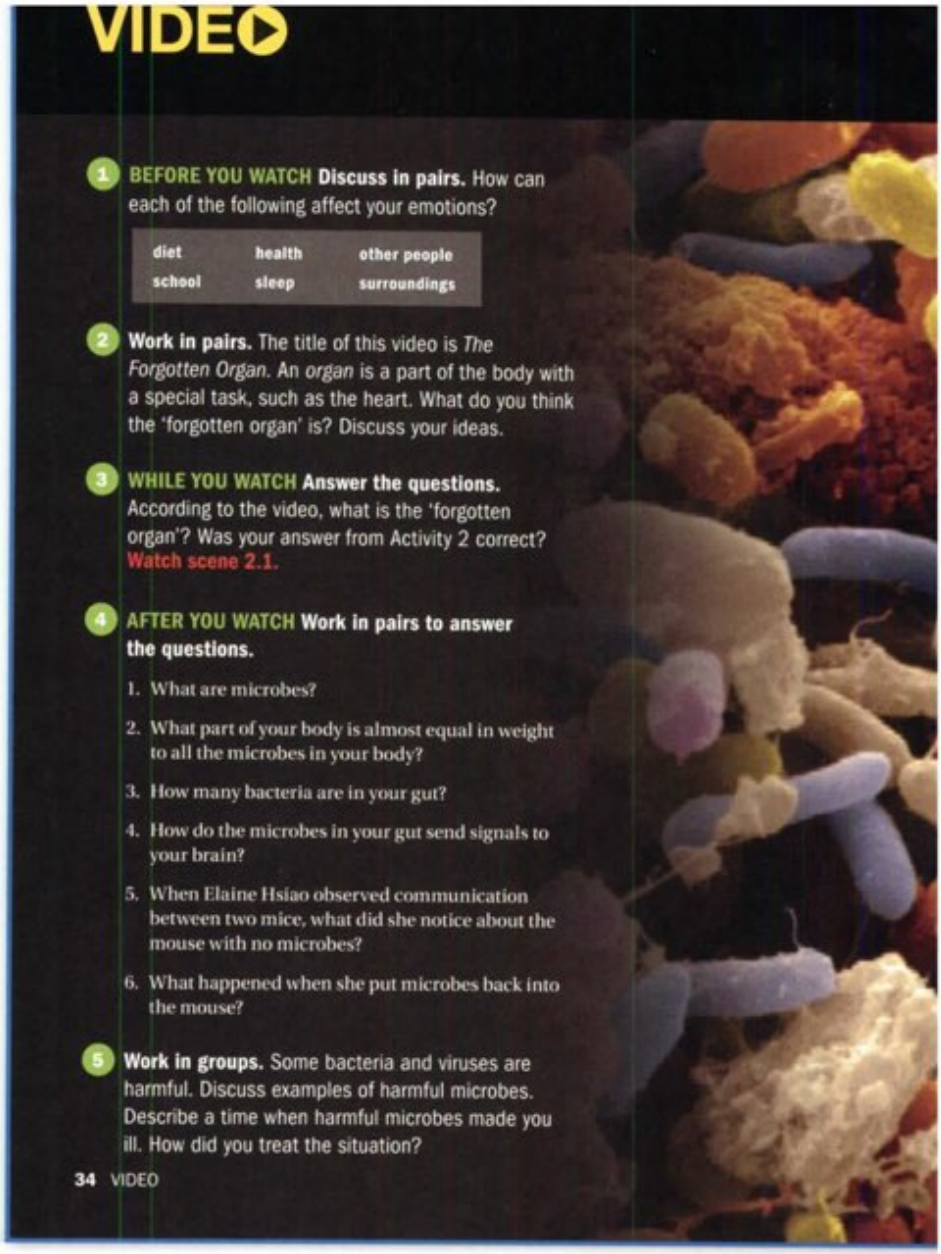
Content Vocabulary *communication, diet, gut, harmful, microbe, mouse, situation, surroundings*

Resources Video scene 2.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Answer Key

Comprehension 4

1. bacteria, viruses and other tiny organisms
2. your brain
3. as many as 100 trillion
4. There are cells in your intestines that extend all the way into your brain, and microbes send signals directly to the brain using those cells as a highway.
5. It was less social.
6. It started to communicate more.

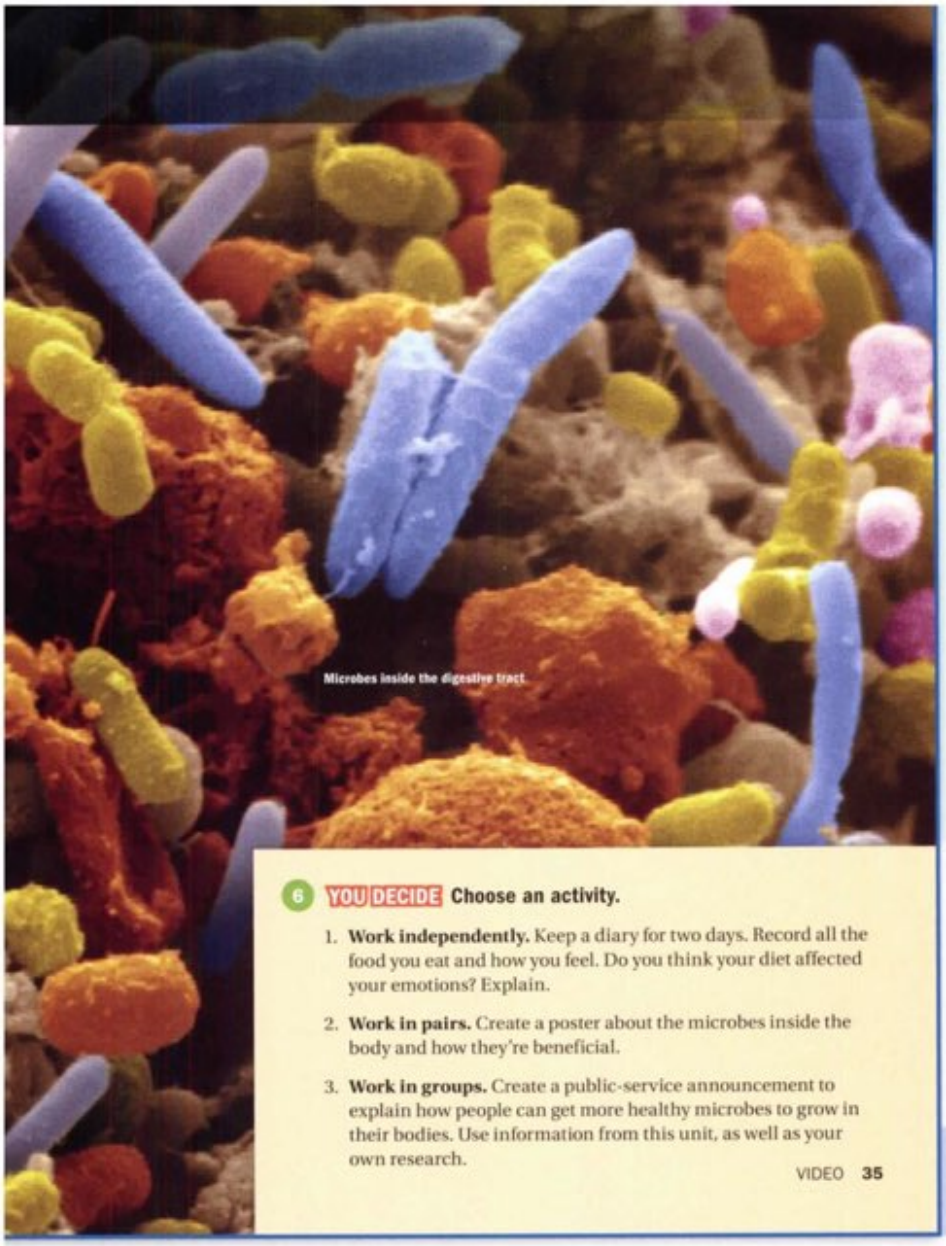


Before You Watch 1 2

- Ask students to review what they know about the effect bacteria, viruses and sleep have on people's physical and emotional health. Say *List two or three things that you've learnt about how viruses and bacteria affect people's health and about how sleep and lack of sleep affect the way people feel.*
- 1 Put students into pairs. Tell them to open their books at pages 34–35. Ask a student to read aloud Activity 1. Say *With your partner, talk about how each of the things listed in the box affects the way you feel.* Explain that *diet* means the kinds of food you eat and that *surroundings* are the places and things that are around you. When partners have finished the activity, if time allows, invite students to share some of their ideas with the class.
- 2 Ask students to work with their same partners. Invite a student to read aloud Activity 2. Say *Look at the photo and caption on pages 34 and 35. Think about how they're related to what you've learnt about being healthy. You're going to watch a video called* The Forgotten Organ. Ask *Based on the photo on these pages and on the title of the video, what do you think the 'forgotten organ' in the video is?* (the bacteria in our bodies) Invite several pairs to share their ideas with the class.

While You Watch 3

- 3 Say *Now you're going to watch the video. Think about what you and your partner decided the 'forgotten organ' is. While you watch, think about whether your answer was right or not. Make notes as you watch, too.*
- Play **Video scene 2.1**. If students have difficulty following the video or understanding the text, pause it and allow them to ask questions or re-read the text. Try replaying the video with and without sound,



Microbes inside the digestive tract.

6 YOU DECIDE **Choose an activity.**

1. **Work independently.** Keep a diary for two days. Record all the food you eat and how you feel. Do you think your diet affected your emotions? Explain.
2. **Work in pairs.** Create a poster about the microbes inside the body and how they're beneficial.
3. **Work in groups.** Create a public-service announcement to explain how people can get more healthy microbes to grow in their bodies. Use information from this unit, as well as your own research.

BE THE EXPERT

Teaching Tip

Video in the classroom You can control the level of instruction in a video by playing the video without the sound and supplying your own narration. To check students' comprehension after they watch a video, you can replay the video without the sound and have students retell and explain what is happening in the video.

Formative Assessment

Can students

- discuss how microbes in the human body can be beneficial as well as harmful as a result of watching the video?

  Ask *How do the microbes in a person's gut affect that person's brain and behaviour?*

Online Workbook Video

and ask students to describe and comment on what they see. Tell them to finish making notes in their notebooks.

- Ask *Was your idea about what the 'forgotten organ' is correct?* Ask students to tell you whether their ideas were correct or not and explain why.

After You Watch 4 5 6

- 4 Tell pairs to review their notes. Say *Answer the questions in Activity 4 with your partner.* Then tell them to complete Activity 4. Review the answers as a class.
- 5 Put students into groups of three or four. Read aloud Activity 5. Say *Think about what you know about ways that bacteria and viruses can cause illness and disease. In your groups, talk about how you got better after a time you were ill.* Invite groups to share their ideas with the class.
- 6 YOU DECIDE Ask students to choose an activity. If students choose to keep a diary, explain that a *diary* is a notebook in which they write their daily thoughts and what they did each day. Say *For two days, write the food you eat at each meal and any snacks you eat between meals. Write how you feel after eating.* Explain that after two days, students should look at what they wrote and decide whether they think the food they ate had an impact on their feelings and emotions.
- If partners choose to create a poster, suggest that they include labelled diagrams or drawings. If possible, ask them to do additional research about beneficial microbes.
- If students choose to create a public-service announcement, ask them to consider options such as a radio announcement, a TV announcement or a print advert that could be displayed in a public area, for example, a bus stop or the underground.

GRAMMAR 2

Objective
Students will
- say what affects mood and feelings using *make* + adjective.

Grammar *Make* + adjective: Saying what affects mood and feelings

Content Vocabulary *fast food, stomach ache, track*

Resources Online Workbook/Workbook pages 18–19; Worksheet 2.2.5 (Teacher's Resource CD-ROM/ Website); Track 026 (Audio CD/ Website/CPT); CPT: Grammar 2

GRAMMAR 026

***Make* + adjective: Saying what affects mood and feelings**

A lack of sleep **makes** you tired.
Does exercise **make** you feel good?
Some viruses **make** us very ill.
Can this medicine **make** you better?

1 Read. Complete the sentences to say how these things make people feel.

Today we want to know all about you. What makes you feel the way you do?

I love running, and I am on the school's track team. Exercise *makes me tired* but it also *makes me (feel) happy*. **Jamie (13)**

Fast food *makes me (feel) ill*. I really love how it tastes, but I always have a stomach ache after I eat it! **Paolo (13)**

Seeing people with terrible viruses *makes me (feel) sad*. I hope that scientists can find a way to treat them. **Julia (14)**

Tests *make me (feel) nervous*. I can't sleep the night before an important one. It's awful! **Brad (11)**

Watching my favourite football team *makes me excited*. Their games are always fun to watch. **Will (12)**

2 Work independently. Use *make* to say how each of the following affects you.

1. A strong immune system *makes me feel healthy.*
2. A virus can *Possible answers: make me ill.*
3. Good bacteria can *make me happy.*
4. A good night's sleep *makes me feel good.*

3 Work in pairs. Take turns throwing the cube. Say what makes you feel the emotion.



A good video game makes me excited.

Really? Video games make me feel bored. Action films make me excited.

Go to page 157.

Warm Up

- **Recycle** Say *You've learnt ways to talk about how you feel.* Write the following words on the board: *happy, tired, sick, depressed, nervous, relaxed* and *excited.* Say *These words describe your mood or feelings. Think of something you did or will do. Use a word on the board to say how you feel.* Model by saying *I am going to give a presentation. I feel nervous.* Ask students to say how they feel before or after doing an activity. (Sample responses: I am going to visit my favourite cousin. I feel happy. / I watched a sad film. I feel depressed.)

Present

- Tell students to open their books at page 36. Say *We can also use the word* make *with an adjective to say how something affects the way we feel.* Ask a student to read aloud the grammar point in the grammar box.
- Play **Track 026**. Tell students to read along silently.

Then ask a student to read aloud the grammar examples. Play **Track 026** again. Point out that the verb *make* is followed first by a pronoun (*you, us*) and then an adjective (*tired, ill, good, better*).

- Write the following additional sentences on the board:

Bad bacteria make us ill.
Ice cream makes me happy.
A vaccination can make you nervous.
Vaccinations can make you nervous.

- Say *Use* makes *with a singular noun like* ice cream. *Use* make *with a plural noun like* bacteria. *Use* can make *with singular or plural nouns.*
- Write on the board: _____ *makes me* _____. Tell students to use the frame to say an original sentence.

Practise 1 2

- 1 Say *Look at Activity 1. Read the sentences and look at the small pictures of a face. Decide what emotion the face shows. Then complete the sentence to say what emotion each person feels.*

- Model completing the first example. Read the two sentences, substituting the word *blank* for the second blank line. Say *The first face looks tired. The phrase* makes me tired *is shown on that blank line. Now look at the face at the end of the sentence.* Ask *How does the person feel?* (happy) Say *What phrase do we write on the blank line?* (makes me happy)

- Tell students to complete the activity on their own. Invite students to read their completed sentences.

- 2 Go over the completed sentence in item 1. Then ask students to complete the sentences in items 2–4. Invite a few students to read their completed sentences. Discuss different ways that students used the verb *make*.

Apply 3

- 3 Put students into pairs. Ask them to cut out and make the cube on page 157. Say *Roll the cube and look at the word on top. Use the word to talk about something that makes you feel that emotion. Your partner responds by agreeing or disagreeing and then talking about something that makes him or her feel that emotion.*

- Invite two students to read aloud the dialogue in the speech bubbles to model how the game is played. Monitor pairs as they play the game to listen for correct usage of *make* in their dialogues.

Extend

- Put students into small groups. List the following situations on the board: *first day at a new school, going on a holiday, acting in a school play, playing in a sports event.* Prepare cards with words such as *happy, sad, nervous, angry, relaxed, excited* and *tired*. Give a set of cards to each group. Tell students to sit in a circle.

- Say *Choose a situation on the board. Tell a group story about it. Each person says a sentence to continue the story. Choose a card. Try to use the word on the card in your story. Talk about something that makes a person feel the emotion on the card.* The story is finished when students use all the words on the cards.

- To conclude, hand out **Worksheet 2.2.5**.

Consolidate

- Say *I'll ask a question about an emotion. You respond by naming something that makes people feel that emotion.* Model an example. Say *I ask, 'What makes people feel sad?' (Jorge) responds, 'Seeing someone cry makes people sad'.* Call out questions that ask about different emotions and ask students to respond.

BE THE EXPERT

Grammar in Depth

The pattern verb + object + adjective is commonly used with the verbs *make, get, keep* and *turn*. These verbs are called causative verbs because they cause something to occur. Examples of how causative verbs are used include:

The cold weather makes me sad.
The football match got me very excited.
Doing sports keeps you healthy.

In this pattern, the adjective follows the noun or pronoun. This is the opposite of typical word structure in English, in which an adjective usually precedes a noun.

A related pattern is *It + makes* + pronoun + adjective + clause. Compare these two examples:

My brother's attitude makes me mad.
It makes me mad when my brother rolls his eyes.

Formative Assessment

Can students

- say what affects mood and feelings using *make* + adjective?

Ask *What makes you feel happy?*

Workbook For additional practice, assign Workbook pages 18–19.

Online Workbook Grammar 2

WRITING

Objectives

Students will

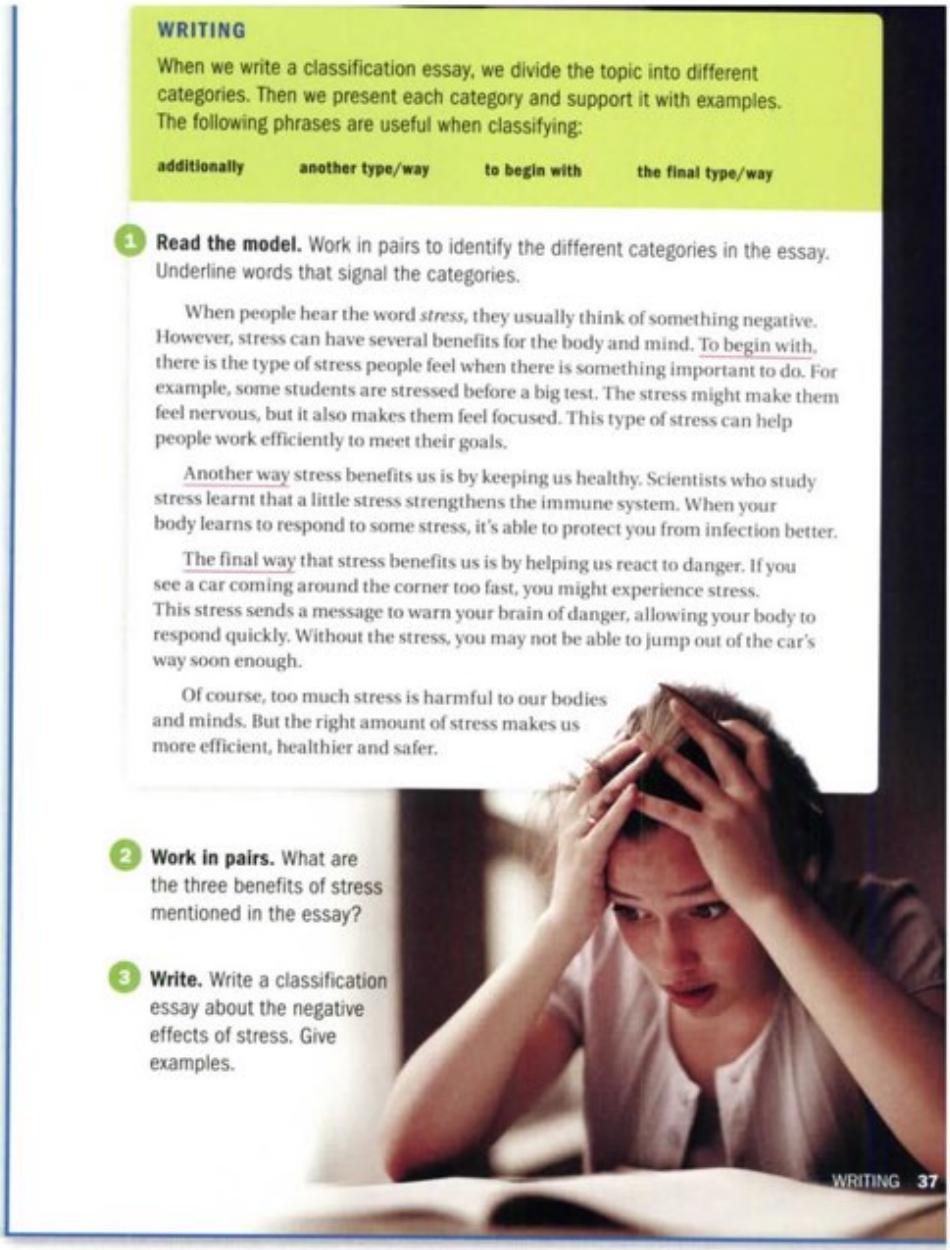
- understand elements of a classification essay.
- use expressions to organise a classification essay.
- analyse a model of a classification essay.
- write a classification essay about the negative effects of stress.

Writing Classification essay

Academic Language *benefit, category, classification essay*

Content Vocabulary *negative*

Resources Online Workbook/Workbook page 20; Process Writing Worksheets 1–5; Genre Writing Worksheet: Classification (Teacher's Resource CD-ROM/Website); CPT: Writing



WRITING

When we write a classification essay, we divide the topic into different categories. Then we present each category and support it with examples. The following phrases are useful when classifying:

additionally **another type/way** **to begin with** **the final type/way**

1 **Read the model.** Work in pairs to identify the different categories in the essay. Underline words that signal the categories.

When people hear the word *stress*, they usually think of something negative. However, stress can have several benefits for the body and mind. To begin with, there is the type of stress people feel when there is something important to do. For example, some students are stressed before a big test. The stress might make them feel nervous, but it also makes them feel focused. This type of stress can help people work efficiently to meet their goals.

Another way stress benefits us is by keeping us healthy. Scientists who study stress learnt that a little stress strengthens the immune system. When your body learns to respond to some stress, it's able to protect you from infection better.

The final way that stress benefits us is by helping us react to danger. If you see a car coming around the corner too fast, you might experience stress. This stress sends a message to warn your brain of danger, allowing your body to respond quickly. Without the stress, you may not be able to jump out of the car's way soon enough.

Of course, too much stress is harmful to our bodies and minds. But the right amount of stress makes us more efficient, healthier and safer.

2 **Work in pairs.** What are the three benefits of stress mentioned in the essay?

3 **Write.** Write a classification essay about the negative effects of stress. Give examples.

WRITING 37

Warm Up

- **Activate prior knowledge** Ask *Does anyone have a dog for a pet? What are some things you do with your dog?* (go for a walk, play catch, teach the dog how to obey) Ask *How does having a dog make you feel?* (happy, excited, relaxed)
- Say *Suppose your friend is thinking about getting a dog. You want to explain why you think she should get a dog.* Ask *What are some reasons to get a dog for a pet?* (to learn how to take care of an animal, to have a pet to play with, to protect you) As students respond, write their reasons on the board.

Reasons to Own a Dog
1. You learn to care for a pet.
2. You have a pet to play with.
3. You have a pet to protect you.

- Say *Suppose you want to write down your ideas about owning a dog. In your writing, you can talk about the different reasons to own a dog. This kind of writing is called a classification essay.*

Present

- Ask students to open their books at page 37 and read the text in the green box at the top of the page.
- Say *When you write a classification essay, it's important to identify the different categories in your topic. Let's use the topic* Reasons to Own a Dog *as our example. For the categories in our topic, we can use the different reasons to own a dog that we listed on the board.*
- Point to each reason you listed earlier on the board. Say *Our first category is* learning to care for a pet. *Our second category is* having a pet to play with. *Our third category is* having a pet to protect you.

- Write the following words and phrases on the board:

additionally	another type/way
to begin with	the final type/way

- Say *We can use these words and phrases to help us organise a classification essay into different categories. We can write a paragraph for each category. We begin each paragraph with one of these words or phrases. In every paragraph, we also support our category with examples.*

Read the Model 1 2

- 1 Put students into pairs. Say *Now we're going to look at an example of a classification essay.*
- Say *Look at the picture of the girl.* Ask *What kind of emotion is shown on her face? How do you think she feels?* (nervous, scared) Ask *From looking at the picture, what do you think the essay is going to be about?* (something that makes a person nervous or scared)
- Read the instruction line aloud. Say *Work with your partner. Look for the different categories in the essay. Underline the words and phrases that signal each different category. Look at the words in the writing box if you need a reminder.* Tell the pairs to read the essay and underline the words that signal different categories.
- 2 Ask students to work with the same partners. Tell them to read the essay again and identify the three benefits of stress that are mentioned in the essay. Say *A benefit is something that is good for you. A benefit is a positive thing. Look for things in the essay that describe how stress has a positive effect.* Invite partners to share their answers with the class.
- **Worksheet** If your students need a reminder of the elements of the Classification Writing genre, you may want to hand out **Genre Writing Worksheet (Classification)** and review it together.

BE THE EXPERT

Writing Support

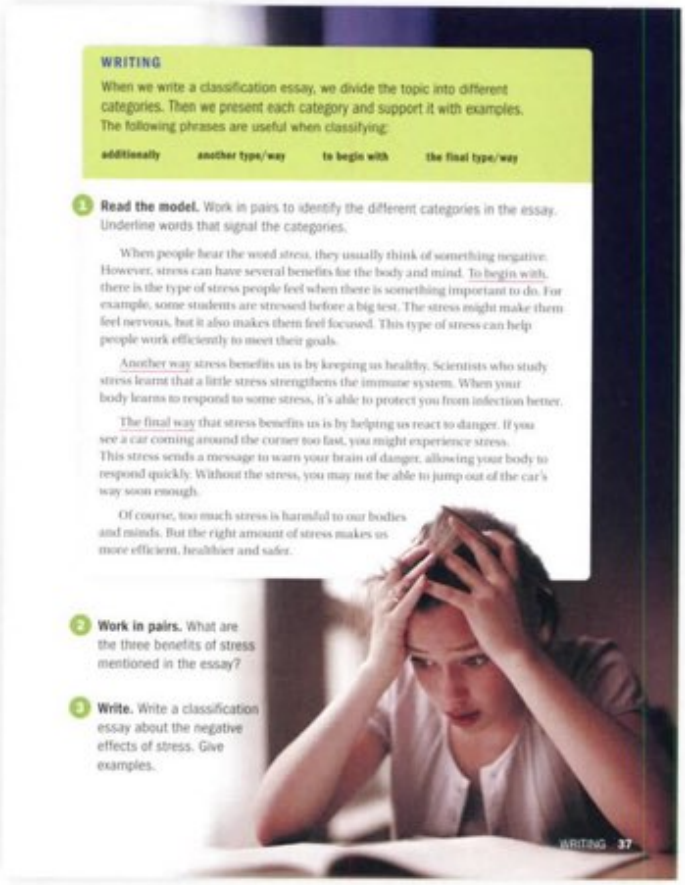
Potential classification problems Students may inadvertently make one of the following types of errors when planning and writing a classification essay: using too many categories, not using enough categories (omitting an important category), not using a single principle to organise categories and using different numbers of examples in each category (making some categories seem more important than others).

Teaching Tip

Consider asking students to review and comment on one another's writing drafts. An effective way to make comments is to tell students to write a comment on a sticky note and attach it to the draft. When students write a comment rather than speak it verbally, they take their responsibility more seriously and often make a more considered and higher quality comment.

Workbook For scaffolded Writing support, assign Workbook page 20.

Online Workbook Writing



WRITING

When we write a classification essay, we divide the topic into different categories. Then we present each category and support it with examples. The following phrases are useful when classifying:

additionally another type/way to begin with the final type/way

1 **Read the model.** Work in pairs to identify the different categories in the essay. Underline words that signal the categories.

When people hear the word *stress*, they usually think of something negative. However, stress can have several benefits for the body and mind. To begin with, there is the type of stress people feel when there is something important to do. For example, some students are stressed before a big test. The stress might make them feel nervous, but it also makes them feel focused. This type of stress can help people work efficiently to meet their goals.

Another way stress benefits us is by keeping us healthy. Scientists who study stress learnt that a little stress strengthens the immune system. When your body learns to respond to some stress, it's able to protect you from infection better.

The final way that stress benefits us is by helping us react to danger. If you see a car coming around the corner too fast, you might experience stress. This stress sends a message to warn your brain of danger, allowing your body to respond quickly. Without the stress, you may not be able to jump out of the car's way soon enough.

Of course, too much stress is harmful to our bodies and minds. But the right amount of stress makes us more efficient, healthier and safer.

2 **Work in pairs.** What are the three benefits of stress mentioned in the essay?

3 **Write.** Write a classification essay about the negative effects of stress. Give examples.

WRITING 37

Plan 3

- 3 Read Activity 3 aloud. Explain that a *negative* effect is an effect that is not good, or a harmful effect. Say *Now you're going to plan your writing. You already know your topic – the negative effects of stress. Your next step is pre-writing. You'll need to identify negative effects of stress. These will be your categories. Then you'll need to give an example of each negative effect.*
- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 20 for writing support.

- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review them together.
- **Workbook** Refer students to Workbook page 20 to help them organise and plan their writing.

Write

- After students have finished their pre-writing, tell them to work on their first drafts. If you haven't got enough time in class, assign the first draft as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: *How does the draft sound? Is the topic of the essay clearly identified? Does each paragraph talk about a different negative effect of stress? Does each paragraph give an example of a particular negative effect of stress? Is the essay organised using introductory phrases? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student describes categories in the topic of the classification essay and uses examples to support each category. Student introduces categories using words and phrases such as *additionally, another type/way, the final type/way* and *to begin with.*				
Grammar Student uses adverbs and *make* + adjective to describe how things affect people's emotions.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objective
Students will
- discuss the importance of taking care of themselves both physically and mentally.

Content Vocabulary *balance*

Resources Video scene: 2.2 (DVD/Website/CPT); Worksheet 2.2.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

To help students develop good listening skills, wait until students are quiet before you speak. Hold one hand in the air and ask students to put up their hands along with you until all students are looking at you and the room is quiet. Then lower your hand and begin speaking. Continue to use this signal when you need students to stop talking and pay attention.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission *Take Care of Yourself.* Ask *What are some ways that you can take care of yourself?* (eat good food, get exercise, get enough sleep) Ask a student to read aloud the quote by Pardis Sabeti. Ask *What does Pardis Sabeti think you need to do before you can take care of other people?* (take care of yourself)

- **Activity 1** Say *Now let's watch a video about Pardis Sabeti.* Play **Video scene 2.2**. Tell students to focus on Pardis Sabeti's firmness of purpose in finding ways to help humans survive disease.

- **Activity 2** Put students into pairs. Tell them to answer the questions. Ask *Do you agree with what Pardis says? Explain your reasons to your partner.* Then ask pairs to discuss specific things they do that have an impact on their physical and emotional health. Students should then consider what changes they could make to improve their health. Tell students to use adverbs in their responses to say how they do something and how often they do it.

- **Activity 3** Ask individual students to consider how they split their time each day between things that they have to do and things that they like to do. Explain that *to balance* two things means to do an even amount of each thing. Tell students to use *make* + adjective to say how the activities that they do make them feel. Model an example. Say *I go for a walk in the neighbourhood every day after work. Walking makes me feel relaxed. It's also good exercise for my body.*

- **Worksheet** Hand out **Worksheet 2.2.6**. Explain that students will use the worksheet to further discuss Pardis Sabeti's work and how people can take care of themselves in order to stay healthy.

PROJECT

Objective
Students will
- choose and complete a project related to ways to stay healthy.

Academic Language *brochure, conduct, summarise, survey*

Content Vocabulary *microbial, quiz show*

Resources Assessment: Unit 2 Quiz; Workbook pages 21 and 91; Worksheet 2.2.7 (Teacher's Resource CD-ROM/Website; CPT: Make an Impact and Review Games

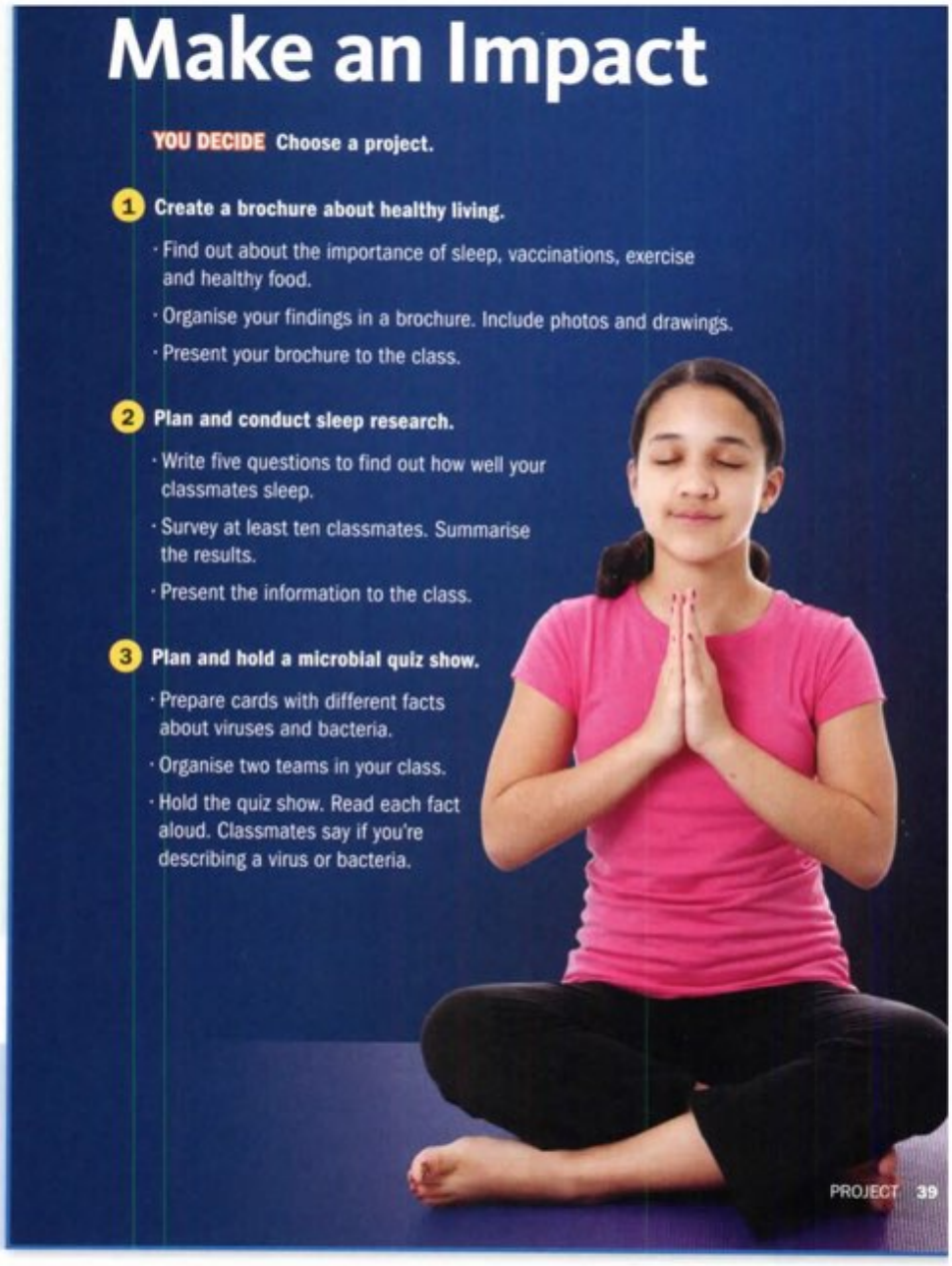
Materials health brochures *(optional)*

Teaching Tip

Create a positive environment for presentations. Arrange desks and tables to face toward the student presenter. Encourage students to be supportive of their classmates by listening and looking at the students presenting. Explain that this shows that they're interested and paying attention.

Assessment Go to page 255.

Unit Review Assign Worksheet 2.2.7.
Workbook Assign pages 21 and 91.
Online Workbook Now I can



Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** If you have brochures on hand, display them. Point out that a brochure can include photos, drawings, charts, tables and text. Remind students that a brochure should clearly organise and present information.
- Tell students to find out two or three facts about each of the four subtopics. Encourage them to include interesting or surprising information.
- **Activity 2** Tell students to use different kinds of questions: open-ended (*How long do you usually sleep each night?*), multiple-choice (*Which number best describes the number of hours of sleep you get each night: 10, 9, 8, 7?*) and ranking (*On a scale of 1 to 5, say how well you usually sleep. 1 = not well at all, 5 = great*). They can also ask about weeknight versus weekend sleeping habits. Encourage students to include adverbs in their questions.
- Model summarising sample survey results in a pie or bar chart. Encourage students to visually summarise their results.
- **Activity 3** Explain that *microbial* means 'having to do with microbes'. Say *Bacteria and viruses are kinds of microbes.* Ask students to do research to find simple facts about viruses and bacteria. Some students may want to play the role of a TV quiz show moderator. Teams score one point for each correct answer. The team with the most points wins.

Share

- Allow time for groups to present their final projects to the class. For the quiz show, arrange the classroom to fit the moderator and two teams.
- **Modify** For Activity 1, create a *Healthy Living* display with students' brochures so others can learn about good health habits.

STUDENT'S BOOK AUDIO SCRIPT

Track 015 1 **Listen and read.** See Student's Book pages 26–27.

Track 016 2 **LEARN NEW WORDS** **antibiotic** / People take antibiotics to fight some infections. **bacteria** / Some bacteria can make people very ill. **cell** / A cell is the smallest living thing that can exist independently. **digest** / It takes the body over 30 hours to digest food. **disease** / The child caught the disease from her mother. **immune system** / Our immune system protects us so that we don't get ill. **infection** / Harmful bacteria can cause an infection. **invade** / A virus invades its host and begins to make more viruses. **protect** / The human body can protect itself against many illnesses. **sore** / I can't speak much today; I've got a sore throat. **symptom** / A high temperature can be a symptom of the flu. **treat** / The doctor treated my injury in hospital. **vaccination** / Babies are given vaccinations to protect them as they grow. **virus** / The common cold is a type of virus.

Track 017 5 Pardis Sabeti works hard as a scientist and a mathematician. She studies serious illnesses, such as Ebola. She uses complex maths to understand how the Ebola virus has been able to change and survive for thousands of years. Working on such serious illnesses can sometimes make Pardis feel sad or depressed. But she deals with these emotions by finding other things to make her feel positive. Music is one of these things, and she sings and plays bass in the band Thousand Days. Physical activity is also important to Pardis. She often commutes to work on her rollerblades, which helps her relax and prepare for the day.

Track 018 5 **LEARN NEW WORDS** **emotion** / Happiness and sadness are examples of human emotions. **illness** / Scientists try to find new ways to treat different illnesses. **positive** / I feel very positive about the results of this new research. **survive** / Some viruses can survive for thousands of years.

Track 019 **SPEAKING STRATEGY** See Student's Book page 29.

Track 020 1 **S1**: Hi, Yuki. Hey, is anything wrong? You look a little tired. **S2**: No, everything's OK. **S1**: Are you sure? **S2**: Yes, I'm fine, really. **S1**: Well, you just look like you don't feel well. **S2**: Actually, Myriam, I'm feeling a bit hungry. **S1**: Is that all? Here, why don't you eat these crackers? **S2**: Thank you! **S1**: Are you feeling better? **S2**: Yes, thanks! That was just what I needed.

Track 021 **GRAMMAR** See Student's Book page 30.

Track 022 3 When chimpanzees want to get some rest, they usually climb up a tree. But they don't choose just any tree. In fact, researcher David Samson recently discovered that chimpanzees select special trees for their beds. Over seventy per cent of chimpanzees studied sleep in the Ugandan Ironwood tree. Chimpanzees know that this type of tree has the strongest wood and the best material for comfortable beds. Scientists like Sampson have a theory that sleeping comfortably is connected with intelligence. They believe that millions of years ago, some of the great apes moved from sleeping in the branches of trees to making their own beds. This meant that they slept better, and over time, became more intelligent. So what does this mean for you? You know sleep makes your brain work better. If you want to pass that difficult test, make sure that you have the most comfortable bed in the house!

Track 023 3 **LEARN NEW WORDS** **brain** / Your brain works better when you have a good night's sleep. **comfortable** / A soft pillow can make your bed more comfortable. **researcher** / Researchers want to learn about how sleep affects intelligence. **rest** / If you feel tired, you should sit down and have a rest. **select** / Chimpanzees select strong trees for building beds. **theory** / A recent theory connects intelligence with sleep quality.

Track 024 2 **LEARN NEW WORDS** **adolescent** / An adolescent is a person between the ages of 11 and 19. **experience** / Your experience affects your brain's development. **process** / Many important mental processes happen when we are asleep. **structure** / Looking at a diagram will help you to understand the structure of the brain.

Track 025 3 **WHILE YOU READ** See Student's Book pages 32–33.

Track 026 **GRAMMAR** See Student's Book page 36.

Track 027 1 **Express Yourself** See Student's Book pages 40–41.

Express Yourself

Objectives
Students will
- identify elements and content of a song.
- connect ideas about colours and how they affect our physical and mental health.

Genre Song Lyrics

Academic Language *express, graphic art*

Content Vocabulary *alive, breathe, forsaken, gather, lifetime, pray, proof, radiate, scream, starry, strive*

Resources Workbook pages 22–23/ Online Workbook (Units 1–2 Review); Worksheet 2.2.8 (Teacher's Resource CD-ROM/Website); Track 027 (Audio CD/Website/CPT); CPT: Express Yourself Units 1–2



Express Yourself

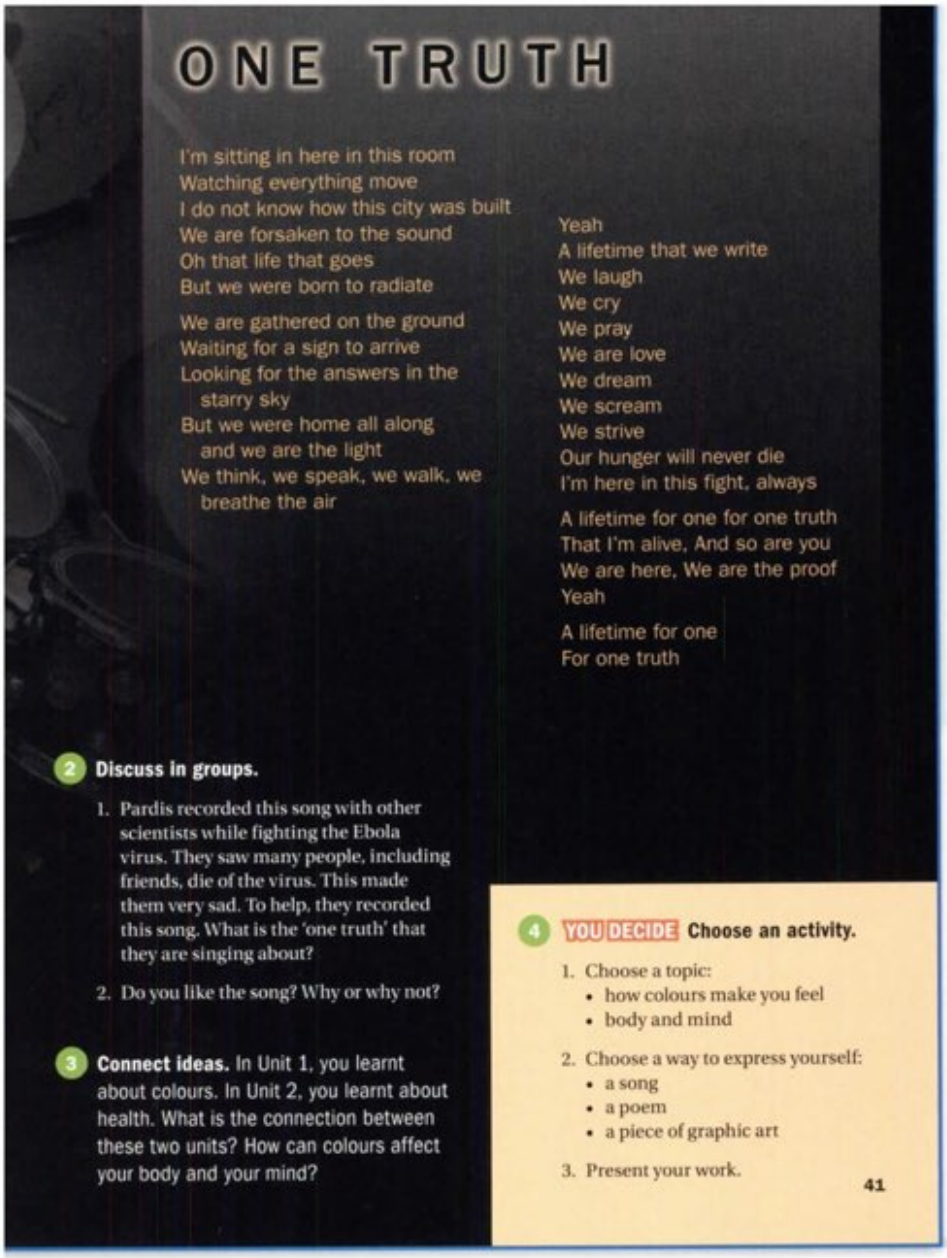
1 **Read and listen to the song *One Truth* by Pardis Sabeti's band, *Thousand Days*.** 027

Present 1

- **Preview** Tell students to turn to pages 40–41. Say *Look at the photo.* Ask *What does the photo show?* (a musician and some instruments) *What colours do you see?* (grey, brown, black)
- 1 **Read together** Say *You're going to listen to a song by Pardis Sabeti's band* Thousand Days. *You'll read the lyrics to the song as you listen. Lyrics are the words in a song.* Point out the song's title and its different verses in the text on page 41. Explain that song lyrics are similar to the words in a poem. Say *Just like some poems tell us about the thoughts and feelings of the writer, some songs tell us about the thoughts and feelings of the songwriter.*
- Point to the song's title 'One Truth'. Ask *What is a truth?* (the things that are true) Play **Track 027** once as students listen and read the words of the song.

Practise 2

- 2 Ask students to form small groups. Tell students to re-read the song lyrics. Ask groups to work together to work out the meanings of words such as *to radiate, starry, proof* and *lifetime*. As needed, tell students that *to radiate* means 'to shine' and that *forsaken* means 'given up on or left behind'.
- **Discuss** Say *Talk about the song with your group.* Ask questions such as *Who's speaking? What feelings does the speaker have? Which words tell us about the songwriter's feelings and mood? What message do you think the songwriter has for listeners? How does the song make you feel? Happy? Sad? Angry?* Say *Answer Question 1 with your group.* When everyone has finished, ask *What feelings do the scientists have toward their work?* Invite a student from each group to describe the results of their discussions.



ONE TRUTH

I'm sitting in here in this room
Watching everything move
I do not know how this city was built
We are forsaken to the sound
Oh that life that goes
But we were born to radiate

We are gathered on the ground
Waiting for a sign to arrive
Looking for the answers in the starry sky
But we were home all along and we are the light
We think, we speak, we walk, we breathe the air

Yeah
A lifetime that we write
We laugh
We cry
We pray
We are love
We dream
We scream
We strive
Our hunger will never die
I'm here in this fight, always

A lifetime for one for one truth
That I'm alive, And so are you
We are here, We are the proof
Yeah

A lifetime for one
For one truth

2 Discuss in groups.

1. Pardis recorded this song with other scientists while fighting the Ebola virus. They saw many people, including friends, die of the virus. This made them very sad. To help, they recorded this song. What is the 'one truth' that they are singing about?
2. Do you like the song? Why or why not?

3 Connect ideas. In Unit 1, you learnt about colours. In Unit 2, you learnt about health. What is the connection between these two units? How can colours affect your body and your mind?

4 YOU DECIDE Choose an activity.

1. Choose a topic:
   - how colours make you feel
   - body and mind
2. Choose a way to express yourself:
   - a song
   - a poem
   - a piece of graphic art
3. Present your work.

41

BE THE EXPERT

Our World in Context

The Ebola epidemic that occurred in West Africa in 2014 was the largest-ever Ebola outbreak. Pardis Sabeti worked with researchers from Africa to fight the disease. While collaborating in Cambridge, Massachusetts, Pardis and the researchers also practised music. The song 'One Truth' came about as a result of their collaboration, at a time when some of their fellow team members in Africa had contracted the disease and died from it.

Cumulative Review

Hand out Cumulative Review Worksheet 1.2.8.

Formative Assessment

Can students

- identify elements and content of a song?

  Ask students to identify song lyrics that describe the songwriter's emotions. (We laugh; We cry; We pray; We are love; We dream; We scream; We strive)

- connect ideas about colours and how they affect our physical and mental health?

  Ask *How does wearing a certain colour of clothing affect the way you feel?* (Answers will vary but should describe how a particular colour creates an emotional response.)

- Say *Now answer Question 2.* As students discuss, walk around the room to monitor groups. Ask *How many liked or disliked the song? Why?*

Connect 3

- **3 Critical thinking** Read Activity 3 aloud. Say *Think about the colours in the natural environment and how people use colours to give meaning to things. For example, how do people react when they see flashing emergency lights? Think about how the colours of things affect the way people feel and their moods. Then think about ways that people stay healthy, both in their bodies and in their minds. How is people's health affected by their emotions, feelings and moods?*

- When time is up, ask *Why do you think colour is important to the way we feel and the ways we see the world?* Invite students to share their ideas with the class.

Prepare 4

- **4 YOU DECIDE** Review the instructions for Activity 4. You may want to assign this activity in advance so that students have more time to work on it in class or at home.

- Ask students to choose an activity. Provide reasonable assistance to students who choose to write a song or poem. You may want to help students choose examples of favourite songs or poems to use as models, or help students who want to create a song using a computer app or programme to produce music.

Share

- Set aside time for students to share their work with the class. Remind students to listen actively by focusing on the presenter. Point out that it's all right to sometimes ask questions for clarification.

In This Unit

Theme This unit is about technology in everyday life.

Content Objectives
Students will
- describe ways that people use technology to connect with other people in their daily lives.
- identify advantages and disadvantages of using technology to communicate with others.
- describe how using technology affects their daily lives and the way they communicate with other people.

Language Objectives
Students will
- talk about how technology affects our lives.
- check understanding.
- use modals to talk about obligation, advice and permission.
- use *must*, *might* and *can't* to express certainty.
- write an opinion essay about smartphones.

Vocabulary
pages 44–45 *ability, access, communicate, constant, digital, improve, information, instant, location, machine, social media, technology, tool*
page 46 *extend, interfere, rely on, take over*
page 49 *hack, password, private, security, theft, username*
page 50 *demand, edge, focus, interrupt*
Vocabulary Strategies Prefix *inter-*; Use a thesaurus

Speaking Strategy Checking for understanding and responding

Grammar
Grammar 1 Use modals to express obligation, advice and permission
Grammar 2 Use *must*, *might* and *can't* to express certainty

Reading *Calm Down*
Reading Strategy Connect text to personal experience

Video Scene 3.1: *The Distance Between Two Points*; Scene 3.2: Meet Amber Case

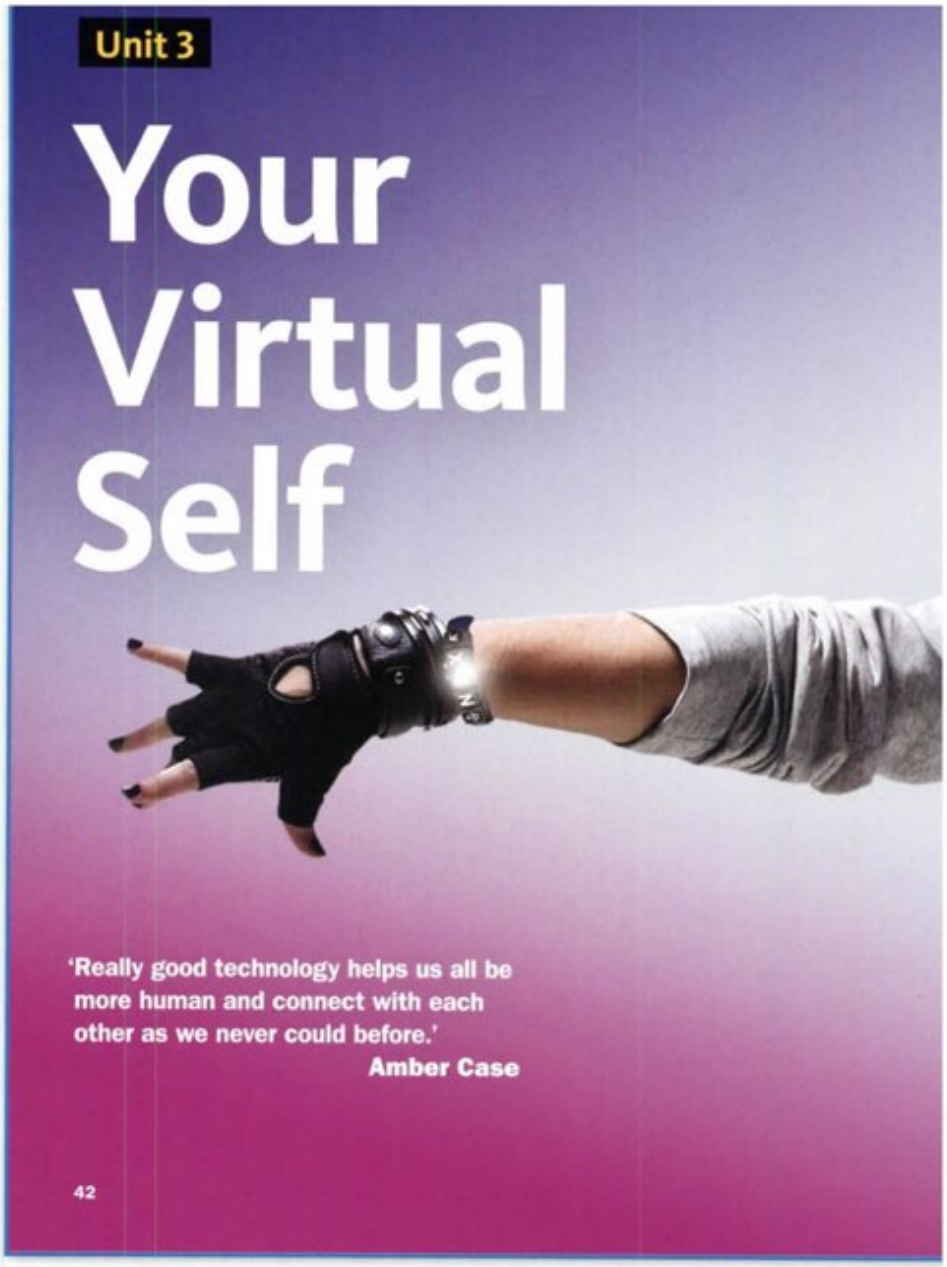
Writing Fact and opinion essay

National Geographic Mission Connect with People

Project
- Survey
- Advertisement
- Technology fair

Pronunciation *Have to*

Pacing Guides 2.3.1, 2.3.2, 2.3.3



Introduce the Unit

- **Activate prior knowledge** Hold up the wristwatch. Ask *What is this?* (a watch) *Do you wear it on your body? On which part?* (yes; on your wrist or arm) *What is the purpose of wearing a watch?* (to know what time it is; to make a fashion statement) Say *A watch is a kind of technology. In the past, people didn't have technology like watches. How do you think using a watch changed people's lives?* Invite students to share their ideas. Say *We're going to talk about the technology we use today and the ways we use it.*

- **TO START** Ask students to open their books at pages 42–43. Point out the unit title *Your Virtual Self*. Ask *Does anyone know what virtual means?* (something not real or something created on a computer) *What does your virtual self mean?* (the person you are online)

- Ask questions such as the following to encourage further discussion:
  Who is in the photo? (a young girl)
  What do you think the girl is doing? (dancing)
  What does the girl use her high-tech armband for? (to find her friends nearby, to send text messages and to play video games)



- Ask a student to read aloud Question 1. Ask students to describe any similar kinds of technology they may have used. List descriptions on the board.
- Next, ask a student to read aloud the quote by Amber Case on page 42. Say *Amber Case believes that good technology should help us better connect to other people.* Ask a student to re-read the quote and then read Question 2 aloud. Draw a three-column table on the board and list kinds of technology that students use at home, in their schoolwork and in their free time. Ask *Does the technology you use help you better connect to other people? How?*
- Read aloud Question 3. Say *Think about the electronic devices you use and the technology in your home.* Invite students to say which technology they would miss the most and the least.

Extend

- Hand out **Worksheet 2.3.1**. Put students into pairs. Explain that they will be writing about and discussing ways that technology is used in daily life.

UNIT OPENER

Objectives

Students will

- discuss technology shown in a photo.
- discuss ways that they use technology in their daily lives.
- discuss how their lives would be different without modern technology.

Resources Worksheet 2.3.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials a wristwatch (or a photo of a wristwatch)

BE THE EXPERT

Teaching Tip

When you ask students a question, allow enough time for them to form an answer. Students are thinking in a new language, so they may remain silent after a question is asked. This silence may indicate that students just need extra time to form an answer before speaking, not that they don't know the answer to the question.

Related Words

fingerless gloves, nail polish, necklace

VOCABULARY

Objectives

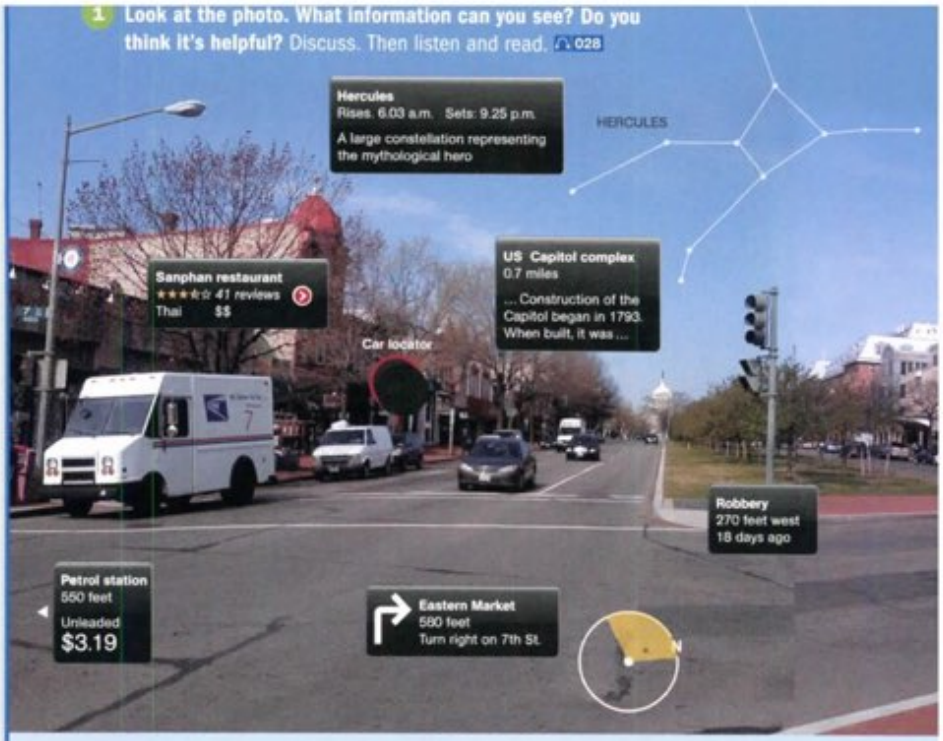
Students will

- identify and use vocabulary related to our use of technology.
- use new vocabulary to read about and discuss the positive and negative effects of our use of technology.

Target Vocabulary *ability, access, communicate, constant, digital, improve, information, instant, location, machine, social media, technology, tool*

Content Vocabulary *anthropologist, associate, comic book, complex, concern, constellation, environment, extra, friendship, hero, interest, list price, mental, negative, online, panic, plug into, robbery, science fiction, self*

Resources Tracks 028–029 (Audio CD/ Website/CPT); CPT: Vocabulary



1 Look at the photo. What information can you see? Do you think it's helpful? Discuss. Then listen and read. 028

Anthropologists traditionally study human behaviour and culture. They look at the way humans live and work together. Amber Case is an anthropologist, but she studies a different type of anthropology. Amber is a cyborg anthropologist. Do you know what a cyborg is? Part human, part **machine**, a cyborg is usually associated with science fiction films or comic books.

Amber believes that in today's **digital** world, we're all cyborgs. We rely on **technology** all the time. Our mobile phones and tablet computers are like extra body parts that we carry around with us. 'Our mobile phones have become like children,' explains Amber. 'If they cry, we pick them up. We plug them into the wall and feed them. When they're lost, we panic.'

In the past, we humans developed **tools** that extended our physical **abilities**. We used them to **improve** the environment, farm the land, move around faster or protect ourselves. In the 21st century, our smart tools – our gadgets – extend our mental abilities. With

Warm Up

- **Set the stage** Say *When I was young, my family went on a trip to a nearby city. Before we left, we planned our activities and places to visit. We read articles in newspapers and magazines. We looked at road maps. When we arrived, we took buses to get around. We visited historic buildings that had signs that told us about the history there. We ate at restaurants that we had read about.*

- Invite students to share information about trips they have taken. Ask *What city have you visited with your family? How did you decide where to go? How did you find out how to get around?* Encourage a class discussion of tools that students and their families have used to plan and take a trip. Students may mention going online or using apps.

Present 1 2

- Tell students to open their books at pages 44–45. Say *We've talked about ways that people can find information about a city or where things are located. Now let's talk about the reasons that those things are helpful.* Write the following sentence frame on the board:

_____ is/are helpful because _____.

- Tell students to take turns completing the frame orally, in complete sentences. (Sample answer: A road map is helpful because you can use it to get from one place to another.)



modern technology, we can **communicate** faster and find any **information** we want in an **instant**. **Social media** allows us to connect with people around the world. So friendships can form based on our shared interests, not just our **location**.

Although there are a lot of positive things about technology, Amber thinks there is also a negative side to our new cyborg selves. She worries that our **constant access** to other people interferes with our ability to just be alone. Wherever we are, there's someone we know who's online and ready to interact with us. 'We aren't taking time to slow down and figure out who we really are,' says Amber.

Despite these concerns, Amber doesn't think that machines are taking over. 'We're sharing with each other – human to human – in a very real way.'

2 **LEARN NEW WORDS** **Listen and repeat.** 029

3 **Work in pairs.** Do you agree that you're a cyborg? Why or why not?

BE THE EXPERT

About the Photo

The image in the photo shows a crossroads in an area near Eastern Market in Washington, D.C., US. Eastern Market is known for fresh food and handmade arts and crafts. The information boxes and icons superimposed on the photo show an example of augmented reality. Augmented reality takes a real-world view and augments it with computer-generated information, graphics and even video and sound, from a variety of digital sources, such as GPS data, social media and news accounts.

Teaching Tip

It's helpful to give multiple examples, if possible, when presenting a new concept or vocabulary word. For example, if students struggle with the meaning of a word such as *communicate*, continue to give examples of different ways that people communicate until students see a pattern. This will help students apply the word to a variety of situations and contexts.

- 1 Ask a student to read aloud the Activity 1 questions at the top of page 44. After students discuss the photo, ask them to categorise the kinds of information shown. Ask *What kinds of information do you see? Are there other kinds of information that are not shown that would be helpful?* List students' ideas on the board.

- Play **Track 028** and tell students to listen and read. Explain that *cyborg* comes from the first parts of the words *cybernetic* and *organism* and means 'related to the study of ways that people, living things and machines communicate information'. Remind students that an *organism* is a living thing. Discuss the reading with students. Ask questions such as:

  Why does Amber Case believe that we're all cyborgs in today's digital world? (We rely on technology.)

  How does modern technology extend our mental abilities? (We communicate faster; we find information in an instant; we connect with people on social media; we find friends based on shared interests.)

  What does Amber Case believe is a negative side of our technology use? (It doesn't let us be alone.)

- 2 **LEARN NEW WORDS** Play **Track 029**. Tell students to listen and repeat. Put students into pairs and ask partners to take turns saying each word.

- List all the vocabulary words on the board. Then ask pairs to write sentences using the words. Say *Try to use at least two vocabulary words in each sentence.* Model an example. Say *I can send my location to my friend in an instant using my smartphone.* Invite each pair to share a sentence with the class. Continue until all the vocabulary words have been used.

VOCABULARY

Objectives
Students will
- practise using vocabulary related to our use of technology.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *extend, interfere, rely on, take over*

Vocabulary Strategy Prefix *inter-*

Academic Language *definition*

Content Vocabulary *identity, virtual*

Resources Online Workbook/Workbook pages 24–25; Tracks 030–031 (Audio CD/Website/CPT); Worksheet 2.3.2 (Teacher's Resource CD-ROM/Website); CPT: Vocabulary

Materials pieces of card

4 **Read and write the words from the list.**

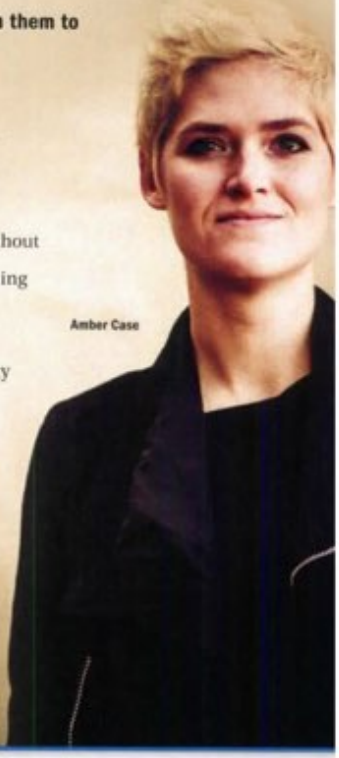
access	communicate	constant	digital
information	location	social media	technology

According to Amber Case, in today's world of ___technology___, people have two selves. There's the real self, and then there is a second self – the ___digital___ self. This is the person that you become when you go online. There are some risks to having a virtual identity. Through your virtual self, you create huge amounts of ___information___ about yourself that anyone can ___access___. Another problem is that you're never really alone. People still ___communicate___ with your virtual self when you're not there. Even when you're sleeping, your friends are using their smartphones to connect with you on ___social media___. This ___constant___ online interaction means it's very difficult to disconnect!

5 **LEARN NEW WORDS** **Listen to these words and match them to the definitions.** Then listen and repeat. 030 031

extend	interfere	rely on	take over

___take over___ 1. take control of
___extend___ 2. make something larger
___rely on___ 3. feel that you can't be without
___interfere___ 4. get in the way of something


Amber Case

6 **YOU DECIDE** **Choose an activity.**

1. **Work independently.** Do you think modern technology has made us better at communicating? Write a paragraph to explain your opinion.
2. **Work in pairs.** Discuss a piece of technology that has really changed your life. How has it made your life easier?
3. **Work in groups.** Discuss. How often did you communicate with friends and family online in the last week? Imagine you don't have a mobile phone or a computer. How would you communicate with your friends and family?

46 VOCABULARY

Practise 3 4 5

- 3 Put students into pairs. Say *Think about what a cyborg is—something that is part human and part machine. Then read the Activity 3 questions on page 45.* Tell students to do the activity. Say *Use some of your new words in your discussion with your partner.*
- 4 Tell students to turn to page 46. Choose several students to read the words in the word box. Ask them to choose two words and use them in a sentence. Then ask students to complete Activity 4 independently. Tell students that they will not use all the words in the word box. Invite a student to read aloud the completed paragraph.
- 5 **LEARN NEW WORDS** Play **Tracks 030** and **031** and tell students to listen. Then ask them to look for each word or phrase in context on pages 44–45. Ask students to pronounce each word and phrase and use them in a sentence. Review word meanings and then ask students to complete Activity 5 independently.

- **Vocabulary strategy** Point out the word *interact* on page 45. Write the word on the board and circle *inter-* at the beginning. Explain that when *inter-* is used at the beginning of a word it has the meaning 'between'. Say *Interact means 'to talk to or do things with other people'. Interact means there is action taking place between people.* Elicit other words with *inter-* beginnings. (interfere, international, interrupt, interval)

Apply 6

- 6 YOU DECIDE Ask students to read Activity 6 and choose an activity. Say *Choose one of the three activities. You'll work on your own, with a partner or in a group.*

- **Think aloud** Model forming, stating and supporting an opinion. Use the first activity as an example. Say *I'll scan the text to review ways that technology helps us communicate. Then I'll think about how people communicate in person without technology. Then I'll ask myself whether I think technology has improved the way we communicate. Once I have formed my opinion, I'll write it down and give an example. Then I'll give reasons to support my opinion.*

- Ask students to choose one of the three You Decide activities. Put students who choose the second and third activities into pairs and groups, respectively. Remind them to take a few moments to think about the activity before discussing it with their partner or group members.

- Before students begin their activities, say *Try to use the new words you learnt in the paragraph you write or in your discussions with your partner or group.* Ask students to complete one of the three You Decide activities. Then invite students to share their completed activities with the class.

Extend

- After students have had a chance to share their work with their classmates, ask them to choose a different Activity 6 option and complete it. Arrange students in pairs or groups so they each have an opportunity to work on a different Activity 6 option.

- If time allows, hand out **Worksheet 2.3.2**. Explain that students will use vocabulary words to talk and write about how people use technology to connect with others.

Consolidate

- Put students into two groups. Prepare pieces of card with a vocabulary term on each card. Hand out the cards to both groups. Say *One group gives clues about a vocabulary word. The other group guesses the word. Groups take turns.* Model an example. Say *Suppose the first group has a card with the word* location. *Group members give clues such as 'It's another name for a place', or 'It's a spot where you are'. The other group guesses 'location'.* Invite groups to take turns until all of the vocabulary terms are used.

BE THE EXPERT

Vocabulary Strategy

Prefix *inter-* The English prefix *inter-* comes from the Latin word *inter*, which means 'between' or 'among'. *Inter-* is used at the beginning of a word to talk about an action or relationship between two or more things. For example, *international* means 'having to do with things between or among nations'.

Other words beginning with *inter-* include:

intercept	*Internet*
interchange	*interrupt*
intercom	*intersect*
interconnected	*intertwine*
interface	*intervene*

Teaching Tip

Encourage students to be active listeners when they work in pairs or groups. As classmates speak, tell students to make notes. Ask students to pause at various points in an activity and repeat what their partner or another group member has just said.

Related Words

jacket, zip

Formative Assessment

Can students

- use vocabulary related to our use of technology?

  Ask *In what way are the twenty-first century smart tools we use similar to and different from the tools people developed in past centuries?*

- use vocabulary to discuss the positive and negative effects of our use of technology?

  Ask *How has modern technology changed the speed with which we find information? What is one problem with using social media?*

Workbook For additional practice, assign Workbook pages 24–25.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- check for understanding.
- respond to a question about checking for understanding.

Speaking Strategy Checking for understanding and responding

Academic Language *check for understanding, dialogue, prediction, topic*

Content Vocabulary *cheap, doubt, self-driving, tiny, wearable*

Resources Online Workbook; Worksheet 2.3.3 (Teacher's Resource CD-ROM/ Website); Tracks 032–033 (Audio CD/ Website/CPT); CPT: Speaking Strategy

Materials scissors, pencil and paper clip for each pair of students; pieces of card

SPEAKING STRATEGY 032

Checking for understanding	Responding
Do you mean that cars will drive themselves in the future?	That's right. There are already self-driving cars on the road!
So, you're saying that mobile phones will replace computers?	Not quite, but we'll be able to do even more on our phones.
Do you actually believe that we won't need to write by hand?	That's exactly what I mean. No one will need pencil and paper in the future.

1 **Listen.** How do the speakers check that they understand each other? Write the phrases you hear. 033

2 **Read and complete the dialogue.** Possible answers:

Carla: Twenty years from now, I doubt that anyone will have a mobile phone.

Santana: Seriously? Do ___you actually believe___ that we won't talk on the phone in the future?

Carla: No, ___not quite___. I just think that we'll have technology in our brains. So then we won't need to carry anything with us.

Santana: ___So, you're saying___ that we'll all have tiny machines in our heads?

Carla: ___That's right!___

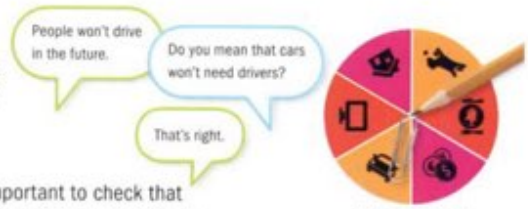
Santana: No way! I don't agree. I think we'll have more wearable technology.

Carla: Wearable technology? ___Do you___ mean things like special glasses or watches?

Santana: Yes. That's ___exactly what I mean___. These gadgets are already out there. But in the future, they'll be much cheaper so that anybody can buy them.

Carla: Maybe you're right. And I like that better than the idea of a machine in my head!

3 **Work in pairs.** Spin the wheel to make a prediction about the topic you land on. Your partner will check for understanding.



4 **Discuss in groups.** Why is it important to check that you understand something? What might happen if you get the wrong idea about what someone is saying?

Go to page 157.

Warm Up

- **Activate prior knowledge** Ask *What can you say if you are not certain you understand what a person has said?* (Can you say that again, please?) *What else can you say?* (I'm sorry. I don't understand.) Say *You can ask a question or make a statement to check for understanding.*

- Ask partners to role-play dialogues to check for understanding. Model an example. Say *Amber Case believes we have two selves – our real self and our digital self.* Prompt a student to say *Can you say that again, please?*

Present 1

- Tell students to open their books at page 47. Say *We'll listen to speakers use several different ways to check for understanding and to respond.*

- Play **Track 032**. Ask *What phrases do the speakers use to check for understanding and to respond?* List phrases on the board.

- Play **Track 032** again and tell students to read along. Then ask pairs of students to take turns checking for understanding and responding. Supply additional prompts such as the following:

> What do you mean by _____?
> Can you explain what you mean by _____?
>
> Yes, to put it another way _____.
> Sorry, that's not what I mean.
> Let me explain. _____.

- 1 Say *Now listen for the words and phrases that two speakers use to check for understanding and to respond. Make notes about what you hear.* Play **Track 033**. Invite students to share the words and phrases they wrote.

Practise 2

- 2 Once students seem comfortable using the speaking strategy, direct them to Activity 2. Ask students to complete Activity 2 independently. Invite pairs of students to read their completed dialogues aloud, taking turns as Carla and Santana.

Apply 3 4

- 3 Put students into pairs. Ask partners to cut out and use the spinner on page 157. Model with a student partner. Spin the wheel and say *The spinner landed on (money). I'll make a prediction about how we use (money) in the future: In twenty years, people (won't use real money to buy things).* Prompt your partner to ask *So, you're saying that (no one will pay for things with real money)?* Respond with *That's exactly what I mean. Everybody will (use digital money).*

- Then invite two students to read aloud the dialogue in the speech bubbles to model another example. Ask pairs to play the game. For each spin, tell partners to swap roles, make another prediction and use different phrases.

- **Connect** Say *Let's think about when it's important to check for understanding.* Brainstorm ideas and record students' responses on the board. Ideas may include following instructions, getting directions and explaining choices or reasons.

- 4 Put students into groups of three or four. Ask them to read Activity 4. Remind students to use new vocabulary and to take turns speaking and listening. After groups have completed the activity, invite them to share their ideas with the class.

Extend

- Put students into pairs. List these predictions on the board: *Computers will create beautiful artwork. People will use their home printers to make outfits to wear. Humans will control the weather.* Say *Choose a prediction. Ask your partner a question to check your understanding of the prediction. Your partner responds. Use the phrases in the box on page 47 to check for understanding and to respond.* Tell partners to take turns.

- If time allows, hand out **Worksheet 2.3.3**. Explain that students will use the worksheet to check for understanding and to respond.

Consolidate

- Prepare pieces of card with the following predictions: *Computers will design meals based on your health needs. Robots will cook dinner. Exercise clothing will warn about possible injuries. Trainers will make suggestions about training.* Put students into pairs and give one of the prepared cards to each pair. Tell partners to use the prediction on their card and the phrases on page 47 to check for understanding and to respond. Say *Use your prediction in a role play. For example, say 'Do you mean that computers will design meals based on your health needs?' Your partner replies 'That's right. There are apps you can use now to create personal meals.'*

BE THE EXPERT

Strategy in Depth

Other phrases used in English to check understanding and to respond include the following:

Checking for understanding

Could you please repeat what you said?
Did you say ...?
I wonder if you could say that in a different way. Are you saying ...?
Would you please elaborate on what you said? Did you mean ...?
Could you put it differently, please? Do you really think ...?
Did you mean to say ...?

Responding

Yes, that's what I'm saying. (Then restate or rephrase the original point.)
You've got it exactly right. (Then restate or rephrase the original point.)
That's not exactly what I mean. I mean that ...
That's not quite what I meant. My meaning is ...

Formative Assessment

Can students

- check for understanding?

  Say *Imagine you didn't understand what someone said about using a smartphone to help you learn English. Check for understanding in two different ways.*

- respond to a question about checking for understanding?

  Say *I'll ask a question to check for understanding and you respond in two different ways.* Then ask a question such as *So, you're saying that tablet computers will be used in every classroom within the next five years?*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives
Students will
- use modals to express obligation, advice and permission.
- use modals to describe safe and reasonable ways to use online technology.
- identify and use words associated with online safety.

Grammar Modals: Expressing obligation, advice and permission

Target Vocabulary *hack, password, private, security, theft, username*

Academic Language *advice, modal, obligation, permission*

Content Vocabulary *behave, blog, body language, business, email, government, guideline, interest, library, mean, online, personal, provide, stranger, topic, website*

Pronunciation *Have to*

Resources Online Workbook/Workbook pages 26–27; Tracks 034–036, 116–117 (Audio CD/Website/CPT); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); CPT: Grammar 1 and Pronunciation

Materials mobile phone or smartphone; pieces of card

GRAMMAR 034

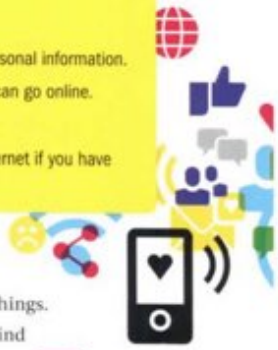
Modals: Expressing obligation, advice and permission

You **should** be careful about your safety online. You **shouldn't** give away personal information.

Students **don't have to** ask to use the computer, but they **must** ask if they can go online.

You **have to** protect yourself with a strong username and password.

Can anyone use the computer at the library? You **can/may** only use the Internet if you have a library card. Children under 14 **can't/may not** use the Internet at all.



1 Read. Circle the correct answer.

The Internet is great, and it gives you the ability to do a lot of things. You (*can*) / *should* learn about some really interesting topics and find people who have the same interests as you. But at the same time, you (*must*) / *shouldn't* always think about what you say and do online. You *don't have to* / (*should*) remember that real people with real feelings are reading your words. You (*should*) / *can't* behave the same way online as you behave in real life. Everyone says mean things sometimes, but when you write something online, it will always be there for everyone to see. You (*may*) / *have to* say things you don't believe, but you *can* / (*can't*) ignore other people's feelings. When you talk to people in real life, they can see your face and your body language. Online, they just read your words, so you *can't* / (*have to*) be very careful about the words you choose.

2 Work in pairs. Write advice using *can, may, should, must* and *have to*.

1. Someone is mean to you online. Possible answers:
   You should tell a parent or a teacher.
2. A stranger sends you a message on social media.
   You don't have to write back.
3. You want to start your own blog.
   You have to tell your friends to read it.
4. Someone uses a photo of you without asking you first.
   You must tell that person to take it down.

3 Work in groups. Take turns discussing problems at school or online. Give advice using *can, may, should, must* or *have to*.

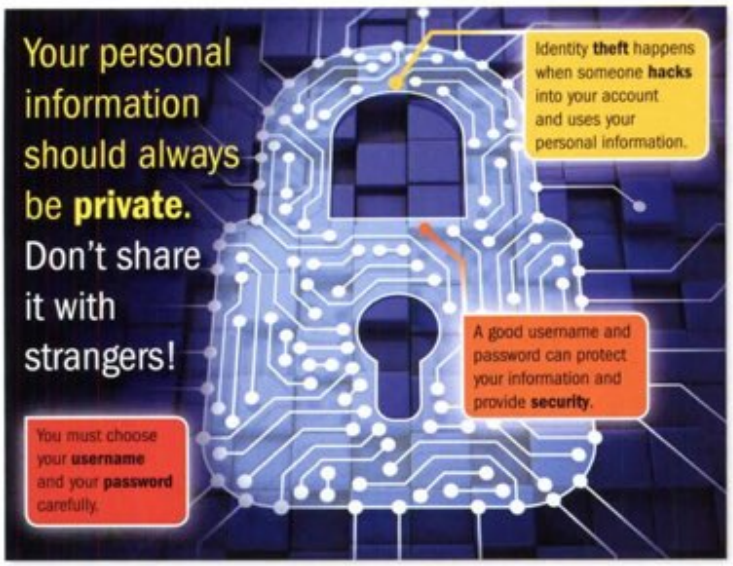


48 GRAMMAR

Warm Up

- **Activate prior knowledge** Hold up the mobile phone or smartphone. Ask *What can you use a mobile phone for?* (to make phone calls, to send text messages, to take photos) Ask *Can you use a mobile phone during class?* (no) *Why?* (You're not allowed to.)
- Ask *Have you ever been to the cinema and seen a message that tells people to turn off their mobile phones before the film starts? Why do you think people have to turn off their mobile phones in a cinema?* (so the phone doesn't ring and bother other filmgoers)
- Say *Some people are impolite when they use their mobile phones. For example, some people speak loudly on their mobile phones in public places.* Ask *What should people do to be respectful of others around them when they're talking on a mobile phone?* (speak quietly; go to a different area) Ask students for other kinds of advice about how people should use mobile phones to be considerate towards others around them.

4 **LEARN NEW WORDS** **Listen to learn about online safety.** Then listen and repeat. 035 036



5 **Work in pairs.** Imagine that you want to start a new social media website. How can you make sure that it's safe? Make a list of five guidelines for users to follow. Use the words in the box, as well as *can*, *may*, *should*, *must* and *have to*.

hack	information	password	private	theft	username

1. _____
2. _____
3. _____
4. _____
5. _____

6 **Discuss in groups.** People hack into businesses, banks, government websites and personal e-mail accounts. What information do they want to find? What can they do with this information? What should you do if your own account gets hacked?

Present

- Tell students to open their books at pages 48–49 and look at the grammar box at the top of page 48. Ask a student to read aloud the grammar point. Say *An obligation is something that you must do. It is something you are required to do by law or by a rule. Advice is a suggestion you make to someone about what they should do. Permission is the right to do something that is given to you by someone with the power to decide if it's allowed or not.* You may wish to use L1 if students have difficulty understanding.
- Say *Listen to the sentences.* Play **Track 034** and tell students to read along. Then write the following on the board:

Advice	should / shouldn't
Obligation	must, have to / don't have to
Permission	can / can't

- Read aloud the first two sentences in the grammar box on page 48. Say *When you give advice, you suggest what someone should or shouldn't do.*

BE THE EXPERT

Grammar in Depth

Modals are used to give advice, to express permission, to express prohibition, to express an obligation or a necessity, or to express a lack of obligation or necessity.

Advice: Use *should* or *shouldn't*.
You should do your homework before you play video games.
You shouldn't eat a snack right before dinner.

Permission: Use *can* or *may*. *Can* is much more commonly used to ask for permission than *may*. *May* is considered more formal and polite than *can*.
Students can leave the classroom after the bell rings.
Can I go to the party Saturday night?
May I borrow your pen, Mr Diaz?

Prohibition: Use *mustn't* to say that something isn't allowed.
You mustn't talk in class. (Students are not allowed to talk in class.)

Obligation/necessity: Use *must* or *have to*. *Must* is often used in formal or written language.
Children must be accompanied by an adult.
Do you have to wear a helmet at the skate park?

Lack of obligation/necessity: Use *don't have to* to describe something that a person is not required to do. But note that a person may choose to do the thing; the thing is not prohibited.
Students don't have to wear uniforms on Fridays. (But students may choose to wear uniforms on Fridays.)

Pronunciation in Depth

Go to Student's Book page 145. Use Audio Tracks 116–117.

Have to *Have to* is a modal phrase. Modals and modal phrases are auxiliaries. Auxiliaries and other function words are usually reduced in speech.

- The final consonants for *has/have* become voiceless so they are easier to say with the unvoiced *t* in *to*. The *o* in *to* reduces to schwa. /ˈhæf tə/ /ˈhæs tə/
- *Got to* is sometimes spoken informally when it follows *'ve (have)* or *'s (has)*. It sounds like *gotta*.

Related Words

emojis, icons, keyhole, padlock



- Read aloud the next two sentences in the grammar box (with *don't have to, must* and *have to)*. Say *When you describe an obligation, or a rule that people follow, you use must or have to to say what people need to do. If you describe something that people don't need to do, you use don't have to.*

- Read aloud the question and the last two sentences in the grammar box. Say *When you ask for permission to do something or say whether something is allowed or not, you use can or may. If something is not allowed, you use can't or may not.*

Practise 1 2 3

- 1 Direct students' attention to Activity 1. Say *Read the text. Decide which word or phrase is correct in the sentences. Circle the correct word or phrase.* Complete the first example with the class. Read aloud the first sentence. Read the second sentence twice, once with each answer choice, *can* and *should*. Ask *Which word is correct here, can or should?* (can) Explain that the word *can* is used here to describe ability, not to give permission.

- After students have completed the activity, ask a student to read aloud the text with his or her circled choices. Discuss any incorrect responses students may have and why they are incorrect.

- 2 Put students into pairs. Say *Write a new sentence to give advice in each situation. Make sure to use can, may, should, must or have to in the sentences you write.* Tell students to complete the activity with a partner. Invite pairs to share their sentences with the class.

- 3 Put students into groups of three or four. Say *Talk with students in your group about problems that happen at school or online. Give advice to help solve the problems.* Ask two students to read aloud the dialogue in the speech bubbles to model an example. Say *Remember to use can, may, should, must or have to when you give advice.*

- Ask group members to talk about problems they've had at school or online. Tell students to keep their problem ideas simple and not too serious. Say *Talk about simple problems. For example, 'I don't know how to log onto the school's email website'.* When students have completed their discussions, invite them to share some of the problems and advice with the class.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Say *You've read advice about using the Internet and how to act online. Now you're going to learn new words to talk about ways to stay safe online.* Play **Track 035**.

- Ask students to look at the infographic on page 49. Read aloud the text and ask students to follow along. Then point to each bold word, read it aloud and tell students to repeat. Then say *Let's listen to these words in sentences. Then you'll repeat each word alone and in a sentence.* Play **Track 036**. Ask students to repeat.

- 5 Put students into pairs. Read aloud Activity 5. Say *A guideline is a rule.* Then invite a student to read aloud the words in the box. Say *Use the words in the box to make a list of five rules for your social media website. Be sure to use can, may, should, must and have to in your rules.* Ask pairs to complete the activity. Invite pairs to share their guidelines with the class.

- 6 Put students into groups of three or four. Ask them to read Activity 6. Say *Think about the kinds of information that a company or government website collects about people. For example, if someone buys something online, what kind of information does the website ask for? Think about information that people write in their emails or that companies send to people in emails, too.* Brainstorm as a class the different kinds of personal information found online or in emails and record ideas on the board.

- Say *In your group, talk about how personal information can get hacked and how the information can be used by other people. Give advice to say what you should do if your account gets hacked. Use* can, may, should, must *and* have to *in your advice. You can also use* can't, shouldn't *and* don't have to.

- After groups have completed their discussions, invite them to share some of the ideas and advice they talked about with the class.

Extend

- Put students into groups of four or five. Prepare pieces of card with the following places and online websites, one per card: *library, cinema, museum, online shop, personal blog, photo sharing website* and *school bus*. Give each group one card without showing it to the other groups. Ask groups to write rules for the place or website on their cards. Say *Write five rules for the place or website on your card. Use* can, may, should, must, have to *and* can't, shouldn't, may not *and* don't have to *in your rules.*

- When groups have finished, ask each group to read aloud its rules. Invite students in the other groups to try to guess the place or website that the rules apply to.

Consolidate

- Provide students with the following situations. Tell them to use *can/can't, may/may not, should/shouldn't, must* or *have to/don't have to* to give advice to a friend.

lose a mobile phone	get a new smartphone
buy a book online	set up a new social media account
post a video online	join a photo sharing website

- Say *Imagine you are giving advice to a friend. Choose a situation on the board. Use* can, may, should, must, have to, *or* can't, may not, shouldn't *or* don't have to *in your advice.*

BE THE EXPERT

Teaching Tip

Be careful not to jump in too early or provide an answer if a student struggles with an activity. It's a natural response to want to help, but a challenge is sometimes necessary for learning something new. Students gain confidence when they succeed at a challenging task.

Formative Assessment

Can students

- use modals to describe obligation, advice and permission?

  Ask students to do the following:

  use *have to* or *must* to talk about something they are required to do at home.

  use *should* or *shouldn't* to talk about how to act in the classroom.

  use *can, can't, may,* or *may not* to ask permission or say what's allowed or not allowed in the classroom.

- use modals to describe safe and reasonable ways to use online technology?

  Ask *What is one piece of advice to give someone about using a smartphone?* Say *Use* should/shouldn't, must/have to, don't have to, can/can't *or* may/may not *in your answer.*

- use words associated with online safety?

  Ask students to use *hack, password, private, security, theft* or *username* in a sentence about a way to stay safe online.

Workbook For additional practice, assign Workbook pages 26–27.

Online Workbook Grammar 1

READING

Objectives

Students will

- read about and discuss ways that calm technology is used at home.
- identify and learn new words in the reading.
- connect text to their own personal experiences.

Reading Strategy Connect text to personal experience

Vocabulary Strategy Use a thesaurus

Target Vocabulary *demand, edge, focus, interrupt*

Academic Language *graphic, synonym, thesaurus*

Content Vocabulary *beep, benefit, concept, curtain, device, hob, impact, invisible, microwave (oven), movement, prepare, repetitive, sensitive, sensor, temperature, vision*

Resources Online Workbook/Workbook pages 28–29; Worksheet 2.3.4 (Teacher's Resource CD-ROM/ Website); Tracks 037–038 (Audio CD/ Website/CPT); Graphic Organisers: T-Chart (Teacher's Resource CD-ROM/ Website); CPT: Reading

Materials print thesaurus (or access to online thesaurus) for each student

1 BEFORE YOU READ Discuss in pairs. Based on the title, the photo and the graphics, what do you think the reading is about?

2 LEARN NEW WORDS Find these words in the reading. What do you think they mean? Use a thesaurus to find synonyms for each word. Then listen and repeat. 037

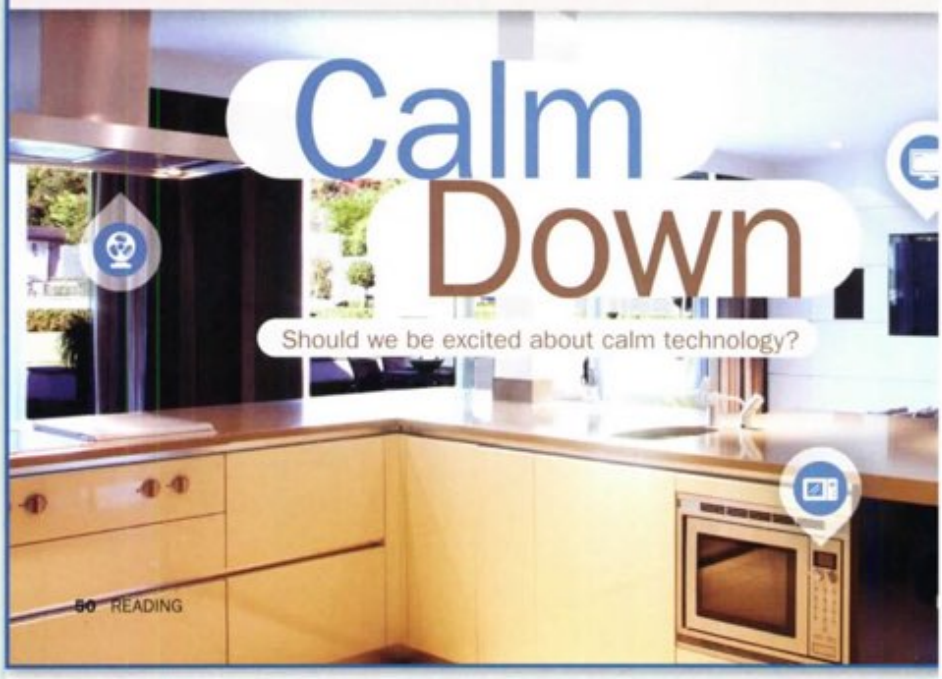
demand	edge
focus	interrupt

3 WHILE YOU READ Think about your own home and the technology you use there. 038

4 AFTER YOU READ Look at the sentences. Tick T for *true* or F for *false*.

1. Amber Case invented the idea of calm technology. T ✓ F
2. Calm technology demands our attention at all times. T ✓ F
3. A smoke alarm is an example of calm technology. ✓ F
4. Cooking your food on the hob is an example of calm technology. T ✓ F
5. Amber believes that houses in the future will use calm technology. ✓ F

5 Work in pairs. List three examples from your life where technology has demanded your attention. Then list three examples of calm technology in your school or home. Share your responses with the class.



Warm Up

- **Build background** Say *Technology is all around us.* Ask *What are some examples of technology you see here in the classroom?* (Sample responses: electronic whiteboard or smart board, tablet computer, computer) Record students' examples on the board.

- Say *We use technology at home, too. A TV is an example of technology we use at home. Internet service is another example. Even a table lamp that is connected to a timer that turns the lamp off and on at certain times is an example of technology.* Ask *What other examples of technology used in a home can you name?* (Sample responses: voicemail on a phone, wireless speakers, programmable thermostat) List students' responses on the board. Say *Technology is improving all the time. There are more and more ways that we use technology at home today.*

Before You Read 1 2

- 1 Tell students to open their books at pages 50–51. Put students into pairs. Say *Look at Activity 1. Then look at the title,*

Often it seems like technology is everywhere. Computers and smartphones are at the centre of almost everything we do. They're constantly demanding our attention. We text our friends during the day, sleep with our devices by our beds and check our messages as soon as we wake up.

According to Amber Case, in the future, technology will no longer be interrupting us all of the time. Instead, we will use calm technology – a concept first developed by scientist Mark Weiser in the 1970s. In his vision, calm technology works quietly but constantly, at the edge of our attention. We know it is there, but we don't focus on it. According to Mark, the best technology should be invisible and let you live your life.

We already use many different types of calm technology in our everyday lives. Do you have a smoke alarm in your house? That smoke alarm is always there, checking the air for smoke and quietly keeping you safe. It only reminds you it's there when you've burnt your toast! Or there may be lights in your home or school that are sensitive to movement. When somebody passes in front of their sensor, the lights turn on. You don't think about this type of technology until you see the light go on. Even a microwave oven is an example of calm technology. You're not standing at the hob heating your food: the microwave is doing it for you. You don't think about its work until you hear the beeping noise signalling that your food is ready.

In the future, Amber imagines that our houses will use calm technology to open the curtains for us in the morning, to turn down the heat when we leave, or even to choose the best music for our mood. The minute we walk through the door, our house will respond by turning on the lights and music, setting the radiators to a comfortable temperature and perhaps even starting to prepare our dinner!



6 Discuss in groups.

1. Amber believes that eventually, with calm technology, electronic devices will do all the boring, repetitive tasks in our lives. How will this benefit us? What negative impact might this have on us?
2. Calm technology will allow different machines in our lives to share information about us, our routines and our personal habits. Do you think that sharing this information is a security risk? Why or why not?
3. Design a house that uses calm technology. Think of all the ways it can use calm technology to make our lives easier without demanding our attention.

the photo and the graphics on these pages. The graphics are the illustrations you see on top of the photo. Talk to your partner about what you think the reading will be about. When students are ready, review their predictions as a class.

- Ask students to use the photo and graphics to describe ways that technology can be used in a home. Say *Use the photo and graphics to describe how technology can be used in a home.* Ask *How does the TV use technology? Does it communicate with the Internet? How does the heating and cooling system use technology? Can people rely on technology for heating and cooling their homes?*

- **2 LEARN NEW WORDS** Say *Now you're going to learn some new words that are related to the way technology is used in our life at home. Look at the words in the box. Let's find them in the reading.* Point to the word *demanding* in the third sentence. Say *Here's the word demanding.* Read the second and third sentences aloud. Ask *What do you think demanding means here?* (calling for; needing)

BE THE EXPERT

Reading Strategy

Connect text to personal experience Students become more active and critical readers when they connect what they read to their personal experiences. Making this connection helps students think about the reading in a different, more familiar context and allows them to gain new understanding and insight. To help students make this connection, tell them to think about questions such as these when reading: *What part of my life does the reading make me think about? Do the things in the text remind me of things in my life? How is what I'm reading similar to and different from my own life? How do I feel when I read about this topic?*

Vocabulary Strategy

Use a thesaurus A thesaurus is an important reference tool for students who are learning a new language. A thesaurus lists words in alphabetical order, just as a dictionary does. However, the main function of a thesaurus is to provide synonyms – words that mean the same or almost the same as a given word – and antonyms – words with opposite meanings. A good thesaurus will also provide information about subtle shades of meaning among words with similar meanings. A thesaurus is an excellent tool to help students expand their vocabularies. Using a thesaurus can be especially useful when students are writing because it gives them a variety of words to choose from when they are looking for new ways to say something.

Teaching Tip

Help students consolidate word knowledge and reinforce word meanings by creating their own sentences. When possible, ask students to write two sentences for each new word they learn: one sentence using a synonym of a new word and one sentence using an antonym of the word.



- **Vocabulary strategy** Say *You can use a thesaurus to find a synonym for the verb* demand. *Remember that a synonym is a word that has a similar meaning.* Model looking up the word *demand* in a thesaurus. Say *Here are some synonyms for the verb* demand: ask for, request, insist on, command, require *and* need. Point out that you can substitute a synonym for the word in the reading to see how slight variations in word meaning can affect the meaning of the sentence. Say *If you replace* demanding *with (*asking for*) in the sentence, you'll see that (*asking for*) is not as strong a verb as* demanding. *Try replacing* demanding *with (*insisting on*). Do you think* insisting on *is as strong a verb as* demanding? (yes)

- Ask students to find the words *edge, focus* and *interrupting* in the reading and work out their meanings. Say *Look up each word in the thesaurus. Find synonyms for each word.* After students have finished, review word meanings and synonyms with them.

- Next, tell students to listen to **Track 037** and repeat.

While You Read 3

- 3 Say *Now we're going to learn more about technology used in a home. Listen and read.* Play **Track 038** and ask students to follow along.

- Say *Now listen and read again. Think about the kinds of technology that you have in your own home as you do.* Play **Track 038** again or allow students to read in silence.

After You Read 4 5 6

- 4 Tell students to read and answer the questions in Activity 4 on their own. Review answers as a class. Ask students to discuss the correct information for answers that are false.

- 5 Put students into pairs. Provide pairs with copies of T-chart graphic organisers. Say *Talk to your partner about ways that technology has demanded your attention. For example, your mobile phone ringing or buzzing may have interrupted a conversation you were having. Think of three examples. Write them in the left column of the chart. Then think of three examples of ways that calm technology is used in school or at your home. Write them in the right column of the chart.* Invite pairs to share their examples with the class.

Technology that demands attention	Calm technology
1.	1.
2.	2.
3.	3.

- 6 Put students into groups of three or four to answer the questions in Activity 6. Ask one student in each group to act as secretary and note information from the discussion.

- For Question 1, explain that *repetitive tasks* are things that you do over and over again. If students have trouble coming up with negative impacts, suggest ideas such as the following: people may be overstimulated by technological devices; some people may find repetitive tasks to be meditative and relaxing; people with no other skills may become unemployed if machines take over their tasks.

- When discussions have finished, say *Now let's list what you've discussed.* Draw the following table on the board. Include a row for each group.

Group	Calm technology		Privacy threat?	House features
	Benefit	Negative impact	Why /why not	
A	More free time	Forget how to do things	Yes: someone can hack machine.	Turn lights on/off Play music Control heat/air conditioning Cook meals Lock/unlock doors
B	More time for important things	Use more electricity	No: built-in security	Control lights Choose TV programmes Order food
C				

- Ask group secretaries to report the information from their discussions. As they do, complete the table for each group. Make observations about the information in the table. For example, say *Group (A) and Group (B) have similar ideas about the benefits of calm technology, but different ideas about its negative impact. Groups (A) and (B) also have different ideas about whether sharing information among different machines is a threat to privacy. Both groups included technology to control lights in their house design, but they had different ideas for other ways to use calm technology in a house.*
- Leave the table on the board if you plan to do the first Extend activity.

Extend

- Put students into pairs with someone who participated in a different group discussion. Ask partners to talk about the similarities and differences in their group discussions. Say *Talk to your partner about your group's ideas about calm technology, about whether sharing information is a privacy threat and about your group's house design. Use the table on the board. Describe ways your group's ideas are the same or different from the ideas of your partner's group.*
- If time allows, you may want to hand out **Worksheet 2.3.4** in class. Hand out a copy to each student. Say *Look at the new words on page 50. You will use your new words to answer questions. Then you will create new words on your own by using what you know about word parts.* Tell students to complete the worksheet individually. Let students use a dictionary to check their answers to Activity 4.

Consolidate

- Say *You've learnt about ways that calm technology is used. Name an example of calm technology and say what it does. Use the information that you learnt in the reading.* Invite students to name an example of calm technology and describe how it works.

BE THE EXPERT

Teaching Tip

Asking one group member to report to the whole class after small group discussions lends importance to student discussions. Make sure students take turns reporting to the class so that everyone has an opportunity to be a spokesperson for his or her group.

Formative Assessment

Can students

- describe ways that calm technology is used at home?

  Ask *How is a smoke detector an example of calm technology?*
- use new words to discuss what they've read about calm technology?

  Ask students to use *demand, edge, focus* or *interrupt* in a sentence about calm technology.

Workbook For additional practice, assign Workbook pages 28–29.

Online Workbook Reading

VIDEO

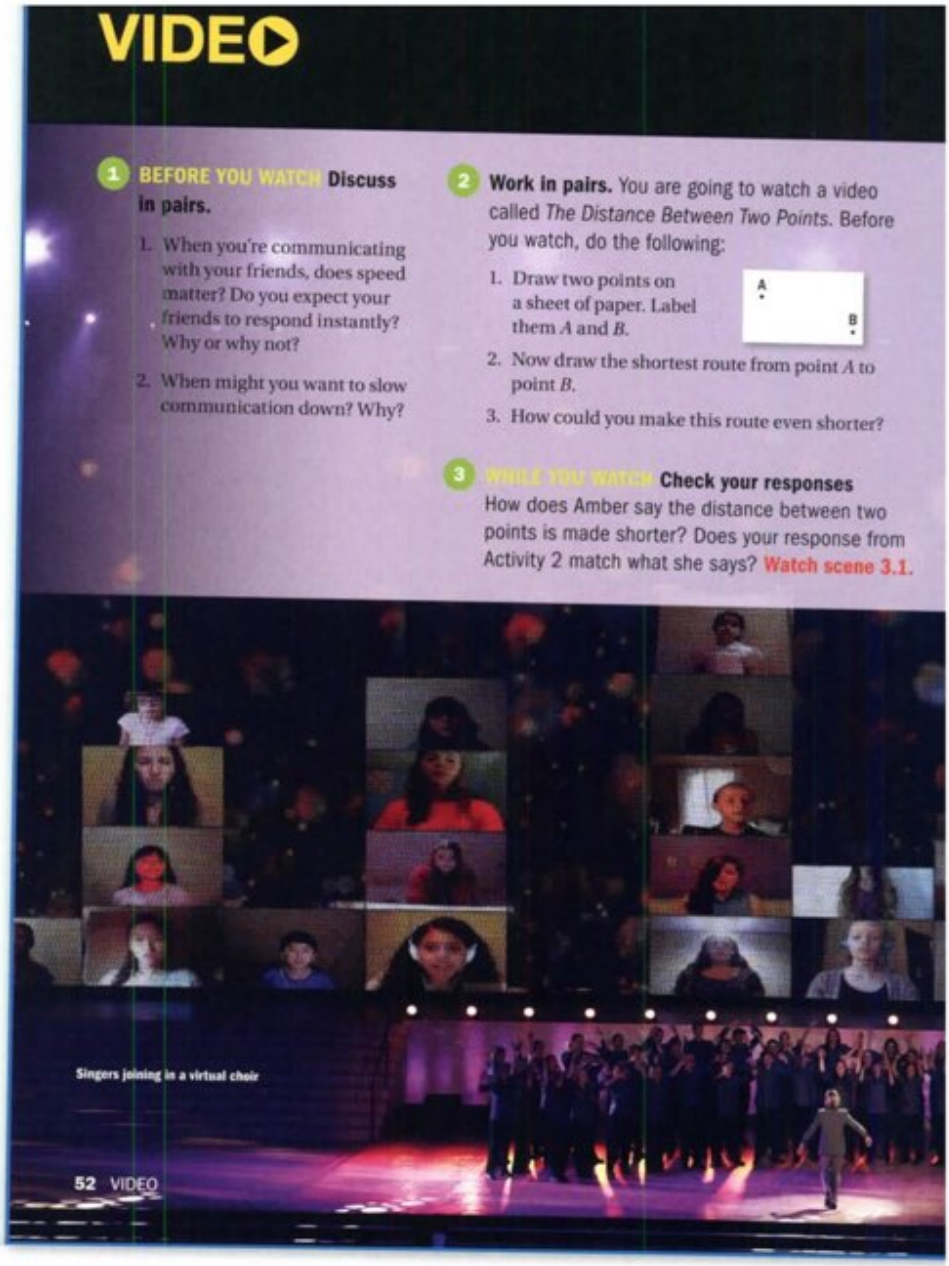
Objectives

Students will

- discuss how people connect and communicate with one another using technology.
- apply the message of the video to their personal lives.

Content Vocabulary *distance, expect, interface, invisible, point, route, slow down, straight*

Resources Video scene 3.1 (DVD/Website/CPT); Online Workbook; CPT: Video; Graphic Organisers: Note-taking table (Teacher's Resource CD-ROM/Website) (*optional*)



Before You Watch 1 2

- Ask students to think about the way they use technology to communicate with others. Say *List two or three kinds of technology you use to communicate with your friends.*

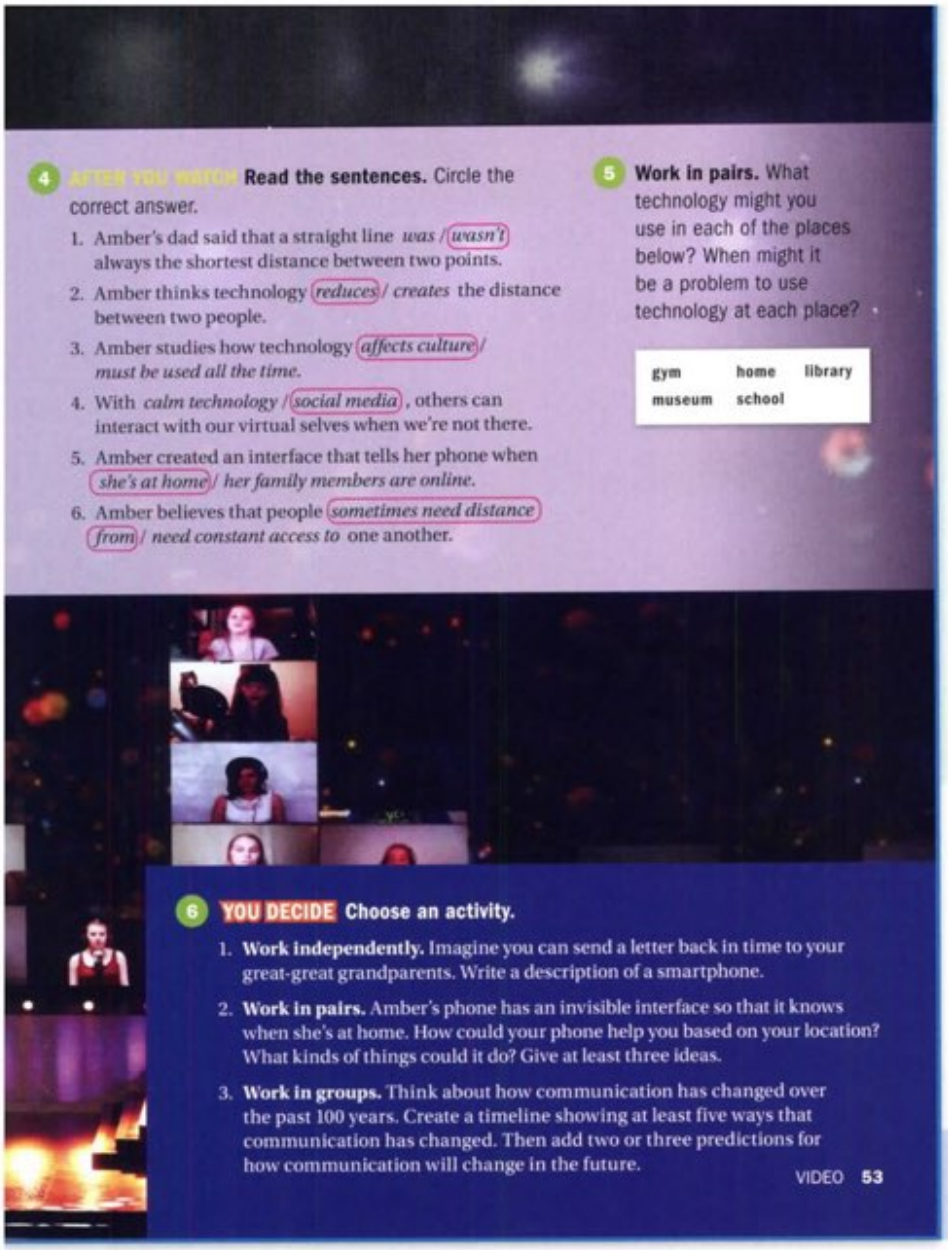
- 1 Put students into pairs. Tell them to open their books at pages 52–53. Ask a student to read aloud Questions 1 and 2. Say *Answer the questions with your partner. Think about what you've learnt about Amber Case and what she thinks about how we use technology.* When students have finished the activity, if time allows, invite pairs to share their answers with the class.

- 2 Ask students to work with their same partners. Read aloud Activity 2. Say *You're going to watch a video called* The Distance Between Two Points. Explain that a *point* is a symbol used to show a certain position or location. Tell students to follow the steps in items 1 and 2: draw and label two points on a sheet of paper and then draw the shortest route between them. Ask *Can you think of a way that the route you drew could be made shorter?* Give students time to think about their answers and then discuss their answers as a class. Some students may suggest folding or cutting the paper.

While You Watch 3

- 3 Say *Now you're going to watch the video. You'll see how Amber Case thought about the idea of how to make a route shorter between two points. While you watch, think about what Amber says and whether your answer matches what she says or not. Make notes as you watch to help you remember what you see and hear.*

- Hand out copies of the Note-taking table graphic organiser or tell students to make notes in their notebooks. Say *You can use your notes to help you*



4 AFTER YOU WATCH Read the sentences. Circle the correct answer.

1. Amber's dad said that a straight line *was* / *wasn't* always the shortest distance between two points.
2. Amber thinks technology *reduces* / *creates* the distance between two people.
3. Amber studies how technology *affects culture* / *must be used all the time.*
4. With *calm technology* / *social media*, others can interact with our virtual selves when we're not there.
5. Amber created an interface that tells her phone when *she's at home* / *her family members are online.*
6. Amber believes that people *sometimes need distance from* / *need constant access to* one another.

5 Work in pairs. What technology might you use in each of the places below? When might it be a problem to use technology at each place?

gym	home	library
museum	school	

6 YOU DECIDE Choose an activity.

1. **Work independently.** Imagine you can send a letter back in time to your great-great grandparents. Write a description of a smartphone.
2. **Work in pairs.** Amber's phone has an invisible interface so that it knows when she's at home. How could your phone help you based on your location? What kinds of things could it do? Give at least three ideas.
3. **Work in groups.** Think about how communication has changed over the past 100 years. Create a timeline showing at least five ways that communication has changed. Then add two or three predictions for how communication will change in the future.

BE THE EXPERT

Teaching Tip

Video in the classroom Use the pause feature selectively while students watch the video. For example, pause to check students' comprehension at a particular point or to ask students to define a word they hear in context.

Formative Assessment

Can students

- discuss how people connect and communicate with one another using technology as a result of watching the video?

  Ask *How do people use technology to connect with another person even when the other person is not using a computer?*

Online Workbook Video

answer the questions in the next activity. Play **Video scene 3.1**. If students have difficulty following the video or understanding the graphics, pause the video and allow them to ask questions or review the graphics. Allow them to finish making notes in their notebooks.

- Ask *Did your idea about how to make a shorter route between two points match what Amber said?* Ask students to put up their hands if their answer to Activity 2 matched Amber's description. Ask for a student tally and record the number on the board. Say *(Four) students' answers matched what Amber said.*

After You Watch 4 5 6

- 4 Ask students to review their notes. Say *Answer the questions in Activity 4. Circle the word or phrase that correctly completes each sentence.* Then ask them to complete Activity 4. Review answers as a class.

- 5 Put students into pairs and tell them to read Activity 5. Say *Think about how technology can interrupt things.* Invite groups to share their ideas with the class.

- 6 YOU DECIDE Ask students to choose an activity. If students choose to write a letter, remind them to describe what a smartphone does.

- If partners choose to give ideas about a smartphone, ask them to consider ways that they already use a smartphone. Say *Think about how knowing your location could improve the ways you already use a smartphone.* Explain that an *interface* is a programme that allows a user to communicate with a device.

- If students choose to create a timeline, ask them to research communication advances made in the last 100 years. Remind students that they made predictions about future technology in the speaking strategy game.

GRAMMAR 2

Objective
Students will
- express certainty with *must, might* and *can't*.

Grammar *Must, might* and *can't*: Expressing certainty

Academic Language *certainty*

Content Vocabulary *author, helicopter, topic, tortoise, vending machine*

Resources Online Workbook/Workbook pages 30–31; Worksheet 2.3.5 (Teacher's Resource CD-ROM/ Website); Track 039 (Audio CD/ Website/CPT); CPT: Grammar 2

GRAMMAR 039

***Must, might* and *can't*: Expressing certainty**

I checked these facts on three different websites, so they **must** be true.

This website **must** mention security somewhere.

This **might** be her social media page. I'm not sure.

He **can't** be the author of this article: he doesn't know anything about the topic!

1 Read. The information below came from the Internet. Some sentences are true and some are false. Use *must, might* and *can't* to write what you believe.

1. Giant tortoises can live for one year without food or water. That must be true! My own pet turtle can live without food for a while. / That can't be true! All animals need to eat and drink.
2. There were computers during World War II. _____
3. You only use ten per cent of your brain. _____
4. On average, youngsters spend over 150 hours a week using technology. _____
5. There are robots that can play football. _____
6. More people die every year from vending machine accidents than from shark attacks. _____



2 Work in groups. Write two true sentences and one false sentence on a piece of paper. Read your sentences to the group. Can they guess the false sentence?

Number 2 must be false. Your house can't be 100 years old – it's too modern!

1. My mum knows how to fly a helicopter.
2. My house is 100 years old.
3. I have 15 cousins.

Answers to Activity 1: 1. true; 2. true; 3. false (100%); 4. false (53 hours); 5. true; 6. true

Warm Up

- **Pre-teach** Write the following sentences on the board:

> Maria drove 200 kilometres. She must be tired.
>
> Maria might share the driving on the next trip.
>
> It can't be her driving. She has no license!

- Read aloud the first two sentences. Say *The word must is used to say that a person thinks something is definitely true.* Read aloud the next sentence. Say *The word might is used to say that a person thinks it's possible for something to be true, but it could just as easily not be true.* Read aloud the last sentence. Say *The word can't is used to say that a person thinks it's not possible for something to be true.*

Present

- Tell students to open their books at page 54. Say *We use the words must, might and can't to say how sure we are about something.*
- Play **Track 039**. Tell students to read along silently. Then ask a student to read aloud each grammar example. Point out that *must, might* and *can't* are each used with another verb. Play **Track 039** again.
- Write the following on the board:

> Completely certain: **must** + verb
>
> Possible: **might** + verb
>
> Not possible: **can't** + verb

- Ask students to practise using *must, might* and *can't* to make original sentences.

Practise 1

- 1 Tell students to read Activity 1. Say *Not all of the information on the Internet is true. Write sentences that say whether you think each statement is true. Use* can't, might *and* must.
- Say *Let's look at an example in item 1.* Ask one student to read aloud the sentence in item 1. Ask two students to read aloud each of the answers. Say *There can be more than one answer. Each person may believe something different.*
- Tell students to do Activity 1 on their own. When students have finished, invite them to share their sentences with the class.

Apply 2

- 2 Put students into groups of three or four. Say *Each of you will write three sentences about yourself or your family. Write two true sentences and one sentence that is false. The group must guess which sentence is false.*
- Invite two students to model an example by reading the three sentences and the text in the speech bubble. Say *Use* must, might *or* can't *to explain the reason that you think a sentence is false.* Monitor groups to listen for correct usage of *must*, *might* and *can't*.

Extend

- Put students into groups of three. Write the following on the board: *a film, a sport, a type of food* and *a musical instrument*. Ask groups to choose a topic. Explain that one student will say a sentence using *must*, another will say a sentence using *might* and the third student will say a sentence using *can't*. Model an example. Say *Suppose your group chooses the topic* a film. *The first student says 'I saw a TV advert for that new film, so it must be in the cinema.' The second student says 'We might see the new film this weekend.' The third student says 'The film can't be in cinemas yet. It's supposed to come out next month.'*
- To conclude, hand out **Worksheet 2.3.5**.

Consolidate

- Provide the following topics for students. Ask them to use *must*, *might* or *can't* in a sentence to say how certain they are about something related to the topic.

a new mobile phone	a text message about meeting a friend
a tablet computer	a text message from a family member

- Say *Pick a topic. Use* can't, might *or* must *to say how certain you are about something. For example, 'My brother might get a new mobile phone for his birthday. I'm not sure, though.'*

BE THE EXPERT

Grammar in Depth

The modals *must*, *have to* and *can't* are used to indicate complete certainty.

> *I must finish my maths homework tonight.*
> *Our teacher says we have to choose a topic for our science projects by next week.*
> *I can't go to the concert because I'll be out of town.*

The negative *not* can also be used with *must* to express a degree of complete certainty.

> *My cousin didn't answer the doorbell, so she must not be home.*

The modal *may* is used to indicate a possibility or a lesser degree of certainty.

> *I may arrive a little late at the party if I stop at the shop on the way.*

The modals *could* and *might* are used to indicate the least degree of certainty.

> *It could take a few weeks before a decision is made.*
> *Their family might go on an overseas holiday next year.*

Teaching Tip

When students give their opinions, as in Activity 1, be sure to emphasise that there are no right or wrong answers. Encourage students to support their opinions with reasons. Remind students to be respectful of other students' opinions.

Formative Assessment

Can students

- express certainty with *must*, *might* and *can't*?

Name a verb and ask students to use *must*, *might* and *can't* with the verb in three different sentences to express degrees of certainty.

Workbook For additional practice, assign Workbook pages 30–31.

Online Workbook Grammar 2

WRITING

Objectives

Students will

- identify and use elements of an opinion essay.
- recognise a fact as a statement that includes dates, statistics or descriptions.
- recognise an opinion as a statement that says what a person thinks or believes.
- analyse a model of an opinion essay.
- write an opinion essay about smartphones.

Writing Fact and opinion essay

Academic Language *argument, essay, fact, opinion, statistic*

Content Vocabulary *advantage, analyse, architect, computer-free, conclusion, household, invent, lifestyle, mechanic, subject, survive*

Resources Online Workbook/Workbook page 32; Process Writing Worksheets 1–5 (Teacher's Resource CD-ROM/ Website); CPT: Writing

WRITING

In an opinion essay, we want to tell others what we believe about a topic. We use facts to support our argument. We must make it clear when we're stating a fact and when we're expressing an opinion.

Facts include:
- a date or time of an event
- a statistic
- a description of an event

Opinions include what the author:
- believes is possible
- thinks about something
- says is good, bad, important, etc.

1 **Read the model.** Work in pairs. Circle the sentences stating facts. Underline the sentences expressing opinions.


An early personal computer

Can we live without computers?

For most people my age, it's hard to imagine life without a computer. It seems like almost everybody has got one! In fact, there are 640 million personal computers in households around the world. Most people use them every day for work and play. Actually, the first personal computer was invented in 1975. Before then, people survived without computers and the Internet, so it must be possible!

I believe that there would be some advantages to life without a computer. We would probably do more exercise because we wouldn't be sitting in front of our screens all day. Maybe we would get better at remembering things because we couldn't always check facts online. I think we would also interact more with each other because computers wouldn't demand so much of our attention.

However, I think that it would also be very difficult for young people today to live without computers. We use them to communicate with our friends and family all around the world. We also use computers to research information about many different subjects. Computer technology has helped improve our lives in many different areas. For example, mechanics use computers to check our cars, doctors use computers to analyse health tests, and architects use computers to design modern, safe buildings.

In conclusion, although I think that we may have had healthier lifestyles in our computer-free past, I believe that, in today's society, we can't live without computers.

2 **Work in pairs.** Do you agree with the writer's opinion? Think of one more argument against and one more argument in favour of life without computers. Use facts to support your arguments.



3 **Write.** Write an opinion essay to answer the question: Can we live without smartphones?

Warm Up

- **Pre-teach** Write the following sentences on the board:

> The first smartphone was invented in 1992.
>
> My sister believes that smartphones are the greatest invention in technology.

- Read aloud both sentences. Ask *Which sentence tells us about something that can be proved true or false?* (the first sentence) *Which sentence tells us what a person thinks?* (the second sentence) Say *A sentence that can be proved true or false is a fact. A sentence that tells us what a person thinks is an opinion.*
- Write *fact* next to the first sentence on the board and *opinion* next to the second sentence. Say *Write one fact and one opinion about a kind of technology you use.* Give students time to write their facts and opinions. Then invite students to share their facts and opinions with the class.

Present

- Write the following table on the board. Say *Let's look at the kinds of information that facts and opinions can include.*

Facts	Opinions
date or time of an event	what a person believes is possible
a statistic	what a person thinks about something
a description of an event	what a person says is good, bad or important

- Give examples of each kind of fact shown on the board. Explain that a *statistic* is a number that gives a piece of information. Say, for instance, *Here's an*

example of a statistic: More than three billion people around the world used the Internet in 2015.

- Give examples of each kind of opinion listed on the board. For example, say *Here's an opinion that says what a person believes is possible: I believe that we won't spend as much time indoors because we can take our technology with us wherever we go.* Then give an example of an opinion that says what a person thinks about something. Say *I think that everyone should change their passwords frequently so their accounts don't get hacked.* Finally, give an example of an opinion that describes something as good, bad or important. Say *I think that social media is the best way to communicate with family members who live far away.*

- Say *When we want to tell people what we think, we give our opinion. To explain our thoughts and feelings in a more formal way, we can write an opinion essay. In an opinion essay, we give both sides of a topic. We explain the argument, or opinion, for each side. We provide facts to support each argument.*

- Tell students to open their books at page 55. Review the green box at the top of the page with the class.

Read the Model 1 2

- 1 Put students into pairs. Say *Now we're going to look at an example of an opinion essay. First, let's look at the photo.* Ask students to predict what they think the text will be about. Ask *What do you think the text might be about?*

- Read Activity 1 aloud. Say *Work with a partner. Look for sentences that state facts. Circle those sentences. Then look for sentences that state opinions. Underline sentences that state opinions.* Ask partners to read the essay and circle sentences with facts and underline sentences with opinions. Go over students' answers as a class. Discuss any incorrect answers and explain why they are incorrect.

- 2 Ask students to work with the same partners. Tell them to read the essay again and decide whether they agree or not with the writer's opinion. Say *Talk to your partner. Say whether you agree or disagree with the writer. Then work together to think of another reason that people can live without computers and another reason that people can't live without computers. Give facts to support the reasons in your arguments.* As partners work, walk round the room and monitor. Make sure students explain their reasoning and support their arguments with facts.

BE THE EXPERT

Writing Support

Opinion writing An opinion essay presents two opposite sides of a topic and gives the writer's opinion about the topic. The essay is usually structured in the following way:

- The introductory paragraph states the topic and gives background information about different sides of the topic without revealing the writer's opinion.
- The next two paragraphs present arguments for and against a particular point of view about the topic. Each argument is supported with facts and explanations as well as the writer's own beliefs and thoughts.
- The final paragraph states a conclusion and gives the writer's opinion. It also contains an explanation of why one argument has an advantage over the other or why both arguments are equally balanced.

Workbook For scaffolded Writing support, assign Workbook page 32.

Online Workbook Writing



WRITING

In an opinion essay, we want to tell others what we believe about a topic. We use facts to support our argument. We must make it clear when we're stating a fact and when we're expressing an opinion.

Facts include:
- a date or time of an event
- a statistic
- a description of an event

Opinions include what the author:
- believes is possible
- thinks about something
- says is good, bad, important, etc.

1 **Read the model.** Work in pairs. Circle the sentences stating facts. Underline the sentences expressing opinions.

An early personal computer

Can we live without computers?

For most people my age, it's hard to imagine life without a computer. It seems like almost everybody has got one! In fact, there are 640 million personal computers in households around the world. Most people use them every day for work and play. Actually, the first personal computer was invented in 1975. Before then, people survived without computers and the Internet, so it must be possible!

I believe that there would be some advantages to life without a computer. We would probably do more exercise because we wouldn't be sitting in front of our screens all day. Maybe we would get better at remembering things because we couldn't always check facts online. I think we would also interact more with each other because computers wouldn't demand so much of our attention.

However, I think that it would also be very difficult for young people today to live without computers. We use them to communicate with our friends and family all around the world. We also use computers to research information about many different subjects. Computer technology has helped improve our lives in many different areas. For example, mechanics use computers to check our cars, doctors use computers to analyse health tests, and architects use computers to design modern, safe buildings.

In conclusion, although I think that we may have had healthier lifestyles in our computer-free past, I believe that, in today's society, we can't live without computers.

2 **Work in pairs.** Do you agree with the writer's opinion? Think of one more argument against and one more argument in favour of life without computers. Use facts to support your arguments.

3 **Write.** Write an opinion essay to answer the question: Can we live without smartphones?

Plan 3

- 3 Read Activity 3 aloud. Say *Now you're going to plan your writing. You already know your topic – can we live without smartphones? Your next step is pre-writing. You'll need to identify different opinions about our use of smartphones and find facts that support each opinion.*
- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 32 for writing support.
- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review them together.
- **Workbook** Refer students to Workbook page 32 to help them organise and plan their writing.

Write

- After students have finished their pre-writing, ask them to work on their first drafts. If you haven't got enough time in class, assign the first draft as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: *Is the topic clearly identified? Are different opinions and arguments described? Are facts used to support each argument? What seems good? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student uses facts to support arguments on opposite sides of a topic and includes a conclusion stating a personal opinion about the topic.				
Grammar Student uses modals such as *should, have to, must, can* and *may*.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objective
Students will
- discuss how people use technology to connect and communicate with others.

Content Vocabulary *experience, mental*

Resources Video scene 3.2 (DVD/Website/CPT); Worksheet 2.3.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

To encourage students to participate more actively in the learning process, consider asking a student or pair of students to lead a class discussion or monitor an activity. Giving students responsibility in the classroom builds self-confidence, increases motivation and develops students' leadership skills.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission *Connect with People*. Ask a student to read aloud the quote by Amber Case. Ask *What do you think Amber Case means when she says 'It's changing the way we experience the world'?* (Using technology makes us act in new and different ways with things in the world.)

- **Activity 1** Say *Now let's watch a video about Amber Case.* Play **Video scene 3.2**. Ask students to focus on Amber's passion for understanding how people's use of technology affects the way they behave.

- **Activity 2** Put students into pairs. Ask them to talk about their favourite ways to connect with others. Remind students to think about how they connect with others face to face as well as with different kinds of technology, both old and new. Tell students to also consider how they connect with people of different ages and people with whom they are familiar and not so familiar. Encourage students to use modals such as *should, have to, may* and *can* in their discussions.

- **Activity 3** Ask students to form opinions on their own to answer the questions in Activity 3. Say *Think about how technology might change the way people communicate with one another. Do you think these changes will help people better connect to others? Or will the changes make people less connected to others?* Tell students to use *must, might* and *can't* to express their opinions.

- **Worksheet** Hand out **Worksheet 2.3.6**. Explain that students will use the worksheet to further discuss ways that using technology affects how people communicate and connect with one another.

PROJECT

Objective
Students will
- choose and complete a project related to how people use technology.

Academic Vocabulary *ad, recommendation, summarise, survey*

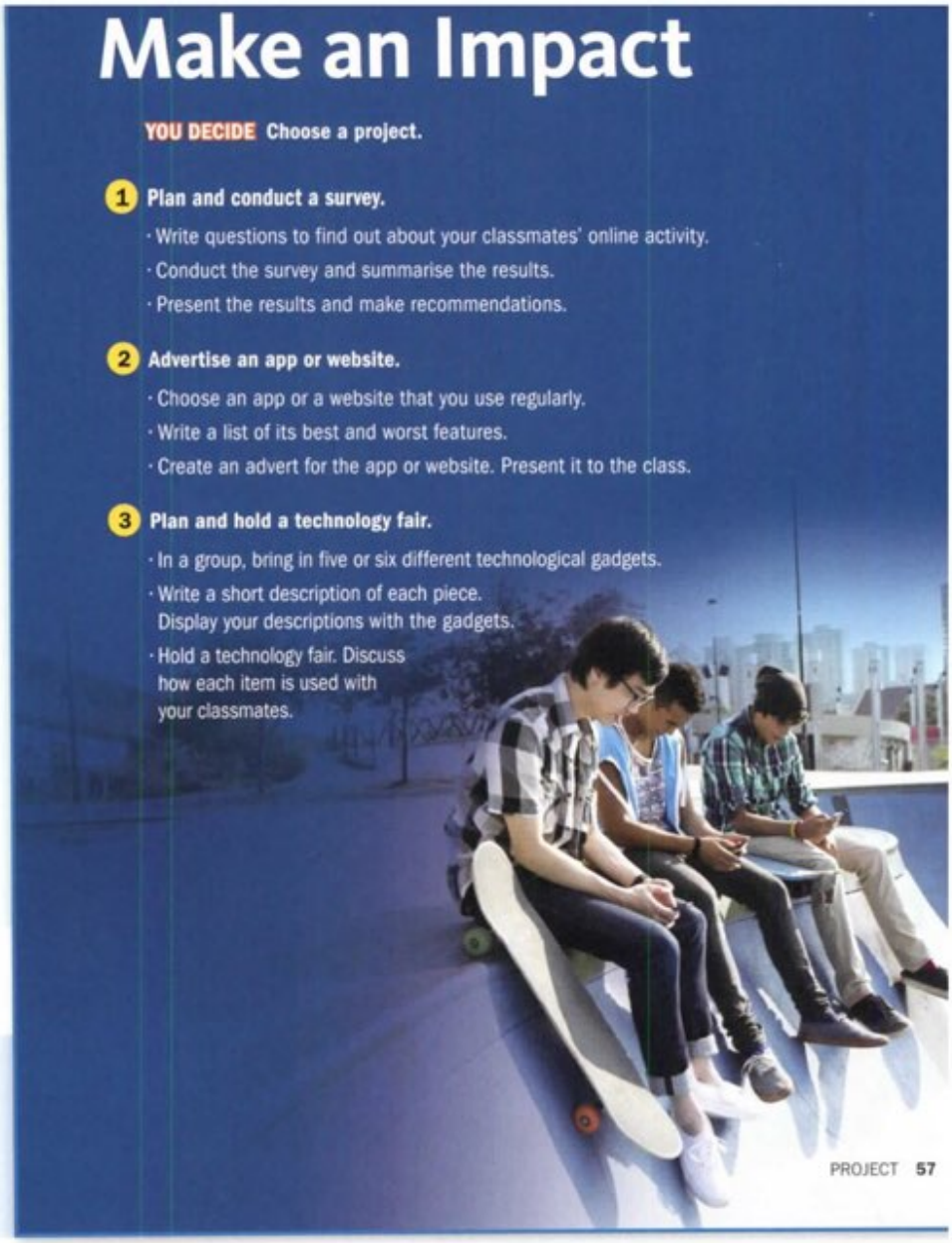
Content Vocabulary *technological*

Resources Assessment: Unit 3 Quiz; Workbook pages 33 and 92; Worksheet 2.3.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials simple bar charts, line charts or charts to use as examples of summaries of survey results *(optional)*; audio or video recording devices *(optional)*

Assessment Go to page 256.

Unit Review Assign Worksheet 2.3.7
Workbook Assign pages 33 and 92.
Online Workbook Now I can



Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Encourage students to consider using multiple-choice questions *(Which best describes the amount of time you spend on social media each day? a. 2 hours b. 1 hour c. half an hour d. 15 minutes)* or ordering questions *(Put the following activities in order by the amount of time you spend on them: use social media apps on a smartphone, do Internet research on a computer, send text messages on a mobile phone, take photos with a smartphone, watch online videos [1 = most often, 5 = least often])*. Students can also ask questions about rules students may have to follow at home about using online technology.
- If possible, provide different charts that students can use as models for summarising their survey results.
- **Activity 2** Ask students to list things they like and dislike about an app or website. Students can use their lists to choose features for an advertisement. If students create a radio or TV/video ad, they can write scripts for their ads and record them using an audio or video recorder.
- **Activity 3** Encourage students to consider creative ways to display the descriptions of their gadgets. For example, the description may be displayed on the gadget itself. Remind students to be prepared to answer classmates' questions about the gadgets.

Share

- Allow time for students to present their final projects to the class.
- **Modify** Help students simplify a project. For example, prepare survey questions in advance for students to choose from.

STUDENTS'S BOOK AUDIO SCRIPT

Track 028 1 **Listen and read.** See Student's Book pages 44–45.

Track 029 2 **LEARN NEW WORDS** **ability** / We all have the ability to learn new skills. **access** / The Internet gives us access to information about many different subjects. **communicate** / I communicate with my family by email or text message. **constant** / With smartphones, we can have constant communication with our friends. **digital** / In today's digital world, we can do many things much faster than we could before. **improve** / I want to improve my technical skills. **information** / Computers allow us to find information quickly. **instant** / We can find the answers to many questions in an instant. **location** / A smartphone has a map that shows your location. **machine** / We use many machines like cars and dishwashers in our daily life. **social media** / You can meet people with similar interests through social media. **technology** / Smart phones, cameras and computers are examples of modern technology. **tool** / We use our phones as tools to communicate with others.

Track 030 5 Modern technology extends our ability to talk to people around the world. In fact, many people now rely on their computers or their smartphones to communicate with others. But maybe our 24-hour online access to other people interferes with our time to relax. When there are always interesting conversations online and people from all around the world communicate whenever they want, technology can start to take over our lives.

Track 031 5 **LEARN NEW WORDS** **extend** / We can use technology to extend our understanding of the world. **interfere** / Sometimes online friendships can interfere with real-life friendships. **rely on** / I rely on my smartphone to check information. **take over** / Computers are taking over some people's jobs

Track 032 **SPEAKING STRATEGY** See Student's Book page 47.

Track 033 1 **S1**: I don't think we'll have supermarkets in fifty years. **S2**: Really? So, you're saying that no one will go shopping for food in the future? **S1**: That's right. I think that we'll buy everything we need online. **S2**: No way! So what if I want to get just one carton of juice? Do you mean that I'm going to go online and order that? **S1**: Not quite. I think your refrigerator will automatically know when you need more juice, and it will order it for you. **S2**: Do you actually believe that things in our house will do the shopping for us? **S1**: Yes. That's exactly what I mean. **S2**: That would be amazing!

Track 034 **GRAMMAR** See Student's Book page 48.

Track 035 4 When you leave the house in the morning, do you leave your front door open? Do you make copies of your keys and give them to all your friends? Of course not! That would be crazy, wouldn't it? But many people are not nearly so careful about their online security. For example, when using many Internet sites, you have to create a username and a password. They're like the keys to your house. You can choose a fun username if you want, but you should avoid using your real name. And when you create a password, you shouldn't use something that's easy to guess, like your birthday or the name of your pet. You must use a combination of numbers and letters. A strong password helps to keep your personal information private. It stops other people from hacking into your account and stealing information about you. This is called identity theft, and it's a big problem on the Internet.

Track 036 4 **LEARN NEW WORDS** **hack** / When someone hacks into your account, they can see all your personal information. **password** / A strong password has both numbers and letters. **private** / You shouldn't share private information online. **security** / Your security online is just as important as your security in real life. **theft** / Identity theft is a big problem on the Internet. **username** / You shouldn't use your first and last name as your username.

Track 037 2 **LEARN NEW WORDS** **demand** / Modern technology demands our attention. **edge** / The image is near the edge of the screen, not in the middle. **focus** / I can't focus on this information because I'm thinking about something else. **interrupt** / Please don't interrupt me while I'm trying to work.

Track 038 3 **WHILE YOU READ** See Student's Book pages 50–51.

Track 039 **GRAMMAR** See Student's Book page 54.

In This Unit

Theme This unit is about underwater exploration and discoveries.

Content Objectives
Students will
- describe how technology is used to explore underwater.
- identify underwater discoveries.
- describe places to explore in their own area or country.

Language Objectives
Students will
- talk about underwater exploration.
- make and respond to suggestions.
- use *used to* and *would* to talk about habits in the past.
- use the past simple to describe past actions.
- write a contrast essay about a mythical creature.

Vocabulary
pages 60–61 *accurate, attempt, blog, destination, expedition, expert, follow, journey, look for, message, online, opportunity, vehicle, virtual, website*
page 62 *find out, make sure, preparation, transmit*
page 65 *distance, reach, set off, succeed*
page 66 *angle, artefact, carving, examine, identify, remains*
Vocabulary Strategies Prefix *pre-*; Use context of unit

Speaking Strategy Making and responding to suggestions

Grammar
Grammar 1 Use *used to* and *would* to talk about habits in the past
Grammar 2 Use the past simple to describe past actions

Reading *Yonaguni Jima*
Reading Strategy Identify author's purpose

Video Scene 4.1: *Loch Ness Monster: Mystery Solved?* Scene 4.2: Meet Katy Croff Bell

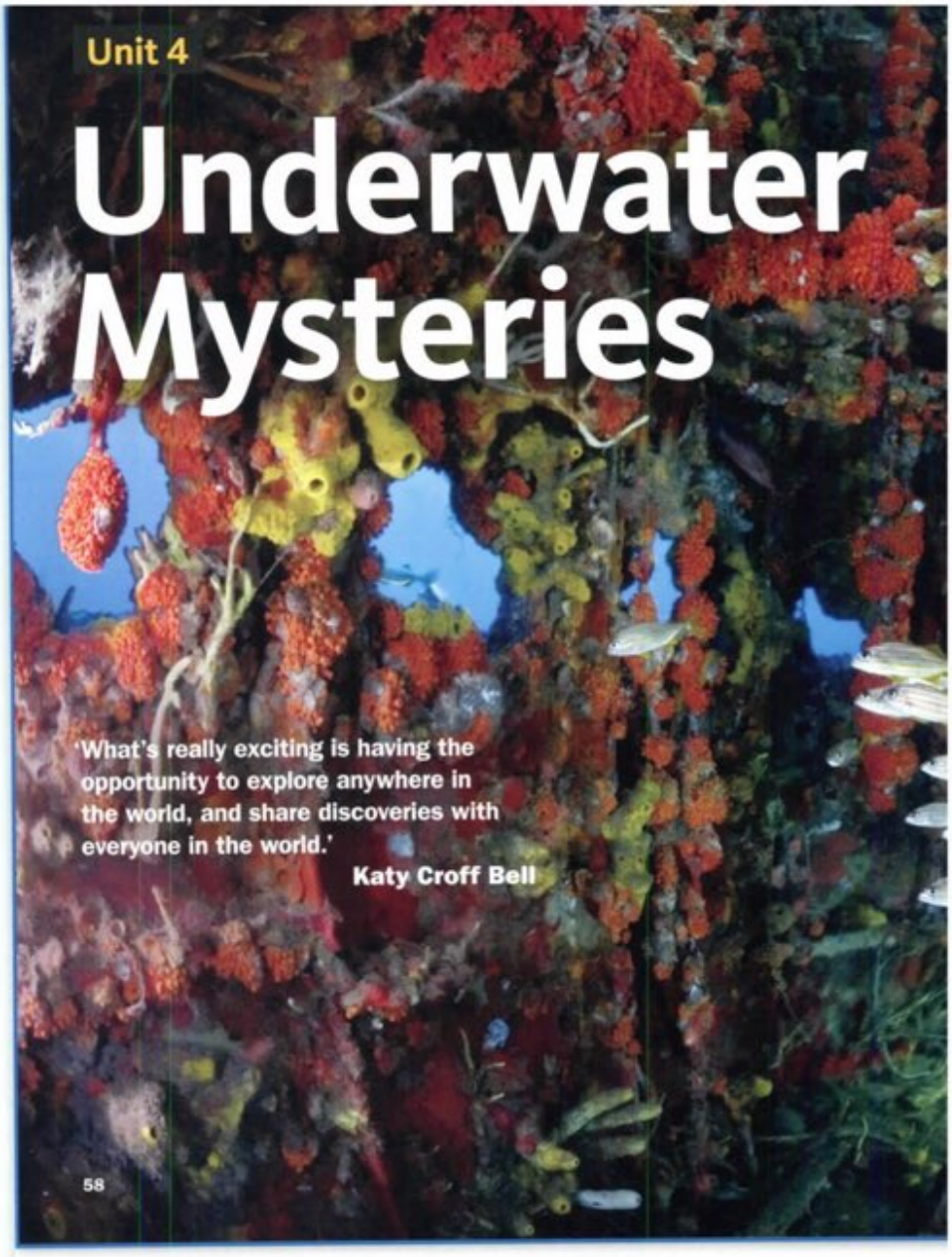
Writing Contrast essay

National Geographic Mission Be Curious

Project
- Blog entry
- Underwater city
- Local body of water

Pronunciation Verb *use* vs. *used to* + verb

Pacing Guides 2.4.1, 2.4.2, 2.4.3



Introduce the Unit

- **Activate prior knowledge** Ask *Who has been to an outdoor stream or lake? Was the water clear? Were you able to see through the water to the bottom? What did you see?* (rocks, small fish) Ask *How about a deep river or the sea? If you've been there, what was the water like? Were you able to see anything that was underneath the water? If you swam, did you open your eyes underwater? What did you see?* (shells, seaweed, crabs, fish) Encourage students to share their observations of things they've seen beneath the water. Say *We're going to learn about how people explore underwater and the things that they find.*

- **TO START** Tell students to open their books at pages 58–59. Point out the unit title *Underwater Mysteries*. Ask *Who can tell me what a mystery is?* (something that we don't understand) Ask a student to read aloud Question 1. Say *A shipwreck is a boat that has sunk under the water.* Ask *What do you think the person is looking for at the shipwreck? Would you like to go underwater to explore a shipwreck?*

- Ask questions such as the following to encourage further discussion:



What animals do you see in the photo? (school of fish)
What kind of equipment does the person have? (mask, wetsuit)
Do you think the person is safe? in danger? Why?

- Ask a student to read aloud Question 2. Say *Think about what people might want to know about what's under the water in the sea.* Ask *Why do people want to explore there?* List on the board reasons that students give.

- Ask a student to read aloud the quote by Katy Croff Bell on page 58. Say *An opportunity is a chance to do something. Katy Croff Bell thinks it's exciting to have an opportunity to explore the world.* Then ask a student to read aloud Question 3. Say *Where would you like to explore? What would you look for?* Invite students to share their ideas.

Extend

- Hand out **Worksheet 2.4.1**. Put students into pairs. Explain that they will be writing about and discussing underwater exploration.

UNIT OPENER

Objectives
Students will
- explain whether they would like to explore the underwater shipwreck shown in a photo.
- discuss reasons that people explore under water.
- discuss places in the world that they would like to explore.

Resources Worksheet 2.4.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials globe or map of the world *(optional)*

BE THE EXPERT

About the Photo

Schools of smallmouth grunts swim around a sunken US Coast Guard cutter. The ship was deliberately sunk in 1987 to create an artificial reef 36 m. (120 ft.) below the water's surface. The ship is now covered with colourful sponges and corals.

Teaching Tip

Keep track of students' participation during class. Let students know that you expect everyone to speak aloud and participate in class. At the end of class, take note of which students have not yet spoken aloud. During the next class, invite these students to answer questions that they have already written answers for. This will help them be more confident as they speak.

Related Words

coral, diver, fish, scuba gear, sponge

VOCABULARY

Objectives
Students will
- identify and use vocabulary related to underwater exploration.
- use new vocabulary to read about and discuss ways that technology is used to explore under water.

Target Vocabulary *accurate, attempt, blog, destination, expedition, expert, follow, journey, look for, message, online, opportunity, vehicle, virtual, website*

Content Vocabulary *aircraft, exploration, image, investigate, manage, pilot, range, research, robotic, telepresence, traveller, underwater, update, volcano, webcam*

Resources Tracks 040–041 (Audio CD/ Website/CPT); CPT: Vocabulary

Materials images of a mobile phone, a smartphone, a computer screen showing a social media website, a webcam and a robot

1 How can technology make underwater exploration easier? Discuss. Then listen and read. 040

Exploring underwater used to be very difficult. Every **expedition** would take careful preparation, and underwater explorers had no way to communicate with people on land. In fact, we landed on the moon before we started to explore our biggest underwater mountain range, the Mid-Oceanic Ridge. But thanks to technology, all of that is changing. Now, we can explore the deep sea without ever leaving home!

Katy Croff Bell is a leader on E/V *Nautilus* – a ship that explores the oceans. One week the **destination** might be the Gulf of Mexico, in an **attempt** to find a shipwreck. The next week, *Nautilus* will be on a **journey** to investigate underwater volcanoes near Grenada. Scientists on the ship send robotic **vehicles** deep into the sea to **look for** shipwrecks, to study the plants and animals, and to look at the geology, or rocks, in an area. The vehicles transmit images and information back to the scientists on the ship. It's a great way to explore deep and dangerous places. And robots aren't the only cool technology on *Nautilus*.

Let's say you want to find out where *Nautilus* is at the moment. Well, you can go



Warm Up

- **Activate prior knowledge** Play a simple word association game with students. Say *I'm going to name a kind of technology. I want you to tell me what the technology makes you think of. Try to use as few words as you can in your answers.* In turn, display the images of the mobile phone, smartphone, computer screen, webcam and robot. Say or write on the board words and phrases such as the following as you point to each image: *mobile phone* (talk, text message); *smartphone* (text message, photo, video, app); *social media* (communicate, friends); *webcam* (photos, videos); *robot* (machine).

- After students have brainstormed a list of associations, tell them to use the words on the board to develop context sentences. Model an example for students. Point to (*smartphone*) and say *People use their smartphones so they can take videos.*

Present 1 2

- Tell students to open their books at pages 60–61. Say *We've talked about different kinds of technology. Now let's list some reasons why people use technology.* Write the following sentence frame on the board:

People use _____ so they can _____.

- Invite several students to take turns completing the frame orally, in complete sentences. (Sample answer: People use social media so they can see what their friends are doing.)

- 1 Ask a student to read aloud the Activity 1 question at the top of page 60. Point to the kinds of technology listed on the board. Say *What are some ways these kinds of technology can be used in underwater exploration?* List students' ideas on the board.



E/V *Nautilus* uses robotic vehicles like this one to explore deep waters.

online to see. The *Nautilus* **website** has a 24-hour webcam so that people all around the world can find out what's happening on the ship at any time of day or night. Telepresence technology allows you to be a **virtual** explorer on *Nautilus*. You can also **follow** the updates on the *Nautilus* **blog** and send **messages** to scientists on the ship. Some people even get the **opportunity** to help out with the research! Scientists can communicate with **experts** on the other side of the world and make sure that they have **accurate** information about their discoveries. For example, when researchers on *Nautilus* discovered an aircraft on the ocean floor near Sicily, World War II pilots helped them identify it. 'The telepresence system allows people from schoolchildren to research scientists to be a part of our expeditions,' says Katy. 'It's really exciting!'



2 **LEARN NEW WORDS** **Listen and repeat.** 041

3 **Work in pairs.** Imagine you're communicating with the scientists on E/V *Nautilus*. What questions do you want to ask? What do you think the ship might discover during your virtual visit?

BE THE EXPERT

About the Photo

The 64-m (211-ft.) Explorer Vessel (E/V) *Nautilus* can hold a team of 31 scientists and researchers. The ship uses sonar to map unknown parts of the ocean floor around the world. After analysing data, scientists determine areas that merit further study. They send remotely operated vehicles (ROVs) to take video images and samples from the sea floor. The photo on the right shows the ROV *Hercules* being hoisted back onto the E/V *Nautilus* after a dive.

Teaching Tip

In some cases, it may be useful to teach a new vocabulary word through multiple examples rather than by defining the word. First, provide several examples of the word. When introducing *vehicle*, for instance, you might say that a car, an aeroplane and a ship are all examples of *vehicles*. Then check students' understanding by giving them a list of items, such as *skyscraper*, *helicopter*, *ladder* and *truck*. Ask students to identify which items are correct examples of a *vehicle* and which are not.

- Play **Track 040** and tell students to listen and read. Explain that *E/V* stands for Exploration Vehicle. Discuss the reading with students. Ask questions such as:

  What does the E/V Nautilus *look for underwater on its journeys?* (shipwrecks, volcanoes, plants and animals, rocks)

  Why does the E/V Nautilus *use robotic vehicles?* (to gather images and information from deep and dangerous places)

  How can you find out what the E/V Nautilus *is doing at any time?* (look at its website, be a virtual traveller on the ship, follow updates on its blog, send messages to its scientists)

- 2 **LEARN NEW WORDS** Play **Track 041**. Tell students to listen and repeat. Put students into pairs to take turns saying each word. Then encourage one student to say a new sentence that includes a target word, but replace the word with *blank*. The partner should repeat the sentence and use the correct target word.

- Say *Use each word in a new sentence. But instead of saying the word, say 'blank'. Your partner should then repeat the sentence with the correct word instead of 'blank'.* Tell partners to take turns.

- Model an example with a student. Say *I use social media to* blank *what my friends are doing.* Prompt the student to say *I use social media to* follow *what my friends are doing.*

VOCABULARY

Objectives

Students will

- practise using vocabulary related to underwater exploration.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *find out, make sure, preparation, transmit*

Vocabulary Strategy Prefix *pre-*

Academic Language *definition, necessary*

Content Vocabulary *crew, deep-sea, difficult, dive, environment, eruption, expensive, footage, organism, sample, typical*

Resources Online Workbook/Workbook pages 34–35; Tracks 042–043 (Audio CD/Website/CPT); Worksheet 2.4.2 (Teacher's Resource CD-ROM/Website/CPT); CPT: Vocabulary

4 Read and write the words from the list. Make any necessary changes.

attempt	blog	destination	expert	journey
message	online	opportunity	virtual	website

In 2013, *Nautilus* was on a journey through the Caribbean Sea. Its destination was the Kick' em Jenny volcano, near the island of Grenada. The scientists were making an attempt to learn more about the volcano's last big eruption. But when they started to dive around the volcano, they discovered that chemicals from the volcano created a perfect environment for a lot of different organisms. It was a wonderful opportunity for the scientists to study many underwater animals. Experts from all over the world read the *Nautilus* blog and saw the video footage online. Then they sent messages to *Nautilus*, asking for samples of all the different organisms. 'It was probably the most exciting dive of the season!' says Katy.

5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. 042 043

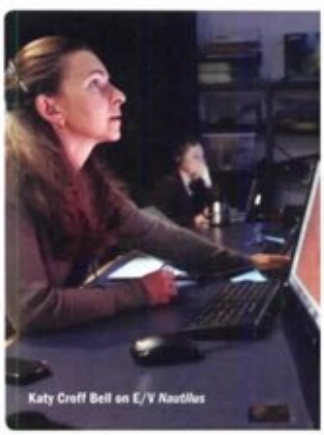
find out	make sure	preparation	transmit

preparation 1. the act of getting ready

transmit 2. send a signal

find out 3. learn something

make sure 4. check or confirm something


Katy Croff Bell on E/V *Nautilus*

6 YOU DECIDE Choose an activity.

1. **Work independently.** What do you think a day in the life of a scientist on E/V *Nautilus* is like? What kinds of things do they do? Write a paragraph about a crew member's typical day.
2. **Work in pairs.** Deep-sea exploration is dangerous, difficult and expensive. With this in mind, make a list of five reasons why we should explore the deep sea.
3. **Work in groups.** Imagine you're a scientist on *Nautilus*. You have made an exciting discovery on the sea floor. What did you find? How did you find out more about it? How did you tell others? Share with the class.

62 VOCABULARY

Practise 3 4 5

- 3 Put students into pairs. Say *Think about what you've read about the places and things that the E/V* Nautilus *explores. Now read the Activity 3 questions on page 61.* Tell pairs to do the activity. Say *Use some of your new words in the questions and answers that you have.* You may want to consider asking students to send actual messages to the E/V *Nautilus* and discuss any responses they receive.
- 4 Tell students to turn to page 62. Choose several students to read the words in the word box. Ask them to choose two words and use them in a sentence. Then tell students to complete Activity 4 independently. Invite a student to read aloud the completed paragraph.
- 5 LEARN NEW WORDS Play Tracks 042 and 043 and tell students to listen. Then ask them to look for each word in context on pages 60–61. Ask students to pronounce each word and use it in a sentence. Review word meanings, and then tell students to complete Activity 5 independently.

- **Vocabulary strategy** Point out the word *preparation* in the first paragraph on page 60. Write the word on the board and circle *pre-* at the beginning. Explain that *pre-* is used at the beginning of a word to say that something is done ahead of time. Say *Preparation means the act of getting ready ahead of time.* Elicit other words that begin with *pre-* (predict, preview, previous, prewash).

Apply 6

- 6 YOU DECIDE Ask students to read Activity 6. Say *Choose one of the three activities. You'll work on your own, with a partner or in a group.*
- **Think aloud** Model silently scanning the text to review information. Use the first activity as an example. Say *I need to describe the kinds of things that a scientist on* Nautilus *does in one day. I'll skim the reading to help me remember what scientists on* Nautilus *do, what the ship looks for and what technology is used. Then I'll think about details of how scientists do their tasks.*
- Then ask students to choose and complete one of the three You Decide activities. For the first activity, tell students that the *crew* consists of the people who work on the ship. Put students who choose the second and third activities into pairs and groups. Remind them to take a few moments to silently think over the activity before discussing it with their partner or group members.
- Before students begin their activities, say *Try to use the new words you learnt in the paragraphs, lists or descriptions you write.* Tell students to complete one of the three You Decide activities. Then invite students to share their completed activities with the class.

Extend

- List all the vocabulary words on the board. Put students into small groups. Tell groups to copy the vocabulary words into a notebook. Then tell them to think of an adventure film they've seen or a book they've read about an adventure or exploration. Ask students in each group to take turns using as many of the vocabulary words from the list as they can to tell the story.
- Model an example. Say *In* The Lion, the Witch and the Wardrobe, *four children go on a journey to the land of Narnia.* Explain that when a vocabulary word is used, students should cross it off their lists. When groups have completed their discussions, invite students to share some of their sentences with the class.
- If time allows, hand out **Worksheet 2.4.2**. Explain that students will use vocabulary words to write about underwater exploration.

Consolidate

- Tell students to stand in a circle or at their desks. Say *Imagine you are a scientist on* Nautilus. *I'll say a word. Then you say a sentence using that word. Remember to speak as a scientist on* Nautilus. Model an example with a student. Say *vehicle.* Prompt the student to say *'I am sending the robotic vehicle to the bottom of the sea'.* Continue until you have used all the vocabulary words.

BE THE EXPERT

Vocabulary Strategy

Prefix *pre-* The prefix *pre-* comes from the Latin word *prae*, which means 'in front of' or 'before'. *Pre-* is used to indicate an action done in advance. In some cases, *pre-* is added directly to an existing word. For example, *pre-* + *judge* forms the word *prejudge*, meaning 'to judge in advance'. Examples include:

heat	>	preheat
flight	>	preflight
season	>	preseason
caution	>	precaution

In other cases, the meaning of the prefix *pre-* is incorporated into a word. Examples include:

precedent
predecessor

About the Photo

The photo shows Katy Croff Bell in the control room of the E/V *Nautilus* during an expedition to the Aegean Sea in 2012.

Teaching Tip

Introduce physical activity into the lesson. When students use a vocabulary word, encourage them to stand up and act out what they say. Then tell the class to repeat the motion and the word.

Related Words

computer, headset

Formative Assessment

Can students

- use vocabulary related to underwater exploration?

  Ask *Why did E/V* Nautilus *travel to the Gulf of Mexico?*
- use vocabulary to discuss ways that technology is used to explore under water?

  Ask *What is one kind of technology scientists on* Nautilus *use to get information about things that are under water?*

Workbook For additional practice, assign Workbook pages 34–35.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- make suggestions.
- respond to suggestions.

Speaking Strategy Making and responding to suggestions

Academic Language *dialogue, presentation, respond, suggestion*

Content Vocabulary *documentary, live feed, picnic, science fair, scuba diving, weather forecast*

Resources Worksheet 2.4.3 (Teacher's Resource CD-ROM/Website); Tracks 044–045 (Audio CD/Website/CPT); CPT: Speaking Strategy

SPEAKING STRATEGY 044

Making suggestions	Responding to suggestions
How about going scuba diving?	Yes, good idea! / I love that idea, but it isn't a good time of year for that.
It would be great to follow *Nautilus* online for our next project.	Sure. That's a really great suggestion. / Unfortunately, my Internet connection isn't working at the moment.
We could research underwater volcanoes for the science fair.	OK. Let's do that. / Yes, but we did volcanoes for last year's presentation.

1 **Listen.** How do the speakers make and respond to suggestions? Write the phrases you hear. 045

2 **Read and complete the dialogue.**

Possible answers:

Ameira: Do we have any plans for tonight yet?

Nora: Not yet. ___It would be great to___ have a picnic on the beach.

Ameira: ___Unfortunately___, the weather forecast says it's going to rain tonight. It'll be too wet for a picnic. Any other ideas?

Nora: ___We could___ go to the cinema. There's a great documentary about underwater exploration that I'd really like to see.

Ameira: ___Yes, but___ I don't really like documentaries.

Nora: OK, well ___how about___ just staying at home and checking out the *Nautilus* live feed? The ship's in the Atlantic Ocean, and the crew is looking for shipwrecks near Portugal.

Ameira: Sure! That's a ___really great suggestion___

3 **Work in pairs.** Throw the cube and make a suggestion for where to go on a holiday. Your partner will respond to your suggestion. Then swap roles.



4 **Work in groups.** Imagine that visitors from another country are coming to your school, and your class must show them around town. Make and respond to at least four suggestions about what to do with them.

Go to page 159.

Warm Up

- **Activate prior knowledge** Ask *What do you say to suggest something that you and your family can do, such as go on a picnic?* (Elicit: Let's go on a picnic! Why don't we go on a picnic?) Ask *What could you say to show that you agree?* (Elicit: That could be fun. That's a good idea.) Ask *What could you say to disagree?* (Elicit: No, I'd rather not.)

- Ask small groups to act out situations in which one student makes a suggestion about doing an activity, such as going for a swim or playing a video game. The other students agree or disagree with the suggestion. Choose students to act their role plays for the class.

Present 1

- Tell students to open their books at page 63. Say *We'll listen to speakers make suggestions. We'll also hear speakers reply to the suggestions.*

- Play **Track 044**. Ask *How do the speakers make and respond to suggestions?* List phrases on the board.

- Play **Track 044** again and tell students to read along in their books. Then put students into pairs to take turns making and responding to suggestions. Supply additional prompts such as the following:

> Let's _____.
> What do you think about _____?
>
> Yes, it's a great idea!
> That sounds like a good idea, but _____.

- 1 Say *Now listen as a father and son talk about holiday plans. Listen for the words and phrases that they both use to make and respond to suggestions. Make notes about the words and phrases you hear.* Play **Track 045**. Invite students to share the words and phrases they wrote.

Practise 2

- 2 Once students seem comfortable using the speaking strategy to make and respond to suggestions, direct them to Activity 2. Tell students to complete Activity 2 independently.

- Ask students to read their completed dialogues aloud, taking turns as Ameira and Nora. After several pairs have read their dialogues, ask *Did you hear different ways to make and respond to suggestions? What words and phrases did you say or hear?*

Apply 3 4

- 3 Put students into pairs and ask them to cut out and use the cube on page 159 to role play making and responding to suggestions. Model with a student. Throw the cube and say *It landed on (a beautiful, sandy beach). I'll make a suggestion about having a holiday there.* Choose a student to respond to your statement. Say *It would be great to (go to a beautiful, sandy beach for a holiday this summer).* Ask the student to respond to your suggestion. (I love that idea, but I can't stay out in the sun for too long.) Ask two students to read aloud the dialogue in the speech bubbles on page 63 to model another example. Then tell pairs to play the game. For each cube throw, encourage partners to swap roles and use different phrases to make a suggestion and to respond differently.

- **Connect** Say *Think about interesting things to see and do in our area.* Ask *Are there important buildings? Are there parks or wildlife centres? Is there a river, lake or sea nearby? Are there good places to eat? Are there places to exercise and enjoy the outdoors?*

- 4 Put students into groups of three or four. Tell them to read Activity 4. Say *Work with your group. Make suggestions about what to do with the visitors. Respond to the suggestions, too.*

- After groups have completed the activity, invite them to share their ideas with the class. List ideas on the board and ask the class to vote to choose the best four ideas.

Extend

- Put students into pairs. Ask students to write different phrases with three suggestions for ways to use the information on the *Nautilus* website. Tell partners to exchange lists and respond to each other's suggestions.

- If time allows, hand out **Worksheet 2.4.3**. Explain that students will use the worksheet to make and respond to suggestions.

Consolidate

- Ask a student *(Mariano), what suggestion do you have for a place for E/V* Nautilus *to explore next?* After (Mariano) makes a suggestion, ask another student to respond. Continue to ask questions about places the E/V *Nautilus* could explore and things that it might find. Tell students to make suggestions and respond.

BE THE EXPERT

Strategy in Depth

Making a statement or asking a question are common ways to suggest an idea and to respond to it in English. Here are some additional examples:

Making suggestions

It's just an idea, but what about ...?
Let's ...
Can I make a suggestion? Why don't we ...?
What do you think about ...?
Would you like to ...?

Responding to suggestions

Yes, it's a great idea!
Yes, I think that would be a good idea.
Yes, that would be worth trying.
That sounds like a good idea, but ...
I can see some problems with that idea.
I'm afraid I don't like that idea.

Teaching Tip

Maintain order in the classroom when students play games in pairs or groups. Before beginning, make sure all students understand the instructions. Then walk through the first few turns of the game as a class. Tell everyone to throw cubes, pick cards or complete the first step of the game together. Doing activities in separate groups but at the same time helps students stay on task.

Formative Assessment

Can students

- make suggestions?

  Say *Make a suggestion about a message to send to the scientists on E/V* Nautilus.

- respond to suggestions?

  Say *I'll make a suggestion and you respond in two different ways.* Then make a statement such as *How about visiting the E/V* Nautilus *if it comes to our area?*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives
Students will
- talk about habits in the past using *used to* and *would*.
- describe ocean exploration and sea journeys in the past using *used to* and *would*.
- identify and use words associated with sea journeys.

Grammar *Used to* and *would*: Talking about habits in the past

Target Vocabulary *distance, reach, set off, succeed*

Academic Language *brackets, habit, necessary, possible, verb*

Content Vocabulary *aeroplane, data, diving bell, diving suit, scientific, submarine*

Pronunciation Verb *use* vs. *used to* + verb

Resources Online Workbook/Workbook pages 36–37; Tracks 046–048, 118–119 (Audio CD/Website/CPT); CPT: Grammar 1 and Pronunciation

Materials images of 19th century sailing ships such as packet ships and steamships; pieces of card

GRAMMAR 046

***Used to* and *would*: Talking about habits in the past**

Did you use to read about the sea as a child?
No, I **never used to be** interested in the sea, and I **didn't use to read** much at all!
That changed when my dad, who **used to be** a diver, took me diving for the first time, and I saw an old shipwreck.
After that, I **used to / would read** anything about the sea I could get my hands on!



A 19th-century diving suit

1 Read. Complete the sentences with *used to* or *would* and the verb in brackets.

In the past, when scientists wanted to do research in the seas, they used to go / would go (go) out on a ship to collect their information. Typically, the expeditions used to be / would be (be) several weeks long. After the expedition, scientists used to bring / would bring (bring) their data home with them. They used to work / would work (work) on that information for several months, and finally, they used to write / would write (write) about their results in a scientific paper. Most people never read this information because it used to be (be) available only in scientific magazines or newspapers.

2 Work in pairs. Use the information to rewrite sentences about sea exploration in the early 19th century. Use *used to* and *would*.

1. Scientists travelled underwater in submarines or diving bells.
   Scientists would travel underwater in submarines or diving bells.
2. Ships used wind power to travel.
   Ships used to/would use wind power to travel.
3. Divers pulled on a lifeline to communicate with people above the water.
   Divers used to/would pull on a lifeline to communicate with people above the water.
4. Divers were able to breathe with air pumped from the surface.
   Divers used to be able to breathe with air pumped from the surface.

3 Work in pairs. Talk about your habits in the past.

did you use to | I didn't use to | I never used to | I would always/never | I used to

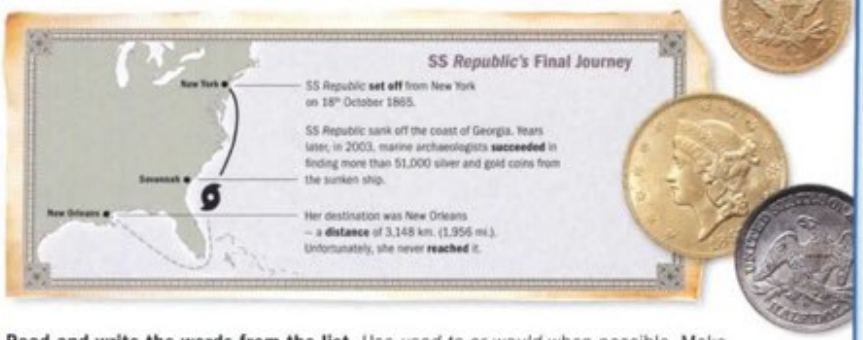
64 GRAMMAR

Warm Up

- **Build background** Say *In the past, people used to travel across the sea by sailing ship or steamship.* Display the images of wind-powered sailing ships and steamships. Say *The sails on sailing ships used the power of the wind to move the ships. Steamships were powered by steam. Steam is a hot gas that is created when water is boiled. The steam turned a large wheel on the ship that moved the ship forward.* Pass around the images so that students can look at them more closely.

- Say *People used to travel on these kinds of ships in the 19th century.* Ask *Who can tell me what years the 19th century includes?* (the 1800s) Say *In the 1800s, people would travel on ships like these. There were no aeroplanes at that time, so people used to travel by ship.*

4 **LEARN NEW WORDS** **Listen to learn about the SS *Republic* and her final journey.** Then listen and repeat. 047 048



5 **Read and write the words from the list.** Use *used to* or *would* when possible. Make any other necessary changes.

be	distance	reach	set off	succeed	travel

In the 19th century, people would travel / used to travel by ship more often because there were no aeroplanes. One ship, SS *Republic*, set off from New York in 1865. Its destination was New Orleans. New Orleans was a great distance from New York, and travelling by boat was never completely safe. Journeys such as this used to be difficult and sometimes dangerous because of the weather conditions. Most of the time, the ships would succeed/ used to succeed in arriving at their destination. However, this was not the case for SS *Republic*, which never reached New Orleans. The ship sank near the coast of Savannah and wasn't found until 2003.

6 **Work in groups.** Talk about how life used to be for the people travelling on SS *Republic*. Discuss the topics below. Use *used to* and *would*.

- what they did in their free time
- why they carried gold coins
- what they ate
- how they travelled



Present

- Tell students to open their books at pages 64–65. Point out the grammar box at the top of page 64. Ask a student to read aloud the grammar point. Say *You use the words* used to *and* would *to talk about past habits, or things that you did regularly over a period of time in the past.*
- Say *Listen to the sentences.* Play **Track 046** and tell students to read along. Then write the following on the board:

Did you use to read ...?

No, I never used to be ..., and I didn't use to read.

My dad, who used to be ...

After that, I used to / would ....

- Say *The question and replies ask and tell us about something a person did regularly in the past over a period of time. Most of the time you say 'use to' or 'used to' to talk about habits in the past.*

BE THE EXPERT

Grammar in Depth

Both *used to* and *would* are used to talk about habits in the past. In the case of *would*, the past context usually needs to be already established.

Correct: *When I was a kid, I would visit my grandparents every weekend.*
Incorrect: *I would visit my grandparents every weekend when I was a kid.*

Used to is also used with verbs that indicate states, such as *live, be, have* and *love*. *Would* is not used with verbs that indicate states.

Where did your cousin use to live before she moved to our town?
Did you know that my father used to be a diver?
My sister used to have red hair, but it's turned brown as she's got older.
I used to love rap music, but now I prefer to listen to country music.

Students may easily confuse *used to* + infinitive (talk about past habits) and *be/get used to* + *-ing* (be accustomed to doing something).

About the Photo

The coins on page 65 are actual coins recovered from the SS *Republic* shipwreck.

Pronunciation

Go to Student's Book page 145. Use Audio Tracks 118–119.

Verb *use* versus *used to* + verb

As with other modals, phrasal modals and function words, *used to* is unstressed and the sounds blend together. When *use* is a main verb, the *s* has a /z/ sound. When it is part of the modal phrase *used to*, the /z/ sound in *use* becomes the voiceless sound /s/ to link to the *t* in *to*.

Main verb: *I used your towel.* (/ju:zd/).

Modal phrase: *I used to go to the beach every weekend.* (/ju:stə/).

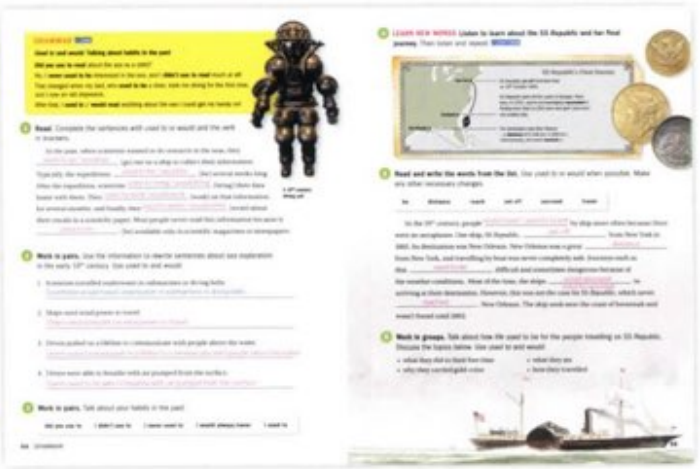
Note that *use to* (not *used to*), is used in questions and negatives.

Did you use to swim on a team? I didn't use to live here.

Used to and *use to* sound the same (/ju:stə/). It's a common error, for both language learners and native speakers, to write *used to* in questions and negatives.

Related Words

helmet, metal



- Point to the last sentence and say *In the last sentence, you can say either* used to *or* would. *They both have the same meaning. There are times when you can and cannot say* would. *You can say* would *with action verbs such as* read, go, work *and* write. *You cannot say* would *with the verbs* be, have *and* live. Point to the middle sentence on the board. Say *It would be incorrect to say 'That changed when my dad, who* would be *a diver, took me diving for the first time, and I saw an old shipwreck.'* Point to the last sentence again. Say *You can also use* would *when you first say that the action happened in the past before you say* would. *The phrase* After that *at the beginning of the sentence shows that the action,* read, *happened in the past. So you can use* would *in this sentence.*

- Now point to the underlined letter *d* in the three occurrences of *used to* on the board. Say *Because you are talking about something in the past, you say* used to *with a* d *at the end of* used to.

- Then point to the words *Did* and *didn't* in the phrases on the board and circle the two occurrences of the word *use*. Say *The words* did *and* didn't *already express the past. So when you use* did *or* didn't *to ask or talk about a habit in the past, you say* use to *without a* d *at the end of* use.

Practise 1 2 3

- 1 Direct students' attention to Activity 1. Say *Read the text. For each blank, write* used to *or* would *with the correct form of the verb in brackets.* Ask a student to read aloud the completed paragraph.

- 2 Put students into pairs. Say *Rewrite each sentence. Write a new sentence with* would *or* used to. Go over item 1 as a class. Say *You could also write the sentence with* used to: *'Scientists used to travel underwater in submarines or diving bells.' Remember that you can use either* would *or* used to *with an action verb such as* travel. Tell students to complete the activity with a partner. Invite pairs to share their answers with the class.

- 3 Ask students to work with their same partners. Tell a student to read aloud the phrases in the box. Say *Talk to your partner about things that you did regularly in the past.* Model an example with a student. Ask *Did you use to bring your lunch to school when you were younger?* Prompt the student to reply *I never used to bring my lunch to school when I was younger. I always got lunch at the school cafeteria.*

- Ask partners to talk about their past habits. Say *Make sure you use the words in the box.* Invite students to share their questions and statements with the class.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Tel students to open their books at page 65. Direct their attention to Activity 4. Say *You've read some sentences about ocean exploration in the early 19th century. Now you're going to learn new words to talk about the journey of a 19th century ship.* Play **Track 047** and tell students to listen as they follow the descriptions on the map.

- Point out the four bold words and phrases on the map. Say *You heard some new words. Let's listen to these words in sentences.* Play **Track 048**. Ask students to repeat each word alone and in a sentence.

- 5 Ask students to complete Activity 5 on their own. Say *Read the paragraph. Complete the blanks with the words in the box. Use* used to *and* would *with the words in the box when you can.* You may want to review the meanings of the words in the box. Then tell students to complete the activity. Invite students to share their completed paragraphs with the class.

- 6 Put students into groups of three or four. Ask them to read Activity 6. Say *Think about what life was like for people travelling on the SS Republic in the 1800s. Remember that there was no electricity. There were no refrigerators or freezers to keep food fresh. There were no aeroplanes, cars, computers or mobile phones. People did not use credit cards. Think about these things as you imagine life for people who travelled onboard the ship.*

- Say *In your groups, talk about the travellers on the SS Republic. Use the topics in the activity and what you know about life at that time. Remember to use would and used to as you talk.* You may want to provide students with a list such as the following: *people walked or rode horses to go to places; people travelled on ships with sails or on steamships to go long distances; people paid for things with gold or silver coins; people played cards and listened to live music for entertainment; people drank tea; people ate foods preserved in glass jars, such as pickles, peppers, plum tomatoes, honey, fruit and berries.* You may also want to adapt the activity by writing the list on the board and asking students to apply the correct verb form with *used to* and *would* to talk about what people used to do in the past.
- After groups have completed their discussions, invite them to share some of the ideas they talked about with the class.

Extend

- Prepare sets of cards with the following:

> _____, but now people can travel by aeroplane.
>
> _____, but now his family lives in Japan.
>
> _____, but now I play the guitar instead.
>
> _____, but now my sister sleeps late on Saturdays.
>
> _____ until my uncle started reading blogs and websites about expeditions to Antarctica.
>
> _____ until he went online and got accurate directions to his destinations.
>
> _____ until new technologies improved people's ability to communicate.

- Put students into groups and give each group a set of cards. Say *Think of a phrase with used to or would to complete the sentence on your card.* Model an example. Say *My card says 'Blank, but now his family lives in Japan.' I'll say 'My cousin's family used to live in the United States, but now his family lives in Japan.'*
- Tell group members to take turns. When groups have finished, invite them to share their sentences with the class.

Consolidate

- Write sentence frames such as the following on the board: *Before the 20th century, people _____. In the 1900s, people _____. In the 1800s, people _____. When I was younger, I _____. _____ before I learnt to read.* Ask students to complete the sentence frames with a phrase that contains *used to* or *would*.

BE THE EXPERT

Teaching Tip

You may want to remind students that the word *century* means 'a period of one hundred years'. Each century encompasses the one hundred years preceding the number of the century. For example, the 20th century goes from the years 1901–2000. Consider posting a list that correlates centuries with calendar years, such as the following:

21st century: 2001–2100
20th century: 1901–2000
19th century: 1801–1900
18th century: 1701–1800

Formative Assessment

Can students

- talk about habits in the past using *used to* and *would*?

  Ask students to use *used to* or *would* in a sentence to talk about something they did regularly in the past but no longer do now.
- describe ocean exploration and sea journeys in the past using *used to* and *would*?

  Say *I'll ask a question. Answer the question using the phrase* used to *or the word* would. Ask *Why did people in the 19th century often travel by ship?*
- use words associated with sea journeys?

  Ask students to use *distance, reach, set off* or *succeed* in a sentence about the final journey of the SS *Republic*.

Workbook For additional practice, assign Workbook pages 36–37.

Online Workbook Grammar 1

READING

Objectives

Students will

- read about and discuss an underwater discovery near the island of Yonaguni Jima off the coast of Japan.
- read about and discuss two scientific theories about the origins of the underwater rock formations near Yonaguni.
- identify and learn new words in the reading.
- identify the author's purpose.

Reading Strategy Identify author's purpose

Vocabulary Strategy Use context of unit

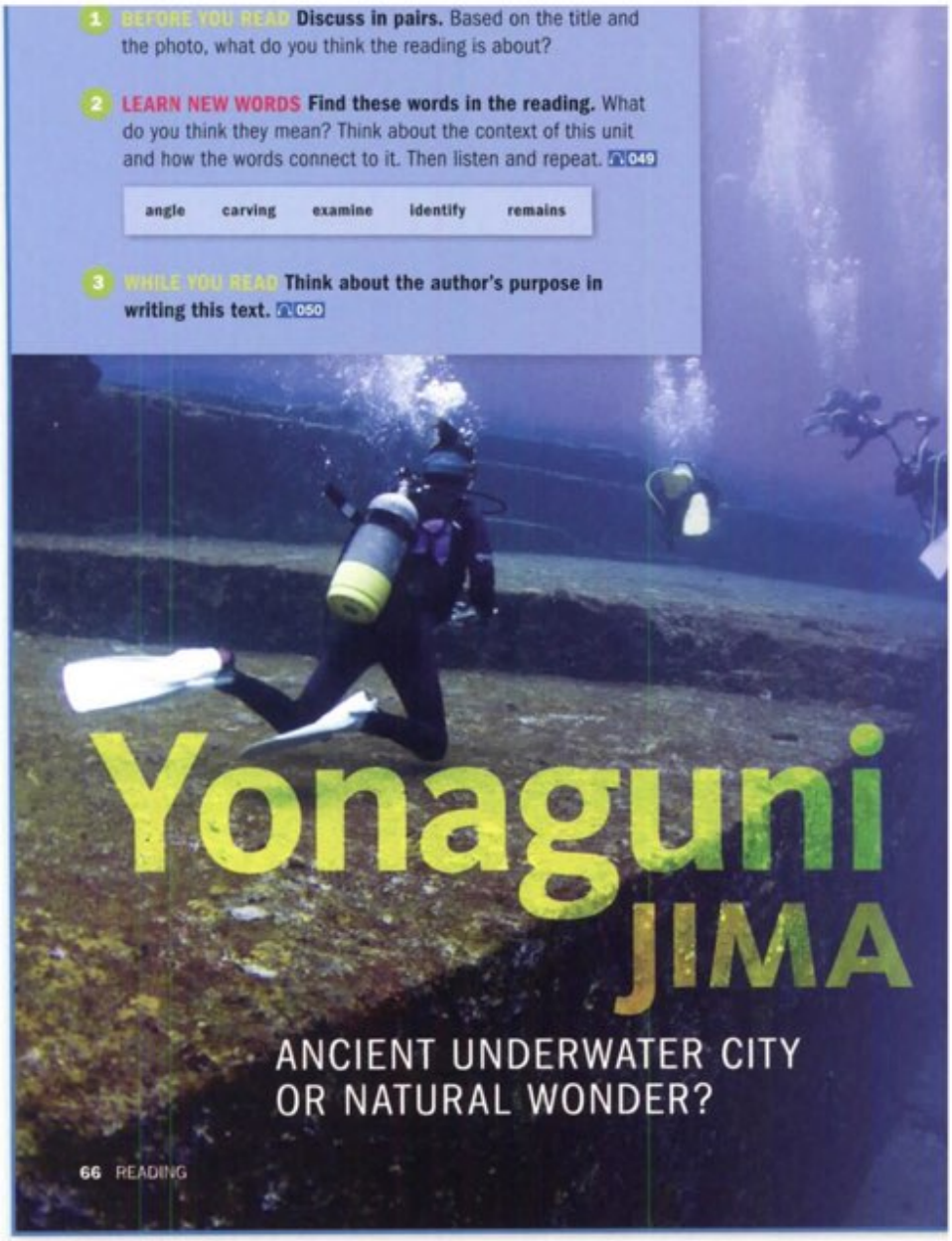
Target Vocabulary *angle, carving, examine, identify, remains*

Academic Language *author's purpose, conclusion, context, opinion, persuade*

Content Vocabulary *ancient, artefact, castle, coast, earthquake, enormous, formation, geologist, hammerhead shark, incredible, mainland, marine, museum, passage, preserve, rectangle, result, ruins, scratch, stadium, temple, tsunami*

Resources Online Workbook/Workbook pages 38–39; Tracks 049–050 (Audio CD/Website/CPT); Worksheet 2.4.4 (Teacher's Resource CD-ROM/Website/CPT); CPT: Reading

Materials image of a hammerhead shark, sheet of paper



Warm Up

- **Activate prior knowledge** Hold up the image of the hammerhead shark. Ask *Do you know what kind of animal this is?* (shark) Say *Yes, it's a hammerhead shark.* Ask *Why do you think it's called a hammerhead shark?* (its head is shaped like a hammer) Explain that hammerhead sharks live in oceans around the world. Say *These kinds of sharks are not usually dangerous to people.*

- **Build background** Say *You learnt that scientists explore oceans to study animals and also to study rocks. Geologists are scientists who study rocks. Some geologists try to understand how rocks formed underwater or where underwater rocks come from. You're going to read about an underwater discovery where rocks were found when a diver was observing hammerhead sharks.*

Some believe it's an ancient city that sank thousands of years ago. Others think it is a natural structure – the result of many earthquakes in the area. Either way, the huge rock formations and stone structures off the coast of Yonaguni Island are an amazing sight.

The small Japanese island of Yonaguni is 1,029 km. (640 mi.) south of the coast of mainland Japan, between the East China Sea and the Pacific Ocean. From November to July, many divers visit Yonaguni to see the hammerhead sharks. In 1986, a local diver, Kihachiro Aratake, was looking for sharks about 18 m. (60 ft.) underwater when he discovered an enormous rock shaped like a rectangle. It was about the size of two football fields. There were huge steps on the rock, perfect right angles and long, straight passages. Was this really just a rock? Or was it something more?

Masaaki Kimura, a marine geologist, travelled to the island to examine the discovery. At first, he thought the formations were natural. But then he noticed shapes and carvings on the rock. Masaaki now believes that these rock formations are the remains of an important city more than 5,000 years old. He thinks that it sank in a huge tsunami about 2,000 years ago. Masaaki has identified the ruins of a castle, several temples and a large stadium in the rock formations.

Some scientists disagree with Kimura. Robert Schoch, also a geologist, thinks that earthquakes caused these rock formations and the 'carvings' are just natural scratches on the rock. 'I do not believe it is a human-made structure,' says Robert. 'It is absolutely incredible, and well worth seeing, but it is a natural structure.'

Perhaps we will never know the truth about Yonaguni. But one thing is for sure: it's an amazing place to explore.

4 AFTER YOU READ **Work in pairs to answer these questions.**

1. Why do people like to go diving at Yonaguni?
2. Who discovered the rock formations at Yonaguni? How?
3. What did Masaaki Kimura originally think about the rock formations?
4. What does he believe now?
5. According to Robert Schoch, what caused the rock formations?
6. What is the writer's conclusion about Yonaguni?

5 **Work in pairs.** Why did the author write this text? Tick the best reason. Then explain your choice.

- ☐ to express his/her opinion about the rock formations at Yonaguni
- ☐ to persuade tourists to go diving at Yonaguni
- ☑ to explain different theories about the rock formations at Yonaguni
- ☐ to describe the history of Yonaguni

6 **Discuss in groups.**

1. Look closely at the photo. Which theory do you agree with? Why?
2. Do you know of any other underwater discoveries? Are they natural or human-made? What do you know about them?
3. Oceanographer Robert Ballard said, 'There's probably more history now preserved underwater than in all the museums of the world combined.' Do you agree? Why? What can we learn from artefacts found underwater?

Before You Read 1 2

- 1 Tell students to open their books at pages 66–67. Put students into pairs. Say *Look at Activity 1. With your partner, look at the title and the photo on these pages. Discuss what you think the reading will be about.* When students are ready, invite pairs to describe their predictions for the class.
- 2 **LEARN NEW WORDS** Say *Now you're going to learn some new words in the reading. Look at the words in the box. Let's find them in the reading.* Point to the word *angles* near the end of the second paragraph. Say *Here's the word angles.* Read the sentence aloud. Hold up a sheet of paper and move your finger along each of the four corners of the paper. Say *Each of these corners forms a right angle.*
- Read the sentence with the word *angles* again. Say *Think about what you've learnt in this unit about underwater exploration. What do you think the word angles means here?* (the corners of the rock that were found underwater)

BE THE EXPERT

Reading Strategy

Identify author's purpose When students understand an author's purpose for writing a non-fiction text, they can evaluate the text more effectively and make better judgments about what they are reading. Encourage students to ask the following questions when reading a non-fiction text: *Why is the author writing this text? Does the author want to entertain readers? Does the author want to explain something to readers or inform them about a topic? Does the author state an opinion about something or try to persuade readers to believe in something or take action about something?*

Vocabulary Strategy

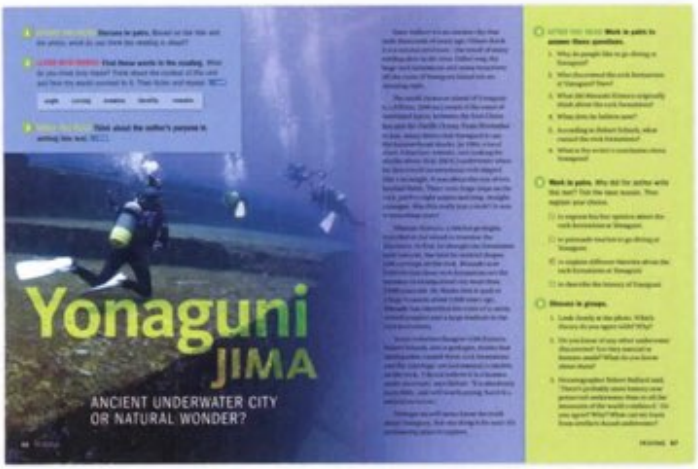
Use context of a unit Students can use their overall understanding of what a text is about to help them work out the meaning of an unknown word. The context of a word refers to the other words and sentences near an unknown word, as well as to the ideas related to the word. Students can make an educated guess about a word's meaning by thinking about how the word relates to the topic of the text. Understanding the general sense of the text as well as how a particular text fits into a broader topic can help students determine word meanings.

About the Photo

The photo shows scuba divers exploring the huge steps of the rock formations near Yonaguni Jima in 2012.

Related Words

bubbles, flipper, scuba diver, scuba tank



- **Vocabulary strategy** Say *Now let's find the other words from the box in the reading.* Tell students to locate the words *examine, carving, remains* and *identify* in the third paragraph. Say *To help understand the meaning of the words, you can think about what you've been learning in this unit.* Ask *What are some things you've learnt?* (Elicit: how the E/V *Nautilus* uses technology to explore underwater; how scientists look for shipwrecks and study plants and animals that live underwater; how people used to face dangers when travelling by ship; the final journey of the SS *Republic*)

- Now point to the word *examine* in the first sentence of the third paragraph. Say *Here's the word* examine. Ask a student to read aloud the sentence. Say *Think about what you've already learnt in this unit about scientists who explore underwater.* Ask *What do you think* examine *means?* (to look at closely)

- Tell students to read the rest of the third paragraph and work out the meanings of the words *carving, remains* and *identify*. Say *Think about what you've learnt in this unit and how each word is used in a sentence. Try to work out the meanings of the words.* After students have finished, review word meanings.

- Next, ask students to listen to **Track 049** and repeat.

While You Read 3

- 3 Say *Now we're going to learn about an underwater discovery. Listen and read.* Play **Track 050** and tell students to read along. To give students a sense of the size of the enormous rock that the local diver found, you may want to explain that the size of a football field is about 110 m (360 ft.) long and 60 m (196 ft.) wide. You may also want to explain that a *tsunami* is a giant wave usually caused by an earthquake.

- Say *Now listen and read again. As you read, think about the reason the author wrote the text.* Play **Track 050** again or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs. Ask partners to answer each of the questions. If partners come up with different answers, ask them to re-read the text to find support for their answers.

- 5 Ask students to work with the same partners. Say *Talk to your partner about why you think the author wrote the text. What reason did the author have for writing it? Look at the reasons listed in Activity 5. Put a tick next to the reason you decide is best.* Invite pairs to explain why they chose the reason they did.

- 6 Tell students to form groups of three or four to answer the questions in Activity 6. Ask one student in each group to act as secretary and note information from the discussion. For Question 3, explain that an *artefact* is an object made by people long ago.

- When discussions have finished, say *Now let's list what you've discussed.* Draw the following table on the board. Include a row for each group.

Group	Yonaguni Jima		Other underwater discovery		More history underwater than in museums?		What we learn
	Remains of a city	Natural formation	Natural	Man-made	Agree	Disagree	
A	✓ ✓	✓ ✓	impact crater near Yucatan Peninsula, Mexico	Shi Cheng in China	✓ ✓ ✓	✓	how people may have lived long ago
B							
C							

- Ask group secretaries to report the information from their discussions. As they do, complete the table for each group. Make observations about the information in the table. For example, say *Two students in Group (A) think Yonaguni Jima is the remains of an ancient city, and two students think it is a natural rock formation. Three students in Group (A) agree that there is more history underwater than in all the museums in the world and one student disagrees.* Discuss the other underwater discoveries students know about and what we can learn from artefacts found underwater.

Extend

- Say *Work with a partner. Take turns describing the information in the table about Yonaguni Jima. Then describe the information in the table to say how many students believe there is more history underwater than in museums. Talk about all the groups as a class.* Model an example. Say *There are (twenty-one) students in our class. (Sixteen) think Yonaguni Jima is the remains of an ancient city. (Five) think Yonaguni Jima is a natural formation. (Thirteen) students agree and (eight) students disagree that there is more history underwater than in museums.* Ask pairs of students to produce sentences for the columns in the table about Yonaguni Jima and describe the number of students who believe there is more history underwater or more history in museums.

- If time allows, you may want to hand out **Worksheet 2.4.4** in class. Hand out a copy to each student. Say *Look carefully at the new words on page 66. You will use your new words to answer questions. Then you will create new words on your own by using what you know about word parts.* Ask students to complete the worksheet individually. Let students use a dictionary to check their answers to Activity 4.

Consolidate

- Say *Imagine you are a scuba diver exploring Yonaguni Jima. Describe one amazing thing that you see as you explore. Use some of the information that you learnt about Yonaguni Jima from the reading.* Invite students to share their descriptions with the class.

BE THE EXPERT

Teaching Tip

Provide multiple opportunities for students to practise reading aloud. Pair a more fluent reader with a less fluent one. Without describing differences between them, ask fluent readers to read the text aloud first. Then ask less fluent readers to read the same text aloud. Encourage partners to help each other read difficult words. Repeat the reading until both students feel comfortable reading the text on their own.

Answer Key

Comprehension 4

1. to see hammerhead sharks
2. Kihachiro Aratake; he was looking for sharks in that area.
3. He thought they were naturally formed.
4. He believes the formations are the remains of an ancient city.
5. earthquakes
6. We may not agree about what caused the rock formations, but we can agree that they are beautiful.

Formative Assessment

Can students

- describe the underwater discovery near the island of Yonaguni Jima off the coast of Japan?

  Ask *What did a local scuba diver find underwater near Yonaguni Jima in 1986?*
- explain the two scientific theories about the origins of the underwater rock formations near Yonaguni Jima?

  Ask *What two theories do geologists have about the discovery near Yonaguni Jima?*
- use new words to discuss what they've read about the discovery near Yonaguni Jima?

  Ask students to use *angle, carving, examine, identify* or *remains* in a sentence that tells us about the underwater discovery near Yonaguni Jima.
- identify the author's purpose?

  Ask *Why did the author write the article on page 67?*

Workbook For additional practice, assign Workbook pages 38–39.

Online Workbook Reading

VIDEO

Objectives

Students will

- discuss the legend of the Loch Ness Monster.
- apply the message of the video to their personal lives.

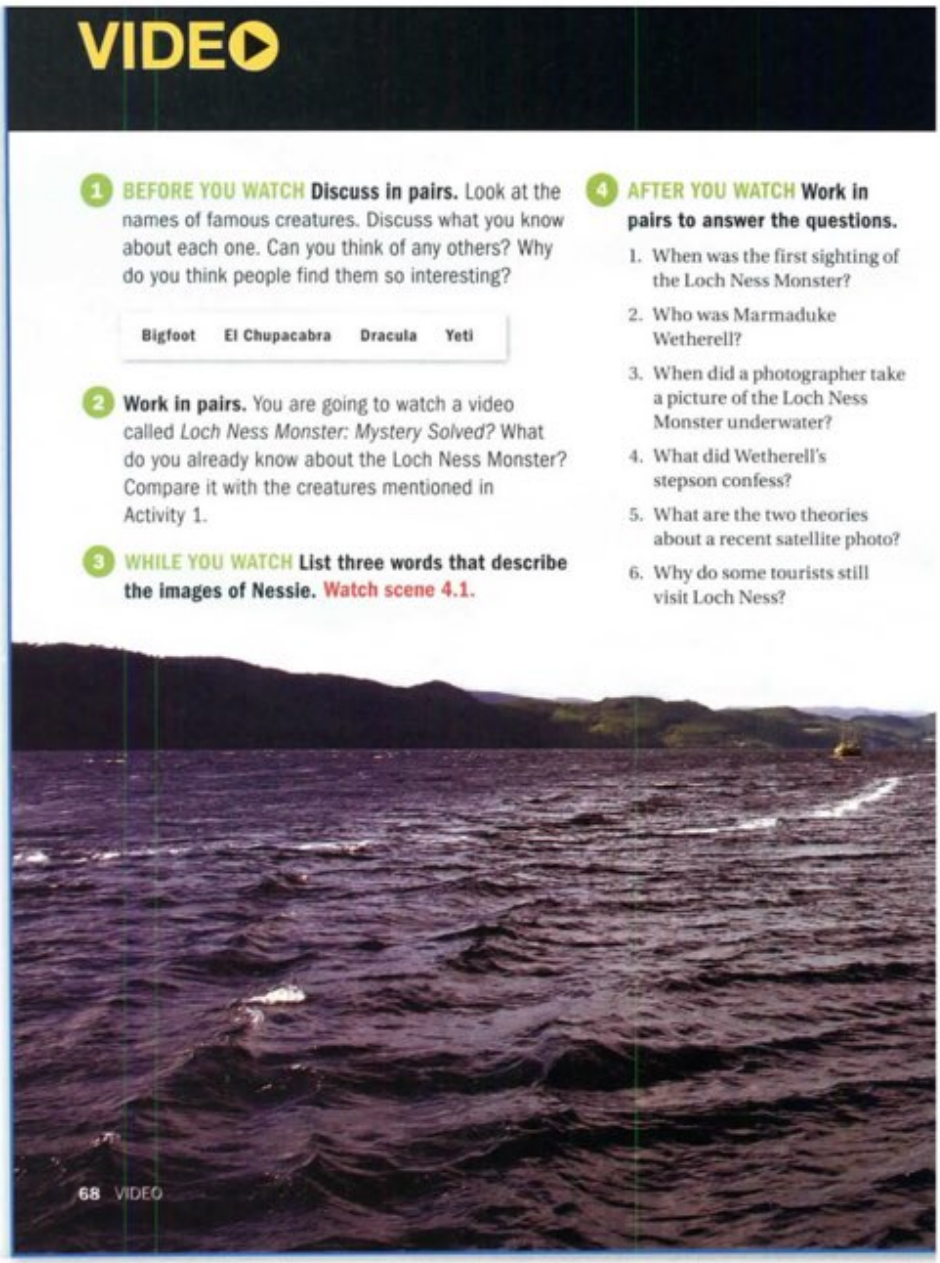
Academic Language *evidence, newspaper article*

Content Vocabulary *confess, creature, fake, legend, legendary, satellite, sighting, spot, stepson, tourist*

Resources Video scene 4.1 (DVD/Website/CPT); Online Workbook; CPT: Video; Graphic Organiser: Note-taking table (Teacher's Resource CD-ROM/Website) *(optional)*

Answer Key 4

1. in the 6th century
2. He was a hunter sent by *The Daily Mail* newspaper to find the Loch Ness Monster.
3. in the 1970s
4. Wetherell's stepson said that the 1934 photo was a hoax.
5. that it shows Nessie swimming in the lake; that it is the wake of a boat
6. They want to solve the mystery of the Loch Ness Monster.



Before You Watch 1 2

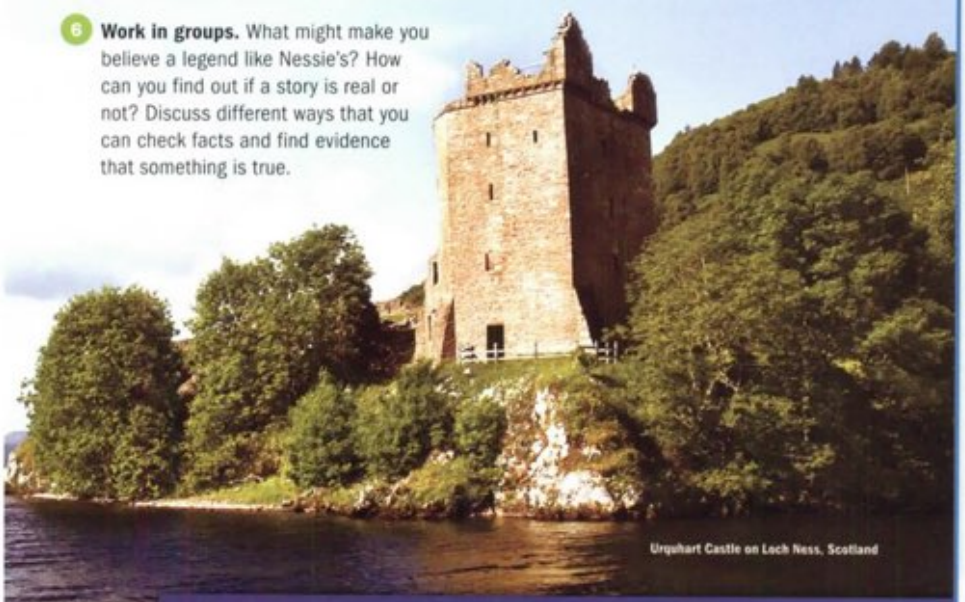
- Ask students to think of some mythical creatures they know of. The creatures may be land creatures or water creatures. Say *List one or two mythical creatures that you've heard of. Think of any questions you may have about the creatures.*
- 1 Put students into pairs. Tell them to open their books at pages 68–69. Ask a student to read aloud Activity 1. Say *With your partner, discuss what you know about each creature. Talk about other creatures you wrote on your list, too. Try to come up with ideas about why people are interested in creatures like these.* When students have finished the activity, if time allows, invite pairs to share the results of their discussions with the class.
- 2 Ask students to work with their same partners. Read aloud Activity 2. Say *You're going to watch a video called* Loch Ness Monster: Mystery Solved? *Talk to your partner about what you already know about the Loch Ness Monster. Then compare the Loch Ness Monster with monsters you know about from your culture.* Invite several pairs to share their comparisons with the class.

While You Watch 3

- 3 Say *Now you're going to watch the video. While you watch, look carefully at the images that show Nessie, the Loch Ness Monster. Think about words you can use to describe Nessie. Write three words that you think best describe Nessie. You can also make notes as you watch to help you remember what you see and hear.*
- Hand out copies of the note-taking table graphic organiser or ask students to make notes in their notebooks. Say *You can use your notes to help you answer the questions in the next activity.* Play

5 **Work in pairs.** Why do you think that Wetherell created a fake photo? Why would he want people to believe that he saw the Loch Ness Monster?

6 **Work in groups.** What might make you believe a legend like Nessie's? How can you find out if a story is real or not? Discuss different ways that you can check facts and find evidence that something is true.



Urquhart Castle on Loch Ness, Scotland

7 **YOU DECIDE** **Choose an activity.**

1. **Work independently.** Imagine you visited Loch Ness and spotted Nessie. Write a paragraph about your experience. Describe what you saw, how you felt and what you did.
2. **Work in pairs.** Create your own legendary monster. Think about where it lives, what it does, what it looks like and who has seen it. Then write a short newspaper article about a sighting of this monster.
3. **Work in groups.** Prepare a short presentation about the Loch Ness Monster. Use some of the information from this video and some from your own research. Include your own ideas about the truth behind the legend.

BE THE EXPERT

Teaching Tip

After students have watched a video, ask them to write questions about it. Partners can exchange papers and answer each other's questions. Then tell students to give back each other's papers and comment on their partner's answers. For example, students may write, 'These answers are all correct!' Knowing that the questions they write will be answered by another student gives students an incentive to write better quality questions. Similarly, knowing that another student will be reviewing their answers motivates students to put more thought into their answers.

Formative Assessment

Can students

- discuss the legend of the Loch Ness Monster as a result of watching the video?

Ask *Why were people more interested in hunting for the Loch Ness Monster in the 1930s than in other times?*

Online Workbook Video

Video scene 4.1. If students have difficulty following the video, pause the video and allow them to ask questions.

After You Watch 4 5 6 7

- Ask *Which words did you write to describe Nessie?* (Sample responses: fish, whale, dinosaur-like, long-necked) Discuss students' descriptions.
- 4 Put students into pairs and ask them to review their notes. Say *Answer the questions in Activity 4 with your partner.* Then tell them to complete Activity 4. Review answers as a class.
- 5 Ask students to work with their same partners. Read aloud Activity 5. Say *Think about the reason that Wetherell made a photo that wasn't real. Think about the job he had and what might be important to him. Answer the questions with your partner.* Invite pairs to share their ideas with the class.
- 6 Put students into groups of three or four. Read aloud Activity 6. Say *How can you tell whether to trust the person who tells a story or the place where you read a story? Talk in your group.* Invite groups to share their ideas with the class.
- 7 YOU DECIDE Ask students to choose an activity. If students choose to write a paragraph, remind them to use descriptive words and words that express their feelings and emotions about seeing Nessie.
- If partners choose to write a newspaper article, review with them the five *W* questions used in reporting: *who, what, where, when* and *why*.
- If students choose to make a presentation, encourage them to use reference books or do Internet research to find other versions of the legend of the Loch Ness Monster. Remind them to include their own points of view in their presentations.

GRAMMAR 2

Objective
Students will
- use the past simple to describe past actions.

Grammar Past simple: Describing past actions

Academic Language *timeline*

Content Vocabulary *bathysphere, breathe, director, film, valley*

Resources Online Workbook/Workbook pages 40–41; Worksheet 2.4.5 (Teacher's Resource CD-ROM/Website); Track 051 (Audio CD/Website/CPT); CPT: Grammar 2; Graphic Organiser: T-chart (Teacher's Resource CD-ROM/Website)

GRAMMAR 051

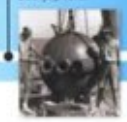
Past simple: Describing past actions

When **did** the village **sink**? It **sank thousands of years ago**.
Last October, divers **discovered** a shipwreck in the Indian Ocean.
In 1912, RMS *Titanic* **set off** from Southampton, UK. The ship **didn't arrive** at its destination.
Nautilus **reached** the Gulf of Mexico **the day before yesterday**.

GREAT UNDERWATER DISCOVERIES

1857 James Alden discovers the Monterey Canyon, an underwater valley in California.

1934 William Beebe makes the first underwater exploration of the ocean in a bathysphere.



1943 Jacques Cousteau and Émile Gagnan invent the Aqua-Lung. It lets divers breathe underwater.

1960 The Trieste travels to the Mariana Trench, the deepest part of the world's oceans.

1985 Robert Ballard finds the wreck of the RMS *Titanic*.



2012 Film director and explorer James Cameron becomes the first person to travel alone to the bottom of the Mariana Trench.

1 **Read.** Use the information in the timeline to write five sentences about important underwater discoveries.

More than 30 years ago, Robert Ballard found the wreck of the *Titanic*.

2 **Work in groups.** Use the photos to tell a story. Say when the action in each photo happened.

A ship set off on a journey 150 years ago.

Because of a terrible storm, the ship never arrived at its destination.



Warm Up

- **Set the stage** Say *Last year, I had a holiday on a cruise ship. The ship had about 3,000 people on it, and the journey lasted five days. Our destination was the Caribbean.*
- Ask students to describe a holiday they went on with their family. Ask *Did you travel by aeroplane? car? ship? What did you see?*

Present

- Tell students to open their books at page 70. Ask a student to read aloud the grammar point in the grammar box. Say *When we talk about actions that happened in the past, we use the past form of verbs.*
- Play **Track 051**. Tell students to read along silently. Say *We know that something happened in the past when we see time phrases such as* last October.
- Play **Track 051** again. Point out that the words *did* and *didn't* also talk about the past because *did* is the past tense of *do*. Say *You form the past simple of a regular verb by adding* -ed. *You need to learn the past simple forms of irregular verbs.*

regular verbs		irregular verbs	
arrive	+ -(e)d	become	became
discover	+ -ed	find	found
invent	+ -ed	make	made
stay	+ -ed	sink	sank

- Tell students to practise using the past simple form of each verb on the board to make original sentences. (I arrived late to school yesterday. My brother made the most delicious chocolate chip biscuits last week.)

Practise 1

- Direct students' attention to the timeline. Say *The timeline describes great underwater discoveries made in the past.* Invite different students to read aloud each event in the timeline.

- 1 Read aloud Activity 1. Say *Let's do an example together.* Ask a student to read aloud again the information in the timeline for 1985. Ask *What is the past simple form of the verb find?* (found) Say *The sentence you write should use the word found.* Then ask a student to read aloud the example sentence in Activity 1. Say *The phrase more than 30 years ago tells us about the amount of time that has passed since Robert Ballard found the wreck of the RMS Titanic. The year 1985 is more than 30 years ago.*

- Tell students to complete Activity 1 on their own. When students have finished, invite them to share their sentences with the class.

Apply 2

- 2 Put students into groups of three or four. Say *Look at the photos from left to right. Tell a story based on the actions in the photos. Use the past simple forms of verbs.*

- Ask two students to read aloud the speech bubbles. Then encourage students to tell their stories. Monitor groups to listen for correct usage of the past simple forms of verbs.

Extend

- Ask partners to interview each other about places they went in the last week, the last month, during the last year and more than a year ago. Provide students with T-chart graphic organisers. Students can write time phrases or dates in the left column and places in the right column.

- After pairs have interviewed each other, ask them to say sentences to describe places their partner went. Model an example. Say *(Mia) visited a museum last week.*

- To conclude, hand out **Worksheet 2.4.5**.

Consolidate

- List the following verbs and verb phrases on the board: *find out, identify, look for, make sure, reach, set off* and *succeed*. Invite students to use the past simple form of a verb to say a sentence about an underwater discovery. Model an example. Say *Robert Ballard looked for the wreck of the RMS Titanic.*

BE THE EXPERT

Grammar in Depth

Rules for forming the past simple include the following:

Verbs ending in a silent *e* → add *-d*.
examine → *examined*

Verbs ending in a vowel + *y* → add *-ed*.
play → *played*

Verbs ending in a consonant + *y* → replace *y* with *i* and add *-ed*.
identify → *identified*

Verbs ending in a single vowel and a single consonant (except *x*) → double the consonant and add *-ed*.
jog → *jogged*

Verbs with two or more syllables which end in *r* or *l* → double the *r* or *l* and add *-ed*.
prefer → *preferred*
control → *controlled*
cancel → *cancelled*
travel → *travelled*

Verbs ending in *x* → add *-ed*. The *x* is never doubled.
relax → *relaxed*

All other verbs → add *-ed*.
follow → *followed*
reach → *reached*

Formative Assessment

Can students

- use the past simple to describe past actions?

Name a verb in the present tense. Ask students to use the past simple form of the verb to talk about a past action.

Workbook For additional practice, assign Workbook pages 40–41.

Online Workbook Grammar 2

WRITING

Objectives
Students will
- identify and use elements of a contrast essay.
- use expressions to show contrast.
- analyse a model of a contrast essay.
- write a contrast essay about a mythical creature.

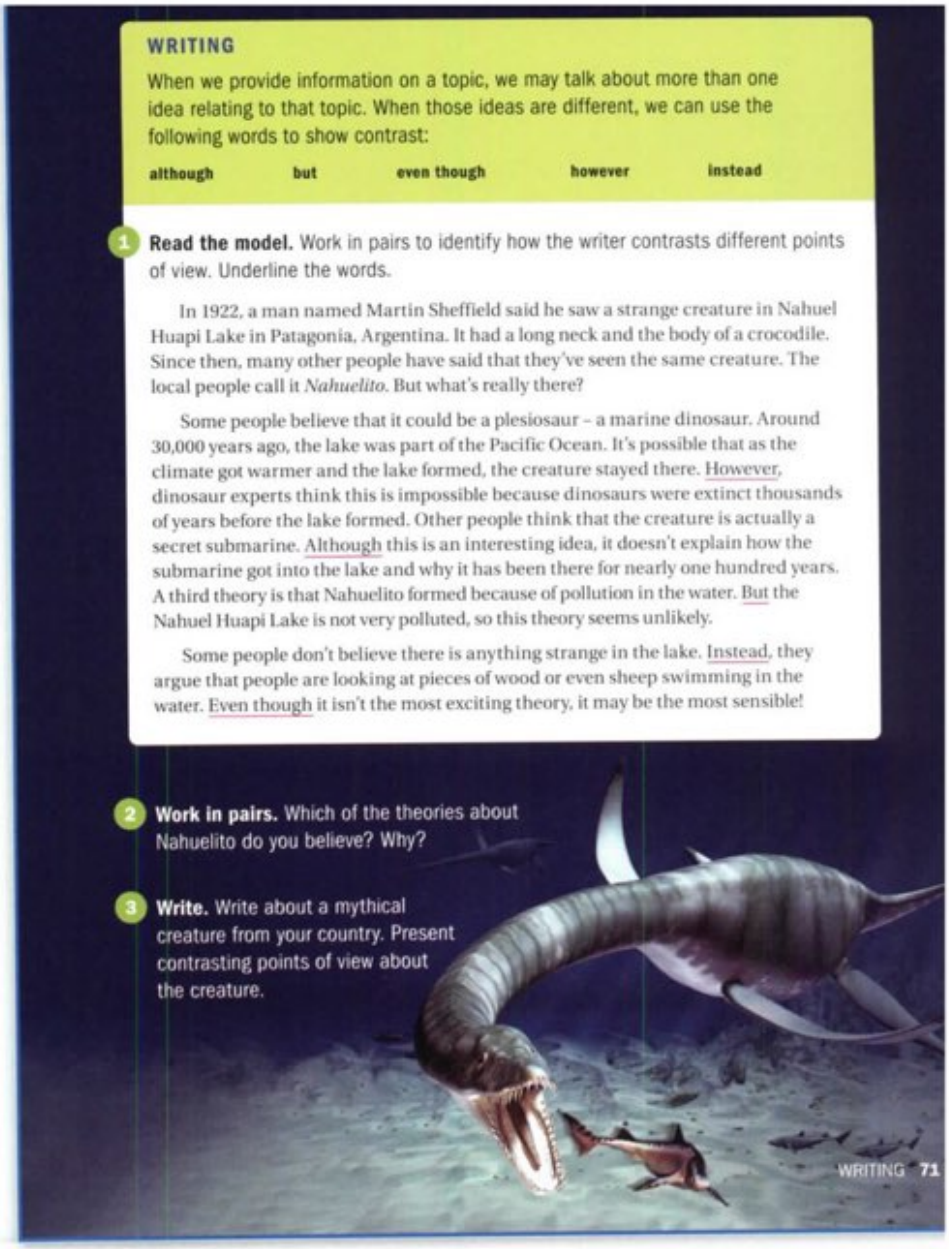
Writing Contrast essay

Academic Language *contrast, contrast essay, point of view*

Content Vocabulary *climate, creature, crocodile, extinct, mythical, pollute, pollution, sensible, submarine*

Resources Online Workbook/Workbook page 42; Process Writing Worksheets 1–5; Genre Writing Worksheet: Contrast (Teacher's Resource CD-ROM/Website/CPT); CPT: Writing

Materials picture of a mermaid



WRITING

When we provide information on a topic, we may talk about more than one idea relating to that topic. When those ideas are different, we can use the following words to show contrast:

although **but** **even though** **however** **instead**

1 **Read the model.** Work in pairs to identify how the writer contrasts different points of view. Underline the words.

In 1922, a man named Martin Sheffield said he saw a strange creature in Nahuel Huapi Lake in Patagonia, Argentina. It had a long neck and the body of a crocodile. Since then, many other people have said that they've seen the same creature. The local people call it *Nahuelito*. But what's really there?

Some people believe that it could be a plesiosaur – a marine dinosaur. Around 30,000 years ago, the lake was part of the Pacific Ocean. It's possible that as the climate got warmer and the lake formed, the creature stayed there. However, dinosaur experts think this is impossible because dinosaurs were extinct thousands of years before the lake formed. Other people think that the creature is actually a secret submarine. Although this is an interesting idea, it doesn't explain how the submarine got into the lake and why it has been there for nearly one hundred years. A third theory is that Nahuelito formed because of pollution in the water. But the Nahuel Huapi Lake is not very polluted, so this theory seems unlikely.

Some people don't believe there is anything strange in the lake. Instead, they argue that people are looking at pieces of wood or even sheep swimming in the water. Even though it isn't the most exciting theory, it may be the most sensible!

2 **Work in pairs.** Which of the theories about Nahuelito do you believe? Why?

3 **Write.** Write about a mythical creature from your country. Present contrasting points of view about the creature.

WRITING 71

Warm Up

- **Activate prior knowledge** Ask *Who knows what a mermaid is?* (Elicit: someone who has the head and body of a woman and a fish's tail instead of legs) Hold up the picture of a mermaid. Ask *Are mermaids real?* (no) *Where are mermaids said to live?* (in the ocean; underwater in the sea) *What else do you know about mermaids?* Students may mention ideas such as the following: mermaids are beautiful, kind or dangerous; mermaids rescue sailors in danger; mermaids lure sailors to their death; mermaids live for a very long time. Discuss different ideas that students have about mermaids from stories, books or films.

- Say *Suppose you want to write down the things that people believe about mermaids. You want to show that people have different ideas about mermaids. In your writing, you can give the different points of view that people have about mermaids. This kind of writing is called a contrast essay. In a contrast essay, you contrast points of view, or show how points of view are different.*

Present

- Say *We're going to look at words and phrases we can use to write about differences between ideas. These words and phrases help us to contrast points of view. Let's use mermaids as an example.*

- Write the following sentence on the board: *Mermaids are mythical creatures that are not real.* Explain that *mythical* means 'imaginary or not real'.

- Next, write *although* on the board. Say *Although there is no proof that mermaids are real, people have believed in them for a long time.*

- Now write *but* on the board. Say *Most people believe mermaids are not real. But some people think they are real.*

- Write *even though* on the board. Say *Even though mermaids were thought to be dangerous, some sailors looked for them at sea.*
- Write *however* on the board. Say *However, other people think that mermaids helped rescue people who were shipwrecked.*
- Finally, write *instead* on the board. Say *Instead, some people continued to believe that mermaids lived beneath the sea.*
- Point to the words and phrases on the board. Say *We use these words and phrases to connect ideas between one point of view and another point of view. Each word or phrase signals a contrast, or difference, in the points of view.*

Read the Model 1 2

- 1 Put students into pairs. Say *Now we're going to look at an example of a contrast essay. First, let's look at the picture.* Ask students to predict what they think the text will be about. Ask *What do you think the text might be about?*
- Read the instruction aloud. Say *Work with a partner. Look for different points of view in the text. Underline words and phrases that show contrast between the points of view.* Tell partners to read the essay and underline the words and phrases that show contrast.
- 2 Tell students to work with their same partners. Ask them to read the essay again and identify the different theories about *Nahuelito*. Ask *Which theory do you believe? Why?* As partners work, walk around the room and monitor. Make sure students explain their reasons for believing in the theory they chose.
- **Worksheet** If your students need a reminder of the elements of the contrast writing genre, you may want to hand out the **Genre Writing Worksheet (Contrast)** and review it together.

BE THE EXPERT

Writing Support

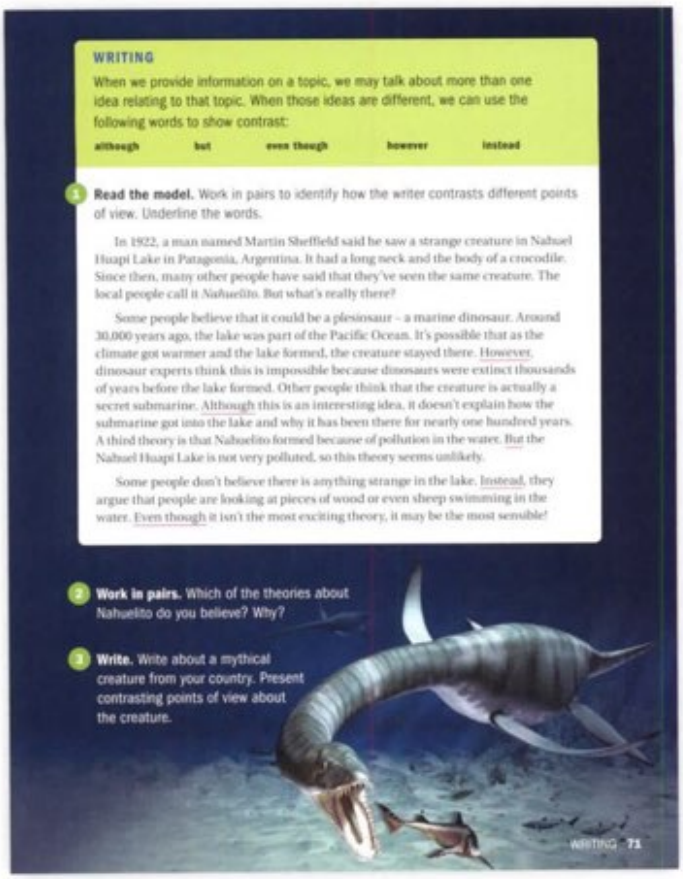
Contrast When a writer uses words and phrases to show contrast, it helps a reader to understand how sentences relate and refer to each other, and it also strengthens the point the writer wishes to make. Some other words and phrases commonly used to show contrast include the following: *at the same time, contrasted with, conversely, by contrast, nevertheless, nonetheless, notwithstanding, on one hand … on the other hand, on the contrary, otherwise, unlike* and *yet.*

Teaching Tip

Students are now halfway through the book. Ask them to review the contents of their portfolios in order to evaluate their writing progress over time.

Workbook For scaffolded Writing support, assign Workbook page 42.

Online Workbook Writing



WRITING

When we provide information on a topic, we may talk about more than one idea relating to that topic. When those ideas are different, we can use the following words to show contrast:

although but even though however instead

1 **Read the model.** Work in pairs to identify how the writer contrasts different points of view. Underline the words.

In 1922, a man named Martin Sheffield said he saw a strange creature in Nahuel Huapi Lake in Patagonia, Argentina. It had a long neck and the body of a crocodile. Since then, many other people have said that they've seen the same creature. The local people call it *Nahuelito*. But what's really there?

Some people believe that it could be a plesiosaur – a marine dinosaur. Around 30,000 years ago, the lake was part of the Pacific Ocean. It's possible that as the climate got warmer and the lake formed, the creature stayed there. However, dinosaur experts think this is impossible because dinosaurs were extinct thousands of years before the lake formed. Other people think that the creature is actually a secret submarine. Although this is an interesting idea, it doesn't explain how the submarine got into the lake and why it has been there for nearly one hundred years. A third theory is that Nahuelito formed because of pollution in the water. But the Nahuel Huapi Lake is not very polluted, so this theory seems unlikely.

Some people don't believe there is anything strange in the lake. Instead, they argue that people are looking at pieces of wood or even sheep swimming in the water. Even though it isn't the most exciting theory, it may be the most sensible!

2 **Work in pairs.** Which of the theories about Nahuelito do you believe? Why?

3 **Write.** Write about a mythical creature from your country. Present contrasting points of view about the creature.

WRITING 71

Plan 3

- 3 Read Activity 3 aloud. Explain that a *mythical* creature is a creature that does not actually exist but is believed to exist by many people. Say *Now you're going to plan your writing. You already know your topic – a mythical creature from our country. Your next step is pre-writing. You'll need to identify beliefs that some people have about the mythical creature and different beliefs that other people have about the creature. These will be the points of view that you contrast in your essay.*
- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 42 for writing support.
- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review them together.
- **Workbook** Refer students to Workbook page 42 to help them organise and plan their writing.

Write

- After students have finished their pre-writing, ask them to work on their first drafts. If you haven't got enough time in class, assign the first draft as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: *Is the mythical creature clearly identified? Are contrasting beliefs and points of view described? Are words and phrases that show contrast used to explain differences between the beliefs and points of view? What seems good? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student describes different points of view using words and phrases that show contrast such as *although, but, even though, however* and *instead*.				
Grammar Student uses the past simple to describe past actions.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objectives

Students will

- discuss places they go and things they use and ways to find out more about them.
- talk with community members to answer questions about the history, architecture, uses and people in a place in their region.

Content Vocabulary *curious, region*

Resources Video scene: 4.2 (DVD/Website/CPT); Worksheet 2.4.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Whenever possible, incorporate activities involving movement during class. Breaking up periods of seated work with physical activity will refresh and energise students. It can also help students better remember what they learn.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission *Be Curious*. Say *Curious means wanting to learn more or know more about something.* Ask a student to read aloud the quote by Katy Croff Bell. Say *You've learnt about Katy Croff Bell.* Ask *What do you think she means when she says 'If you don't have questions about where you're going …'?* (Look around and ask questions about things in the world.)

- **Activity 1** Say *Now let's watch a video about Katy Croff Bell.* Play **Video scene 4.2**. Ask students to focus on Katy's enthusiasm for sharing her ocean explorations and findings with others.

- **Activity 2** Put students into pairs. Ask them to each list three places they go regularly or things they use regularly. Then ask them to discuss what they know and don't know about the places and things on their lists. Tell them to consider ways to find out more, such as doing research on the Internet, asking other people and reading books or watching videos. Encourage students to use *would* and *used to* in their discussions.

- **Activity 3** Ask individual students to choose a place they have questions about. Consider brainstorming places in your region as a class and listing them on the board. Then ask students to write questions about the place they've chosen. Tell students to use the past simple in their questions. Remind students that *architecture* means the buildings in a place. Consider asking students to talk to local government officials or historical society members to get answers to their questions.

- **Worksheet** Hand out **Worksheet 2.4.6**. Explain that students will use the worksheet to further discuss underwater exploration and discoveries and what they can do to find out more about exploring places in the world.

PROJECT

Objective
Students will
- choose and complete a project related to underwater exploration, an underwater city or a local body of water.

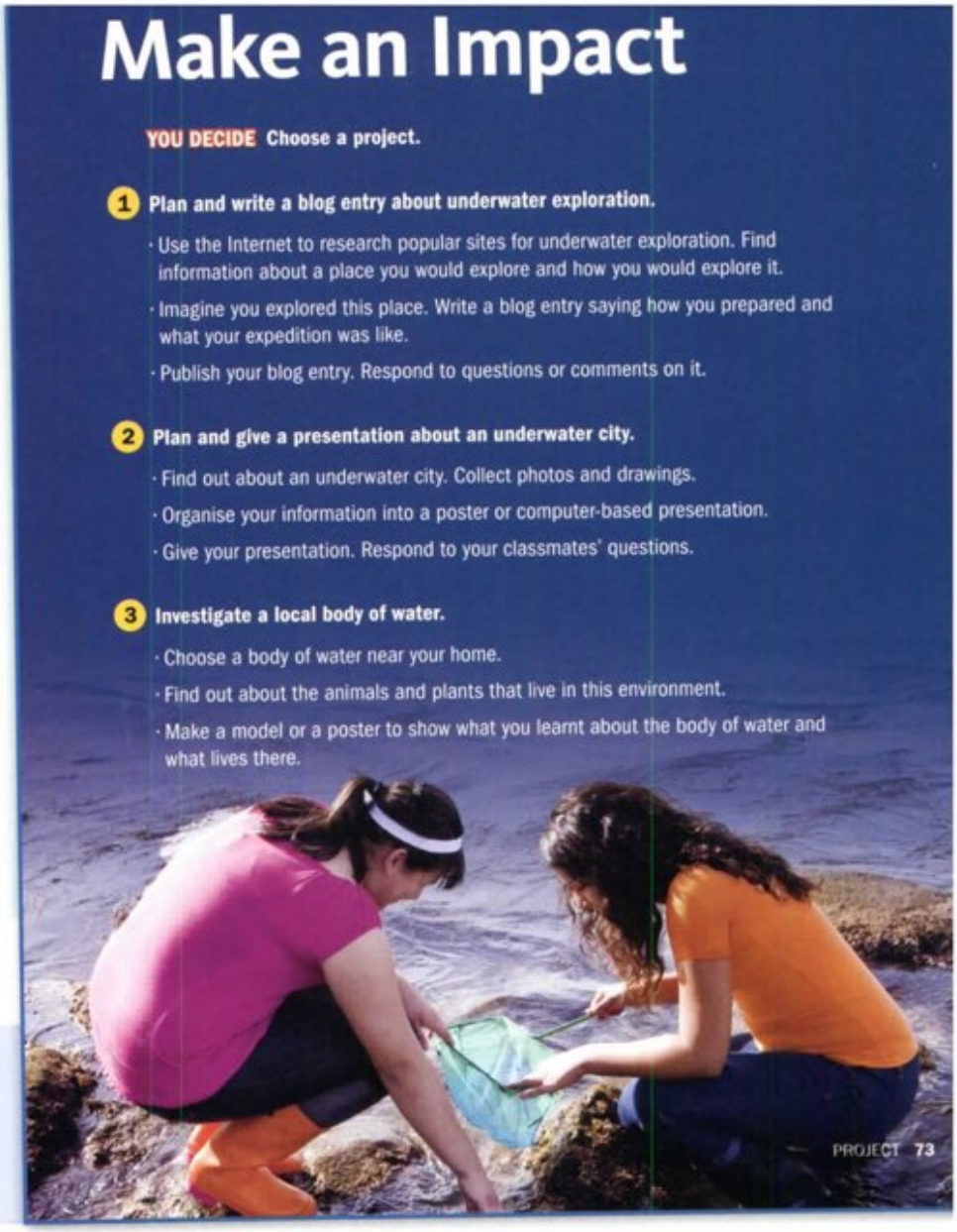
Academic Vocabulary *blog entry, publish*

Content Vocabulary *body of water, environment*

Resources Assessment: Unit 4 Quiz; Units 1–4 Mastery Test; Workbook pages 43 and 93; Worksheet 2.4.7 (Teacher's Resource CD-ROM/ Website); CPT: Make an Impact and Review Games

Assessment Go to pages 265 and 266.

Unit Review Assign Worksheet 2.4.7.
Workbook Assign pages 43 and 93.
Online Workbook Now I can



Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Ask students to research a variety of blogs and identify the usual elements of a blog. Ask *What do people usually include in a blog?* (paragraphs of text, photos, labels, diagrams, comments by people who read the blog)
- Tell students that although blogs are usually published on the Internet, blog entries for this project can be submitted on paper.
- **Activity 2** Tell students to do research to find out about an underwater city such as Thonis-Heracleion in Egypt, Phanagoria in Russia, or Shi Cheng in China. Students can talk to the school librarian or a teacher with knowledge about sites like these to find out about resources available for research.
- If students do a computer-based presentation, encourage them to use music in their presentations.
- **Activity 3** Explain that a body of water can be a stream, a river, a lake or an ocean. Suggest students consider talking to someone from a local wildlife organisation to find out more about native plants and animals. If students make a model, ask them to consider whether to create an actual physical model such as a diorama or a computer model.

Share

- Allow time for students to present their final projects to the class. In the case of the blog, allow students to read the entry before the presentation.
- **Modify** Help students simplify a project by eliminating one of the options. For example, students might include labelled photos and drawings of an underwater city in a notebook for other students to look through instead of making a presentation.

STUDENT'S BOOK AUDIO SCRIPT

Track 040 1 **Listen and read.** See Student's Book pages 60–61.

Track 041 2 **LEARN NEW WORDS** **accurate** / I checked the information, and I know it's accurate. **attempt** / We made an attempt to explore the coral reef. **blog** / The team adds new information to their blog every day. **destination** / The ship's destination is the Gulf of Mexico. **expedition** / Researchers made an expedition to the Caspian Sea. **expert** / Katy Croff Bell is an expert in underwater exploration. **follow** / Many people follow the news reports from the ship. **journey** / The journey to the bottom of the sea can be dangerous. **look for** / Special robots can look for items lost underwater. **message** / To learn more about the trip, send a message to the explorers. **online** / We use smartphones and computers to go online. **opportunity** / It's an amazing opportunity to explore the oceans. **vehicle** / A robotic vehicle doesn't need a driver. **virtual** / Children can learn about the sea in a virtual classroom. **website** / You can find more information about the ship on its website.

Track 042 5 Each expedition aboard the Nautilus requires a lot of preparation. But no matter how prepared the crew is, they're almost always surprised by something on their journey. Once, the scientists were looking for volcanoes near Sicily when they saw something interesting on the sea floor. They sent one of their robotic vehicles down to investigate. The vehicle transmitted photos of a wrecked aircraft back to the ship. The scientists thought it was probably a World War II aircraft, but they wanted to make sure. They put the photos of the aircraft up on their blog, and found out that they were right, thanks to some World War II pilots from Italy.

Track 043 5 **LEARN NEW WORDS** **find out** / Scientists found out that the aircraft they saw was from World War II. **make sure** / It's important to make sure an area is safe before exploring. **preparation** / An underwater expedition takes a lot of preparation. **transmit** / The crew is able to transmit messages electronically.

Track 044 **SPEAKING STRATEGY** See Student's Book page 63.

Track 045 1 **S1**: Hey, Dad, what are we going to do for a holiday this summer? **S2**: Well, Sara, we could go camping. It would be great to explore the caves, too. **S1**: We could, but I went to the caves last autumn with Aunt Rema. I want to go somewhere different this year. How about going on a river cruise? **S2**: I love that idea, but that's probably really expensive. **S1**: Oh, OK. Oh! I know! Let's go surfing at the beach. **S2**: OK, let's do that! It would be great to camp near the beach, too. **S1**: Sure. That's a really great suggestion.

Track 046 **GRAMMAR** See Student's Book page 64.

Track 047 4 SS *Republic* was a steamboat that used to transport passengers and gold coins in the 1850s. It was built in Baltimore, USA, in 1853. After that, it would travel to many foreign countries, including England, France, Nicaragua and Panama. On 18th October, 1865, it set off from New York with 80 people on board and with $400,000 dollars in gold and silver coins. Its destination was New Orleans – a distance of 3,148 kilometres from New York. But the ship never reached New Orleans. Five days into the journey, there was a huge hurricane and SS *Republic* sank. In 2003, marine archaeologists discovered the wreck of SS *Republic*. They used robotic vehicles to examine the ship and succeeded in bringing up more than 51,000 silver and gold coins from the wreck.

Track 048 4 **LEARN NEW WORDS** **distance** / The distance between Baltimore and New York is 273 kilometres. **reach** / We hope to reach our destination tonight. **set off** / We set off from New York at six o'clock in the morning. **succeed** / We succeeded in finding the shipwreck.

Track 049 2 **LEARN NEW WORDS** **angle** / A square has four right angles. **carving** / There are beautiful carvings on the stones. **examine** / Geologists examined the rocks carefully. **identify** / They identified many different buildings in the area. **remains** / You can still see the remains of the ancient city.

Track 050 3 **WHILE YOU READ** See Student's Book pages 66–67.

Track 051 **GRAMMAR** See Student's Book page 70.

Track 052 1 **Express Yourself** See Student's Book pages 74–75.

Express Yourself

Objectives
Students will
- identify elements and content of a blog.
- connect ideas about the impact of technology on our lives and ocean exploration.

Genre Blog

Academic Language *blog, blog entry, opinion, video journal*

Content Vocabulary *bridge, celebrity, impact, lab, mahimahi, robot, seasick, steer, virtually, waterproof*

Resources Workbook pages 44–45/ Online Workbook (Units 3–4 Review); Worksheet 2.4.8 (Teacher's Resource CD-ROM/Website); Track 052 (Audio CD/Website/CPT); CPT: Express Yourself Units 3–4

Materials globe or map of the world *(optional)*; video recording devices *(optional)*



Express Yourself

1 Read and listen to Talita's blog entry about her expedition on the E/V *Nautilus*. 052

The *Nautilus* Expedition to the Cayman Islands

Hi! I'm Talita and this is my blog! Enjoy!

Day 1: 15th August
Wow! I can't believe I'm actually here on *Nautilus*! I'm one of five very lucky students taking part in *Nautilus*'s four-day expedition to the Cayman Islands. We had a talk from the expedition leader, Dr Katy Croff Bell, about where we're going and what we'll be doing. Oh, and all the safety stuff as well, of course! I look supercool in my life jacket ... NOT!

Day 2: 16th August
What an amazing day! In the morning, we met Dr Robert Ballard, who discovered the wreck of the *Titanic*! After lunch (mahi-mahi!), we had a tour around *Nautilus*. We looked at the labs, and we went up to the bridge – that's where the captain of the ship works. I even got a chance to steer the ship! (Don't worry, Mum, we're still heading in the right direction ... I hope!) Later, we learnt about Hercules – a remotely operated vehicle, or ROV. This robot has so much electronic equipment that I'm amazed it's all waterproof!

Day 3: 17th August
This morning we appeared on the *Nautilus* Live website and talked to school students around the world about our expedition. It was amazing – I feel like a real celebrity now! (Except for the clothes ... and the money ... OK, maybe not an actual celebrity, but it was really cool.) The afternoon was NOT cool, however. There was a big storm, and we all felt very seasick!

My team

Day 4: 18th August
This morning was beautiful and the sea was calm. Perfect for a dive! Unfortunately, it was Hercules, not us, who got to go diving. What a lucky robot! In the afternoon, we arrived at Grand Cayman. Although I'm sad to leave the *Nautilus* team (especially Hercules), I'm excited to explore the islands and the waters!

74

Present 1

- **Preview** Tell students to turn to pages 74–75. Say *Look at the pictures and text.* Ask *Does the way that they are shown look like something you've seen before?* (yes) *Where?* (on a website; on a computer or smartphone screen) Say *This is a blog. A blog is a website where a person writes about his or her opinions and about the things he or she is doing.*

- 1 **Read together** Say *We're going to listen to and read blog entries written by a student who is travelling on the E/V* Nautilus. Read aloud the blog's title. If possible, point out the location of the Cayman Islands on a globe or map. Explain that a blog has a date for each entry, text that tells us the writer's thoughts, and photos. Then say *This blog tells us about an expedition to the Cayman Islands.* Play **Track 052** as students listen and read.

Practise 2

- 2 **Discuss** Ask students to form small groups. Say *Now we're ready to talk about the blog.* If possible, point out the expedition's route on a globe or map. Say *Answer Question 1. Give reasons why you think an activity was the most exciting.* Discuss which activity was preferred by most students and which was preferred by the fewest students.

- Say *Now answer Question 2.* As students discuss, walk around the room to monitor groups and listen to students' reasoning.

- Say *Finally, answer Question 3.* Remind students that in Unit 3, they discussed how using technology affects our daily lives. Ask *How does reading blogs affect the way you think about things in the world?*



ROV Hercules exploring underwater

2 **Discuss in pairs.**

1. In your opinion, what was the most exciting activity the students did on *Nautilus*?
2. Would you like to take part in an activity like this? Why or why not?
3. Do you read blogs regularly? If so, what kinds of blogs do you like to read? What can you learn from them?

3 **Connect ideas.** In Unit 3, you learnt about the impact of technology on our lives. In Unit 4, you learnt about underwater exploration. How are those topics connected? How can technology help us to learn more about what's underwater?

4 **YOU DECIDE** **Choose an activity.**

1. Choose a topic:
   - connecting with people virtually
   - exploring virtually
2. Choose a way to express yourself:
   - a blog entry
   - a short video diary
   - a poster
3. Present your work.

75

BE THE EXPERT

Our World in Context

The word *blog* is an abbreviated form of the term *weblog*. Blogs include:

(1) entries that are dated and may include a timestamp; (2) comments may be posted by readers and replied to by the blog's creator; (3) emojis that indicate the writer's mood.

Cumulative Review

Hand out Cumulative Review Worksheet 2.4.8.

Formative Assessment

Can students

- identify elements and content of a blog?

  Ask *On which dates did Talita go on an expedition to the Cayman Islands on the* Nautilus? (15–18th August)

- connect ideas about the impact of technology on our lives and ocean exploration?

  Ask *What experience did Talita have that made her feel like a celebrity on the* Nautilus *expedition?* (She appeared on the *Nautilus* Live website and spoke to other middle school students.)

Workbook Assign pages 44–45.
Online Workbook Units 3–4 Review

Connect 3

- **3** **Critical thinking** Read the Activity 3 text aloud. Ask students to begin their discussions. As students discuss, walk around the room to check their understanding and the logic of their ideas. Provide prompts as necessary: *Think about the technology you use every day and how it affects the things you do, the way you learn and the way you communicate with people. Then think about how technology is used to explore the oceans.*

- When time is up, ask *How does technology affect communication between people and the way people learn about the world?* Invite students to share their ideas with the class.

Prepare 4

- **4** **YOU DECIDE** Review the instructions for Activity 4. You may want to assign this activity in advance so that students have more time to work on it in class or at home.

- Ask students to choose an activity. Explain that *virtually* means 'in a way that uses computers or the Internet'. Provide assistance to students who choose to write a blog entry or a video journal. Students may be able to borrow video recording devices from a library or post their blog entries or video journals on the school or class website.

Share

- Set aside time for students to share their work with the class. Remind students to make eye contact with classmates as they present their work, to speak loudly and clearly, and to use natural gestures and movements as they speak.

In This Unit

Theme This unit is about animals that live in extreme environments.

Content Objectives

Students will

- identify animals that have adapted to extreme environments.
- describe how animals' adaptive features help them live in a particular environment.
- recognise that people form opinions about animals based on the animals' physical features.

Language Objectives

Students will

- talk about creatures that live in extreme conditions.
- express and respond to strong opinions.
- use the present perfect to describe experiences.
- use *as ... as* to make comparisons.
- write a persuasive essay about an endangered animal.

Vocabulary

pages 78–79 *adapt, condition, environment, handle, harsh, lack of, level, life, mammal, oxygen, thrive, typical, variety*

page 80 *creature, exist, remarkable, tolerate*

page 83 *die, kill, normal, pressure*

page 84 *bizarre, parasite, rare, tongue*

Vocabulary Strategies Synonyms; Use photos as context clues

Speaking Strategy Expressing and responding to strong opinions

Grammar

Grammar 1 Use present perfect to describe past experiences

Grammar 2 Use *as ... as* to make comparisons of equality

Reading *Weird and Wonderful*

Reading Strategy Categorise information

Video Scene 5.1: *Photographing Parasites*; Scene 5.2: Meet Kevin Hand

Writing Persuasive essay

National Geographic Mission Ask Questions

Project

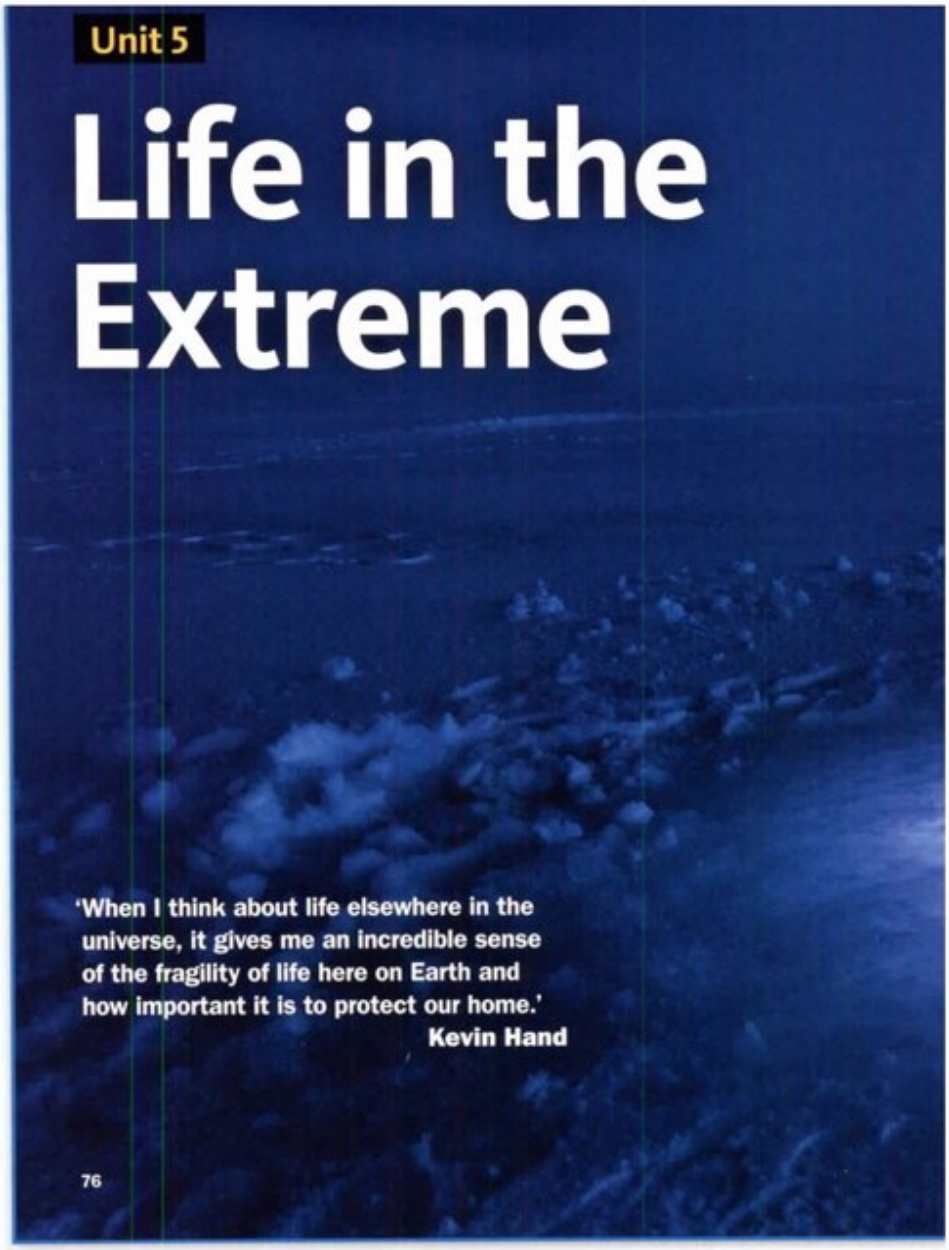
- Brochure
- Contest
- Diary entry

Pronunciation Linking

Pacing Guides 2.5.1, 2.5.2, 2.5.3

Unit 5

Life in the Extreme



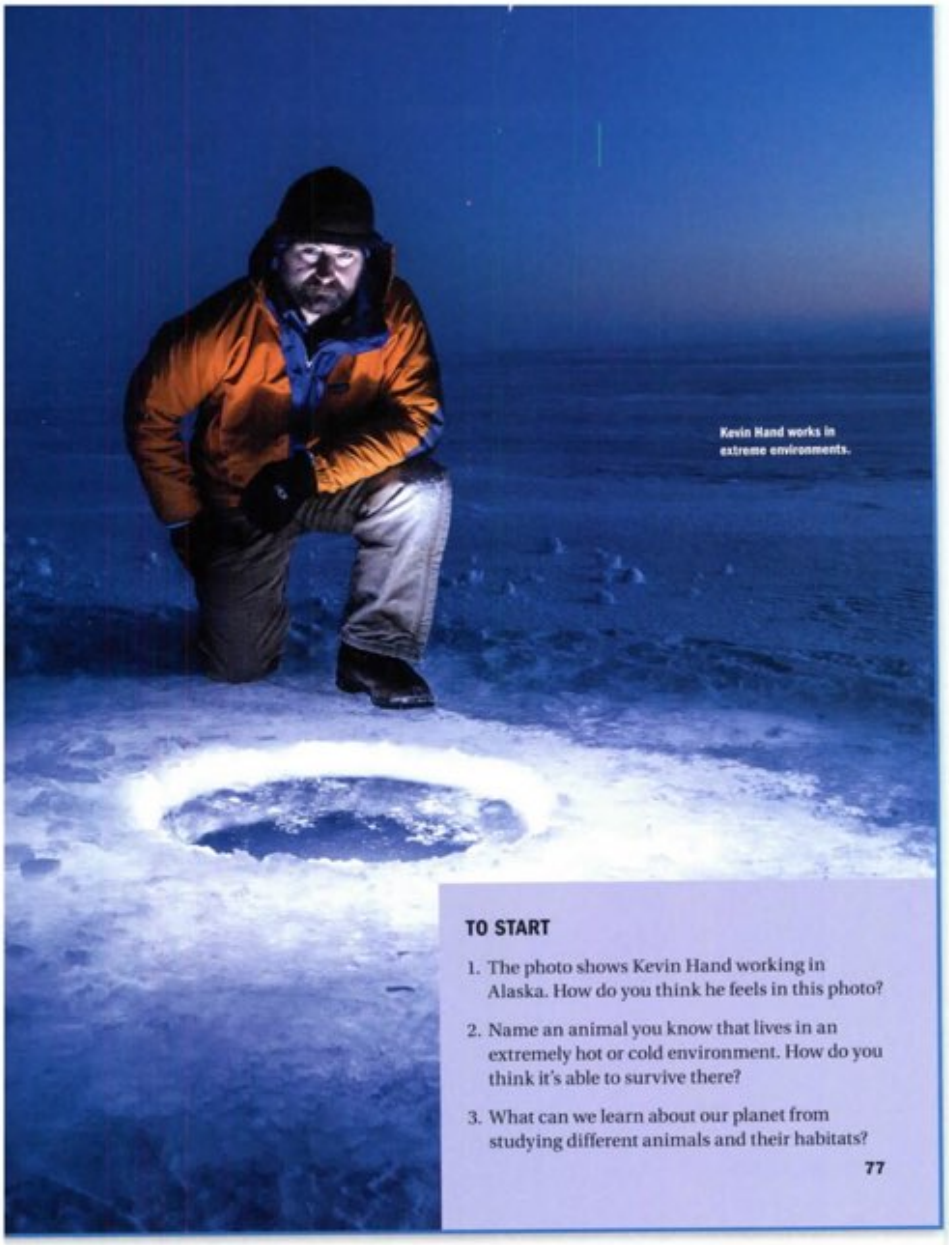
Introduce the Unit

- **Pre-teach** Say *In the last unit, we learnt about underwater exploration and discoveries. The underwater areas on Earth are a kind of environment. An environment is a place in the natural world.*

- Say *A desert is another kind of environment.* Ask *What is a desert like?* (Elicit: hot; no rain; no trees) Say *Deserts can be extremely hot. There are also extremely cold environments on Earth.* Ask *Where are cold environments?* (Antarctica, Greenland, the Arctic) Say *We're going to learn about extremely hot and cold environments and animals that live in them.*

- **TO START** Tell students to open their books at pages 76–77. Ask a student to read aloud Question 1. Say *Alaska is in the northernmost part of the United States.* Ask *What can you tell about Alaska from looking at the photo?* (It's cold.) Say *Look at the expression on Kevin Hand's face.* Ask *What does it tell you about how he feels?*

- Ask questions such as the following:
  What shows that Alaska is an extreme environment? (snow and ice)



What is Kevin Hand doing? (kneeling next to a hole in the ice)
What work do you think he's doing? (looking for fish)

- Ask a student to read aloud Question 2. Ask *What very hot or cold places do you know?* Write responses on the board. For each place, draw a T-chart with the headings *Animal* and *How It Survives*. Ask *What animals live there? How are they able to survive?* Complete the charts with students' ideas.

- Ask a student to read aloud the quote by Kevin Hand on page 76. Say *Kevin Hand thinks it's important to keep our planet a safe place to live.* Then ask a student to read aloud Question 3. Point to the board and say *Look at the different kinds of environments on Earth where animals live.* Ask *What does this tell us about Earth?* Invite students to share their ideas with the class.

Extend

- Hand out **Worksheet 2.5.1**. Put students into pairs. Explain that they will be writing about and discussing animals that live in extreme environments.

UNIT OPENER

Objectives
Students will
- make inferences about a photo.
- discuss extreme environments and the animals that live in them.

Resources Worksheet 2.5.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials globe or map of the world *(optional)*

BE THE EXPERT

About the Photo

Kevin Hand, an astrobiologist, gets ready to send a robotic vehicle beneath the ice of Sukok Lake in Alaska. Kevin is searching for life in outer space. In preparation for investigating harsh environments beyond Earth, he is studying some of Earth's most extreme environments.

Teaching Tip

Get students to begin each class with a familiar phrase in English. As a class, choose or write a short poem, song lyric or phrase in English. At the start of each class, ask students to repeat it aloud. This provides a transition point, signalling to students that it is time to start speaking, thinking and writing in English.

Related Words

hole, ice, snow

VOCABULARY

Objectives

Students will

- identify and use vocabulary related to animals that live in extreme environments.
- use new vocabulary to read about and discuss animals and microbes that live in extreme environments.

Target Vocabulary *adapt, condition, environment, handle, harsh, lack of, level, life, mammal, oxygen, thrive, typical, variety*

Content Vocabulary *astrobiologist, element, extreme, extremophile, habitable, harsh, iron, methanogen, microscopic, necessary organism, outer space, range, tardigrade, vent, volcanic*

Resources Tracks 053–054 (Audio CD/ Website/CPT); CPT: Vocabulary

1 What are the necessary elements for life?
Discuss. Then listen and read. 053



Have you ever wondered how polar bears can **handle** the extreme cold of the Arctic? On a **typical** day, Arctic temperatures can be as low as -30°C (-58°F). That's *really* cold! And what about camels? How can they survive in the heat of the Sahara Desert, where it sometimes reaches 50°C (122°F)? It's because these animals have **adapted** to their **harsh environments**. However, like other **mammals**, the polar bear and the camel can only exist in a certain range of **conditions**. But there are much smaller creatures that can live in far more extreme environments.

One example of an amazing survivor is the tardigrade. Nicknamed the 'water bear', this tiny organism is less than a millimetre long. Tardigrades can handle temperatures from -200°C (-328°F) to 151°C (304°F). They can survive despite a **lack of** water and **oxygen**. They can even survive in outer space! In 2011, scientists successfully sent tardigrades to the International Space Station on the space shuttle *Endeavour*.

Apart from the tardigrade, there are many **varieties** of even smaller, single-celled microbes that scientists refer to as *extremophiles*. These microscopic organisms live in some of the harshest environments on the planet. Some live in places where there are very high **levels** of salt, like the Dead Sea. Others live within solid rock. Extremophiles like very hot or very cold environments.

78 VOCABULARY

Warm Up

- **Build background** Say *Think about what it's like in a desert – hot and dry, no shelter from the sun and very little rain.* Ask *What kinds of animals live in the desert?* (Elicit: snakes, lizards, spiders, camels) Say *The average temperature in a desert is about 38°C (100°F) during the day.* Ask *How do you think animals are able to live in a desert?* As students respond, write their ideas on the board.

- Say *Now think about some freezing cold places.* Ask *What kinds of animals live in these places?* (Elicit: penguins, polar bears, walruses, seals) Say *The average temperature in the winter at the South Pole is -60°C (-76°F).* Ask *How do you think animals are able to live in such a cold place?* As students respond, write their ideas on the board.

Present 1 2

- Tell students to open their books at pages 78–79. Say *We've talked about animals that live in extreme environments. Now think about the things that animals need in order to live.* Write the following sentence frame on the board:

> Animals need _____ in order to live.

- Ask several students to take turns completing the frame orally, using complete sentences. (Sample answer: Animals need water in order to live.)

- 1 Ask a student to read aloud the Activity 1 question at the top of page 78. Say *The necessary elements for life are the things that animals and plants need so they can stay alive.* List students' responses on the board.



Strain 121, for example, is a type of bacteria with remarkable abilities to tolerate temperatures of 121°C (250°F). It lives on a volcanic vent at the bottom of the Pacific Ocean and feeds on iron! Methanogens, on the other hand, **thrive** under 18 m. (60 ft.) of Antarctic ice, where there is no light and no oxygen.

Scientists find these organisms very interesting because they help us understand how **life** might exist on other planets. 'We're looking for worlds where [the necessary elements] for life can be found,' explains astrobiologist Kevin Hand. 'We want to know, what does it take for a world to be habitable?'

A tardigrade or 'water bear'

2 LEARN NEW WORDS **Listen and repeat.** 054

3 **Work in pairs.** Why do scientists study extreme environments and the creatures that live in them?

VOCABULARY **79**

BE THE EXPERT

About the Photo

The tardigrade (from Latin for 'slow walker') is shown in a sample of moss. Tardigrades are found in ordinary moss and lichens, as well as in wide-ranging environments such as hot springs, Antarctic ice, ocean trenches and the Himalayas. Tardigrades are able to slow their metabolism to one-hundredth of a per cent of normal, resulting in a loss of most of the water in their bodies. This 'dehydration' allows them to survive drastic changes in temperature, water salinity and atmospheric pressure. Tardigrades can remain in a 'suspended' state for decades, rehydrating themselves again in the presence of water.

Teaching Tip

Students may not always speak up or make it clear that they're confused. As you teach new material, pause and ask comprehension questions to check that students understand. Encourage students to speak up when they don't understand. Remind them that it's common at first to not understand new things they learn in English. Stress the importance of them letting you know when they need help.

- Play **Track 053** and tell students to listen and read. You may want to share with students that tardigrades are not technically *extremophiles* because they do not actively thrive in harsh environments, but they can survive these environments. Discuss the reading with students. Ask questions such as:

  How can animals such as polar bears and camels survive in extremely hot or cold environments? (They have adapted to the environments.)

  What kind of environments can the tardigrade survive in? (temperatures from –200°C to 151°C; environments with no water and oxygen; outer space)

  Why are scientists interested in learning how organisms survive harsh environments on Earth? (to help them understand how life might exist on other planets and what it takes for a world to be habitable)

- **2 LEARN NEW WORDS** Play **Track 054**. Tell students to listen and repeat. Ask students to take turns saying each word. Then tell them to think of a true or false statement that includes the target word. Invite the class to decide whether the statement is true or false.

- Say *Use each word in a true or false statement. Your classmates will decide whether the statement is true or false. If the statement is false, the person who disagrees with it will reword it to make it true. If it's true, the person will agree with you and repeat the true statement.*

- Model an example for students. Say *All organisms need oxygen in order to survive. True or false?* (false) Ask a student to reword the example to make it a true statement. (Some organisms such as tardigrades can survive without oxygen.)

VOCABULARY

Objectives
Students will
- practise using vocabulary related to animals that live in extreme environments.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *creature, exist, remarkable, tolerate*

Vocabulary Strategy Synonyms

Academic Language *necessary, summarise, survey, synonym*

Content Vocabulary *crab, poisonous, possibility, ridge, tube worm, vent fish*

Resources Online Workbook/Workbook pages 46–47; Tracks 055–056 (Audio CD/Website/CPT); Worksheet 2.5.2 (Teacher's Resource CD-ROM/Website); CPT: Vocabulary

4 Read and write the words from the list. Make any necessary changes.

condition	environment	handle	harsh	lack of
level	life	thrive	typical	variety

In 2004, National Geographic Explorer Kevin Hand and film director James Cameron went on a deep-sea expedition to a mid-ocean ridge. There they discovered a _variety_ of different animals living in this _environment_ 3,600 m. (11,800 ft.) below the surface of the sea. It's a _harsh_ place to live because of the high _levels_ of poisonous chemicals in the water. There is also a complete _lack of_ light. However, animals like giant tube worms, crabs and vent fish can _handle_ these extreme _conditions_. Although the water is extremely hot and full of chemicals, they don't just survive – they _thrive_ here.

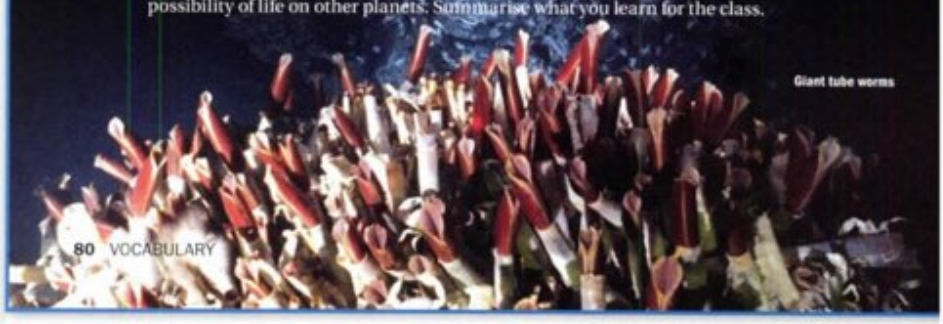
5 LEARN NEW WORDS Listen to these words and match them to the synonyms. Then listen and repeat. 055 056

creature	exist	remarkable	tolerate

1. _exist_ to be
2. _creature_ animal
3. _remarkable_ interesting
4. _tolerate_ to handle

6 YOU DECIDE Choose an activity.

1. **Work independently.** Write a paragraph about how the study of extremophiles could help us to discover life on other planets.
2. **Work in pairs.** Will human activity eventually turn the whole Earth into an extreme environment? Why or why not? Discuss and share your response with the class.
3. **Work in groups.** Conduct a survey to find out what other students think about the possibility of life on other planets. Summarise what you learn for the class.


Giant tube worms

80 VOCABULARY

Practise 3 4 5

- 3 Put students into pairs. Say *Think about the conditions in extremely harsh environments and the animals that live in these conditions. Now read the Activity 3 question on page 79.* Ask partners to answer the question. Say *Use your new words in your discussion with your partner.* Invite pairs to share their responses with the class.
- 4 Tell students to turn to page 80. Choose several students to read the words in the word box. Ask them to choose two words and use them in a sentence. Then tell students to complete Activity 4 independently. Invite a student to read aloud the completed paragraph.
- 5 LEARN NEW WORDS Play Tracks 055 and 056 and tell students to listen. Then ask them to look for each word in context on pages 78–79. Ask students to pronounce each word and use it in a sentence. Review word meanings and then ask students to complete Activity 5 independently.

- **Vocabulary strategy** Point out the word *creatures* on page 78. Write the two previous sentences on the board and underline the words *animals, polar bear* and *camel*. Explain that a synonym is a word that has a similar meaning to another word. Say *Polar bears and camels are animals. The 'much smaller creatures' must also be animals. Animals is a synonym for creatures.* Elicit other synonyms for *creatures* (living things, organisms).

Apply 6

- 6 YOU DECIDE Ask students to choose an activity. Read aloud each of the three options in Activity 6. Say *Choose one of the three activities. You'll work on your own, with a partner or in a group.*

- **Think aloud** Model silently scanning the text to review information. Use the first activity as an example. Say *I need to say how the study of extremophiles could help us find life on other planets. I'll skim the reading to help me remember facts about environments where extremophiles live. Then I'll think about what I know about environments on other planets or in outer space.*

- Tell students to choose and complete one of the three You Decide activities. Put students who choose the second and third activities into pairs and groups. Remind them to take a few moments to think over the activity before discussing it with their partner or group members.

- Before students begin their activities, say *Try to use the new words you learnt in your paragraphs, discussions or surveys.* Ask students to complete one of the three You Decide activities. Then invite them to share their completed activities with the class.

Extend

- After students have had a chance to share their work with their classmates, ask them to choose a different Activity 6 option and complete it. Arrange students in pairs or groups so they each have an opportunity to work on a different Activity 6 option.

- If time allows, hand out **Worksheet 2.5.2**. Explain that students will use vocabulary words to talk and write about animals that live in extreme environments. They will also write about how animals survive in these environments.

Consolidate

- Say *Now I'll say one of the new words you learnt and you say a synonym or a word with a similar meaning to the word I say.* Model an example. Say *exist.* Prompt a student to say *live.* Continue until you have used all of the vocabulary words.

BE THE EXPERT

Vocabulary Strategy

Synonyms Synonyms are words that have the same, or almost the same, meaning. To identify the meaning of an unknown word, students can look for synonyms in the text. Synonyms may appear in the same sentence as an unknown word or in the surrounding text. Many words in English have synonyms. Examples of synonyms include:

to adapt	*to adjust to, to get used to*
condition	*situation, circumstances*
habitable	*liveable*
to handle	*to manage, to deal with*
lack of	*deficiency, shortfall*
level	*quantity, amount*
typical	*normal, average*
variety	*assortment, kind*

About the Photo

The giant tube worms in the photo on page 80 live 2.4 km (1.5 mi.) beneath the ocean surface on the East Pacific Rise near the Galápagos Islands. Giant tube worms live near undersea hydrothermal vents in conditions of extreme pressure, freezing cold water and no sunlight. They grow as tall as one and a half metres high.

Formative Assessment

Can students

- use vocabulary related to animals that live in extreme environments?

  Ask *What kinds of environments on Earth are scientists studying to help them determine whether life can exist in outer space?*

- use vocabulary to discuss animals and microbes that live in extreme environments?

  Ask *What conditions in the Dead Sea have microscopic organisms adapted to?*

Workbook For additional practice, assign Workbook pages 46–47.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- express strong opinions.
- respond to strong opinions.

Speaking Strategy Expressing and responding to strong opinions

Academic Language *express, opinion, role*

Content Vocabulary *axolotl, disgusting, naked mole rat, panda, slug, warthog*

Resources Online Workbook; Worksheet 2.5.3 (Teacher's Resource CD-ROM/ Website); Tracks 057–058 (Audio CD/ Website/CPT); CPT: Speaking Strategy

Materials coins for the board game

SPEAKING STRATEGY 057

Expressing strong opinions	Responding
I think the naked mole rat is the ugliest animal around!	Really? I think they're quite cute.
Slugs are the worst. They're even scarier than snakes.	I don't know. I sort of like slugs.
There's nothing more disgusting than a warthog.	That's not true! I'll bet there are plenty of more disgusting creatures.

1 Listen. How do the speakers express and respond to strong opinions? Write the phrases you hear. 058

2 Read and complete the dialogue. Possible answers:

Rama: Hey, Tina, I need your help. We're choosing an animal to represent the school's environmental club. What do you think?

Tina: Wow, some of the animals on this list are really ugly! Let's use a panda. ___There's nothing___ cuter than a panda.

Rama: ___That's not true!___ There are plenty of animals that are just as cute. And ___I'll bet___ there are more interesting animals. Look at this picture of an African warthog, for example.


A warthog

Tina: No way! ___I think___ warthogs are the ugliest animals ___around___. No one will want to join our club.

Rama: Really? I think they're ___quite___ cool. They look so mean, but they're actually more likely to run away from a predator than to fight! And they can run really fast! A warthog would definitely make people look at our poster!

Tina: Yeah, but not in a good way. Here's an interesting animal: the axolotl. They're really cool because they never age. ___They're even___ cuter than pandas.

Rama: Yeah, they are quite cute. OK, let's use the axolotl.

3 Work in groups. Throw a coin and move (heads = 1 space; tails = 2 spaces). Give and respond to strong opinions about the animal on each square.



4 Work in pairs. Discuss animals, people, things and places that you think are unusual, interesting or beautiful. Give strong opinions and listen as your partner responds. Then swap roles.

Go to page 161.

Warm Up

- **Activate prior knowledge** Ask *What do you say if you want to give your opinion about something, such as which animal makes the best pet?* (Elicit: I think dogs make the best pets.) Ask *What could you say to respond to someone's opinion?* (Elicit: I think so, too. / I don't agree.)

- Put students into pairs to give and respond to opinions about which animals they think make the best pets. Choose pairs to say their dialogues aloud for the class.

Present 1

- Tell students to open their books at page 81. Say *When you have a strong opinion about something, you are passionate about it. We'll listen to speakers expressing and responding to strong opinions.*

- Play **Track 057**. Ask *How do the speakers express and respond to strong opinions?* List phrases used to express and respond to strong opinions on the board.

- Play **Track 057** again and ask students to read along in their books. Then invite pairs of students to take turns expressing and responding to strong opinions. Supply additional prompts such as the following:

> I love _____. They're the greatest!
>
> You're joking! I don't like _____ at all.

- 1 Say *Now listen as two speakers talk about a competition to name the world's ugliest animal. Listen for the words and phrases they both use to express and respond to strong opinions.* Play **Track 058**. Invite students to share the words and phrases they heard.

Practise 2

- 2 Direct students to Activity 2. Say *You'll read about some animals, including an animal called an axolotl. You can look at a photo of an axolotl on page 89.* Then tell students to complete Activity 2 independently.

- Ask students to read their completed dialogues aloud, taking turns as Rama and Tina. Ask *Did you hear different ways to express a strong opinion and to respond? What words and phrases did you say or hear?*

Apply 3 4

- 3 Put students into groups of three or four. Tell students to cut out the game board on page 161. Model playing the game. Throw a coin and say *It landed on (heads). I'll move one space and give an opinion about the proboscis monkey. The proboscis monkey is the weirdest animal around.* Prompt a student to respond. (Really? I think they're quite cute.) Then let groups play the game. The first student to reach 'Finish' is the winner. Tell students to hold onto their game boards to use in the warm-up activity for the Reading section.

- **Synthesise** Write the proverb 'Beauty is in the eye of the beholder' on the board. Explain that a *beholder* is a person who looks at something. Say *A proverb is a saying that gives advice or tells us about a belief that is generally thought to be true.* Ask *What do you think this proverb means? Do you agree with it? Why or why not?*

- 4 Put students into pairs. Tell them to read Activity 4. Say *Think about the proverb we've just discussed. Talk to your partner and express strong opinions. Listen to your partner's opinions and respond.*

- After partners have completed the activity, invite them to share some of their opinions and responses with the class.

Extend

- Put students into pairs. Ask students to choose three animals from the game board on page 161. Tell partners to take turns expressing and responding to each other's opinions of the chosen animals. Invite pairs to share some of their opinions and responses with the class.

- If time allows, hand out **Worksheet 2.5.3**. Explain that students will use the worksheet to express and respond to strong opinions.

Consolidate

- Hold up the game board on page 161. Point to each animal in turn and ask a student to express a strong opinion about it. Invite a different student to respond. For example, say *(Eva), express a strong opinion about the celestial eye goldfish.* Then invite another student to respond. Say *(Max), respond to (Eva's) opinion.*

BE THE EXPERT

Strategy in Depth

There are additional ways to express and respond to strong opinions in English. Here are some examples:

Expressing strong opinions

I love ...
I adore ...
I can't get enough of ...
I'm mad/crazy about ...
I'm really into ...
I ... all the time.
I can't stand ...
... isn't really my thing.
I hate ...
I detest ...
... doesn't do anything for me.

Responding

I'm surprised that you would say that.
That is just not true/right.
You don't really think that, do you?
You're joking!
You must be joking.
You're just saying that to shock me.
You can't possibly think that.
There is no way ...
I can't go along with that.
In your dreams!

Teaching Tip

Even advanced students may have difficulty understanding spoken English. Modify your speaking pace throughout class. When you are giving instructions or explaining an activity, make sure you speak slowly and clearly. Other times, such as when you're modelling speech or a dialogue, it may be more appropriate to speak quickly so students can practise listening to English as it is spoken by native speakers.

Formative Assessment

Can students

- express strong opinions?

  Point to the photo of the warthog on page 81. Say *Express a strong opinion you have about the warthog.*

- respond to strong opinions?

  Say *I'll express a strong opinion and you respond.* Then point to the picture of the axolotl on page 89 and say *There's nothing cuter than an axolotl.*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- identify the form and use of the present perfect tense.
- use the present perfect tense to talk about extremophiles and their environments.
- identify and use words associated with environments where extremophiles live.

Grammar Present perfect: Describing past experiences that connect to the present

Target Vocabulary *die, kill, normal, pressure*

Academic Language *feature, interview, present perfect, role-play*

Content Vocabulary *colleague, glacier, habitat, hydrothermal vent, reporter, species*

Resources Online Workbook/Workbook pages 48–49; Tracks 059–061 (Audio CD/Website/CPT); CPT: Grammar 1; Graphic Organiser: Interview (Teacher's Resource CD-ROM/ Website) *(optional)*

Materials image of the solar system

GRAMMAR 059

Present perfect: Describing past experiences that connect to the present

I **have studied** many extreme environments, but **I've never been** to Antarctica.

The scientists **have already discovered** two new species, but they **haven't named** them **yet**.

Have you **ever seen** a giant tube worm?

The study of extremophiles **has taught** us a lot about the origins of life on Earth.

1 Read. Complete the paragraph with the present perfect forms of the verbs in brackets.

Kevin Hand wants to find out if there is life on Europa, one of Jupiter's moons. In his research, he has travelled (travel) all around the world to study extremophiles in their different environments. He has explored (explore) northern Alaska, and he has been (be) to the glaciers of Mount Kilimanjaro. He has found (find) microbes at the bottom of the ocean. But, of course, he has never sailed (never/sail) on the frozen sea of Europa. Has he ever dreamed (he/ever/dream) of going into outer space? 'Sure,' says Kevin. 'But the reality is that it will probably be another 15 years before a mission can explore Europa.' And although Kevin hasn't visited Europa yet (not/visit/Europa/yet), he and his colleague Robert Carlson have built (build) what they call 'Europa-in-a-can'. They have created (create) conditions in their lab that are similar to those under the frozen sea of Europa. This will help them understand how organisms exist in this extreme environment.

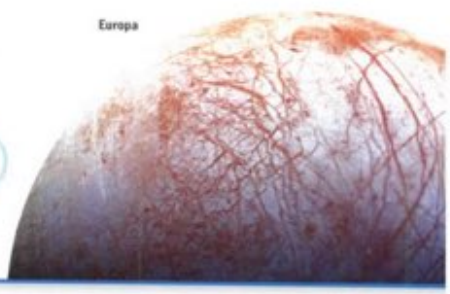
2 Work independently. Write sentences using the present perfect.

1. coldest place / ever / be The coldest place I've ever been is Moscow. It was -15° C!
2. strangest animal / ever / see The strangest animal I've ever seen ...
3. most beautiful place / ever / go to The most beautiful place I've ever been to ...
4. biggest animal / ever / touch The biggest animal I've ever touched ...

3 Work in pairs. Take turns asking and answering about your answers to Activity 2.

Where's the coldest place you've ever been?

The coldest place I've ever been is Moscow.



Warm Up

- **Build background** Display an image of the solar system. Say *Scientists have studied the planets in our solar system for a long time. They've looked for signs of life on other planets. One planet they've studied is Mars. Scientists have sent rovers to Mars to gather information about rocks on the surface and to look for signs of water.* Ask *Why do you think scientists have looked for signs of water on Mars?* (Living things may exist on Mars if there is water.)

- Say *You're going to learn more about how Kevin Hand studies conditions on Earth to help him understand whether conditions on Jupiter's moon Europa can support life.*

Present

- Tell students to open their books at pages 82–83. Point out the grammar box at the top of page 82. Ask a student to read aloud the grammar point. Say *You're going to learn about using the present perfect to talk about a past experience that is connected to the present.*

4 **LEARN NEW WORDS** **Listen to learn about extremophiles and their environments.** Then listen and repeat. 060 061



5 **Work independently.** Write a short paragraph on extremophiles. Describe their habitats and why scientists are interested in them. Use the words in the box.

condition	die	environment	kill
life	normal	pressure	thrive

6 **Work in pairs.** Role-play an interview between a scientist studying extremophiles and a reporter who wants to feature them in a story. Include the following in your interview:

- extreme environments the scientist has visited
- information the scientist has learnt
- gadgets the scientist has developed or used
- animals the scientist has studied/reported on

- Say *Listen to the sentences.* Play **Track 059** and ask students to read along in their books.
- Say *The present perfect tense uses the present form of the verb have and the past participle of the main verb.* Review how to form the past participle of a regular verb by adding *-d* or *-ed: study/studied, discover/discovered, name/named.* Then review past participles of irregular verbs by writing the following on the board:

Present	Past	Past Participle
am/are/is	was/were	been
build	built	built
find	found	found
go	went	gone
see	saw	seen

BE THE EXPERT

Grammar in Depth

Students are already familiar with using the present perfect tense to talk about something that began in the past and continues in the present. These situations include phrases with *for* and *since*.

I've lived in New York since 2010.
She has travelled to London for each of the past five years.

In this unit, students are introduced to using the present perfect tense to talk about something that happened at an unspecified time in the past.

They've visited Europe many times.
Has she read the latest book by J.K. Rowling?
Haven't we eaten at that new restaurant?

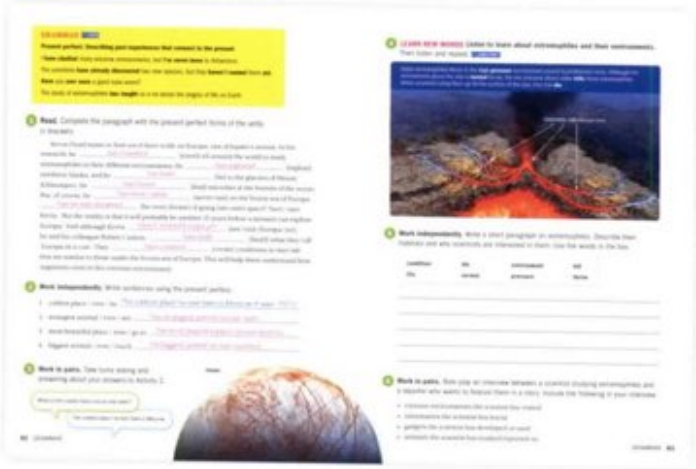
Adverbs are often used with the present perfect tense.

Ever is used in questions and always precedes the main verb.
Have you ever seen a glacier?

Yet is used in questions and negatives, usually at the end of a sentence. *Yet* signals that an action has not been completed.
I haven't bought his present yet.

Already is used in affirmative sentences before the main verb. It indicates an action that happened previously, sometimes sooner than expected.
He has already taken the exam.

Just is also used in affirmative sentences before the main verb. It indicates that an action has recently been completed.
We've just spoken to the police.



- Direct students' attention again to the grammar box at the top of page 82. Point to and read aloud the first sentence in the box. Say *The time when the person studied extreme environments is in the past. The time when the person has never been to Antarctica is anytime before now. The adverb never tells us about a time before the present that is not a specific time.*

- Next, point to and read aloud the second sentence in the box. Say *The time when the scientists discovered two new species is in the past. A specific time is not given. The adverb already shows that the time is before the present. The adverb yet shows that the scientists didn't name the species in the period of time between when they discovered them in the past and up until now in the present.*

- Then point to and read aloud the third sentence in the box. Say *The question asks if you have seen a giant tube worm at any time up until now. You use the adverb ever to ask about an action that happened in the past at any time before the present.*

- Finally, point to and read aloud the last sentence in the chart. Say *The time when the study of extremophiles has taught us a lot about the origins of life on Earth is not specified. It is not important.*

- Point to all four sentences in the box. Say *You use the present perfect to talk about something that happened at an unspecified time in the past. The exact time when the action occurred is not important.*

Practise 1 2 3

- 1 Direct students' attention to Activity 1. Say *Read the text. Write the present perfect form of the verb in brackets in each blank.* Ask a student to read aloud the completed paragraph.

- 2 Say *Use the phrases, words and verb in each item to write sentences. Use the present perfect form of the verb.* Go over item 1 as a class. Ask a student to read aloud the phrases and words in item 1. Ask *What is the past participle of the verb* be? (been) *What is the present perfect form of* be? (has/have been) Ask another student to read aloud the sample sentences. Point out that the first sample sentence uses the present perfect. Say *The second sample sentence uses* was, *the past simple form of the verb* be. *You use the past simple form to talk about an action in the past that has completely finished.* Then tell students to complete the activity on their own. Invite students to share their answers with the class.

- 3 Put students into pairs. Say *Talk to your partner about the sentences you wrote in Activity 2. Ask a question about each item. Your partner should answer the question. Take turns.* Use the dialogue in the speech bubbles to model an example with a student.

- Tell partners to ask and answer questions using the present perfect. Then invite them to share some of their questions and answers with the class.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Tell students to open their books at page 83. Say *You've learnt about extremophiles, organisms that live in harsh environments on Earth. Now you're going to learn new words to talk about extremophiles and their environments.* Direct students' attention to the photo and caption in Activity 4. Ask a student to read aloud the caption. Play **Track 060** and tell students to listen.

- Point out the bold words in the caption. Say *You heard some new words. Let's listen to these words in sentences.* Play **Track 061**. Ask students to repeat each word alone and in a sentence.

- 5 Tell students to complete Activity 5 on their own. First, ask a student to read aloud the words in the box. Review word meanings as necessary. Then ask students to review the text about extremophiles in Activity 4 and on pages 78–79. Say *Use what you know about extremophiles to write a short paragraph about them. Use the words in the box in your paragraph. Write about different environments where extremophiles live and explain why scientists study these environments.* Give students time to write their paragraphs. Invite several students to share their completed paragraphs with the class.

- 6 Put students into pairs. Read aloud Activity 6. Ask students to use their notebooks to write interview questions or provide students with copies of the Interview graphic organiser. Say *Write questions that a reporter might ask a scientist studying extremophiles. Then write the scientist's answers. Use the present perfect in your questions and answers as much as possible. Then conduct the interview with your partner.*

- Allow partners time to create their interview questions and answers and practise role playing. Choose several pairs to present their role plays to the class.

Extend

- Put students into groups of four. Write the following on the board:

> Someone who has:
>
> ·already completed this week's homework.
> ·never swum in the sea.
> ·climbed a mountain.
> ·seen a live polar bear.

- Say *Use the situations on the board to write four questions that use the present perfect. Ask each member of your group the questions.*

- Model an example. Say *I write the question, 'Have you ever swum in the sea?' Group members either respond, 'Yes, I have swum in the sea', or 'No, I have never swum in the sea'.*

- Ask group members to take turns asking their questions and recording answers. All group members should have the same questions and answers for their group. Invite each group to summarise their questions and answers and share them with the class.

Consolidate

- Ask students to stand at their desks. On the board, write the following adverbs: *already, ever, never, yet.* Say *I'll say a verb. Then I'll ask a student to use the present perfect form of the verb in a sentence or question. Use one of the adverbs on the board in your sentence or question, too.* Model an example. Say *I say the verb (catch) and call on (Tatiana). (Tatiana) responds 'I've never caught a fish when I've gone fishing with my family'.* Tell students to sit down after they've said a sentence or question. Use verbs such as *catch, eat, explore, forget, go, hear, meet, notice, think, travel* and *watch.*

BE THE EXPERT

Teaching Tip

When you do writing activities with students, look for common and repeated errors. Avoid drawing attention to individual students who make errors. Instead, review errors with the entire class. Write a sentence that contains the error on the board. Ask the class to find the mistake. Then write the sentence correctly and explain why the sentence is now correct.

Formative Assessment

Can students

- identify the form and use of the present perfect tense?

  Ask students to identify the present perfect verb in the following question. Then tell them to answer the question: *What extreme environments on Earth has scientist Kevin Hand visited?*

- use the present perfect tense to talk about extremophiles and their environments?

  Ask *What have scientists learnt about extremophiles that live near hydrothermal vents?*

- use words associated with environments where extremophiles live?

  Ask students to use *die, kill, normal* or *pressure* in a sentence about an environment where extremophiles live.

Workbook For additional practice, assign Workbook pages 48–49.

Online Workbook Grammar 1

READING

Objectives
Students will
- read about and discuss weird animals.
- identify and learn new words in the reading.
- categorise information.

Reading Strategy Categorise information

Vocabulary Strategy Use photos as context clues

Target Vocabulary *bizarre, parasite, rare, tongue*

Academic Language *deserve, feature, table*

Content Vocabulary *bone, burrow, diet, extraordinary, fascinating, film, habitat, majestic, monsoon, mouth, muscle*

Resources Online Workbook/Workbook pages 50–51; Tracks 062–063 (Audio CD/Website/CPT); Worksheet 2.5.4 (Teacher's Resource CD-ROM/Website); CPT: Reading

Materials globe or map of the world



WEIRD and Wonderful

The purple pig-nosed frog lives in India, and it is known for its strangely-shaped nose. This rare animal was only discovered in 2003 because it spends most of its time in a burrow several metres below the ground. It eats a diet of worms and other bugs. For about two weeks every year, during the heavy rain of the monsoons, the pig-nosed frog comes out of its burrow to breed. Then it goes back inside for the rest of the year.

Who says bizarre is bad?

Let's have a look at some of the more bizarre animals on our planet. Some people may think that these remarkable creatures are not as beautiful as cute little kittens or majestic lions. But that doesn't mean that they're not just as important. These fascinating creatures have a lot to teach us about the natural world.

1 BEFORE YOU READ **Discuss in pairs.** Based on the title and the photos, what do you think the reading is about?

2 LEARN NEW WORDS **Find these words in the text.** Look at the photos for clues about each word's meaning. Then listen and repeat. 062

bizarre parasite rare tongue

3 WHILE YOU READ **Notice what type of information is given about each animal.** 063

4 AFTER YOU READ **Work in pairs to answer these questions.**

1. Why did scientists only recently discover the purple pig-nosed frog?
2. Why does it come out of its burrow?
3. Where does the tongue-eating louse live?
4. What happens to the fish after the tongue-eating louse eats its tongue?
5. Why does the blobfish look so bizarre?
6. Why do we not have much information about it?

84 READING

Warm Up

- **Activate prior knowledge** Hold up the game board on page 161 of the Student's Book. Ask students to look at their own game boards. Say *Look at the game board you cut out from page 161. When you played the game, you expressed strong opinions about the animals and responded to another person's strong opinions. Now let's have another look at the animals. Describe some of the features that the animals have.* List the animal names on the board and add features that students mention.

- Point to some of the features you wrote on the board and ask questions about them. For example, ask *Why do you think the (proboscis monkey has such a big nose)? Why do you think the (celestial eye goldfish has such big eyes)?* Say *We're going to read about some other animals that have strange or interesting features.*

Before You Read 1 2

- 1 Tell students to open their books at pages 84–85. Put students into pairs. Say *Look at Activity 1. Read the title and look at*



The tongue-eating louse is a tiny 8 mm. (0.5 in.) parasite that lives in oceans throughout much of the world. A parasite survives by living on and feeding off of another creature. You can probably guess from its name that the tongue-eating louse eats tongues, specifically fish tongues. After it has eaten the tongue, the louse lives inside the fish's mouth. Amazingly, this doesn't kill the fish. Instead, the fish just starts to use the louse as a replacement tongue. It sounds frightening, but don't worry – the tongue-eating louse doesn't eat human tongues!

We don't know much about the extraordinary blobfish because it lives in very deep waters between Tasmania and New Zealand. It doesn't have any muscles or bones, which is why it has such a strange appearance when it's on the surface of the sea. When it's in its natural habitat, it looks like a normal fish because the pressure of the water pushes its body into shape. No one has ever filmed the blobfish in its natural environment, but scientists believe that the blobfish doesn't swim. Instead, it just floats in the water and waits for fish and other sea animals to swim into its mouth.



5 **Create a table to organise information about each animal's habitat, diet and appearance.** Complete the table with information from the reading.

6 **Discuss in groups.**

1. Which of the three animals do you like the best? Which do you like the least? Explain your answers.
2. What features make animals look attractive or beautiful? Do you think people care more about beautiful animals? Why or why not?
3. The blobfish has been chosen as the ugliest animal in the world! Does it deserve this title? Why or why not? If not, what animal does deserve it?

READING 85

the photos on these pages. Talk to your partner about what you think the reading will be about. When students are ready, invite pairs to describe their predictions for the class.

- 2 **LEARN NEW WORDS** Say *You're going to learn some new words in the reading. Look at the words in the box. Let's find them in the reading.* Point to the word *bizarre* in the question in the subtitle and in the first sentence of the text. Say *The word bizarre appears twice.* Read the question and sentence aloud.

- **Vocabulary strategy** Say *You can use the photos in a text to help you work out a word's meaning. What do you think bizarre means from looking at the photos?* (strange, odd) Say *Now let's find the other words in the box in the reading.* Tell students to locate the word *rare* in the second sentence of the second paragraph. Say *Here's the word rare.* Ask a student to read aloud the sentence. Say *Think about the meaning of the sentence and then look at the photo in this section of text.* Ask *What do you think rare means?* (something not seen very often)

BE THE EXPERT

Reading Strategy

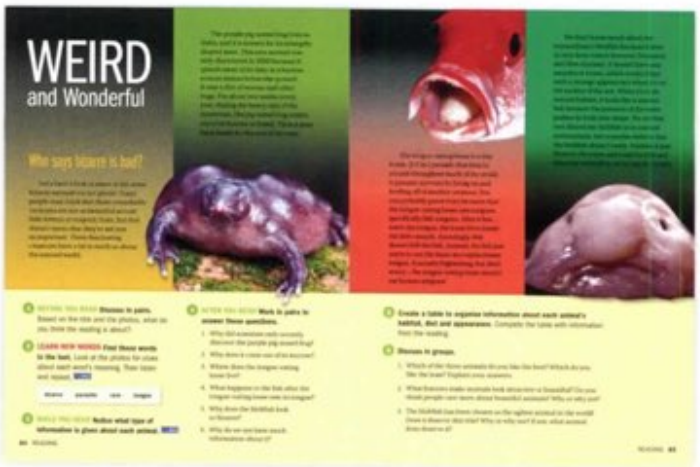
Categorise information When they categorise information, students arrange things into groups that have similar characteristics and then identify the common attributes. Students engage in critical thinking when they chunk together information as they read. Categorising information into meaningful groups helps students better comprehend a text by allowing them to connect ideas. Students can ask themselves questions such as the following when reading a non-fiction text: *Is the information related to one topic? Is the information related to more than one topic? Can the information be grouped in more than one way? Which way of grouping information makes the most sense?*

Vocabulary Strategy

Use photos as context clues
The words, sentences and images surrounding an unknown word provide context for the word's meaning. Students can use photos, illustrations and other images in a text to help them work out the meaning of an unknown word. By looking at a photo related to a text, students can make an educated guess about a word's meaning. Students can then re-read the sentence in the text with this meaning in mind to check that it makes sense in the context of the text.

Our World in Context

Display a globe or map of the world and point out the locations of India and New Zealand, where the purple pig-nosed frog and blobfish are found. Explain that there is a wide diversity of creatures found all around the world.



- Ask students to locate the words *parasite* and *tongue* in the third paragraph. Say *Look at the photo in this section of text to help you work out the meaning of these words.* Ask *What does the photo show?* (a fish with its mouth open and something inside its mouth) Say *Use the photo to guess each word's meaning.*

- Review word meanings with students. Then tell students to listen to **Track 062** and repeat.

While You Read 3

- 3 Say *Now we're going to learn about some remarkable animals. Listen and read.* Play **Track 063** and tell students to read along.

- Say *Now listen and read again. As you read, think about the kinds of information that the text gives about each animal.* Play **Track 063** again or allow students to read in silence on their own.

After You Read 4 5 6

- 4 Put students into pairs. Ask pairs to read and answer the questions. If partners come up with different answers, tell them to re-read the text to find support for their answers.

- 5 Draw the following table on the board:

	Purple pig-nosed frog	Tongue-eating louse	Blobfish
Habitat			
Diet			
Appearance			

- Ask students to copy the table into their notebooks. Say *You can categorise information the text gives about the three animals. Make a table and list the animals' names across the top. Create rows for each category of information that the text tells us about. Habitat is where the animals live; diet is what the animals eat; appearance is what the animals look like.* Tell students to read through the text and complete the table. Discuss the completed tables as a class.

- 6 Ask students to form groups of four to answer the questions in Activity 6. Ask one student in each group to act as secretary and make notes during the discussion. For the third question, explain that *deserve* means 'to have a right to' or 'to earn'.

- When discussions have finished, say *Now let's list what you've discussed.* Draw the following table on the board. Include a row for each group.

Group	Like the best			Like the least			Attractive features	Blobfish ugliest animal?	
	Frog	Louse	Blobfish	Frog	Louse	Blobfish		Yes	No
A	✓	✓	✓✓	✓✓	✓	✓	round ears, big eyes, fur	✓✓	✓✓
B									
C									

- Ask group secretaries to report the information from their discussions. As they do, complete the table for each group. Make observations about the information in the table. For example, say *One student in Group A likes the purple pig-nosed frog the best, one student likes the tongue-eating louse the best and two students like the blobfish the best. The students in Group A think round ears, big eyes and fur are features that make animals attractive.* Invite students from each group to make observations about the information in the table.

Extend

- Put students into pairs. Ask pairs to create a table similar to the one they used in Activity 5. Tell them to choose three different animals and research the animals' habitat, diet and appearance. Ask partners to complete their tables with the information they find. Say *Work with your partner. Choose three different animals. They can be animals you've read about in this unit or other animals that you know about. Find out where the animals live, what they eat and what they look like. Create a table like the one you used in Activity 5. Complete the table with the information you find about your three animals.*

- When students have completed their tables, put two pairs of students together to form a group. Invite pairs to share their information with the other pair of students in their group. Say *Talk about the information in your table. Tell your group members about each animal's habitat, diet and appearance. Take turns.*

- If time allows, you may want to hand out **Worksheet 2.5.4** in class. Hand out a copy to each student. Say *Look carefully at the new words on page 84. You will use your new words to answer questions. Then you will make new words on your own by using what you know about word parts.* Tell students to complete the worksheet individually. Let students use a dictionary to check their answers to Activity 4.

Consolidate

- Say *Think about the environments where the purple pig-nosed frog, the tongue-eating louse and the blobfish live. List features of each environment. Then organise the features in a table.* Invite students to share their tables with the class.

BE THE EXPERT

Teaching Tip

Students will often have to read a text more than once to understand it fully. When doing a reading activity, make sure there is time for students to read the text silently and identify words or phrases they don't know. To help students with reading comprehension, review a text before students read it. Pre-teach any vocabulary or phrases you think may be unfamiliar to students and answer any questions they have about the language used in the text.

Answer Key

Comprehension 4

1. It only comes out of its burrow for two weeks during the monsoon rains every year.
2. to breed
3. in oceans throughout much of the world
4. The fish uses the louse as a replacement tongue.
5. It has no muscles or bones to give it shape when it's on the surface of the sea.
6. It lives in very deep water and no one has ever filmed it in its natural environment.

Formative Assessment

Can students

- discuss weird animals?

  Ask *How does the pressure of water affect the shape of a blobfish?*

- use new words to discuss what they've read about weird animals?

  Ask students to use *bizarre, parasite, rare* or *tongue* in a sentence about the purple pig-nosed frog, the tongue-eating louse or the blobfish.

- categorise information?

  Ask students to make a chart that categorises the organisms mentioned on pages 78–79. Their categories should include name, type of organism and living conditions.

Workbook For additional practice, assign Workbook pages 50–51.

Online Workbook Reading

VIDEO

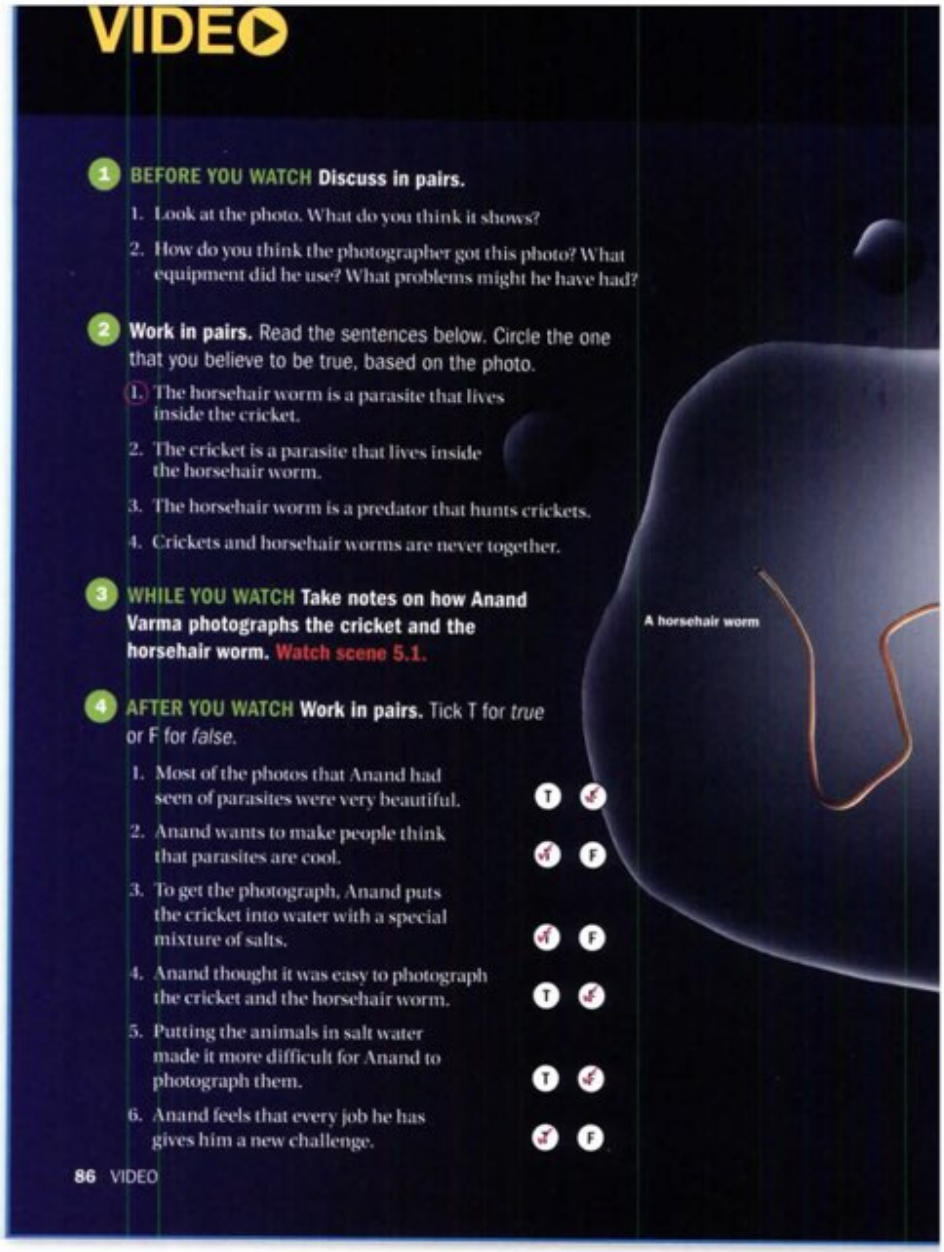
Objectives
Students will
- discuss the process a photographer uses to create images of a parasite and its host.
- apply the message of the video to their personal lives.

Academic Language *graphic novel*

Content Vocabulary *challenge, cricket, equipment, interact, mixture, predator, relationship*

Resources Video scene 5.1 (DVD/Website/CPT); Online Workbook; CPT: Video; Graphic Organiser: Note-taking table (Teacher's Resource CD-ROM/Website) *(optional)*

Materials a graphic novel *(optional)*; favourite animal photo that students bring from home *(optional)*



Before You Watch 1 2

- Ask students to think about animal photographs they've seen. Say *Describe one or two photos of animals that interested you. Think of any questions you have about the photos or how the photos were taken.*

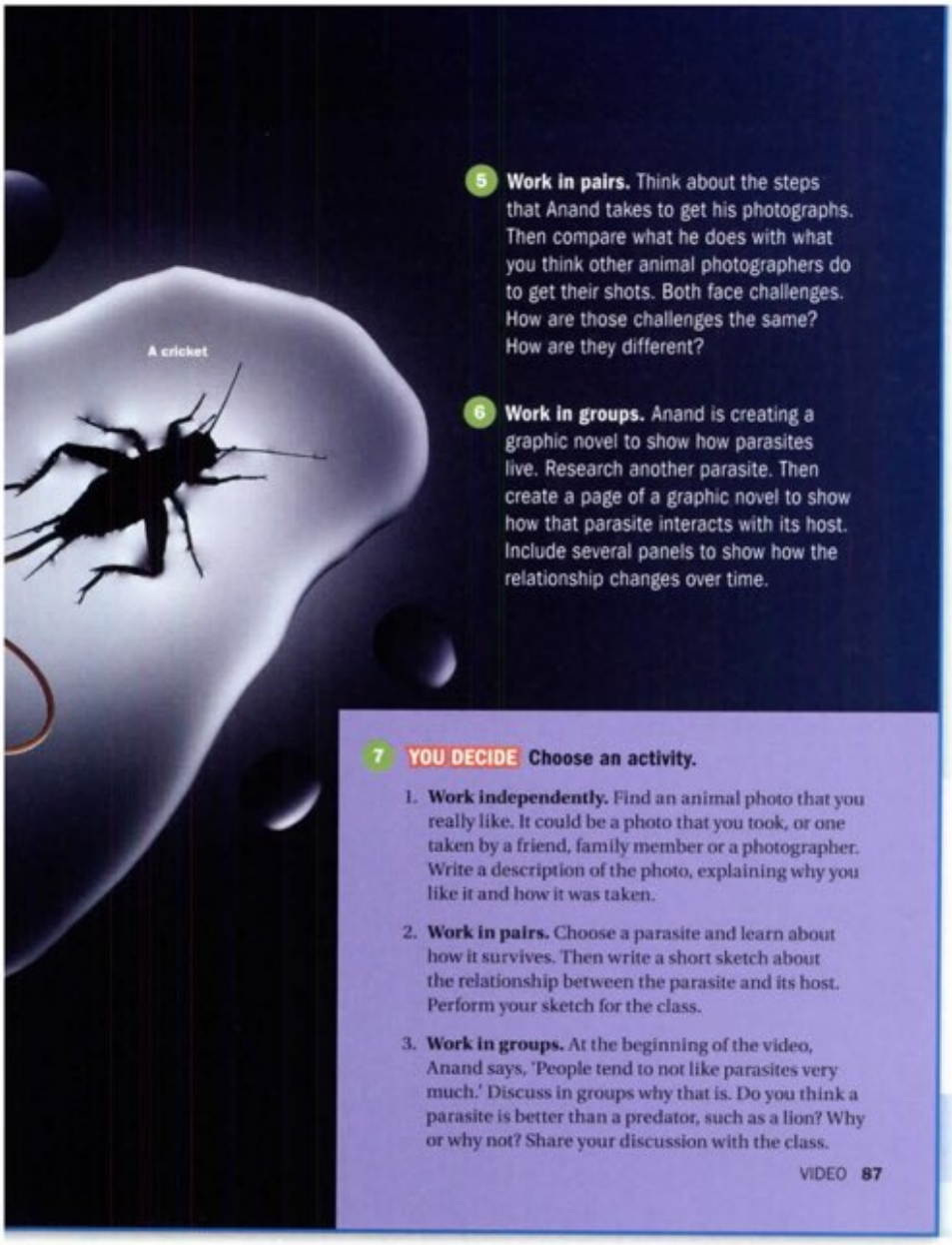
- 1 Put students into pairs. Tell them to open their books at pages 86–87. Ask a student to read aloud Activity 1. Say *Talk to your partner about what you think the photo shows and how it was taken.* When students have finished the activity, if time allows, invite partners to share with the class the results of their discussions.

- 2 Ask students to work with their same partners. Read aloud Activity 2. Say *Look at the photo again.* Ask *What do you see?* (a horsehair worm and a cricket) Say *Read each of the four sentences as you look at the photo. Decide which sentence best describes the relationship between a horsehair worm and a cricket. Circle the number of the sentence.* Once they have made their choices, invite several students to explain their reasoning to the class.

While You Watch 3

- 3 Say *Now you're going to watch the video. While you watch, make notes about the methods and tools that photographer Anand Parma uses to take photos of the cricket and the horsehair worm.*

- Hand out copies of the Note-taking table graphic organiser or tell students to make notes in their notebooks. Say *You can use your notes to help you answer the questions in the next activity.* Play **Video scene 5.1**. If students have difficulty following the video, pause the video and allow them to ask questions.



5 **Work in pairs.** Think about the steps that Anand takes to get his photographs. Then compare what he does with what you think other animal photographers do to get their shots. Both face challenges. How are those challenges the same? How are they different?

6 **Work in groups.** Anand is creating a graphic novel to show how parasites live. Research another parasite. Then create a page of a graphic novel to show how that parasite interacts with its host. Include several panels to show how the relationship changes over time.

7 **YOU DECIDE** **Choose an activity.**

1. **Work independently.** Find an animal photo that you really like. It could be a photo that you took, or one taken by a friend, family member or a photographer. Write a description of the photo, explaining why you like it and how it was taken.
2. **Work in pairs.** Choose a parasite and learn about how it survives. Then write a short sketch about the relationship between the parasite and its host. Perform your sketch for the class.
3. **Work in groups.** At the beginning of the video, Anand says, 'People tend to not like parasites very much.' Discuss in groups why that is. Do you think a parasite is better than a predator, such as a lion? Why or why not? Share your discussion with the class.

BE THE EXPERT

Teaching Tip

Before students watch the entire video, preview a short clip. Pause the video on an interesting image and ask students to make observations about details in the image. Tell students to use their observations to predict what the entire video will be about. After students have watched the video, discuss whether their predictions were correct.

Formative Assessment

Can students

- discuss the process a photographer uses to create images of a parasite and its host as a result of watching the video?

Ask *What method did photographer Anand Parma use to show how the horsehair worm interacts with the cricket?*

Online Workbook Video

After You Watch 4 5 6 7

- 4 Put students into pairs and ask them to answer the questions. Tell them to review their notes if they need to. Say *Answer the questions in Activity 4 with your partner.* Then ask partners to complete Activity 4. Review the answers as a class.
- 5 Ask students to work with their same partners. Read aloud Activity 5. Say *Think about animal photographs you've seen. Then think about how the photographer was able to take those photos. Compare the process other animal photographers use with the process Anand uses. Talk about how the problems and challenges the photographers face are similar and different.* Ask partners to discuss their answers. Invite pairs to share their ideas with the class.
- 6 Put students into groups of three or four. Read aloud Activity 6. If possible, show students a graphic novel. Say *A graphic novel tells a story with words and drawings. Find out about another parasite. Draw pictures to show how it behaves with its host animal. Show how changes happen.* Ask groups to create their graphic novel pages and present them to the class.
- 7 YOU DECIDE Ask students to choose an activity. If students choose to write a photo description, ask them to use a photo they bring from home or choose an animal photo from a classroom book.
- If partners choose to write a sketch, remind them to focus on the parasite-host relationship. Encourage them to add interest to their sketches by using humour.
- If students choose to have a group discussion, remind them to take turns, listen attentively and speak clearly. Say *Make eye contact with the other group members when you are speaking. Wait until another person has finished speaking before you begin speaking.*

GRAMMAR 2

Objective
Students will
- make comparisons of equality.

Grammar As ... as: Making comparisons of equality

Academic Language *audio, comparison, equality, expression, survey*

Content Vocabulary *chimpanzee*

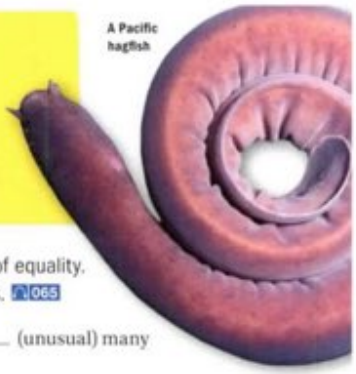
Pronunciation Linking

Resources Online Workbook/Workbook pages 52–53; Worksheet 2.5.5 (Teacher's Resource CD-ROM/Website); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); Tracks 064–065, 120–122 (Audio CD/Website/CPT); CPT: Grammar 2 and Pronunciation

GRAMMAR 064

***As ... as*: Making comparisons of equality**

The Pacific hagfish is just **as important as** other fish.
Polar bears can't swim **as fast as** penguins.
The blue whale weighs **as much as** 23 elephants!
Humans have **as many hairs on their bodies as** chimpanzees.


A Pacific hagfish

1 **Read and complete the sentences.** Use expressions of equality. Then listen to the audio. Circle the two false sentences. 065

1. The Pacific hagfish is just ___as unusual as___ (unusual) many of the other animals you've learnt about.
2. The hagfish is around 300 million years old: about ___as old as___ (old) the first land animals.
3. The hagfish has only lived ___as long as___ (long) the dinosaurs.
4. The hagfish has evolved ___as much as___ (much) all other animals.
5. The hagfish can swim 1,675 m. (5,500 ft.) below the surface of the sea. That's ___as deep as___ (deep) the blobfish can swim!

2 **Read.** Write sentences using expressions of equality.

1. I think blobfish and naked mole rats are both very ugly.
   I think blobfish are as ugly as naked mole rats.
2. An adult warthog and a baby elephant both weigh about 90 kg. (200 lb.)
   An adult warthog weighs as much as a baby elephant.
3. Proboscis monkeys and snow leopards are both endangered. According to some estimates, there are only about 7,000 of each left in the world.
   There are about as many proboscis monkeys as snow leopards in the world.
4. The frilled shark swims deep in the ocean, at 1,500 m. (5,000 ft.) below the surface. That's also where the Pacific hagfish swims.
   Frilled sharks swim as deep as Pacific hagfish.

3 **Work in groups.** Survey your classmates for two minutes. Find classmates who have things in common with you. Write their names in the spaces provided. When the time is up, report back to your group.



Go to page 163.

Warm Up

- **Activate prior knowledge** Say *When we compare two things, we say that one thing is better or worse than another or that something is faster or slower than something else. We often compare two things to say how they are different.* Compare two classroom objects. Say *The (clock) is higher than the (shelf).* Ask students to compare other classroom objects.

Present

- Tell students to open their books at page 88. Say *Now we're going to learn how to compare two things that are the same, or equal, in some way.* Ask a student to read aloud the grammar point.
- Play **Track 064**. Tell students to read along silently. Then ask a student to read aloud each grammar example. Say *The phrase 'as (blank) as' means that both things are equal in the way described. In the first sentence, the pacific hagfish and other fish are equally important. But look more closely at the second sentence: 'Polar bears can't swim as fast as penguins.' The negative can't means that the two things are not equal. Polar bears swim less fast, or slower, than penguins.*
- Write the following on the board:

> *as* + adjective/adverb/quantity + *as*
>
> as beautiful as
> as slowly as
> as much as

- Tell students to practise using the three *as ... as* phrases on the board to make original sentences. (A sunset is as beautiful as a sunrise. A turtle moves as slowly as a slug. A video game costs as much as a concert ticket.)

Practise 1

- 1 Read aloud the instructions for Activity 1. Make sure students understand what to do. Say *First, complete the sentences. Write expressions of equality. Then listen carefully to the audio as you read the sentences. Circle the two sentences that are not true.*

- Give students time to complete items 1–5 on their own. When students have finished, play **Track 065**. Discuss answers as a class.

Apply 2 3

- 2 Ask students to work independently to complete Activity 2. Say *For each item, write a new sentence using an expression of equality.* Go over the first item together as a class. After students have finished, invite them to share their sentences with the class.

- 3 Put students into groups of three or four. Tell them to cut out the table on page 163. Say *Write information about yourself in the table. Then ask as many of your classmates as you can questions about themselves. You only have two minutes. Write the names of students who give the same information as you in the table. Then report back to your group. Use expressions of equality to talk about the information in your table.*

- Read aloud the text in the speech bubble to model reporting back to the group. Give students two minutes to conduct their surveys. The student in each group who reports the greatest number of classmates with the same information as himself or herself wins.

Extend

- Put students into pairs. Tell them to create another table like the one they used in Activity 3. Ask students to include categories such as *Hours of sleep I get, Number of sports I play* and *Number of minutes I spend getting to school.* Students survey their classmates and talk to their partners about their results, using *as ... as* and *not as ... as*.

- To conclude, hand out **Worksheet 2.5.5.**

Consolidate

- Write the following adjectives, adverbs and quantities on the board:

loud	noisily
many	quiet
much	well

Invite students to use a word on the board to make a statement with an expression of equality. Model an example. Say *I think the roar of an elephant is as loud as the roar of a lion.*

BE THE EXPERT

Grammar in Depth

In a comparison of two things that uses *more/less*, the focus is on how the two things are different. In comparisons that use *as ... as*, the focus is on how the two things are similar or equal.

Pandas are more popular than slugs.
Pandas are just as popular as koalas.

A negative comparison of equality means the same as a comparative with *less*.

This animal isn't as ugly as I thought.
This animal is less ugly than I thought.

In a negative expression of equality, the first *as* can be replaced with *so*, as long as *so* is immediately preceded by *not*.

Polar bears are not as fast as penguins.
Polar bears are not so fast as penguins.

Pronunciation in Depth

Go to Student's Book page 146. Use Audio Tracks 120–122.

Linking Students often either drop final consonant sounds or overemphasise them and pause too long between words, making it difficult for listeners to understand them. Linking a final consonant to a vowel helps students speak more naturally. Students can think of the consonant sound as the first sound of the next word.

The most common vowels at the end of words in English have the alphabet sounds (A (/eɪ/), E (/iː/), I (/aɪ/), O (/əʊ/) and U (/juː/). Since these sounds are longer, students can say them a bit longer to sound more fluent. A linking *y* sound is inserted after *a*, *e* and *i* sounds. A linking *w* sound is inserted after *o* and *u* sounds.

Formative Assessment

Can students

- make comparisons of equality?

Ask students to use groups of words such as the following to make a comparison of equality: *I think / lion / weigh / much / tiger.*

Workbook For additional practice, assign Workbook pages 52–53.

Online Workbook Grammar 2

WRITING

Objectives

Students will

- identify and use elements of persuasive writing.
- recognise and use transitional phrases to connect ideas.
- analyse a model of persuasive writing.
- write a persuasive essay about an unusual endangered animal.

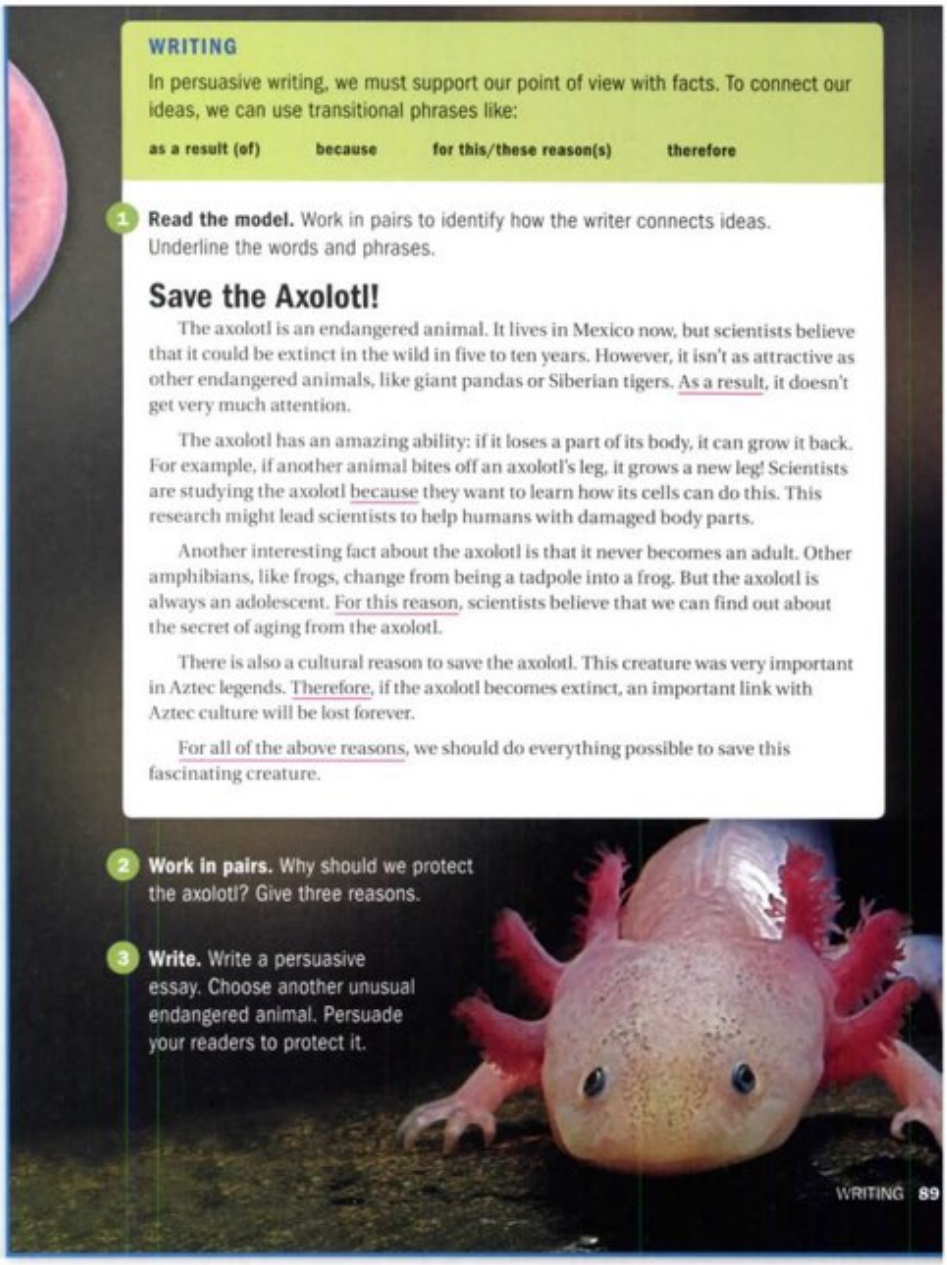
Writing Persuasive essay

Academic Language *as a result of, fact, for this/these reason(s), persuasive essay, point of view, therefore, transitional phrase*

Content Vocabulary *ageing, amphibian, attention, attractive, axolotl, Aztec, cultural, damaged, endangered, extinct, possible, secret, tadpole*

Resources Online Workbook/Workbook page 54; Process Writing Worksheets 1–5; Genre Writing Worksheet: Persuasion (Teacher's Resource CD-ROM/Website); CPT: Writing

Materials pictures of a giant panda and a Siberian tiger



WRITING

In persuasive writing, we must support our point of view with facts. To connect our ideas, we can use transitional phrases like:

as a result (of) **because** **for this/these reason(s)** **therefore**

1 **Read the model.** Work in pairs to identify how the writer connects ideas. Underline the words and phrases.

Save the Axolotl!

The axolotl is an endangered animal. It lives in Mexico now, but scientists believe that it could be extinct in the wild in five to ten years. However, it isn't as attractive as other endangered animals, like giant pandas or Siberian tigers. As a result, it doesn't get very much attention.

The axolotl has an amazing ability: if it loses a part of its body, it can grow it back. For example, if another animal bites off an axolotl's leg, it grows a new leg! Scientists are studying the axolotl because they want to learn how its cells can do this. This research might lead scientists to help humans with damaged body parts.

Another interesting fact about the axolotl is that it never becomes an adult. Other amphibians, like frogs, change from being a tadpole into a frog. But the axolotl is always an adolescent. For this reason, scientists believe that we can find out about the secret of aging from the axolotl.

There is also a cultural reason to save the axolotl. This creature was very important in Aztec legends. Therefore, if the axolotl becomes extinct, an important link with Aztec culture will be lost forever.

For all of the above reasons, we should do everything possible to save this fascinating creature.

2 **Work in pairs.** Why should we protect the axolotl? Give three reasons.

3 **Write.** Write a persuasive essay. Choose another unusual endangered animal. Persuade your readers to protect it.

WRITING 89

Warm Up

- **Build background** Ask *Who knows what an endangered animal is?* (Elicit: an animal belonging to a species that is in danger of dying out.) Hold up pictures of a giant panda and a Siberian tiger. Say *These two kinds of animals are endangered.* Point to each animal and ask *What animal is this?* (giant panda, Siberian tiger)

- Say *Many people want to help protect the giant panda and the Siberian tiger. People are attracted to these animals because of their features. This helps bring people's attention to the animals. When we want to bring attention to a situation, we try to persuade other people to agree with us. We provide them with facts that support our point of view.*

- Say *Suppose you want to let your friend know that the giant panda is endangered.* Ask *Would you talk to your friend or write to your friend?* (talk) *What would you say?* (The giant panda is in danger of dying out. There are not many of them left in the world.)

- Say *Now suppose that you want to let other people know that the giant panda is endangered.* Ask *Would it be better to talk to each person or write a newspaper article?* (write an article) Say *When you write to persuade others to agree with your point of view, you give facts to support your point of view.*

Present

- Say *Now let's look at words and phrases we can use to connect our ideas when we write to persuade others to agree with our point of view. Let's use protecting the endangered giant panda as an example.*

- Write the following words and phrases on the board: *as a result (of), because, for this/these reason(s), therefore.*

- Say *You can use these words and phrases as you write. First, you can state facts about the giant panda. Then you can give reasons that it's important to protect the giant panda. You can connect the facts to reasons with these words and phrases.*

- Say *For example, you can write, 'As a result of a loss of habitat, it is more difficult for giant pandas to survive. That's one reason pandas need our help'.*

- Say *You can use the word* because *in a similar way to connect ideas. For example, you can write, 'Giant pandas spread seeds and help bamboo forests grow. We should protect the giant panda because then we also protect other animals that live in these forests'.*

- Say *You can also use the word* therefore *to connect ideas. For example, you can write, 'People living in communities near bamboo forests depend on the forests for food, fuel and medicine. Therefore, if we protect the giant panda, we also help the people living nearby'.*

- Say *Use the phrases* For this reason *and* for these reasons *to connect ideas and summarise your conclusion. For example, you can write, 'For these reasons, people should realise that protecting the giant panda not only helps the giant panda but also helps other animals and people'.*

- Tell students to open their books at page 89. Review the table with the class.

Read the Model 1 2

- 1 Put students into pairs. Say *Now we're going to look at an example of persuasive writing. First, let's look at the photo.* Ask *What do you think the writing might be about?* Ask students to predict what they think the writing will be about.

- Read aloud Activity 1. Say *Look for words and phrases that the writer uses to connect ideas. Underline them. Look back at the words and phrases in the box at the top of the page if you need to.* Ask pairs to underline the words and phrases that connect ideas.

- 2 Ask students to work with the same partners. Tell them to read the text again and identify reasons to protect the axolotl. (for scientific research that might help humans, to understand the secret of ageing, to preserve a link with Aztec culture) As partners work, monitor their discussions.

- **Worksheet** If your students need a reminder of the elements of the persuasive writing genre, you may want to hand out **Genre Writing Worksheet (Persuasion)** and review it together.

BE THE EXPERT

Writing Support

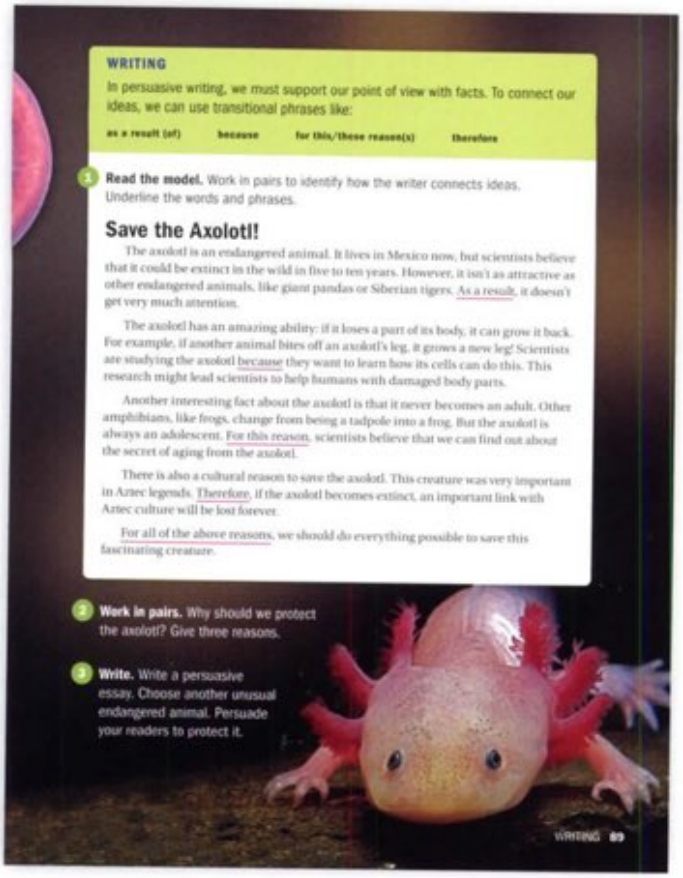
Mechanics Elements of a persuasive essay can include the following: an attention-grabbing title, a statement of fact that identifies the topic of the essay, a statement of the writer's point of view, reasons that the writer holds a particular point of view, facts to support each reason and a concluding summary that persuades readers to agree with the writer's thinking.

About the Photo

The Mexican axolotl salamander is found only in a lake complex near Mexico City. It is the only salamander that lives permanently in water. An axolotl grows to an average size of 15 cm (6 in.). Albino and white axolotls are fairly common, but most axolotls are black or brown. Axolotls can live to an age of 15 years, subsisting on a diet of molluscs, worms, insect larvae, crustaceans and some fish. The main threat the axolotl faces is from large fish introduced into its lake habitat. Human activities, including drainage and pollution of the lake complex, also contribute to the decline of the axolotl.

Workbook For scaffolded Writing support, assign Workbook page 54.

Online Workbook Writing



Plan 3

- 3 Read Activity 3 aloud. Say *Now you're going to plan your writing. You already know your topic – an unusual endangered animal. Your next step is pre-writing. You'll need to choose an endangered animal and do research to find facts about the animal. You'll use these facts to support your reasons for wanting to protect this animal. These facts and reasons will support your point of view in your essay.*
- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 54 for writing support.
- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review them together.
- **Workbook** Refer students to Workbook page 54 to help them organise and plan their writing.

Write

- After students have finished their pre-writing, ask them to work on their first drafts. If you haven't got enough time in class, assign the first draft as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: *Is the point of view clearly identified? Are facts about the endangered animal given? Are reasons to support the point of view given? Are there transitional phrases that connect ideas? What seems good? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

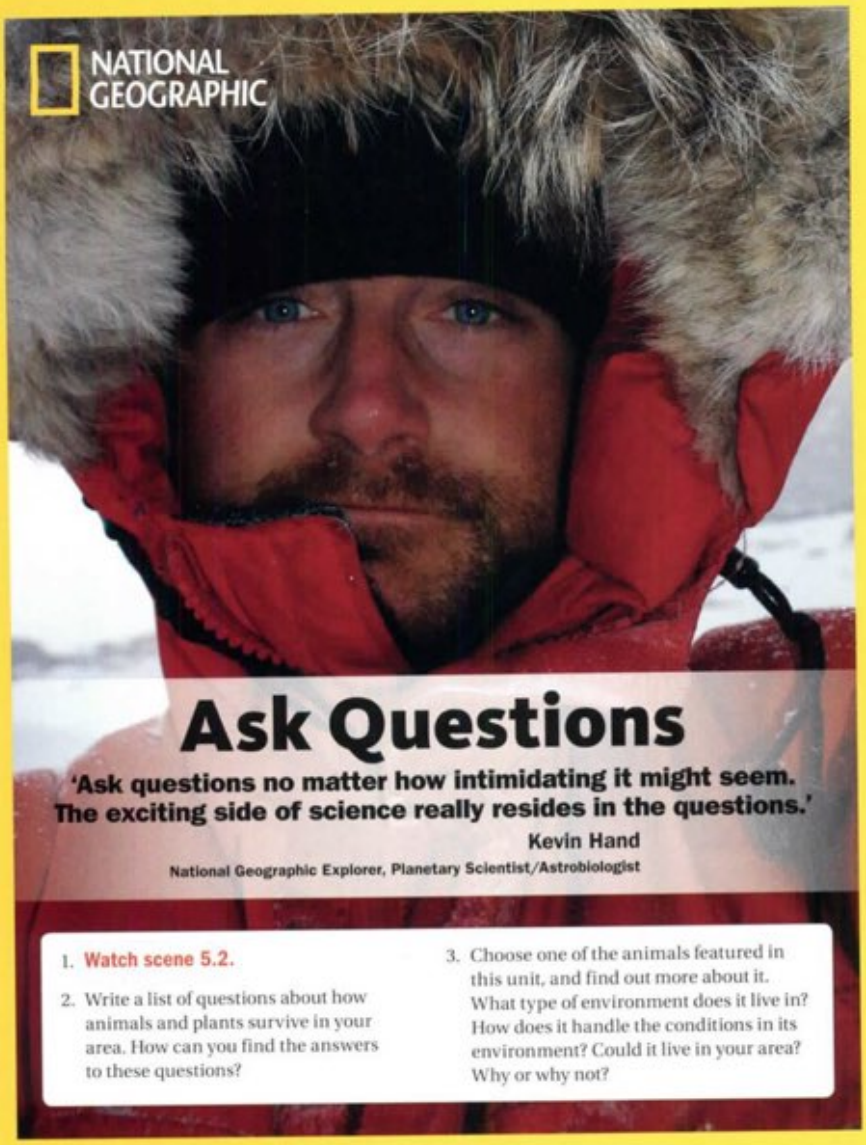
- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student supports a stated point of view with facts and reasons, and connects ideas using transitional phrases such as *as a result (of)*, *because*, *for this/these reason(s)* and *therefore*.				
Grammar Student uses comparisons of equality.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objective
Students will
- discuss the importance of asking questions about living things and their environments.

Academic Language *feature*

Content Vocabulary *intimidating, reside*

Resources Video scene 5.2 (DVD/Website/CPT); Worksheet 2.5.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Students may become deeply curious about a particular topic. Help eager students learn more about the topics that interest them by collecting books and reference materials for them.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission *Ask Questions*. Then ask a student to read aloud the quote by Kevin Hand. Say *The word* intimidating *means 'making someone feel afraid or fearful'. The word* reside *usually means 'to live in a place', but here it means 'to be present'.* Ask *What do you think Kevin Hand means when he says that asking questions might seem intimidating?* (You might be afraid to let people know that you don't know the answers.) Ask *Do you agree with Kevin that the exciting side of science resides in the questions?* Ask students to respond and explain their reasoning.

- **Activity 1** Say *Now let's watch a video about Kevin Hand.* Play **Video scene 5.2**. Ask students to focus on Kevin's conviction that we now have tools to investigate the possibility of life existing on other moons and planets in our solar system.

- **Activity 2** Put students into pairs. Brainstorm as a class the different kinds of animals and plants in your area. Encourage students to use the present perfect in their questions. Model an example. Say *How have (butterflies) survived the long, cold winters in our area?* Students ideas' might include doing Internet research and talking with local wildlife officials.

- **Activity 3** Ask individual students to choose an animal from the unit to research. Ask them to write a short essay to answer the questions. Encourage students to use comparisons of equality in their writing. Invite several students to share their essays with the class.

- **Worksheet** Hand out **Worksheet 2.5.6**. Explain that students will use the worksheet to further discuss how studying animals, plants and their environments can help us investigate the possibility of life in places other than on Earth.

PROJECT

Objective
Students will
- choose and complete a project related to endangered animals, animal survival skills or an extreme environment.

Academic Vocabulary *brochure, diary entry, logo*

Content Vocabulary *conservation, equipment organisation, survive, threaten*

Resources Assessment: Unit 5 Quiz, Workbook pages 55 and 94; Worksheet 2.5.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Assessment Go to page 259.

Unit Review Assign Worksheet 2.5.7
Workbook Assign pages 55 and 94.
Online Workbook Now I can



Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Provide a list of reliable Internet sites students can use to find information and photos. Tell students to look at different types of brochures. Suggest that students label photos and set off text using design elements to distinguish information about one animal from another.
- Show students examples of logos. Explain that a simple logo is often the most effective. Encourage students to consider the style of lettering and the colour of their logo.
- **Activity 2** Suggest students consider using a unifying theme that connects the animals. For example, students can choose land animals, water animals or flying animals in different environments, or they can choose a variety of animals that live in the same environment. Ask groups to decide who will be responsible for each part of the presentation and who will conduct the contest.
- **Activity 3** Ask *What does a diary entry contain?* (the day/date/time, observations the writer makes, thoughts and opinions the writer has) Encourage students to use descriptive language in their writing. Say *Use action words and descriptive adjectives and nouns so readers can form pictures in their minds of what you describe. Try to be realistic and detailed.*

Share

- Allow time for students to present their final projects to the class. In the case of the 'survivor' contest, set up different areas of the classroom for groups to feature each animal and its environment.
- **Modify** Challenge students to use technology. Students can create a multimedia presentation with video clips and music for the 'survivor' contest.

STUDENT'S BOOK AUDIO SCRIPT

Track 053 1 **Listen and read.** See Student's Book pages 78–79.

Track 054 2 **LEARN NEW WORDS** **adapt** / Animals survive if they change and adapt to changes in their environment. **condition** / Many small animals can live in extreme conditions. **environment** / Polar bears live in the cold environment of the Arctic. **handle** / Camels can handle the extreme heat of the desert. **harsh** / The desert is a harsh place to live with very little water. **lack of** / Few animals can survive a lack of water, food or oxygen. **level** / The level of salt in the Dead Sea is extremely high. **life** / Scientists are looking for signs of life on other planets. **mammal** / Whales, polar bears and humans are all mammals. **oxygen** / Humans need oxygen to breathe. **thrive** / Some organisms thrive in extreme environments. **typical** / Camels, lizards and snakes are typical animals of the desert. **variety** / There is a huge variety of animal life in the sea.

Track 055 5 The Sahara Desert is a harsh environment, with average temperatures of around thirty degrees Celsius and less than ten centimetres of rainfall a year. Most animals cannot exist for long periods of time without water, but some creatures have adapted to this hot, dry habitat. The Gila monster, for example, has a remarkable ability to tolerate extreme heat and survives with very little water. It can go for months without food by storing fat in its tail. The Gila monster spends most of its time underground, hiding from the sun. Another remarkable desert animal is the meerkat. The strange dark circles around its eyes look like sunglasses. These circles help the meerkat to see clearly, even in very bright sunlight.

Track 056 5 **LEARN NEW WORDS** **creature** / The blue whale is one of the largest creatures on Earth. **exist** / Humans cannot exist without oxygen. **remarkable** / Extremophiles are remarkable organisms that thrive in extreme conditions. **tolerate** / The polar bear's thick fur allows it to tolerate the extreme cold.

Track 057 **SPEAKING STRATEGY** See Student's Book page 81.

Track 058 1 **S1**: Hey, Stefan, check this out. There's a competition to vote for the world's ugliest animal. What do you think? **S2**: Well, I think the taildropper slug is the ugliest creature around. It's so disgusting! **S1**: I don't know. I sort of like its bright blue colour. And it's a really interesting animal. It drops its tail when there's danger. Then the predator eats the tail while the slug escapes. That's a pretty cool survival skill! Anyway, I'll bet there are uglier animals than the taildropper slug. **S2**: I don't know, maybe ... **S1**: Oh, look at this picture! These naked mole rats are the worst. They're much uglier than taildropper slugs. **S2**: Really? I think they're quite cute. And they're interesting. Did you know that they live in colonies, like ants and bees? And there's a queen female who is the only one that has babies. Other females are just workers in the colony. **S1**: Really? That's pretty amazing! But still, they're really strange-looking.

Track 059 **GRAMMAR** See Student's Book page 82.

Track 060 4 If you want to study extremophiles, you have to visit some of the harshest places on Earth. This is because if you remove these extremophiles from their harsh environment, they die! For example, some extremophile microbes live in hydrothermal vents, near underwater volcanoes. In these areas, many metres below the surface of the sea, the water has become boiling hot. But extremophiles have adapted to the high pressure of this environment. They have probably thrived there for thousands of years.

In order to study these microbes, scientists need to bring them to the surface of the sea. However, although the surface is a normal environment for humans, extremophiles cannot survive there. The low pressure above the water kills them. Scientists have now developed a special high-pressure container for these extremophiles. It keeps the microbes alive so that they can be studied in a laboratory.

Track 061 4 **LEARN NEW WORDS** **die** / Mammals die without oxygen, water and food. **kill** / The extremely hot water around hydrothermal vents can kill many organisms. **normal** / A normal environment for humans is not habitable for many extremophiles. **pressure** / Some animals live deep below the sea where the pressure is very high.

Track 062 2 **LEARN NEW WORDS** **bizarre** / The blobfish's unusual shape gives it a bizarre appearance. **parasite** / Parasites live on other animals and use their bodies for food. **rare** / The pig-nosed frog is a rare animal that isn't often seen in the wild. **tongue** / We use our tongues to speak and to move food in our mouths.

Track 063 3 **WHILE YOU READ** See Student's Book pages 84–85.

Track 064 **GRAMMAR** See Student's Book page 88.

Track 065 1 The Pacific hagfish may be as unusual as many of the other animals you've learnt about, but it must be doing something right! The species has survived for over 300 million years. That's much longer than the dinosaurs. In fact, the hagfish is about as old as the first land animals ever discovered. And the hagfish has evolved very little over the years. It has survived because it can defend itself against predators. When in danger, the hagfish's body produces a slime that makes predators leave. It can produce as many as 18 litres of slime in just a few minutes. The hagfish isn't a predator itself because it doesn't have jaws or teeth. But it survives because it absorbs food through its skin. Hagfish swim as deep as 1,675 metres below the surface of the sea, and they eat the dead animals on the ocean floor. This is important for keeping the ocean clean. However, because hagfish also swim nearer the surface, fishermen often catch them. Now the species is endangered. Are you willing to help the hagfish?

In This Unit

Theme This unit is about food waste and ways to prevent it.

Content Objectives
Students will
- identify ways that supermarket standards contribute to waste.
- describe ways to avoid food waste and to reuse food that would otherwise go to waste.
- recognise that changing people's attitudes towards food can help prevent food waste.

Language Objectives
Students will
- talk about food waste.
- ask for repetition and repeat information.
- use *going to, will* and the present continuous to talk about the future.
- use conditionals to talk about cause and effect.
- write a cause and effect essay.

Target Vocabulary
pages 94–95 *appearance, campaign, challenge, consumer, edible, field, landfill, nutritious, produce, shocking, size, standard, supermarket, supply, waste*
page 96 *fresh, reject, rotten, throw away*
page 99 *bake, boil, chop, fry, mash*
page 100 *decision, decrease, increase, involve, rush*
Vocabulary Strategies Antonyms; Use antonyms to find meaning

Speaking Strategy Asking for repetition and repeating information

Grammar
Grammar 1 Talk about the future with *going to, will* and the present continuous
Grammar 2 Talk about cause and effect with conditionals

Reading *Clean Your Plate!*
Reading Strategy Scan for information

Video Scene 6.1: *What Makes Food Appealing?*; Scene 6.2: Meet Tristram Stuart

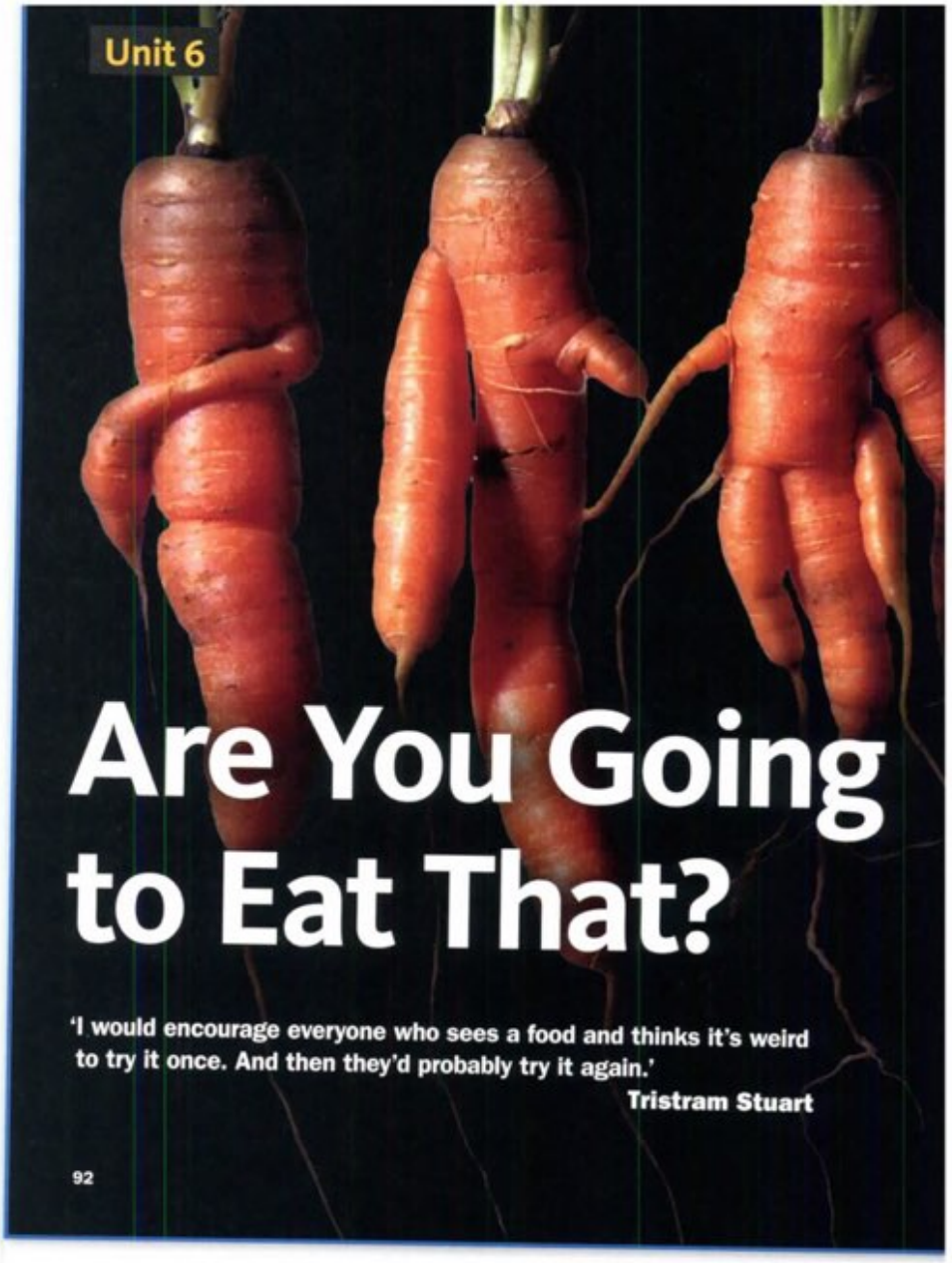
Writing Cause and effect essay

National Geographic Mission Take Only What You Need

Project
- Recipe book
- Magazine article
- Comic strip

Pronunciation Relaxed *going to* and *want to*

Pacing Guides 2.6.1, 2.6.2, 2.6.3



Introduce the Unit

- **Activate prior knowledge** Say *Fruit and vegetables are good for us. Eating them helps us stay healthy.* Ask *What kind of fruit and vegetables do you like to eat?* List students' responses on the board. Ask *What do you like about (carrots)? Is it the way they look, taste, feel or smell?* Ask students to tell you what they like about particular fruit and vegetables.

- **TO START** Tell students to open their books at pages 92–93. Point out the unit title *Are You Going to Eat That?* Ask a student to read aloud Question 1. Ask *What kind of food is shown in the photo?* (carrots) *Have you ever seen carrots that are shaped like these?*

- Ask questions such as the following to encourage further discussion:
  How do these carrots look different from other carrots that you've seen before?
  Do you think these carrots taste the same as ones you've eaten?
  What are the string-like parts on the carrots? (roots)



Misshapen carrots

TO START

1. Look at the photo. Would you eat these? Why or why not?
2. When was the last time you tried a completely new type of food? What was it? Did you enjoy it or not?
3. What's your favourite food? Has the type of food you like changed as you've grown older? Explain, with examples.

93

- Ask a student to read aloud the quote by Tristram Stuart on page 92. Say *Something that is weird is something that is strange or unusual. Tristram Stuart thinks people should try eating food that they find unusual. He thinks people will probably like the food and eat it again.* Then ask a student to read aloud Question 2. Invite students to share their experiences of new types of food with the class.

- Ask a student to read aloud Question 3. Say *Think about the foods you like. Decide which is your favourite.* As students name their favourite foods, list the foods on the board. Ask *Has this food always been your favourite? When did you first try this food?* If students say that their taste in food has changed, ask *Why do you think you (liked/didn't like) this food before but (don't like/like) it now?*

Extend

- Hand out **Worksheet 2.6.1**. Put students into pairs. Explain that they will be writing about and discussing food and their ideas about food.

UNIT OPENER

Objectives

Students will

- discuss the food shown in a photo.
- discuss new foods and favourite foods.

Resources Worksheet 2.6.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

BE THE EXPERT

About the Photo

A variety of factors can cause carrots to become misshapen. Overcrowded growing conditions or too much clay in the soil may force roots to grow crookedly. Pests in the soil can cause carrots to form large 'knots' and to 'fork', sometimes severely. Too much fertiliser can also result in 'hairy' carrots with multiple roots.

Teaching Tip

It's important to give all students an opportunity to speak in class. When you ask questions, avoid calling on the most eager students. Call on as many students as possible so that every student has an opportunity to speak.

Related Word

root

VOCABULARY

Objectives
Students will
- identify and use vocabulary related to the problem of food waste.
- use new vocabulary to read about and discuss why food is wasted and ways to solve the problem.

Target Vocabulary *appearance, campaign, challenge, consumer, edible, field, landfill, nutritious, produce, shocking, size, standard, supermarket, supply, waste*

Content Vocabulary *activist, attractive, bin, bunch, disco, DJ, expensive, lump, organise, per cent, perfect, problem, solution, statistic, strange, volunteer*

Resources Tracks 066–067 (Audio CD/ Website/CPT); CPT: Vocabulary

1 Look at the photo. Where is the food? Why might it be there? Discuss. Then listen and read. 066

Think about the last time you visited a **supermarket**. Did you see any short, fat carrots? Were all the bananas in the bunch different **sizes**? And were there any strange lumps on the potatoes? If you answered 'no' to these questions, there's a reason why. Supermarkets in many parts of the world set very high **standards** for the **appearance** of their fruit and vegetables. Many supermarket employees believe that **consumers** want everything to look perfect. But if supermarkets reject these unusual carrots and lumpy potatoes, what happens to them? They often go rotten in the **fields** or go in the bin, and from there, to **landfills**. In the United Kingdom alone, between 20 and 40 per cent of fruit and vegetables are rejected before they even reach the shops.

It's a **shocking** statistic, but there are solutions to the problems of food **waste**. Author and activist Tristram Stuart organises **campaigns** around the world called *Feeding the 5000*. At these events, people use food that would have otherwise gone to waste to prepare free, delicious meals for



Warm Up

- **Build background** Say *Think about the fresh fruit and vegetables you and your family like to eat.* Ask *Where does your family get its fruit and vegetables from? Do you have a vegetable garden or your own fruit trees? Do you buy your fruit and vegetables in the shop or at a local farmer's market?* List on the board the places students name.

- Say *Sometimes people don't eat all the fruit and vegetables they buy or grow. These extra fruit and vegetables can rot or turn bad, if they're not eaten.* Ask *What does your family do with extra fruit and vegetables?* Students may respond that their families give away home-grown vegetables to friends and neighbours, make a vegetable soup or fruit salad or throw them away.

Present 1 2

- 1 Tell students to open their books at pages 94–95. Ask a student to read aloud the Activity 1 questions at the top of page 94. Say *We've talked about where we get our fresh fruit and vegetables. We've also discussed what we do with extra fruit and vegetables. Now look at the photo on pages 94 and 95. What kind of food do you see? Where are the fruit and vegetables placed? Why do you think they are placed there?* Write the following sentence frame on the board:

> The fruit and vegetables are there because _____.

- Ask several students to take turns completing the frame orally, in complete sentences. (Sample answer: The fruit and vegetables are there because they are going to be used to make a free community lunch.)

5,000 people. Volunteers make good meals from fruit and vegetables that may not be pretty, but are still **nutritious** and fresh. In many cities, there are also *Disco Soup* parties. At these events, volunteers prepare meals from unwanted **produce** while they dance to music played by a DJ. These events are a lot of fun, and they make people think twice about throwing food away!

Some supermarkets are also trying to get people to think differently. The French supermarket chain *Intermarché* **supplies** ugly food in its stores. The fruit and vegetables look strange, but they're **edible**. They're also less expensive than more attractive produce. Consumers love the idea. In fact, *Intermarché* stores sold more than 1,200 kg. (2,645 lb.) of ugly fruit and vegetables in the first two days of the campaign.

So what can you do? Start by eating what's on your plate! And don't be afraid to try ugly or unusual foods. You can even organise a food waste **challenge** for your friends and family! By telling people about the problem, you're working towards the solution.



Tristram Stuart at a *Feeding the 5000* event in Trafalgar Square, London

2 LEARN NEW WORDS Listen and repeat. 067

3 Work in pairs. Do you waste food at school or at home? If so, how much? Why would you throw food away?

BE THE EXPERT

About the Photo

Tristram Stuart is shown at the first *Feeding the 5000* event in Trafalgar Square, London, in December 2009. Tristram organised the event shortly after the publication of his book *Waste: Uncovering the Global Food Scandal.*

Teaching Tip

While students are doing pair-work activities, walk around the classroom to check for understanding, monitor students' use of language and offer help as needed. It's also important to follow pair work with whole-class work to give students the opportunity to share their pair work with the class.

- Play **Track 066** and tell students to listen and read. Discuss the reading with students. Ask questions such as the following:

  What happens to fruit and vegetables that supermarkets reject? (They go rotten in the fields or end up in bins and landfills.)
  How do events such as Feeding the 5000 *and* Disco Soup *parties help prevent food waste?* (They feed people with food that otherwise would have gone to waste.)
  Why do some consumers like the idea of buying ugly produce rather than attractive produce? (Ugly produce costs less and is just as nutritious.)

- **2 LEARN NEW WORDS** Play **Track 067**. Tell students to listen and repeat. Put students into pairs and ask them to take turns saying each word.

- List the vocabulary words on the board. Then ask pairs to write sentences using the vocabulary words. Say *Work with your partner to write sentences that use the vocabulary words. Try to use at least two vocabulary words in each sentence. After you've written sentences that use all the vocabulary words, share some of your sentences with the class.*

- Model an example. Write on the board and say *The appearance of some kinds of produce can be shocking to people who have high standards for the way produce should look.* Underline the vocabulary words *appearance, produce, shocking* and *standards*. Give students time to write their own sentences.

- When students have completed their sentences, invite pairs to share their sentences with the class. Put a tick beside each vocabulary word on the board as it is used.

VOCABULARY

Objectives
Students will
- practise using vocabulary related to the problem of food waste.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *fresh, reject, rotten, throw away*

Vocabulary Strategy Antonyms

Academic Language *definition*

Content Vocabulary bin, *canteen, grocer, issue, realise*

Resources Online Workbook/Workbook pages 56–57; Tracks 068–069 (Audio CD/Website/CPT); Worksheet 2.6.2 (Teacher's Resource CD-ROM/Website); CPT: Vocabulary

4 **Read and write the words from the list.**

campaign	edible	landfill	nutritious
produce	shocking	supply	waste

Tristram Stuart first became interested in the issue of food ___waste___ when he was a teenager. He kept a few pigs, and he would feed them with unwanted food. Local bakers, grocers and even his school canteen would ___supply___ food for him to feed his pigs. He also used ___produce___ that he found in bins behind the supermarket. He soon realised that these fruit and vegetables were actually tasty, ___nutritious___ and perfectly ___edible___ for humans. There was no reason why they couldn't be eaten. The ___shocking___ amount of food in the bin inspired Tristram to start a ___campaign___ to inform people about the issue and try to create change.

5 **LEARN NEW WORDS** **Listen to these words and match them to the definitions.** Then listen and repeat. 068 069

fresh	reject	rotten	throw away

___reject___ 1. not accept something
___throw away___ 2. put something in the bin
___fresh___ 3. recently produced or picked
___rotten___ 4. no longer edible

6 **YOU DECIDE** **Choose an activity.**

1. **Work independently.** Write a letter to your head teacher. Explain why food waste is a problem, and make two suggestions for how waste can be reduced at your school.
2. **Work in pairs.** Imagine your local supermarket wants to start an ugly fruit and vegetable campaign. Create a poster for their campaign.
3. **Work in groups.** Imagine you want to open a restaurant. How can you avoid food waste? Make a list of at least five ideas.


Farmers cut green beans to supermarket standards. As a result, 40 per cent of their crops are thrown away.

Practise 3 4 5

- **3** Put students into pairs. Say *Think about the meals you eat at home and at school. Now read the Activity 3 questions on page 95.* Ask partners to answer the questions. Say *Use the new words you learnt as you discuss your answers with your partner.* Invite pairs to share their answers with the class.
- **4** Tell students to turn to page 96. Ask a student to read the words in the word box. Ask students to choose two words and use them in a sentence. Then tell students to complete Activity 4 independently. Tell students that one of the words in the box will not be used. Invite a student to read aloud the completed paragraph.
- **5** **LEARN NEW WORDS** Play Tracks 068 and 069 and ask students to listen. Then tell them to look for each word in context on pages 94–95. Ask students to pronounce each word and use it in a sentence. Review word meanings and then ask students to complete Activity 5 independently.
- **Vocabulary strategy** Point out the words *rotten* on page 94 and

fresh on page 95. Write the two sentences that contain the words on the board, underlining the words *rotten* and *fresh*. Say *Rotten and fresh are antonyms. Antonyms are words that have opposite meanings. Rotten means 'having gone bad'. Fresh means 'newly made or produced'.* Provide another example sentence such as *We picked fresh apples from the trees and left the rotten apples with brown spots on the ground.*

Apply 6

- 6 YOU DECIDE Ask students to choose an activity. Say *Choose one of the three activities. You'll work on your own, with a partner or in a group.*

- **Think aloud** Model scanning the text to find information. Use the first activity as an example. Say *I need to say why food waste is a problem and think of two ways food waste can be reduced at our school. I'll skim the reading to identify reasons that food waste is a problem and to see what solutions have been found. Then I'll think about whether these kinds of solutions can be used in our school.*

- Ask students to choose and complete one of the three You Decide activities. Put students who choose the second and third activities into pairs and groups. Remind them to take a few moments to silently think over the activity before discussing it with their partner or group members.

- Before students begin their activities, say *Use the new words you learnt in your letter, poster or list of ideas.* Tell students to complete their chosen activities. Then invite students to share their completed activities with the class.

Extend

- Divide the class into groups. Say *Act out a situation with your group. Some students will act as fruit and vegetables. Others will act as supermarket employees. Try to be funny and entertaining. Use the new words you learnt.* Model an example. Say *A student acting as a lumpy potato says, 'All these ugly bumps ruin my appearance. But I'm just as nutritious as a beautiful, smooth potato.' A student acting as a supermarket employee replies, 'That's why you're here at the store instead of in a landfill! Our supermarket sells all kinds of produce, no matter what it looks like'.* Invite groups to act out their scenarios for the class.

- If time allows, hand out **Worksheet 2.6.2**. Explain that students will use vocabulary words to talk and write about food. They will also write about solutions to the problem of food waste.

Consolidate

- Say *Now let's find out what you know about the problem of food waste and ways to solve it. I'll call out a word and then say 'problem' or 'solution'. You use the word in a sentence about a problem or a solution.* Model an example. Say *Supermarket – problem.* Prompt a student to say *Many supermarkets only sell fruit and vegetables that look perfect.* Continue until all the vocabulary words are used.

BE THE EXPERT

Vocabulary Strategy

Antonyms Because antonyms are words with opposite meanings, they are often used to contrast two things. A particular word may have more than one antonym. For example, *fresh* is an antonym for *rotten*, but *pure* is also an antonym for *rotten*. When writing, consider all of the meanings of a word and how the word is used in context to help choose an appropriate antonym.

Teaching Tip

When students are learning several new vocabulary terms at once, help them use the new terms together in context. For example, point out instances in which a new vocabulary word can describe or tell us about another new vocabulary word. Provide examples such as *Some consumers don't care about the size and appearance of produce, as long as it's fresh.*

Formative Assessment

Can students

- use vocabulary related to the problem of food waste?

  Ask *What happens to produce that supermarkets reject?*

- use vocabulary to discuss why food is wasted and ways to solve the problem?

  Ask *How does the way fruit and vegetables look contribute to the problem of food waste? How does Tristram Stuart use fruit and vegetables that would otherwise be thrown away?*

Workbook For additional practice, assign Workbook pages 56–57.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- ask for repetition.
- repeat information.

Speaking Strategy Asking for repetition and repeating information

Academic Language *dialogue, repeat, repetition*

Content Vocabulary *event, free, miso soup*

Resources Online Workbook; Worksheet 2.6.3 (Teacher's Resource CD-ROM/ Website); Tracks 70–71 (Audio CD/ Website/CPT); CPT: Speaking Strategy

SPEAKING STRATEGY 070

Asking for repetition	Repeating information
Sorry? I didn't get/catch that.	No problem. I was just saying that we're meeting at 3.30.
Excuse me, but can you repeat that, please?	Sure. I just said that we need to tell more people about this.
I'm sorry; I didn't hear what you said.	No problem. What I said was we can organise a Disco Soup event.



1 **Listen.** How do the speakers ask for repetition and repeat information? Write the phrases you hear. 071

2 **Read and complete the dialogue.** Possible answers:

Kyoko: Hey, listen up, everyone. I want to tell you about this Disco Soup event that Jun and I went to last weekend.

Haku: I'm sorry; I ___didn't hear what___ you said. Miso soup?

Kyoko: No, not *miso* soup. What ___I said was___ *Disco* Soup. It's an event where people get together to prepare soup from unwanted food, while listening to music.

Sakura: Excuse me, but ___can you repeat that___, please? Did you just say that you prepare soup and listen to music at the same time?

Kyoko: That's right! And we use food that the supermarkets reject because of shape or size.

Haku: Sorry? ___I didn't catch___ that. Where does the food come from?

Kyoko: I just ___said that___ we use food that the supermarkets reject. So all the food is free.

Sakura: Free? That's amazing!

Kyoko: I know! Maybe we can organise a Disco Soup event here at school. What do you think?

Haku: Sounds good to me!



3 **Work in large groups.** Cut out the cards and use them to play 'Telephone'. Speak as quietly as possible. If you don't hear what your group member says, ask for repetition.

4 **Work in groups.** Play the game in Activity 3 again, this time with your own topics.

Go to page 165.

Warm Up

- **Activate prior knowledge** Ask *What can you say if you don't hear what someone has said?* (Elicit: Excuse me. I didn't hear you. I missed what you said.) Ask *How can you ask the person to say what you didn't hear again?* (Elicit: Could you repeat that? Please say that again.)

- Put students into pairs to act out situations in which one student states information and the partner asks him or her to repeat it. The first student responds by repeating the information. Choose partners to act out their role plays for the class.

Present 1

- Say *We're going to learn more ways to ask someone to repeat something. We'll also learn other ways to repeat information.* Tell students to open their books at page 97. Say *We'll listen to speakers asking for repetition and repeating information in different ways.*

- Play **Track 070**. Ask *How do the speakers ask for repetition and repeat information?* Elicit phrases used to ask for repetition and to repeat information and write them on the board.

- Play **Track 070** again and tell students to read along in their books. Then ask pairs of students to take turns asking for repetition and repeating information. Supply additional prompts such as the following:

> I'm sorry, I didn't get that. Could you repeat it?
> Could you say that again, please?
> OK. I said that _____.
> Yes. What I was saying is _____.

- 1 Say *Now listen as two speakers talk at a Disco Soup event. Listen for the phrases they use to ask for repetition and to repeat information.* Play **Track 071**. Invite students to share the phrases they heard.

Practise 2

- 2 Once students seem comfortable using the speaking strategy to ask for repetition and to repeat information, direct them to Activity 2. Tell students to complete Activity 2 independently.

- Ask students to read their completed dialogues aloud, taking turns as Kyoko and Haku. After several pairs have read their dialogues, ask *Did you hear different ways to ask for repetition and to repeat information? What phrases did you say or hear?*

Apply 3 4

- 3 Put students into groups of six or seven. Ask students to cut out the cards on page 165. Tell groups to stand in a line. Say *The first student will take a card and read it to the second student as quietly as possible. Then the second student will repeat it to the third student and so on. You can ask for something to be repeated.* Ask two students to model playing the game by reading the card and the speech bubbles on page 97. Then ask groups to play 'Telephone'. After each message has gone down the line in the group, tell the first student to re-read the statement on the card to compare the original with the final version of the message.

- **Connect** Brainstorm topics with the class. Ask *What other kinds of information might you repeat?* List students' ideas on the board.

- 4 Arrange students in different groups of six or seven. Say *Now play the game of 'Telephone' again. Write statements using your own information. You can use the list of things on the board for ideas.* As before, once a message has gone completely through the line, tell the first student to re-read the statement to compare the original with the final version of the message.

- After students have completed the activity, invite them to share some of their original and final statements with the class.

Extend

- Put students into pairs. Tell partners to re-read pages 94–95 and write three statements based on the information. Say *Read a statement to your partner. Your partner asks for repetition. Then you repeat the information. Take turns. Use different phrases.* Invite partners to share their conversations with the class.

- If time allows, hand out **Worksheet 2.6.3**. Explain that students will use the worksheet to ask for repetition and to repeat information.

Consolidate

- Use the cards from Activity 3. Put students into pairs. Give one partner a card. The student reads aloud the information and their partner asks for it to be repeated. The student then repeats the information. Say *Read aloud the card. Then your partner will ask for repetition and you repeat the information. Use the phrases you learnt and take turns.* Ask partners to swap roles and use different phrases.

BE THE EXPERT

Strategy in Depth

There are additional ways to ask for repetition and to repeat information in English. Here are some examples:

Asking for repetition

Would you mind repeating that, please?
Can I ask you to repeat what you just said?
Excuse me? What did you say?
What was that again?
I'm afraid I didn't understand. Can you repeat that?
Sorry, I didn't quite hear what you said.

Repeating information

Let me repeat that.
OK. I'll go over that again.
Sure. Here's what I said.

Teaching Tip

Give students extra practice with an activity by asking them to work with more than one partner. For example, after students have completed a speaking activity, ask them to repeat the activity with a new partner. This repetition builds the skill and helps students gain confidence as they practise speaking in front of different audiences.

Formative Assessment

Can students

- ask for repetition?

  Say *I'll make a statement. Then you ask me to repeat it.* Then make a statement such as *There's going to be a* Disco Soup *event in our city next month.*

- repeat information?

  Say *Make a statement about a* Disco Soup *event. I'll ask you for repetition and then you repeat the information.* Prompt students to make a statement such as *I'm going to send my friends a text message about the* Disco Soup *event next month.* Then use a phrase from the box at the top of page 97 to ask students to repeat the information.

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives
Students will
- talk about the future using *going to, will* and the present continuous.
- use *going to, will* and the present continuous to talk about food waste and ways to prepare food.
- identify and use words associated with food preparation.

Grammar *Going to, will* and present continuous: Talking about the future

Target Vocabulary *bake, boil, chop, fry, mash*

Academic Language *exchange, present continuous, survey*

Content Vocabulary *canteen, director, dish, aubergine, leftover, lunchbox, pizza, sandwich, smoothie, turkey*

Pronunciation Relaxed *going to* and *want to*

Resources Online Workbook/Workbook pages 58–59; Tracks 072–075, 123–125 (Audio CD/Website/CPT); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); CPT: Grammar 1 and Pronunciation

Materials pieces of fruit, such as apples, bananas or oranges

GRAMMAR 072

***Going to, will* and present continuous: Talking about the future**



I'm **going to start** making my own lunches.
Are you **going to try** this food?
I think we **will buy** more ugly food in the future.
My brother probably **won't eat** this because it looks strange.
What's the canteen **serving** for lunch tomorrow?
I'm **speaking** to the head teacher about our school's food waste at 3.00.

1 Listen. Then circle the correct letter, based on what you hear. 073

1.	(a.) I'm meeting	b. I'm going to meet
2.	(a.) We're helping	b. We will help
3.	a. We're preparing	(b.) We're going to prepare
4.	(a.) Are you going to be	b. Will you be
5.	a. I will spend	(b.) I'm going to spend
6.	a. We're going to serve	(b.) We're serving
7.	a. I'm calling	(b.) I'm going to call
8.	(a.) We won't waste	b. We aren't wasting

2 Work in pairs. Discuss your answers to the questions below.

1. You have a bag of soft apples. What are you going to do with them?
2. What are you eating for dinner tonight? Will you eat it all?
3. You don't like what's in your lunchbox. What are you going to do?
4. You want to make a smoothie. What kinds of fruit are you going to use?
5. What will you do to help change people's ideas about food waste?

I'm going to make apple pie with them.

Great idea! I'm going to use them to make apple juice.

3 Work in pairs. Discuss future plans. Use the phrases in the box.

in 50 years	**in the future**	**later today**
next weekend	**tomorrow**	**tonight**

What are you doing later today?

I'm watching a football match with my dad.

98 GRAMMAR

Warm Up

- **Set the stage** Display the fruit. Ask *Do you like fruit? What kind of fruit do you like to eat?* Invite students to respond. Say *My family likes to eat fruit, too. We'll cut up some bananas and strawberries and eat them with our cereal for breakfast. We're also going to try making smoothies for breakfast. We'll put different kinds of fruit and some yogurt in a blender to make the smoothies. In fact, we're buying extra yogurt on our next supermarket trip so we can make smoothies.*

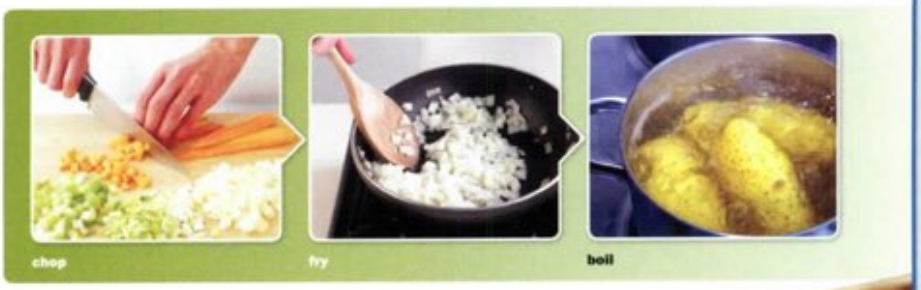
- Write the following sentences on the board:

We'll cut up some bananas and strawberries.

We're going to try making smoothies for breakfast.

We're buying extra yoghurt on our next supermarket trip.

4 **LEARN NEW WORDS** **Listen to learn how to prepare a meal with leftover food.** Then listen and repeat. 074 075





5 **Work in pairs.** Write three different foods on a piece of paper. Exchange your paper with another pair. Come up with a way to prepare each of the foods on the new list. Describe each meal and how you will prepare it.

We're preparing fried aubergine with tomato sauce. First, we're going to fry the aubergine ...

6 **Work in groups.** Plan three meals for your canteen to serve next week. Talk about how you'll prepare each meal. Then survey your classmates to see which of your lunch options will be the most popular. Share your plan and the survey results with the class.

We're going to prepare pizza, turkey sandwiches and carrot soup. On the first day, we're baking pizzas. We'll start by chopping the vegetables ...

- Underline the phrases that talk about the future in each sentence on the board. Say *In this lesson, we're going to learn about different ways to talk about future plans.*

Present

- Tell students to open their books at pages 98–99. Point out the grammar box at the top of page 98. Say *You know that you can use* going to *and* will *to talk about the future. Now you'll also learn about using the present continuous to talk about the future.*

- Say *Listen to the sentences.* Play **Track 072** and tell students to read along. Then write the following on the board:

going to / will + verb	going to start will buy will not (won't) eat
present tense of verb *be* + present participle of verb (*-ing*)	it's (it is) serving I'm (I am) speaking

BE THE EXPERT

Grammar in Depth

Students are already familiar with using *going to* and *will* to make predictions.

She really likes cooking.
She'll be a famous chef one day! / She's going to be a famous chef one day!

The present continuous is not used to make predictions. It is used to talk about future plans made before the moment of speaking.

What are you doing tomorrow?
I'm having lunch at the new Mexican restaurant.

Going to is also used to talk about future plans made before the moment of speaking.

I'm going to buy some groceries.

Will is used to talk about decisions made at the moment of speaking.

OK, I'll do it!

The dialogue below shows all three forms used in context:

A: *What are you doing tomorrow night?*
B: *I'm eating dinner at the new Peruvian restaurant. Do you want to come?*
A: *I can't. I'm going to visit my cousin tomorrow.*
B: *Why don't you both come?*
A: *OK, I'll call him and ask him! I think he'll like Peruvian food!*

Our World in Context

Shepherd's pie is so called because the meat it contains is lamb. Lambs are young sheep and a shepherd is a person who looks after sheep. The dish originated in Scotland and northern England near the end of the 18th century.

Related Words

apple, knife, lettuce, oven, pan, pot, sandwich, tomato



- Point to the top section on the board. Say *When you talk about something you plan to do at a future time, you can use* going to *or* will *and a verb.* Read aloud the first two sentences in the grammar box on page 98. Say *The sentence and the question both refer to what a person plans to do at a time in the future. The phrase* going to *is used with the verbs* start *and* try.

- Read aloud the next two sentences in the grammar box. Say *Both of these sentences also refer to what people plan to do at a time in the future.* Will *is used with the verb* buy. Won't *is used with the verb* eat. *Remember that* won't *is a short way of saying* will not.

- Point to the bottom section on the board. Say *You can also use the present continuous to talk about future plans. Form the present continuous by using the present tense of the verb* be *and the* -ing *form of a verb.* Write on the board the present tense forms of the verb *be* and their contractions: *I am* → *I'm, you are* → *you're, he/she/it is* → *he's/she's/it's, we are* → *we're, they are* → *they're.* Say *The present tenses of the verb* be *are often shortened.* Read aloud the last two sentences in the box on page 98. Say *The question is another way of asking 'What is the canteen serving for lunch tomorrow?' 'What is' is shortened to 'what's'. In the last sentence, 'I am speaking' is shortened to 'I'm speaking'.*

Practise 1 2 3

- 1 Direct students' attention to Activity 1. Say *Listen to two people talk about a Feeding the 5000 event. Circle* a *or* b *to indicate the phrase you hear.* Play **Track 073**. When students have finished, play **Track 073** again for them to check their answers.

- 2 Put students into pairs. Say *Answer the questions with your partner. Use* going to, will *or the present continuous in your answers.* Use item 1 to model an example. Ask one student to read aloud item 1. Ask two other students to read aloud the dialogue in the speech bubbles. Then tell partners to complete the activity. Invite partners to share their answers with the class.

- 3 Put students into pairs. Say *Talk to your partner about your future plans. Use the phrases in the box to ask or talk about a specific time in the future. Take turns.* Use the dialogue in the speech bubbles to model an example with a student partner.

- Ask partners to discuss future plans. Monitor student pairs to check for correct usage of *going to, will* and the present continuous. When partners have finished, invite them to share some of their discussions with the class.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Tell students to open their books at page 99. Say *You've learnt about food waste and ways to prevent it. Now you're going to learn new words to talk about ways to reuse leftover food.* Write *left + over* on the board. Say *The word* leftover *is made by combining the words* left *and* over. *Leftover food means 'food that is not eaten'.* Direct students' attention to the words beneath the photos in Activity 4. Then play **Track 074** and tell students to listen.

- Say *You heard some new words. Let's listen to these words in sentences.* Play **Track 075**. Ask students to repeat each word alone and in a sentence.

- 5 Put students into pairs. Say *With your partner, write three kinds of food that can be prepared. Swap lists with another pair of students. Then talk to your partner about how you will prepare each of the foods on the list you receive. Make sure you use the new words you learnt.* Model an example by asking a student to read aloud the text in the speech bubble. Point out that the present continuous phrase *We're preparing* and the phrase *going to fry* both talk about the future. Then tell partners to complete the activity. Invite several pairs to share their descriptions with the class.

- 6 Put students into groups of three or four. Read aloud Activity 6. Say *In your group, talk about three lunch meals you can serve in the school canteen. Use* going to, will *or the present continuous to describe how you'll prepare each meal. Then do a class survey to find out your classmates' preferences for the lunch meals. You'll present your survey results and your meal plans to the class.* Model an example of planning and preparing meals by asking a student to read aloud the text in the speech bubble.

- Allow groups time to talk about their meal plans and to create and conduct their surveys. When groups have compiled their results, invite them to present their survey results and meal plans to the class.

Extend

- Put students into groups of four. Write the following on the board:

> ·travel to another country sometime
> ·study science in college
> ·watch a scary film this weekend
> ·eat dinner with a friend next week

- Say *Use the situations on the board to write four questions that ask about future plans. Use* going to, will *or the present continuous in your questions. Ask each member of your group the questions and record everyone's answers. Group members should respond in sentences that use* going to, will *or the present continuous.*

- Model an example. Say *I write the question 'Are you going to travel to another country sometime in the future?' Group members either respond, 'Yes, I'm going to travel to (England next year on holiday)' or 'No, I'm not going to travel to another country anytime'.*

- Ask group members to take turns asking their questions and recording answers. All group members should have the same results for their group. Ask each group to summarise their results and share them with the class.

Consolidate

- Ask students to name their favourite food and write about how they will prepare it. Say *Think about your favourite food. Write about how you're going to prepare it.* Model an example. Say *My favourite food is an omelette. First, I'm going to heat the pan. Then I'll crack an egg into a bowl. Next, I'm going to mix the egg with milk and cheese. Finally, I'll pour it in the pan and fry it.* Give students time to write. Invite students to share their meal preparations with the class.

BE THE EXPERT

Pronunciation in Depth

Go to Student's Book page 146. Use Audio Tracks 123–125.

Relaxed *going to* and *want to* *Going to* and *want to* are phrasal modals and are therefore often relaxed in speech. As with other modal phrases that have *to*, the vowel sound in *to* reduces to a schwa. These two phrases go a bit further. The final sounds (*ng* and *t*) and the *t* sound in *to* are also omitted. The relaxed forms, *gonna* and *wanna*, are common in spoken English.

You might want to remind students that this rule doesn't apply to *going to* when *go* is a main verb (e.g., I'm going to the supermarket). In this case, *going* is not relaxed. You may also want to point out that *gonna* and *wanna* should only be used in informal speech – never in written work, such as school work or essays.

Formative Assessment

Can students

- talk about the future using *going to, will* and the present continuous?

  Say *The canteen is going to serve soup, salads and sandwiches this week.* Ask *Which meals are you going to try?* Ask students to answer in three ways.

- use *going to, will* and the present continuous to talk about food waste and ways to prepare food?

  Ask *Imagine you're going to make shepherd's pie. How will you prepare the carrots, celery and onions?* Ask students to use all three forms of talking about the future in their explanations.

- use words associated with food preparation?

  Ask students to use *bake, boil, chop, fry* or *mash* in a sentence about preparing food for a meal.

Workbook For additional practice, assign Workbook pages 58–59.

Online Workbook Grammar 1

READING

Objectives
Students will
- read about and discuss ways to decrease food waste in school canteens.
- identify and learn new words in the reading.
- scan for information.

Reading Strategy Scan for information

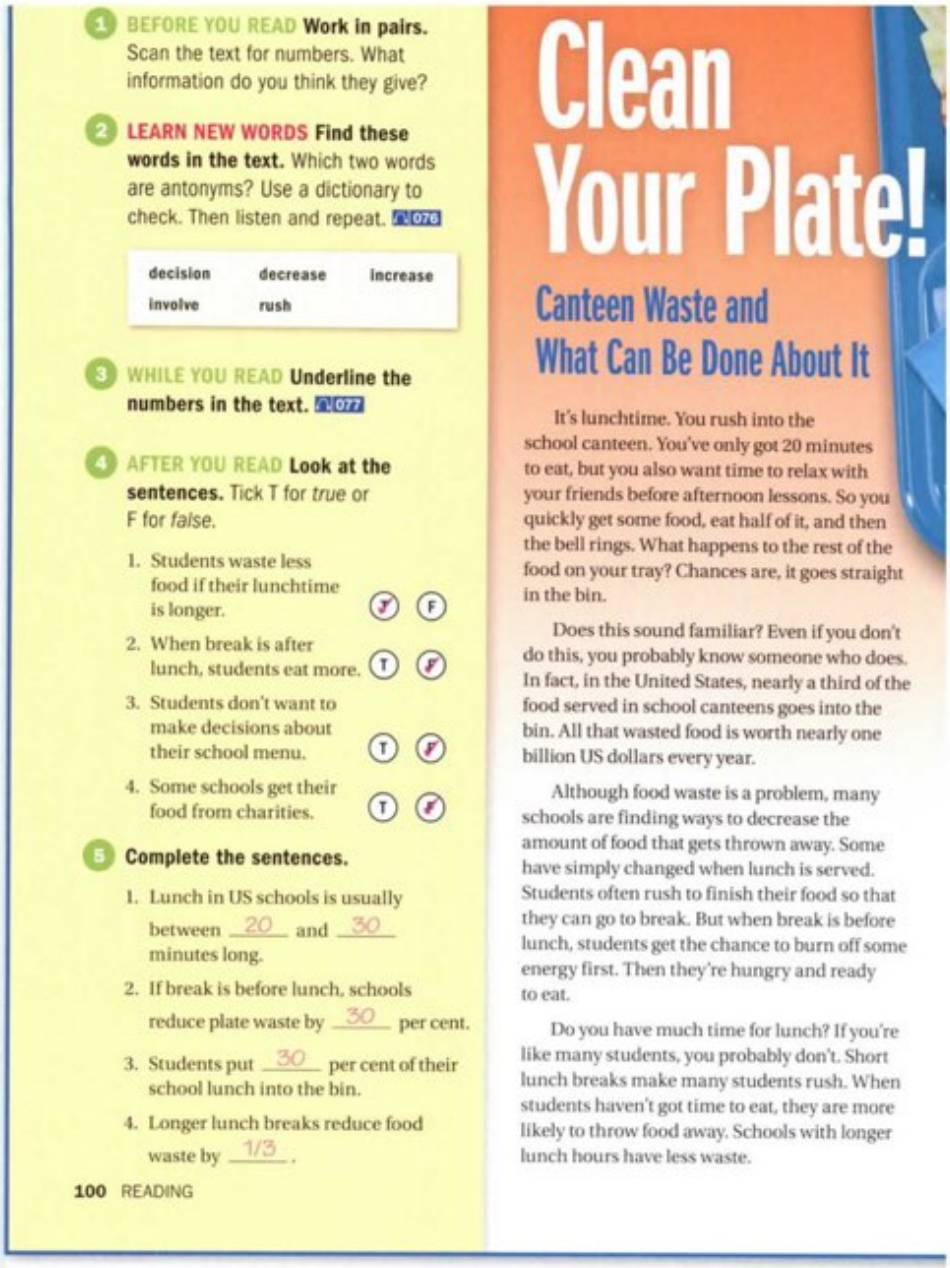
Vocabulary Strategy Use antonyms to find meaning

Target Vocabulary *decision, decrease, increase, involve, rush*

Academic Language *antonym, dictionary*

Content Vocabulary *billion, break, canteen, charity, compost, dessert, familiar, recess, tray*

Resources Online Workbook/Workbook pages 60–61; Tracks 076–077 (Audio CD/Website/CPT); Worksheet 2.6.4 (Teacher's Resource CD-ROM/Website); CPT: Reading



1 BEFORE YOU READ **Work in pairs.** Scan the text for numbers. What information do you think they give?

2 LEARN NEW WORDS **Find these words in the text.** Which two words are antonyms? Use a dictionary to check. Then listen and repeat. 076

decision	decrease	increase
involve	rush	

3 WHILE YOU READ **Underline the numbers in the text.** 077

4 AFTER YOU READ **Look at the sentences.** Tick T for *true* or F for *false*.

1. Students waste less food if their lunchtime is longer. F
2. When break is after lunch, students eat more. T
3. Students don't want to make decisions about their school menu. T
4. Some schools get their food from charities. T

5 **Complete the sentences.**

1. Lunch in US schools is usually between 20 and 30 minutes long.
2. If break is before lunch, schools reduce plate waste by 30 per cent.
3. Students put 30 per cent of their school lunch into the bin.
4. Longer lunch breaks reduce food waste by 1/3.

100 READING

Clean Your Plate!

Canteen Waste and What Can Be Done About It

It's lunchtime. You rush into the school canteen. You've only got 20 minutes to eat, but you also want time to relax with your friends before afternoon lessons. So you quickly get some food, eat half of it, and then the bell rings. What happens to the rest of the food on your tray? Chances are, it goes straight in the bin.

Does this sound familiar? Even if you don't do this, you probably know someone who does. In fact, in the United States, nearly a third of the food served in school canteens goes into the bin. All that wasted food is worth nearly one billion US dollars every year.

Although food waste is a problem, many schools are finding ways to decrease the amount of food that gets thrown away. Some have simply changed when lunch is served. Students often rush to finish their food so that they can go to break. But when break is before lunch, students get the chance to burn off some energy first. Then they're hungry and ready to eat.

Do you have much time for lunch? If you're like many students, you probably don't. Short lunch breaks make many students rush. When students haven't got time to eat, they are more likely to throw food away. Schools with longer lunch hours have less waste.

Warm Up

- **Activate prior knowledge** Say *You're going to be reading about food waste in school canteens.* Ask *How many of you bring your own lunch to school? How many buy lunch in the canteen? How many sometimes do each?* Ask students to put up their hands to indicate their responses. Count and make an observation about the number of students in each group.

- On the board, begin a word web by writing the words *school canteen* and circling them. Say *Think about the school canteen at lunchtime. Think of words that describe the canteen and the food. For example, I've seen food that students have thrown away in the bin.* Draw another circle and write *food thrown away* in it. As students suggest words and phrases, add them to the word web.



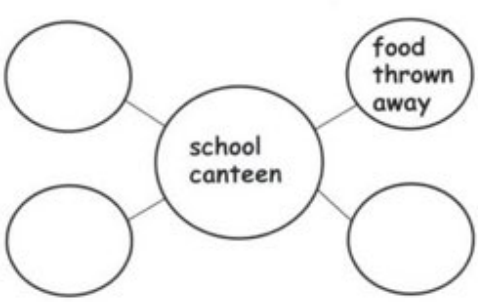
Some schools are trying to involve students more and get them to make decisions about the food in their school. For example, some US schools reduced canteen waste by 36 per cent when students could choose what food the canteen served. In many schools, students can make suggestions about the menu and then give their feedback later. It's also helpful to let students serve themselves. This way, they only take what they think they'll eat. Getting students involved can make a big difference.

Even with all these great ideas, there will always be some food waste. However, all the unwanted food doesn't have to go to landfill. Some charities collect unwanted food from schools and use it to feed hungry people. One UK school came up with a great idea – Fruity Friday. Each Friday, students chop up all the leftover fruit from the canteen and use it to make special desserts for the whole school. And of course, fruit and vegetables can be composted, or left to break down. Compost can then be used to make soil healthier and grow more produce.

How much food is wasted at your school? What can you do to change the situation?

6 Discuss in groups.

1. Why do you think the length of time for lunch is important? How much time do you get for lunch? How long does it take you to eat?
2. Think about how you could change your school's canteen to encourage students to eat all their lunch. Discuss the design of the canteen, the different places where students can eat and the way food is presented.
3. The reading mentions several different solutions to the problem of food waste at school. Think of another solution. Think about both how to stop food waste before it starts and what can be done with the unwanted food.



Before You Read 1 2

- 1 Tell students to open their books at pages 100–101. Put students into pairs. Read aloud Activity 1. Say *To scan the text means 'to quickly look over' the text. Scan the reading text to look for numbers. Talk to your partner about what kind of information you think the numbers give.* When students are ready, invite partners to describe their observations and predictions for the class.

BE THE EXPERT

Reading Strategy

Scan for information The purpose of scanning is to quickly locate particular kinds of information within a text. Scanning is not a substitute for thorough reading. To scan, students begin with a specific question and actively look for details in the text that answer the question. Students can make a mental note of what they are looking for as they scan. They should move their eyes rapidly through the text until they see a word or phrase they're looking for. Some students may find that running a finger along the text helps them scan more efficiently. When students find the information they are looking for, they can slow down to more carefully read the information.

Vocabulary Strategy

Use antonyms to find meaning Antonyms provide contrast clues that students can use to decipher meaning. By recognising antonyms as words and phrases with opposite meanings, students can work out the meaning of an unfamiliar word. Antonyms may be signalled by words and phrases such as *unlike, but, instead, however, on the other hand, rather* and *conversely.* Antonyms may appear next to each other in a text or in the surrounding sentences.

Teaching Tip

Students may benefit from a review of the maths terms *per cent* and *fraction*. *Per cent* means 'one part out of one hundred'. The symbol used to show per cent is %. For example, 15% means 'fifteen parts out of one hundred'. A *fraction* is a part of a whole amount. For example, the fraction 1/3 (one-third) means 'one part out of the whole amount of three parts'.



- 2 **LEARN NEW WORDS** Say *You're going to learn new words in the reading. Look at the words in the box. Now let's find them in the reading.* Point to the words *decreases* and *increase* in the graphic. Say *Here are the words decreases and increase.* Read aloud the sentence with *decreases*. Ask *What do you think decrease means?* (make less) Then read the sentence with *increase*. Ask *What do you think to increase means?* (make greater)

- **Vocabulary strategy** Say *Antonyms are words that have opposite meanings.* Write *tall* and *short* on the board. Say *The words tall and short are antonyms.* Then write *succeed* and *fail* on the board. Say *So are the verbs succeed and fail.* Write *increase* and *decrease* on the board. Say *Now think about the verbs increase and decrease. Do you think that they are antonyms?* (yes) Tell students to use a dictionary to check the meanings of the verbs *increase* and *decrease*.

- Ask students to locate the words *decisions* and *involve* (fifth paragraph) and *rush* (first paragraph) in the reading, determine their meanings and then check their meanings in a dictionary. Ask *Are there any more antonyms in this group of words?* (no)

- Review word meanings with students. Then ask students to listen to **Track 076** and repeat.

While You Read 3

- 3 Say *Now we're going to read about food waste in school canteens and some ways to help solve this problem. Listen and read.* Play **Track 077** and tell students to read along.

- Say *Now listen and read again. As you read, underline numbers in the text that are about specific amounts.* Play **Track 077** again or allow students to read in silence.

After You Read 4 5 6

- 4 Tell students to read and answer the questions. Ask them to compare their answers with another student's. Then review answers as a class. For the statements that are false, ask students to correct them to make true statements. (2. When break is before lunch, students eat more. 3. Students want to make decisions about their school menu. 4. Some food charities get their food from schools.)

- 5 Say *Look back at the numbers you underlined in the reading text. Use them to help you complete the sentences in Activity 5.* Ask students to complete the sentences on their own. Invite students to share their completed sentences with the class. Ask them to say where in the reading text they found the information.

- 6 Ask students to form groups of three or four to answer the questions in Activity 6. Ask one student in each group to act as secretary and note information from the discussion.

- When discussions have finished, say *Now let's list what you've discussed.* Draw the following table on the board. Include a row for each group.

Group	Length of time for lunch	Changes to canteen	Solution to food waste at school
A	Need time to relax while eating; 20-minute lunch; 10 minutes to eat	More food stations so queues will be shorter; Posted menu easy to read and nicely decorated; Flowers or plants on tables; Fruit in attractive bowls	Move bins to less visible area
B			
C			

- Ask group secretaries to report the information from their discussions. As they do, complete the table for each group. Make observations about the information in the table. For example, say *Group A thinks it's important to decrease the length of the queues in the school canteen. Their idea is to have more food stations. Then students can queue up at different areas instead of in one long queue. Group A also has ideas about ways to make the canteen menu, tables and food look more attractive.*

- Leave the table on the board if you intend to do the first Extend activity.

Extend

- Ask students to work together to create and illustrate a redesigned school canteen. Students can use ideas generated during Activity 6. When groups have completed their illustrated designs, invite them to present their designs to the class.

- If time allows, you may want to hand out **Worksheet 2.6.4** in class. Hand out a copy to each student. Say *Look at the new words on page 100. You will use your new words to answer questions. Then you will create new words on your own by using what you know about word parts.* Tell students to complete the worksheet individually. Let students use a dictionary to check their answers to Activity 4.

Consolidate

- Say *I'll call out a number or an amount. The number has to do with either the problem of food waste in school canteens or a solution to the problem. Put up your hand if you know what the number refers to. Then I'll ask a student to say a sentence about food waste that uses the number.* Model an example. Say *One billion US dollars. I call on (Rosa). (Rosa) says, 'All the wasted food in school canteens is worth almost one billion US dollars.'*

- Call out the following numbers and tell students to respond: *30%* (decrease in food waste when break is before lunch); *20 to 30 minutes* (increase in lunch break that results in one-third less food thrown away); *around 30%* (amount of food served that goes in the bin); *36%* (decrease in food waste when students are allowed to choose the food that the canteen serves); *one-third* (decrease in amount of food thrown away when lunch break is increased from 20 to 30 minutes).

BE THE EXPERT

Teaching Tip

Remind students about proper listening behaviour when they work together in small groups. You may want to review these practices: make eye contact with your listeners; pay attention when someone else is speaking; wait until another person has finished speaking before sharing your own ideas.

Formative Assessment

Can students

- discuss ways to decrease food waste in school canteens?

  Ask *How does changing the amount of time students have for lunch affect the amount of food wasted in school canteens?*

- use new words to discuss what they've read about food waste in school canteens?

  Ask students to use *decision, decrease, increase, involve* or *rush* in a sentence about the problem of or a solution to, food waste in school canteens.

- scan for information?

  Ask students to turn back to pages 94–95 and scan the reading for any statistics mentioned. Ask students to underline them.

Workbook For additional practice, assign Workbook pages 60–61.

Online Workbook Reading

VIDEO

Objectives
Students will
- discuss things that make food appealing.
- apply the message of the video to their personal lives.

Academic Language *comparison, persuade, persuasive*

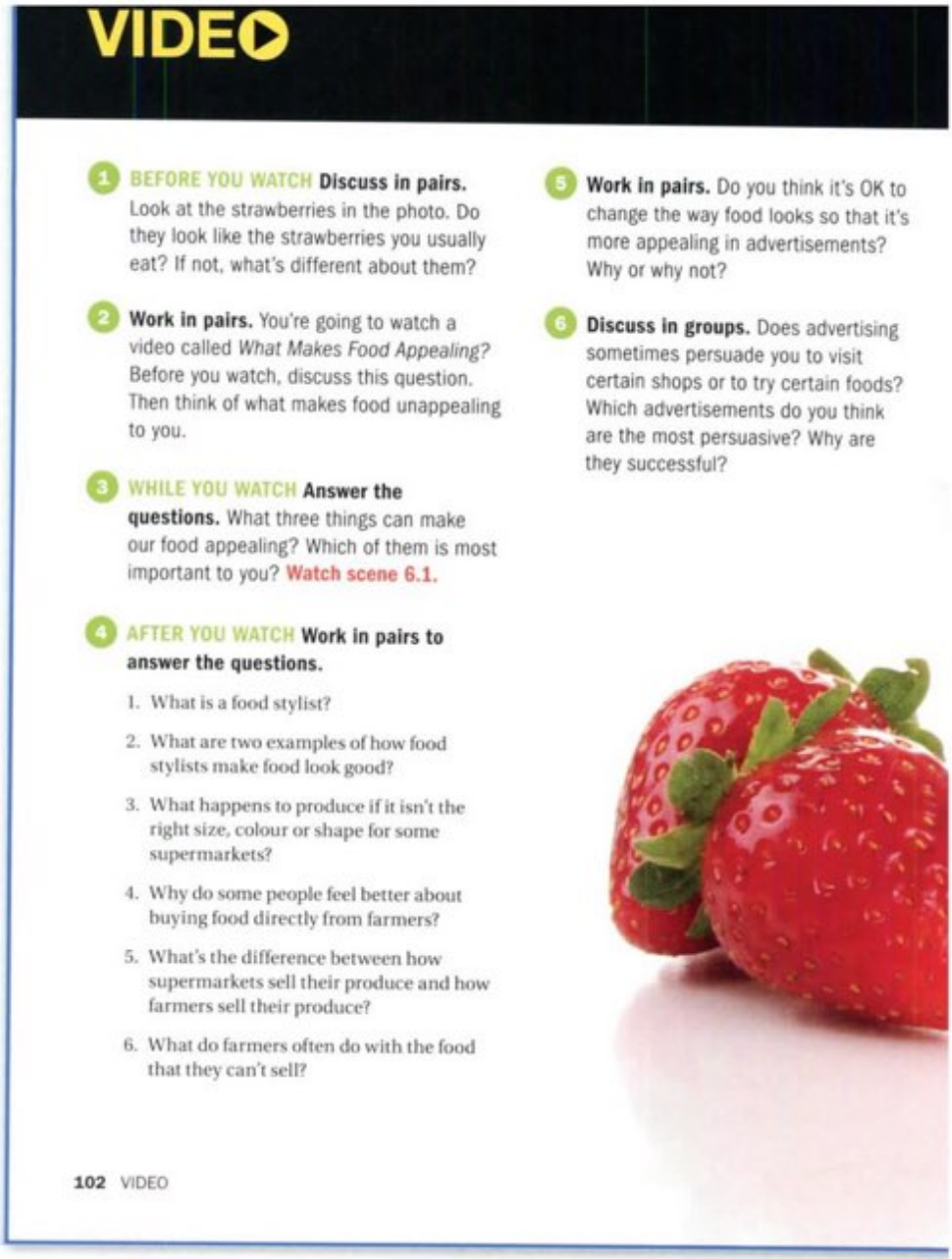
Content Vocabulary *advertisement, appealing, origin, strawberry, stylist*

Resources Video scene 6.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Materials magazine advertisements for a shop or for a food item *(optional)*, newspapers and magazines with food advertisements

Answer Key 4

1. a person who makes food look more appealing in advertisements
2. They brush strawberries with food colouring to make them look redder. They use glue to keep cereal from sinking.
3. The supermarkets throw the food away.
4. because it's fresh
5. Farmers sell everything they produce, not just food that is a certain size, shape and colour.
6. They donate it to help feed the hungry.



Before You Watch 1 2

- Put students into pairs. Ask partners to think about strawberries they've seen in supermarkets, on farm stands or growing in a field. Say *Describe what the strawberries you've seen look like. Write a description in one or two sentences.*

- 1 Ask students to work with their same partners and open their books at pages 102–103. Read aloud Activity 1. Say *Talk to your partner about whether the strawberries in the photo are similar to strawberries you've eaten or to the description you wrote. Describe any differences.* When students have finished, if time allows, invite partners to share the results of their discussions with the class.

- 2 Put students into the same pairs again. Read aloud Activity 2. Say *The word appealing means 'pleasing'. Think about what makes a particular food pleasing to you. Then think about what makes a food unappealing or unpleasant. Talk to your partner about it.* After students have finished their discussions, invite several students to share their ideas with the class.

While You Watch 3

- 3 Tell students to read Activity 3. Say *Now you're going to watch the video. While you watch, look for answers to the questions. You can make notes as you watch.*

- Ask students to make notes in their notebooks. Say *You can use your notes to help you answer the questions in this activity and the next activity.* Play **Video scene 6.1**. If students have difficulty following the video, pause the video and allow them to ask questions.



7 YOU DECIDE Choose an activity.

1. **Work independently.** Find an advertisement for a food product in a newspaper or magazine. Write a paragraph about it. Explain how the advertisement makes the food look appealing.
2. **Work in pairs.** Choose a food product and create an advertisement for it. Think about how you can make the food look and sound as appealing as possible.
3. **Work in groups.** Compare farmers' markets with supermarkets. Include information about the look, taste and origin of the foods sold at each place. Present your comparison to the class.

BE THE EXPERT

Teaching Tip

After students have watched the video, ask them to identify its key message. Ask students to point out particular images and text in the video that convey the key message. Ask students to discuss whether they think the video was effective in delivering the key message. Then encourage them to consider other methods the video could have used to deliver the message.

Formative Assessment

Can students

- discuss things that make food appealing as a result of watching the video?

Ask *Why do some people prefer to buy food directly from farmers rather than from supermarkets, even though the food may not look as attractive?*

Online Workbook Video

After You Watch 4 5 6 7

- 4 Put students into new pairs and ask them to answer the questions. Tell them to use their notes. Say *Answer the questions in Activity 4 with your partner.* Then ask partners to complete Activity 4. Review answers as a class.
- 5 Tell students to work with their same partners. Ask a student to read aloud Activity 5. Say *Think about food you've seen in TV advertisements or in magazine ads. Do you think that the way food stylists change the appearance of food is acceptable? Talk to your partner about it.* Ask partners to discuss their answers. Invite pairs to share their ideas with the class.
- 6 Put students into groups of three or four. Read aloud Activity 6. If possible, show students a magazine advertisement for a shop or for a particular food. Ask *Have you ever gone to a certain shop or bought a certain kind of food because of an advertisement you've seen? Talk about what part of the advert convinced you to go there or to try the food.* Ask groups to discuss the questions. Then invite students to share their ideas with the class.
- 7 YOU DECIDE Ask students to choose an activity.
- If students choose to write a paragraph about a food advertisement, provide them with newspapers and magazines that have food advertisements.
- If partners choose to create an advertisement for a food product, remind them to focus on the qualities of the food that make it attractive.
- If students choose to compare farmers' markets with supermarkets, encourage them to use images and descriptive language in their reports. Say *Your comparison should make it clear how farmers' markets and supermarkets are similar to and different from each other.*

GRAMMAR 2

Objective
Students will
- talk about cause and effect using conditionals.

Grammar Conditionals: Talking about cause and effect

Academic Language *cause, conditional, effect, logical*

Content Vocabulary *freezer, muffin, refrigerator*

Resources Online Workbook/Workbook pages 62–63; Worksheet 2.6.5 (Teacher's Resource CD-ROM/ Website); Track 078 (Audio CD/ Website/CPT); CPT: Grammar 2

Materials coins for the board game, pieces of card

GRAMMAR 078

Conditionals: Talking about cause and effect

If you're hungry, **don't buy** extra food.
If there's food in your kitchen, **eat** that instead.

If we **make** a smoothie from these old bananas, it **will be** delicious.

If food **looks** bad, we **throw** it away.

If you **don't eat** this lunch, it **will go** to landfill.



1 Read. Match the phrases to form logical sentences. Write the letter.

d	1. If you don't finish your sandwich,	a. you will waste less food.
e	2. If you find some old carrots,	b. put some in the freezer for later.
f	3. If you have some leftover chicken,	c. think of a way to make it taste better.
c	4. If you don't like this vegetable,	d. you can have the rest for lunch tomorrow.
b	5. If you cook too much food,	e. make them into soup.
a	6. If you learn more about cooking,	f. it will be good in a sandwich.

2 Work in pairs. Write your own endings to these sentences.

1. If my school serves pasta for lunch tomorrow, _____
2. If we talk more about food waste, _____
3. If I prepare dinner for my family tonight, _____
4. If you give your lunch to another student, _____
5. If we go to the supermarket this weekend, _____
6. If we don't cook food properly, _____

3 Work in pairs. Take turns. Throw a coin and move (heads = 1 space; tails = 2 spaces). Create sentences with conditionals.



Go to page 167.

Warm Up

- **Activate prior knowledge** Ask *What do you do if you forget your lunchbox?* (buy lunch in the canteen or ask a friend to share) Write on the board: *If I forget my lunchbox, _____.* Ask students to use the sentence frame to say what they do. Ask *What do you do if you don't eat all of your lunch?* Write on the board: *If I don't eat all of my lunch, _____.* Tell students to use this sentence frame to say what they do with their leftover lunch food. (Elicit sample response: If I don't eat all of my lunch, I save it for a snack later.)

- Say *We're going to learn about cause and effect. A cause is something that makes something else happen. An effect is what happens.* Circle the two *if* phrases on the board. Say *Forgetting your lunchbox and not eating all of your lunch are causes. What happens as a result are the effects.*

Present

- Tell students to open their books at page 104. Ask a student to read aloud the grammar point at the top of the page. Say *We can talk about cause and effect using conditionals. A conditional phrase is a phrase that begins with the word* if.

- Play **Track 078**. Ask students to read along silently. Say *We use a phrase beginning with* if *to talk about what makes something else happen. The phrase with* if *is the cause. Then we talk about the thing that happens as a result of the cause. This phrase is the effect.*

- Write the following on the board:

Cause	Effect
if + present form of verb,	imperative form of verb
if + present form of verb,	present form of verb
if + present form of verb,	future form of verb

- Point out that the first two sentences in the left column of the grammar box on page 104 have the imperative form of the verb in the effect clause. Say *Remember that the imperative form of a verb has no subject. It is used to tell someone to do something.* Then point to the first sentence in the right column. Say *This sentence uses the present form of a verb in both the* if *phrase that talks about the cause and in the following phrase that talks about the effect.*

- Read aloud the two sentences at the bottom of both columns in the grammar box. Say *Each* if *phrase that talks about a cause uses the present form of a verb. Each phrase that talks about the effect uses the future form. Remember that the future form includes the word* will.

- Write the phrase *If you have extra apples* on the board and ask students to complete sentences that talk about effects. Tell them to practise using the imperative, present and future forms of verbs.

Practise 1

- 1 Explain that *logical* sentences are sentences that make sense. Say *Write the letter of the phrase on the right that makes the most sense with each phrase on the left.* Review answers as a class.

Apply 2 3

- 2 Put students into pairs. Ask pairs to complete the sentences. Say *For each item, write a phrase that tells us about an effect.* After students have finished, invite them to share their sentences.

- 3 Put students with different partners and ask them to cut out the game board on page 167. Say *When you land on a space, say a cause or an effect phrase to complete a sentence. If you land on a space with instructions, follow the instructions.* Read aloud the speech bubble to model how to play. Then tell pairs to play the game.

Extend

- Sit groups of four students in a circle. Prepare sets of four cards with conditional phrases such as the following: *If we cook dinner tonight, If the canteen serves my favourite lunch, If I share my snack with a friend, If we have food left over after the party.* Hand out one card to each group member and tell students to complete the sentence on their card and pass the card to the right. The next student begins another *if* clause with the new phrase and passes the card again. Continue until the card returns to the first student. Students then take turns reading their sentences.

- To continue, hand out **Worksheet 2.6.5**.

Consolidate

- Put students in a circle. One student says a conditional phrase with *if*. The next student repeats the phrase and completes the sentence to show an effect. Model an example. Say *(Kai) says, 'If you buy too many strawberries', and (Tom) says, 'If you buy too many strawberries, use them to make jam'.*

BE THE EXPERT

Grammar in Depth

The simplest statements with *if* are called the zero conditional or Type 0. The zero conditional uses present tense verbs to show cause and effect when talking about general truths or habitual actions. *If* can be replaced with *when*.

Conditional clause	Result clause
If (when) + present tense verb,	present tense verb

If (when) I have time, I make my own breakfast.

First conditional sentences or Type 1, use present tense and future tense verbs. The first conditional is used to show cause and effect when talking about a possible condition with a probable result.

Conditional clause	Result clause
If + present tense verb,	future tense verb with *will*

If I don't have time to make breakfast tomorrow, I'll prepare a sandwich.

Formative Assessment

Can students

- talk about cause and effect using conditionals?

Ask students to use the phrases *too many vegetables* and *make soup* in a sentence that uses conditionals to talk about cause and effect.

Workbook For additional practice, assign Workbook pages 62–63.

Online Workbook Grammar 2

WRITING

Objectives

Students will

- identify and use elements of a cause and effect essay.
- recognise and use phrases that connect causes to effects.
- analyse a model of a cause and effect essay.
- write a cause and effect essay about why people throw food away.

Writing Cause and effect essay

Academic Language *as a result (of), because (of), for this reason/these reasons, that's why*

Content Vocabulary *atmosphere, canal, fuel, global warming, natural resource, produce, soil, transport*

Resources Online Workbook/Workbook page 64; Process Writing Worksheets 1–5; Genre Writing Worksheet: Cause and Effect (Teacher's Resource CD-ROM/Website); CPT: Writing

WRITING

When we write to explain, we often describe causes and effects. To do this, we can use the following phrases:

as a result (of) **because (of)** **for this reason/these reasons** **that's why**

1 **Read the model.** Work in pairs to identify how the writer signals cause and effect. Underline the phrases.

We waste 1.3 billion tonnes of food every year. This is too much wasted food. There are millions of people that don't have enough to eat. Food waste isn't just bad for humans, though. It's also bad for the environment.

When food waste goes to landfill, it produces a dangerous gas that can keep heat inside of the Earth's atmosphere. That's why it's one of the causes of global warming. There are also chemicals that come out of the food and go into the soil. When it rains, the chemicals then go into our rivers and canals. As a result, food waste harms our bodies of water.

People don't think about how food is made when they're throwing it away. A lot of water is used to grow plants that make food. We use a lot of energy because we need fuel to transport food from the field to the supermarket and then to our homes. If we waste this food, we waste our planet's natural resources.

For these reasons, it is important for us all to reduce our food waste.

2 **Work in pairs.** The writer shows that wasting food is harmful to the environment. What are the three causes of environmental harm mentioned by the writer?

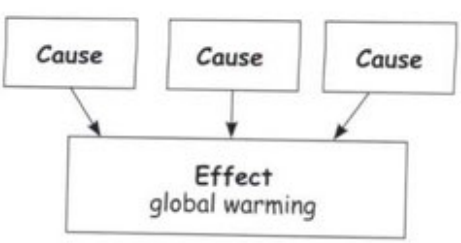
3 **Write.** Why do people throw food away? Write about at least three different causes of food waste.



Warm Up

- **Build background** Write the term *global warming* on the board. Ask *Who has heard of the term global warming? Put up your hand if you've heard it.* Say *(Most of) the class has heard about global warming. Who can tell me what global warming is?* Call on several students to respond. Say *(That's right.) Scientists believe that Earth is getting warmer as a result of things that humans are doing.*

- Draw the following Cause and Effect graphic organiser on the board. Write *global warming* in the Effect box.



- Say *Scientists believe that global warming is a problem. Research shows that global warming is the effect of certain human activities. Scientists believe these human activities are the causes of global warming.*

- Write *burning fossil fuels in factories* in one of the Cause boxes on the board. Write *driving petrol vehicles* and *cutting down forests* in the other two Cause boxes. Say *Scientists have identified the human activities that cause global warming.* Point to each of the Cause boxes as you say *Three of the activities that contribute to global warming are burning fossil fuels in factories, driving petrol vehicles and cutting down forests.*

- Say *Suppose you want to explain the problem of global warming. You can write about it. When you write to explain an idea or a problem, you give facts about it. You also often describe causes and effects that are related to the problem. This kind of writing is called a cause and effect essay.*

Present

- Say *Now let's look at phrases we can use to connect causes to effects. Let's use the problem of global warming as an example.*
- Write the following on the board: *as a result (of), because (of), for this reason/these reasons, that's why.* Say *Use these phrases when you write about causes and effects. First, describe the problem of global warming and give facts. Then describe causes of global warming. Connect causes to effect with these phrases.*
- Write on the board: *As a result of burning fossil fuels in factories, more gases that contribute to global warming are released into the air.* Say *The phrase as a result of connects the cause – burning fossil fuels in factories – to the effect – global warming.*
- Write on the board: *Because of the increasing number of people driving petrol vehicles, more gases that play a part in global warming are given off into the air.* Say *The phrase because of connects the cause – the increasing number of people driving petrol vehicles – to the effect – global warming.*
- Next, write on the board: *Cutting down forests means there are fewer trees that help take harmful gases out of the air. That's why cutting down forests leads to global warming.* Say *The phrase That's why connects the cause – cutting down trees – to the effect – global warming.*
- Finally, write on the board: *For these reasons, it's important for people to take action now on global warming.* Say *The phrase for these reasons shows how one effect is connected to more than one cause. It connects the causes presented earlier to the effect: global warming.*

Read the Model 1 2

- 1 Put students into pairs. Say *Now we're going to look at an example of a cause and effect essay. First, let's look at the photo.* Ask *What do you think the essay might be about?* Ask students to predict what they think the writing will be about.
- Read aloud Activity 1. Say *Look for words and phrases the writer uses to signal cause and effect. Underline them.* Tell partners to underline the words and phrases that show cause and effect.
- 2 Ask the same partners to re-read the text and identify three causes of harm. Say *Find three things that cause environmental harm.* (gas that keeps heat inside the atmosphere, chemicals from food waste that harm bodies of water, wasted natural resources)
- **Worksheet** If your students need a reminder of the elements of the Cause and Effect Writing genre, you may want to hand out **Genre Writing Worksheet (Cause and Effect)** and review it.

BE THE EXPERT

Writing Support

Usage A cause and effect essay examines issues of how a particular event (cause) brings about another event (effect). The issues can be organised in chronological order, in order of importance or in categories. There may be only one cause and one effect, multiple causes and multiple effects, or a combination. The most important feature of the essay is its emphasis on the connection between causes and effects. Additional expressions that are often used to connect causes to effects include *consequently, due to, resulting in, since, so, therefore* and *thus*.

About the Photo

The photo shows a landfill. Most landfills in the UK are required to comply with laws that regulate their location, design and operation. This is to protect the environment from contamination. To avoid polluting nearby groundwater, landfills have liners made of either clay or plastic that separate the waste from the surrounding area. Since the purpose of a landfill is to bury – not degrade – waste, the site of a closed landfill must be monitored for up to 30 years. Researchers are looking at ways to accelerate the breakdown of waste and possibly even use the methane gas produced by landfills as a fuel source.

Workbook For scaffolded Writing support, assign Workbook page 64.

Online Workbook Writing



Plan 3

- 3 Read Activity 3 aloud. Say *Now you're going to plan your writing. You already know your topic – why people throw food away. Your next step is pre-writing. You'll need to look back at the earlier pages in this unit to find the causes of food waste. You'll use these causes to write your cause and effect essay.*
- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 64 for writing support.
- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review them together.
- **Workbook** Refer students to Workbook page 64 to help them organise and plan their writing.

Write

- After students have finished their pre-writing, ask them to work on their first drafts. If you haven't got enough time in class, assign the first draft as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: *Is the topic clearly identified? Is the problem of food waste explained? Are three different causes of food waste given? Are there phrases that connect cause and effect? What seems good? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student explains a problem by describing causes and effects and connects causes to effects with phrases such as *as a result (of), because (of), for this reason/these reasons* and *that's why.*				
Grammar Student uses conditionals to talk about cause and effect				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objective
Students will
- discuss the importance of finding solutions to the problem of food waste.

Academic Language *log*

Content Vocabulary *situation*

Resources Video scene 6.2 (DVD/Website/CPT); Worksheet 2.6.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

When students are sharing ideas about making personal changes, be sure to emphasise that there are no right or wrong answers. Encourage students to explain their ideas and describe their expected results. Remind students to be respectful of other students' choices.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission *Take Only What You Need.* Then ask a student to read aloud the quote by Tristram Stuart. Ask *What problem do you think Tristram Stuart is referring to when he says that the solution is as simple as eating and enjoying food rather than throwing it away?* (food waste) Ask *Do you agree with Tristram's idea for the solution to the problem of food waste?* Invite students to respond and explain their reasoning.

- **Activity 1** Say *Now let's watch a video about Tristram Stuart.* Play **Video scene 6.2**. Ask students to focus on Tristram's long-term dedication to calling attention and finding solutions to the problem of food waste.

- **Activity 2** Explain that a *log* is a written record. Suggest that students keep a notebook at home with pages labelled for each day of the week. Students can record uneaten food as well as food that is thrown away. At the end of the week, students can bring the notebooks with their logs into class. Ask students to review their logs and list three ways they will change their eating habits in order to waste less food. Encourage students to use *going to, will* or the present continuous in their lists. Model an example. Say *I'm going to take smaller servings of food at dinner.* Put students into pairs and ask partners to compare their lists. Then invite students to share their ideas with the class.

- **Activity 3** Ask students to work on their own to come up with answers to the questions. Consider asking them to write a paragraph to explain their answers. Encourage students to use conditionals in their writing and to write about causes and effects. Invite several students to share their paragraphs with the class.

- **Worksheet** Hand out **Worksheet 2.6.6**. Explain that students will use the worksheet to further discuss the problem of food waste and the importance of finding solutions to the problem.

PROJECT

Objective
Students will
- choose and complete a project related to food waste.

Academic Vocabulary *character, comic strip, compile, dialogue, interview, magazine article, statistic*

Content Vocabulary *recipe*

Resources Assessment: Unit 6 Quiz; Workbook pages 65 and 95; Worksheet 2.6.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Assessment Go to page 260.

Unit Review Assign Worksheet 2.6.7
Workbook Assign pages 65 and 95.
Online Workbook Now I can



Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Ask students to refer to the food waste logs they and their classmates kept in the Mission activity. Arrange for students to meet school administrators or canteen managers to discuss food waste at school. Once students have made a list of foods that are wasted, they can organise the foods by type so they can look for recipes more efficiently.
- Provide students with examples of recipe books. Encourage them to include images with their recipes.
- **Activity 2** Ask students to prepare interview questions in advance. Suggest that students include questions about quantities and types of food waste as well as questions about steps taken to reduce waste. If possible, speak to managers of local restaurants and supermarkets in advance to schedule interview times. Consider asking a group of students to conduct an interview together.
- **Activity 3** Ask students to identify elements of a comic strip. Ask *What are some features of a comic strip?* (panels with drawings, speech bubbles, thought bubbles) Remind students to write their dialogue as if particular pieces of food are speaking. Say *Try to imagine how the food feels when it is thrown away. Keep your dialogue simple and remember to include humour.*

Share

- Allow time for students to present their final projects to the class. In the case of the recipe book, set aside an area where students can display their recipe books.
- **Modify** Help students modify a project by eliminating one of the options. For example, give students a prepared list of the kinds of foods that are often wasted and ask them to use the list to create their recipe books.

STUDENT'S BOOK AUDIO SCRIPT

Track 066 1 **Listen and read.** See Student's Book pages 94–95.

Track 067 2 **LEARN NEW WORDS** **appearance** / Think about more than appearance when choosing your food. **campaign** / Tristram Stuart started a campaign to reduce food waste. **challenge** / It's a challenge to get people to waste less food. **consumer** / Consumers buy goods and use services. **edible** / These bananas are a little brown, but they're still edible. **field** / Farmers grow many types of vegetables in their fields. **landfill** / We shouldn't send unwanted food to landfills. **nutritious** / Fruit and vegetables are tasty and nutritious. **produce** / The produce in my local supermarket looks beautiful, but it's very expensive. **shocking** / The amount of food we waste is shocking. **size** / These carrots are all different sizes – some are big and others are small. **standard** / Supermarkets set very high standards for the food they sell. **supermarket** / We always shop for food at the supermarket. **supply** / Farmers supply fruit and vegetables to stores. **waste** / There is too much food waste in the world.

Track 068 5 When Tristram visited farmers in Kenya in 2013, he was shocked by the amount of food waste. He met farmers who cut all their fresh green beans so that they were exactly nine centimetres long. Why did they do this? Because all the beans have to be exactly the same size to go into the bags that are sold in the supermarkets. The farmers throw away 40 per cent of their produce every week – not because it's rotten, but because many supermarkets reject beans that aren't the right size. In a country where ten million people don't have enough to eat, it's crazy that these cut bean pieces are simply thrown away.

Track 069 5 **LEARN NEW WORDS** **fresh** / These are fresh strawberries that I picked this morning. **reject** / We rejected the food because it looked strange. **rotten** / These apples have been in the bowl for three weeks, and now they're rotten! **throw away** / People throw away too much food.

Track 070 **SPEAKING STRATEGY** See Student's Book page 97.

Track 071 1 **S1**: Hey, Jun, can you pass me those beans? **S2**: Sorry? I didn't catch that. **S1**: No problem. I was just asking you to pass me those beans. **S2**: The peas? You want the peas? **S1**: No, not the peas. What I said was, can you pass me the beans? **S2**: Oh sure. Sorry. Isn't Disco Soup fun? I mean, the food, the music, the dancing. It's great, don't you think? **S1**: Excuse me, but can you repeat that, please? **S2**: Sure. I just said that this event is really cool. **S1**: Yeah, it's cool, but it's also very loud!

Track 072 **GRAMMAR** See Student's Book page 98.

Track 073 1 **S1**: Hi, Terri. What are you doing tomorrow? **S2**: I'm meeting my brother in the town square. We're helping at a Feeding the 5000 event. **S1**: *Feeding the 5000*? What's that? **S2**: Well, it's an event to make people think about food waste. We're going to prepare dishes using produce that was rejected by the supermarket. **S1**: So are you going to be there all day? **S2**: I don't think so. I'm going to spend the morning making the food and then we're serving lunch at one o'clock. **S1**: Do you think it will be successful? **S2**: Yes, I do. I know that a lot of people are definitely going. And I'm going to call some friends later today to tell them about it. **S1**: It sounds like a good idea. **S2**: It is. It will help people think more about food waste so that we won't waste so much in the future.

Track 074 4 Today, I'm going to show you how to prepare a dish that's really delicious and that can be made from leftover meat and potatoes. You'll need some leftover roast lamb, carrots, celery, onion, flour, milk, cheese and some boiled potatoes.

Start by chopping the carrots, celery and onions. Then fry them in a pan with some oil. Next, add the lamb, some flour and a little water. Cover the pan and let the mixture cook for about half an hour. Add salt and pepper if you'd like.

Take your boiled potatoes and mash them. (Boil some fresh potatoes if you don't have leftovers!) Add butter, a little milk and cheese. Put the lamb mixture into a large dish. Spread the mashed potatoes on top of the meat. Then put the dish in the oven and bake it for about 25 minutes. When you finish, you'll have some delicious shepherd's pie!

Track 075 4 **LEARN NEW WORDS** **bake** / My sister baked me a cake for my birthday. **boil** / Let's put a pot of water on to boil for some tea. **chop** / Chop the onion and add it to the pan. **fry** / She fried the meat in some oil. **mash** / Mash the potatoes with butter and milk.

Track 076 2 **LEARN NEW WORDS** **decision** / The students can make decisions about the food in their canteen. **decrease** / The amount of food wasted at our school has decreased by 15 per cent. **increase** / You need to increase the amount of fresh fruit and vegetables in your diet. **involve** / We want to involve everybody in choosing the new school menu. **rush** / If students have to rush, they're more likely to waste their food.

Track 077 3 **WHILE YOU READ** See Student's Book pages 100–101.

Track 078 **GRAMMAR** See Student's Book page 104.

Track 079 1 **Express yourself** See Student's Book pages 108–109.

Express Yourself

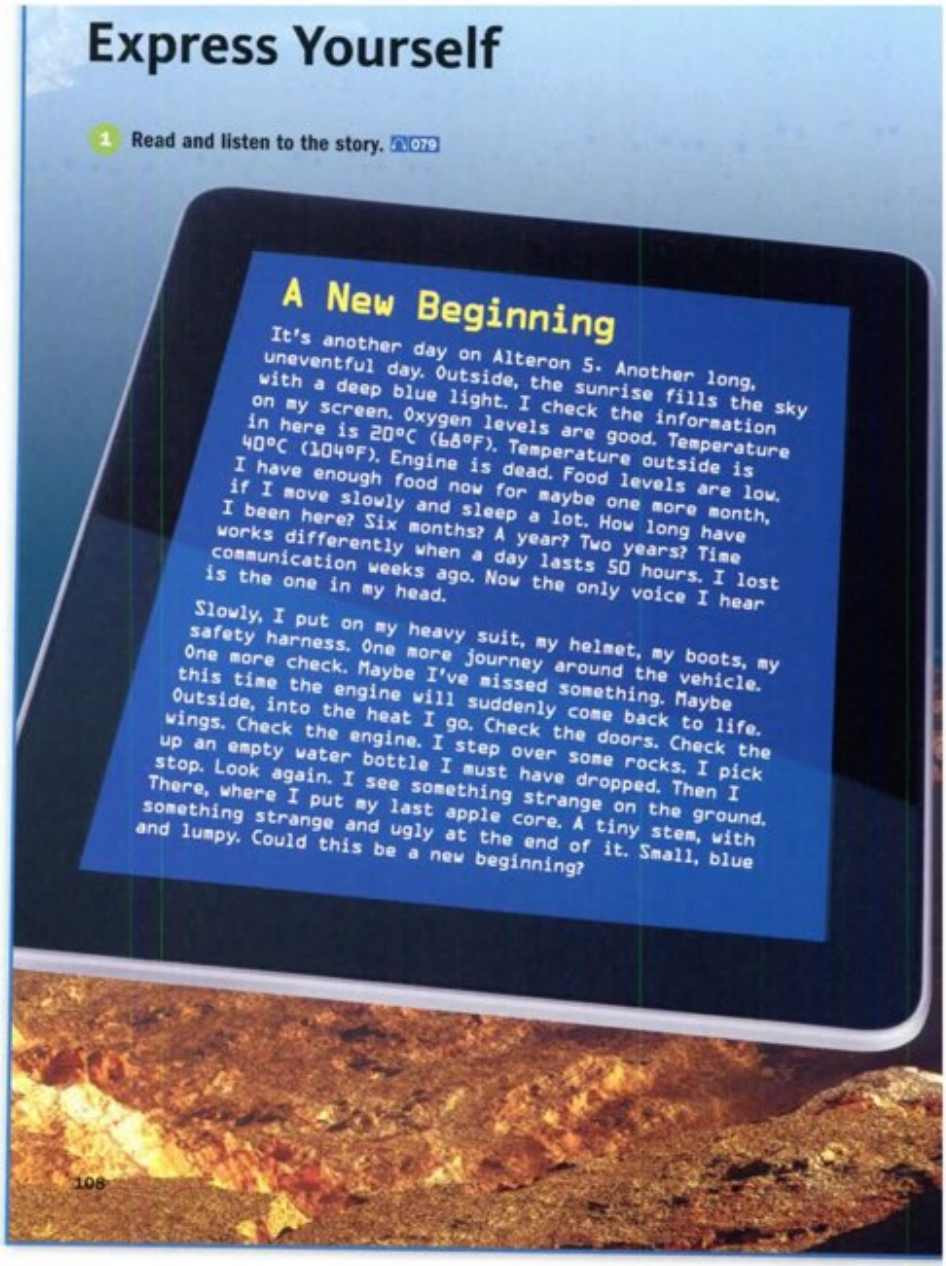
Objectives
Students will
- identify elements and content of a flash fiction story.
- connect ideas about life in extreme environments to food and food waste.

Genre Flash fiction

Academic Language *express, flash fiction, sketch*

Content Vocabulary *check, check, core, engine, harness, helmet, lumpy, stem, uneventful, wing*

Resources Workbook pages 66–67/ Online Workbook (Units 5–6 Review); Worksheet 2.6.8 (Teacher's Resource CD-ROM/Website); Track 079 (Audio CD/Website/CPT); CPT: Express Yourself Units 5–6



Present 1

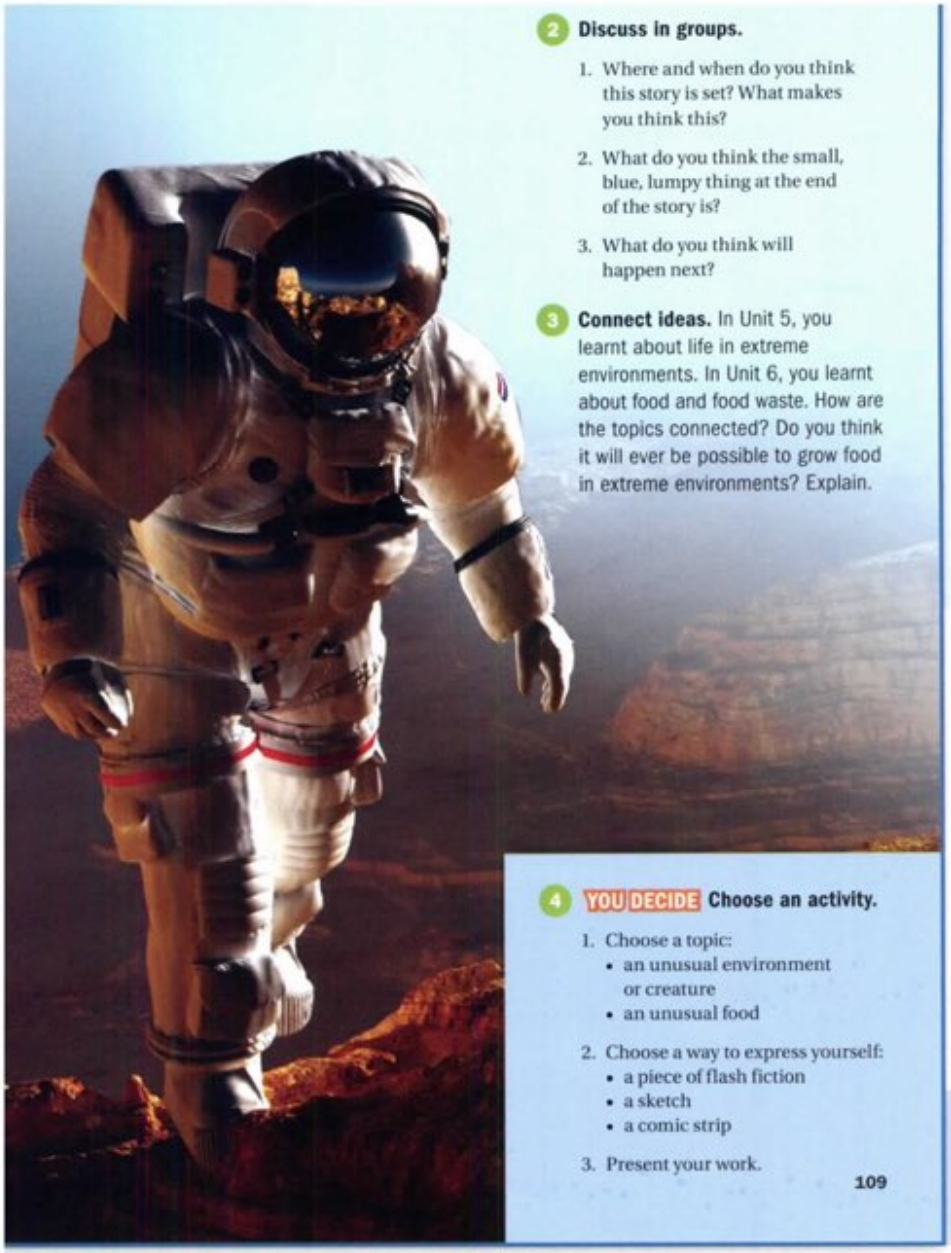
- **Preview** Tell students to turn to pages 108–109. Say *Look at the picture that's next to the tablet.* Ask *What do you see in the picture?* (a person in a spacesuit) *Where do you think the place in the picture is located?* (on another planet or world) Ask *Why do you think the person is wearing a spacesuit?* (there's no oxygen; it's extremely cold or hot)

- 1 **Read together** Say *We're going to listen to and read a piece of flash fiction.* Read aloud the title. Tell students that flash fiction stories are made-up stories that generally have 1,000 or fewer words. Say *The story A New Beginning is an example of flash fiction. The main feature of a piece of flash fiction is its very short length.* Play **Track 079** once as students listen and read along.

Practise 2

- 2 **Discuss** Tell students to form small groups. Say *Now we're ready to talk about the story. Answer Question 1. Think about the setting of the story. Remember that the setting is the time and place where the story happens. Sometimes the setting is not stated in the story. You have to work out when and where the story happens by using clues in the story.* When groups have finished their discussions, invite them to share their ideas with the class. Remind them to explain their reasoning and use evidence from the story to support their ideas.

- Say *Now answer Question 2.* As students discuss, walk around the room to monitor groups and listen to students' reasoning. Ask *What words in the text or what information you already know helped you decide what the small, blue, lumpy thing is?*



2 **Discuss in groups.**

1. Where and when do you think this story is set? What makes you think this?
2. What do you think the small, blue, lumpy thing at the end of the story is?
3. What do you think will happen next?

3 **Connect ideas.** In Unit 5, you learnt about life in extreme environments. In Unit 6, you learnt about food and food waste. How are the topics connected? Do you think it will ever be possible to grow food in extreme environments? Explain.

4 YOU DECIDE **Choose an activity.**

1. Choose a topic:
   - an unusual environment or creature
   - an unusual food
2. Choose a way to express yourself:
   - a piece of flash fiction
   - a sketch
   - a comic strip
3. Present your work.

109

BE THE EXPERT

Genre in Depth

Flash fiction stories, though short, have a beginning, middle and end. They include traditional elements of fiction such as characters, setting, plot and theme.

Cumulative Review

Hand out Cumulative Review Worksheet 2.6.8.

Formative Assessment

Can students

- identify elements and content of a flash fiction story?

  Ask *What makes the story* A New Beginning *flash fiction?* (It is extremely short.)

- connect ideas about life in extreme environments to food and food waste?

  Ask *How does the availability of food affect the way living things can survive in an extreme environment?* (Living things need to be more careful and efficient about the way they use food.)

Workbook Assign pages 66–67.

Online Workbook Units 5–6 Review

- Say *Finally, answer Question 3.* Remind students that in Unit 5, they discussed how living things survive in extreme environments. Ask *Can living things survive in the environment described in the story?*

Connect 3

- 3 **Critical thinking** Read the Activity 3 text aloud. Tell students to begin their discussions. As students discuss, walk around the room to check their understanding and the logic of their ideas. Provide prompts as necessary: *Think about the conditions in extreme environments, the animals that live there, what animals need, such as food and oxygen, and the conditions needed to grow food. Think about ways that food can be wasted and ways to prevent food waste.*

- When time is up, ask *How does the environment affect the way living things use food?* Invite students to share their ideas with the class.

Prepare 4

- 4 YOU DECIDE Review the instructions for Activity 4. You may want to assign this activity in advance so students have more time to work on it in class or at home.

- Ask students to choose an activity. Remind students that a piece of flash fiction is a story that is very short. Provide assistance to students who choose to create a sketch or a comic strip. Students may be able to borrow props from the school's drama department or use drawing materials from the art department.

Share

- Set aside time for students to share their work with the class. Remind students to be active listeners and to focus on the speaker or presenter. Remind presenters to vary the volume of their speech to keep the audience's interest and to emphasise important points.

In This Unit

Theme This unit is about art in public spaces.

Content Objectives
Students will
- recognise that artists create public art for a variety of reasons.
- identify ways that public art affects people and society.
- describe the impact of public art on communities.

Language Objectives
Students will
- talk about art in public spaces.
- ask for more information.
- use past simple and present perfect to talk about the past.
- use indefinite pronouns to talk about people, places and things.
- write a process essay about how to create a piece of public art.

Target Vocabulary
pages 112–113 *aware, deal with, free, pleasure, public space, remember, show, social, statue, surround, take down, temporary, topic, view*
page 114 *joy, mural, political, society*
page 117 *express oneself, fun, serious, simple*
page 118 *graffiti, illegal, permission, respect*
Vocabulary Strategies Greek and Latin roots (*mur, poli*); Finding definitions

Speaking Strategy Asking for more information

Grammar
Grammar 1 Use past simple vs. present perfect to talk about the past
Grammar 2 Use indefinite pronouns to talk about people, places and things without giving details

Reading *The City That Loves Street Art*
Reading Strategy Identify main idea

Video Scene 7.1: *Streets of Afghanistan;* Scene 7.2: Meet Shannon Galpin

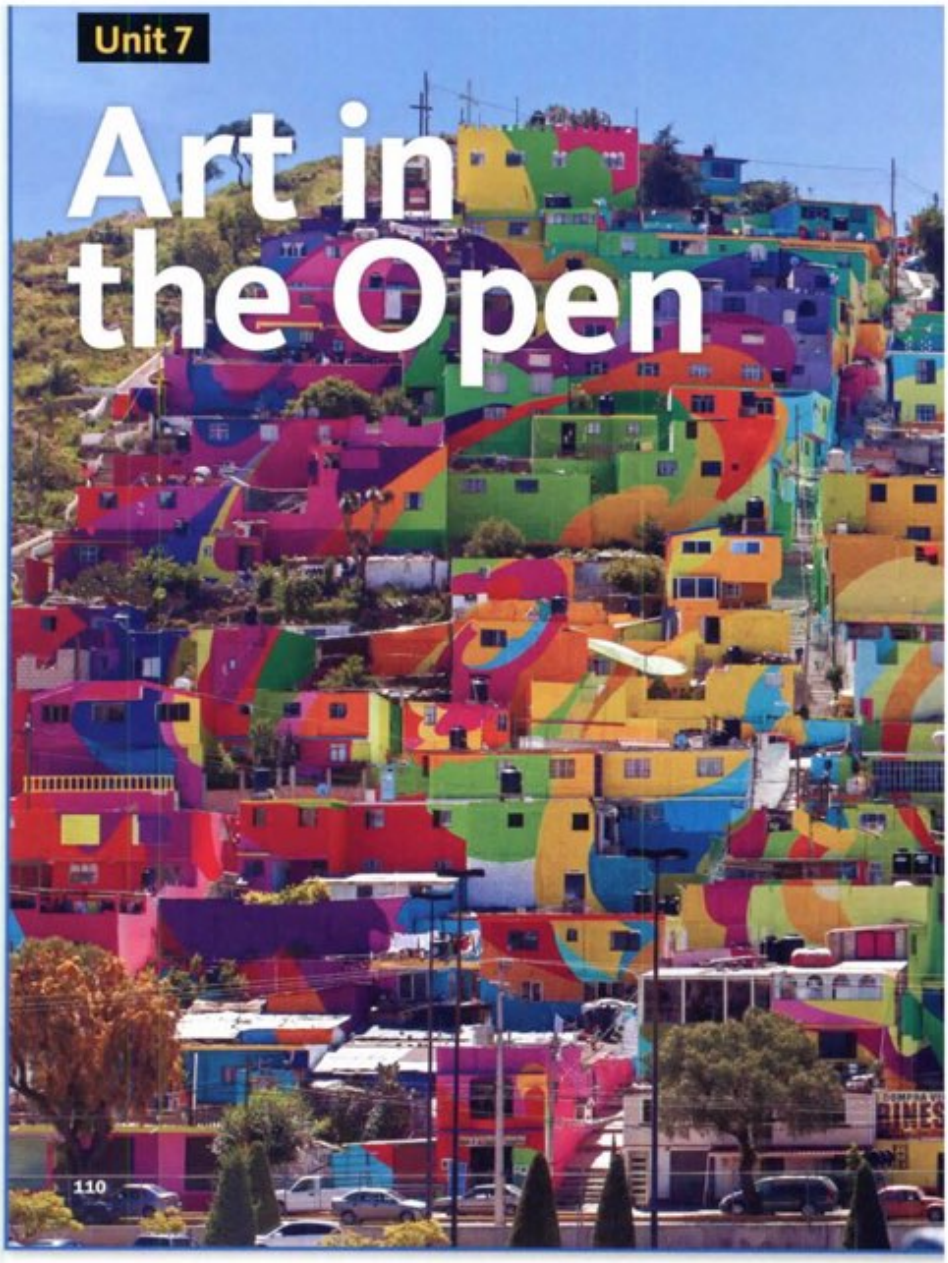
Writing Process essay

National Geographic Mission Learn from Art

Project
- Presentation
- Art show
- Biography

Pronunciation Word stress with suffixes

Pacing Guides 2.7.1, 2.7.2, 2.7.3

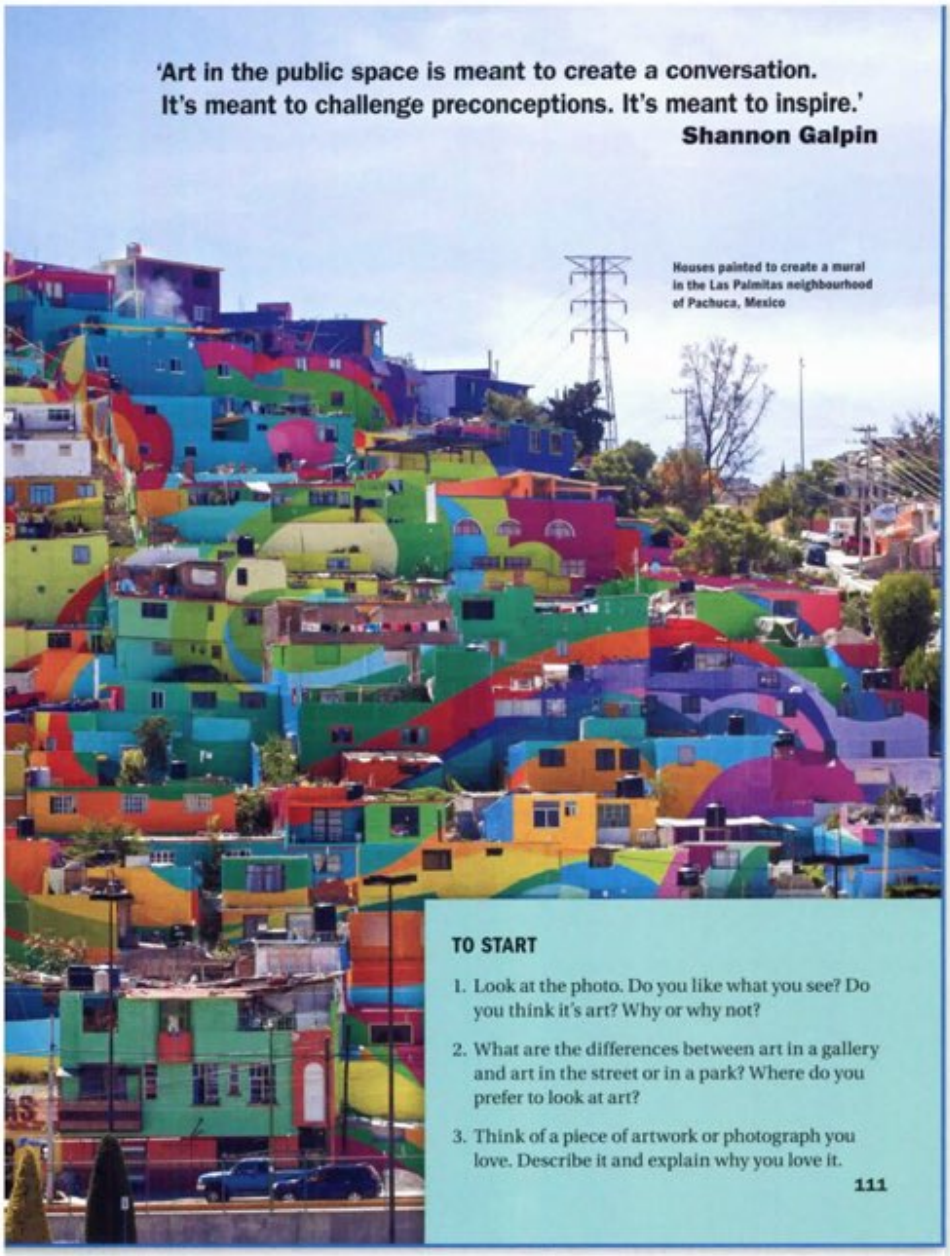


Introduce the Unit

- **Activate prior knowledge** Say *Painting and drawing are two kinds of art.* Ask *What other kinds of art are there?* (Elicit: photography, film-making, computer-generated art, sculpture) Say *Some artists create drawings and paintings on paper, on fabric or even on a piece of wood. Other artists create paintings on walls. Sculptors create art out of solid materials such as stone or metal.* Ask *Have you created art? What materials did you use to create art? Do you enjoy creating art? Why or why not?* Invite students to share their ideas about creating art.

- Tell students to open their books at pages 110–111. Read the title *Art in the Open*. Ask *What do you think* in the open *means?* (outside)

- Read aloud the quote by Shannon Galpin on page 111. Say *Preconceptions are ideas that people have about something before they learn about it. To* inspire *means to give someone an idea. Shannon Galpin thinks art in public spaces or spaces everyone shares, gives people new ideas and makes them think again about ideas they already have.*



- **TO START** Ask a student to read aloud Question 1. Ask *What do you see in the photo?* (a hill with houses painted in bright colours) Ask students for their opinions about whether the photo shows art or not.
- Ask questions such as these to encourage further discussion:
  Where was the photo taken? (*Las Palmitas* neighbourhood of Pachuca, Mexico)
  What is different about the way the houses look? (They're painted in colours that, together, create a design.)
  What kinds of shapes do you see in the colours? (curves, twists)
- For Question 2, explain that a *gallery* is an indoor space where art is displayed. Invite students to share their ideas about differences and which kind of art they prefer.
- Read aloud Question 3. Say *The artwork or photograph can be something you created yourself or that someone else created.*

Extend

- Hand out **Worksheet 2.7.1**. Put students into pairs. Explain that they will be writing about and discussing different kinds of art.

UNIT OPENER

Objectives
Students will
- describe a photo.
- discuss what makes something art.
- describe a favourite piece of art.

Resources Worksheet 2.7.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

BE THE EXPERT

About the Photo

Led by a group of artists known as the Germ Collective, residents of the low-income neighbourhood of *Las Palmitas* in Pachuca, Mexico, transformed their community into a giant work of art. Together, they painted an abstract design that swirls and whirls its way across more than 200 homes. The project has helped build community spirit and bring people together. Plans are underway for a similar project in the nearby town of Cubitos.

Teaching Tip

When you ask students a question, allow enough time for them to form an answer. Students are thinking in a new language, so they may remain silent after a question is asked. Silence doesn't necessarily mean that students don't know the answer. It may mean that students just need extra time to form an answer before speaking.

Related Word

abstract

VOCABULARY

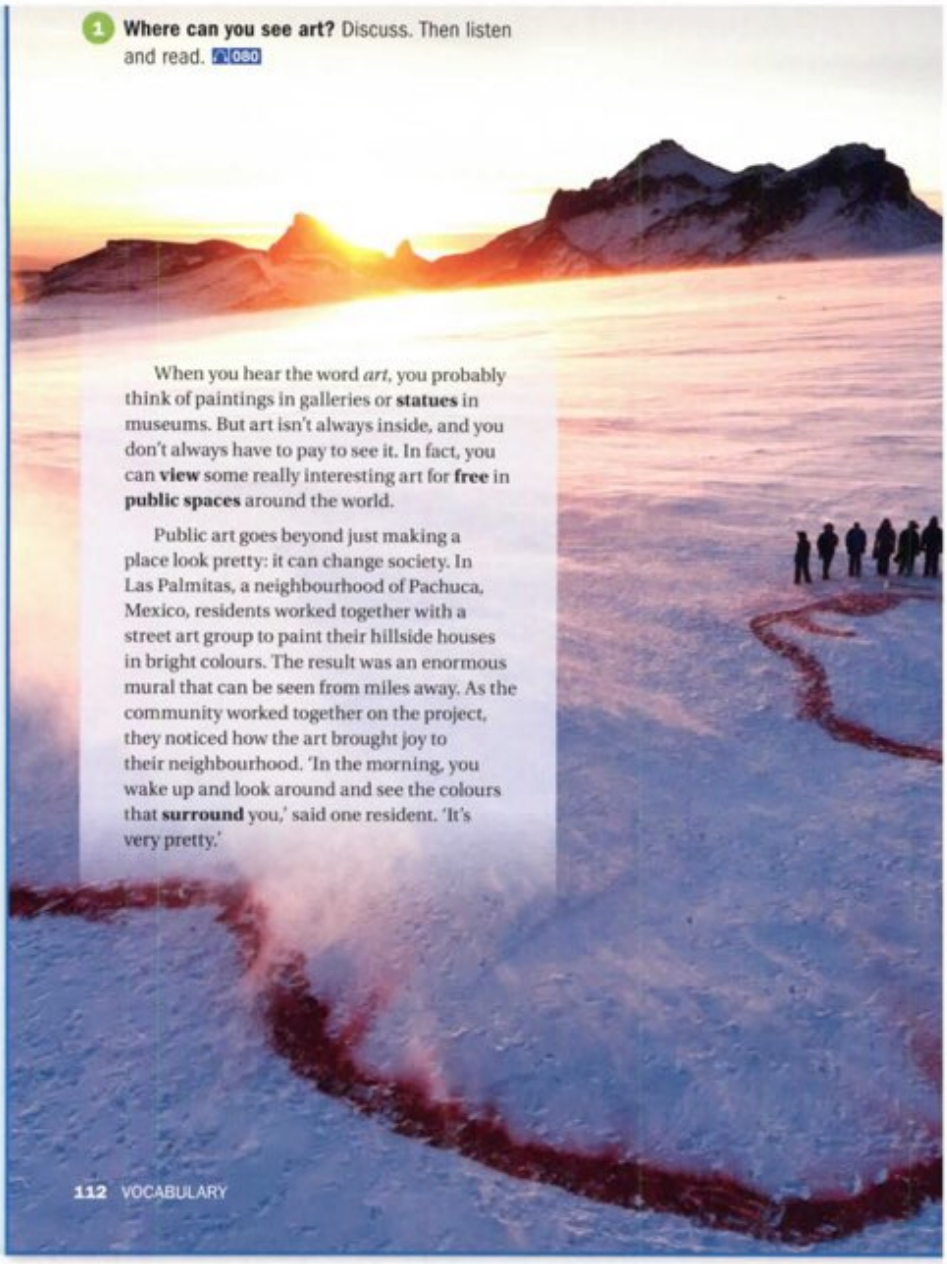
Objectives
Students will
- identify and use vocabulary related to public art.
- use new vocabulary to read about and discuss the purposes served by public art.

Target Vocabulary *aware, deal with, free, pleasure, public space, remember, show, social, statue, surround, take down, temporary, topic, view*

Content Vocabulary *anniversary, beauty, ceramic, enormous, goal, metal, outline, poppy, reflect, sight, situation, soldier*

Resources Tracks 080–081 (Audio CD/ Website/CPT); CPT: Vocabulary

Materials images of various kinds of artwork such as oil paintings, sketches and drawings, framed photographs, decorative craftwork and sculpture; pieces of card; small ball or beanbag



1 **Where can you see art?** Discuss. Then listen and read. 080

When you hear the word *art*, you probably think of paintings in galleries or **statues** in museums. But art isn't always inside, and you don't always have to pay to see it. In fact, you can **view** some really interesting art for **free** in **public spaces** around the world.

Public art goes beyond just making a place look pretty: it can change society. In Las Palmitas, a neighbourhood of Pachuca, Mexico, residents worked together with a street art group to paint their hillside houses in bright colours. The result was an enormous mural that can be seen from miles away. As the community worked together on the project, they noticed how the art brought joy to their neighbourhood. 'In the morning, you wake up and look around and see the colours that **surround** you,' said one resident. 'It's very pretty.'

112 VOCABULARY

Warm Up

- **Activate prior knowledge** Display one of the images of artwork. Say *This is a kind of art.* Ask *What kind of art is it?* (Elicit: a [painting]) *Have you ever seen a real (painting) like this? Where have you seen it?* Students may respond that they've seen (paintings) like this in a (museum). Display each of the other images in turn and repeat the questions. As students respond to the questions, list on the board each kind of artwork and the places where they've seen the artwork.

Present 1 2

- Tell students to open their books at pages 112–113. Ask a student to read aloud the Activity 1 question at the top of page 112. Say *We've talked about different kinds of art and where you've seen the art.* Point to the lists on the board. Say *Now let's talk more about the places where you can see art.* Write the following sentence frame on the board:

A place where you can see art is _____.

- Ask several students to take turns completing the frame orally, in complete sentences. (Sample answer: A place where you can see art is in a museum.)
- 1 Play **Track 080** and tell students to listen and read. Explain that *poppies* are a kind of flower and that *ceramic poppies* are not real flowers but are made out of a hard material. Point out that students can see a picture of the *Floralis Genérica* on page 122 in their books. Then discuss the reading with students. Ask questions such as the following:
  How did the brightly coloured mural that residents painted on their houses in Las Palmitas *change the way that the residents felt about their neighbourhood?* (It made them feel happy.)
  Why did two British artists place hundreds of



Public art can also send a message. For example, much public art **deals with** political and **social topics**. In 2014, British artists Paul Cummins and Tom Piper placed 888,246 ceramic poppies on the ground around the Tower of London. The **temporary** display of artwork was in honour of the 100-year anniversary of the start of World War I. Each poppy represented a soldier who died in the war while fighting with the British. The goal was for visitors to think about and **remember** the soldiers. After several months, the artwork was **taken down**, and the poppies were sold to raise money for charity.

Public art can also make people **aware** of a situation. In 2010, the Icelandic artist Bjargey Ólafsdóttir created *Red Polar Bear* on the Langjökull glacier in Iceland. It **showed** the red outline of a polar bear on the snow. The very large bear – 80 m. (262 ft.) by 50 m. (164 ft.) – was made out of red food dye. Ólafsdóttir wanted to make people think about the polar bear and how its environment is in danger because of global warming.

Of course, sometimes public art is there simply because its beauty brings people **pleasure**. One example is the *Floralis Genérica* in Buenos Aires, a huge metal flower in a pool. It opens every morning and closes every evening. The flower and the pool reflect everything around them. It's an amazing sight.

Red Polar Bear (2010) by Bjargey Ólafsdóttir

2 **LEARN NEW WORDS** **Listen and repeat.** 081

3 **Work in pairs.** Why do people create public art? What do you think is the most important reason for creating it?

BE THE EXPERT

About the Photo

Bjargey Ólafsdóttir and her team created a giant polar bear on the second-largest glacier in Iceland as part of a global event called *350 eARTh*. Artists from more than a dozen communities around the world participated. Each large-scale artwork was designed to be visible from space. The event, organised by 350.org to call attention to the issue of climate change, was timed to coincide with the UN Climate Change Conference held in Cancún, Mexico, in November 2010. The organisation 350.org derives its name from '350 parts per million' – the carbon dioxide level believed to be the upper limit of what is safe for Earth's atmosphere.

Teaching Tip

Consider displaying vocabulary words on a word wall in a prominent location in the classroom. Posting vocabulary words where students can see them helps students become familiar with the words and allows them to identify patterns and make connections between words. It also helps students recall the words more easily when they encounter them in situations outside the classroom. Make sure new words are added to the display on a regular basis.

thousands of ceramic poppies around the Tower of London? (to remind visitors of all of the soldiers who died in World War I fighting with the British)
What was the purpose of the public art created on a glacier in Iceland? (to make people aware that global warming has put the environment where polar bears live in danger)

- 2 **LEARN NEW WORDS** Play **Track 081**. Tell students to listen and repeat. Ask students to take turns saying each word.

- Divide the class into three groups. Distribute cards to each group. Say *Your group will make cards for the new words you learnt.* Assign each group four or five vocabulary words. Say *Write a new word or phrase on each card. Then write what the word or phrase means. Finally, write a sentence that uses the word or phrase. Write a sentence that is different to the sentence in the reading.*

- Model an example. Say *I'll write the word aware on a card and think about what it means. I can look back at the reading to help me work out the meaning of aware. On page 113, I read that public art can make people aware of a situation. I think aware means 'to know about'. Now I'll think of a new sentence with aware. Here's one: Reading a book about whales made me aware of how smart these animals are.*

- When groups have completed their cards, invite them to share them with the class. Askl students to take turns reading aloud the sentences they wrote.

VOCABULARY

Objectives

Students will

- practise using vocabulary related to public art.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *joy, mural, political, society*

Vocabulary Strategy Greek and Latin roots (*mur, poli*)

Academic Language *definition, necessary*

Content Vocabulary *exhibition, humanitarian*

Resources Online Workbook/Workbook pages 68–69; Tracks 082–083 (Audio CD/Website/CPT); Worksheet 2.7.2 (Teacher's Resource CD-ROM/Website); CPT: Vocabulary

4 Read and write the words from the list. Make any necessary changes.

aware	deal with	free	public space	show
social	surround	take down	topic	view

Adventurer and humanitarian Shannon Galpin wanted to make people _aware_ of what life is like in Afghanistan. She organised an exhibition of photographs called *Streets of Afghanistan*. The photographs _showed_ the people of Afghanistan in their daily lives and _dealt with_ many different _topics_, from shopping and playing sports, to homelessness and poverty. The exhibition first opened in Denver, Colorado, in the United States. Shannon later decided to take the photographs to Afghanistan. She put up huge prints of the photographs in _public spaces_ in Afghanistan, such as the streets or the zoo. There, they were _free_ for everyone to look at. People stopped to _view_ them as they walked through the streets.



Shannon Galpin and the *Streets of Afghanistan* exhibition

5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. 082 083

joy	mural	political	society

mural 1. a large painting on a wall

society 2. people living in an organised group

joy 3. a feeling of great happiness

political 4. related to the government or laws of a country

6 YOU DECIDE Choose an activity.

1. **Work independently.** Imagine you're a photographer. Find photos that represent your country. Show them to the class, and explain what they say about your country and its people.
2. **Work in pairs.** Find out more about Shannon Galpin's *Streets of Afghanistan* project. What do you think of it? Would you like to see an exhibition like this focusing on your country? Why or why not?
3. **Work in groups.** Imagine you want to use a public space for an art show. What kind of space will you use? What do you want to show in it? Discuss your ideas.

Practise 3 4 5

- 3 Put students into pairs. Say *Think about the reasons that people create public art. Now read the Activity 3 question on page 113.* Ask pairs to answer the questions. Say *Use the new words you learnt as you discuss your answers with your partner.* Invite pairs to share their answers with the class.
- 4 Tell students to turn to page 114. Choose a student to read the words and phrases in the word box. Ask students to choose two words or phrases and use them in a sentence. Then ask students to complete Activity 4 independently. Tell students that three of the words or phrases in the box will not be used. Invite a student to read aloud the completed paragraph.
- 5 LEARN NEW WORDS Play Tracks 082 and 083 and ask students to listen. Then tell them to look for each word in context on pages 112–113. Ask students to pronounce each word and use it in a sentence. Review word meanings and then ask students to complete Activity 5 independently.

- **Vocabulary strategy** Point out the word *mural* on page 112. Write it on the board and circle *mur* at the beginning. Explain that *mur* is a Latin root that means 'wall'. Say *The word* mural *means 'a large painting done entirely on the surface of a wall'.* Then point out the word *political* on page 113. Write *political* on the board and circle *poli*. Explain that *poli* is a Greek root that means 'city'. Say *The word* political *means 'related to government'. In ancient Greece, each city, or city-state as they were called, had its own government.* Explain that knowing the meanings of the roots *mur* and *poli* helps you work out the meanings of the words *mural* and *political*. Elicit other words with the roots *mur* and *poli.* (intramural; politics, policy)

Apply 6

- 6 YOU DECIDE Read aloud to the class each of the three options in Activity 6. Say *Choose one of the three activities. You'll work on your own, with a partner or in a group.*

- Ask students to choose and complete one of the three You Decide activities. Put students who choose the second and third activities into pairs and groups. Remind them to take a few moments to silently think about the activity before discussing it with their partner or group members. Suggest to students who choose the first activity that they research photos on the Internet or use materials from the school library.

- Before students begin their activities, say *Use the new words you learnt in your explanations.* Ask students to complete their chosen activities. Invite students to share their completed activities with the class.

Extend

- After students have had a chance to share their work with their classmates, ask them to choose a different Activity 6 option and complete it. Arrange students in pairs or groups so each student has an opportunity to work on a different Activity 6 option than he or she previously did.

- If time allows, hand out **Worksheet 2.7.2**. Explain that students will use vocabulary words to talk and write about public art. They will also write about the way public art affects people.

Consolidate

- Ask students to stand in a circle or at their desks. Say *I'll say a word. Put up your hand if you know what it means. I'll pass this (ball) to a person who has put up his or her hand. That person will say what the word means and then pass the (ball) to someone else who will use the word in a sentence.* Continue playing until you have used all of the vocabulary words.

BE THE EXPERT

Vocabulary Strategy

Greek and Latin roots Many English words come from Greek and Latin roots. Here are examples of Greek and Latin roots, their meanings and English words that contain the roots.

Greek

auto	self	automatic
bio	life	biology biography
chron	time	chronic synchronise
graph	writing	graphic paragraph
phono	sound	phonetic symphony
poli	city	metropolis police
scop	see	microscope telescope

Latin

cent	hundred	century centennial
dec	ten	decade decimal
dict	speak	dictation predict
mur	wall	extramural immure
port	carry	portable transport
rupt	break	disrupt interrupt
soci	group	social society

Formative Assessment

Can students

- use vocabulary related to public art?

  Ask *What kinds of topics do many pieces of public art deal with?*

- use vocabulary to discuss the purposes served by public art?

  Ask *What is a reason that the artist created* Floralis Genérica, *the huge metal flower in a pool that can be seen outdoors in Buenos Aires?*

Workbook For additional practice, assign Workbook pages 68–69.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objective
Students will
- ask for more information.

Speaking Strategy Asking for more information

Academic Language *dialogue*

Content Vocabulary *put up, sculpture, spit, transport*

Resources Online Workbook; Worksheet 2.7.3 (Teacher's Resource CD-ROM/ Website); Tracks 084–085 (Audio CD/ Website/CPT); CPT: Speaking Strategy

SPEAKING STRATEGY 084

Asking for more information

What's it like?
How big/wide/high/long is it?
Who created/designed/painted it?
Where is it?
How was it built/transported/put up?



A statue of Hachikō the dog, joyfully greeting his owner

1 **Listen.** How do the speakers ask for more information? Write the phrases you hear. 085

2 **Read and complete the dialogue.**

Possible answers:

Jay: How was your weekend in Chicago?
Yasmin: It was great. I think the best thing was this amazing video sculpture I saw.
Jay: What's it like?
Yasmin: It's really interesting. There are two huge towers at each end of a pool. Video screens on the towers show people spitting water into the pool.
Jay: How big are the towers?
Yasmin: They're about 15 m. (50 ft.) high.
Jay: Wow, that's big! Who designed it?
Yasmin: It was designed by a Spanish artist, Jaume Plensa.
Jay: Where is it?
Yasmin: It's in Millennium Park. You should go and see it if you're ever in Chicago.

3 **Work in groups.** Pick two information cards. Then pick one photo card. Ask your group members about the piece of art on the photo card. Give details when someone asks about the artwork on your information cards.

4 **Work in pairs.** Imagine that you have a plan for a piece of public art. Tell your partner about it. Describe its size, location and what it will look like. Then ask questions to find out about your partner's art.



Go to page 169.

Warm Up

- **Activate prior knowledge** Say *Suppose you are invited to a party.* Ask *What questions can you ask to find out the day and time of the party and the place where the party will be held?* (Elicit: What day is the party? What time does it start? What time does it end? Where will the party be?) Say *Suppose you want to know which other people are going to the party.* Ask *What question can you ask?* (Who else will be at the party?)

- Put students into pairs. Ask pairs to act out a situation in which one partner invites another to an event. For example, it could be visiting a museum, going to a photography gallery or visiting a nature park. The second partner asks questions to find out information about the event. The first partner makes up information to respond to the questions. Invite pairs to act out their role plays for the class.

Present 1

- Tell students to open their books at page 115. Say *Now we'll listen to speakers ask questions in order to find out more information.*

- Play **Track 084**. Ask *How do the speakers ask for more information? What phrases do they use?* Elicit phrases and list them on the board.

- Play **Track 084** again and tell students to read along in their books. Then ask students to use the questions in the box to practise asking for more information. Supply additional prompts such as the following:

What is it?
When was it _____?
Why was it _____?

- 1 Say *Now listen as one speaker talks about a piece of public art and another speaker asks for more information about the art. Listen for the phrases the speaker uses to ask for more information.* Play **Track 085**. Invite students to share the phrases they heard.

Practise 2

- 2 Ask students to complete Activity 2 independently. Invite students to read their completed dialogues aloud, taking turns as Jay and Yasmin. After several pairs have read their dialogues, ask *Did you hear different ways to ask for more information? What were they?*

Apply 3 4

- 3 Put students into groups of three. Tell them to cut out the cards on page 169. Explain that the photo cards show pieces of public art and the information cards give facts about the art. Say *Each group member chooses two information cards and one photo card. Take turns asking questions about the artwork on your photo cards. Use your information cards to answer questions when another group member asks about an artwork on his or her photo card.* Model an example. Say *My photo card shows an artwork called* Federation Bells. *I ask 'What is it?' A group member reads his or her information card: 'It's 39 bells on tall poles, each playing a different note.'*

- Ask students to take turns playing until they use all the photo cards. Tell students that if they pick a photo card that matches one of their own information cards, they should exchange it for another photo card.

- 4 Put students into pairs. Say *Think about a piece of public art you'd like to create. Write notes about the art to say how big it will be, what it will look like and where you'll put it.* Ask students to tell their partners about their art and ask questions about their partners' art.

Extend

- Ask pairs to use the cards from Activity 3. Tell one student to read a detail from an information card. Tell their partner to reply with a question the detail answers. Model an example. Say *I read 'Sculpture of Nelson Mandela'. My partner asks 'What is the public art called* Release*?'*

- If time allows, hand out **Worksheet 2.7.3**. Explain that students will use the worksheet to ask for more information.

Consolidate

- Use information from the Activity 1 dialogue audio script on page 225 in this book. Write details such as the following on the board: *The statue of Hachikō and the professor is at the University of Tokyo. Tsutomu Ueda designed the statue.* Invite students to ask questions that the details answer.

BE THE EXPERT

Strategy in Depth

Most English words that are used to find out more information begin with the letter *w*. The five *w* words commonly used to ask questions are *who, what, when, where* and *why*. *Whose* and *which* are two additional *w* words. Although *how* does not begin with *w*, it is also used to ask for more information. Some other ways to ask for more information include the following:

What kind of ...?
How much ...?
How many ...?
Whose ...?
Which ...?

Teaching Tip

When students play a game, make sure they practise target vocabulary as well as familiar language in order to develop fluency. To encourage students to speak only in English as they play a game, consider providing phrases on the board such as *Now it's your turn* and *What do we do next?*

Formative Assessment

Can students
- ask for more information?

Say *I'll make a statement. Then you ask a question to find out more information.* Then make a statement such as *There's a new mural painted on the side of a building in town.*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- identify the form, meaning and use of the past simple and the present perfect.
- use the past simple and the present perfect to describe public art.
- identify and use words associated with the way people relate to public art.

Grammar Past simple vs. present perfect: Talking about the past

Target Vocabulary *express oneself, fun, serious, simple*

Academic Language *option, past simple, present continuous*

Content Vocabulary *Dutch, electrician, organise, plastic, plaza, popular, tourist, visitor*

Resources Online Workbook/Workbook pages 70–71; Tracks 086–089 (Audio CD/Website/CPT); CPT: Grammar 1

GRAMMAR 086

Past simple vs. present perfect: Talking about the past

Shannon Galpin **has cycled** in many different countries. In 2009, she **went** to Afghanistan.

Has she **ever made** a film? Yes, she **has**. She **made** a film called *Afghan Cycles* in 2014. **Have** you **seen** it **yet**?

She **has worked** on art projects in Afghanistan **since** 2010. She **organised** the *Streets of Afghanistan* exhibition in 2013.

1 Read. Choose the best option to complete the sentences.

came	created	has been	have ever seen	has made	have never run into	sat

What's the weirdest sculpture you _have ever seen_? I bet you _have never run into_ a giant yellow rabbit in the middle of the street! In 2011, Dutch artist Florentijn Hofman _created_ a 13 m. (42 ft.) statue of a yellow toy rabbit in Örebro, Sweden. And Hofman is not the only artist who _has made_ giant statues of toys. Urs Fischer's statue *Untitled (Lamp/Bear)* _sat_ in a New York City plaza for five months in 2011. In Tokyo, a 20 m. (65 ft.) plastic robot, *Gundam*, _has been_ a popular tourist attraction since 2009. In fact, 4.5 million visitors _came_ to see the robot in a single month.

2 Work independently. Listen and find out about artist Yue Minjun. Then use the words in the box to write a short description of Yue and his art. 087

1992	2007	$6 million	around the world	at night
electrician	laughing face	paint	sculpture	understand



Yue Minjun's own laughing face is seen in *Hats*, a work that features him wearing ten different hats.

Warm Up

- **Recycle** Say *When you talk about something that has already happened, you talk about the past. The past is the time before now.* Write the following sentences on the board:

> They took down the artwork of ceramic poppies around the Tower of London in November 2014.
>
> The colours of the mural have surrounded the residents of *Las Palmitas* since 2015.

- Ask *When did they take down the artwork of ceramic poppies around the Tower of London?* (in November 2014) *Is 2014 in the past?* (yes) Point to the phrase *took down*. Say *You use the past simple form of the verb* take down *to talk about an action that happened in the past and was completed in the past.*

3 **LEARN NEW WORDS** **Listen to learn about Candy Chang and her public art project.** Then listen and repeat. 088 089



Candy Chang's *Before I Die* walls are a **simple** way for people to **express themselves**. Some people write **fun** messages, but others want to say something more **serious**.

4 **Work in pairs.** What would you write on the *Before I Die* wall? Write your message and describe it to your partner.

Before I die, _____

_____

_____

5 **Discuss in groups.**

1. Chang's project uses a very simple idea to get people to express themselves. Think of another simple way to do this.
2. How have you used art to express yourself in the past? Give one or two examples.
3. Name one fun thing and one serious thing you've never done but would like to do.
4. Describe one piece of art that you've already seen and would like to see again.

- Ask *When did the colours of the mural start to surround the residents of* Las Palmitas? (in 2015) *Do the colours of the mural still surround the residents of* Las Palmitas *now?* (yes) Point to the phrase *have surrounded*. Say *You use the present perfect form of the verb* surround *to talk about an action that happened in the past and still continues now.*

Present

- Say *You've learnt how to use the past simple and the present perfect to talk about the past. Now you'll learn more about when to use them.* Write the following on the board:

Verb form	When the action happened
past simple *painted, made, saw*	completed at a specific time in the past
present perfect *has painted, have made, has seen*	at an unspecified time in the past, may continue now

BE THE EXPERT

Grammar in Depth

The past simple is used to talk about a completed action in the past. The time in which the action occurred does not continue to the present. The speaker says or knows when the action happened.

Shannon Galpin published Streets of Afghanistan *in 2013.*

The present perfect is used to talk about something that started in the past and continues up to the present time.

I've lived here since 2010.

The present perfect is also used to talk about something that happened in the past and may happen again in the future. The exact time that the action happened in the past is not known or is not important.

She's been to Afghanistan many times.

Teaching Tip

Correcting students is necessary, but it's important to provide feedback in a positive way. If possible, give students the opportunity to correct themselves first, but the gentlest way to correct students is to restate their response correctly and ask them to repeat it. The goal is to keep students motivated. Always acknowledge what students do well to reinforce learning and build confidence.

Related Words

beret, blackboard, cap, helmet



- Tell students to open their books at pages 116–117. Point out the grammar box at the top of page 116. Say *Listen to the sentences.* Play **Track 086** and ask students to read along.

- Write the first two sentences from the box on the board. Underline *has cycled* and *went*. Say *Has cycled is the present perfect form of the verb cycle. We use the present perfect to talk about an action that happened at an unspecified time in the past and that might happen again. The time when it happened is not important. Went is the past simple form of the verb go. We use the past simple to talk about a completed action that happened at a specific time in the past.*

- Write the next two questions and answers from the box on the board. Underline the words *has, ever made, has, made, have, seen* and *yet*. Point to the first question. Say *The word ever means at an unspecified time. So you use has made, the present perfect form of the verb make. Notice how the word order changes in a question.* Point to *has* in the response. Say *To answer the question, you can just use has.*

- Next, point to *made*. Say *Made is the past simple form of make. You use it here to talk about the action completed at a specific time, in 2014.* Then point to the second question. Say *The word yet means at an unspecified time before now. So you use the present perfect form of the verb see: have seen. Notice again how the word order changes in a question.*

- Write the last two sentences from the box on the board. Underline the words *has worked, since* and *organised*. Say *Here, the word since means 'from any past time until now'. We use the present perfect form of the verb work: has worked. Organised is the past simple form of the verb organise, which in this sentence means 'to plan'. The action was completed in 2013.*

Practise 1 2

- 1 Direct students' attention to Activity 1. Ask a student to read aloud the words and phrases in the box. Ask *Which words and phrases are in the past simple?* (came, created, sat) *Which are in the present perfect?* (has been, have ever seen, has made, have never run into)

- Say *Use the words and phrases in the box to complete the sentences. Choose the word or phrase that fits best in each sentence.* When students have finished, invite a student to read aloud the completed paragraph. Discuss any incorrect responses as a class.

- 2 Say *You're going to listen to information about an artist named Yue Minjun. You'll hear sentences that use the past simple and sentences that use the present perfect.* Play **Track 087** and tell students to listen.

- Point out the dates, words and phrases in the box. Say *Now you'll listen again to the information about artist Yue Minjun. After you listen, use the words and phrases in the box to describe the artist and the art he creates. Use the past simple and the present perfect in your description.* Model an example. Play the first two sentences of **Track 087**. Say *I can use the words paint and sculpture from the box to write two sentences about Yue Minjun.* Write the following sentences on the board: *Yue Minjun has painted pictures since he was a boy. He has also made sculptures since he was a boy.*

- Play **Track 087** again. If necessary, pause the track periodically to allow students time to write. When students have finished, invite several students to share their descriptions with the class. Discuss usage of the past simple and the present perfect.

Apply 3 4 5

- 3 **LEARN NEW WORDS** Tell students to open their books at page 117. Say *You've learnt about works of public art. Now you're going to learn new words to talk about how people make personal connections to public art.* Direct students' attention to Activity 3. Ask a student to read aloud the caption. Say *Now you'll hear more about Candy Chang and her art.* Then play **Track 088**.

- Point out the bold words in the caption. Say *Let's listen to the new words in sentences.* Play **Track 089**. Ask students to repeat each word alone and in a sentence.

- 4 Put students into pairs. Say *Think about a message that you'd want to write on the Before I Die wall. Write the message in Activity 4. Then tell your partner about*

what you wrote. Model an example. Say *Before I die, I want to explore a shipwreck. I'll tell my partner how I'm going to get to the shipwreck, how long I'm going to explore the shipwreck and what I'm going to find there.* Tell partners to complete the activity. Invite several pairs to share their messages and descriptions with the class.

- 5 Put students into groups of three or four. Read aloud each of the items in Activity 5. Say *In your group, talk about each of the four items. Try to use the past simple and the present perfect in your discussions. Use the new words you learnt, too.* For item 1, remind students that their idea should be a work of public art. Then invite groups to share their ideas with the class.

Extend

- Put students into pairs. Explain that pairs will talk about an imaginary statue they have seen. Write the following on the board:

> what the artist has already done
> when the artist created the statue
> how long the statue has been there
> what people have said about the statue

- Say *Imagine you have recently seen an unusual statue. Tell your partner about the statue and the artist who created it. Talk about each of the things listed on the board.* Explain that students should use the past simple and the present perfect.

- Model an example. Say *I saw a remarkable statue by the river the other day. It's a giant fish made out of stone. The artist has created similar statues of other animals, but this is her newest statue. She designed and created it in 2014. The statue has been by the river for over two years now.* Ask partners to take turns describing their statues.

Consolidate

- Say *I'm going to call out a verb and then say either* past simple *or* present perfect. *If you hear* past simple, *use the past simple form of the verb in a sentence or a question. If you hear* present perfect, *use the verb in the present perfect form in a sentence or a question.*

- Model by saying *(Jun), paint – past simple.* (Jun) responds, *The students painted a mural on the school building last year.* Say *(Marco), take down – present perfect.* (Marco) responds, *Have you ever taken down the artwork after the school fair?* Ask students to continue as you call out the following verbs:

create	find out	show
deal with	look for	surround
design	notice	take down
examine	remember	view

BE THE EXPERT

Teaching Tip

Make sure all students have the opportunity to speak during discussion so that the most confident students don't take over the conversation. An effective way to do this is to use a 'talking stick' – a ruler or other object that can be passed from one student to another. The student with the talking stick has the opportunity to speak while the other students in the group listen.

Formative Assessment

Can students

- identify the form, meaning and use of the past simple and the present perfect?

  Ask students to identify which sentence is in the past simple and which is in the present perfect.

  Candy Chang created her first Before I Die *wall in 2011.*

  People have written different kinds of responses on the Before I Die *wall.*

- use the past simple and the present perfect to describe public art?

  Ask *When did Yue Minjun sell his first painting? What has Yue Minjun said about using his own laughing face in his art?*

- use words associated with the way people relate to public art?

  Ask students to use *express oneself, fun, serious* or *simple* in a sentence about how people relate to public art.

Workbook For additional practice, assign Workbook pages 70–71.

Online Workbook Grammar 1

READING

Objectives

Students will

- read about and discuss street art in Rio de Janeiro.
- read about and discuss the positive impact of street art on communities in Rio de Janeiro.
- identify and learn new words in the reading.
- identify the main idea of a text.

Reading Strategy Identify main idea

Vocabulary Strategy Finding definitions

Target Vocabulary *graffiti, illegal, permission, respect*

Academic Language *detail, main idea*

Content Vocabulary *guide, immediately, legalise, mayor, record, tour, upload, volunteer*

Pronunciation Word stress with suffixes

Resources Online Workbook/Workbook pages 72–73; Tracks 090–091, 126–128 (Audio CD/Website/CPT); Worksheet 2.7.4 (Teacher's Resource CD-ROM/Website); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); CPT: Reading and Pronunciation

Materials various images of street art



The City That Loves

How Rio de Janeiro transformed its streets

If you walk through the streets of Rio de Janeiro, Brazil, you'll immediately notice something extraordinary about the city: the street art. All around the city, the walls are covered in colourful murals and bright paintings. In the past, this street art was illegal. But in 2009, the city passed a law allowing street art on private buildings if the owner gives permission. In 2014, Rio de Janeiro became the first city in the world to legalise graffiti in places such as skate parks and the walls that surround construction sites.

People who want to create street art in Rio de Janeiro can't just paint any wall with any picture, though. They still have to respect some rules. Street art and graffiti are legal, but just signing a name on a wall is not. And if an artist wants to create a picture on the walls of someone's house or shop, the artist must ask the owner first. But getting permission might not be too hard. Street art is very popular throughout the city, both with the residents and with visitors. Many tourists come to Brazil just to see it. They can even take special guided street-art tours through Rio de Janeiro. The city's mayor has also set up a special online street-art project. Volunteers can join the project and travel around the city, taking photos

1 **BEFORE YOU READ Discuss in pairs.** Based on the title and the photo, what do you think the reading is about?

2 **LEARN NEW WORDS Find these words in the reading.** What do you think they mean? Look for clues in the text to explain each word's meaning. Then listen and repeat. 090

graffiti	**illegal**
permission	**respect**

3 **WHILE YOU READ Think about the main idea of the reading.** 091

4 **AFTER YOU READ Work in pairs to answer these questions.**

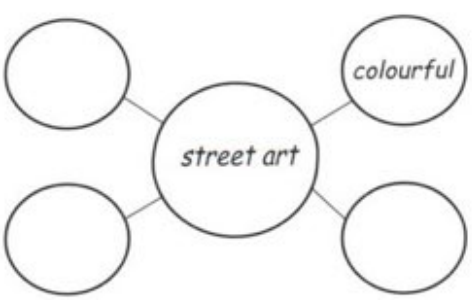
1. What's unusual about Rio de Janeiro?
2. What became legal in 2009?
3. Give examples of places where graffiti is legal in Rio.
4. What is the purpose of the street-art website?
5. How have street artists helped certain communities?

118 READING

Warm Up

- **Activate prior knowledge** Display the images of street art. Say *Street art is art that is drawn on public buildings or in public places.* Ask *Have you ever seen street art? Where?* (on the wall of a building, on underground trains, on signs) *Do you like street art? Why or why not?* Ask students to give their opinions and explain their reasoning.

- On the board, write the words *street art* and draw a circle around them. Ask *What words would you use to describe street art?* Use the words students suggest to build a word web.





Street Art

An artist paints a mural during a street art festival in Rio de Janeiro.

of the street art. They then upload their photos onto a street-art website, along with other details, such as the location and the artist. This means that when someone paints a new piece of art over an old picture, there is still a record of what was there before.

In some communities, street artists have set up art schools and organised festivals to teach young people more about their art. They have even worked together with the police to paint murals on the walls. Street art in Rio de Janeiro has not only made the streets more colourful and exciting, it has also helped to bring communities together.

5 **Work in pairs.** What's the main idea of this reading? Underline the correct answer. Then tick the other details that are mentioned.

- ☑ Some of the laws about street art in Rio
- ☑ Details of different street-art projects
- ☐ A description of the positive effects of street art in Rio
- ☐ A discussion about the pros and cons of street art
- ☑ Ways that tourists can enjoy street art in Rio
- ☐ A description of some of Rio's most famous street art

6 **Discuss in groups.**

1. What do you think of when you look at the street art in the photo? Do you like it? Would you like to see art like this outside your home or school?
2. Imagine that you want to create street art. What images will you use and how will you use them? What message will your art have?
3. What places should never be covered with street art? Why?

Before You Read 1 2

- 1 Tell students to open their books at pages 118–119. Put students into pairs. Read aloud Activity 1. Say *With your partner, look at the title and the photo. Use them to discuss what they think the reading will be about.* When students are ready, ask them to share their predictions with the class.
- 2 **LEARN NEW WORDS** Say *You're going to learn new words in the reading. Look at the words in the box in Activity 2. Now let's find them in the reading.* Point to the word *graffiti* in the last sentence of the first paragraph. Say *Here's the word graffiti.* Read the sentence aloud. Say *You can find out the meaning of graffiti from the descriptions given in the previous sentences of the paragraph.* Read aloud the entire paragraph. Ask *What do you think graffiti means?* (street art, colourful murals, bright paintings)

BE THE EXPERT

Reading Strategy

Identify main idea The main idea of a text is its most important idea. The main idea is often, but not always, referred to in the title of a text. In a non-fiction text, everything in the text relates to and supports the main idea. Details provide information that help explain or support the main idea. Details can be facts or opinions. Identifying the main idea of a text helps students connect all of the ideas in the text and better understand the text in its entirety.

Vocabulary Strategy

Finding definitions Students can look for an explanation of an unknown word in a preceding sentence or a sentence that follows. The meaning or definition, of an unknown word may be given in a nearby sentence.

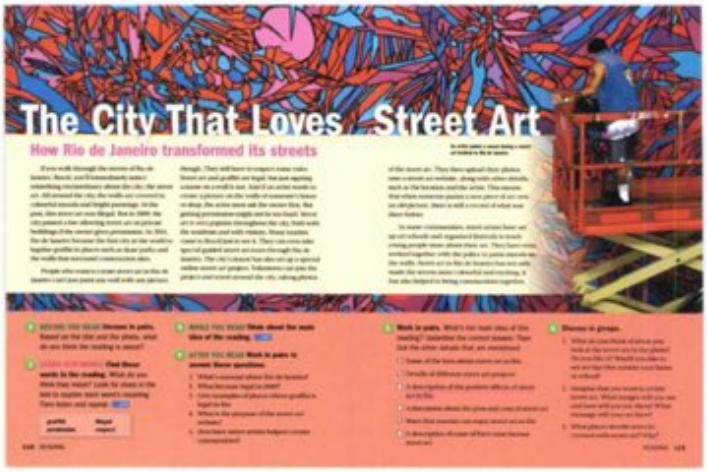
Pronunciation in Depth

Go to Student's Book page 147. Use Audio Tracks 126–128.

Word stress with suffixes In words with more than two syllables, one syllable has primary stress, meaning that the vowel sound is louder and longer. There can be both primary and secondary stress (e.g. **ed** u **CA** tion). Most dictionaries indicate primary stress with a high mark (ˈ) and secondary stress with a low mark (ˌ). For example: *exhibition*: /ˌeksɪˈbɪʃən/.

When an ending or *suffix,* is added to a base word, the stress sometimes shifts to a different syllable (e.g. **mu**sic, mu**si**cian; **na**tional, nationa**l**ity; **pho**to, pho**to**grapher). Here are basic patterns for some popular suffixes.

Stress the syllable before suffix	-ian (mu**si**cian), -ic (ar**tis**tic), -ical (**mu**sical), -sion/-tion (per**mi**ssion), -ious (de**li**cious), -ity (in**tens**ity), -cracy (de**mo**cracy), -graphy (ge**o**graphy), -logy (psy**cho**logy)
No stress change with suffixes	-able (for**get**table), -age (per**cent**age), -ful (**beau**tiful), -ly (**beau**tifully), -ment (en**joy**ment), -ness (**play**fulness), -or/er (em**ploy**er)
Stress on the suffix	-ee (employ**ee**), -ese (Japan**ese**), -ique (un**ique**)



- **Vocabulary strategy** Say *If you're not sure what a word means, look for definitions in the surrounding text. There may be descriptions or explanations that help you work out the word's meaning.* Write *colourful murals and bright paintings*, *street art* and *graffiti* on the board. Say *The second sentence in the first paragraph explains that walls are covered in colourful murals and bright paintings. The following sentences explain that this street art was first allowed on private buildings. The last sentence tells us that graffiti was later legalised in Rio de Janeiro. From the definitions in the previous sentences, you know that graffiti is street art and that street art is colourful murals and bright paintings.*

- Ask students to find the words *illegal* and *permission* in the first paragraph and the words *respect* and *permission* in the second paragraph. Tell students to look for definitions to work out the words' meanings. Discuss definitions that students find and clarify meaning, if necessary.

- Next, ask students to listen to **Track 090** and repeat.

While You Read 3

- 3 Say *Now we're going to read about street art in the city of Rio de Janeiro in Brazil. Listen and read.* Play **Track 091** and tell students to read along.

- Say *Now listen and read again. This time, think about what the main idea, or the most important idea, of the reading is.* Play **Track 091** again or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs. Ask pairs to read and answer the questions. Ask them to compare their answers with another pair's. Then review answers as a class.

- 5 Tell students to work with their same partners. Say *You thought about the main idea of the text while you were reading. Now choose the best description of the main idea and underline it. Then put a tick next to the other ideas that are mentioned in the reading.* Ask partners to complete Activity 5. Explain that not all of the descriptions tell us about details in the reading. Invite partners to share their answers with the class. Ask them to point out where in the reading they found the details.

- 6 Put students into groups of three or four to answer the questions in Activity 6. Ask one student in each group to act as secretary and note information from the discussion.

- When discussions have finished, say *Now let's list what you've discussed.* Draw the following table on the board. Include a row for each group.

Group	Photo of street art			Your own street art		No street art	
	Think of ...	Like it?	On home/ school?	Images	Message	Place	Why?
A	jungle, flower garden, sunset, stained glass	✓✓	*yes* - 1 *no* - 3	flags, animals, patterns, people	freedom, peace, happiness, friendship	religious building roads	respect cause accident
B							
C							

- Ask group secretaries to report the information from their discussions. As they do, complete the table for each group. Make observations about the information in the table. For example, say *Students in group A say the photo of street art makes them think of a jungle, a flower garden, a sunset and stained glass. Two students in group A like the street art, but only one student would like to see it outside (his) home or school. The other three students in the group would not want to see it near their homes or school. Group A has ideas about using flags, animals, patterns and people in their own street art to send messages about freedom, peace, happiness and friendship.* Invite students to make additional observations about the information in the table. Encourage students to compare and contrast ideas from the different groups.

Extend

- Ask students to research a famous work of street art. Say *Find out about a famous piece of street art.* Tell students to find out who the artist is, where the street art appears and what the significance of the street art is. Say *For example, does the street art inspire people or does it make people feel uncomfortable?* Invite students to present their findings to the class. Make sure students include an image of the street art in their presentations.

- If time allows, you may want to hand out **Worksheet 2.7.4** in class. Hand out a copy to each student. Say *Look at the new words on page 118. You will use these new words to answer questions. Then you will create new words on your own by using what you know about word parts.* Ask students to complete the worksheet individually. Let students use a dictionary to check their answers to Activity 4.

Consolidate

- Say *Let's play a game to review what you learnt about street art in Rio de Janeiro. I'll say a sentence about street art. If the sentence is true, keep your hand down. If the sentence is false, put up your hand.* Say sentences such as the following:

  Rio de Janeiro was the first city in the world to allow graffiti in places such as skate parks. (true)
  People who create street art in Rio de Janeiro can paint on any wall they want with any kind of picture. (false)
  People in Rio de Janeiro can join a project and post pictures of street art on a special website. (true)
  Street art is popular with residents of Rio de Janeiro, but tourists don't like it. (false)

- Invite students to correct the false statements by saying true statements.

BE THE EXPERT

Answer Key

Comprehension 4

1. Walls in the city are covered in street art.
2. painting street art on private property with the owner's permission
3. skate parks and walls that surround construction sites
4. to keep a record, through photos, of all the street art in the city
5. They have set up art groups organised festivals to teach young people about art and painted murals.

Formative Assessment

Can students

- discuss street art in Rio de Janeiro?

  Ask *What is one rule that Rio de Janeiro has about creating street art?*

- discuss the positive impact of street art on communities in Rio de Janeiro?

  Ask *How has allowing street art in Rio de Janeiro helped people in its communities?*

- use new words to discuss what they've read about street art in Rio de Janeiro?

  Ask students to use *graffiti, illegal, permission* or *respect* in a sentence about street art in Rio de Janeiro.

- identify the main idea of a text?

  Ask *What is the main idea of the reading about public art on pages 112–113?*

Workbook For additional practice, assign Workbook pages 72–73.

Online Workbook Reading

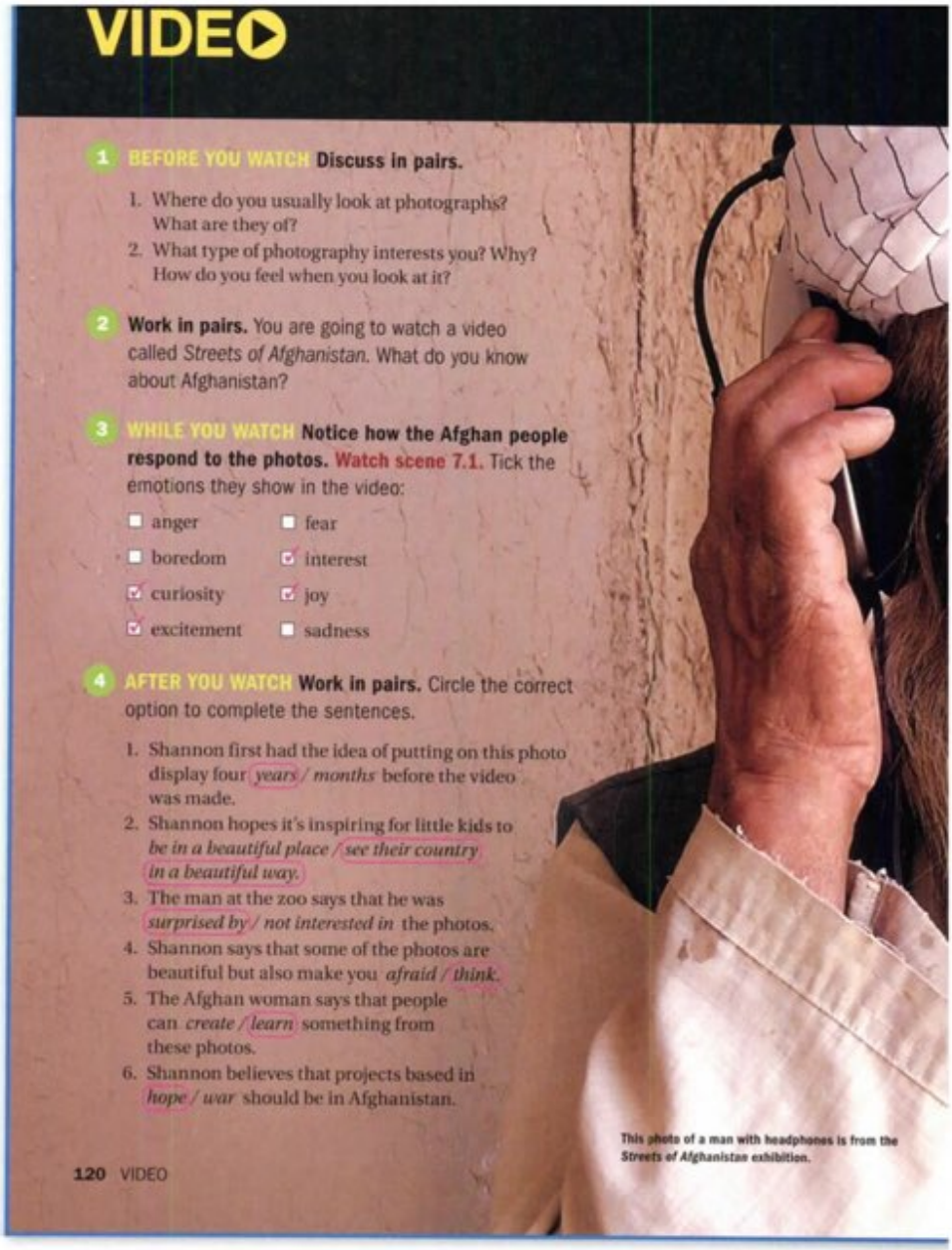
VIDEO

Objectives
Students will
- discuss ways that the *Streets of Afghanistan* project affected the Afghan people who viewed it.
- apply the message of the video to their personal lives.

Academic Language *short story*

Content Vocabulary *Afghan, effective, invite, major*

Resources Video scene 7.1 (DVD/Website/CPT); Online Workbook; CPT: Video



Before You Watch 1 2

- Ask students to think about photographs they like to look at. Say *Think about photographs you enjoy looking at. List two or three kinds of things that the photographs show.*

- 1 Put students into pairs. Read aloud Activity 1. Say *Take turns answering the questions with your partner. Use your list to help you.* When students have finished, if time allows, invite partners to share their answers with the class.

- 2 Tell students to work with their same partners. Tell them to open their books at pages 120–121. Read aloud Activity 2. Say *Think about what you know about the country of Afghanistan. You may have seen a news programme or read a newspaper article that mentions Afghanistan. Talk to your partner about what you know about Afghanistan.* After partners have finished, invite several students to share the results of their discussions with the class.

While You Watch 3

- 3 Ask students to read Activity 3. Say *Now you're going to watch the video. While you watch, look for ways that people react to the photos. Think about how the photos make them feel. Make notes as you watch.*

- Tell students to make notes in their notebooks. Say *You can use your notes to help you answer the questions in this activity and the next activity.* Play **Video scene 7.1**. If students have difficulty following the video, pause the video and allow them to ask questions.

- Ask students to complete Activity 3. Discuss the emotions students ticked.



5 **Work in groups.** In the video, Shannon takes a collection of photos around Afghanistan and shows them to people in different regions. What kinds of difficulties do you think she experienced while doing this?

6 **Work in pairs.** Discuss the purpose of public art. What are the different reasons someone might decide to organise a public art project? What kinds of responses would they hope for? How might this be different from an art project in a museum or a gallery?

7 **YOU DECIDE Choose an activity.**

1. **Work independently.** Look at the photo on this page. Write a short story inspired by the photo.
2. **Work in pairs.** Shannon talks about art inviting a conversation. Look at the photo on this page. What questions do you want to ask about it? Why do you think she chose this photo for her show?
3. **Work in groups.** Think of a group of people in the world who are experiencing major problems. What kind of public art project do you think might be effective in helping them? Share your ideas with the class.

BE THE EXPERT

Teaching Tip

Put students into pairs, with one student facing the monitor and the other student with their back to it. Turn off the sound and play the video. Tell the student who can see the monitor to describe what is happening to his or her partner.

After a minute or two, ask students to swap places. Ask partners to retell or write a chronological account of what happened and then share it. Then play the video with sound.

Formative Assessment

Can students

- discuss ways that the *Streets of Afghanistan* project affected the Afghan people who viewed it, as a result of watching the video?

  Ask *How did seeing the photos in the* Streets of Afghanistan *project change the way some Afghan people felt about their country?*

Online Workbook Video

After You Watch 4 5 6 7

- 4 Put students into pairs with different partners and ask them to complete the activity. Tell students they can use their notes. Say *Work with your partner. Circle the word or phrase that correctly completes each sentence in Activity 4.* Then ask pairs to complete Activity 4. Review answers as a class.
- 5 Put students into groups of three or four. Ask a student to read aloud Activity 5. Say *Think about the roads in Afghanistan, the conditions of the buildings there and the mountains that surrounded the places you saw in the video. What problems might Shannon Galpin have had to overcome to bring her photos to different areas?* Ask groups to discuss their answers. Invite students to share their ideas with the class.
- 6 Put students into pairs. Read aloud Activity 6. Ask *Think about public art you've learnt about in this unit as well as Shannon Galpin's* Streets of Afghanistan *project. Then think about what the artist wanted the people who viewed the art to think about or feel. Do you think artists consider who their audiences are when they create art? Talk about your ideas with your partner.* Ask partners to answer the questions. Then invite students to share their ideas with the class.
- 7 YOU DECIDE Ask students to choose an activity.
- If students choose to write a short story inspired by the photo, remind them of the elements of fiction: characters, setting, plot, conflict and theme.
- If partners choose to discuss the photo of the man with headphones, ask them to consider which things in the photo seem out of place or mismatched.
- If students choose a group discussion, remind them to take turns, listen attentively and speak clearly. Say *Show that you're listening attentively. Ask questions if you'd like the speaker to provide more information.*

GRAMMAR 2

Objective
Students will
- use indefinite pronouns to talk about people, places and things without giving details.

Grammar Indefinite pronouns: Talking about people, places and things without giving details

Academic Language *detail, indefinite pronoun, option*

Content Vocabulary *annoy, attract, controversial, interest, tourism, town square, traffic*

Resources Online Workbook/Workbook pages 74–75; Worksheet 2.7.5 (Teacher's Resource CD-ROM/ Website); Track 092 (Audio CD/ Website/CPT); CPT: Grammar 2

GRAMMAR 092

Indefinite pronouns: Talking about people, places and things without giving details

Someone has painted a mural on the wall of our school. I think it's great, but not **everyone** loves it.

If you can't think of **anywhere** to visit this weekend and you've got **nothing** else to do, why not come to the arts festival? You can see public art exhibitions **everywhere**.

	every	some	any	no
one	everyone	someone	anyone	no one
where	everywhere	somewhere	anywhere	nowhere
thing	everything	something	anything	nothing

1 **Work in pairs.** Choose the correct option to complete each sentence. Then discuss the sentences together. Do you agree with them?

1. I don't think (*anyone*) / *someone* should paint on public buildings without permission.
2. Public art should be (*everywhere*) / *nowhere* for people to enjoy.
3. (*No one*) / *Anyone* should have to pay to see art in a gallery.
4. Some people think we should spend public money on *anything* / (*something*) other than art, such as education.

2 **Read.** Complete the text with the correct indefinite pronoun.



You can find public art _anywhere_ : in parks, town squares, outside important buildings and even in the middle of the street! But not _everyone_ loves it. In fact, public art can often be controversial. When _someone_ creates a new piece of art in a public space, it can attract many people to that area. That can be good for tourism, but _no one_ is happy if it creates a lot of traffic. Some people also get annoyed because public money has been spent on _something_ that they don't actually like.

3 **Work in pairs.** Take turns throwing the cube. Use one of the words in a question. Your partner will answer, using the other word.



Do you have something to do this weekend?

Well, I want to go to the cinema, but I haven't got anyone to go with.

Go to page 171.

Warm Up

- **Activate prior knowledge** Write the following sentences on the board: *Have you visited the art museum recently? Luz has. She saw the new art show that people are talking about.* Underline the pronouns *you* and *she*. Say *The words you and she are pronouns. Pronouns take the place of nouns.* Ask *(Raoul), if I ask you the question on the board, what noun does you take the place of?* (Raoul) *In the last sentence on the board, what noun does she take the place of?* (Luz) Elicit other pronouns students know. (I, me, he, him, her, it, we, us, they, them)

- **Pre-teach** Rewrite the sentences on the board, replacing *Have you* with *Has anyone* and replacing *people are* with *everyone is*. Underline *anyone* and *everyone*. Read the sentences aloud. Say *Anyone and everyone are also pronouns. They're called* indefinite pronouns *because they don't refer to a specific person.*

Present

- Tell students to open their books at page 122. Direct their attention to the table in the grammar box. Point out that each indefinite pronoun is a combination of the word at the top of the column and at the left. For example, *everyone* is made from *every* + *one*.

- Play **Track 092**. Ask students to read along silently. Then ask a student to read aloud the first two sentences with the grammar examples. Say *We use someone to talk about one person and everyone to talk about all people. We don't identify the exact person or people.* Point out *everyone* is treated as a singular noun.

- Tell students to look at the first row of the table. Say *You can also use body instead of one.* Write *everybody, somebody, anybody* and *nobody* on the board. Point out that *no one* is two words, but *nobody* is one word.

- Ask another student to read aloud the question and answer in the grammar box. Say *We use anywhere to talk about one place and everywhere to talk about all places or the whole place. We use nothing to talk about a thing that is not specific.*

- Write the following on the board:

People	Places	Things
everyone	everywhere	everything
someone	somewhere	something
anyone	anywhere	anything
no one	nowhere	nothing

- Ask students to practise using the words on the board to say sentences with indefinite pronouns. (I want to do something fun on Saturday. Does anyone want to do something with me?)

Practise 1

- 1 Put students into pairs and tell them to read Activity 1. Explain that they should first complete the sentences and then talk to their partner about whether they agree with each sentence. Say *Give reasons to explain why you agree or don't agree.* Review answers as a class. Invite several pairs to share their results.

Apply 2 3

- 2 Ask students to complete the sentences. Say *Complete the sentences. Use the indefinite pronouns in the grammar box.* Invite students to share their completed paragraphs with the class.

- 3 Put students into pairs. Tell them to cut out the cube on page 171. Say *Play a game with your partner. You ask a question and your partner answers. Take turns.* Ask two students to read aloud the text in the speech bubbles to model how to play the game. Explain that the student asking a question can choose either word on the cube and the partner must respond with the other word. Then ask partners to play the game.

Extend

- Put students into pairs. Ask them to each write four true or false sentences about their families using *someone, everyone, anyone* and *no one*. Say *Your partner guesses which sentences are true and which are false. The partner with the most correct guesses wins.* Tell partners to take turns.

- To conclude, hand out **Worksheet 2.7.5**.

Consolidate

- Ask questions such as *Did someone take down the photographs? Has anyone seen the new mural?* and *Did you hear something make a loud noise?* Tell students to give negative responses. (No, no one took down the photographs. Nobody has seen the new mural. I didn't hear anything make a loud noise.)

BE THE EXPERT

Grammar in Depth

Form indefinite pronouns by combining *some, any, no* and *every* with *-body, -one, -thing* and *-where*. All of the pronouns are one word, except for *no one*. The indefinite pronouns ending with *-body* and *-one* are interchangeable.

Use indefinite pronouns beginning with *some-* in affirmative sentences and questions when the expected answer is already known or when the question is an offer or request.

I'm looking for someone who can ride a bike.
Can someone help me, please?

Use indefinite pronouns beginning with *any-* in negative sentences and questions.

I can't find it anywhere.
Is there anything to drink?

Also use indefinite pronouns beginning with *any-* in affirmative sentences with the meaning of *every-*.

Anyone can do that!

Use indefinite pronouns beginning with *no-* in affirmative sentences with a negative meaning.

Nobody came.

Use indefinite pronouns beginning with *every-* in affirmative sentences and questions.

I looked for it everywhere.
Can everyone hear me?

Formative Assessment

Can students

- use indefinite pronouns to talk about people, places and things without giving details?

Ask students to use *something* and *anything* in sentences that tell about a piece of public art.

Workbook For additional practice, assign Workbook pages 74–75.

Online Workbook Grammar 2

WRITING

Objectives

Students will

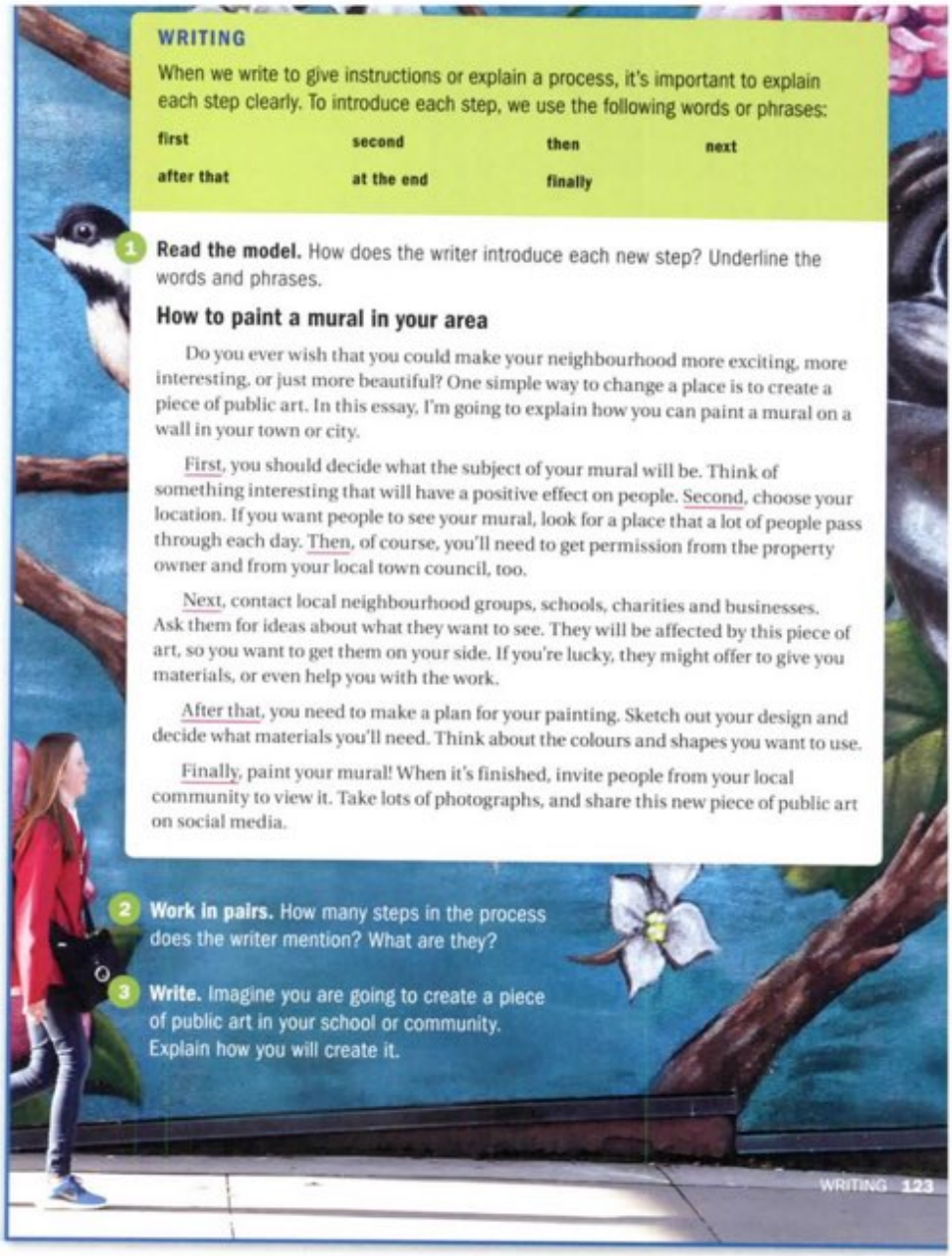
- identify and use elements of a process essay.
- recognise and use phrases that introduce steps in a process.
- analyse a model of a process essay.
- write a process essay about how to create a piece of public art.

Writing Process essay

Academic Language *after that, at the end, finally, first, instructions, next, process, second, step, then*

Content Vocabulary *affect, contact, local, offer, pass through, property, sketch, subject, town council*

Resources Online Workbook/Workbook page 76; Process Writing Worksheets 1–5 (Teacher's Resource CD-ROM/ Website); CPT: Writing



WRITING

When we write to give instructions or explain a process, it's important to explain each step clearly. To introduce each step, we use the following words or phrases:

first	**second**	**then**	**next**
after that	**at the end**	**finally**	

1 **Read the model.** How does the writer introduce each new step? Underline the words and phrases.

How to paint a mural in your area

Do you ever wish that you could make your neighbourhood more exciting, more interesting, or just more beautiful? One simple way to change a place is to create a piece of public art. In this essay, I'm going to explain how you can paint a mural on a wall in your town or city.

First, you should decide what the subject of your mural will be. Think of something interesting that will have a positive effect on people. Second, choose your location. If you want people to see your mural, look for a place that a lot of people pass through each day. Then, of course, you'll need to get permission from the property owner and from your local town council, too.

Next, contact local neighbourhood groups, schools, charities and businesses. Ask them for ideas about what they want to see. They will be affected by this piece of art, so you want to get them on your side. If you're lucky, they might offer to give you materials, or even help you with the work.

After that, you need to make a plan for your painting. Sketch out your design and decide what materials you'll need. Think about the colours and shapes you want to use.

Finally, paint your mural! When it's finished, invite people from your local community to view it. Take lots of photographs, and share this new piece of public art on social media.

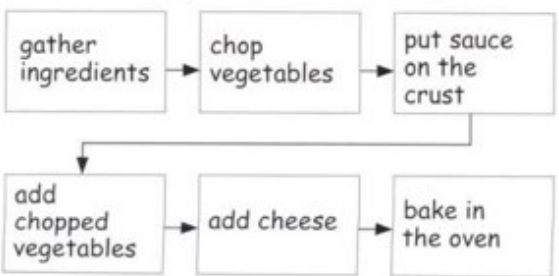
2 **Work in pairs.** How many steps in the process does the writer mention? What are they?

3 **Write.** Imagine you are going to create a piece of public art in your school or community. Explain how you will create it.

Warm Up

- **Build background** Say *Put up your hand if you know how to make a pizza.* Say *(A few students) know how to make a pizza.* Ask *How would you explain to a friend how to make a pizza?* Ask students or provide your own description.

- Draw the following flowchart on the board:



- Say *We can use a chart like this to show the steps involved in making a pizza. We can write each step in a separate box. The first step is to gather the ingredients needed to make the pizza. The next step is to chop the vegetables to use for toppings.*

- Point out each step in the subsequent boxes in the chart. Say *Your friend can follow these steps to make a pizza. You can use these steps to write an essay that explains how to make a pizza. This kind of writing is called a process essay. A process essay gives instructions or explains the steps in a process.*

Present

- Say *Let's look at words and phrases you can use to give instructions or to explain a process.* Write the following on the board:

first	second	then	next
after that	at the end	finally	

- Say *You can use these words and phrases to explain the steps in a process and to connect the steps to each other. Let's use the steps in making a pizza as an example.*

- Write the following sentence on the board: *First, gather the ingredients needed to make a pizza.* Say *Use first to talk about the first thing to do to make a pizza.* Then write this sentence: *The second thing to do is to chop the vegetables.* Say *Use second to talk about the second thing to do to make a pizza.*

- Next, write these three sentences on the board: *Then put the sauce on the crust. Next, add the vegetables that you chopped. After that, add the cheese on top.* Say *Use then, next and after that to talk about the things you do after the first and second steps.*

- Finally, write the following sentence on the board: *Finally, put the pizza in the oven to bake.* Underline *Finally*. Say *Use finally to talk about the last thing to do to make a pizza.* Write *At the end* above *Finally*. Say *You can also use the phrase at the end to talk about the last step in making a pizza.*

- Tell students to open their books at page 123. Review the table with the class.

Read the Model 1 2

- 1 Say *Now we're going to look at an example of a process essay. First, let's look at the photo. Ask What do you think the essay will be about?* Discuss students' predictions.

- Read aloud Activity 1. Say *Look for words and phrases that the writer uses to introduce each step in a process. Underline them.* Ask students to underline the words and phrases that introduce each step in the process.

- 2 Put students into pairs. Ask partners to read the text again. Say *Count the number of steps in the process. Remember that the words and phrases you underlined each introduce a step. Then describe each step in the process.* As pairs work, walk round the room and monitor. Offer assistance as needed. Discuss answers as a class. (Six steps: choose the subject of the mural, choose a location, get permission, contact local groups for ideas, make a plan for painting, paint the mural)

BE THE EXPERT

Writing Support

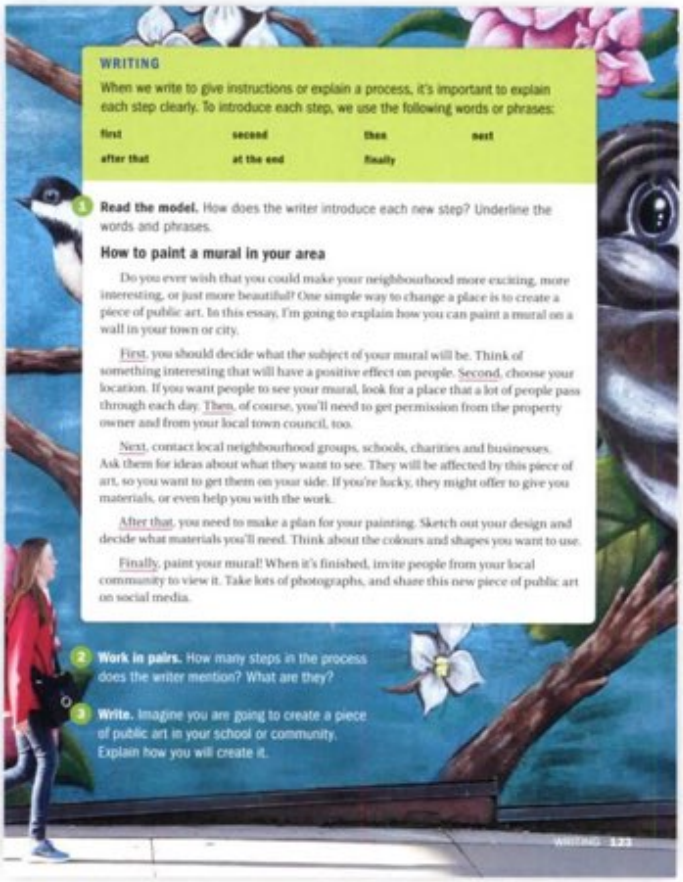
Potential process essay problems When students write a process essay, they may have difficulty organising the essay. Some common problems that students may have include leaving out a step in the process, putting too many steps in the process, explaining unimportant or unnecessary steps and presenting the steps out of order. Students may also give too many or not enough details about the steps in the process.

Teaching Tip

Ask students to note the information in the first paragraph of a text. Explain that the first paragraph often contains the main idea of the text. Subsequent paragraphs include details that support the main idea. For example, the first paragraph in the model process essay tells us that the essay is going to explain how to paint a wall mural. The paragraphs that follow describe and give details about the steps in the process.

Workbook For scaffolded Writing support, assign Workbook page 76.

Online Workbook Writing



Plan 3

- 3 Read Activity 3 aloud. Say *Now you're going to plan your writing. You already know your topic – how to create a piece of public art in your school or community. Your next step is pre-writing. You'll need to identify the steps in creating a piece of public art. These will be the steps in your process. Then you'll need to describe each step.*
- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 76 for writing support.
- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review them together.
- **Workbook** Refer students to Workbook page 76 to help them organise and plan their writing.

Write

- After students have finished their pre-writing, tell them to work on their first drafts. If you haven't got enough time in class, assign the first draft as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: *Is the process clearly identified? Are there phrases that introduce each step in the process? Are the steps given in the correct order? Is each step described clearly? Are details provided? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student explains a process by clearly describing each step and introduces each step with words and phrases such as *first, second, then, next, after that, at the end* and *finally*.				
Grammar Student uses indefinite pronouns.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objective
Students will
- discuss the importance of public art in communicating a message.

Academic Language *sketch, visual arts*

Resources Video scene 7.2 (DVD/Website/CPT); Worksheet 2.7.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

For activities that require students to make personal interpretations, explain that there's not one correct answer. Tell students that their answers may and most likely will, differ from their classmates' answers. Praise original responses and ask for more than one response to the same question.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission *Learn from Art*. Then ask a student to read aloud the quote by Shannon Galpin. Explain that a *humanitarian* is a person who works to make other people's lives better. Ask *Do you agree with Shannon that hope is more powerful than fear? How does Shannon use visual arts to show hope?* Invite students to respond and explain their reasoning.

- **Activity 1** Say *Now let's watch a video about Shannon Galpin.* Play **Video scene 7.2**. Ask students to focus on Shannon's description of the purpose and functions of art.

- **Activity 2** Ask students to research works of public art in your area. Help students arrange a visit to view the art with a partner or in a group. Suggest that students take photos or make notes about the art when they visit. Remind students to think about the message the art sends and how they personally interpret the message. Then invite students to share their ideas with the class. Encourage them to use the past simple or the present perfect. Model an example. Say *I saw the most beautiful mural I've ever seen.*

- **Activity 3** Ask students to work on their own to identify an uplifting, optimistic or cheerful message. Say *Think of a kind of art that would best help you communicate this message to other people.* Ask students to make a rough sketch of their art to share with the class. Say *Explain how your art communicates your message.* Encourage students to use indefinite pronouns in their explanations. Invite students to share their sketches and explanations with the class.

- **Worksheet** Hand out **Worksheet 2.7.6**. Explain that students will use the worksheet to further discuss public art and its role in changing the way people see things in the world.

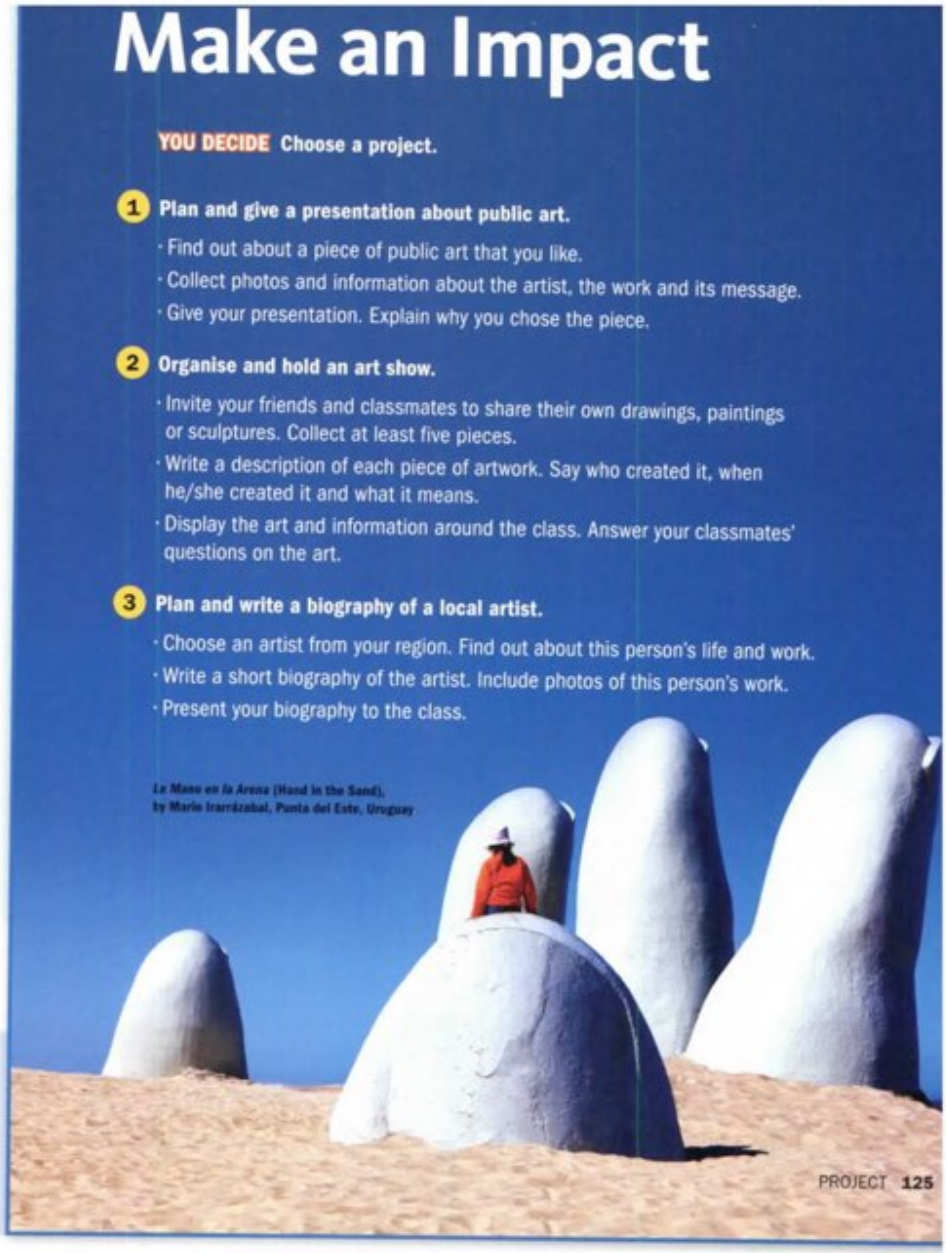
PROJECT

Objective
Students will
- choose and complete a project related to public art.

Academic Vocabulary *biography*

Content Vocabulary *region*

Resources Assessment: Unit 7 Quiz; Workbook pages 77 and 96; Worksheet 2.7.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games



Assessment Go to page 261.

Unit Review Assign Worksheet 2.7.7
Workbook Assign pages 77 and 96.
Online Workbook Now I can

Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Ask students to research works of public art and choose an artwork that appeals to them. Encourage students to find various images of the art, perhaps from different perspectives or showing the art in different orientations. Encourage students to consider including images of the art that show people's reactions as they view the art. Students might also consider creating a multimedia presentation with visual and audio components.
- **Activity 2** Ask students to discuss the possibility of exhibiting personally created pieces of art with their friends and classmates. After students have gathered five or more pieces of art, ask them to decide on a way to arrange the art. Suggest that students customise the written description of each piece of art to coordinate with the artwork. Remind students to be prepared to answer questions about the art.
- **Activity 3** Ask students to identify elements of a biography. Ask *What are some features of a biography?* (Elicit: facts about a person's life, important things a person did, chronological order) Students can research local artists at the library or at a local historical society or art museum. Say *Tell us about when the artist lived and the kind of work the artist did. Make sure you include images that show the artist's work.*

Share

- Allow time for students to present their final projects to the class. In the case of the art show, arrange display space for the artwork so students can walk around and view the art.
- **Modify** Help students modify a project by eliminating one of the options. For example, you might provide students with information about the lives and works of local artists and ask students to choose an artist to write a biography about.

STUDENT'S BOOK AUDIO SCRIPT

Track 080 1 **Listen and read.** See Student's Book pages 112–113.

Track 081 2 **LEARN NEW WORDS** **aware** / Art can make people aware of important issues. **deal with** / This article deals with the different purposes of public art. **free** / You don't have to pay to see this exhibition – it's free. **pleasure** / It gives people pleasure to see beautiful art. **public space** / Parks, streets and town squares are examples of public spaces. **remember** / Sometimes a piece of art helps us to remember an important event. **show** /Art can show us the world in a new way. **social** / We can use art to focus on social issues such as education. **statue** / The Statue of Liberty in New York City is a popular tourist attraction. **surround** / I like to stand in the middle of a gallery so that art surrounds me. **take down** / We're going to take down these pictures in a few days. **temporary** / This is a temporary exhibition that ends next week. **topic** / Art can make people think about difficult topics. **view** / You can view art in public spaces all around the world.

Track 082 5 JR is a famous French street artist. He uses photographs to create beautiful murals in many different countries around the world. Several years ago, he started the Inside Out project. For this project, he invites people in a community to think of a sentence. It can be a political message or just a sentence about what is important to them. He then uses large black and white photos of the people, together with the sentence, and makes a mural for their community. The faces of the people often show different emotions – sadness, joy, anger or hope. The project encourages people to come together to talk about society and maybe even change it.

Track 083 5 **LEARN NEW WORDS** **joy** / I am filled with joy when I see this beautiful picture. **mural** / There is a large mural on the wall in my school. **political** / There is a political meaning to this piece of art. **society** / Public art can sometimes change society.

Track 084 **SPEAKING STRATEGY** See Student's Book page 115.

Track 085 1 **S1**: Have you ever heard the story of Hachiko? **S2**: No, I haven't. What is it? **S1**: Well, in the 1920s, in Japan, there was a university professor. Every day he took the train from Shibuya station to his university. His dog, Hachiko, always waited for his return outside Shibuya station. **S2**: Cool! **S1**: Then, one day, the professor died at the university and he never came home. But Hachiko still came to the station and waited every day for nearly ten years. There's a statue of Hachiko, alone, waiting outside Shibuya station. But now, there's a new statue of Hachiko and the professor together. **S2**: Really? Where is it? **S1**: It's at the professor's university – the University of Tokyo. **S2**: And what's it like? **S1**: It's really beautiful. It shows Hachiko jumping up to greet the professor. It's like they're finally meeting again. **S2**: Amazing! Who designed it? **S1**: A Japanese sculptor called Tsutomu Ueda. **S2**: And how big is it? **S1**: Well, I'm not sure, but I think it's life-size. Look – here's a picture.

Track 086 **GRAMMAR** See Student's Book page 116.

Track 087 2 Yue Minjun is one of China's most successful artists. He has painted pictures and made sculptures since he was a boy. When he left school, he worked as an electrician and painted pictures at night. He sold his first painting in 1992 and since then he has shown his art around the world. Yue's works are found in museums as well as in the streets. In 2007, he became very famous when one of his paintings sold for nearly $6 million dollars. He often uses a picture of his own laughing face in his paintings and sculptures. Many people have tried to understand why Yue always uses this image because he has never completely explained what it means.

Track 088 3 Artist Candy Chang wanted to create a piece of art that could help her to communicate with her neighbours and community. She got permission from her local community to paint the wall of an old building with blackboard paint. Then she wrote the words 'Before I die, I want to ...' many times on the wall and she left some chalk next to it. The next morning, the wall was full of messages from different people. Chang's simple idea has allowed people all around the world to write about their dreams and hopes. Since that first wall, in 2011, Chang has already helped create more than 1,000 *Before I Die* walls in 70 different countries. She hopes that even more walls will be created around the world.

People have written all sorts of different responses on the walls. Some of them are fun or silly: for example, 'Before I die I want to own a pet giraffe.' Others are much more serious: for example, 'Before I die I want to make the world a better place.' The walls have given people all around the world the chance to express themselves.

Track 089 3 **LEARN NEW WORDS** **express oneself** / You can express yourself by writing a message on a *Before I Die* wall. **fun** / Some people have written fun responses on the wall. **serious** / Some people want to say something serious about politics or society. **simple** / People around the world can copy this simple idea.

Track 090 2 **LEARN NEW WORDS** **graffiti** / The wall outside of the school is covered in graffiti. **illegal** / Street art is illegal in some public spaces. **permission** / You have to ask permission before you can paint this wall. **respect** / Street artists must respect other people's property.

Track 091 3 **WHILE YOU READ** See Student's Book pages 118–119.

Track 092 **GRAMMAR** See Student's Book page 122.

In This Unit

Theme This unit is about natural disasters and survival.

Content Objectives
Students will
- recognise that some disasters are natural occurrences.
- identify ways that people can prepare in order to survive disasters.
- describe how people and animals are affected by natural disasters.

Language Objectives
Students will
- talk about being prepared in the face of disaster.
- tell a story and show interest.
- use the past simple and the past continuous to talk about the past.
- use the present perfect and the present perfect continuous to talk about the duration of activities.
- write a narrative essay about a survival story.

Target Vocabulary
pages 128–129 *breathe, carefully, collapse, cyclone, disaster, earthquake, escape, flame, shake, strike, survivor, terrible, warning, wildfire*
page 130 *pay attention to, predict, prevent, unexpected*
page 133 *be in trouble, brave, chase, happen*
page 134 *eventually, scream, sense, terrified*

Vocabulary Strategies Suffix *-tion*; Using a thesaurus: Synonyms

Speaking Strategy Telling a story and showing interest

Grammar
Grammar 1 Use past simple vs. past continuous to talk about the past
Grammar 2 Use present perfect vs. present perfect continuous to express the duration of activities

Reading *The Power of Snow*

Reading Strategy Visualise

Video Scene 8.1: *A Day in Pompeii*
Scene 8.2: Meet Jimmy Chin

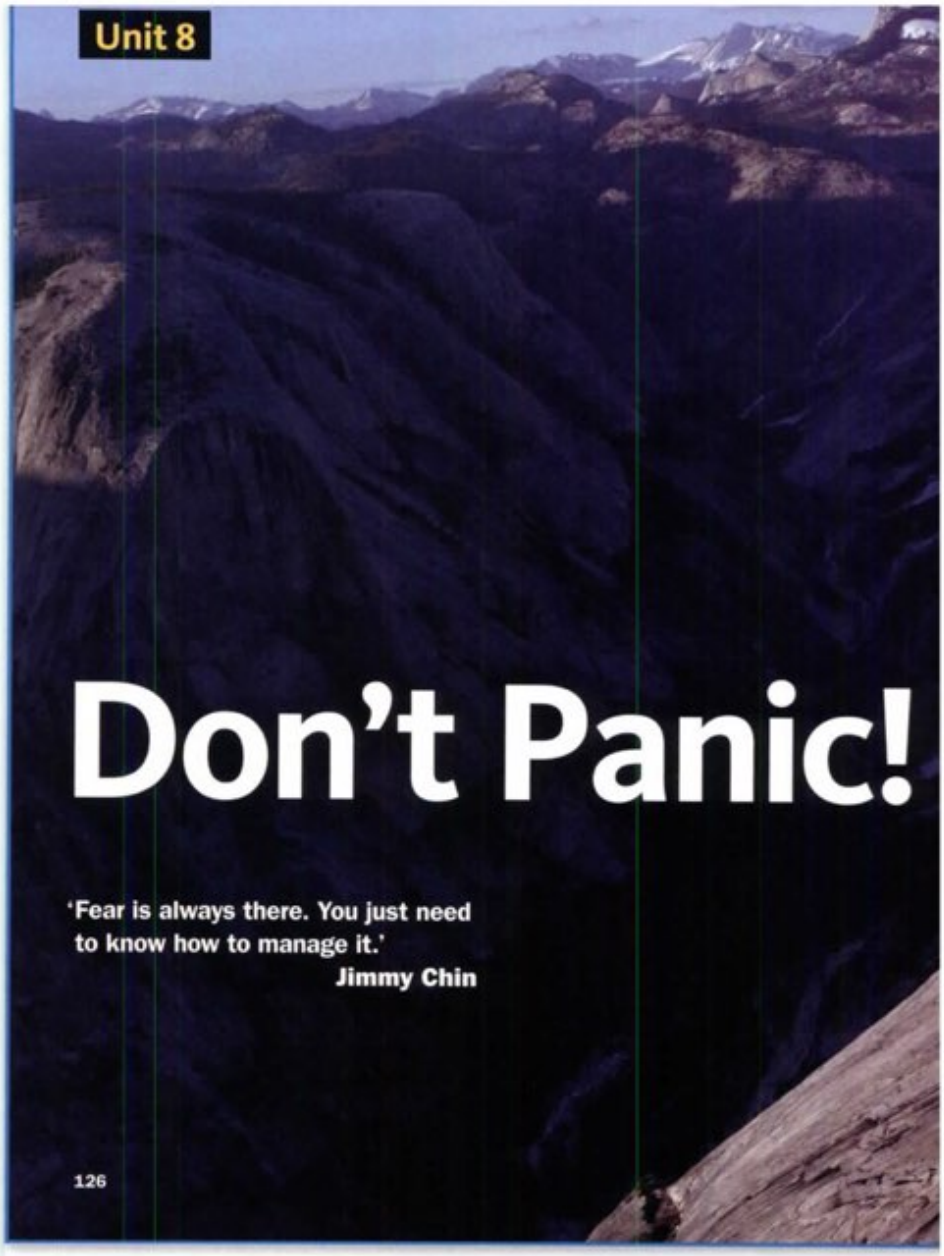
Writing Narrative essay

National Geographic Mission Be Prepared

Project
- Short play
- Comic strip
- News article

Pronunciation Sentence stress

Pacing Guides 2.8.1, 2.8.2, 2.8.3

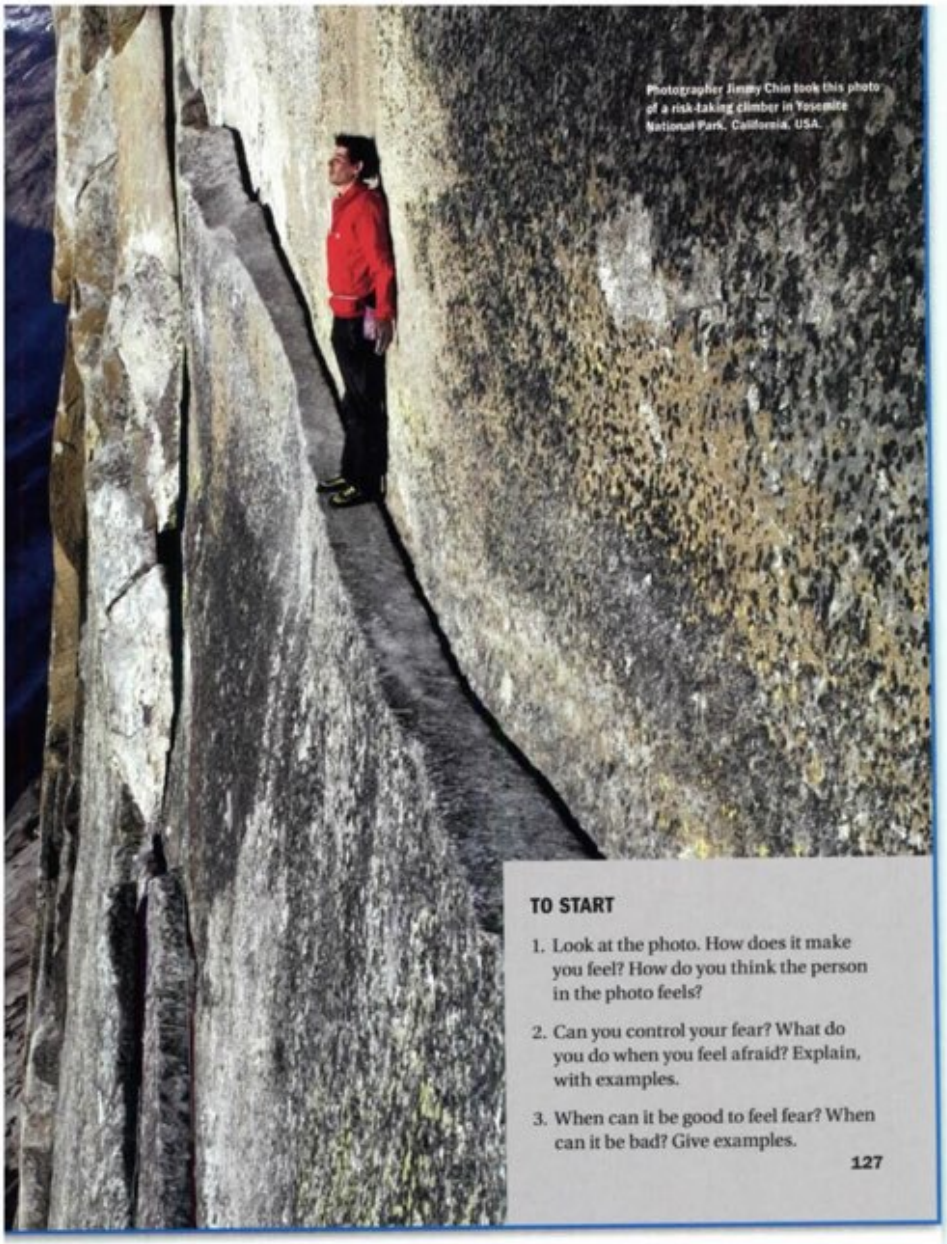


Introduce the Unit

- **Activate prior knowledge** Say *In earlier units, we talked about emotions and things that made us feel certain emotions.* List the following words on the board: *angry, comfortable, depressed, excited, nervous, relaxed.* Ask students to describe a time when they felt each emotion. Ask *What are some other emotions you feel?* (Elicit: happy, sad, scared, surprised) List students' responses on the board and ask them to give examples of situations in which they felt the emotions.

- Tell students to open their books at pages 126–127. Point out the photo and the unit title *Don't Panic!* Ask *What do you think panic means?* (to get extremely scared)

- **TO START** Ask *What do you see in the photo?* (a person standing on a narrow ledge on a high rock wall) Ask a student to read aloud Question 1. Ask *How would you feel if you were standing where the person in the photo is?* Invite students to share the emotions they would feel as well as how they imagine the person in the photo feels.



- Ask questions such as these to encourage further discussion:
  How did the climber get to the narrow ledge? (with rope, hooks, harnesses)
  Why is the climber on the ledge? (to have a rest)
  How do you think the photographer took this photo? (climbed the rock wall himself, used a telephoto camera lens)
- Ask a student to read aloud the quote by Jimmy Chin on page 126. Say *To manage something means to handle it with skill. Jimmy Chin thinks that people can learn ways to handle their fear.*
- Read aloud Question 2. Invite students to share their ideas about fearful situations and how they've dealt with them.
- Read aloud Question 3. Ask *Do you think it's always a bad thing to be afraid? Is there anything positive that can come from being afraid?* Encourage students to describe specific examples.

Extend

- Hand out **Worksheet 2.8.1**. Put students into pairs. Explain that they will be writing about and discussing situations involving fear.

UNIT OPENER

Objectives
Students will
- describe how the person in the photo might feel.
- discuss ways to control fear.
- describe positive and negative effects of being afraid.

Resources Worksheet 2.8.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

BE THE EXPERT

About the Photo

The photo shows a climber on the sheer granite face of one side of the rock formation known as Half Dome in Yosemite National Park in California, USA. Along with its three other rounded sides, the formation has the appearance of a dome cut in half, thus the name 'Half Dome'. The ledge shown, nicknamed the 'Thank God Ledge', is the only way to get past a particular point on a popular climbing route. Most climbers choose to crawl rather than walk across the ledge and take only about 30 seconds to traverse it.

Teaching Tip

For activities that require students to talk about personal experiences, make sure students understand that there is no one correct answer. Explain that each student's personal experiences will be different from his or her classmates' and that students' answers to the same question will vary. Praise students' original responses and ask for more than one response to the same question.

Related Words

ledge, rock wall

VOCABULARY

Objectives
Students will
- identify and use vocabulary related to natural disasters.
- use new vocabulary to read about and discuss natural disasters, their effects and ways to prepare for them.

Target Vocabulary *breathe, carefully, collapse, cyclone, disaster, earthquake, escape, flame, shake, strike, survivor, terrible, warning, wildfire*

Content Vocabulary *control, deadly, destroy, horrible, massive, path, resource, rotating, smoke, spread, terrifying, tropical*

Resources Tracks 093–094 (Audio CD/ Website/CPT); CPT: Vocabulary

Materials image of lightning in the sky during a storm *(optional)*



1 What types of natural disasters are there? What happens during each one? Discuss. Then listen and read. 093

In March 2015, a terrifying **wildfire** went through Cape Town, South Africa. 'It was moving 65 km. (40 mi.) in a single day and destroying everything in its path. We couldn't **breathe** because of the smoke and we couldn't **escape**,' said one Cape Town resident. Wildfires can start in forests or on open land, and the **flames** spread very quickly. Sometimes they start because the weather is hot and dry, but mostly humans cause wildfires. We can prevent them by **carefully** controlling campfires and other outdoor fires.

Other natural **disasters** are impossible to prevent. A hurricane – also called a typhoon or a **cyclone** – is a rotating tropical storm that starts over the sea. When typhoon Haiyan **struck** the Philippines and Vietnam in 2013, the winds reached over 100 kph. (63 mph.) and caused massive destruction. Six thousand people were killed and more than two million had to leave their homes. Today, we can accurately predict these storms, and if we pay attention to severe weather **warnings**, we can prepare for them.

128 VOCABULARY

Warm Up

- **Activate prior knowledge** If you have an image of a lightning storm, display the image. Ask *Have you ever seen lightning like this? When have you seen lightning?* Students may respond that they've seen lightning during a thunderstorm or severe rainstorm. Ask *What other kinds of storms do you know about?* (Elicit: blizzards, snowstorms, hailstorms, sandstorms) List students' responses on the board. Ask *Have you ever experienced a storm? Describe what it was like.* Invite students to tell the class about storms they've experienced.

- Say *Storms can cause harm to the environment and to people. Other events can also cause harm. For example, wildfires can be very dangerous.* Ask *What other kinds of events can cause harm?* List on the board the events students name. Students' responses may include earthquakes, volcanoes, floods, hurricanes and tsunamis.

Present 1 2

- Tell students to open their books at pages 128–129. Ask a student to read aloud the Activity 1 questions at the top of page 128. Say *We've talked about storms and other events that can cause harm. Very powerful events like these are called* natural disasters. Point to the lists on the board. Say *Now let's talk about the kinds of things that can occur during a natural disaster.* Write the following sentence frame on the board:

During a _____, _____ can _____.

- Ask several students to take turns completing the frame orally, in complete sentences. (Sample answer: During a flood, roads can be covered in water.)



Unlike a storm, an **earthquake** is usually completely unexpected. A huge earthquake hit Pakistan in October 2015. 'The ground was **shaking**,' said one Islamabad resident, who was at work at the time. 'But worse than that was the sound of the earthquake. It was a horrible noise.' Earthquakes usually don't last more than a minute, but their effects can be **terrible**. Buildings **collapse** and this can sometimes cause fires and floods. It can be very difficult to find **survivors** in the damaged areas.

These are just three examples of how powerful – and deadly – nature can be. But humans have the resources to handle these disasters. We can use technology to make predictions, take practical steps to make our environment safer and work together when things go wrong.

A view of a wildfire from the inside of a car

2 LEARN NEW WORDS **Listen and repeat.** 094

3 **Work in pairs.** Discuss the three natural disasters described in the text. Which one would you be most afraid of? Why?

VOCABULARY **129**

BE THE EXPERT

About the Photo

The photo shows flames jumping across a roadway and setting trees ablaze during a wildfire in Seeley Lake, Montana, US. The view shown is from inside the vehicle of a fire supervisor at the scene.

Our World in Context

Hurricanes, *cyclones* and *typhoons* are all the same kind of weather occurrence. Different terms are used in different parts of the world. Storms that occur in the Atlantic Ocean or in the northern Pacific Ocean are called *hurricanes*. The same storms are called *typhoons* in the northwestern Pacific Ocean and *severe tropical cyclones* in both the southwestern Pacific Ocean and southeastern Indian Ocean. The term *tropical cyclone* is used in the southwestern Indian Ocean, whereas *severe cyclonic storm* is the term used for storms in the northern Indian Ocean.

- **1** Play **Track 093** and tell students to listen and read. Then discuss the reading with students. Ask questions such as the following:

  What can people do to prevent wildfires? (control campfires and other outdoor fires)

  What are two ways in which earthquakes differ from storms? (Earthquakes are unexpected and usually last less than a minute.)

  What can people do to handle natural disasters such as wildfires, cyclones and earthquakes? (use technology to make predictions, take steps to make our environment safer and work together when things go wrong)

- **2** **LEARN NEW WORDS** Play **Track 094**. Tell students to listen and repeat. Put students into pairs or small groups to take turns saying each word. Ask them to think of a true or false statement that includes the target word. Ask the class to decide whether the statement is true or false.

- Say *Use each word in a true or false statement. Your classmates will decide whether the statement is true or false. If the statement is true, a student who agrees with you will repeat the true statement. If the statement is false, a student who disagrees with you will restate it to make it true.*

- Model an example for students. Say *The ground shakes during a wildfire. True or false?* (false) Ask a student to restate the example so that it becomes a true statement. (*The ground shakes during an earthquake.*)

VOCABULARY

Objectives

Students will

- practise using vocabulary related to natural disasters.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *pay attention to, predict, prevent, unexpected*

Vocabulary Strategy Suffix *-tion*

Academic Language *definition, necessary*

Content Vocabulary *avalanche, force, threaten, tonne*

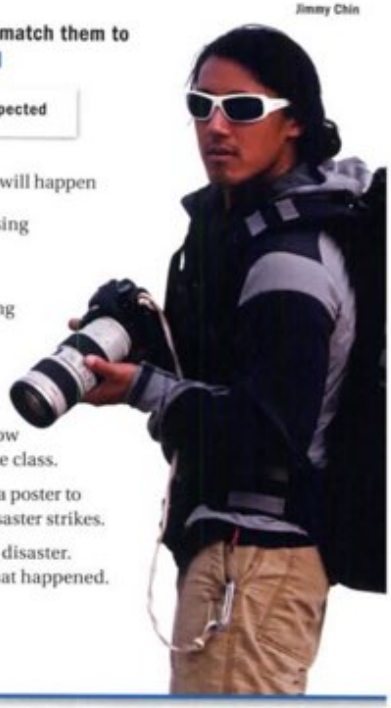
Resources Online Workbook/Workbook pages 78–79; Tracks 095–096 (Audio CD/Website/CPT); Worksheet 2.8.2 (Teacher's Resource CD-ROM/Website); CPT: Vocabulary

4 Read and write the words from the list. Make any necessary changes.

breathe	carefully	disaster	escape	shake
strike	survivor	terrible	warning	wildfire

Disasters can happen anywhere and at any time. But for adventurers like National Geographic photographer Jimmy Chin, danger is part of daily life. Jimmy has to be ready to act when things go wrong. In 2008, Jimmy and two friends went on an expedition to Meru, one of the most difficult mountains to climb in the Himalayas. But although they prepared very carefully for the expedition, the weather was terrible. Just 100 m. (328 ft.) from the top of the mountain, they had to turn back. In the same year, Jimmy nearly died after an avalanche struck while he was skiing. Hundreds of tonnes of snow fell without warning. The force of the snow covering his body made it difficult for him to breathe. Avalanches of this size rarely have survivors, and Jimmy was very lucky to escape from the snow. Amazingly, just a few months later, Jimmy and his friends again attempted to climb Meru. This time they were successful!

Jimmy Chin



5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. 095 096

pay attention to	predict	prevent	unexpected

1. predict say that something will happen
2. unexpected sudden and surprising
3. pay attention to notice or observe
4. prevent stop from happening

6 YOU DECIDE Choose an activity.

1. **Work independently.** Make a list of the natural disasters that threaten your area. Think about how to prepare for each one. Share your ideas with the class.
2. **Work in pairs.** Choose a natural disaster. Create a poster to educate people about what to do if this type of disaster strikes.
3. **Work in groups.** Find out about a recent natural disaster. Prepare a short presentation to tell your class what happened.

130 VOCABULARY

Practise 3 4 5

- 3 Put students into pairs. Say *Think about how you would feel if you were involved in a natural disaster. Now read the Activity 3 questions on page 129.* Ask partners to answer the questions. Say *Use the new words you learnt as you discuss your answers with your partner.* Invite pairs to share their answers with the class.
- 4 Tell students to turn to page 130. Choose a student to read aloud the words in the word box. Ask students to choose two words and use them in a sentence. Then ask students to complete Activity 4 independently. Tell students that two of the words in the box will not be used. Ask a student to read aloud the completed paragraph.
- 5 LEARN NEW WORDS Play **Tracks 095** and **096** and tell students to listen. Then ask them to look for each word or phrase in context on pages 128–129. Ask students to pronounce each word or phrase and use it in a sentence. Review word meanings and then ask students to complete Activity 5 independently.

- **Vocabulary strategy** Point out the word *attention* on page 128. Write it on the board and circle *-tion* at the end. Explain that *-tion* can be used to turn a verb, such as *attend*, into a noun. Say *One meaning of the verb attend is 'to watch for'. The word attention means 'the state of watching for something'.* Elicit other words with the ending *-tion*. (caution, communication, cooperation, information, location, prediction, prevention)

Apply 6

- 6 YOU DECIDE Read aloud to the class each of the three options in Activity 6. Say *Choose one of the three activities. You'll work on your own, with a partner or in a group.*

- Ask students to choose and complete one of the three You Decide activities. Put students who choose the second and third activities into pairs and groups. Remind them to take a few moments to silently think about the activity before discussing it with their partner or group members. Suggest to students who choose the first activity that they research newspaper articles about past natural disasters in their area.

- Before students begin their activities, say *Use the new words you learnt in your explanations.* Ask students to complete their chosen activities. Then invite students to share their completed activities with the class.

Extend

- Ask groups to make up scenarios about a person involved in a natural disaster. Students can draw on the information they found in Activity 6 along with information presented by their classmates. Say *Imagine a person hears a warning about a natural disaster that's about to occur. Or imagine that the person is in a place where a natural disaster is occurring. Describe what the person is doing to prepare or how the person is dealing with the disaster.* Model an example. Say *A neighbour heard a hurricane warning. She carefully put food and water in a safe place. She checked to make sure her torches worked and that she had extra batteries.* Ask groups to present their scenarios to the class.

- If time allows, hand out **Worksheet 2.8.2**. Explain that students will use vocabulary words to talk and write about natural disasters. They will also write about the effects of natural disasters.

Consolidate

- Ask students to stand in a circle or at their desks. Say *Imagine you are a TV news reporter talking about a natural disaster. I'll say a word. Then you say a sentence using that word. Remember to speak as a TV news reporter.* Model an example with a student. Say *predict.* Prompt the student to say *Scientists predict that the hurricane will strike within the next 24 hours.* Continue until you have used all of the vocabulary words.

BE THE EXPERT

Vocabulary Strategy

Suffix *-tion* Explain that the ending *-tion* can be used to change a verb to a noun. The meaning of the suffix *-tion* is 'a state or process'. Other nouns with the *-tion* ending include the following:

action
attraction
connection
correction
creation
direction
infection
invention
protection
suggestion

Teaching Tip

Be mindful of the different ways that students learn. Some students learn best when they hear information. Others learn best when they write things down. Still others find that using their bodies by pointing, acting, clapping, singing or walking and talking helps them learn best. Vary activities and use different ways of explaining. A mix of activities gives different learners ways to be involved in the lesson.

Formative Assessment

Can students

- use vocabulary related to natural disasters?

  Ask *What kinds of things can happen during an earthquake?*

- use vocabulary to discuss natural disasters, their effects and ways to prepare for them?

  Ask *What happens during a wildfire? What can people do to prevent wildfires?*

Workbook For additional practice, assign Workbook pages 78–79.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- tell a story.
- show interest.

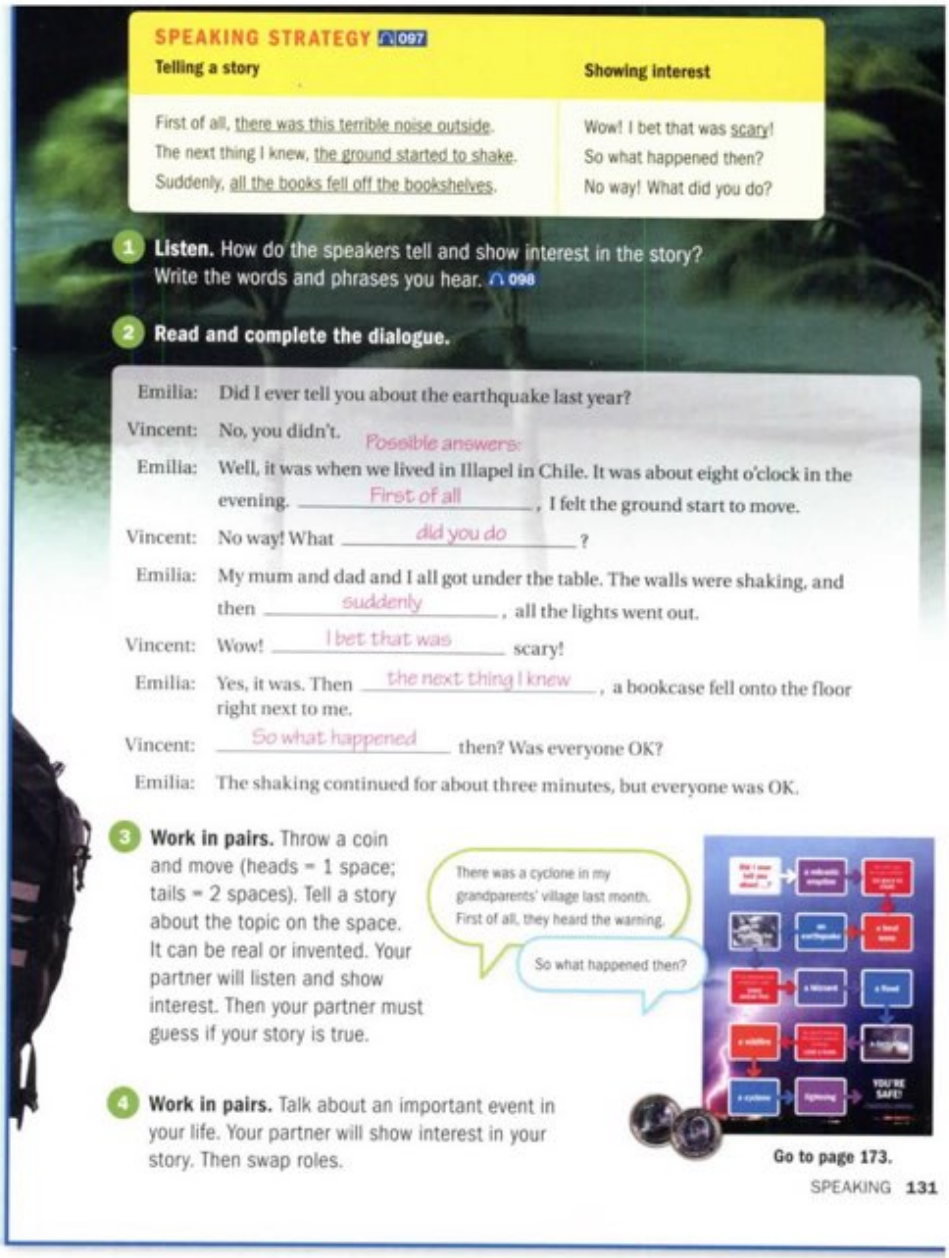
Speaking Strategy Telling a story and showing interest

Academic Language *dialogue, role, show interest, topic*

Content Vocabulary *invented, scary*

Resources Online Workbook; Worksheet 2.8.3 (Teacher's Resource CD-ROM/ Website); Tracks 097–098 (Audio CD/ Website/CPT); CPT: Speaking Strategy

Materials coins for the board game



SPEAKING STRATEGY 097

Telling a story	Showing interest
First of all, there was this terrible noise outside.	Wow! I bet that was scary!
The next thing I knew, the ground started to shake.	So what happened then?
Suddenly, all the books fell off the bookshelves.	No way! What did you do?

1 **Listen.** How do the speakers tell and show interest in the story? Write the words and phrases you hear. 098

2 **Read and complete the dialogue.**

Emilia: Did I ever tell you about the earthquake last year?
Vincent: No, you didn't.
Emilia: Well, it was when we lived in Illapel in Chile. It was about eight o'clock in the evening. ___First of all___, I felt the ground start to move.
Vincent: No way! What ___did you do___?
Emilia: My mum and dad and I all got under the table. The walls were shaking, and then ___suddenly___, all the lights went out.
Vincent: Wow! ___I bet that was___ scary!
Emilia: Yes, it was. Then ___the next thing I knew___, a bookcase fell onto the floor right next to me.
Vincent: ___So what happened___ then? Was everyone OK?
Emilia: The shaking continued for about three minutes, but everyone was OK.

Possible answers:

3 **Work in pairs.** Throw a coin and move (heads = 1 space; tails = 2 spaces). Tell a story about the topic on the space. It can be real or invented. Your partner will listen and show interest. Then your partner must guess if your story is true.

There was a cyclone in my grandparents' village last month. First of all, they heard the warning.

So what happened then?

4 **Work in pairs.** Talk about an important event in your life. Your partner will show interest in your story. Then swap roles.

Go to page 173.

Warm Up

- **Activate prior knowledge** Say *Suppose your friend is telling you about something unusual that happened to him or her.* Ask *What words can he or she use to tell you the order in which things happened?* (Elicit: first, then, next, finally) *What can you say to show that you're paying attention to what she's telling you?* (Really? Wow! You're kidding!)

- Put students into pairs and ask them to act out a situation in which one partner talks about something unusual or unexpected that happened, such as getting caught in a thunderstorm. The second partner responds to show interest. Invite pairs to act out their role plays for the class.

Present 1

- Say *We're going to learn more words and phrases to use when we tell a story about something that happened to us and to show we're interested and paying attention when someone else tells a story.* Tell students to open their books at page 131. Say *We'll listen to one speaker tell a story and another speaker show interest.*

- Play **Track 097**. Ask *What words and phrases do the speakers use to tell a story and to show interest?* List the words and phrases on the board.

- Play **Track 097** again. Then put students into pairs to take turns telling a story and showing interest. Supply additional prompts such as the following:

After that, _____.	That's amazing!
Later (on), _____.	Then what happened?
Finally, _____.	You're kidding!

- 1 Say *Now listen as one speaker talks about being in a typhoon and another speaker shows interest. Listen for the words and phrases they use.* Play **Track 098**. Ask students to share the phrases they heard.

Practise 2

- 2 Once students seem comfortable using the speaking strategy, tell them to complete Activity 2 independently.

- Put students into pairs to read their completed dialogues aloud, taking turns as Emilia and Vicente. After several pairs have read their dialogues, ask *Did you hear different ways to tell a story and show interest? What words and phrases did you say or hear?*

Apply 3 4

- 3 Put students into pairs. Read aloud Activity 3. Tell partners to cut out and use the game board on page 173. Ask two students to model how to play by reading aloud the text in the speech bubbles. Say *In this example, the first student landed on the game space labelled 'a cyclone'. So the student begins to tell a story about a cyclone. The second student responds to show interest.*

- Ask pairs to play the game. Remind students that the stories they tell can be real or made up and that their partner must try to guess which it is. The first partner to reach the space labelled 'You're Safe! Congratulations' is the winner.

- **Connect** Ask students to think about noteworthy things that have happened to them. Brainstorm events and list them on the board.

- 4 Put students into pairs with different partners. Say *Tell your partner about an important event in your life.* Invite several pairs to share their stories and responses with the class.

Extend

- Ask pairs to use the information in Activity 4 on page 130 to tell a story about Jimmy Chin. Say *Choose an event that happened to Jimmy. Talk to your partner about it.* Explain that one partner will tell the story and the other will respond to show interest. Tell students that they can add details about what they think happened and about how they think Jimmy felt. Model an example with a student. Say *The next thing Jimmy knew, tonnes of snow came falling down on top of him.* Prompt the student to respond *Wow! I bet Jimmy was really scared!*

- If time allows, hand out **Worksheet 2.8.3**. Explain that students will use the worksheet to tell and show interest in a story.

Consolidate

- Hold up the game board from page 173. Point to each space on the board and ask a student to say a sentence about that natural disaster. Ask a different student to respond and show interest. For example, point to *a volcanic eruption* and say *(Luca), say a sentence you would use in telling a story about a volcanic eruption.* (Suddenly there was a powerful explosion.) Then invite another student to show interest. (Wow! I bet people were really frightened!)

BE THE EXPERT

Strategy in Depth

Telling stories is one of the most important ways that people communicate with one another. Showing interest by asking questions and making comments are common ways to conduct a conversation in English. Some other ways to tell a story and show interest include the following:

Telling a story

To start off with, ...
Secondly, ...
Unexpectedly, ...
Eventually, ...
It turns out that ...
Initially, ...
Then ...
There I was ...
In short, ...
In the end, ...
To make a long story short, ...

Showing interest

You're joking!
Really?
What happened next?
That must have been ...
You must have felt ...

Teaching Tip

Give students extra practice with an activity by getting them to work with different partners. For example, after students have completed a speaking activity with one partner, ask them to repeat the activity with a new partner. Repetition builds students' skills, improves their familiarity with language and helps them gain confidence.

Formative Assessment

Can students

- tell a story?

  Point to the photo of the trees blowing in hurricane winds on page 131. Say *Think about a story you'd tell about a hurricane. Use a word or phrase you learnt and say a sentence in the story.*

- show interest?

  Say *I'll say a sentence in a story about a wildfire. You respond to show interest.* Point to the picture of the wildfire on pages 128–129 and say *Suddenly the flames were jumping across the road right in front of the vehicle.*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- identify the form, meaning and use of the past simple and the past continuous.
- use the past simple and the past continuous to talk about animal behaviour during natural disasters.
- identify and use words associated with the behaviour of people and animals in a natural disaster or time of trouble.

Grammar Past simple vs. past continuous: Talking about the past

Target Vocabulary *be in trouble, brave, chase, happen*

Academic Language *past simple, past continuous, prompt, summarise*

Content Vocabulary *behaviour, dolphin, elephant, float, nature reserve, roof, shark, tsunami*

Resources Online Workbook/Workbook pages 80–81; Tracks 099–104 (Audio CD/Website/CPT); CPT: Grammar 1

GRAMMAR 099

Past simple vs. past continuous: Talking about the past

What **did** the elephants **do** when they heard the noise? They **didn't make** a sound, but they **turned** around and **ran** away from the water.

Where **were** the birds **going**? They **weren't flying** north. They **were heading** south.

The day before the earthquake **struck**, all the animals in the nature reserve **were making** a lot of noise.

My cat **was trying** to hide when the storm **started**.



Ban's rescue

1 **Read.** Complete the paragraph with the past simple or past continuous forms of the verbs in brackets.

In March 2011, a terrible tsunami struck (strike) Japan. Many people died (die), and many more houses were destroyed. Three weeks after the tsunami, a rescue team was looking for (look for) survivors in the sea. Suddenly they noticed (notice) the roof of a house. It was floating (float) on the water. A small brown dog was sitting (sit) on the roof. The team saved (save) the dog and brought (bring) it back to shore. But they couldn't (can't) find the dog's owner. Just a few days later, the dog's owner was watching (watch) TV when a news report about the dog came on. 'I saw (see) the rescue on the news, and I knew (know) it was my dog, Ban!' she said. Now Ban and her owner are together again.

2 **Work independently.** Listen to the information about animal behaviour before the Indian Ocean tsunami of December 2004. Then write questions about the story. 100

1. What /animals / do / before the tsunami? What were animals doing before the tsunami?
2. What / people / at the park / watch? What were people at the park watching?
3. What / the elephants / do? What did the elephants do?
4. Where / the flamingos / fly? Where were the flamingos flying?
5. What / the buffalo / do? What were the buffalo doing?
6. Where / they / run? Where did they run?

3 **Work in pairs.** Listen again. Then take turns asking and answering the questions from Activity 2. 101

What were the animals doing before the tsunami?

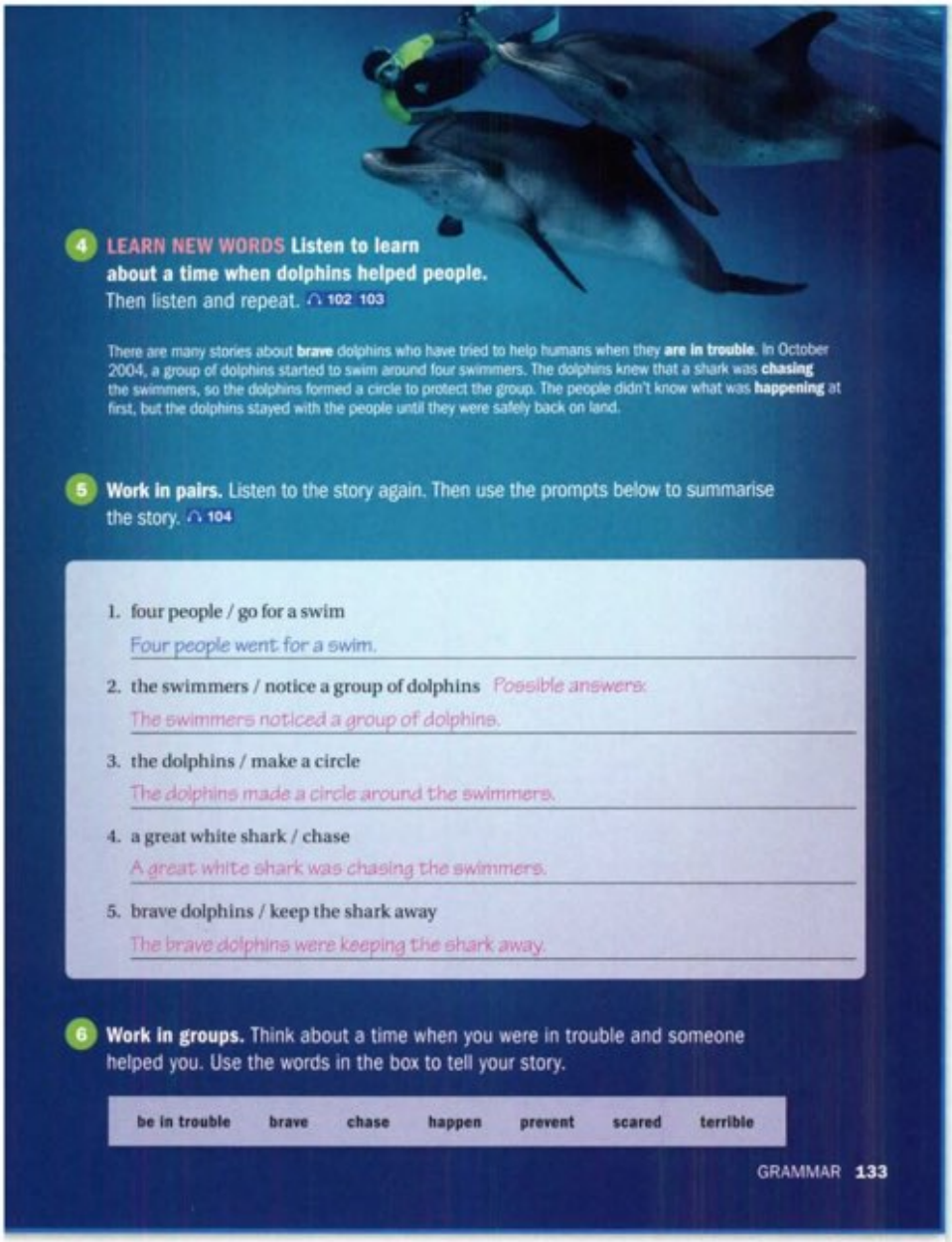
They were acting strangely.

Warm Up

- **Pre-teach** Say *You know how to use the past simple form of verbs to talk about things that happened in the past. There is another verb form you can use to talk about things that happened in the past.* Write the following sentences on the board:

An earthquake struck Pakistan in October 2015.
The ground shook and buildings collapsed during the earthquake.
The ground was shaking and buildings were collapsing during the earthquake.

- Ask *At what time in the past did the earthquake strike Pakistan?* (October 2015) Point to the verbs *struck, shook* and *collapsed* in the first two sentences. Say *You use the past simple forms of the verbs strike, shake and collapse to talk about actions that happened in the past.*



4 LEARN NEW WORDS Listen to learn about a time when dolphins helped people. Then listen and repeat. 102 103

There are many stories about **brave** dolphins who have tried to help humans when they **are in trouble**. In October 2004, a group of dolphins started to swim around four swimmers. The dolphins knew that a shark was **chasing** the swimmers, so the dolphins formed a circle to protect the group. The people didn't know what was **happening** at first, but the dolphins stayed with the people until they were safely back on land.

5 Work in pairs. Listen to the story again. Then use the prompts below to summarise the story. 104

1. four people / go for a swim
   Four people went for a swim.
2. the swimmers / notice a group of dolphins *Possible answers:*
   The swimmers noticed a group of dolphins.
3. the dolphins / make a circle
   The dolphins made a circle around the swimmers.
4. a great white shark / chase
   A great white shark was chasing the swimmers.
5. brave dolphins / keep the shark away
   The brave dolphins were keeping the shark away.

6 Work in groups. Think about a time when you were in trouble and someone helped you. Use the words in the box to tell your story.

be in trouble	brave	chase	happen	prevent	scared	terrible

GRAMMAR **133**

- Ask *When did the ground shake and when did buildings collapse?* (during the earthquake) *Was the time when the ground was shaking and the buildings were collapsing in the past?* (yes) Point to the phrases *was shaking* and *were collapsing* in the last sentence. Say *You can also use these forms of the verbs* shake *and* collapse *to talk about actions that happened in the past.*

Present

- Tell students to open their books at pages 132–133. Point out the grammar box at the top of page 132. Ask a student to read aloud the grammar point. Say *You know that you can talk about the past using the past simple. Now you'll also learn to talk about the past using the past continuous.*

BE THE EXPERT

Grammar in Depth

The past continuous is used to talk about an action that was already in progress at the time another action began or took place. The past simple is used to talk about that second action.

past continuous:
Jimmy Chin was skiing.
past simple:
An avalanche struck.

The words *when* and *while* are often used to connect the two actions.

Jimmy Chin was skiing when an avalanche struck.
While Jimmy Chin was skiing, an avalanche struck.

About the Photo

The photo on page 132 shows Ban, a 2-year-old mixed-breed dog, shortly after being rescued by members of the Japanese coastguard in 2011. A helicopter crew first noticed the dog afloat on the sea. Terrified by the noise of the propellers, the dog hid under the roof of the house it was floating on. Rescuers tried to coax the dog from beneath the roof but had no luck. When the helicopter ran low on fuel, a coastguard boat stepped in and was able to complete the rescue.

Related Words

glove, net



- Say *Listen to the sentences.* Play **Track 099** and tell students to read along. Then write the following on the board:

past simple	past continuous
add *-ed* or use irregular past form	past tense of verb *be* + present participle of verb

- Read aloud the first question and its answer in the box on page 132. Say *The question and answer both use the past simple to talk about actions that happened in the past. The past simple forms of verbs are used:* did do, didn't make, turned *and* ran.
- Read aloud the second question and its answer in the grammar box. Say *Both of these sentences use the past continuous to talk about actions that happened in the past:* were going, weren't flying *and* were heading. Write on the board the past tense forms of the verb *be: was* and *were*. Say *You form the past continuous by using the past tense of the verb* be *and the* -ing *form of a verb.*
- Say *You can also use the past continuous to talk about an action that was happening at a particular time in the past.* Read the next sentence in the box. Say *The action is that animals were making a lot of noise. The particular time is the day before the earthquake struck. Notice that the verb* struck *is the past simple form.*
- Say *Another way you can use the past continuous is to talk about an action that was happening at the same time as another action.* Read the last sentence in the box. Say *The action that was happening was that the cat was trying to hide. This action was happening at the same time as another action. The other action was that the storm started.* Point out that *started* is the past simple form.

Practise 1 2 3

- 1 Direct students' attention to Activity 1. Explain that a *tsunami* is an extremely large ocean wave, usually caused by an earthquake. Say *Read the text. Decide whether the past simple form or past continuous form should be used. Write the correct form of the verb in brackets.* When students have finished, invite a student to read aloud the completed paragraph.
- 2 Say *You're going to listen to information about the way animals were behaving just before a tsunami struck Southeast Asia in December 2004. You'll hear sentences that use the past simple and the past continuous.* Play **Track 100** once and tell students to listen carefully.
- Say *Now listen again. Then write questions about what you heard. Use the past simple and past continuous in your questions.* Model an example. Read the phrases in item 1. Then play the first two sentences of **Track 100**. Say *I heard the past continuous form used to tell us what animals were doing. So I'll write the question* What were animals doing before the tsunami?
- Play **Track 100** again. Ask students to complete the activity. If necessary, pause the track periodically to allow students time to write. When students have finished, invite several students to share their questions with the class.
- 3 Put students into pairs. Say *You're going to listen again to the information about how animals behaved before the tsunami. After you listen, use the questions you wrote in Activity 2 to ask and answer questions with your partner.* Ask two students to read the dialogue in the speech bubbles to model an example. Play **Track 101** and tell partners to ask and answer questions. Invite pairs to share their questions and answers with the class.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Tell students to open their books at page 133. Say *You've learnt about animal behaviour during a natural disaster. Now you're going to learn new words to talk about how animals and people behave when they're in danger.* Direct students' attention to the photo and caption in Activity 4. Ask a student to read aloud the caption. Say *Now you'll hear more about how the dolphins helped the swimmers.* Play **Track 102** and tell students to listen.

- Point out the bold words in the caption. Say *You heard some new words. Let's listen to these words in sentences.* Play **Track 103**. Ask students to repeat each word alone and in a sentence.

- 5 Put students into pairs. Say *Listen to the story of the dolphins and the swimmers again. Then summarise the story. Use the phrases in Activity 5 to write sentences. Use the past simple and past continuous forms in your sentences.* Model an example. Read the phrases in item 1. Then play the first sentence on **Track 104**. Say *I heard that four people went for a swim, so I'll write that sentence.* Play the rest of **Track 104**. Tell partners to complete the activity. Invite several pairs to share their sentences with the class. Discuss usage of the past simple and past continuous.

- 6 Put students into groups of three. Ask a student to read aloud the words in the box. Say *In your group, talk about a time you were in trouble. Use the words in the box and the past simple and past continuous in your discussions.* Monitor group discussions. Invite several students to share their stories with the class.

Extend

- Put students into pairs. Write the following situations on the board: *something you were doing yesterday afternoon, something you did on a holiday, something you were doing when you were interrupted* and *something you were doing at the same time something else happened.* Say *Choose a situation on the board. Talk to your partner about it.* Explain that students should use the past simple and the past continuous in their discussions.

- Model an example. Say *Yesterday afternoon, I was walking my dog. I heard someone call my name. My friend and her dog were running to catch up with us.* Ask partners to take turns describing their situations. Invite several students to share their stories with the class.

Consolidate

- Write phrases such as those shown below on the board. Ask students to complete the sentence frames with a phrase that uses the past continuous form of a verb.

Before the tsunami struck, _____.

After the rescuers found Ban the dog, _____.

When the swimmers saw dolphins near them, _____.

When the thunderstorm began, _____.

BE THE EXPERT

Teaching Tip

Remind students that everyone makes mistakes. Explain that making mistakes is a typical part of the learning process. When students make mistakes, allow a few moments for them to correct themselves on their own. Guide students to make a correction by beginning with an encouraging phrase such as *You're on the right track* or *Good try.*

Formative Assessment

Can students

- identify the form, meaning and use of the past simple and the past continuous?

  Ask students to identify which sentence is in the past simple and which is in the past continuous.

  A tsunami struck Japan in March 2011.

  A great white shark was chasing swimmers in New Zealand.

- use the past simple and the past continuous to talk about animal behaviour during natural disasters?

  Ask *What did elephants in Sri Lanka do before the Indian Ocean tsunami in 2004?*

  What were flamingos in India doing before the tsunami?

- use words associated with the behaviour of people and animals in a natural disaster or time of trouble?

  Ask students to use *be in trouble, brave, chase* or *happen* in a sentence about how people or animals behave in a natural disaster or time of trouble.

Workbook For additional practice, assign Workbook pages 80–81.

Online Workbook Grammar 1

READING

Objectives

Students will

- read about and discuss Jimmy Chin's experience during a natural disaster.
- read about and discuss how a survivor is affected by an experience with a disaster.
- identify and learn new words in the reading.
- visualise events in a text.

Reading Strategy Visualise

Vocabulary Strategy Using a thesaurus: Synonyms

Target Vocabulary *eventually, scream, sense, terrified*

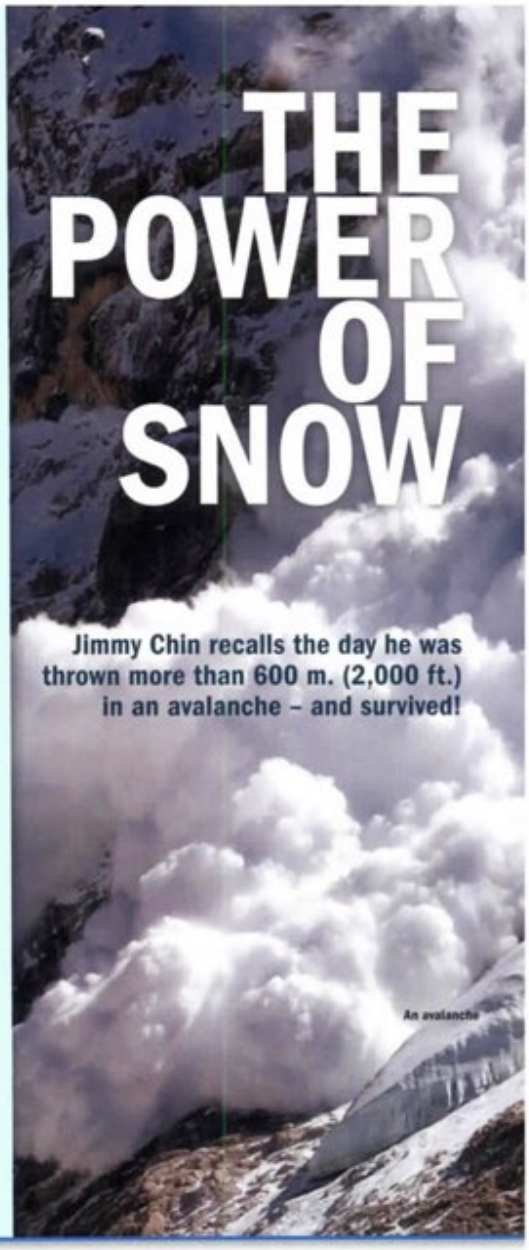
Academic Language *synonym, thesaurus, visualise*

Content Vocabulary *avalanche, dead, debris, descend, destroy, film, force, gift, massive, mountain range, narrow, pause, peak, pop out of, snowboarder, snowpack, steep, tonne, valley, wisely*

Pronunciation Sentence stress

Resources Online Workbook/Workbook pages 82–83; Tracks 105–106, 129–130 (Audio CD/Website/CPT); Worksheet 2.8.4 (Teacher's Resource CD-ROM/Website); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); CPT: Reading and Pronunciation

Materials print or online thesaurus



1 BEFORE YOU READ **Discuss in pairs.** Based on the title and the photo, what do you think the reading is about?

2 LEARN NEW WORDS **Find these words in the text.** Can you think of a synonym for each word? Use a thesaurus to help. Then listen and repeat. 105

eventually	scream
sense	terrified

3 WHILE YOU READ **Try to visualise, or see a picture in your mind, the events Jimmy describes.** 106

4 AFTER YOU READ **Work in pairs to answer these questions.**

1. Which sport has Jimmy been doing longer – climbing or skiing?
2. What were Jeremy and Xavier doing while Jimmy was skiing down the mountain?
3. Why did Jimmy turn around to see the avalanche?
4. What images does Jimmy use to show the power and the weight of the snow?
5. How did Xavier and Jeremy feel when they found Jimmy alive at the bottom of the valley?
6. What does Jimmy think is important in life?

5 **Work in pairs.** Draw four very simple pictures to show what happened to Jimmy.

134 READING

Warm Up

- **Activate prior knowledge** Elicit different kinds of natural disasters and write a list on the board: *avalanche, blizzard, cyclone, earthquake, flood, heat wave, hurricane, lightning storm, typhoon, volcanic eruption* and *wildfire*. Say *We've talked about some of these kinds of natural disasters before.* Ask *Have you ever experienced a natural disaster? Has anyone you know been involved in a natural disaster?* Ask students to describe disaster situations they or people they know have experienced. If students have no personal knowledge, encourage them to share stories they've read or videos they've seen about people involved in disasters.

- On the board, write the word *emotions* and draw a circle around it. Ask *How do you imagine people feel during a natural disaster? What emotions do people have?* Use the words students suggest to build a word web.



From a young age, I've had a really deep connection with being outside. I've been skiing since I was eight or nine years old, and I've been climbing since I was in college.

I've been on expeditions in China, Pakistan, Nepal, India, Tanzania, Chad, Mali, South Africa, Borneo and Argentina, among other places. But it was in my home country, the USA, that I came closest to death.

It was 1st April 2011. I was filming and skiing in the Tetons, a mountain range in Wyoming. I was with my friends Jeremy Jones and Xavier de la Rue, both experienced snowboarders. That day, we had finished going down a steep, narrow track called 'The Sliver', and we were descending another peak. I was the last person to ski. Jeremy and Xavier were watching me from a safe area. Suddenly, I heard someone scream. I turned around and saw the whole mountain start to move behind me. It was a massive avalanche. The kind of avalanche that destroys trees, cars, buses, even houses. Tens of thousands of tonnes of snow were coming straight down the mountain behind me. I felt the snow push me forwards, hundreds of metres, and then cover me. It was so heavy that I couldn't breathe. And then it pushed me forwards again and up, out of the snowpack. I looked around, and for a few seconds I actually stopped being terrified. I had a moment to pause and to look at the power of the avalanche. Imagine snow, the same weight as a thousand aeroplanes, falling like an ocean all around you. You don't ever sense that kind of power.

I looked down into the bottom of the valley. I could see trees that were 30 m. (98 ft.) tall, but they looked tiny to me because I was so far away. 'OK, I'm going all the way to the bottom!' I thought. Then the snow pushed me again down the mountain another 450 m. (1,500 ft.) I thought the force of the snow would destroy me, it was so powerful. But eventually, I felt the avalanche slow down and I just popped right out of the snow at the bottom of the valley.

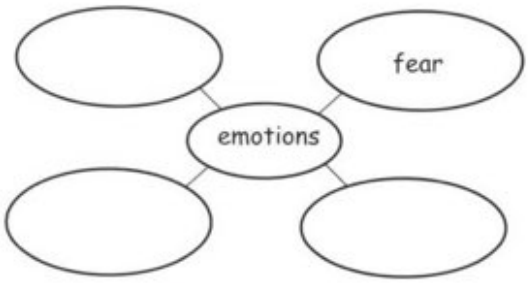
It took Jeremy and Xavier about 20 minutes to reach me. There was a pile of debris across the bottom of the mountain 300 m. (1,000 ft.) wide. They were certain that I was dead. They couldn't believe it when they saw me. I was so lucky.

Has the experience changed me? Do I think about life differently? I don't know, maybe. But I do know that it's important to live your life with meaning. Life is a gift, so use it wisely.

6 **Discuss in groups.**

1. What is the scariest experience that you have ever had? How did it change you?
2. Should people practise dangerous sports? Why or why not? What are they risking for themselves? What effect might it have on others?
3. Make a list of five very dangerous sports and activities, and put them in order from the most to the least dangerous. Explain your order.

READING 135



Before You Read 1 2

- 1 Tell students to open their books at pages 134–135. Put students into pairs. Read aloud Activity 1. Say *With your partner, look at the title and the photo. Use them to discuss what you think the reading will be about.* When students are ready, ask partners to share their predictions with the class.

BE THE EXPERT

Reading Strategy

Visualise Students create a mental picture in their minds when they visualise what they read in a text. Students can use all five senses to visualise: sight, sound, touch, smell and taste. An effective way to help students form mental images is to have them underline or circle descriptive words in a text. Visualising helps students see and feel the experience they read about in a text.

Vocabulary Strategy

Using a thesaurus: Synonyms A thesaurus is a reference text that lists synonyms (and antonyms) for words and usually also describes the relationships between the words. Knowing synonyms is important because it helps students differentiate shades of meaning and subtle differences among words. Students can express their spoken or written ideas more precisely by identifying synonyms that help them use just the right word.

Pronunciation in Depth

Go to Student's Book page 147. Use Audio Tracks 129–130.

Sentence stress Word stress in sentences is very important for students to be aware of. Not only do words themselves have stress, but certain words in sentences are pronounced more fully than others. Content words, or the words that carry the most meaningful information in the sentence, are usually stressed. Function words are not. Here are a few points to help students understand stress in sentences:

- The stressed syllable of a content word with two or more syllables is emphasised (not the whole word).
- In the case of (one- or two-word) compound words, the first word usually receives the stress, so the second would not be emphasised (e.g. **earth**quake).
- Often students learn that *-ly* indicates an adverb, but other types of adverbs include quantifiers (*much, many*) and intensifiers (*very, really*). These words are usually stressed.
- Negative forms are usually stressed.



- 2 **LEARN NEW WORDS** Say *You're going to learn new words in the reading. Look at the words in the box in Activity 2. Now let's find them in the reading.* Point to *eventually* near the end of the fourth paragraph. Say *Here's the word* eventually. Read the sentence aloud. Say *Let's try to think of another word to substitute for* eventually. *We need to read the rest of the paragraph to better understand what* eventually *means.* Read aloud the entire paragraph. Ask *What other word or phrase that has a similar meaning could you substitute for* eventually? (at last, finally)

- **Vocabulary strategy** Say *You can use a thesaurus to help you find a synonym for a word. Synonyms are words with similar meanings.* Write *eventually* and *at last* on the board. If time allows, model using a thesaurus to find additional synonyms such as *in the end, ultimately* and *sooner or later.* Write them on the board. Say *These are synonyms. Now let's think of synonyms for the other new words.* Help students find *scream, sense* and *terrified* in the third paragraph. Ask students first to try to come up with a synonym for each word on their own and then use a thesaurus. Discuss the synonyms students find and any slightly different shades of meaning in the words.

- Next, tell students to listen to **Track 105** and repeat.

While You Read 3

- 3 Say *Now we're going to read about a scary experience photographer Jimmy Chin had while he was skiing. Listen and read.* Play **Track 106** and tell students to read along.

- Say *Now listen and read again. As you read, create pictures in your mind of what happens to Jimmy Chin in the story.* Play **Track 106** again or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs. Ask partners to read and answer the questions. Tell them to compare their answers with another pair. Then review answers as a class.

- 5 Ask students to work with different partners. Say *You created pictures in your mind of what happened to Jimmy Chin while you were reading the story. Now make four different drawings that show the pictures you made in your mind.* Tell partners to complete Activity 5. Invite pairs to share their pictures with the class. Ask them to point out words in the reading that helped them create the pictures.

- 6 Ask students to form groups of three or four to answer the questions in Activity 6. Ask one student in each group to act as secretary and note information from the discussion.

Group	Scariest experience/how it changed you	Should people practise dangerous sports?		Order dangerous sports/ activities
		Risk for themselves	Effect on others	
A	chased by a big dog / learnt to respect animals got lost on hike / learnt to be better prepared climbed tall tower / got over fear of heights	may be killed may be seriously injured	prevent others from doing the sport encourage others to try the sport	most to least dangerous: skydiving ice climbing hang gliding bungee jumping whitewater rafting
B				
C				

- When discussions have finished, say *Now let's list what you've discussed.* Draw a table on the board like the one shown below. Include a row for each group.

- Ask group secretaries to report the information from their discussions. As they do, complete the table for each group. Make observations about the information in the table. For example, say *Students in Group A think skydiving is the most dangerous sport, followed by ice climbing, hang gliding, bungee jumping and whitewater rafting.* Ask *Do you agree with this order? Why or why not?* Invite students to make additional observations about the information in the table and say whether they agree with the information. Encourage students to explain their reasoning.

Extend

- Ask students to research another person who survived a disaster in a dangerous sport or activity. Say *Find out about someone who did a dangerous activity and survived a disastrous experience.* Tell students to identify the person, the risks in doing the activity, the disaster that occurred and how the person survived. Say *Prepare a short presentation about what you find. Use descriptive words that clearly explain what happened and that help your audience visualise the person's experience.* Invite students to present their findings to the class.

- If time allows, you may want to hand out **Worksheet 2.8.4** in class. Hand out a copy to each student. Say *You'll use the new words on page 134 to answer questions. Then you'll create new words on your own by using what you know about word parts.* Tell students to complete the worksheet individually. Let students use a dictionary to check their answers to Activity 4.

Consolidate

- Write the following vocabulary words from the unit on the board: *be in trouble, brave, breathe, carefully, chase, collapse, disaster, escape, eventually, happen, pay attention to, predict, prevent, scream, sense, shake, strike, survivor, terrible, terrified, unexpected* and *warning.*

- Say *Imagine you were caught in an avalanche like the one Jimmy Chin experienced. Write three or four sentences to say what happened and how you escaped safely. Use some of the words on the board in your descriptions.* Give students time to write their sentences. Then invite several students to share their descriptions with the class.

BE THE EXPERT

Teaching Tip

Help students manage their time more effectively by letting them know in advance the amount of time you expect an activity to take. Whether they work on their own, with a partner or in a group, tell students how much time is available to complete the task.

Answer Key

Comprehension 4

1. skiing
2. They were watching from a safe area.
3. because he heard someone scream
4. He compares the falling snow to the weight of a thousand aeroplanes and to an ocean all around you.
5. They were very surprised – they didn't expect to find him alive.
6. to live life with meaning and use it wisely

Formative Assessment

Can students

- discuss Jimmy Chin's experience during a natural disaster?

  Ask *How did Jimmy Chin feel during the avalanche when the heavy snow was pushing him forward and covering him?*
- discuss how a survivor is affected by an experience with a disaster?

  Ask *How does Jimmy Chin think differently about life after his experience in the avalanche?*
- use new words to discuss what they've read about Jimmy Chin's experience?

  Ask students to use *eventually, scream, sense* or *terrified* in a sentence about Jimmy Chin's experience.
- visualise events in a text?

  Ask students to review the reading on pages 128–129 and visualise the natural disasters mentioned. Then ask them to draw simple pictures of each one.

Workbook For additional practice, assign Workbook pages 82–83.

Online Workbook Reading

VIDEO

Objectives
Students will
- discuss the volcanic eruption in Pompeii and how it affected people's lives.
- apply the message of the video to their personal lives.

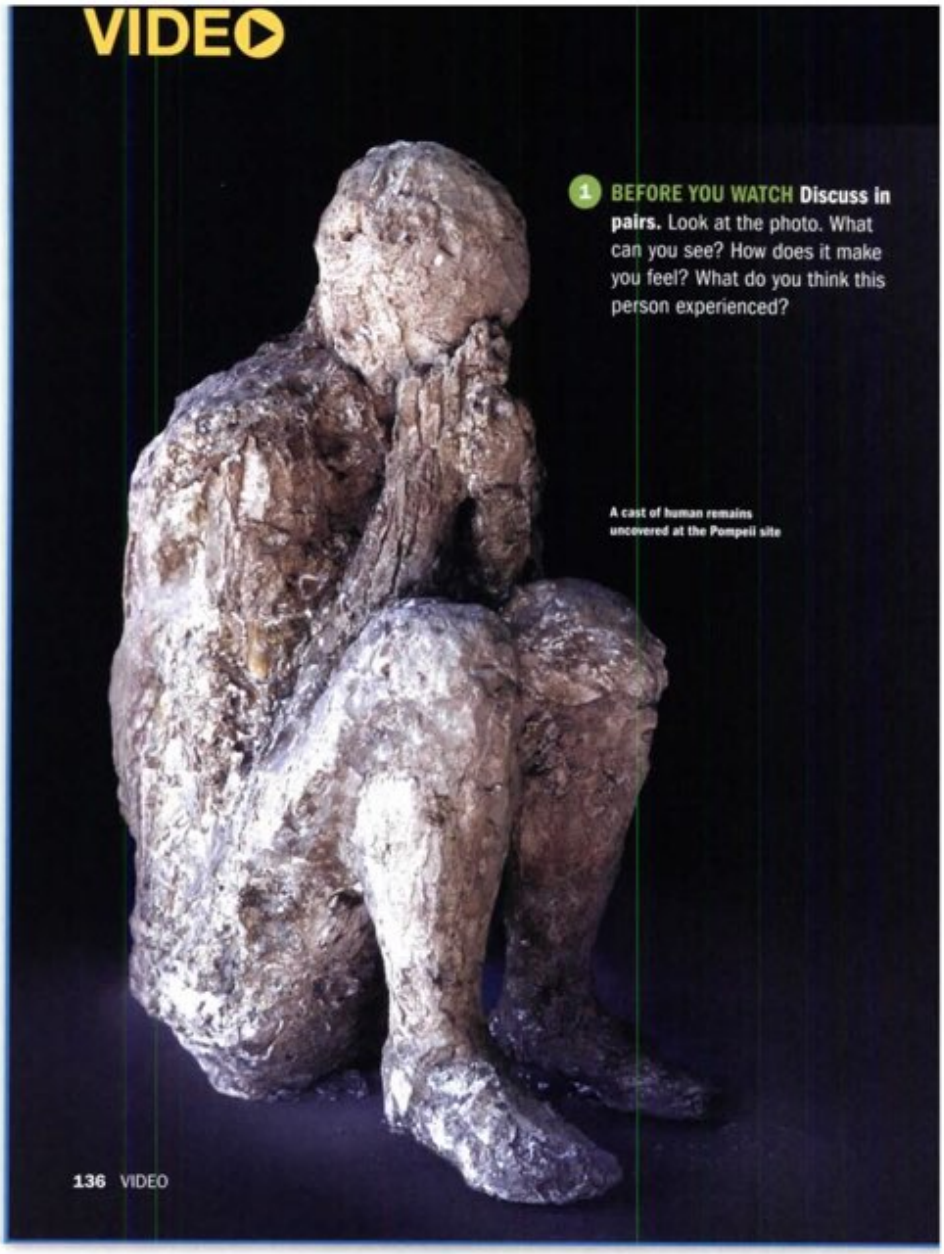
Academic Language *interview, diary entry, narrator, role-play*

Content Vocabulary *cast, erupt, eruption, invent, overdue*

Resources Video scene 8.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Answer Key 4

1. because he wanted to look at the cloud coming from Mount Vesuvius
2. because he wanted to finish his homework
3. a black cloud spreading over the earth
4. He died.
5. 20,000; three and a half million
6. every 2,000 years



Before You Watch 1 2

- Ask students to think about a time when they were sad, scared or frightened. Say *What was the position of your body? Think about the way you held your head, your arms and your legs.*
- 1 Put students into pairs. Tell them to open their books at pages 136–137. Ask a student to read aloud the photo caption. Read aloud Activity 1. Say *Answer the questions with your partner. Think about the position of the person's body and what it tells you about how the person was feeling.* When students have finished, if time allows, invite pairs to share their answers with the class.
- 2 Tell students to work with their same partners. Read aloud Activity 2. Say *Think about what you know about the city of Pompeii. You may have heard about a famous natural disaster that happened there a long time ago. Talk to your partner about what you think the video will be about.* After partners have finished, invite several students to share their predictions with the class.

While You Watch 3

- 3 Tell students to read Activity 3. Say *Now you're going to watch the video. While you watch, think about whether you and your partner's answers to the questions in Activity 2 were correct.*
- Ask students to make notes in their notebooks as they watch the video. Say *You can use your notes to help you answer the questions in the next activity.* Play **Video scene 8.1**. If students have difficulty following the video, pause the video and allow them to ask questions.

2 **Work in pairs.** You're going to watch a video called *A Day in Pompeii*. Predict what the video will be about. Where is Pompeii? What famous natural disaster happened there?

3 **WHILE YOU WATCH** **Check your answers from Activity 2.** Were they correct? What did you already know about Pompeii? Watch scene 8.1.

4 **AFTER YOU WATCH** **Work in pairs to answer the questions.**

1. Why did Pliny's uncle take his boat to Pompeii?
2. Why didn't Pliny go with his uncle?
3. What could Pliny see the next morning?
4. What happened to Pliny's uncle?
5. How many people lived in Pompeii in 79 CE? How many people live in this area today?
6. According to experts, how often do these kinds of eruptions happen?

5 **Work in pairs.** In the final line of the video, the narrator says, 'The next one is overdue.' What does she mean? Why do you think people still live in the area around Mt. Vesuvius? Would you want to live there? Why or why not?

6 **Work in pairs.** Look again at the photo. With your partner, invent the story of this person's life. Say what he/she was doing when the volcano erupted. Share your story with the class.

7 **YOU DECIDE** **Choose an activity.**

1. **Work independently.** Find out about another famous volcanic eruption. Write a paragraph to describe what happened.
2. **Work in pairs.** Role-play an interview between Pliny the Younger and a reporter who wants to know what happened at Pompeii.
3. **Work in groups.** Imagine that you were living near Pompeii on the day of the eruption. Write a diary entry about what happened.

BE THE EXPERT

Teaching Tip

Play the video without sound. Tell pairs to take turns describing what they see happening on the screen without making any additional comments. Then play the video again with sound. Ask partners to identify any information they left out of their descriptions. Finally, play the video once more without sound and ask students to comment on the images they see.

Formative Assessment

Can students

- discuss the volcanic eruption in Pompeii and how it affected people's lives as a result of watching the video?

  Ask *What happened to the 20,000 people who lived in Pompeii when Mount Vesuvius erupted?*

Online Workbook Video

After You Watch 4 5 6 7

- **4** Put students into pairs with different partners. Ask them to review their notes and then answer the questions in Activity 4. Say *Work with your partner to answer the questions.* Review answers as a class.
- **5** Tell students to work with their same partners. Read aloud Activity 5. Say *Something that is due is expected at a certain time. What do you think overdue means?* (later than expected) Ask partners to discuss answers to the questions. Invite pairs to share their ideas with the class.
- **6** Put students into pairs with different partners. Read aloud Activity 6. Say *Think about what you learnt in the video about the volcanic eruption in Pompeii.* Ask *What do you think an ordinary person was doing at the time? Talk about your ideas with your partner.* Ask pairs to invent stories and share them with the class.
- **7** YOU DECIDE Ask students to choose an activity. If students choose to write a paragraph, remind them to use descriptive language to help readers visualise what happened during the volcanic eruption.
- If partners choose to role-play an interview, review the five *W* questions used in reporting: *who, what, when, where* and *why*. Explain that students can also ask questions that begin with *how*.
- If students choose to write a group diary entry, remind them to list events in chronological order and to include descriptions of the writer's personal feelings and the variety of emotions the writer may have experienced on the day of the volcanic eruption.

GRAMMAR 2

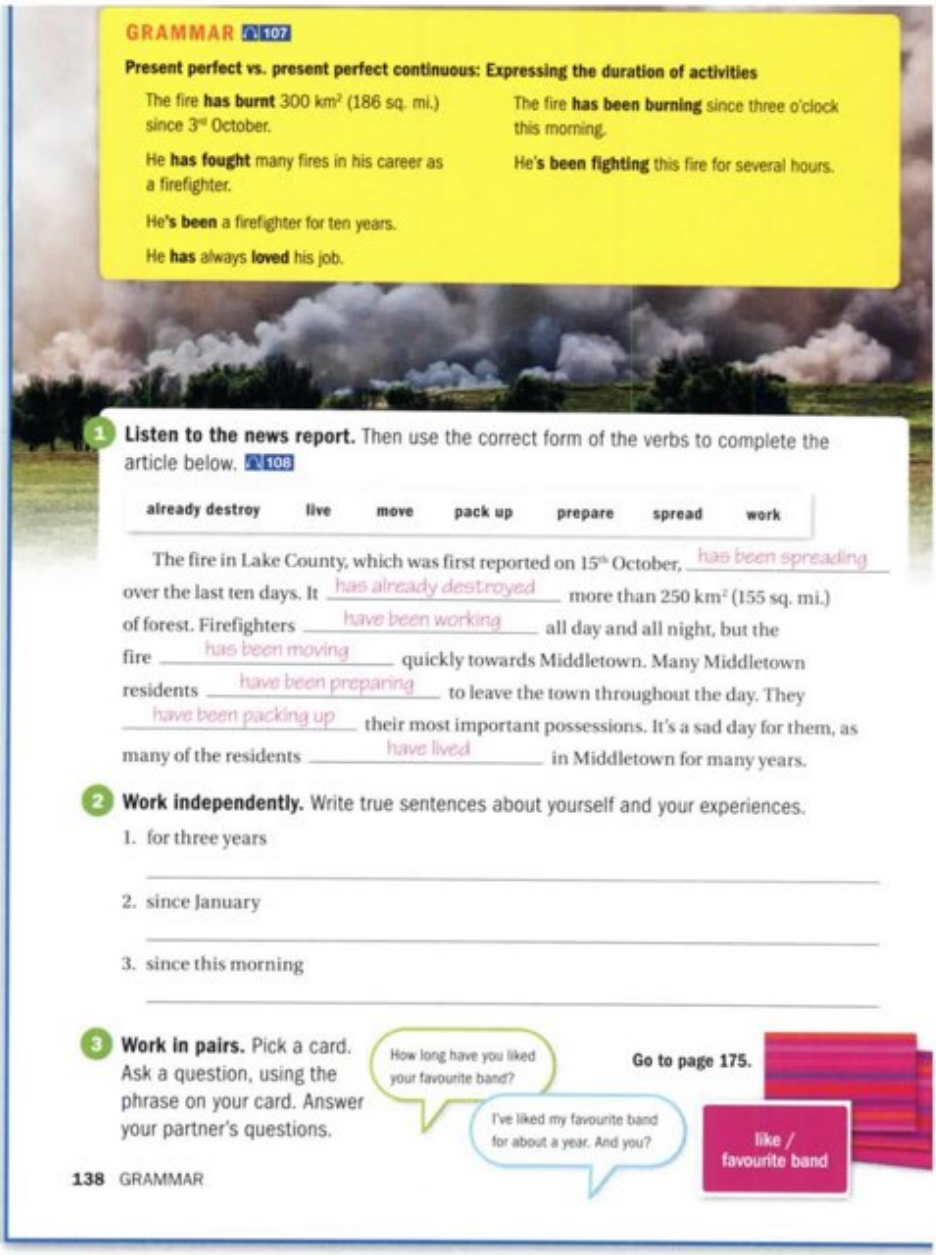
Objective
Students will
- use the present perfect and the present perfect continuous to talk about the duration of activities.

Grammar Present perfect vs. present perfect continuous: Expressing the duration of activities

Academic Language *article, duration, news report, phrase, present perfect, present perfect continuous, verb*

Content Vocabulary *career, fight, firefighter, possession, several*

Resources Online Workbook/Workbook pages 84–85; Worksheet 2.8.5 (Teacher's Resource CD-ROM/ Website); Tracks 107–108 (Audio CD/ Website/CPT); CPT: Grammar 2



GRAMMAR 107

Present perfect vs. present perfect continuous: Expressing the duration of activities

The fire **has burnt** 300 km² (186 sq. mi.) since 3rd October.

He **has fought** many fires in his career as a firefighter.

He's **been** a firefighter for ten years.

He **has** always **loved** his job.

The fire **has been burning** since three o'clock this morning.

He's **been fighting** this fire for several hours.

1 **Listen to the news report.** Then use the correct form of the verbs to complete the article below. 108

already destroy | live | move | pack up | prepare | spread | work

The fire in Lake County, which was first reported on 15th October, has been spreading over the last ten days. It has already destroyed more than 250 km² (155 sq. mi.) of forest. Firefighters have been working all day and all night, but the fire has been moving quickly towards Middletown. Many Middletown residents have been preparing to leave the town throughout the day. They have been packing up their most important possessions. It's a sad day for them, as many of the residents have lived in Middletown for many years.

2 **Work independently.** Write true sentences about yourself and your experiences.

1. for three years

2. since January

3. since this morning

3 **Work in pairs.** Pick a card. Ask a question, using the phrase on your card. Answer your partner's questions.

How long have you liked your favourite band?

I've liked my favourite band for about a year. And you?

like / favourite band

Go to page 175.

Warm Up

- **Recycle** Say *You've learnt to use the present perfect to talk about actions that happened in the past.* Write the following sentence on the board: *The size of the wildfire has increased since last week.* Ask *What is the present perfect form of the verb?* (has increased) Ask *Does the sentence tell us the time period when the size of the wildfire increased?* (yes) *When?* (since last week) Say *Remember that you can use the present perfect to describe an action that happened in the past and continues in the present.*

- Review how the present perfect is formed: the verb *have* plus the past participle of the main verb. Then write verbs such as the following on the board and ask students to give their present perfect forms: *collapse* (has/have collapsed), *die* (has/have died), *strike* (has/have struck), *take* (has/have taken) and *warn* (has/have warned). Leave the verbs on the board for the Present activity.

Present

- Tell students to open their books at page 138. Say *Now you're going to learn about using the present perfect continuous to talk about an action that began in the past and is still continuing now.*

- Play **Track 107**. Point out that the sentences on the left side of the grammar box use the present perfect and the ones on the right use the present perfect continuous.

- Write the following on the board:

present perfect of *be*	+ present participle
has/have been	+ (*-ing*) form of verb

- Ask students to practise using the present perfect continuous form of the verbs from the Warm Up activity to make original sentences.

Practise 1

- 1 Tell students to read Activity 1. Say *You're going to listen to a news report. Then you'll use the verbs in the box to complete the article about the news report. Decide whether to use the present perfect or present perfect continuous form of the verbs.*

- Play **Track 108**. Then tell students to complete the article. When students have finished, invite a student to read the completed article. Discuss any incorrect verb usage and why it is incorrect.

Apply 2 3

- 2 Tell students to read Activity 2. Say *For each item, write a sentence about yourself that includes the phrase shown. Use the present perfect or present perfect continuous in your sentence.* After students have completed the activity, invite several students to share their sentences with the class.

- 3 Put students into pairs. Ask them to cut out the cards on page 175 and place them facedown in a pile. Say *Play a game with your partner. Pick a card. Ask a question using the words and phrases on the card. Your partner will answer. Take turns.* Ask two students to read aloud the text in the speech bubbles to model how to play the game. Explain that the student responding should also then ask the first student to respond to the question. Say *Use the present perfect or the present perfect continuous in your questions and answers.* Then tell partners to play the game.

Extend

- Write the following on the board:

earthquake	pay attention to	few weeks
people	spread	last year
wildfire	strike	yesterday

- Say *Use words and phrases from each column. Write sentences with the present perfect or the present perfect continuous.* Model an example of each. Say *No earthquakes have struck the area since last year. People have been paying attention to the warnings for the past few weeks.* Explain that students should try to write as many different sentences as they can. Set a time limit. Invite students to share their sentences with the class.

- To continue, hand out **Worksheet 2.8.5**.

Consolidate

- Ask students to complete the following sentences using the present perfect and the present perfect continuous: *TV news reports _____ (transmit) the storm warnings for two days. The survivors _____ (stay) in shelters since the hurricane struck.*

BE THE EXPERT

Grammar in Depth

The present perfect continuous is formed with the present perfect form of the verb *be (has/have been)* + the present participle of the main verb *(-ing)*.

> *He's (He has) been helping the survivors since the disaster occurred.*
> *I've (I have) been paying attention to the weather report for the last few days.*

Both the present perfect and the present perfect continuous are used to talk about actions that began in the past and continue in the present. The present perfect continuous focuses on a continuous activity. It is commonly used with *for* and *since*.

> *The strength of the storm has increased **since** yesterday.*
> *The strength of the storm has been increasing **for** the past two days.*

The present perfect continuous is not used with verbs that describe states, such as *be, love* and *know*.

Formative Assessment

Can students

- use the present perfect and the present perfect continuous to talk about the duration of activities?

  Ask students to use groups of words such as the following in sentences that use the present perfect and the present perfect continuous to talk about the duration of activities: *number of wildfires / decrease / the past ten years* and *rescuers / look for / survivors / last week.*

Workbook For additional practice, assign Workbook pages 84–85.

Online Workbook Grammar 2

WRITING

Objectives

Students will

- recognise that a narrative essay tells a story.
- identify the message of a narrative essay in its concluding paragraph.
- analyse a model of a narrative essay.
- write a narrative essay about a survival story.

Writing Narrative essay

Academic Language *concluding paragraph, narrative essay*

Content Vocabulary *canyon, cut off, helicopter, hospital, knife, mistake, narrow, trap*

Resources Online Workbook/Workbook page 86; Process Writing Worksheets 1–5 (Teacher's Resource CD-ROM/ Website); CPT: Writing

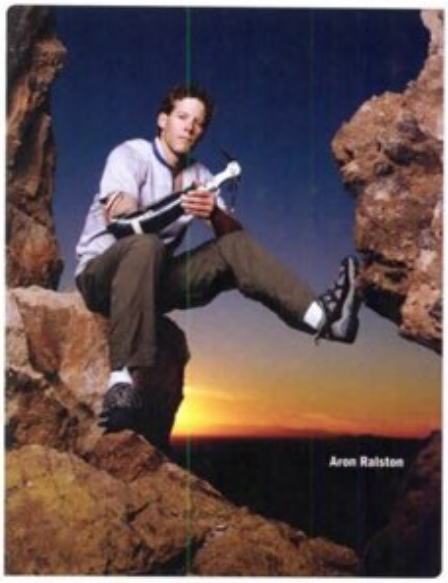
WRITING

When we write a narrative essay, we tell a story. In the final paragraph, we need to say why the story is important. This concluding paragraph should explain the message of the story.

1 **Read the model.** Work in pairs to identify the message of the story.

Aron Ralston is a very experienced climber and hiker. He has been climbing, skiing and hiking since he was a young boy. But even experienced climbers can make mistakes. The mistake Aron made on 26th April 2003, nearly cost him his life.

Aron was hiking through Utah's Bluejohn Canyon when he fell down a narrow canyon. His right arm got trapped behind a rock. He tried to escape, but the rock was too big and too heavy. Aron was stuck in the canyon for five and a half days. He was hungry, thirsty and very tired. He wanted to cut off his arm because that was the only way to escape. On his sixth day in the canyon, he managed to break his arm and then cut it off with the small knife he had. He hiked out of the canyon and finally saw other people. They called the emergency services, and a helicopter took him to the hospital.



Aron lost his arm, but he's happy to be alive. He still climbs and hikes regularly. He knows that he made a mistake when he didn't tell anyone about his plans. His bravery helped him survive this terrible accident. Now he makes sure he tells others when he's going on an adventure. He also gives talks around the world about his experience to help others learn from his mistake.

2 **Work in pairs.** What would you do in Aron's situation?

3 **Write.** Write a true story about survival. It could be about yourself, someone you know or a famous person. Write a strong concluding paragraph.

Warm Up

- **Build background** Tell students to look back at pages 134–135 in their books. Say *The Power of Snow tells a story about Jimmy Chin's experience during an avalanche.* Invite several students to briefly summarise what happened to Jimmy. (He was skiing when an avalanche happened. He was pushed down the mountain and buried under the snow. For a moment, he popped out of the snow before it buried him again and pushed him farther down the mountain. Jimmy survived the avalanche and came out of the snow at the bottom of the valley.)
- Ask *How does Jimmy Chin feel about life after his near-disastrous experience in the avalanche?* (He feels it's important to live your life with meaning and use your life wisely.) Say *The story about Jimmy Chin told in The Power of Snow is a narrative essay. A narrative essay tells a story. It also explains why the story is important.*

Present

- Say *In a narrative essay, a writer gives facts and details that tell a story about a person's experience. The writer also includes a message that tells us why the experience was important. Let's look at the parts of a narrative essay.* Write the following on the board:

the person who had the experience
the place where the experience happened
details about actions the person took and events that happened
a problem the person had
how the problem was solved
an important message about the person's experience

- Explain that a narrative essay includes all the things listed on the board. Say *Let's use Jimmy Chin's experience as an example to identify the parts of a narrative essay.*
- Write the following on the board:

> Jimmy Chin was skiing in the Tetons in Wyoming on April 1, 2011, when something unexpected happened.
>
> Suddenly, tens of thousands of tonnes of snow were coming straight down the mountain behind Jimmy. The snow pushed Jimmy forward for hundreds of metres and then covered him. The snow was so heavy that Jimmy couldn't breathe. Finally, Jimmy popped out of the snow at the bottom of the valley. He was happy to be alive.
>
> Jimmy says that it's important to live life with meaning and wisely use the gift of life.

- Point to each sentence on the board and ask students to identify which part of a narrative essay it is. (first sentence: person and place; second and third sentences: details about event; fourth sentence: problem; fifth and sixth sentences: how the problem was solved; last sentence: message)
- Tell students to open their books at page 139. Review the box with the class.

Read the Model 1 2

- Say *Now we're going to look at an example of a narrative essay. First, let's look at the photo.* Ask *What do you think the essay will be about?* Ask students to predict what they think the essay will be about.
- 1 Put students into pairs. Read aloud Activity 1. Say *Work with a partner. Read the narrative essay. Look for sentences that the writer uses to tell us what the message of the story is. Remember that the message tells us why the story is important. The message is usually told at the end of the story.* Ask partners to work together to identify the story's message. Tell students to write their inferences about the story's message on a separate sheet of paper. (Aron made some mistakes, but he survived the accident because of his brave actions.)
- As pairs work, walk around the room and monitor. Offer assistance as needed. Discuss the story's message as a class.
- 2 Tell students to work with their same partners. Ask them to read the essay again and think about how they would act if they were in Aron's situation. Ask *How do you think Aron made the decision to cut off his arm? What might have happened to him if he hadn't cut off his arm?*
- Ask partners to talk about what they would do in Aron's situation. Invite several pairs to share their ideas with the class. Discuss similarities and differences among students' ideas.

BE THE EXPERT

Writing Support

Structure A narrative essay begins with an introduction that describes the person or people involved as well as the setting of the story. Then the essay goes on to talk about the action of the story, usually describing events in chronological order. Vivid, descriptive language is used to help readers visualise events and make a connection with the experience told in the story. The story's problem and resolution are detailed. A conclusion is given that concisely states the message of the story. The message is often a universal one that readers can apply to themselves and to other situations.

A narrative essay can be written using a third-person point of view, as in the model essay about Aron Ralston. It can also be written using a first-person point of view, as students may choose to do in Activity 3.

Teaching Tip

When you do writing activities with your class, look for common and repeated errors. Avoid drawing attention to students who make the errors. Instead, review errors with the entire class. Write a sentence that contains the error on the board. Ask the class if anyone can identify the error. Then write the sentence correctly and explain why the sentence is now correct. Point out the differences between the correct and incorrect sentences.

Workbook For scaffolded Writing support, assign Workbook page 86.

Online Workbook Writing



WRITING

When we write a narrative essay, we tell a story. In the final paragraph, we need to say why the story is important. This concluding paragraph should explain the message of the story.

1 **Read the model.** Work in pairs to identify the message of the story.

Aron Ralston is a very experienced climber and hiker. He has been climbing, skiing and hiking since he was a young boy. But even experienced climbers can make mistakes. The mistake Aron made on 26th April 2003, nearly cost him his life.

Aron was hiking through Utah's Bluejohn Canyon when he fell down a narrow canyon. His right arm got trapped behind a rock. He tried to escape, but the rock was too big and too heavy. Aron was stuck in the canyon for five and a half days. He was hungry, thirsty and very tired. He wanted to cut off his arm because that was the only way to escape. On his sixth day in the canyon, he managed to break his arm and then cut it off with the small knife he had. He hiked out of the canyon and finally saw other people. They called the emergency services, and a helicopter took him to the hospital.

Aron lost his arm, but he's happy to be alive. He still climbs and hikes regularly. He knows that he made a mistake when he didn't tell anyone about his plans. His bravery helped him survive this terrible accident. Now he makes sure he tells others when he's going on an adventure. He also gives talks around the world about his experience to help others learn from his mistake.

2 **Work in pairs.** What would you do in Aron's situation?

3 **Write.** Write a true story about survival. It could be about yourself, someone you know or a famous person. Write a strong concluding paragraph.

WRITING 139

Plan 3

- 3 Read Activity 3 aloud. Say *Now you're going to plan your writing. You already know your topic – a true story about survival. Your next step is pre-writing. You'll need to identify a real person who survived a terrible experience. You'll also need to find facts and details about the experience. You'll also think about a message to include in your concluding paragraph.*

- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 86 for writing support.

- **Worksheets** If students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review them together.

- **Workbook** Refer students to Workbook page 86 to help them organise and plan their writing.

Write

- After students have finished their pre-writing, tell them to work on their first drafts. If you haven't got enough time in class, assign the first draft as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: *Are the person and the place identified? Are details given about the person's survival experience? Is the problem and how it is solved clearly described? Is a message included in the concluding paragraph? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then tell them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

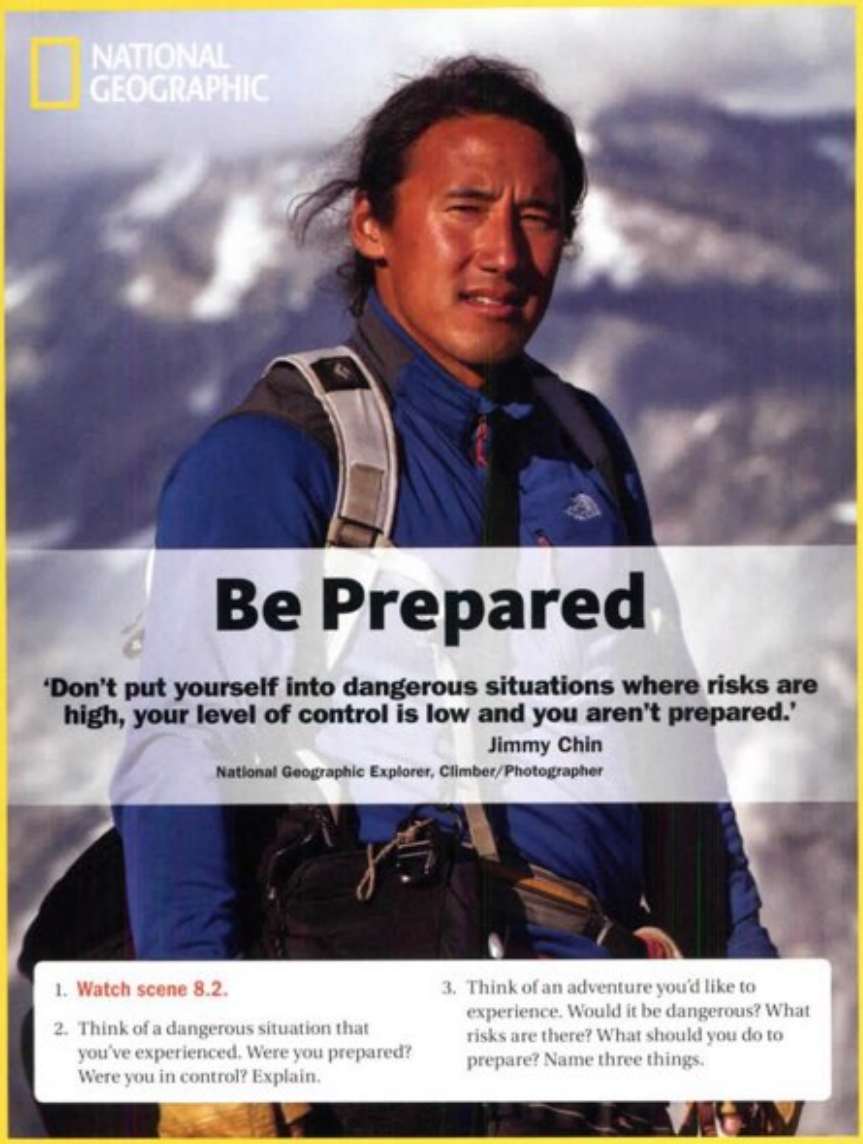
- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student describes a true survival experience, giving details about the person involved, the setting, events that occur, a problem that arises and the solution to the problem. Student also includes a concluding paragraph that explains the message of the story.				
Grammar Student uses past simple and past continuous forms of verbs.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objective
Students will
- discuss dangerous situations and adventures, and ways to prepare in order to survive them.

Resources Video scene 8.2 (DVD/Website/CPT); Worksheet 2.8.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Brainstorming with others is a good way to get original and creative ideas about a topic. Encourage students to listen to and be respectful of other students' ideas.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission *Be Prepared*. Then ask a student to read aloud the quote by Jimmy Chin. Paraphrase Jimmy's advice as a positive statement. Say *Jimmy believes that if you go into a dangerous situation, you should make sure the risk is low, your level of control is high and you are prepared.* Ask *Do you agree with what Jimmy says? Do you think Jimmy's advice is useful for other situations besides outdoor sports and activities?* Ask students to respond and explain their reasoning.

- **Activity 1** Say *Now let's watch a video about Jimmy Chin.* Play **Video scene 8.2**. Ask them to focus on Jimmy's inspiration to share the challenges faced by climbers through his photos.

- **Activity 2** As a class, brainstorm different types of dangerous situations students may have found themselves in. Tell students to think about their experiences and reflect on whether they were prepared and in control of the situation. Invite students to share their experiences and reflections with a partner. Encourage them to use the past simple and the past continuous as they describe their experiences. Model an example. Say *I was swimming at the town pool. Suddenly, I heard someone scream for help. A person was lying on the bottom of the pool.*

- **Activity 3** Ask individual students to consider an adventure they would like to try. Tell them to identify its dangers and risks as well as preparations needed in order for the adventure to be successful. Say *Think of three ways you can prepare for your adventure. The preparations you make should decrease the risk and increase your level of control in the adventure.* Invite students to share their ideas with the class.

- **Worksheet** Hand out **Worksheet 2.8.6**. Explain that students will use the worksheet to further discuss how to prepare for dangerous situations.

PROJECT

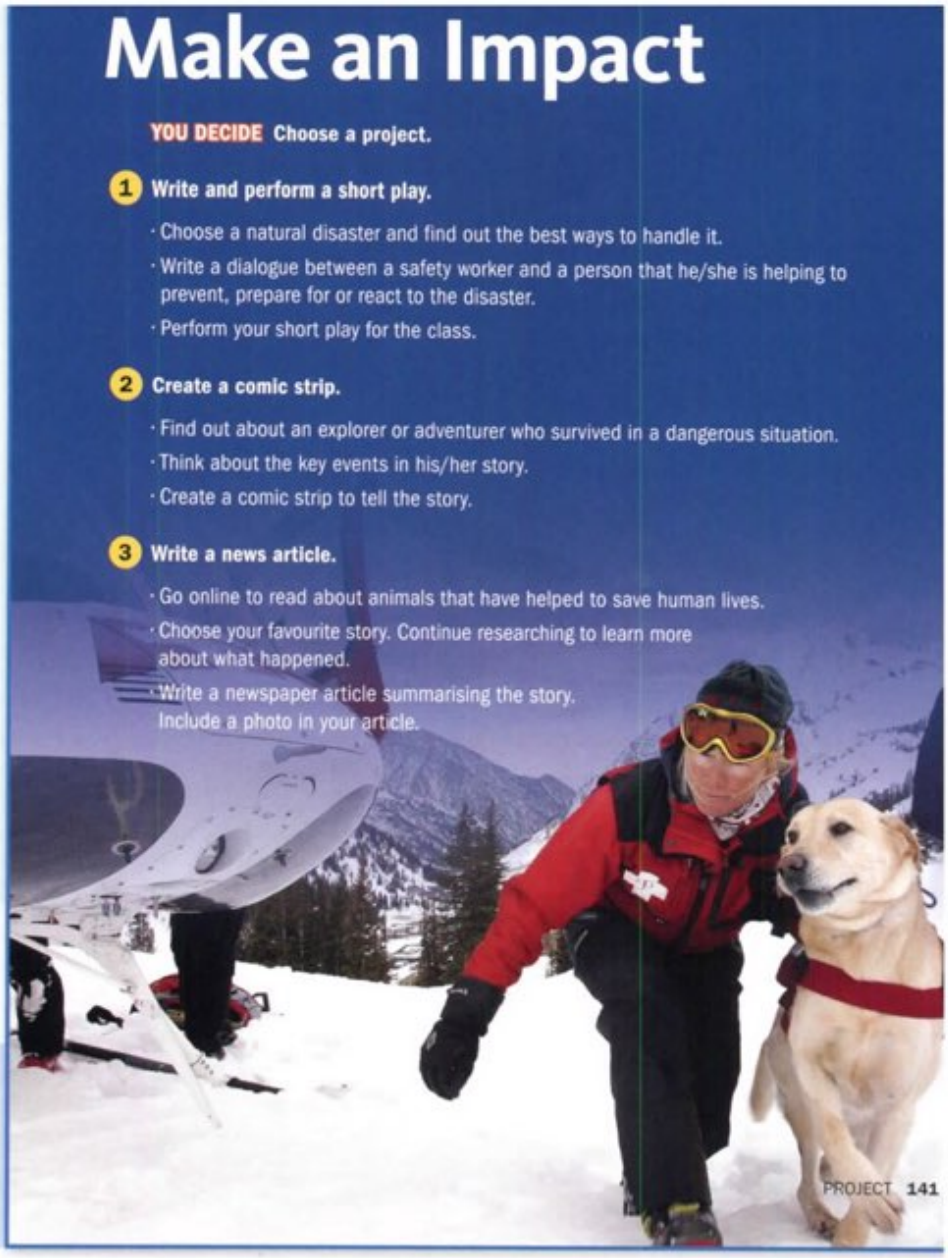
Objective
Students will
- choose and complete a project related to a natural disaster or survival situation.

Academic Vocabulary *comic strip, dialogue, key event, news article, play, summarise*

Content Vocabulary *react, safety worker*

Resources Assessment: Unit 8 Quiz, Units 5–8 Mastery Test and Final Test; Workbook pages 87 and 96; Worksheet 2.8.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials props for students' plays *(optional)*



Assessment Go to pages 262, 263 and 264.

Unit Review Assign Worksheet 2.8.7
Workbook Assign pages 87 and 96.
Online Workbook Now I can

Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Ask students to work in pairs or small groups to create and perform their short plays. Students can look at websites of government or rescue organisations to find out about disaster preparation. Students should incorporate the information they find into their play's dialogue. Students might consider creating a character who is doing all of the wrong things to prepare for a disaster and another character who sets him or her straight.
- **Activity 2** Ask students to create an outline or short summary of their chosen story. Provide examples of comic strips for students to refer to. Suggest students consider the format, such as the number of rows in their comic strip and the number of panels in each row. Students can make a plan for each panel that includes both text and images. Say *Remember that the text and dialogue you write in speech bubbles should be short and simple.*
- **Activity 3** Review elements of a newspaper article: headline, reporter's byline, dateline, lead paragraph and body paragraphs with details that answer *who, what, where, why, when* and *how*. Ask students to consider including quotations and/or map graphics in their articles.

Share

- Allow time for students to present their final projects to the class. In the case of the play, you may want to arrange a performance space and invite other members of the school community to attend.
- **Modify** Help students modify a project by eliminating one of the options. For example, gather information about survival stories in advance and provide them to students to use in their comic strips or news articles.

STUDENT'S BOOK AUDIO SCRIPT

Track 093 1 **Listen and read.** See Student's Book pages 128–129.

Track 094 2 **LEARN NEW WORDS** **breathe** / It's difficult to breathe when there is a fire. **carefully** / You should store fuel carefully to make sure it's safe. **collapse** / Many buildings collapsed in the earthquake. **cyclone** / A cyclone is the same type of storm as a hurricane or a typhoon. **disaster** / Hurricanes, floods and droughts are examples of natural disasters. **earthquake** / Earthquakes make the ground move. **escape** / When the storm came, many people tried to escape. **flame** / A campfire's flames give light and warmth to campers. **shake** / During an earthquake, the ground and the buildings shake. **strike** / When a hurricane strikes, it can destroy cars, roads and buildings. **survivor** / There were very few survivors after the earthquake. **terrible** / It was a terrible fire that destroyed hundreds of homes. **warning** / Weather forecasters give warnings before a hurricane. **wildfire** / Wildfires are more likely to happen in hot, dry weather.

Track 095 5 How can we be prepared for a natural disaster like a cyclone, a wildfire or an earthquake? Weather forecasters can usually predict a cyclone. You should always pay attention to any warnings about severe weather that you hear on TV. Of course, other disasters, like earthquakes, can be completely unexpected. But you can always be prepared for an emergency. Keep supplies of food, water and a first-aid kit in a safe place. Make sure you have basic equipment, like a fire extinguisher, to prevent any fires from spreading. If you're prepared for an emergency, you have a much better chance of survival.

Track 096 5 **LEARN NEW WORDS** **pay attention to** / Please pay attention to this advice about the weather conditions. **predict** / Scientists can predict where and when storms will strike. **prevent** / It's important to learn how to prevent wildfires. **unexpected** / The earthquake was completely unexpected.

Track 097 **SPEAKING STRATEGY** See Student's Book page 131.

Track 098 1 **S1**: Hi Chen! How was your holiday? You visited your aunt, didn't you? **S2**: Yeah, it was ... quite frightening actually. There was a really big typhoon. **S1**: Wow! I bet that was scary! **S2**: Yes, it was. First of all, there was a warning on the radio. We were trying to get back to my aunt's house in time. Suddenly the wind got really strong and we saw big waves of water coming up the street. **S1**: So, what happened then? **S2**: We ran really fast and made it to the house. She closed the doors and windows and turned off the electricity. The next thing we knew, one of the windows broke and water started coming into the house. **S1**: No way! What did you do? **S2**: We ran upstairs to my aunt's bedroom, on the top floor. We stayed there for six hours. **S1**: Six hours! **S2**: Yeah, but we were all safe. We lit a candle and played cards. After a while, the typhoon weakened. When it was safe, we went back downstairs to see the damage. Then, we started to clean up.

Track 099 **GRAMMAR** See Student's Book page 132.

Tracks 100 and 101 2 3 Some scientists believe that animals can predict natural disasters. There are many reports that just a few hours before the Indian Ocean tsunami of December 2004, animals in the area were acting strangely. In Sri Lanka, people at Yala National Park were watching elephants on the beach. Suddenly the elephants started to run away from the sea. In India, flamingos were leaving their homes and flying towards higher ground. In a small village in Thailand, buffalo were eating grass near the sea when they suddenly stopped and ran up a hill. The people from the village followed them and it may have saved their lives.

Tracks 102 and 104 4 5 It was a warm spring day in October 2004, when four people went for a swim off Ocean Beach on the North Island of New Zealand. They were enjoying the beautiful blue water, when they noticed that a group of dolphins was swimming fast towards them. The dolphins made a circle around the swimmers and then starting splashing the water loudly with their tails. At first, the swimmers didn't understand what was happening. But then they saw a great white shark chasing them. The brave dolphins were keeping the shark away from the swimmers. The dolphins stayed with the swimmers for 40 minutes until a rescue boat came. Then, the dolphins followed the boat back to the beach. It's an amazing story, but it's not unusual. 'Dolphins are very intelligent mammals', said one expert. 'They will often try to help you if you are in trouble.'

Track 103 4 **LEARN NEW WORDS** **be in trouble** / When we saw the shark we knew we were in trouble. **brave** / Some brave animals will try to help people in dangerous situations. **chase** / The shark was chasing the swimmers and they were lucky to escape. **happen** / This amazing animal rescue happened three weeks ago.

Track 105 2 **LEARN NEW WORDS** **eventually** / Eventually the avalanche was over and everyone was safe. **sense** / We could sense that the weather was changing. **scream** / He screamed to warn me of the falling snow. **terrified** / When they saw the snow moving towards them, they were terrified.

Track 106 3 **WHILE YOU READ** See Student's Book pages 134–135.

Track 107 **GRAMMAR** See Student's Book page 138.

Track 108 1 A fire in Lake County started ten days ago and since then has been spreading fast. Although firefighters have been working throughout the night, the fire has already destroyed large parts of the forest. Since this morning, it has been moving toward Middletown. Many residents who have lived in Middletown for many years have been preparing to leave. They've been packing up their most important possessions throughout the day and there's now a long line of cars heading out of town and towards safety. Many of these residents have lived here their whole lives and most people I've talked to are both frightened and sad to leave.

Track 109 1 **Express Yourself** See Student's Book pages 142–143.

EXPRESS YOURSELF

Objectives
Students will
- identify a process by which public art is created.
- connect ideas about public art and dangerous situations.

Genre Public art

Academic Language *poem, theme, topic, video blog*

Content Vocabulary *base (something) around, collage, participant, peer, series*

Resources Workbook pages 88–89/ Online Workbook (Units 7–8 Review); Worksheet 2.8.8 (Teacher's Resource CD-ROM/Website); Track 109 (Audio CD/Website/CPT); CPT: Express Yourself (Units 7–8)

Materials Video recording devices *(optional)*

Express Yourself

1 **Read and listen to the information about a public art project.** 109

WHAT ARE YOU WAITING FOR?



A teen installs a poster on the construction fence, 2013. Photograph by Filip Wolak

In 2013, participants in the Whitney Museum's teen programme worked together with artist Gary Simmons to create a new piece of public art. As they were trying to think of a theme for the project, many of the young people spoke about how much time they spend waiting ... for friends, for trains, for phone calls, to become adults. They decided to base their public art project around this idea.

The teens talked to their peers and friends and collected responses to the question: *What are you waiting for?*

Then they all worked together to create a collage of these responses. The collage was photographed and made into a series of large posters. The posters were displayed at the construction site for the new Whitney Museum building in New York City.

These are some of the responses to the question *What are you waiting for?*

142

Present 1

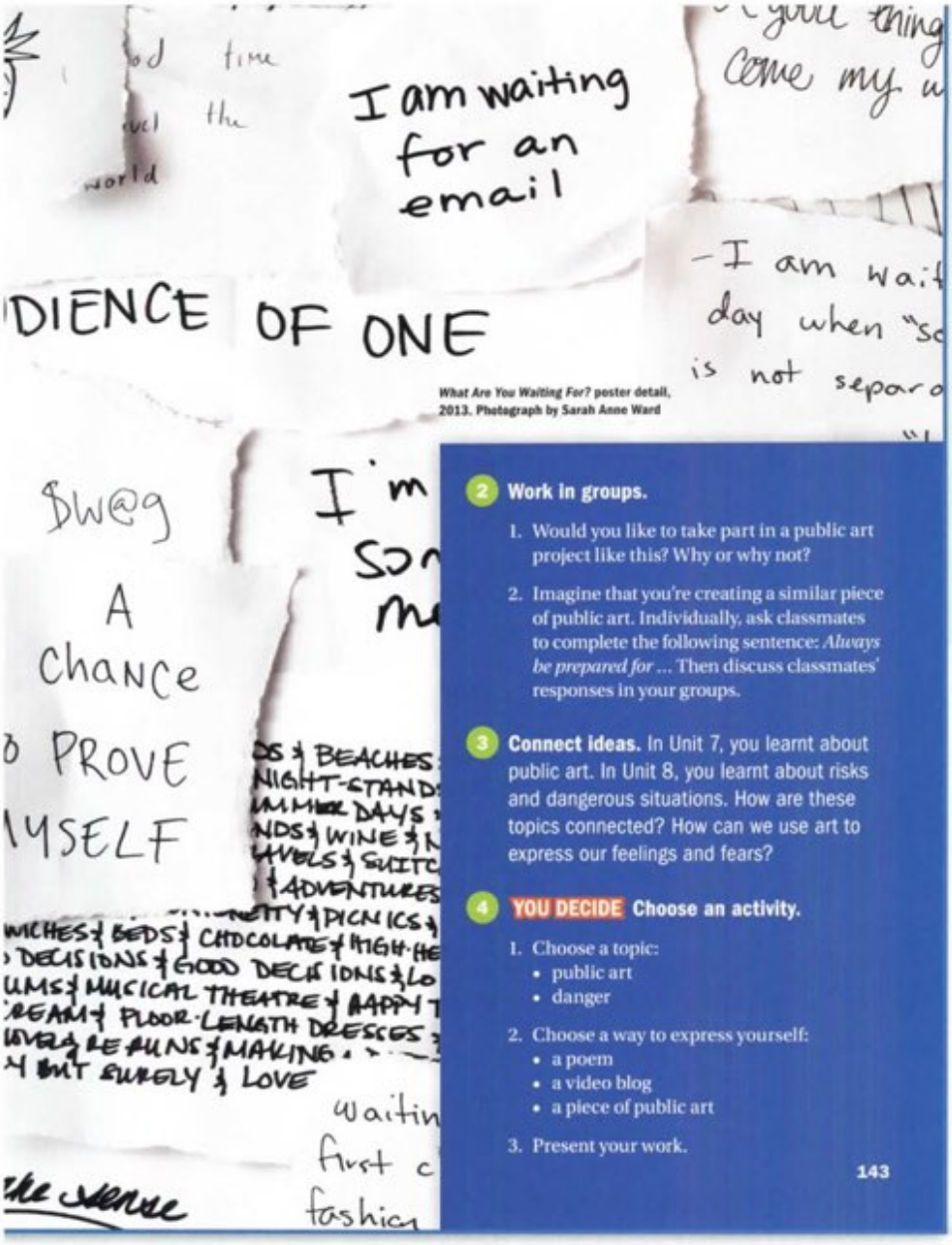
- **Preview** Tell students to turn to pages 142–143. Say *Look at the pictures.* Ask *What do you see?* (a girl rolling something on a wall of paper; a collection of handwritten notes) Ask *How do you think the two photos might be related?* (The notes might be part of the wall of paper.)

- **1 Read together** Say *We're going to listen to and read an article about creating a piece of public art.* Read aloud the title *What Are You Waiting For?* Say *Remember that the article is about public art.* Ask *From the title, what do you think the article might be about?* (public art that has people writing about what they are waiting for) Play **Track 109** once as students listen and read along.

Practise 2

- **2 Discuss** Put students into small groups. Say *Now we're ready to talk about the article. Answer Question 1. In your group, talk about whether you'd like to create a piece of public art like the one in the article. Give reasons to support your opinion.* When groups have finished their discussions, invite them to share their ideas with the class. Encourage students to discuss the benefits and drawbacks of creating and participating in a public art project.

- Say *Now answer Question 2.* Ask one group member to write the phrase *Always be prepared for ...* on a sheet of paper. Then tell the student to ask classmates in other groups to complete the sentence. As groups discuss the responses they receive, walk around the room to monitor discussions and listen to students' ideas.



What Are You Waiting *For?* poster detail, 2013. Photograph by Sarah Anne Ward

BE THE EXPERT

Our World in Context

Public art The nature of public art is to attract people's attention and invite their participation and commentary. Public art can provide a window into a community's standards, give voice to unspoken community values, improve a community's environment, alter its scenery and raise questions among its viewers.

Cumulative Review

Hand out Cumulative Review Worksheet 2.8.8.

Formative Assessment

Can students

- identify a process by which public art is created?

  Ask *What steps did teens take to create a new piece of public art?* (They chose an idea, they posed a question to friends and gathered responses and they used responses to create the public art)
- connect ideas about public art and dangerous situations?

  Ask *How can public art make people aware of their own feelings and fears?* (Sample response: It can make people think about themselves in situations they might never have imagined.)

Connect 3

- 3 **Critical thinking** Read the Activity 3 text aloud. Ask students to begin their discussions. As students discuss, walk around the room to check their understanding and the logic of their ideas. Provide prompts as necessary: *Think about the reasons that artists create works of public art and how artists want people to feel when they view the art. Then think about people who've experienced a disaster or been in a dangerous situation, and the feelings they have.*
- When time is up, ask *What is the connection between the feelings and emotions we have when we view art, and feelings and emotions we have when we experience a dangerous situation?* Invite students to share their ideas with the class.

Prepare 4

- 4 YOU DECIDE Review the instructions for Activity 4. You may want to assign this activity in advance so students have more time to work on it in class or at home.
- Ask students to choose an activity. Provide examples of poetry in different styles and formats. Explain that poetry is often used to express emotions. Provide assistance to students who choose to create a video blog or a piece of public art. Students may be able to use school video equipment or enlist support from the community to create a work of public art.

Share

- Set aside time for students to share their work with the class. Consider asking presenters to display their work for classmates to read or view in advance before they present it to the class. Remind students to listen attentively and to put up their hands if they have questions.

ASSESSMENT

Resources Unit 1 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Help students become more comfortable with assessments by treating tests as part of the course. For example, create review worksheets and study guides with content, style and formats that are similar to what students will see on an assessment. This allows them to gain familiarity with the materials and prepare for tests at the same time.

Projecting a positive attitude towards test taking and making it routine will help students approach assessments with constructive feelings.

Unit 1 Quiz

Before the Quiz

1. To generate the quiz, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.
2. Give your quiz a title (for example: Unit 1 Quiz).
3. Select the Unit 1 question bank and select all items. Quizzes include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening, speaking, reading* and *writing*.

- You may choose to customise this quiz or create your own.

4. Print the quiz. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Quiz

- Hand out the quiz and ask students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Track 002** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.
- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  Describe your favourite colour. Why is it your favourite colour?

  Describe why your favourite colur is better than another colour.

  The title of this unit is Colour Matters. *Why do you think colour matters?*

Unit 2 Quiz

Before the Quiz

1. To generate the quiz, go to *ExamView® Test Generator* and select *Create a new test using a wizard.*

2. Give your quiz a title (for example: Unit 2 Quiz).

3. Select the Unit 2 question bank and select all items. Quizzes include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening, speaking, reading* and *writing.*

- You may choose to customise this quiz or create your own.

4. Print the quiz. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Quiz

- Hand out the quiz and ask students to read the instructions. Clarify instructions if necessary.

- For the listening comprehension activities, you can play **Track 003** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.

- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  Describe two ways to stay healthy.

  Why is sleep important? What are some benefits of sleeping well?

  Describe what makes you sad. Describe what makes you happy.

ASSESSMENT

Resources Unit 2 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Before a test, think about what will be needed. For example, have extra pencils, paper and rubbers to hand. Be prepared with an activity for students who are early finishers, such as providing them with magazines or other reading materials in English. Before the testing session begins, write all of the instructions on the board and read them aloud. Answer any questions so that students have a clear understanding of the testing procedure.

ASSESSMENT

Resources Unit 3 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Encourage students to manage their time efficiently during a test. Students can first answer easier questions before going on to more challenging questions. Remind students to allow themselves additional time to answer essay questions or questions with higher marks. Explain that students should avoid rushing to complete the test and should instead try to keep a steady pace.

Unit 3 Quiz

Before the Quiz

1. To generate the quiz, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.
2. Give your quiz a title (for example: Unit 3 Quiz).
3. Select the Unit 3 question bank and select all items. Quizzes include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening, speaking, reading* and *writing*.

- You may choose to customise this quiz or create your own.

4. Print the quiz. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Quiz

- Hand out the quiz and ask students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Track 004** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.
- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  Imagine you had no access to technology for one day. Describe your day.

  What rules should you follow when you are online? Why should you follow those rules?

  Amber Case says we should connect with people. Do you agree or disagree? Explain your idea(s).

Unit 4 Quiz

Before the Quiz

1. To generate the quiz, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.

2. Give your quiz a title (for example: Unit 4 Quiz).

3. Select the Unit 4 question bank and select all items. Quizzes include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening*, *speaking*, *reading* and *writing*.

- You may choose to customise this quiz or create your own.

4. Print the quiz. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Quiz

- Hand out the quiz and ask students to read the instructions. Clarify instructions if necessary.

- For the listening comprehension activities, you can play **Track 005** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.

- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  Your friend suggests researching underwater volcanoes for your science project. You disagree. Respond to your friend's suggestion.

  Describe a habit that you used to do in the past.

  Katy Croff Bell says we should be curious. Do you agree or disagree? Explain your idea(s).

ASSESSMENT

Resources Unit 4 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Make sure that you give meaningful feedback to students. Offer praise on sections where students did exceptionally well. For errors, offer helpful information so that students can understand what they did wrong. For example, instead of just marking an *X* near an incorrect answer, write a word or phrase that hints at the problem (e.g. *preposition*, *spelling*, etc.)

If time allows, schedule a few moments to discuss the results of each assessment with students. During this time, re-teach information as necessary and offer tips on how to handle similar questions on the Mastery Test.

ASSESSMENT

Resources Units 1–4 Mastery Test *(ExamView®)*

BE THE EXPERT

Testing Tip

Review test-taking strategies for a variety of question types.

- For multiple-choice items, remind students to read all the answer choices before choosing one. Some choices that appear correct at first glance turn out to be wrong upon a closer look.
- For true or false items, suggest that students underline or circle key words in each statement.
- For fill-in-the-blank items, students can look for clues in the sentence structure to work out what type of word is needed, for example, a verb, a noun or an adjective.

Units 1–4 Mastery Test

Before the Test

1. To generate the test, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.
2. Give your test a title (for example: Units 1–4 Mastery Test).
3. Select the Units 1–4 Mastery Test question bank and select all items. Tests include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening*, *speaking*, *reading* and *writing*.

- You may choose to customise this test or create your own.

4. Print the test. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Test

- Hand out the test and ask students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Track 011** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.
- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  Describe how colour affects your mood.

  Describe a mythological creature popular in your culture.

  Why is it important to take care of yourself?

Unit 5 Quiz

Before the Quiz

1. To generate the quiz, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.

2. Give your quiz a title (for example: Unit 5 Quiz).

3. Select the Unit 5 question bank and select all items. Quizzes include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening, speaking, reading* and *writing*.

- You may choose to customise this quiz or create your own.

4. Print the quiz. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Quiz

- Hand out the quiz and ask students to read the instructions. Clarify instructions if necessary.

- For the listening comprehension activities, you can play **Track 006** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.

- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  What is an example of an extreme environment? Describe it.

  Think about the weird animals in this unit. Use the following words to make a comparison of equality: as fast as, as much as.

  The mission for this unit is: Ask Questions. *If you could ask explorer Kevin Hand a question, what would you ask him?*

ASSESSMENT

Resources Unit 5 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Create a positive classroom atmosphere by encouraging students to give their best effort. Remind students to focus on what they know and to come back to difficult questions at the end. Explain that it's OK if they're unable to answer a question. They'll have time to review after the test.

Encourage students to stay relaxed during a test by periodically taking a few deep breaths.

ASSESSMENT

Resources Unit 6 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Ask students to make a habit of taking time at the end of a test to review their answers. Students can check for careless mistakes, such as writing a correct answer in the wrong place or skipping over a question. For multiple-choice items, students can check that they've marked one and only one response to each question. For short answer items, students can re-read their written responses for sense, correct grammar usage and to determine whether the response fully answers the question.

Unit 6 Quiz

Before the Quiz

1. To generate the quiz, go to *ExamView® Test Generator* and select *Create a new test using a wizard.*
2. Give your quiz a title (for example: Unit 6 Quiz).
3. Select the Unit 6 question bank and select all items. Quizzes include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening, speaking, reading* and *writing*.

- You may choose to customise this quiz or create your own.

4. Print the quiz. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Quiz

- Hand out the quiz and ask students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Tracks 007–008** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.
- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  What can you do with fruit and vegetables that do not look perfect?

  What can you do to stop wasting food? Explain.

  Complete these sentences: If you cook too much food, ... ; If you don't finish your lunch, ...

Unit 7 Quiz

Before the Quiz

1. To generate the quiz, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.
2. Give your quiz a title (for example: Unit 7 Quiz).
3. Select the Unit 7 question bank and select all items. Quizzes include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening, speaking, reading* and *writing*.

- You may choose to customise this quiz or create your own.

4. Print the quiz. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Quiz

- Hand out the quiz and ask students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Track 009** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.
- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  Do you think art should be in the open for everyone to enjoy? Or should art only appear in museums? Explain your opinion.

  What did you learn about art from this unit?

  Use something and anything to talk about a piece of public art.

ASSESSMENT

Resources Unit 7 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Remind students to write complete sentences when they answer questions or complete a writing task. For writing tasks, students should carefully read a question so that they can answer it appropriately. Students can then restate the question in the topic sentence of their response. For speaking tasks, remind students to also answer with complete sentences.

ASSESSMENT

Resources Unit 8 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Create a comfortable seating environment in the classroom. Consider the arrangement of students' desks or tables and determine whether a different seating arrangement is appropriate during testing. For example, students' desks can be moved farther apart so there is more space between them and less of an opportunity for students to look at another student's answers. Encourage students to maintain a relaxed posture in their seats and avoid hunching over or tensing up.

Unit 8 Quiz

Before the Quiz

1. To generate the quiz, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.
2. Give your quiz a title (for example: Unit 8 Quiz).
3. Select the Unit 8 question bank and select all items. Quizzes include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening, speaking, reading* and *writing*.

- You may choose to customise this quiz or create your own.

4. Print the quiz. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Quiz

- Hand out the quiz and ask students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Track 010** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.
- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  Describe what happens during an earthquake.

  How do animals react to natural disasters? Based on what you learnt in this unit, describe their reactions.

  Describe a natural disaster you have been in or have read about.

Units 5–8 Mastery Test

Before the Test

1. To generate the test, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.
2. Give your test a title (for example: Units 5–8 Mastery Test).
3. Select the Units 5–8 Mastery Test question bank and select all items. Tests include questions that assess comprehension of vocabulary and grammar, as well as all four skills: *listening*, *speaking*, *reading* and *writing*.

- You may choose to customise this test or create your own.

4. Print the test. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Test

- Hand out the test and ask students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Track 012** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.
- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

  You have read and learnt about some really ugly animals. Based on what you have learnt, talk about your favourite ugly animal.

  Describe how to reduce food waste at home or at school.

  You want to paint a mural in your school's canteen. Describe it.

ASSESSMENT

Resources Units 5–8 Mastery Test *(ExamView®)*

BE THE EXPERT

Testing Tip

Look for patterns of errors to help students identify areas where they can improve. If students have left questions blank because of a lack of time, they can practise estimating how much time they need for particular tasks and improve their ability to pace themselves. If students have made errors because they didn't follow instructions, they can read more carefully and mark important words with underlining or a circle. If students were not familiar enough with the subject material, they can set aside additional time for review or try different study strategies.

ASSESSMENT

Resources Final Test *(ExamView®)*

BE THE EXPERT

Testing Tip

Review content regularly in class to help reinforce learning and to better prepare students for quizzes and tests. Periodically recognise and reward successful students. Encourage students to make notes on their own to help them review topics with which they feel less comfortable. Students might use different colour highlighting to help them differentiate important vocabulary or grammar topics.

Consider providing students with grading criteria or guidelines before they take a test so they understand how the test will be marked and how each portion of a test contributes to the whole.

Final Test

Before the Test

1. To generate the test, go to *ExamView® Test Generator* and select *Create a new test using a wizard*.
2. Give your test a title (for example: Units 1–8 Final Test).
3. Select the Units 1–8 Final Test question bank and select all items. Tests include questions that assess comprehension of vocabulary and grammar, as well as skills in these four areas: *listening*, *speaking*, *reading* and *writing*.

- You may choose to customise this test or create your own.

4. Print the test. Then make copies for each student in your class.

- For additional review, use the end-of-unit games in the **Classroom Presentation Tool**.

Giving the Test

- Hand out the test and ask students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Track 013** or you can read the audio script available on the *ExamView®* CD-ROM and also on the Teacher's Resource Website.
- For the speaking section of the assessment, you can use the questions on *ExamView®* and these additional questions:

How are colour and the body and mind connected? Give two examples from what you learnt in Units 1 and 2.

You learnt about technology's impact on our lives and underwater exploration and discovery. How are the two topics connected? Give two examples from what you learnt in Units 3 and 4.

How are extreme environments and food waste connected? Give two examples from what you learnt in Units 5 and 6.

How are public art and being prepared connected? Give two examples from what you learnt in Units 7 and 8.

Unit 1

Colour Matters

1 Complete the sentences. Then fill in the puzzle.

Across

1. Many businesses use the colour blue to ___represent___ them.
2. The colour green often symbolises ___safety___.
3. In many countries, people think the colour red is ___good luck___.
4. ___Bright___ colours often make us feel happy.
5. Blue jeans are coloured with indigo ___dye___.



Down

6. In some countries, ___wedding___ dresses are red.
7. Red and yellow are used to ___warn___ people of danger.
8. When we ___trust___ someone, we often feel safe with them.
9. Violet is a ___light___ purple colour.
10. ___Emergency___ vehicles are often red.

2 Match the word to its definition. Write the letter on the line.

___T___	1. warn	a. to give information or a warning
___a___	2. signal	b. to believe in someone or something
___d___	3. good luck	c. to say that danger is coming
___b___	4. trust	d. something good that happens

3 Listen. Circle **T** for *True* or **F** for *False*. CD3

1.	T	(F)	4.	T	(F)
2.	(T)	F	5.	(T)	F
3.	(T)	F	6.	T	(F)

4 Listen again. Correct the false statements. CD3

3. The colour red often symbolises danger. / The colour green often symbolises safety.
4. Anna Griffiths loves to use bright colours in her photos. / Anna Griffiths does not like to use dark colours in her photos.
6. Yellow/Red/Orange is a colour often used in warning signs. / Green is a colour that often makes people feel safe.

5 Look at the photos. Choose two and write a sentence about them. Use a word from the box in each sentence.

signal	represent	danger	flag	luxury	colour-blind	warn






A car like this is a luxury.

Suggested answers: This flag represents India. This sign warns of danger.

A colour-blind person may not see the colours in India's flag. A traffic light signals when to stop or go.

GRAMMAR

Comparatives and superlatives: Comparing two or more things

Adjective	Comparative	Superlative
Green is a **common** colour.	Red is **more common than** purple.	Blue is **the most common** colour.
Fuchsia is a **bright** pink colour.	Hot pink is **brighter than** fuchsia.	Magenta is **the brightest** colour.
Fish that live deep in the sea have **bad** eyesight.	Bats have **worse** eyesight than deep-sea fish do.	Moles have **the worst** eyesight.

We use comparatives to compare two things. Use **more** before adjectives that have two or more syllables. Add **-er** to adjectives that have just one syllable. With two-syllable adjectives that end in *y*, both options are possible (*tastier* or *more tasty*). Remember to change *y* to *i*.

With a group of three or more things, we use superlatives to compare one thing in the group to the rest. Superlatives always take **the**. Use **most** before adjectives that have two or more syllables. Add **-est** to adjectives that have just one syllable. With two-syllable adjectives that end in *y*, both options are possible (*the tastiest* or *the most tasty*). Remember to change *y* to *i*.

Some adjectives are irregular: **good/better/best** and **bad/worse/worst**.

1 Listen. Write the letter *C* when you hear a comparative and the letter *S* when you hear a superlative. CD4

1.	C	4.	C
2.	S	5.	S
3.	C	6.	S

2 Listen again. Re-write the comparatives as superlatives and the superlatives as comparatives. CD4

1.	the best	4.	the hardest
2.	sweeter than	5.	easier than
3.	the most popular	6.	more luxurious than

3 Fill in the blanks. Use the adjective, the comparative or the superlative form of the words from the box.

bright	common	depressed	light
nervous	ordinary	relaxed	strong



1. Brighter colours often get ___stronger___ reactions than lighter ones.
2. Light colours make us feel ___more relaxed than___ dark colours.
3. That's why pale yellow and pink are ___more common than___ black in schools and hospitals.
4. Dark colours tend to make people feel ___depressed___.
5. The colour that makes people ___nervous___ is red.
6. Orange is one of the ___brightest___ colours.
7. Pink is a colour that is ___lighter than___ red.
8. A room without colour looks very ___ordinary___.

4 Write. Choose at least two colours you really like. Write four sentences comparing the colours and how you feel about them. Use either a comparative or superlative in each sentence.

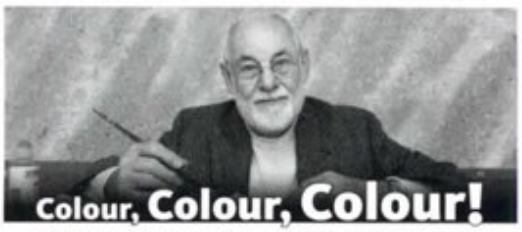
Possible answers: I like purple better than I like red.

I think green is a prettier colour than blue.

Green colours make me feel the safest.

Purple gives me the most energy.

1 Listen and read. As you read, think about the order of events. 1.008



Colour, Colour, Colour!

'Colour, colour, colour!' are the words of artist and illustrator Eric Carle. Eric is like royalty in the world of children's books. He has written over 70 children's books. His most famous book, *The Very Hungry Caterpillar*, is common on children's bookshelves all over the world. What most people don't know is that Eric makes art for adults, too. A lot of people do not know about Eric's 'ArtArt'. 'ArtArt' is what Eric's work for adults is called. People didn't know about it, because he didn't show it to the public until he was 84 years old!

Like Eric's children's books, his 'ArtArt' is full of bright, vibrant colours. He says that he loves colour so much because he missed it during the war in Germany. Eric was born in Syracuse, New York, in 1929, but moved to Germany with his family when he was six. When he was 10, World War II began. He noticed that all the houses and buildings in his town were painted grey, brown or dark green. It was a sad time, and it seemed like there was no colour anywhere.



At the end of the war, 'when colour came back', Eric explains, 'I just loved it so much. I keep saying that I wish our eyes could see more colour. Colour is a very important part of my work.'

Anyone who has seen Eric's books can see how important colour is to the artist. He paints bright colours on paper, cuts out shapes, and then glues them onto another piece of paper. This is no ordinary method – it is called collage. In fact, this method is what led Eric to his 'ArtArt'. He never planned on making art for adults, but when he saw all the extra pieces of colourful paper he had from cutting out shapes, he decided to make something out of them.

Eric's 'ArtArt' includes large collages as well as paintings, sculptures, photographs and even costumes. In all these works, he uses a rainbow of colours – everything from purple to light green to orange. Now that's a lot of colour!

2 Read. Then tick **T** for *True* or **F** for *False*. Correct the false statements.

	T	F
1. Eric has created many books for adults.	☐	☑
2. Most people know Eric's 'ArtArt'.	☐	☑
3. *Collage* is a method of gluing coloured pieces of paper together.	☑	☐
4. The colours used during the war represent sadness for Eric.	☑	☐

1. Eric Carle has created many books for children.

2. Not many people know Eric's ArtArt.

3 Read 'Colour, Colour, Colour!' again. Use the events below to fill in the order of events and when they happened.

moved to Germany **showed 'ArtArt' to public** **born**
'colour came back' **World War II began**

Event	When It Happened
born	1929
moved to Germany	age 6
World War II began	age 10
colour came back	after war
showed ArtArt to public	age 84

4 Write. You have read about the history of purple and the artist Eric Carle. What is similar about William Perkin's and Eric Carle's experiences while doing their work?

Answers will vary.

GRAMMAR

The: identifying general and specific things

My friend started a new company. **The** company is called Colour Works.

The human eye can see over 10 million colours.

The moon is glowing orange tonight.

Can you pass me **the** green crayon?

We use the definite article *the* to refer to a specific noun. The noun is specific because

- it was mentioned before or it is known.
- we're referring to it in general.
- there is only one.
- we're providing information that makes it specific.

Use the indefinite article *a/an* to refer to something for the first time (*I bought a bright pink pen.*) or to refer to something that is not specific. (*Do you have a colourful dress for the party?*) You can't use *a/an* with plural nouns.

1 Read. Circle the correct word.

1. (The) / A back wall of this art room is neon pink.
2. What's (the) / a name of this dark blue colour?
3. Our classroom has (a) / the colourful work station.
4. (The) / A moon is very bright in the night sky.
5. I bought (a) / the new pair of shoes. (The) / A colour of these shoes is light green.
6. Lucy wore (an) / the orange and green scarf. I didn't know she had one.
7. In some countries, seeing the / (a) black cat is good luck.

2 Fill in the blanks. Use *the* or *a/an*.

1. The sign said to slow down, but Juan did not notice ___the___ warning.
2. Walking on green grass is ___a___ luxury for Linda because she lives in the desert.
3. Andi wants to start ___an___ online company that sells fabric dyes.
4. ___The___ wedding will be next Saturday afternoon. Ana is so nervous!
5. Have you ever seen violet clouds in ___the___ sky?
6. ___The___ French flag on the capitol building is very large.

3 Read Suki and Jake's blog. Write your comments and advice. Make sure you use *the* and *a/an* in your response.



Welcome to our blog! Some of you may have noticed that we want to repaint the school's art room. Mr Lee says he trusts us and gives the students full control. Jake and I started a committee. As leaders of the committee, we are nervous. We will make the final decision, but want to hear from the whole student body.

So far, some of the students say they like the room as it is. They like the bright colours and the fun photographs. But many others say we need a new look.

A common idea among several students is to paint a mural. Everyone can help. The question is, 'What will the mural be?' Another suggestion is that students enter design ideas into a contest. The winner will design the large side wall. And the runner-up will decorate the smaller front and back walls.

So, what will we do? Leave the art room as it is? Paint a mural? Create a contest in which the winners design the walls? Or something else?



Sam
I like the mural idea. It could be of the school flag!



Lucy
I agree that the art room needs a new look. I think the contest is a good idea.

WRITING

A topic sentence introduces the main idea of a paragraph. It says what the paragraph is going to be about. It also makes readers want to know more. The topic sentence is usually the first sentence of the paragraph, but it does not always have to be. It explains:

- what you want to say
- why you are writing

Look at these examples of topic sentences:

In this article, I'm going to discuss the history of the colour orange.
When taking a photograph, it's important to think about light and colour.
Each of the colours and shapes of the South Korean flag represents something specific.
Many people who are colour-blind cannot tell the difference between red and green.

1 Organise.

1. Your topic is *Colour Matters*. Look through Unit 1 in your book to get some ideas about what colours you like, what connections you have to them, and how they make you feel.
2. Now fill in the idea map about the colour you chose to write about. Include the colour, your connection to it, and how it makes you feel.



2. Plan your writing. You'll need to begin with a topic sentence. It should state your main idea, why you are writing and what you want to say. Write your topic sentence here.

Then, you will write a few sentences about your connection to the colour. Finally, you will write a sentence or two about how the colour makes you feel.

2 Write.

1. Go to page 21 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I can ...

· talk about colours and why they are important. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Give an example of a colour and what people usually associate it with.

Sample answer: Red is associated with danger.

Write a sentence that describes how colour can make you feel.

Sample answer: The colour yellow makes me happy.



· use comparatives and superlatives to compare two or more things. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write a sentence with a comparative about two colours or things.

Sample answer: Orange is brighter than green.

Write a sentence with a superlative about how one colour or thing is *the most, the best,* and so on.

Sample answer: Blue is the most popular colour in the world.

· use *the* to identify general and specific things. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Fill in the blanks with *the* and *a/an*.

Sara bought ___an___ interesting painting. My favourite part of ___the___ painting is ___the___ sun.

The artist used ___the___ colour orange instead of yellow. It creates ___a___ happy feeling.

· write a paragraph about my favourite colour. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write a topic sentence about another colour you like. The topic sentence should include why you are writing and what you want to say.

Answers will vary.

YOU DECIDE Choose an activity. Go to page 90.

Unit 2

Feeling Good?

1 Unscramble the words. Then write the letters in the circles to answer the question below.

ISRVSEU	V I R U S E S
DAINVE	I N V A D E
ABATERIC	B A C T E R I A
LECL	C E L L
MIENMU MESTYS	I M M U N E S Y S T E M
SNNOFECTI	I N F E C T I O N S
RATET	T R E A T
TPOTECR	P R O T E C T
GISETD	D I G E S T
BOES	S O R E
TOCANITIBS	A N T I B I O T I C S
MYPSTSOM	S Y M P T O M S

How can you protect yourself from viruses?

V A C C I N A T I O N S

2 Match the word to its definition. Write the letter on the line.

5 1. bacteria	a. medicine that treats illnesses
2 2. viruses	b. one-cell organisms that can be good for the body
3 3. antibiotic	c. the body's defense against illness
4 4. immune system	d. signs of illness
1 5. symptoms	e. tiny organisms that need a host to survive

3 Fill in the blanks. Complete each sentence with a word from the box.

antibiotics	**bacteria**	**digest**	**disease**	**emotions**
positive	**survive**	**vaccinations**	**viruses**	

1. When people feel ill and weak, they may be fighting a ___disease___.
2. Illnesses are caused by ___bacteria / viruses___ and ___viruses / bacteria___.
3. One way to protect against viruses is to get ___vaccinations___.
4. Viruses cannot be treated with ___antibiotics___.
5. Bacteria are cells that can ___survive___ inside and outside of the body.
6. Bacteria help us ___digest___ food and feel our ___emotions___.
7. It's important to stay ___positive___ when we are ill.

4 Listen. Circle the vocabulary word you hear being described. **CD 1**

vaccinations	**sore**	**symptoms**
cells	**invade**	**emotions**
viruses	**protect**	**bacteria**
immune system	**infections**	**illnesses**
antibiotics	**treat**	**positive**

5 Listen. Answer each question. You may look at the words from the lists above to help you. **CD 1**

Possible answers:

1. Some symptoms of a cold are a sore throat and sneezing.
2. People take antibiotics to treat bacterial infections.
3. Viruses can spread when you touch a person who has a virus.
4. People can get vaccinations to protect themselves against viruses.

GRAMMAR

Adverbs: Saying how and how often you do something

Max **often** goes to bed after midnight.	**Often**, Max goes to bed after midnight.
He is **always** tired.	
Kara **sometimes** wakes up before 7.00.	**Sometimes**, Kara wakes up before 7.00.
She sleeps **well**.	
Caroline **occasionally** goes to bed by 9.00.	**Occasionally**, Caroline goes to bed by 9.00.
She **always** likes to be rested because she handles problems **better**.	

Some adverbs answer the question *How often?* They usually go in front of the verb. (*He always sleeps late.*) Note that these adverbs follow the verb *to be*. (*He is always at home.*) Some adverbs answer the question *How?* They usually go after the verb. (*She sleeps well.*)

1 Listen. Write the adverb you hear. Then tick whether it describes *'How?'* or *'How often?'* You will hear each sentence twice. 9 CD1

Adverb	How	How Often
well	✓	
often		✓
always		✓
effectively	✓	
sometimes		✓
quietly	✓	
usually		✓

2 Complete the sentences. Put the adverbs in the correct place.

1. If we _____ sleep _____ enough _____, we'll stay healthier. (enough)
2. _____ usually _____, most/Most mammals need _____ a good night's sleep. (usually)
3. Some people _____ rarely _____ get _____ a good night's sleep. (rarely)
4. _____, some/Some people fall asleep more _____ easily _____ than others. (easily)
5. When we _____ sleep _____ poorly _____, we can get ill. (poorly)
6. When we _____ sleep _____ well _____, we can think clearly. (well)
7. Humans sleep in beds, but chimpanzees _____ usually _____ sleep _____ in trees. (usually)
8. Chimpanzees _____ carefully _____ select _____ trees that look comfortable. (carefully)



3 Put the words in the correct order to form sentences.

1. positively / we / think / sleep / we / well / when

   When we sleep well, we think positively. / We think positively when we sleep well.

2. ill / enough / we / don't / when / sleep / get / we / can / easily / more

   When we don't sleep enough, we get ill more easily. / We get ill more easily when we don't sleep enough.

3. than / I / hours / sleep / more / for / rarely / seven

   I rarely sleep for more than seven hours.

4. for / sleep / I / sometimes / hours / ten

   Sometimes I sleep for ten hours. / I sometimes sleep for ten hours.

1 Listen and read. As you read, think about the main idea of each paragraph. 9 CD1



[1] Imagine that somebody told you to play more video games. Would you wonder why? Well, believe it or not, video games can be good for you. Can you believe it? We often hear that video games are bad for you. But research now shows that video games can positively affect the adolescent brain.

[2] Studies show that when you play video games, your brain works faster. You also pay more attention and remember things better. These games can also help you make decisions and solve problems more quickly and easily.

[3] Another benefit of video games is that it can improve eyesight. Studies show that people who don't normally play video games improve their eyesight after a period of time playing them. In fact, doctors use video games to treat vision problems. For example, some people have one healthy eye and another that is not as strong. To strengthen the weak eye, people play video games and cover up the stronger eye.

[4] Video games can even lower stress and help adolescents with their emotions. Researchers say that video games with different social scenes provide young people with real-world emotional experiences. For example, players can feel excited about doing well or feel disappointed if things don't go their way. Players get to practise their emotions, so they are more prepared to handle them in the real world.

[5] Finally, video games can prepare adolescents for jobs. For example, young people who play video games often have strong technology skills. These skills will be more and more important as our world continues to become more and more technical and digitised.

2 Read. Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

	T	F
1. We often hear about the bad effects of video games.	☑	☐
2. Video games can treat infections.	☐	☑
3. Players don't experience real-world emotions when they play video games.	☐	☑
4. Video games can help you make decisions quickly.	☑	☐

2. Video games can treat vision problems.

3. Players can experience real-world emotions when they play video games.

3 Read 'The Benefits of Playing Video Games' again. Fill in the table with the main idea of each paragraph.

Paragraph	Main Idea
1	Video games can have positive effects.
2	Your brain works faster when you play video games.
3	Doctors use video games to treat vision problems.
4	Video games help players experience real-world emotions.
5	Video games prepare players for jobs in technology.

4 Write. You have read about how the activities you do can affect your brain and overall health. Keep your readings in mind and answer these questions. *(Sample answers)*

1. Apart from playing video games, name an activity that you spend a lot of time doing.

   I play/Sukkha a lot. / I play basketball every day.

2. What skills do you use for this activity?

   I have to use logic and my memory.

   I have to think and move fast. I also have to be strong.

3. How might this activity help you in the future?

   It could help me be a good lawyer. / It could help me be a good firefighter.

GRAMMAR

Make + adjective: Saying what affects mood and feelings

Subject	Make	Object	(feel)	Adjective
Some viruses	make	you	feel	ill.
A positive experience	makes	you	feel	happy.
Video games	can make	a person	feel	relaxed.
Exams	make	some students	feel	stressed.

We use *make* + adjective to describe how a person feels as a result of something. The subject is the cause or the reason why a person feels a certain way.

1 Complete the sentences. Use the correct form of *make*.

1. Eating well ___makes___ me healthy.
2. Viruses ___make___ people ill.
3. Antibiotics can ___make___ you feel better.
4. It ___makes___ me nervous when I get a vaccination.
5. Video games ___make___ people focused.
6. Taking a test can ___make___ you nervous.

2 Listen. Complete the answer to each question. Use *make* or *makes* + an adjective from the word bank. LIST1 Possible answers:

depressed excited happy hungry nervous sad sleepy stressed

1. They ___make me happy___.
2. It can ___make me depressed___.
3. The doctor ___makes me nervous___.
4. Feeling ill ___makes me sad___.
5. Video games ___make me excited___.

3 Read Rob's letter that asks for school to start later. Then write four sentences about how his plan will affect your mood or feelings. Use *make* or *makes* + an adjective in each sentence.

Dear School Board,

As the teachers and staff know, most students have trouble paying attention in the mornings. That is because we are young teens and need as much sleep as we can get. We cannot focus because not getting enough sleep makes us tired. I know this from personal experience. Also, I have read several studies that show that the adolescent brain needs a lot of rest.

I have a plan that I hope will make everyone happy. I think that school should start 30 minutes later. That way, students can sleep a little longer. This will make us more focused in the mornings. More sleep will also help us control our emotions. For example, it will help us respond to challenges more positively. More sleep can even make our immune systems stronger!

Will this make school end later? No. My plan suggests that we shorten each class by a few minutes. That will give us 15 more minutes. Also, we will end lunch 15 minutes early. School can then end at the same time.

I hope you will consider my plan. It would make me happy. I want to help my fellow students! Thank you for your time.

Sincerely,
Rob Martin



Possible answers:

Sleeping later will make me feel rested.

More sleep will make me focused.

Sleeping later will make me happy.

More rest will make me healthy.

A shorter lunch will make me feel rushed.

WRITING

When you write a classification essay, you classify, or sort, your topic into categories. For example, if your topic is the 'negative effects of stress', each negative effect will be a category. Once you decide on the categories, present each one and support it with examples. Use the following phrases to help you organise your essay:

- additionally
- another
- another type / way
- to begin with
- the final type / way
- finally
- first
- one type / way

1 Organise.

1. Your topic is *The Negative Effects of Stress*. Re-read the essay on page 37 of your book. Think about the negative effects of stress. What are they? These will be your categories. List four here.

Categories: Negative Effects of Stress	

2. Organise your writing. Circle the phrase you want to use and write the effect (from above) and an example on the lines below.

Phrases	Category / Effect	Example
1. to begin with / first		
2. additionally / one way		
3. another way / additionally		
4. finally / the final way		

2 Write.

1. Go to page 37 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...

· talk about things that affect my body and mind.

☐ Yes, I can! ☐ I think I can. ☐ I need more practice.



How can sleep affect your health? Possible answers:

When you sleep, your body produces cells to fight infections.

How can stress affect your emotions?

Stress can make you feel nervous before a big test, but it can also keep you focused.

· use adverbs to talk about how and how often I do something.

☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Put the adverbs in the correct place.

1. When people ___sleep___ ___enough___, they ___don't become___ ___easily___ stressed. (enough / easily)
2. People who ___sleep___ ___well___, react to ___challenges___ ___positively___ (well / positively)

· use *make* + adjective to talk about how I feel.

☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Use *make* + adjective to answer the questions.

How do you feel when you have a virus?

A virus makes me (feel) ill.

How do you feel before you take a test?

Taking a test makes me (feel) nervous.



· write a classification essay about the negative effects of stress.

☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write three sentences of how stress affects you negatively. Use three phrases you learnt to organise your writing. Example answer:

To begin with, stress makes my feet uncomfortable. Additionally, when I feel stressed, my body hurts / is very tense. The final way stress affects me negatively is that I can't sleep well.

YOU DECIDE **Choose an activity.** Go to page 91.

Units 1–2 Review

1 Read. Choose the correct answer.

1. Blue is a ____ colour.
   a. most common (b.) common c. more common than
2. The colour green makes people ____ the colour red.
   (a.) more relaxed than b. the most relaxed c. relaxed
3. Red flashing lights usually make people ____ than yellow lights.
   a. the most nervous (b.) more nervous c. nervous
4. Yellow is one of ____ colours.
   a. bright b. more brighter than (c.) the brightest
5. Ari likes purple ____ blue.
   a. best (b.) better than c. better
6. Purple was once a ____ colour.
   a. more luxurious b. the most luxurious (c.) luxurious

2 Read about the first colour photograph. Decide which answer (a, b or c) best fits each gap.

Did you know that photographs weren't always in colour? They were in black and white, or in (1) ___ brownish colour. (2) ___ scientist in Scotland took (3) ___ first colour photo in 1861. (4) ___ scientist's name was James Clerk Maxwell. (5) ___ photo he took was of (6) ___ colourful ribbon tied in a bow. To make the colour photo, he took three different photos. (7) ___ first photo was with a red filter. (8) ___ filter is like a window with colour he put over the camera's lens. (9) ___ next photo was in blue. And (10) ___ last photo was in yellow. When Maxwell put (11) ___ three photos together, he created (12) ___ very first colour photograph!



1. a. the	b. a	c. an	7. a. The	b. A	c. An
2. a. The	b. A	c. An	8. a. The	b. A	c. An
3. a. the	b. a	c. an	9. a. The	b. A	c. An
4. a. The	b. A	c. An	10. a. the	b. a	c. an
5. a. The	b. A	c. An	11. a. the	b. a	c. an
6. a. the	b. a	c. an	12. a. the	b. a	c. an

3 Write. Use the words to write one or two sentences. Possible answers

1. enough / sleep / tired When I do not sleep enough, I am tired.
2. often / ill / immune system / strong If I'm often ill, my immune system isn't strong.
3. always / antibiotics / regularly I always take antibiotics regularly.
4. usually / vaccinations / protect / viruses Vaccinations usually protect you from viruses.
5. sometimes / wake up / easily Sometimes I wake up easily.
6. occasionally / rest / quietly / my room Occasionally, I rest quietly in my room.
7. sleep / well / negative / experiences When I don't sleep well, I have negative experiences.
8. always / better / bed / early I always feel better when I go to bed early.

4 Write. Change the sentences so that the meaning is the same. Use *make* or *makes*.

1. I feel ill when I eat onions.
   Onions make me (feel) ill.
2. I am happy when I have positive experiences.
   Positive experiences make me (feel) happy.
3. Some students feel stressed when they have exams.
   Exams make some students (feel) stressed.
4. Most people feel ill when they have a virus.
   Viruses make most people (feel) ill. / A virus makes most people (feel) ill.
5. I feel nervous when I get a vaccination.
   Getting a vaccination makes me (feel) nervous. / Vaccinations make me (feel) nervous.
6. Some people are relaxed when they play video games.
   Video games make some people (feel) relaxed. / Playing video games makes some people (feel) relaxed.
7. When I study maths, I feel focused.
   Maths makes me (feel) focused. / Studying maths makes me (feel) focused.

Unit 3

Your Virtual Self

1 Follow the steps. Then fill in the words that are left to show the secret message.

machine	information	communicate
access	tools	instant
improve	constant	digital
technology	ability	location

1. Cross out the words that begin with 'i'. information, instant, information
2. Cross out the word that means 'to share information'. communicate
3. Cross out the word that means 'place'. location
4. Cross out the word that means 'the power or skill to do something'. ability
5. Cross out the word that completes this sentence: _____ extend our physical abilities. Tools
6. Cross out the word that completes this sentence: A car is an example of a _____ that we use to make our lives easier. machine

Secret Message:

Digital technology gives people constant access to one another.



2 Match the word or phrase to its definition. Write the letter on the line.

b 1. to take over	a. without stopping
d 2. to improve	b. to take control of
e 3. instant	c. a way of reaching someone or entering a place
a 4. constant	d. to make better
c 5. access	e. happening very quickly

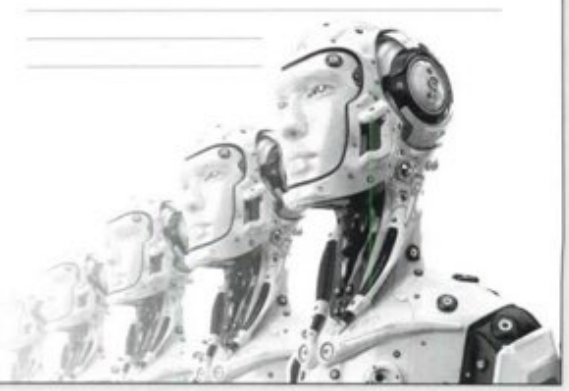
3 Listen. Circle **T** for *True* or **F** for *False*. VIDEO

1.	(T)	F	4.	T	(F)
2.	(T)	F	5.	(T)	F
3.	T	(F)	6.	(T)	F

4 Listen again. Correct the false statements. VIDEO

Possible answers

2. Amber Case says we rely on technology all the time.
3. Technology interferes with our ability to be alone.



GRAMMAR

Modals: Expressing obligation, advice and permission

Obligation
Students **have to/must** turn off their phones during tests. They don't have to turn off their phones between lessons.

Advice
Students **should** put away their mobile phones in class. They **shouldn't** let their phones interfere with their studies.

Permission
Can students use their computers to go online during lessons? They **can/may** if it is for that lesson. They **can't/may not** go online to access social media.

Have to and *must* show obligation, while *don't have to* shows there is no obligation. *Should/shouldn't* show advice. *Can* and *may* show permission, while *can't* and *may not* show there is no permission. Note that we use *can/can't* a lot more often than we use *may/may not*.

1 Read. Circle the word that completes each sentence.

On social media, we (1) **should** / **can** connect and communicate with others. And we (2) **may** / **have to** find people with similar interests. We (3) **must** / **can** share ideas with our new friends even if we aren't in the same location. Even though we don't see our new friends face to face, they (4) **must** / **can** become important people in our lives. This is why social media (5) **can** / **should** be so amazing. We all (6) **should** / **have to** be thankful to technology for bringing people together. With social media, it (7) **can't** / **shouldn't** be hard for anyone to be connected.

2 Write. Write three sentences using the means of expression in brackets.

1. (show obligation) Sample answers: Students must focus on their studies.
2. (give advice) You shouldn't write anything you will regret on social media.
3. (give permission) You can come to my house and use my computer.

3 Listen. Write your answers using *have to, must, should, can* or *may*. You can also use the negative forms. VOCAB

1. You should create a safe password.
2. Possible answers: You should choose something you already know, for your email address.
3. You shouldn't choose something that others will be able to guess.
4. You should change your username and password immediately.
5. You can tell them you're not interested, but you shouldn't say anything more.
6. You should create a social media account.
7. You must, or you may. / You can use a computer at the library.



4 Write. Think of rules and advice for using media in the classroom. Use at least one word from the box and *have to, must, should, can* or *may* for each rule. You can also use the negative forms.

access	communicate	digital	information	interfere
internet	private	share	social media	technology

1. We can be on social media until class starts.
2. Possible answers: We shouldn't share private information with anyone online.
3. Technology should never interfere with our studies.
4. We must turn off all digital devices during class.
5. We may access the internet any time for classwork.
6. During group activities, we have to communicate face to face.

1 Listen and read. As you read, think about tasks you want, or don't want, robots to do in your home. VOCAB

Robots Working in Your Home?



Cyborg anthropologist Amber Case says that today, most people are like cyborgs. She says that although we are human, we are also part machine. We're part machine because we rely on technology so much. So, if we are cyborgs, what is a machine that has human abilities and features? A robot!

Robots, or robotic machines, build and assemble things in factories. They are digitally programmed to do specific jobs, like put together the parts of a car. These robots do the same task over and over again. They can do jobs that humans used to do, but they are not like humans at all. They are just very fancy tools.

However, scientists are making new kinds of robots. These robots are programmed to act like humans. Some even look like humans. They can communicate with us and do many different tasks. The purpose of some of these robots is to take over human jobs in our homes, schools and at work. For example, there are robots that can babysit, take care of old people, and take and deliver food orders. Someday, robots may even be able to cook our meals and fold our laundry!

These robots do not fit the definition of the 'calm technology' Amber talks about. Instead of working quietly in the background, these human-like robots will constantly be around us. Will the jobs these robots do improve our lives? Will their constant interruptions to our private lives be worth it? We may have to try living with one before we know for sure.

2 Read each statement. Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

	T	F
1. Robots are part human and part machine.	☐	☑
2. Robots have the ability to take care of people.	☑	☐
3. Someday, we will be able to communicate with robots.	☑	☐
4. Human-like robots are a kind of 'calm technology'.	☐	☑

Possible answers: 1. Robots are only machines. / Cyborgs are part human and part machine.
4. Human-like robots are not a kind of 'calm technology'.

3 Read 'Robots Working in Your Home?' again. Write a list of tasks and activities that you or others do in your home. Then tick whether you would like a robot or a human to do that task or activity. Possible answers:

Task or Activity	Robot	Human
Play games with me		✔
Do laundry	✔	
Clean the floor	✔	
Tuck me into bed		✔
Cook my dinner		✔

4 Write. You have read about calm technology and robots working in your home. Which would you like to have? Why?

Answers will vary.

GRAMMAR

Must, might and can't: Expressing certainty

He **can't** email you tonight. He hasn't got access to the Internet.	very certain, impossible
There **must** be two people with the same username. That's not the same person I saw on social media yesterday.	very certain, sure
The information on that website **might** be wrong. I don't believe that horses have got two stomachs.	mostly certain, possible

We use *must*, *might* and *can't* to express how sure we are that something is true. Use *can't* when something is impossible. Use *must* when you are certain that something is true. Finally, use *might* when you are mostly certain about something. *Might* doesn't show as much certainty as *must* and *can't*. Note that we don't usually use *can* or *mustn't* to express certainty.

1 Read. Circle the word that best completes each sentence.

1. Juan **might** / **must** have an unusual username. He never remembers it.
2. Amelia loves her cat so much. Her password **might** / **can't** be her cat's name.
3. I read on three websites that horses have got one stomach. It **must** / **can't** be true.
4. Her little brother **might** / **can't** be the same age as my sister. Her brother is in Year 7 and my sister is in Year 10.
5. Some robots **might** / **must** have the ability to play football. Check a few sources to find out.

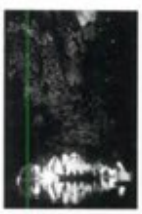
2 Listen. Some statements are true and some are false. Use *must*, *might* and *can't* to write what you believe. 1.01

1. That can't be true. The average mobile phone can last a few hours without recharging it.
2. (Sample answers) That can't be true. My cat had five kittens!
3. That might be true. I think that is about half of the world's population.
4. That might be true. I remember reading that once.
5. That must be wrong. We just learnt that most people are connected to their gadgets all the time.

3 Read Helen's blog. Write two responses. Use *must*, *might* and *can't* to write what you do and don't believe.



Helen's Travel & Adventure Blog



Hello Friends! Today I want to tell you about my dad's trip to New Zealand. He went for work. It took him three days to get there. He said he didn't sleep at all on the plane. But that can't be true. My dad falls asleep reading while on his computer all the time. He even fell asleep at the dinner table once! My dad must be the sleepiest person in the world.

On his day off, my dad went on an adventure. He floated down a river flowing through a cave. There were even waterfalls as tall as buildings in the cave! Can you believe that? I didn't at first, but it must be true. My dad always tells the truth.

But that's not all. There were twinkling lights all over the cave. Dad said they looked like stars. But guess what? They were worms! Glow worms! He said that New Zealand might be the only place in the world with glow worms like the ones he saw.

Check back next week. A special guest is going to write about one of our national parks!



Kenji
The journey can't take that long. It only takes about 20 hours to get to New Zealand.



Mari
Sounds like a great trip. By the way, my big brother might be sleepier than your dad!

WRITING

In an opinion essay, we want to tell others what we believe about a topic. We express our opinions, and then support those opinions with facts. We find facts in books and on the Internet. We must make it clear when we're stating a fact and when we're expressing an opinion.

When we express an opinion, we say things like:
- I believe ...
- I think ...
- It seems like ...

When stating a fact, we say things like:
- In fact ...
- For example, ...
- Research shows ...

1 Organise.

1. Your topic is *Can we live without our smartphones?* Look through the unit in your book to find facts that support your overall opinion about our use of smartphones and technology. Look on the Internet to find more facts. Make a list of facts and your opinion about the topic in the table below.

My Opinion	Facts

2. Plan your writing. You'll need a topic sentence that describes what the topic of your essay is. Write your topic sentence here:

Next, you'll need two or three paragraphs for your essay. Write your opinion and support it with facts.

Finally, you will need a concluding paragraph. It will express your overall opinion, or argument, in different words.

2 Write.

1. Go to page 55 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...



- **talk about how technology affects our lives.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

  Use words from the box to write two sentences about technology.

  access **ability** **communicate** **constant** **digital** **information** **location** **social media**

  (Sample answers) Digital technology gives us constant access to others.
  Social media gives us the ability to communicate with people in far away locations.

- **use modals to talk about obligation, advice and permission.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

  Write one sentence in which you give someone permission to do something.
  (Sample answer) You can / may use my computer to get onto the Internet.

  Write one sentence in which you give someone advice about how to take time away from technology.
  You should turn off your smartphone for two hours every day.

- **use *must*, *might* and *can't* to express certainty.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

  Fill in the blanks with *must*, *might* or *can't*.

  Your dad *must* be a really good cook. You always tell me about the great food he makes.

  That gift *can't* be from Uncle Mark. He never remembers my birthday.

- **write an opinion essay about smartphones.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

  I think we (can / can't) _____ live without our smartphones because ...
  Answers will vary.

YOU DECIDE **Choose an activity.** Go to page 92.

Unit 4

Underwater Mysteries

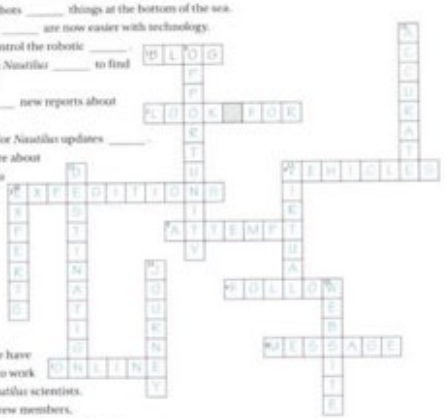
1 Read the sentences. Then complete the puzzle. You can use your textbook (pages 60–61), for help.

Across

1. I check *Nautilus*'s _____ every day for updates.
2. *Nautilus*'s robots _____ things at the bottom of the sea.
3. Underwater _____ are now easier with technology.
4. Scientists control the robotic _____.
5. Scientists on *Nautilus* _____ to find shipwrecks.
6. I like to _____ new reports about *Nautilus*.
7. I can check for *Nautilus* updates _____.
8. To learn more about *Nautilus*, you can send a _____ to the crew.

Down

9. Some people have an _____ to work with the *Nautilus* scientists.
10. *Nautilus*'s crew members, like Katy Croff Bell, are underwater _____.
11. I wonder what *Nautilus*'s next _____ will be?
12. People can be _____ travellers on *Nautilus*.
13. *Nautilus*'s crew communicates with others to make sure their information is _____.
14. It would be exciting to go on an underwater _____.
15. For more information, you can look on *Nautilus*'s _____.



2 Listen. Circle **T** for *True* or **F** for *False*. CD1 T7

1. T (F)
2. (T) F
3. (T) F
4. T (F)
5. T (F)
6. (T) F

3 Listen again. Correct the false statements. CD1 T8

1. A journey is a long trip.
4. An accurate fact is not based on a guess.
5. When we attempt to do something, it means we are trying.

4 Fill in the blanks. Use the correct form of the words from the box.

attempt	expeditions	expert	find out	look for	make sure	online	opportunity	website

I wanted to learn more about underwater exploration. I (1) looked for information (2) online and found an interesting (3) website. I (4) found out that the first underwater (5) expeditions were limited by how long the explorer could hold his breath. Explorers wanted the (6) opportunity to spend more time underwater. As early as the 1700s, explorers (7) attempted to build underwater suits. They had to (8) make sure that they could breathe underwater. In 1943, Jacques Cousteau, perhaps the most famous underwater (9) expert, built a diving suit called an Aqua-Lung. It was very similar to the diving suits we use today.



5 Write. Imagine you are going on an underwater expedition. Write three sentences using at least one of the words from the box in each sentence.

blog	destination	expert	follow	journey	messages	preparation	transmit	virtual

Sample answers: The preparations for my journey take a long time.
The destination is in the middle of the Indian Ocean.
On our way, we transmit messages to experts on land.

GRAMMAR

***Used to* and *would*: Talking about habits in the past**

Did you **use to** watch programmes about the sea as a child?
No, I never **used to** watch those programmes.
I **didn't use to** watch television at all.
Years later, when my cousin **used to** go scuba-diving, I became interested in the sea.
Where **did** she **use to** go scuba-diving?
She **used to** / **would** go diving at the beach by the school.

Both *used to* and *would* are used to talk about habits in the past. If the sentence has did, use *use to*. Otherwise, use *used to* or *would*.

However, *used to* is only possible with verbs like *be*, *live* and *have*.

1 Read. Circle the correct form.

1. Did it **use to** / **used to** take a long time to get ready for an underwater expedition?
2. The crew **used to** / **use to** start each day with a list of things to do.
3. Each explorer **use to** / **used to** be responsible for certain items on the list.
4. The first thing they **use to** / **would** do was to check that everything was in place.
5. If they were missing something, they **would** / **use to** quickly look for what they needed.
6. When did they **use to** / **used to** get together and wish each other luck?



2 Complete the sentences. Use *used to*, *would* or *use to*.

1. Did you use to read books about the sea?
2. Meag used to / would read dozens of books about the sea.
3. Every week, she would / used to go to the library to look for books.
4. All the books would / used to be about ocean wildlife and underwater exploration.
5. She didn't use to look for books about anything else.
6. She used to / would come home with at least ten books.
7. Each night, Meag used to / would look at the pictures and read her books before bed.
8. In the morning, she used to / would tell her dad all about everything she learnt.

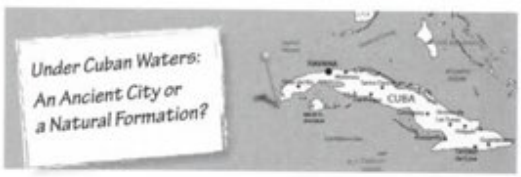
3 Listen. Re-write the sentences you hear with *used to* or *didn't use to*. CD1 T9

1. Before aeroplanes, people didn't use to travel across the Atlantic too often.
2. How did they use to travel?
3. Did they use to travel by ship?
4. A journey on a ship used to take weeks or months.
5. Such travels used to be dangerous much of the time.
6. Passengers used to have a lot of luggage.
7. Travellers used to return home only months later.

4 Write. Think about what travel by ship, train or on horseback used to be like. Write four new sentences with *used to* or *would*.

Sample answers: To travel by ship used to take a really long time.
Travel on horseback used to be dangerous.
People would spend months travelling by ship.
There were no aeroplanes, so people would take trains.

1 Listen and read. As you read, think about the author's purpose. T 1.08



In 2001, underwater explorers found something interesting. Off the western coast of Cuba, they discovered huge stone structures on the ocean floor. At first, they thought the structures were man-made carvings. Was it an ancient city from thousands of years ago? They weren't sure.

The explorers wanted to examine the structures more carefully. They sent a robot 600 metres (2,000 feet) down to take pictures and film the site.

They found out that the site included smooth blocks with right angles, pyramid shapes, and some circular shapes. Some experts believe that the formations are more than 6,000 years old. That's older than the pyramids in Egypt! Paulina Zelitsky is the main explorer who found the structures. She says, 'It's a really wonderful structure which really looks like it could have been a large urban centre.'

Other researchers, however, aren't so sure. Some say the structures are too deep. They ask, 'How did they get there?' They suggest that, over centuries, nature carved the shapes. Cuban marine geologist Manuel Iturralde says that nature can create some really wonderful formations.

Manuel has studied many underwater structures and formations in his career. Still, he cannot accurately identify the formations as natural. He agrees that they are very unusual, and he would have difficulty explaining how they formed naturally.

So, what are these structures under Cuban waters? Are they the remains of an ancient city? Or, are they natural formations? We may never know for sure.

2 Read. Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

	T	F
1. Manuel believes that the site contains the remains of a city.	☐	☑
2. A special robot took photos and filmed the site.	☑	☐
3. Some experts believe the formations are 5,000 years old.	☐	☑
4. We are not sure whether the site is natural or man-made.	☑	☐

Sample answers: Manuel is not sure whether the site is natural or man-made.

Some experts believe that the formations are over 6,000 years old.

3 Read 'Under Cuban Waters' again. What are the two main points the author discusses? What is the author's purpose? Fill in the diagram below. Sample answers:

Point 1	Point 2
The underwater site in Cuba may be a man-made city.	The underwater site in Cuba may be formations created by nature.
Author's purpose:	
To explain different ideas about what caused the interesting underwater structures off the coast of Cuba.	

4 Write. There are many similarities between the Cuban site and Yonaguni Jima site that you read about in your book. What are the differences? If you could explore either site, which would you choose? Why?

Answers will vary.

GRAMMAR

Past simple: Describing past actions

People **built** the Transcontinental Railroad **more than one hundred years ago**. It **was** a big job!

In 1987, scientists **examined** large rock formations under the sea near Yonaguni, Japan.

Didn't Mel **start** a blog about underwater explorers **last spring**?

Did you **run** in that race **a week ago**? My brother and I **planned** to, but we **didn't run.**

We use the past simple to talk about actions or situations that started and finished in the past.

We often use phrases that show the past: *in 1987, a week ago, last spring.*

1 Listen. Change the verbs you hear to the past. T 1.09

1. looked for
2. saw
3. didn't reach
4. identified
5. Did he follow
6. was
7. translated
8. studied
9. discovered
10. made sure

2 Write sentences about the past using the phrases and verbs. Sample answers:

1. (more than 20 years ago, marry) My parents married more than 20 years ago.
2. (last week, study) I studied a lot last week. / Last week I studied a lot.
3. (two years ago, be) Two years ago I was ten years old. / I was ten years old two years ago.
4. (in August, find) In August, Nautilus found an interesting discovery.
5. (in 2015, follow) In 2015, I followed Nautilus's blog. / I followed Nautilus's blog in 2015.
6. (last summer, visit) I visited my cousin last summer. / Last summer I visited my cousin.
7. (in April, examine) In April, experts examined remains they found under the sea.
8. (a month ago, start) Nautilus started a new journey a month ago. / A month ago, Nautilus started a new journey.

3 Read Marissa's blog. Write back to her and tell her about a time you saw or found something new or interesting.

Hi, friends! Today I want to tell you about my visit to Puerto Rico. Last summer, I visited my cousin Luis there. Luis took me swimming every day. One day, he showed me something special. He made sure we each had a pair of swimming goggles. We swam just a few metres from the shore. Below us were a lot of rocks. I followed him as he dived under the water. When I opened my eyes, Luis pointed to some strange things all over the rocks. They were spiky and purple! I didn't know what they were. Then I found out that they were sea urchins! Luis helped me carefully pick one up. It didn't hurt me. It was so cool to examine. I had never seen anything like a sea urchin before! Luis told me that people eat their eggs, but we decided to leave them in the sea. I was very happy that Luis showed them to me.



Now, I want to hear from you! Did you recently find or discover something new? When was it? What happened? Thanks!

WRITING

We use special words and phrases to show the differences, or contrasting ideas, about a topic. These words and phrases usually go at the beginning of a sentence.

People believe in mythical creatures. ***At the same time****, nobody can prove that they exist.*

Even though *some people say they saw the Loch Ness Monster, others say it's only a myth.*

- although
- but
- however
- on the other hand
- at the same time
- even though
- instead

1 Organise.

1. Your task is to write about *a mythical creature from your country*. You will need to present different, or contrasting, points of view about the creature. Write down some beliefs about the creature in Column 1. Then write different, or contrasting, beliefs in Column 2.

Column 1	Column 2

2. Now choose which words or phrases you plan to use to show the different, or contrasting, beliefs or points of view. Circle the ones you want to use at the top of the page.

2 Write.

1. Go to page 71 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...



- **talk about underwater exploration.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

What kinds of things do underwater explorers find?

Possible answers: Underwater explorers find underwater volcanoes and unusual rock formations.

How has underwater exploration changed with recent technology?

Underwater exploration has changed because explorers can now transmit messages to people on land.

- **use *used to* and *would* to talk about habits in the past.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write two things that scientists used to do when exploring oceans in the past.

Possible answers: They used to hold their breath under the water.

They would be at sea for many weeks at a time.

- **use the past simple to describe past actions.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write a statement, a question and a negative statement using the past simple. In each sentence, use a phrase that shows the past.

Possible answers: I swam in the sea a week ago.

I didn't send a message to my cousin yesterday.

In 1992, where did you find the remains of the volcano eruption?

- **write a contrast essay about a mythical creature.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Choose a mythical creature different from the one you wrote about in your essay. Write a belief about it. Then write a contrasting sentence.

Sample answer: Some people believe in a magical horse with a horn called a unicorn. However, nobody has really ever seen one.

YOU DECIDE **Choose an activity.** Go to page 93.

Units 3–4 Review

1 Read the list of rules for the library. Choose the correct answer.



1. Guests ____ turn off the sound on their mobile phones while in the library.
   a. may b. shouldn't (c.) must
2. If guests need to talk on the phone, they ____ go outside so they do not interrupt others.
   (a.) should b. don't have to c. may
3. These are not private computers. Anybody ____ use them.
   a. must (b.) may c. should
4. Each user ____ spend more than 30 minutes at a time on the computers.
   a. doesn't have to (b.) shouldn't c. can
5. When you have finished using the computer, you ____ log out.
   (a.) must b. can c. may
6. Guests ____ also access the Internet on their own devices with a password from the librarian.
   a. should b. must (c.) can
7. There is a digital copy machine that guests ____ use on the second floor.
   a. must (b.) may c. should
8. You ____ use the copier to make more than a few copies.
   (a.) shouldn't b. don't have to c. must
9. For more information about the technology or machines at the library, guests ____ ask at the front desk.
   a. have to b. can't (c.) may

2 Listen to the statements. Some are true and some are false. Use *must*, *might* and *can't* to write what you believe. CD1

That might be true. My friend's dog smells everything.

Sample answers: That can't be true. Apple sauce would make a mess in space!

That might be true. I know some cultures that don't use toothbrushes.

That can't be true. Back then computers were as big as rooms!

That must be true. Technology changes so fast that there is always something new.

That can't be true. Everyone I know opens their texts immediately.

3 Read. Then choose the best answer to fill in each blank.

I (1) __b__ be interested in the *Titanic* when I was younger. The *Titanic* (2) __c__ a British passenger ship on a journey across the Atlantic Ocean. It never (3) __c__ its destination. It (4) __a__ in the North Atlantic in 1912. Its remains are still at the bottom of the sea. The other day, my mum (5) __b__ she (6) __a__ interested in the *Titanic* as a child, too. She and her brothers (7) __c__ go to the library every day after school. She always (8) __a__ this opportunity to look for books about the *Titanic*. She (9) __d__ to me that when she was my age, most people (10) __c__ computers. People (11) __b__ go online whenever they wanted to. If people wanted to find out about something, they usually (12) __a__ go to the library.



1. a. would	b. used to	c. use to	7. a. used	b. use	c. would
2. a. is	b. would be	c. was	8. a. took	b. take	c. takes
3. a. reach	b. reaches	c. reached	9. a. explained	b. explain	c. explains
4. a. sank	b. sinks	c. sink	10. a. had	b. used to have	c. didn't have
5. a. say	b. said	c. says	11. a. can't	b. couldn't	c. could
6. a. was	b. is	c. were	12. a. had to	b. have	c. has

4 Re-write the sentences using *used to* or *use to*.

1. Before technology, were underwater expeditions more dangerous?
   Before technology, did underwater expeditions use to be more dangerous?
2. How long did explorers spend on an expedition?
   How long did explorers use to spend on an expedition?
3. How did experts examine remains under the water?
   How did experts use to examine remains under the water?
4. They did not have diving suits like we have today.
   They didn't use to have diving suits like we have today.
5. They took a long time to make careful preparations.
   They used to take a long time to make careful preparations.
6. Ships did not always make it to their destinations.
   Ships didn't always use to make it to their destinations.

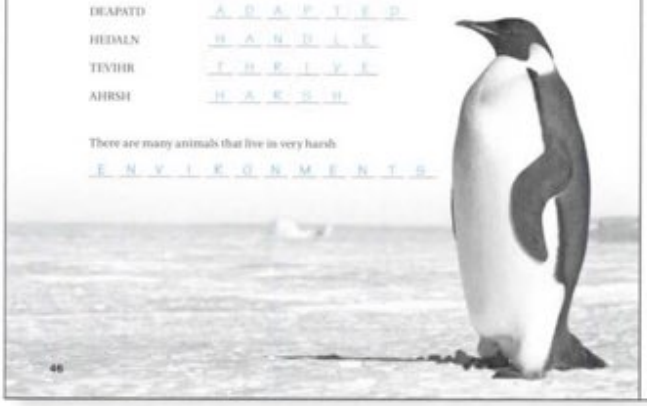
Unit 5

Life in the Extreme

1 Unscramble the words. Then use the letters in the circles to complete the sentence below.

EIFL	L I F E
NOXGEV	O X Y G E N
VLEEL	L E V E L
CATPILY	T Y P I C A L
EBAVYIT	V A R I E T Y
CKAL FO	L A C K O F
TICONIONSD	C O N D I T I O N S
SALMAMM	M A M M A L S
DEAPATD	A D A P T E D
HEIDALN	H A N D L E
TEVIHR	T H R I V E
AHRSH	H A R S H

There are many animals that live in very harsh E N V I R O N M E N T S.



2 Match the word to its definition. Write the letter on the line.

c 1. thrive	a. change, get used to
d 2. lack of	b. surroundings
b 3. environment	c. do well
e 4. typical	d. not enough
a 5. adapt	e. usual, normal

3 Read. Complete the sentences with words from the box.

adapt	conditions	creatures	harsh	mammals
oxygen	remarkable	thrive	variety	

(1) Mammals, such as polar bears, are not the only kind of animals that can live in (2) harsh (3) conditions. There is a (4) variety of (5) creatures that (6) thrive in extreme environments. For example, the tardigrade is a tiny organism that can survive without much (7) oxygen. It even has the (8) remarkable ability to (9) adapt to life in outer space!

4 Listen. Circle **T** for *True* or **F** for *False*. 2.023

1. T (F) 2. (T) F 3. T (F)
4. T (F) 5. (T) F 6. (T) F

5 Listen again. Correct the false statements. 2.024

1. Most animals cannot handle harsh environments.
2. Polar bears cannot tolerate very high temperatures. / Polar bears can tolerate very cold temperatures.
3. Astrobiologist Kevin Hand wants to know if life exists on other planets.

6 Write two sentences about animals that live in extreme environments. Use at least two words from the box in each sentence.

adapt	creature	conditions	exist	handle	harsh	lack of	thrive

1. Sample answers: Camels have adapted to live under the harsh sun.
2. Some creatures thrive in conditions with a lack of light and oxygen.

GRAMMAR

Present perfect: Describing past experiences that connect to the present

There are many creatures that **we've never seen** that **have adapted** to extreme environments.
Scientists **have studied** extremophiles for years to learn about the origins of life on Earth.
I've already found several books on extremophiles, but I **haven't read** them yet.
Have you **ever been** in an extreme environment?
The study of extremophiles **has helped** us think about life on other planets.

↑ have / has + past participle

We use the present perfect to talk about experiences or actions that:
- happened in the past, but continue to have a connection in the present (the result of the experience is still felt in the present);
- began in the past, but are still continuing in the present;
- happened recently, but we don't know or say when exactly they happened.

We also often use the present perfect with expressions of time, such as *ever, never, yet* and *already*. Use *yet* in questions and negative statements when you expect something has happened or will happen soon. Use *already* in positive statements when something happened earlier than expected.

1 Read. Complete the sentences with the present perfect forms of the verb in brackets.

1. Have you ever wondered (you / ever / wonder) if life exists in outer space?
2. Kevin Hand has thought (think) about life on other planets a lot.
3. He has visited (visit) several extreme environments.
4. In places like Alaska, Kevin has studied (study) a variety of extremophiles.
5. These remarkable creatures have thrived (thrive) under harsh conditions.
6. They have given (give) Kevin ideas about how animals might exist on other planets.
7. Kevin hasn't gone (not go) to outer space yet, but he hopes to someday.

2 Listen. Answer the questions using the present perfect. You may use *never, ever* or *yet* as necessary. 2.025 Sample answers:

1. I have never visited Antarctica.
2. Yes, I have been so cold that I could not feel my toes. / No, I have never felt so cold.
3. The hottest place I have ever been is Nicaragua.
4. I have never dreamt of visiting an extreme environment.
5. The most remarkable creature I have ever seen is a huge jellyfish.

3 Read. Complete the dialogues using the present perfect. You may use *ever, never, yet* or *already* as necessary.

1. Pablo: Have you seen the polar bear cubs at the zoo yet?
   Arturo: Yes, I have already seen the polar bear cubs at the zoo.
2. Mia: Has your uncle been to Antarctica?
   Sergio: Yes, My uncle has been to Antarctica.
3. Mia: Have you ever wanted to go somewhere that cold?
   Sergio: No, I have never wanted to go somewhere that cold.
4. Mia: Has your uncle ever visited an extremely hot place?
   Sergio: No, my uncle has never visited an extremely hot place.
5. Ender: Have scientists already found life on Jupiter's moon?
   Sara: No scientists have not found life on Jupiter's moon yet.
6. Miguel: Have extremophiles thrived in high-pressure environments?
   Jose: Yes, extremophiles have thrived in high-pressure environments.
7. Marissa: Have the chemicals in the water ever killed any of the microbes?
   Jose: No, the chemicals in the water have never killed any of the microbes.
8. Ender: Have you ever wanted to visit outer space?
   Ana: Yes, I've always wanted to visit outer space.



1 Listen and read. As you read, notice what type of information is given about each animal. V.0208

BIZARRE CREATURES

A fruit bat, called the Yoda Bat, has recently been discovered in the rain forest of Papua New Guinea. It is called the Yoda Bat because its big, pointy ears make it look like the *Star Wars* character, Yoda. The Yoda Bat has also got large, yellow eyes and large, open nostrils that add to its bizarre appearance. Since the Yoda Bat is a recent discovery, scientists have not had much time to study it and learn about its diet. They do know, however, that the Yoda Bat eats fruits that grow in the rain forest.





With big, front claws and long tails, scorpions look scary. These very adaptable creatures exist all over the world in deserts and forests. A scorpion's typical meal is made up of insects. But they also eat a variety of other things, including small mammals, reptiles and birds. When scorpions can't find food, they can slow their bodies down and survive on as little as one insect a year. They also have the remarkable ability to use very little oxygen. These abilities help scorpions thrive in some of the planet's harshest environments. The only conditions that scorpions can't handle are environments that lack soil or sand. This is because they burrow, or dig, under the ground.

The anglerfish certainly is ugly. These fish have got big heads and giant mouths full of teeth you can see through. Their most remarkable feature is a rod-like spine that sticks out and hangs over their head. This rod is much like a fishing rod. It gives off a light that attracts small fish for the anglerfish to eat. Anglerfish are normally about 30 cm. (11 in.) long, but can grow up to one m. (3 ft.). They live in the dark, cold depths of the Atlantic and Antarctic Oceans.



2 Read each statement. Then write the name of the animal from the reading that matches each statement.

1. Easily adapts to harsh conditions: scorpion
2. Has got big, pointy ears: Yoda Bat
3. Attracts prey with a rod: anglerfish
4. Can survive with little oxygen: scorpion
5. Eats fruits that grow in the rain forest: Yoda Bat

3 Read 'Bizarre Creatures' again. Organise information about the animals using the categories below.

Animal	Appearance	Habitat	Diet	Other Details
Yoda Bat	big, pointy ears; looks like Yoda; large yellow eyes; large open nostrils	rain forest; Papua New Guinea	fruit that grows in the rain forest	recently discovered
Scorpion	big claws; long tail; looks scary	deserts and forests; burrow in soil/sand	insects, but also small mammals, reptiles, birds	can slow body down; survive on one insect; can use little oxygen; needs soil
Anglerfish	30 cm. big head with real, giant mouth; see-through teeth	bottom of Atlantic and Antarctic Oceans	small fish	light on rod attracts prey

4 Read and write. You have read about six bizarre creatures. Answer the questions about them below.

1. Which of the animals do you think is the ugliest? Why?

Answers will vary.

2. Which of the animals do you think is the most remarkable? Why?

Answers will vary.

GRAMMAR

As . . . as: Making comparisons of equality

The anglerfish is just **as remarkable as** the horsehair worm.	
Gazelles can't run **as fast as** cheetahs.	
Some hummingbirds weigh **as little as** a large spider.	
Chimpanzees have got almost **as many** bones in their bodies **as** humans.	

We use as ... as to express how two things are similar or the same.

1 Read and complete the sentences. Use expressions of equality.



1. A pygmy shrew is as small as (small) a hummingbird.
2. The purple pig-nosed frog is just as ugly as (ugly) the blobfish.
3. Bizarre creatures are as important as are (important) attractive ones.
4. Many deep-sea fish are as blind as (blind) moles.
5. The axolotl is as interesting as (interesting) the tardigrade.
6. Blue whales are as long as (long) two city buses.
7. Fish need oxygen as much as (much) humans do.
8. The Sahara Desert is as harsh as (harsh) the Antarctic.

2 Listen. Re-write the sentences using expressions of equality. V.0211

1. (Greenland / Siberia) Greenland's environment is as harsh as Siberia's.
2. (Lake Vanda / Lake Assal) Lake Assal is nearly as salty as Lake Vanda.
3. (baby elephants / two small people) At birth, baby elephants weigh as much as two small people.
4. (black-eyed tree frog / Philippine crocodile) The black-eyed tree frog is as rare as the Philippine crocodile.
5. (mammals / heat / cold) Many mammals can tolerate/handle heat as well as cold.

3 Read the webpage. Then follow the directions below.

The World's Most Wonderful Creatures

We Should Thank Spiders, Not Squash Them

By Stacey Parks

Some people don't think ugly or creepy creatures are as important as cute animals. But these people are wrong. Sometimes creepy animals are even more important than cuddly ones.



For example, many people treat spiders like they don't matter. They step on them and kill them as fast as you can say 'Gotcha!' They don't realise that spiders are an important part of our environment.

Spiders are nature's bug spray. A spider eats about 2,000 insects a year! All spiders, whether as tiny as the end of a pencil or as big as a hand, eat insects. Without spiders, a lot more bugs like cockroaches and mosquitoes would thrive. Cockroaches and mosquitoes can carry disease, so think twice before you smack that spider with a newspaper.



Gardeners and farmers like spiders because spiders eat insects that would otherwise eat the plants and foods they grow.

Spiders are also important because their venom, or poison, has healing powers. Scientists are studying spider venom to see how it can cure certain diseases.

So, the next time you see a spider and want to stamp on it, say 'Thank you' instead!

4 Write three sentences about animals using expressions of equality and words from the box.

adaptable	big	bizarre	cute	helpful	important	interesting	remarkable	typical

Spiders are as helpful as bug spray.

Sample answers: Bizarre animals are as important as cute animals.

A spider's venom might be as helpful as traditional medicine.

WRITING

In persuasive writing we try to get others to agree with our opinion or point of view. We support our point of view with several facts. To connect our ideas, we can use transitional phrases like:

- also
- as a result (of)
- for this reason/these reasons
- another
- because
- therefore

1 Organise.

1. Your task is to write a *persuasive essay about why we should protect an unusual, endangered animal* of your choice. Look on the Internet to find facts about the animal you choose. List facts that support your reasons for wanting to protect this animal.

Animal:	
Reasons	Facts

2. Plan your writing. You'll need a topic sentence that expresses your point of view. Write your topic sentence here:

Next, you'll need two or three paragraphs for your essay. These will include the facts about the animal you chose.

Finally, you will need a concluding paragraph. It will restate your point of view in different words and summarise the facts.

2 Write.

1. Go to page 89 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...





- **talk about creatures that live in extreme conditions.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Use words from the box to write two sentences about animals that live in extreme conditions.

adapt	Arctic	conditions	exist	extreme	extremophiles	handle	harsh	thrive

1. Sample answers: Extremophiles thrive in harsh conditions.
2. Polar bears can handle the extreme cold of the Arctic.

- **use the present perfect to talk about experiences.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write sentences using the present perfect. Sample answers:

1. wettest / place / be: The wettest place I've (ever) been in the rain forest.
2. weirdest / animal / see: The weirdest animal I've (ever) seen is a platypus.
3. you / ever / visit / ?: Have you ever visited Siberia?

- **use *as ... as* to make comparisons.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Use expressions of equality to re-write the sentences.

1. Both dolphins and gorillas are extremely intelligent.
Dolphins are as intelligent as gorillas.
2. There are 31 days in July. There is the same number in December.
There are as many days in July as in December.

- **write a persuasive essay about an endangered animal.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Choose one animal you have read about in your book or workbook. Write a topic sentence saying why you think it is remarkable. Support your opinion with a fact.

Answers will vary. I believe that the axolotl is the most remarkable animal because it has the ability to grow back a limb.

YOU DECIDE **Choose an activity.** Go to page 94.

Unit 6

Are You Going to Eat That?

3 Follow the steps. Then use the words that are left to complete the secret message.

rotten	nutritious	landfill
challenge	fields	supermarket
appearance	produce	supply
edible	standards	consumers



1. Cross out the word that has two 'd's' in it. standards
2. Cross out the word that means 'people who buy things'. consumers
3. Cross out the word that means 'provide or give'. supply
4. Cross out the word that means the opposite of an easy task. challenge
5. Cross out the word that completes this sentence:
I buy food at the supermarket.
6. Cross out the word that is the name for a place where rubbish is buried. landfill
7. Cross out the words that complete this sentence:
Lots of rotten food sits in fields and is never taken to the supermarket.

Secret Message:

The appearance of fruit and vegetables does not matter.
Ugly produce is edible and nutritious.

2 Match each word to its definition. Write the letter on the line.

F	1. waste	a. a series of activities working toward one result
I	2. shocking	b. the way something looks
A	3. campaign	c. healthy to eat
C	4. nutritious	d. a set of rules and expectations
D	5. standards	e. unused materials
B	6. appearance	f. very surprising

3 Listen. Circle **T** for *True* or **F** for *False*. VIDEO

1.	T	(F)	4.	(T)	F
2.	(T)	F	5.	(T)	F
3.	T	(F)	6.	T	(F)

4 Listen again. Correct the false statements. VIDEO

1. Tristram Stuart organises campaigns that support ugly / imperfect fruit and vegetables. 2. Bananas do not have to be the same size to be nutritious.
3. A supermarket in France decided to supply ugly fruit and vegetables, and consumers loved the idea.

5 Write. Use the words below to write sentences about ugly food. Sample answers:

1. challenge: It will be a challenge for me to eat ugly foods.
2. shocking: The amount of food that is wasted is shocking!
3. standards: Supermarkets should change their standards and sell more ugly produce.



GRAMMAR

Going to, will and present continuous: Talking about the future

1. What **are you doing** tomorrow night?
2. I'**m going to eat** at the new Peruvian restaurant. Do you want to come?
3. I can't. I'**m visiting** my cousin tomorrow.
4. Why don't you both come?
5. a.) OK, I'**ll call** him and ask him. b.) I think he'**ll like** Peruvian food!
6. Great! This **is going to be** a fun night!

Use the present continuous and *going to* when future plans are made before the moment of speaking (examples 1, 2 and 3).

Use *will* when future plans are made at the moment of speaking (example 5a).

Finally, use *will* and *going to* to make future predictions (examples 5b and 6).

1 Listen. Write responses using *going to*, *will* or the present continuous. V020

1. Some consumers will buy produce that is not perfect. Some will reject it.
2. I will eat ugly fruits that do not look perfect.
3. I'm going to buy it and make a smoothie.
4. I'm going to chop and fry them.
5. I'm going to bake the chicken in the oven with carrots and potatoes.
6. I'm going to invite / I'm inviting my best friend Ricardo for dinner.



2 Read each dialogue. Fill in the blanks using the verb in brackets and *going to*, *will* or the present continuous.

Dialogue 1

Mika: What (do) _____ (are you going to do? / are you doing) with all those old carrots?

Ann: I'm (make) _____ (going to make / making) a fresh carrot soup.

Mika: Are those edible? Aren't you (throw away) _____ (going to throw / throwing them away)?

Ann: Of course not. They (make) _____ (will make / are going to make) a delicious and nutritious meal.

Dialogue 2

Suki: I'm (start) _____ (going to start / starting) a campaign so that less food goes to waste.

Yun: How (do) _____ (will you / are you going to do) that?

Suki: I'm (challenge) _____ (going to challenge / challenging) shops to sell food they normally throw away.

Yun: What if they (not do) _____ (won't do / will not do) it?

Suki: They will. I (make) _____ (m going to make / will make / 'm making) posters for the shops. Also, I (teach) _____ (I'm going to teach / I'll teach) their consumers how to use produce that is not perfect.

3 Look at the photos. Write one sentence about each using *going to*, *will* or the present continuous.





Sample answers:

1. All of the tomatoes in the field will soon be rotten.
2. Someone is going to chop those vegetables.

1 Listen and read. Scan the text before you read. How many different numbers can you find? What do you think they represent? V021

Let's Stop Wasting Food!

How often do you or someone you know leave food on your plate? Does your family throw away food from the fridge because it's no longer fresh? If food waste is a problem in your home, think about what it's like worldwide.

About one-third of all food in the world is wasted. That's 1.2 billion metric tonnes of food. To give you an idea of how shocking that is, consider that the waste weighs as much as 200 million elephants! Among the waste, 45 per cent of fruit and vegetables is wasted, 35 per cent of seafood, and 30 per cent of cereal and grains. Milk products and meat are also wasted, but not as much. Most of this waste happens in North America and Europe, where about 100 kg of food per person is wasted each year. The United States alone, for example, wastes so much food that it could feed most of the country's hungry people for one year.

Food waste is indeed a big problem. It costs money and hurts the environment. But there are ways we can decrease the amount of food we reject and throw away. One way is to compost the food we do not eat. Composting is like recycling. Unwanted food breaks down and goes back into the soil to grow more fruit and vegetables.

- **1/3 of all food is wasted.**
- **In North America and Europe, 100 kg of food is wasted per person each year.**
- **Americans could feed 70% of the country's hungry people with the food they waste each year.**

We could also buy less at the supermarket and only fill our plates with what we know we will eat. We should take time to think about how much food we will actually eat. Another way to decrease food waste is to get involved with charity organisations and create campaigns that give food to people who often go hungry. Finally, give uneaten food to pets or farm animals. If we all make the decision to stop wasting food, we can make a difference!



2 Read each statement. Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

	T	F
1. Food waste is a worldwide problem.	☑	☐
2. Cereal and grains are the most wasted foods in the world.	☐	☑
3. Americans feed all of their hungry with food they reject.	☐	☑
4. One way to decrease food waste is to compost it to grow more food.	☑	☐

2. Fruit and vegetables are the most wasted foods in the world.
3. Americans could feed their hungry with all the food they reject.

3 Read 'Let's Stop Wasting Food!' again. List all the numbers you can find. Then write what each one represents.

Number	What does it represent?
1/3 (1.2 billion metric tonnes)	amount of all food wasted worldwide
45%	amount of fruit and vegetables wasted
35%	amount of seafood wasted
30%	amount of cereal and grains wasted
100 kg	amount of food wasted per person in N. America and Europe
70%	amount of hungry people in the US that the food wasted could feed

4 You have read about worldwide food waste, as well as waste from school canteens. Think about your eating habits at home, in restaurants and at school. Write what you are going to do to decrease food waste in your life. Sample answers:

I am going to only eat half of my food when I go out to eat. I will bring the other half home for lunch the next day.

When I do not finish my sandwich at school, I will save the rest for the next day instead of throwing it away.

GRAMMAR

Conditionals: Talking about cause and effect

if clause: present	Main clause: imperative	
If you don't **finish** your dinner,	**save** the rest for tomorrow.	
***if* clause: present**	**Main clause: present**	
If the fruit **is** old,	we **use** it to make smoothies.	This is always true/true now.
***if* clause: present**	**Main clause: future**	
If you **put** less food on your plate,	you **will** not **waste** so much food.	This will be true in the future.

Conditional sentences have two clauses. The 'if' clause expresses a conditional using the present tense. The main clause expresses the result.

1 Listen to the 'if' clauses. Match the main clause to each. 2.033

1. e
2. d
3. a
4. d
5. b

a. we eat it for a couple of days.
b. we buy them anyway.
c. I will help you make posters.
d. give the rest to the dog.
e. I will fry them.

2 Write your own endings to the first three conditional clauses. Then write three conditional sentences of your own. Sample answers

1. If there is rotten food in our kitchen, we throw it away
2. If I am served a food that looks strange, I try it.
3. If the vegetables are not fresh, make them into a soup.
4. If I make potatoes, I will wash them.
5. If we go to a restaurant, I bring home my leftovers.
6. If you go to the supermarket, make a list of things to buy first.

62

3 Read Ana's email and Paola's response. Then pretend you are another one of her friends, Jorge or Eva, and write a response using conditionals.

To: Paola, Jorge, Eva **From:** Ana **Re:** My food campaign

Hi guys. I have made the decision to start a food campaign to feed people who have less food to eat than we do. I'm going to start by asking restaurants for food. I will need your help. If I give each of you a list of restaurants, will you go and talk to them? I want you to ask them to supply us with edible foods they plan to throw away. If we each visit two restaurants a week, we will have enough food to feed people in our neighbourhood.

We are going to need a kitchen and space to feed people, too. If you have any suggestions, I want to hear them. Also, if you know of anyone else who can help, please ask them to call or email me. This is going to be a challenge, but it will be worth it to help others.

Thanks! Talk to you soon!

Ana

To: Ana **From:** Paola **Re:** Ana's campaign

Ana, what a great idea! I'm excited to be involved in this campaign. If we ask my mum, she will probably let us use the school canteen. She is the head of the school, after all!

Paola

To: Ana **From:** _____ **Re:** Ana's campaign

_____

_____

_____

_____

_____

63

WRITING

When we write to explain, we often describe the causes, or reasons, that bring about certain effects, or results. The causes are usually one or a series of actions or events.

To talk about causes and effects, we use phrases such as:

- as a result (of)
- because (of)
- due to
- for this reason/these reasons
- since
- that's why

1 Organise.

1. Your topic is *Why do people throw food away?* Look through the unit in your book as well as your workbook to find ideas about why people waste food. List at least three causes, or reasons, below.

Reasons/Causes for Wasting Food

2. Plan your writing. You'll need an introductory paragraph with a topic sentence that explains what your essay is about. Write your topic sentence here:

_____

Next, you'll need at least two body paragraphs to talk about the causes of food waste.

Finally, you'll need a concluding paragraph. It will restate the topic sentence in different words.

2 Write.

1. Go to page 105 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

64

Now I can ...

· talk about food waste. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Use words from the box to write two sentences about food waste.

fields fresh produce reject rotten shocking throw away waste

Sample answers

1. It's shocking how much food people waste or throw away each year.
2. Fresh produce often becomes rotten in the fields before it ever makes it to the supermarket.

· use *going to*, *will* and the present continuous to talk about the future. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write one sentence about each photo using *going to*, *will* or the present continuous.




1. This evening, he's frying some chicken / he is going to fry the chicken
2. Tomorrow morning, she is buying bananas for a smoothie / she will make a smoothie with those bananas

· use conditionals to talk about cause and effect. Sample answers ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write two conditional sentences about food or food waste.

If I start a food campaign, I hope you will help.

If you eat a big breakfast, try to eat a small lunch.

· write a cause and effect essay about why people throw food away. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write one cause for food waste that you did not write about in your essay.

Sample answer: A lot of food is wasted because consumers expect produce to look perfect, so supermarkets reject produce that doesn't look pretty.

_____

YOU DECIDE Choose an activity. Go to page 95.

65

Units 5–6 Review



1 Listen. Answer the questions using the present perfect. You may use *never*, *ever*, *yet* or *already* as necessary. V033

Sample answers:

1. Yes, I've been to Antarctica.
2. Yes, I've spent time in the desert. / No, I've never spent time in a very hot, arid dry environment.
3. Yes, I've experienced an environment that lacked enough oxygen. It was in the mountains of Nepal.
4. The most remarkable creature I've ever read about is the tongue-eating louse.
5. No, I've never seen jellyfish. / Yes, I've seen jellyfish several times.

2 Read. Re-write the sentences using expressions of equality.

1. A baby elephant weighs 90 kg. (198 lb.) when it's born. That's how much an adult warthog weighs!
   When it is born, a baby elephant weighs as much as an adult warthog.
2. Warthogs are really ugly. So are slugs.
   Slugs are as ugly as warthogs.
3. Both bats and moles are blind.
   Bats are as blind as moles.
4. The hagfish and the anglerfish are both remarkable creatures.
   The hagfish is as remarkable as the anglerfish.
5. Just like humans, fish need oxygen to live.
   Fish need oxygen as much as humans do.
6. The deep sea is a harsh environment to exist in, just as the waters of the Antarctic are.
   The deep sea environment is as harsh as the waters of the Antarctic.

3 Read the conversation about Sara and Jun's plans. Choose the correct words to complete the sentences.



1. **Sara:** When __b__ to the supermarket?
   a. do you go **b.** are you going **c.** you go
2. **Jun:** I __c__ this afternoon, after school.
   a. go **b.** have gone **c.** am going
3. **Sara:** What __a__ you buy there?
   a. will **b.** did **c.** do
4. **Jun:** I __b__ fresh produce and supplies for soup.
   a. have bought **b.** am going to buy **c.** buy
5. **Sara:** Why __b__ soup?
   a. do you make **b.** are you making **c.** did you make
6. **Jun:** My friends and I __c__ each other to eat more nutritious meals.
   a. challenge **b.** challenged **c.** are challenging
7. **Sara:** Sounds great! I __b__ the challenge with you!
   a. will do **b.** did **c.** have done
8. **Jun:** OK. We __c__ to decrease waste by not throwing away so much food, too.
   a. try **b.** have tried **c.** are going to try
9. **Sara:** So, we __b__ soup every day until it's gone!
   a. will eat **b.** ate **c.** have eaten

4 Match the phrases to form logical sentences.

__h__ 1. If I start a food campaign,	a. buy it anyway.
__g__ 2. If we all eat leftovers,	b. we will boil and mash them.
__c__ 3. If you see produce that does not look fresh,	c. most consumers reject them.
__d__ 4. If you don't finish that pizza,	d. I take home what I don't finish.
__e__ 5. If the bananas are not the same size,	e. they will become rotten.
__b__ 6. If we have potatoes tonight,	f. we will throw away less food.
__a__ 7. If I go out to eat,	g. I hope you will be involved.
__f__ 8. If vegetables sit in the field,	h. save the rest for tomorrow.

Unit 7

Art in the Open

1 Read the clues and fill in the puzzle.



Across

1. Some public art helps us ____ important events, like World War II.
2. Public art can also send messages about ____ issues.
3. Art can be about any ____ the artist is interested in.
4. Because of the painted houses on the hill in Mexico, colour ____ the neighbourhood.
5. The red polar bear on the ice in Iceland made people ____ that polar bears are in danger.
6. Sometimes art simply gives people ____ .
7. You can ____ art in museums as well as outside.

Down

8. You can see art in ____ ____ any time you wish.
9. Shannon Galpin ____ people what life is like in Afghanistan with her photographs.
10. Most statues stay in one place forever, but some public art displays are ____ .
11. Some public art ____ with political issues.
12. When we do not have to pay to see art, it is ____ .

2 Match the words to their definitions. Write the letter on the line.

__c__ 1. surround	a. for a short time
__e__ 2. take down	b. to bring something from the past to mind
__f__ 3. aware	c. to be all around a place
__a__ 4. temporary	d. areas open to everyone
__b__ 5. remember	e. to remove
__d__ 6. public space	f. knowing about something

3 Listen. Circle **T** for *True* or **F** for *False*. V034

1. (T) F
2. (T) F
3. T (F)
4. (T) F
5. T (F)
6. T (F)

4 Listen again. Correct the false statements. V035

5. A temporary art display is taken down after a while.
6. Shannon Galpin shows her photographs in public spaces in Afghanistan.
7. Artists sometimes deal with political issues in their work.

5 Look at the photos. Choose two of the photos to write sentences about. Use at least one word from the box in each of your sentences. Sample answers:





free | joy | mural | pleasure | public spaces | surround | take down | temporary

This temporary art display is amazing! I will try to take a look.

Sometimes many people work together to paint a mural. / Murals like this one are very joyful.

This sculpture brings many people joy. / People can view art in public spaces for free.

GRAMMAR

Past simple vs. present perfect: Talking about the past

Have you **ever heard** of the Spanish artist, Jaume Plensa?	
In 2000, he **designed** *Crown Fountain* in Chicago.	
He **has created** dozens of sculptures throughout the world.	
Plensa **has been** an artist ever since he **went** to art school in Barcelona.	
Have you **seen** any of his work yet?	

Use the present perfect for an action which happened in the past but can happen again in the future. The action may have happened only once, or it may have been repeated. It does not matter or it is not known exactly when the action happened.

Use the past simple when an action was completed in the past, and when you know when the action happened (see underlined examples above).

1 Read the sentences. Circle the correct verb form.

1. We **visited** / **have visited** art museums in Spain several times over the years.
2. We **have viewed** / **viewed** Jaume Plensa's work when we were there in 2014.
3. My cousin **has loved** / **loved** Plensa's work ever since she **has seen** / **saw** the sculpture at Millennium Park.
4. My friend **has expressed** / **expressed** herself with several art displays in public spaces in the past few years.
5. **Did they take down** / **Have they taken down** the temporary art displays yet?
6. **Have you shown** / **Did you show** your artwork to the gallery last week?
7. My cousin's sculptures **dealt with** / **have dealt with** various social issues over the years.

2 Read. Complete the sentences with the present perfect or past simple.

1. Jaume Plensa (study) studied art at the Llotja School of Art and Design when he (be) was young.
2. In 2011, Plensa (show) showed many of his works at an exhibition in England.
3. For years now, Plensa (be) has been an art teacher at two big art schools.
4. Between 1986 and 2008, Plensa (work) worked with others to create theatre and opera sets and costumes.
5. People throughout the world (enjoy) have enjoyed Plensa's sculptures in public spaces.



3 Listen. Write responses in the present perfect or past simple. 9.03

Answers can be in other tense as long as they appropriately answer the question.

1. Yes, I have travelled to Spain. I went there in 2015.
2. No, but I would like to. I have never seen a giant flower in Japan.
3. Yes, I have expressed myself with art many times. I have made several collages.
4. No, I remembered to put my paints away.
5. Yes, I once visited a sculpture garden in Seattle.
6. No, I have never been to an art gallery.
7. I have known him for two years.
8. I began to learn about art last year.

1 Before you read, look at the title and the photos. What do you think the reading is about?

Answers will vary.

2 Listen and read. As you read, think about the main idea of the reading. 9.03



A Changing Community

Medellín, the second largest city in Colombia, used to not be a great place for children to grow up. Today, however, the people of Medellín are working together to make it a safer and more beautiful community. How are they doing this? Through art, of course!

The local government has given artists permission to paint murals on certain walls throughout the community. Artists are able to share their passion with others. They express themselves in their work. They also express a shared culture and shared values and memories. This builds respect among the residents.



The government's interest in the community helps the residents believe in the political system. To further support the residents of Medellín, the local government also supplies residents with brightly coloured paint to paint their houses. As residents plan and paint their homes together, they appreciate and understand each other more.

Another way Medellín is using art to improve their neighbourhoods is by giving children art classes. Community centres, such as Casa Morada, teach children how to paint and help them plan murals for public spaces. This is not only fun, but it has a serious side to it as well. It keeps children out of trouble and gives them a sense of pride in their neighbourhood.

Because of art, bright colours surround the community of Medellín. It gives the residents joy, pride and a sense of togetherness. As a result, Medellín is becoming a safer, more beautiful place.

3 Read each statement. Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

	T	F
1. Public murals are illegal all over Medellín.	☐	☑
2. Art in the community of Medellín builds respect among residents.	☑	☐
3. Painting murals keeps children out of trouble in Medellín.	☑	☐
4. Residents of Medellín no longer believe in the local political system.	☐	☑

1. Public murals are not illegal / are legal all over Medellín.
2. Residents believe in the local government.

4 Read 'A Changing Community' again. Write the main idea below. Then add three details that support the main idea.

Main idea	Supporting details
Community art in changing Medellín and making it a safer, more beautiful place.	The government gave artists permission to paint murals that express community values, etc.
	The government gives people paint to paint their houses, which brings people together.
	Community centres keep children out of trouble and help them create murals.

5 You have read about street art in Rio de Janiero and Medellín. Write about how your community could benefit from community art. Sample answer:

I live in the city with lots of grey buildings. My community could benefit from getting children together to paint murals on the buildings. The city would be brighter, and the citizens of the community would have a chance to connect and become friends.

WORKBOOK

GRAMMAR

Indefinite pronouns: Talking about people, places and things without giving details

I'm looking for **someone** to help me paint. Can **someone** help me paint this mural?	Use someone, somewhere, something to talk about a person, place or thing in positive statements. Also use in questions when you think you know the answer or are making an offer or request.
I can't find the large paintbrush **anywhere**. Is there **anything** else we can use? **Anyone** who tries can make art.	Use anywhere, anything, anyone in negative statements or questions when you are not sure of the answer. Also use in positive statements when 'any' means 'every'.
Nobody came to help me paint.	Use nobody, no one, nowhere, nothing to give statements a negative meaning.
I looked **everywhere** for the large paintbrush. Can **everyone** paint a part of the mural?	Use everyone, everywhere, everything in positive statements and questions.

Use indefinite pronouns to talk about people, places and things when the details are not known or not important.

1 Listen to the statements and questions. Circle the answer that should go where you hear a beep. 1.08

1. (anyone) someone
2. somewhere (everywhere)
3. anything (something)
4. everything (anything)
5. (everyone) anyone
6. (anyone) no one
7. anywhere (everywhere)
8. Nobody (Everyone)

2 Read. Complete the text with the correct indefinite pronoun.

(1) Anyone can paint a mural, but not (2) everyone is an artist. Still, that should not stop (3) anyone from trying to express him- or herself. There are lots of places people can paint on walls, but people can't paint just (4) anywhere. Artists usually need permission to paint in public spaces. Without permission, there could be graffiti (5) everywhere, (6) everyone, including artists, needs to respect public space. If you have (7) something you think would be fun to paint in a public place, contact (8) someone in your local government to learn how to properly ask for permission.

3 Read Cristiano's blog. Then respond below. Try to use indefinite pronouns in your response.



Cristiano's Community Messenger

Is anyone interested in creating a mural for the local school with me? I really want to create something that represents our community. The school already has a few murals, but none of them say anything about who we really are.

I already have permission from the school head. So, the first thing I need is a group of volunteers. Not everyone on this project needs to be a part of the school. Anyone from the community is welcome.

Second, we need to plan on what the mural will show. Is there anything special we want it to say? And third, we need to decide where it will be. Is there somewhere in the school grounds you think would be perfect for a new mural? The canteen is an idea, but the old mural would have to be painted over, because, unlike other art forms, you can't take down a mural!

I would love to hear your thoughts and ideas. Thank you!

Cristiano



Lidia
What a great idea! I think everyone is going to be excited about this. I think the mural should show how we work together. Talk to you soon.



Rodolfo
I love this, too. It should be somewhere that everyone will see it.

WRITING

When we write to give instructions or explain a process, it's important to clearly outline and explain each step in order. It's often a good idea to make each step its own paragraph. To introduce each step, use words and phrases such as:

- First
- Second
- Then
- Next
- The next step
- After that
- At the end
- Finally
- The final step/thing

1 Organise.

1. Your topic is *How you would create a piece of public art for your school or community?* Look through the unit in your book, as well as this workbook, for ideas about the kind of art you want to create, what you want the subject to be, and where you want the art to be located. Then fill out the graphic organiser below. Include at least three steps for creating your art.

Kind of art:	Subject:	Location:
Steps: 1. 2. 3.		

2. Plan your writing. You'll need an introductory paragraph with a topic sentence that introduces your topic, including what kind of art you want to create, what the subject will be, and where it will be installed. Write your topic sentence here:

Next, you'll need at least three paragraphs to explain each of the steps you will follow to create your public art.

2 Write.

1. Go to page 123 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I can ...



- **talk about art in public spaces.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Use words from the box to write two sentences about public art. You may use the photos on this page for ideas.

aware	deals with	graffiti	joy	mural
respect	social topics	society	temporary	

Sample answers

1. Some public art makes society aware of social topics.
2. Sometimes people come together to paint a mural which helps them respect each other.

- **use the past simple and present perfect to talk about the past.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write one question using the present perfect. Then write the answer to the question using the past simple. Sample answers

1. Have you ever painted a mural with people in your community?
2. Yes, I once painted a mural with children at my school.

- **use indefinite pronouns to talk about people, places and things.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Fill in the blanks with the correct indefinite pronouns.

Suyin: Did you see someone / anyone walk by carrying a big paintbrush?

Ling: I did see someone, but she wasn't holding anything in her hands.

Suyin: Thanks. Please tell everyone to look everywhere for a big, blue paintbrush.



- **write a process essay about how to create a piece of public art.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write three sentences explaining how to draw a self-portrait.

Sample answer: First, choose your draw a self-portrait. First, find a mirror. Then put the mirror in a spot where you can look at yourself and look at your drawing at the same time. Finally, look at yourself carefully and draw what you see!

YOU DECIDE **Choose an activity.** Go to page 96.

Unit 8

Don't Panic!

1 Unscramble the words. Then write the letters in the circles to complete the sentence below.

SCEPAE ESCAPE

EABRETH BREATHE

DWIRLFIE WILDFIRE

RDITSASE DISASTER

SEHAK SHAKE

LLCAIJYREF CRASHES

ECLLOSAP COLLAPSE

SOUBVRIV SURVIVOR

GWANINR WARNING

QUEAKRTHAE EARTHQUAKE

SFLMAE FLAMES

Some disasters, like an avalanche, S T R I K E unexpectedly. Others, like C Y C L O N E S, give us some warning.



78

2 Match each word to its definition. Write the letter on the line.

c 1. terrible — a. with care

d 2. collapse — b. get out

f 3. warning — c. awful

a 4. carefully — d. fall on itself

b 5. escape — e. a sign

3 Read. Complete the sentences with words from the box.

breathe	collapse	disasters	earthquakes	escape
flames	prevent	shaking	terrible	

(1) Earthquakes are (2) terrible events. There is nothing to do to (3) prevent them, and they often cause other (4) disasters. For example, the (5) shaking causes buildings to (6) collapse, which often starts electrical fires. The smoke makes it hard for people inside to (7) breathe. Also, it's often difficult to (8) escape from the hot (9) flames.

4 Listen. Circle **T** for *True* or **F** for *False*. 1.08

1. (T) F
2. (T) F
3. T (F)
4. (T) F
5. T (F)

5 Listen again. Correct the false statements. 1.08 Possible answers:

3. People like Jimmy Chin cannot predict avalanches. / Avalanches are hard to predict.

5. People do not usually escape collapsed buildings easily.

6 Write two sentences about natural disasters. Use at least two words from the box in each sentence. Possible answers:

cyclone	earthquake	predict	strike	survivors	terrible	unexpected	warning	wildfire

1. When a cyclone strikes, the damage is terrible.
2. There are often no warnings before an earthquake.

79

GRAMMAR

Past simple vs. past continuous: Talking about the past

While I **was swimming** the other day, I **thought** about the dolphins that **saved** four lifeguards.

What **did** the dolphins **do** when they **knew** a shark was near? They **didn't swim** away. Instead, they **swam** around the lifeguards. They **were protecting** the lifeguards from harm.

What **were** the lifeguards **doing** in the water? They **were enjoying** a swim.

When the rescue boat **arrived**, the dolphins **were** still **keeping** the shark away from the lifeguards. The dolphins **stayed** close as the lifeguards **climbed** into the boat.

Use the past continuous to talk about an action that was already happening when another action began or happened. Use the past simple for that second action that began or happened.

To form the past continuous, use was/were + verb + -ing.

1 Fill in the blanks. Put the verbs in the correct tense: past simple or past continuous.

1. Jimmy Chin was hiking (hike) in the Himalayas when the weather unexpectedly became (become) terrible.
2. Jimmy was skiing (ski) on a high mountain when an avalanche struck (strike) without warning.
3. The flames were burning (burn) the building when the fire engine came (come).
4. While we were living (live) in Chile, we experienced (experience) an earthquake.
5. I suddenly felt (feel) the earth shake while I was reading (read) my book.
6. The wildfire started (start) while we were camping (camp) in the forest.
7. Did (Do) the dolphins chase (chase) the shark away when they saw (see) it?

80

2 Read. Complete the sentences with the past simple or past continuous using the words and phrases from the box.

be	be in trouble	drive	feel	live	happen	not pay attention
play	scream	see	stop	strike	take	talk

When I (1) was little, I (2) lived in a house on the edge of the forest. While I (3) was playing outside with my little sister, I (4) saw smoke and flames at the top of the trees. Of course my sister (5) wasn't paying attention to what (6) was happening. I knew we (7) were in trouble, but I (8) felt brave. I carefully (9) took my sister inside. My mum (10) was talking on the phone, so I (11) screamed, 'There is a wildfire coming!' My mum quickly (12) drove us to safety. Luckily, the firefighters (13) stopped the fire before it (14) struck our house.



3 Listen. Write responses using the past simple or past continuous where needed. 1.09

1. Jimmy Chin was brave when he was struck by an avalanche. Possible answers:
2. The weather became terrible while Jimmy was hiking in the Himalayas.
3. When the wildfire started, the campers were sleeping.
4. The animals were acting strangely before the tsunami hit.
5. I am not a survivor of a natural disaster. / I am a survivor of a natural disaster. I was getting ready for bed when a tsunami struck.

81

1 Before you read, look at the title and the photos. What do you think the reading is about? Briefly write it here:

Answers will vary.

2 Listen and read. As you read, try to visualise, or see a picture in your mind of, the events the author describes. V 043

TERROR Comes in Twos





Can you imagine being hit with two huge natural disasters at once? That's exactly what happened in northeastern Honshu, Japan's largest island, in March 2011. A powerful earthquake unexpectedly struck about 320 km. (200 mi.) north of Tokyo. It was followed by a terrible tsunami. Very few scientists predicted these disasters. Most people did not sense they were coming, so very few people prepared for them.

The earthquake was one of the strongest ever recorded. It shook the earth as far away as parts of Russia and China. It struck in the middle of the day, while many people were working or going to school. The earthquake collapsed buildings and caused a lot of terrible damage. People were terrified because they knew that soon a tsunami would hit. Many people went to higher ground or even climbed to the top of tall buildings to escape the tsunami.

About an hour later, waves 9 m. (or 30 ft.) high began hitting the land at 800 km. (500 mi.) per hour. Water poured over city walls and buildings, and destroyed more buildings. The waves pushed into the land about 5 km. (3 mi.) in from the shore. There was even one report that waves went as far ashore as 9.6 km. (6 mi.). The waves picked up everything in their path. As the waves moved back, they carried debris, including buildings, houses, boats and lorries back into the sea.

The Japanese government estimated that five million tonnes of debris was swept offshore. Some remains were left floating on the surface of the sea, but most of them sunk. The tsunami destroyed everything in its path and left many areas flooded. Its effects were eventually seen on the shores of Hawaii, the Aleutian Islands, the west coast of the United States, and, finally, Antarctica, where waves broke off the outer edge of the ice shelf.

3 Read each statement. Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

	T	F
1. Two tsunamis hit Japan at the same time.	☐	☑
2. People did not expect a large earthquake.	☑	☐
3. After the earthquake, many people ran to high places.	☑	☐
4. Most of the debris from the disasters is floating in the sea.	☐	☑
5. Effects of the disasters were seen in China and Antarctica.	☑	☐

Possible answers: 1. A tsunami hit Japan after an earthquake.

4. Most of the debris sunk to the bottom of the sea.

4 Read 'Terror Comes in Twos' again. Write down four images that you can visualise while reading the article. Then draw simple pictures of two of them. Possible answers:

Visualised images	Drawings
1. People at work or children in school and earth starts to shake and buildings collapse.	
2. People running to higher ground or to the top of buildings.	
3. Enormous waves pouring over walls and buildings.	
4. Waves carrying things like houses and lorries back into the sea.	

5 You have read about an avalanche as well as an earthquake followed by a tsunami. Briefly write about how the avalanche Jimmy Chin experienced and Japan's earthquake and tsunami are similar and how they are different.

Similarities: natural, unexpected, sudden / Differences: in these cases the avalanche did not destroy towns, but earthquake/tsunami did; avalanche quickly ended, but earthquake and tsunami had continued effects and were felt far away

GRAMMAR

Present perfect vs. present perfect continuous: Expressing the duration of activities

Mount St. Helens **has** not **erupted** since 1980. Mount St. Helens **has** not **erupted** for years.	Mount Etna **has been producing** smoke since early this morning. Mount Etna **has been producing** smoke for several hours.
She**'s climbed** many mountains since she was a teenager.	She**'s been climbing** mountains since she was 15. She and her father **have been climbing** mountains for seven years.
She**'s** always **known** she wanted to be a firefighter.	

To form present perfect continuous: has/have + been + verb + *ing*. Both the present perfect and present perfect continuous are used to talk about actions that started in the past and continue into the present. Both are often used with *since* and *for*. The present perfect continuous focuses on a continued activity. It is not used with verbs that describe a state of being, like *be*, *love* and *know*.

1 Read. Complete the text with the present perfect or present perfect continuous.

be	climb	hope	love	ski	travel

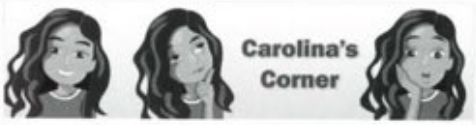
My friend Aki (1) has loved the outdoors since he was a child. He especially enjoys snow sports. For example, he (2) has skied since he was five! He's even (3) climbed icy mountains a few times! Right now, he's dogsledding in Iceland. He and his team (4) have been travelling across the ice and snow for three days. I (5) have been hoping to hear from him ever since he first arrived in Iceland a week ago. But he is in the middle of nowhere. Plus he (6) has been very busy!

2 Listen to the questions. Answer them using the present perfect and present perfect continuous. V 045

Sample answers:

1. I have liked winter sports since I was little.
2. She's only been rock climbing for a couple of months.
3. I've been having skiing lessons since December.
4. She's been fighting fires for eight years.
5. I've known him for three years.
6. They've been hiking for three days now.

3 Read Carolina's blog. Then respond below. Use the present perfect and present perfect continuous in your response.



Hello Readers!

Thanks for visiting my blog. I have been thinking a lot about the heroes in our lives. Do you have a hero? Maybe it is someone you have known for a long time. Maybe it is someone you do not know at all. Either way, it's important that we pay attention to our heroes and be grateful for how they help and inspire us.

One of my heroes is someone I have known since I was a baby. It's my Aunt Gabriela. Aunt Gabriela has been a firefighter for as long as I can remember. She has saved hundreds of lives. She is incredibly brave. She has faced all kinds of disasters. Not only has she run into the flames of burning homes and buildings to rescue people, she has also pulled survivors out of collapsed buildings after earthquakes. Once she even jumped out of a burning building with a dog in her arms! I would have been terrified, but not Aunt Gabriela. Aunt Gabriela, you are my hero!

Now, I want to hear from you. Please tell me about one of your heroes. What heroic things has he or she done?



Dani

My hero is my dad. He's taught me that it's important to take care of yourself. Since he's been running every morning, he has lost a lot of weight. I am so proud of him!

WRITING

When we write a narrative essay, we write a story about an experience or event. Like a story, the narrative should include a character or characters, setting, plot, climax and conclusion. In the final paragraph, we need to say why the story is important. For example, explain what the main character learnt or what the point or message of the story is.

1 Organise.

1. Your topic is *a true story about survival*. It could be about yourself, someone you know, or a famous person. Look through the unit in your book as well as this workbook for ideas for your narrative. If you are writing about a famous person, do some research on the Internet. Then fill out the table below.

Characters: Who?	
Setting: When and where?	
Plot: Events and actions	
Conflict/Climax: What's the main problem?	
Conclusion: How did it end?	
Message: What's the point?	

2. Plan your writing. You'll need an introductory paragraph with a topic sentence that introduces your topic and the person or people you are writing about. Write your topic sentence here:

_____

3. Next, you'll need a couple of paragraphs to explain the setting, plot, conflict and climax. The final paragraph will include the conclusion, or what happened in the end, and the message or point you want to share about the story.

13 Write.

1. Go to page 139 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I can ...





- **talk about being prepared in the face of disaster.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Use words from the box to write two sentences about natural disasters. You may use the photos on this page for ideas. Sample answers

collapse	cyclone	earthquake	escape	pay attention to	predict	shake	strike	terrible	wildfire

1. If people pay attention to what animals do, they might be able to prepare for a cyclone.
2. Earthquakes are terrible because they often cause other disasters like fires and cyclones.

- **use the past simple and past continuous to talk about the past.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.



Put the verbs in the past simple and past continuous.

While we were camping (camp), a wildfire started (start) in the forest. We were (be) terrified. I was still screaming (still scream) after we escaped (escape) the flames.

- **use the present perfect and present perfect continuous to talk about the duration of activities.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.



Put the verbs in the present perfect and present perfect continuous.

My uncle has been chasing (chase) storms, like tornadoes and cyclones, ever since he survived a terrible tornado as a young man. He has photographed (photograph) hundreds of disasters all over the world. He has been (be) in terrible trouble many times.

- **write a narrative essay about a survival story.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Think about a survival story different from the one you wrote earlier. It could be about an animal or a person. In a few sentences, write who the story is about, what happened, and what the point of the story is. Sample answer

Our neighbour never walks her dog. One day, the dog jumped the fence. She had fun adventures all over the neighbourhood but she was hit by a car. My dad found her and took her to the vet. She survived but had a broken leg. Since our neighbour does not have time, I now walk her dog. She needs to get out, but she needs to be safe from cars.

YOU DECIDE **Choose an activity.** Go to page 96.

Units 7–8 Review



1 Read the sentences below. Choose the correct answer.

1. ____ of the Spanish artist, Joan Miró?
   a. Has you ever heard **b.** Did you ever heard **c.** Have you ever heard
2. He ____ a painter and sculptor who ____ in 1983.
   a. was **b.** have been **c.** has been
   a. has died **b.** died **c.** was dying
3. I ____ my studio with images of his work after I ____ his paintings at a museum last year.
   a. surround **b.** have surrounded **c.** surrounded
   a. have viewed **b.** viewed **c.** was viewing
4. I ____ down images of other artists yet, but I am going to.
   a. haven't taken **b.** hasn't taken **c.** did not took
5. My mother ____ Miró since she ____ young, too.
   a. loved **b.** was loving **c.** has loved
   a. has been **b.** was **c.** being
6. My mum ____ herself through art over the last several years, just like I have.
   a. expresses **b.** expressed **c.** has expressed
7. She ____ some of her works in a gallery in 2001.
   a. showed **b.** is showing **c.** has shown
8. We ____ each other's work, even though we have different styles.
   a. respecting **b.** have respected **c.** respected

2 Complete the text with the correct indefinite pronoun.

anything	anywhere	everyone	everywhere	no one	someone	something

Art does not have to be serious, or deal with a social topic. It can be almost (1) anything. Even (2) something fun. The important thing is that the artist expresses him- or herself. Perhaps (3) no one will understand what the artist is trying to say, but that's OK.

Not (4) everyone likes art, but I happen to be (5) someone who does. I get such joy out of seeing paintings in galleries or a sculpture in a public space. I love to view art just about (6) anywhere, really. If art were (7) everywhere and surrounded me, I would be happy.

3 Read. Choose the correct answer to express the past.

While I (1) b in Japan, I (2) a a typhoon. Typhoons never (3) b where I (4) b up, so the storm (5) a unexpected and terrifying. I (6) c my teeth when the rain (7) b. I (8) c much attention to it until the windows (9) b to shake. Wind and water (10) a my building so hard I (11) b the windows would break. When I (12) c brave enough, I carefully (13) b out the window. Water (14) b everywhere. I eventually fell asleep to the sound of the wind and water. While I (15) c, the storm died down and I suddenly (16) b up to silence.

1.	a. been living	b. was living	c. have lived
2.	a. experienced	b. have experienced	c. was experiencing
3.	a. has struck	b. were striking	c. struck
4.	a. have grown	b. grew	c. am growing
5.	a. was	b. has been	c. is being
6.	a. brushed	b. have brushed	c. was brushing
7.	a. have started	b. started	c. starting
8.	a. haven't paid	b. haven't been paying	c. didn't pay
9.	a. began	b. beginning	c. have begun
10.	a. were hitting	b. have hit	c. are hitting
11.	a. have thought	b. thought	c. am thinking
12.	a. have felt	b. have feeling	c. felt
13.	a. was looking	b. looked	c. have looked
14.	a. was rushing	b. has been rushing	c. has rushed
15.	a. have slept	b. slept	c. was sleeping
16.	a. was waking	b. woke	c. have woken

4 Listen to the questions. Answer them using the present perfect and present perfect continuous. 2.04 Sample answers

1. I have loved outdoor sports since I was little.
2. I have walked to the English Channel and I ought to write about it.
3. I have been drawing and I can't wait to show it to everyone.
4. Yes, I've been doing what I want to do. I don't have anyone I don't like.
5. I have been off with Dave all my life.
6. No, I haven't been to Disneyland and I don't know why I haven't.

YOU DECIDE Choose an activity. Unit 1

1 Describe a colour without saying what the colour is. Use words from the list. Take turns asking a classmate to guess the colour.

common	danger	flag
nervous	ordinary	relaxed
royalty	sign	warning
wedding		

2 Talk about the following topics using comparatives and superlatives.

1. white wedding dress / red wedding dress / good
2. blue / purple / common
3. the colour red / the colour green / relaxed
4. bright colours / dark colours / pretty

3 You received this text message from a friend.

> I need help redecorating my room. I want to paint the wall next to my bed a different colour from the other walls. What colour should it be? Also, what should I put on the other walls?

Respond with at least three sentences. Make sure you use the definite article *the* and the indefinite article *a*.

4 Work in pairs. Talk about a picture or image in your classroom. Each person should:

- comment on the colours or design of the picture
- express what he or she likes or dislikes about the picture
- ask his or her partner one question about the picture
- practise the conversation with your partner
- act out the conversation in class, or use a phone or tablet to make a video.

5 Write. Choose a colour that you think plays an important role in everybody's life. Write a few sentences to explain your choice. Start with a topic sentence that introduces your main idea.

- Follow the steps on page 10 to plan your writing.
- Share your writing with your teacher and classmates.

6 This is part of an email you received from an American friend.

> *At school, we are working on a project about the importance of colours in different cultures. What's an important colour in your culture? Is it connected to a festival or a holiday? Why?*

Respond to the email. Write at least 100 words.

YOU DECIDE Choose an activity. Unit 2

1 Describe ways that you and your body fight disease and poor health. Use words from the list. Take turns with a classmate.

antibiotics	bacteria	emotion
illness	immune system	positive
protect	rest	treat
vaccinations		

2 Talk about your sleeping habits. Use adverbs that say *How often*, such as *always, occasionally, often, sometimes* and *rarely*. Also use adverbs that say *How*, such as *well, poorly, calmly*, etc.
Use these questions to get started:

- How often do you go to bed early?
- How do you feel when you don't get enough sleep?

3 Your mum left this note for you.

> *You have an early doctor's appointment in the morning. I don't want you to play video games tonight. You need to go to bed early.*
> *Love, Mum*

Respond and tell her how you feel about going to the doctor, not playing video games, and going to bed early. Use *make* or *makes* + an adjective in your response.

4 Work in pairs. Interview a classmate about what makes him or her stressed and what he or she does to relax.

- Prepare five questions.
- Assign roles.
- Practise the conversation.
- Swap roles.
- Act out the interviews in class, or use a phone or tablet to make a video.

5 Write a classification essay about the positive effects of sleep. Make sure you divide the effects into categories that you support with examples.

- Follow the steps on page 20 to plan your writing.
- Share your writing with your teacher and classmates.

6 This is part of a letter from your friend, Josh, in America.

> *I almost always eat three meals a day and only have healthy snacks, like apples and carrots. I ride my bike to school. Also, I often go to bed early so I am ready for the next day. Tell me about you. What do you do to make sure both your mind and body are healthy?*

Respond to the letter. Write at least 100 words.

YOU DECIDE Choose an activity. Unit 3

1 Describe ways that the Internet affects our lives. Use words from the list. Take turns with a classmate.

access	communicate	extend
focus	improve	information
instant	interfere	rely on
social media		

2 Talk about rules for using social media and creating accounts on the Internet. Use modals of obligation (*have to/must*), advice (*should/shouldn't*), and permission (*can/may/can't*).

Use these topics to get started:

- How to treat online friends
- Usernames and passwords

3 You and your friend are studying in the library. He just passed this note to you:

> *I just saw a video of a six-foot lizard stopping traffic on the motorway! It even tried to swallow a car!*

Respond to and express what you do and don't believe with *must, might* and *can't*.

4 Work in pairs. Interview cyborg anthropologist Amber Case.

- Research Amber Case on the Internet and in your student's book.
- Prepare five questions.
- Assign roles.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 Write an opinion essay about whether or not we should have robots working in our homes. Make sure you support your opinion with facts.

- Follow the steps on page 32 to plan your writing.
- Share your writing with your teacher and classmates.

6 This is part of a blog you are following.

> *We all rely on digital technology so much in our lives; I wonder if we can live without it? I suppose it depends on where we are and what we are doing. Readers around the world, tell me about the use of digital technology in your culture. Are there any you can't live without? Why or why not?*

Respond to the blog. Write at least 100 words.

YOU DECIDE Choose an activity. Unit 4

1 Describe what underwater explorers do and what their journeys are like. Use words from the list. Take turns with a classmate.

destination	expedition	find out
identify	look for	messages
preparation	reach	remains
set off	transmit	

2 Read the passage below. Then retell it using *used to, would* or *use to* with the correct form of the underlined verbs.

> Long ago, explorers dreamt of going on long underwater expeditions, but they weren't sure it was possible. Similarly, there was a time when people thought space travel was a crazy idea. Did people think it was possible? Some believed it was, but not in their lifetime.

3 This is part of an email you received from a friend who is on holiday.

> *I finally went on my first plane ride. I was scared when the engine turned on. Then my dad gave me my book. I read it and it helped me relax. I felt so happy when we finally reached our destination.*

Respond with three sentences about a time you were scared to do something. Use the past simple.

4 Work in pairs. Interview an underwater explorer such as Katy Croff Bell or Robert Ballard.

- Research the explorer on the Internet.
- Prepare five questions.
- Assign roles.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 Write a contrast essay about a mythical place. Some ideas are Atlantis and Shangri-La. Make sure you use phrases that express contrast like *although, at the same time*, and *however*.

- Follow the steps on page 42 to plan your writing.
- Share your writing with your teacher and classmates.

6 This is part of an email you received from an Australian friend.

> *We are doing a project at school about important ancient remains around the world. Tell me about an ancient structure in your country. How old is it? Is it natural or man-made?*

Respond to the email. Write at least 100 words.

YOU DECIDE Choose an activity. Unit 5

1 Describe one creature that lives in a very cold place, and one that lives in a very hot place. Use words from the list. Take turns with a classmate.

adapt	conditions	environment
exist	handle	harsh
rare	remarkable	thrive
tolerate	typical	

2 Read the passage below. Then retell it by putting the verbs in the present perfect.

My uncle visited many extreme environments. He went to Antarctica and a couple of destinations in Russia. He also travelled to very hot places like the Lut Desert in Iran and Death Valley in the United States. He always likes to challenge himself. He wondered if he could handle a variety of harsh conditions. Now he knows he can!

3 You received this text message from a friend.

Have you ever seen a proboscis monkey? It is a bizarre animal. Its nose is as long as a banana! But it can swim as fast as a crocodile. Even faster sometimes! That's remarkable!

Respond with your opinion about another remarkable animal. Use as ... as to make at least two comparisons.

4 Work in pairs. Have a conversation about bizarre animals or extreme environments. Each person should:

- express something about the topic
- ask his or her partner two questions about the topic
- practise the conversation with his or her partner
- act out the conversation in class, or use a phone or tablet to make a video.

5 Write a persuasive essay about an animal that should be your new school mascot. Make sure you support your reasons with facts.

- Follow the steps on page 54 to plan your writing.
- Share your writing with your teacher and classmates.

6 This is part of a letter you received from your American pen friend.

For my homework project I have to write about the variety of environments in different countries. What's the landscape and weather like in your country? Are there mountains, deserts, or a big body of water? Is it hot or cold, or maybe both?

Respond to the letter. Write at least 100 words.

94

YOU DECIDE Choose an activity. Unit 6

1 Describe some reasons that food is wasted. Use words from the list. Take turns with a classmate.

appearance	consumers	edible
fields	fresh	landfill
nutritious	produce	reject
rotten	supermarket	

2 Read the steps for making tomato soup.

1. Go to the supermarket.
2. Buy some garlic, onions and tomatoes.
3. Chop the vegetables.
4. Fry them in oil for a few minutes.
5. Add water and spices.
6. Bring it to a boil, and then let it simmer for 40 minutes.

Retell the process for making tomato soup as something you are planning on doing. Use *going to*, *will* and the present continuous.

3 You received this text message from a friend.

If I start a campaign to educate our friends about healthy foods, would you help me? I'm not sure if we should promote healthy foods only, tell children about how bad junk food is, or both. What do you think?

Respond with your opinion. Use at least one conditional sentence in your response.

4 Work in pairs. Interview a famous chef.

- Research a famous chef on the Internet.
- Prepare five questions.
- Assign roles.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 Write a cause-and-effect essay that explains why people need to eat a healthy, well-balanced diet. Make sure you discuss the causes that bring about certain results.

- Follow the steps on page 64 to plan your writing. You may need to do some research on the Internet as well.
- Share your writing with your teacher and classmates.

6 This is part of a food blog you have been following.

For our food blog, we are collecting information about people's eating habits around the world. Please tell me about what people like to eat in your country. Do you have three meals a day? What times? Do you often go out or do you eat at home? Who do you eat with?

Respond to the questions in the blog. Write at least 100 words.

95

YOU DECIDE Choose an activity. Units 7–8

1 With a classmate, discuss how art has helped you or others. Use words from the list. Also use the past simple and present perfect.

aware	deals with	express oneself
pleasure	remember	respect
social topics	society	view

2 You received this email from your friend who is planning a party.

I want to plan something fun for the block party. My parents gave us permission to design and draw artwork in chalk on the driveway. Do you think everyone would like that? What should the subject be? Do you have any other ideas for the party?

Respond. Use some indefinite pronouns in your response.

3 Write an essay that explains how you would plan a trip to view art in or near your hometown. Explain each step in order.

- Follow the steps on page 76 to plan your writing. Replace the categories in the graphic organiser with: *Where? Who?* and *How will you get there?*
- Share your writing with the class.

4 This is part of a news story you read.

Bugs Cover Gallery Walls

Artist Jennifer Angus has decorated the walls of the local museum with bugs! She used thousands of bugs to create designs that look like wallpaper. She wants viewers to think about taking better care of our environment and to get involved with campaigns that protect the world's rain forests.

Write an essay about a social or political issue from your culture and how it has been or could be expressed in art. Write at least 100 words.

1 Work in pairs. Interview a classmate about surviving a natural disaster. Use words from the list.

be in trouble	breathe	escape
eventually	shake	strike
terrible	terrified	unexpected

- Choose a disaster.
- Prepare five questions. Use the simple past and past continuous.
- Assign roles.
- Practise the interview.
- Act it out in class, or make a video.

2 Talk about someone you know who likes outdoor activities. Use the present perfect (*has played*) and the present perfect continuous (*has been playing*). Use these questions to get started:

- How many times has your friend done this activity?
- How long has your friend been doing this activity?

3 Write a narrative essay about a true hero who saved people from a disaster. Make sure you say what the point of the story is.

- Follow the steps on page 86 to plan your writing.
- Share your writing with your teacher and classmates.

4 This is part of an email you received from a Canadian pen friend.

There was another avalanche in the mountains! My brother and I had just been snowboarding there the day before. How scary! What kinds of natural disasters happen where you live?

Respond to the email. Write at least 100 words.

96