impact

LESSON PLANNER

3

	Walkthrough	2
	About the Author and Series Editors	18
	Teaching with *Impact*	19
	Pacing Guides	31
	Scope and Sequence	34
Unit 1	Who Am I?	38
Unit 2	Misunderstood Animals	64
Units 1–2	**Express Yourself:** Flash fiction	90
Unit 3	Everybody's Doing It!	92
Unit 4	Fashion Footprints	118
Units 3–4	**Express Yourself:** Poem	144
Unit 5	Flying High	146
Unit 6	New Frontiers	172
Units 5–6	**Express Yourself:** Film script	198
Unit 7	Visual Stories	200
Unit 8	Perform and Create	226
Units 7–8	**Express Yourself:** Presentation	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 **On the last page, you described yourself in five or six words. Would other people use these same words to describe you?** Discuss. Then listen and read. 009

For teenagers, life can seem exciting and confusing at the same time, can't it? As a teenager, you're on your way to becoming an adult. It's a time of important changes and important questions.

A lot of these questions are about **identity**, or who you are. You're an individual, but you're also a product of your family life, your social environment and your culture. Your identity includes your beliefs, your values and your actions. You learnt your values from your family, but, as a teenager, you may become less interested in what your family thinks. You may choose to spend more time with other people whose values and personalities are like yours. That's natural.

Then there's **personality**, or the qualities that make you different from other people. If you love parties and are **enthusiastic** about meeting lots of new people, you're probably **outgoing** and **self-confident**. If you get excellent marks at school, chances are you're **organised** and **responsible**. If you're **energetic** or adventurous, you might like hiking, or getting together with friends to explore a cave! If you're **optimistic**, **generous** and **patient**, you might enjoy helping by spending time with animals at a shelter, or by participating in a local clean-up event.

Personality is tricky. You might assume that everyone sees you the way you see yourself, but that isn't always true. Friends may laugh at your stories and think you have a great **sense of humour**, but your brother might think you're just odd. You may see yourself as **ambitious** because you're **determined** to get what you want, but others may feel you're stubborn, or unwilling to take advice. You may feel self-conscious and **shy**, while other people may think you're unfriendly. You may think you're fair, but you may still seem unreasonable or unkind to a friend.

Understanding yourself and how others see you can really be a puzzle!

2 **LEARN NEW WORDS** **Listen and repeat.** 010

3 **Work in pairs.** Make another list of five or six words that describe you, using the new vocabulary. Then make a list of five or six words that describe your partner. Compare your lists. Do you agree with your partner's description of you? Why or why not?

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.**

ambitious	determined	enthusiastic	generous
optimistic	organised	outgoing	self-confident

By the time Jack Andraka was 14 years old, he was very _____ about science. Jack really wanted to focus on cancer research. He came up with a cheap, fast way to detect a type of cancer. When he first proposed his idea, some adults thought that Jack was being too _____, but he was _____ to prove them wrong. He stayed _____ and entered his idea into an international science fair. Jack won! Now he feels more _____. People have even asked him to be on TV because of his _____ personality and creative ideas.

5 **LEARN NEW WORDS** **Listen to the words.** Write each trait next to the correct example. Are these words positive or negative? Decide. Then listen and repeat. 2.004 2.005

fair odd self-conscious stubborn

1. You never change! Just listen to me for once.
2. You put salt and pepper on your ice cream? Wow!
3. I like our music teacher. In her class, everyone gets a chance to play.
4. Oh, come on. Nobody is looking at you. Let's dance.

6 **YOU DECIDE** **Choose an activity. Work in pairs.**

1. Together, think of a famous person, such as a singer, actor or internet personality. Separately, list as many descriptive words as you can about that person. Are any of your words the same? Do you agree with your partner's description?
2. As a student, you're an expert on teachers. Think about teachers you've had and write words to describe them. Look at the positive qualities you both listed. Then work together to write a description of your ideal teacher.
3. Write the letters in your partner's name down the side of a piece of paper. Then write a word that describes your partner for each letter. When you've finished, compare your name poems. Do you agree with your partner's description?

MUSICAL
AMBITIOUS
RESPONSIBLE
CURIOUS
ORGANISED

12 VOCABULARY

SPEAKING STRATEGY 2.006

Comparing	Contrasting
You're outgoing? So am I!	You're shy? Not me! I'm not shy at all.
Just like you, I'm self-confident.	Unlike you, I'm optimistic.
We're alike because we're both patient.	I'm determined, but you're just stubborn!

1 **Listen.** How do the speakers compare and contrast their younger brothers? Write the words and phrases you hear. 2.006

2 **Read and complete the dialogue.**

Dave: My aunt and uncle are visiting this week.
Nina: You don't seem very happy about it.
Dave: I'm not. My aunt is always saying, "You're _____ your uncle Jack!"
Nina: Well, are you and your uncle _____?
Dave: No, we're very different. _____ him, I'm active and outgoing. All he does is watch TV.
Nina: Is he funny? Optimistic? Generous, _____ you?
Dave: No way. _____! He never gives me anything, not even on my birthday.

3 **Work in pairs.** Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Compare and contrast as instructed.

4 **Work in groups.** Compare and contrast your parents. Are you like or unlike your parents? Do your classmates' parents seem like or unlike your own parents?

Go to page 153.

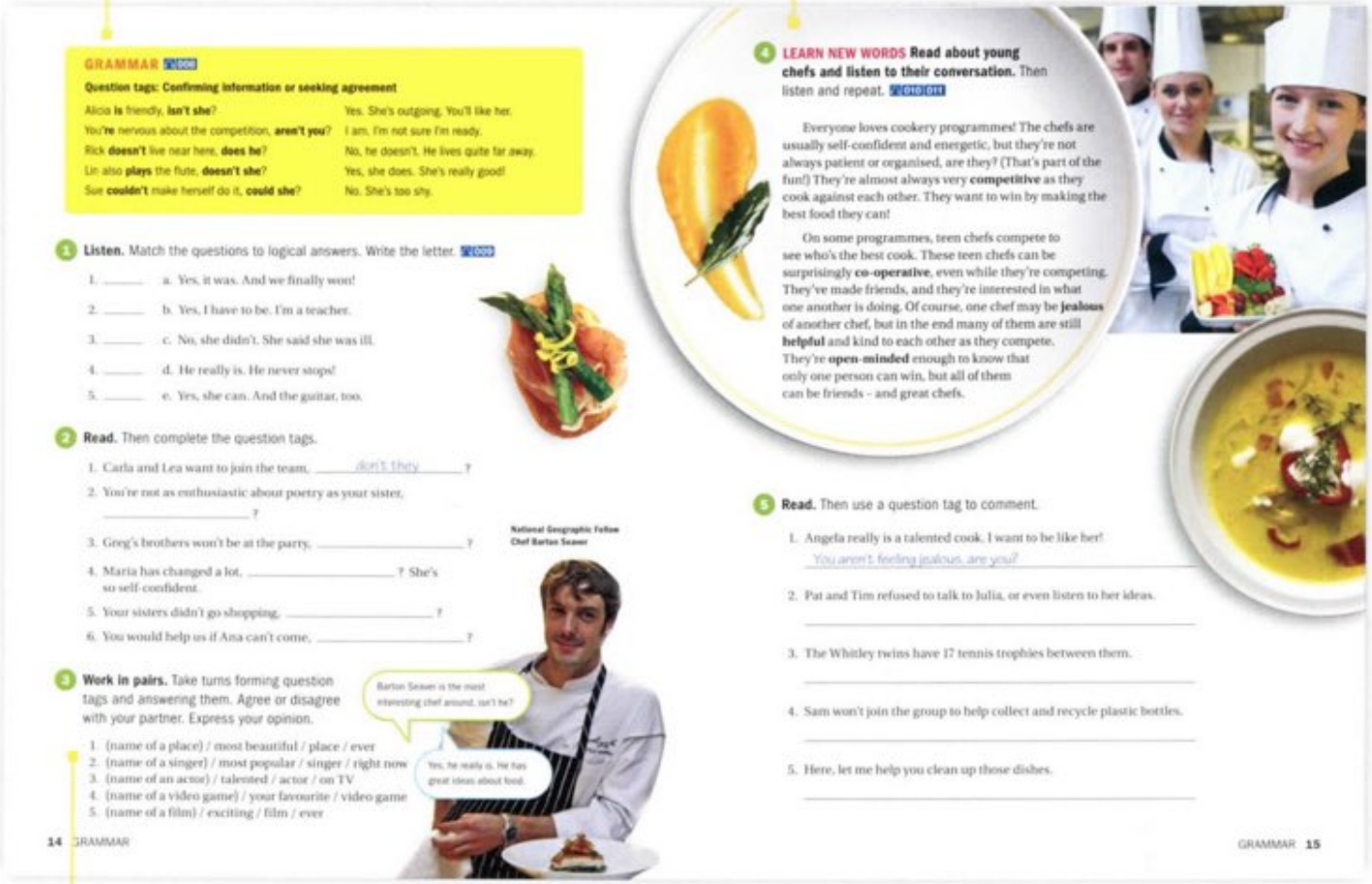
SPEAKING 13

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 1.008

Question tags: Confirming information or seeking agreement

Alicia **is** friendly, **isn't she**?	Yes. She's outgoing. You'll like her.
You'**re** nervous about the competition, **aren't you**?	I am. I'm not sure I'm ready.
Rick **doesn't** live near here, **does he**?	No, he doesn't. He lives quite far away.
Lin also **plays** the flute, **doesn't she**?	Yes, she does. She's really good!
Sue **couldn't** make herself do it, **could she**?	No. She's too shy.

1 Listen. Match the questions to logical answers. Write the letter. 1.009

1. ____ a. Yes, it was. And we finally won!
2. ____ b. Yes, I have to be. I'm a teacher.
3. ____ c. No, she didn't. She said she was ill.
4. ____ d. He really is. He never stops!
5. ____ e. Yes, she can. And the guitar, too.

2 Read. Then complete the question tags.

1. Carla and Lea want to join the team, ___don't they___?
2. You're not as enthusiastic about poetry as your sister, ___?
3. Greg's brothers won't be at the party, ___?
4. Maria has changed a lot, ___? She's so self-confident.
5. Your sisters didn't go shopping, ___?
6. You would help us if Ana can't come, ___?

3 Work in pairs. Take turns forming question tags and answering them. Agree or disagree with your partner. Express your opinion.

1. (name of a place) / most beautiful / place / ever
2. (name of a singer) / most popular / singer / right now
3. (name of an actor) / talented / actor / on TV
4. (name of a video game) / your favourite / video game
5. (name of a film) / exciting / film / ever

National Geographic Fellow
Chef Barton Seaver

Barton Seaver is the most interesting chef around, isn't he?

Yes, he really is. He has great ideas about food.

14 GRAMMAR

4 LEARN NEW WORDS Read about young chefs and listen to their conversation. Then listen and repeat. 1.010 1.011

Everyone loves cookery programmes! The chefs are usually self-confident and energetic, but they're not always patient or organised, are they? (That's part of the fun!) They're almost always very **competitive** as they cook against each other. They want to win by making the best food they can!

On some programmes, teen chefs compete to see who's the best cook. These teen chefs can be surprisingly **co-operative**, even while they're competing. They've made friends, and they're interested in what one another is doing. Of course, one chef may be **jealous** of another chef, but in the end many of them are still **helpful** and kind to each other as they compete. They're **open-minded** enough to know that only one person can win, but all of them can be friends – and great chefs.

5 Read. Then use a question tag to comment.

1. Angela really is a talented cook. I want to be like her!
   You aren't feeling jealous, are you?
2. Pat and Tim refused to talk to Julia, or even listen to her ideas.
   ___
3. The Whitley twins have 17 tennis trophies between them.
   ___
4. Sam won't join the group to help collect and recycle plastic bottles.
   ___
5. Here, let me help you clean up those dishes.
   ___

GRAMMAR 15

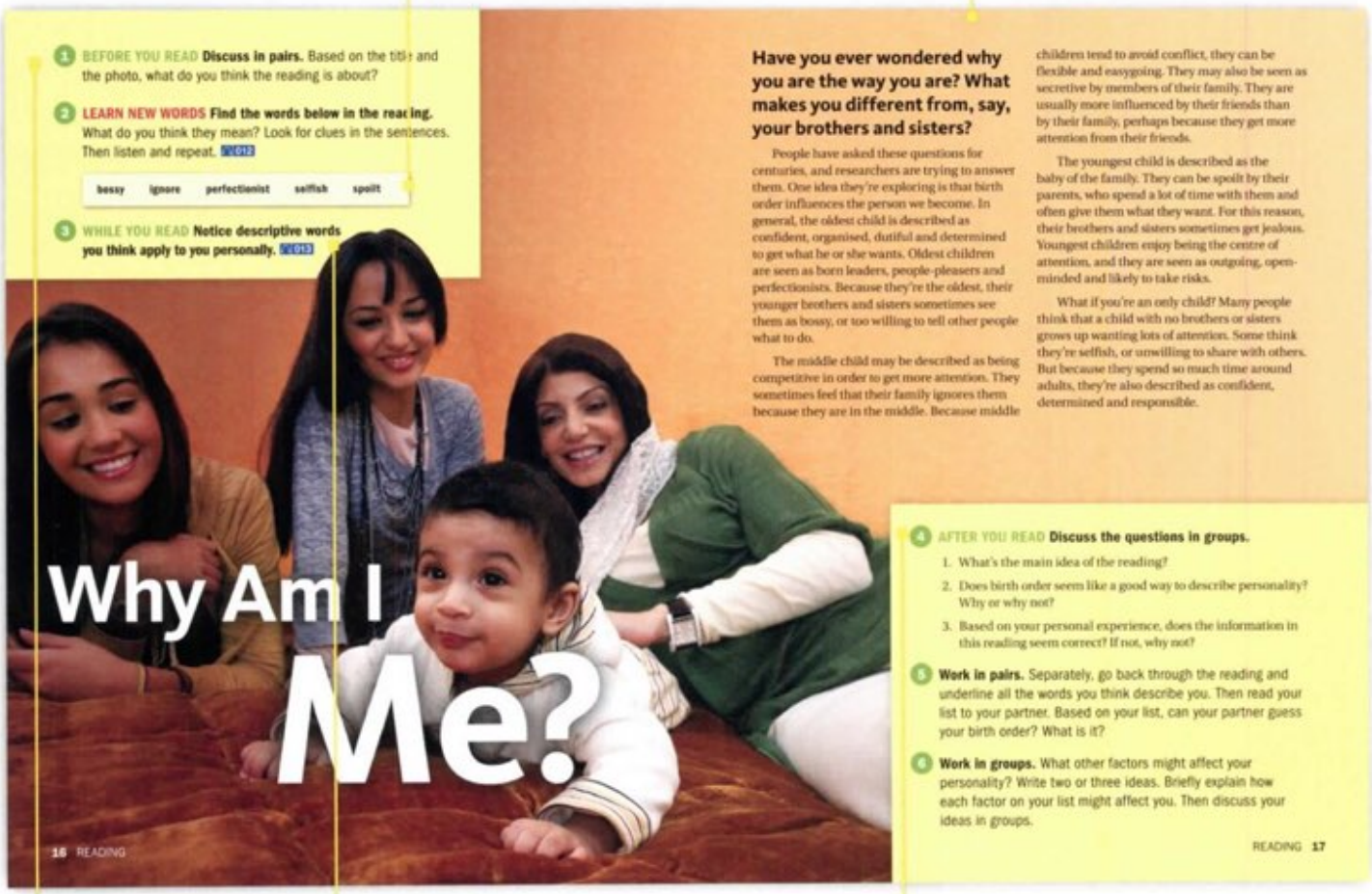
Grammar is practised in **context** with multiple opportunities for real communication using **all four language skills.**

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**.



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 the words below in the reading.** What do you think they mean? Look for clues in the sentences. Then listen and repeat. 1.013

bossy ignore perfectionist selfish spoilt

3 WHILE YOU READ **Notice descriptive words you think apply to you personally.** 1.013

Why Am I Me?

Have you ever wondered why you are the way you are? What makes you different from, say, your brothers and sisters?

People have asked these questions for centuries, and researchers are trying to answer them. One idea they're exploring is that birth order influences the person we become. In general, the oldest child is described as confident, organised, dutiful and determined to get what he or she wants. Oldest children are seen as born leaders, people-pleasers and perfectionists. Because they're the oldest, their younger brothers and sisters sometimes see them as bossy, or too willing to tell other people what to do.

The middle child may be described as being competitive in order to get more attention. They sometimes feel that their family ignores them because they are in the middle. Because middle children tend to avoid conflict, they can be flexible and easygoing. They may also be seen as secretive by members of their family. They are usually more influenced by their friends than by their family, perhaps because they get more attention from their friends.

The youngest child is described as the baby of the family. They can be spoilt by their parents, who spend a lot of time with them and often give them what they want. For this reason, their brothers and sisters sometimes get jealous. Youngest children enjoy being the centre of attention, and they are seen as outgoing, open-minded and likely to take risks.

What if you're an only child? Many people think that a child with no brothers or sisters grows up wanting lots of attention. Some think they're selfish, or unwilling to share with others. But because they spend so much time around adults, they're also described as confident, determined and responsible.

16 READING

4 AFTER YOU READ **Discuss the questions in groups.**

1. What's the main idea of the reading?
2. Does birth order seem like a good way to describe personality? Why or why not?
3. Based on your personal experience, does the information in this reading seem correct? If not, why not?

5 **Work in pairs.** Separately, go back through the reading and underline all the words you think describe you. Then read your list to your partner. Based on your list, can your partner guess your birth order? What is it?

6 **Work in groups.** What other factors might affect your personality? Write two or three ideas. Briefly explain how each factor on your list might affect you. Then discuss your ideas in groups.

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. Look at the photo. What do the group members' clothes say about their identity?

2 Work in pairs. The video you are going to watch is called *What Makes Up an Identity?* From the title, predict the main idea of the video. Circle the correct letter.

a. The video will discuss your identity in comparison to that of your family and friends.

b. The video will talk about things that you like and do that help shape your identity.

c. The video will suggest ways you can make yourself better.



Boo Ikhitsa Pantsula, a dance group from Soweto, Johannesburg, South Africa

18 VIDEO

3 WHILE YOU WATCH Tick the factors that the video says are important parts of your identity. Watch scene 1.1.

☐ sports ☐ clothes ☐ gadgets ☐ food
☐ music ☐ house ☐ pets ☐ other people

4 AFTER YOU WATCH Work in pairs. Circle the correct letter.

1. According to the research, music can make us happier and _____.
   a. cleverer b. more organised c. more determined
2. A personal style is important to help you _____.
   a. fit in b. stand out c. both a and b
3. One in _____ teens is obsessed with wearing designer clothing.
   a. two b. four c. twenty
4. Nearly all teenagers associate _____ with happy memories.
   a. music b. clothes c. food
5. Parents help _____.
   a. influence our world view b. choose our friends c. choose our music

5 Work in pairs. The video describes four main areas that make up your identity. Discuss each of those areas in your own life.

6 Discuss in groups. At the end of the video, you're asked, 'What else makes you you?' Answer the question in your group. Then share your responses with the class.

7 YOU DECIDE Choose an activity.

1. **Work independently.** Choose a classmate or teacher to interview about what makes up his or her identity. Write a profile of this person and share it with the class.
2. **Work in pairs.** Write a description of your clothing in relation to your identity. Your partner does the same. Then compare your results. Does your partner have the same view of your style as you do? Discuss. Then swap roles.
3. **Work in groups.** Create a 'happy memory' cookbook. Survey at least five classmates about meals that give them happy memories. Ask the classmates to describe the meals. Take notes, and then compile the information into a cookbook to share with the class.

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 it

Using *it* to talk about weather, time and distance, and for emphasis

It's raining again. Another bad hair day!
It's six o'clock already. Wake up!
It's a half-mile walk from here. We're late!
It's strange that we've had so much rain.
I hate *it* when the alarm goes off.
It drives me crazy when I have to hurry.

1 **Listen.** How is *it* used? Write the number. 2.04

_____ to introduce weather
_____ to introduce distance
_____ to introduce time
_____ to introduce emphasis

2 **Work in pairs.** Write down three things that you don't like to happen. Use *it* in your sentences. Then share them with your partner.

1. It makes me a little angry when people interrupt me in a conversation.
2. _____
3. _____
4. _____

3 **Work in pairs.** Write down three things that you like to happen. Use *it* in your sentences. Then share them with your partner.

1. I like it when people give me compliments about my appearance.
2. _____
3. _____
4. _____

4 **Work in groups.** Make the cube. Take turns throwing the cube and completing the sentences.



Go to page 155.

WRITING

When we compare and contrast two people or things, we use phrases such as the following:

Compare:	**alike**	**both**	**in the same way**	**too**
Contrast:	**although**	**but**	**on the other hand**	**unlike**

1 **Read the model.** Work in pairs to identify the parts of the writing. How does the writer compare and contrast? Underline the words or phrases.

I come from a large family, and I share personality traits with several family members. But it's clear to me that I'm most like my grandfather, although we're different in some ways, too.

My grandfather and I both like spending time outside. We both enjoy riding our bikes and watching sports. We're adventurous, too. I really like going fishing with my grandfather. We'll catch our dinner together, then cook and eat it at our campsite. We both love nature. We're alike in that way. We also enjoy working in his garden growing fruit and vegetables.

It's a different story when winter comes. Unlike my grandfather, I love being outside in the snow. I like having snowball fights with my friends, but he likes sitting by the fire and reading. Sometimes he and I play cards, although I don't really enjoy that very much. I'm too energetic to sit for so long! On the other hand, when we play one of my video games, I have fun because I'm competitive. My grandfather isn't competitive at all. He's also sort of slow!

But it doesn't really matter to me what we do together. I like being with my grandfather and spending time with him. We're a good fit!



2 **Work in pairs.** How are the writer and his grandfather alike? How are they different? Do you think they're more alike than different? Explain.

3 **Write.** Compare and contrast your personality with that of a family member.

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.



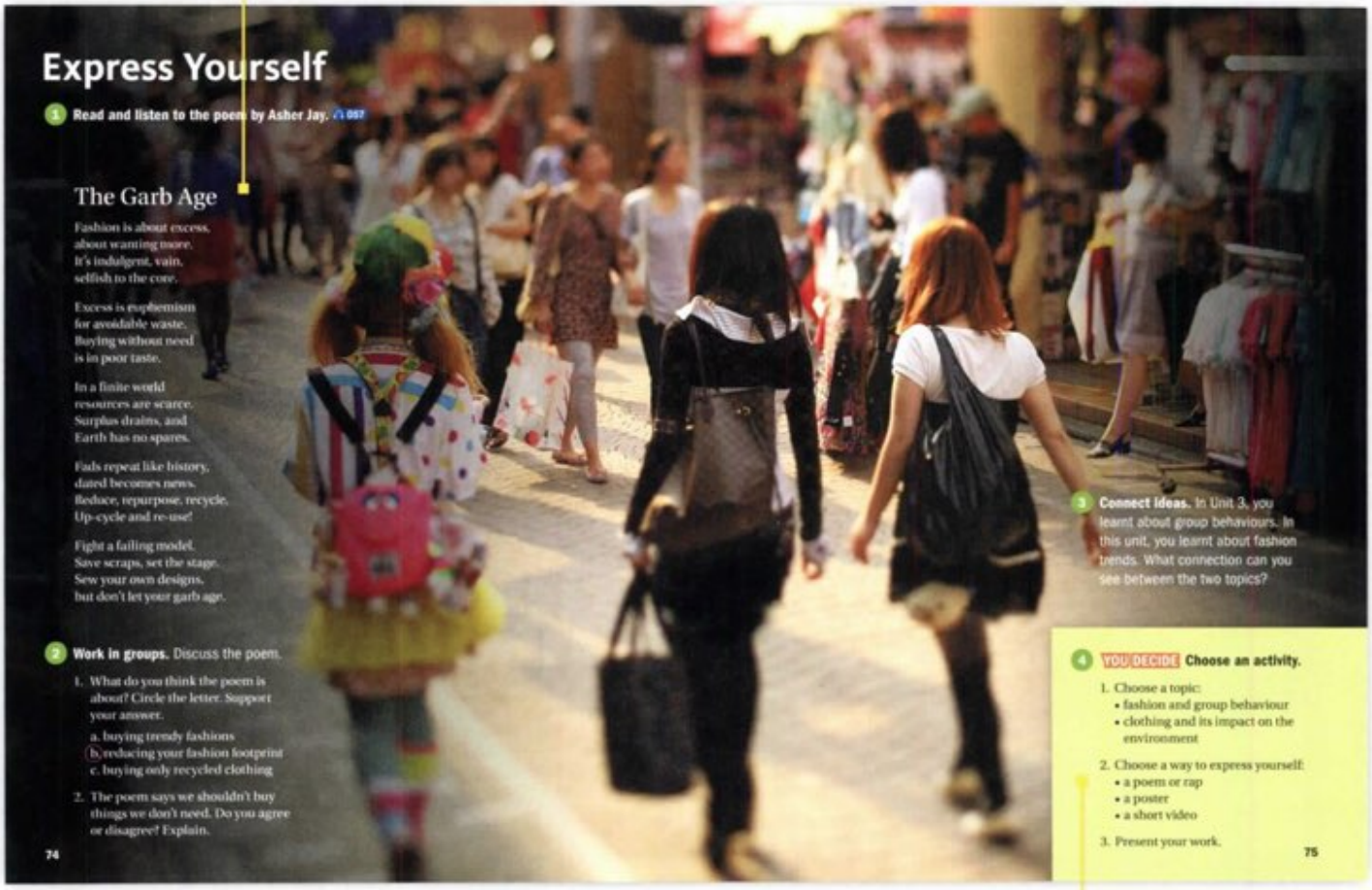
A **quote** by the Explorer and a **Meet the Explorer** video help students connect with these inspirational people who are making a difference in the world.

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 poem by Asher Jay.** 057

The Garb Age

Fashion is about excess,
about wanting more.
It's indulgent, vain,
selfish to the core.

Excess is euphemism
for avoidable waste.
Buying without need
is in poor taste.

In a finite world
resources are scarce.
Surplus drains, and
Earth has no spares.

Fads repeat like history,
dated becomes news.
Reduce, repurpose, recycle.
Up-cycle and re-use!

Fight a failing model.
Save scraps, set the stage.
Sew your own designs,
but don't let your garb age.

2 **Work in groups.** Discuss the poem.

1. What do you think the poem is about? Circle the letter. Support your answer.
   a. buying trendy fashions
   b. reducing your fashion footprint
   c. buying only recycled clothing
2. The poem says we shouldn't buy things we don't need. Do you agree or disagree? Explain.

74

3 **Connect ideas.** In Unit 3, you learnt about group behaviours. In this unit, you learnt about fashion trends. What connection can you see between the two topics?

4 YOU DECIDE **Choose an activity.**

1. Choose a topic:
   - fashion and group behaviour
   - clothing and its impact on the environment
2. Choose a way to express yourself:
   - a poem or rap
   - a poster
   - a short video
3. Present your work.

75

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

Unit 1

Intonation in question tags

1 Listen. Notice how the voice goes up or down in the question tag. p. 114

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. p. 115

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. p. 116

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

1.
2.
3.
4.
5.

Unit 2

Relaxed pronunciation: Modals + *have* + past participle

1 Listen. Notice how *have* is pronounced after modals. p. 117

They could have read about it.
He might have seen a jellyfish.
She must have been scared.

Have is often reduced. It sounds like the word *of*.

2 Listen

1. She
2. The
3. He
4. The
5. It m

3 Work i

Use co
bracke

Give ja

1. A: G
2. A: L
3. A: R
4. A: I
5. A: It
6. A: A

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

Verb	Meaning	Sample sentence
light up	become bright	The sky **lit up** with fireworks.
log in/on	sign in to a website or app	I can't **log in** because I can't remember my password.
look after	take care of	I have to **look after** my little sister on Sunday.
look back	think about things that happened in the past	**Looking back**, I think the other project topic was more interesting.
look for	try to find	What are you **looking for**? Did you lose something?
look into	try to find out about	I need to **look into** it. I'll let you know tomorrow.
not care for	not like	I **don't** really **care for** opera.
pass away	die	I heard Kim's grandma **passed away**.
prey on	hunt and kill for food	Do lions **prey on** zebras?
rave about	talk or write very enthusiastically	Critics are **raving about** the new film.
rely on	trust; depend on	Do you think we **rely on** technology too much?
run away	escape; leave	Our dog **ran away**!
run into	meet unexpectedly; collide	Yesterday I **ran into** my old teacher. I **ran into** a tree.
stand out	be noticeable	I was the only one wearing purple. I really **stood out**.
take off	start to fly	The flight **took off** on time.
turn out	result; happen	I thought everyone in my family had a mobile phone. It **turns out** my uncle refuses to get one!
wake up	stop sleeping	I usually **wake up** at six o'clock.
warm up	prepare for exercise	Do you **warm up** before football games?
work out	be successful; exercise	Everyone like I prefer to wo

Students have access to **reference** sections on irregular verbs, two- and three-word phrasal verbs, and verbs followed by an infinitive or gerund.

Two-word verbs – Separable

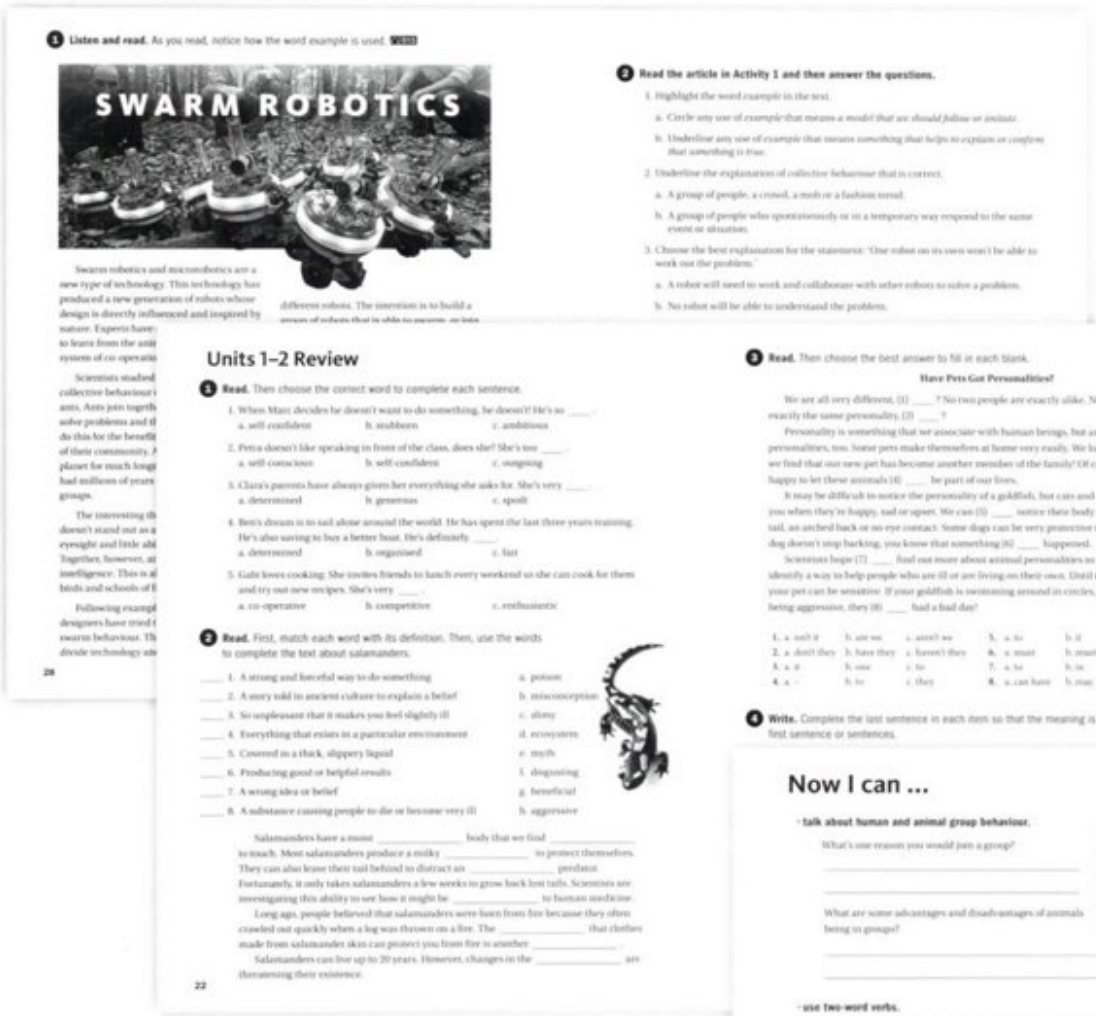
Verb	Meaning	Sample sentence
back up	support	His friends ba
call off	cancel	They had plan
calm down	help relax	Let's play soft
carry out	do or complete something	They are carr
check out	observe; notice	**Check out** my
cheer up	try to make someone happy	Why don't we
clean up	organize; clean	Can you **clean**
cut down	make something fall to the ground	They're **cuttin**
cut off	remove by cutting	Did you read
draw in	capture the interest	This book real
equip with	supply with	They **equippe**
fill out/in	write information in a form	Remember to **Fill in** your de



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.



1 Listen and read. As you read, notice how the word *example* is used. VIDEO

SWARM ROBOTICS

Swarm robotics and microrobotics are a new type of technology. This technology has produced a new generation of robots whose design is directly influenced and inspired by nature. Experts have ... to learn from the ... system of co-operati...

Scientists studied ... collective behaviour i... ants. Ants join togeth... solve problems and d... do this for the benefit ... of their community. ... planet for much longe... had millions of years ... groups.

The interesting th... doesn't stand out as a... eyesight and little abi... Together, however, a... intelligence. This is a... birds and schools of f...

Following exampl... designers have tried t... swarm behaviour. Th... divide technology an...

different robots. The intention is to build a ...

2 Read the article in Activity 1 and then answer the questions.

1. Highlight the word *example* in the text.
   a. Circle any use of *example* that means *a model that we should follow or imitate*.
   b. Underline any use of *example* that means *something that helps to explain or confirm that something is true*.
2. Underline the explanation of collective behaviour that is correct.
   a. A group of people, a crowd, a mob or a fashion trend.
   b. A group of people who spontaneously or in a temporary way respond to the same event or situation.
3. Choose the best explanation for the statement: 'One robot on its own won't be able to work out the problem.'
   a. A robot will need to work and collaborate with other robots to solve a problem.
   b. No robot will be able to understand the problem.

Units 1–2 Review

1 Read. Then choose the correct word to complete each sentence.

1. When Marc decides he doesn't want to do something, he doesn't! He's so ____.
   a. self-confident b. stubborn c. ambitious
2. Petra doesn't like speaking in front of the class, does she? She's too ____.
   a. self-conscious b. self-confident c. outgoing
3. Clara's parents have always given her everything she asks for. She's very ____.
   a. determined b. generous c. spoilt
4. Bret's dream is to sail alone around the world. He has spent the last three years training. He's also saving to buy a better boat. He's definitely ____.
   a. determined b. organised c. fair
5. Gabi loves cooking. She invites friends to lunch every weekend so she can cook for them and try out new recipes. She's very ____.
   a. co-operative b. competitive c. enthusiastic

2 Read. First, match each word with its definition. Then, use the words to complete the text about salamanders.

1. A strong and forceful way to do something — a. poison
2. A story told in ancient culture to explain a belief — b. misconception
3. So unpleasant that it makes you feel slightly ill — c. slimy
4. Everything that exists in a particular environment — d. ecosystem
5. Covered in a thick, slippery liquid — e. myth
6. Producing good or helpful results — f. disgusting
7. A wrong idea or belief — g. beneficial
8. A substance causing people to die or become very ill — h. aggressive

Salamanders have a moist _____ body that we find _____ to touch. Most salamanders produce a milky _____ to protect themselves. They can also leave their tail behind to distract an _____ predator. Fortunately, it only takes salamanders a few weeks to grow back lost tails. Scientists are investigating this ability to see how it might be _____ to human medicine.

Long ago, people believed that salamanders were born from fire because they often crawled out quickly when a log was thrown on a fire. The _____ that clothes made from salamander skin can protect you from fire is another _____.

Salamanders can live up to 20 years. However, changes in the _____ are threatening their existence.

3 Read. Then choose the best answer to fill in each blank.

Have Pets Got Personalities?

We are all very different, (1) ____? No two people are exactly alike. No two humans have exactly the same personality. (2) ____?

Personality is something that we associate with human beings, but animals have personalities, too. Some pets make themselves at home very easily. We love (3) ____ when we find that our new pet has become another member of the family! Of course, we are very happy to let these animals (4) ____ be part of our lives.

It may be difficult to notice the personality of a goldfish, but cats and dogs certainly show you when they're happy, sad or upset. We can (5) ____ notice their body language: a wagging tail, an arched back or no eye contact. Some dogs can be very protective of their owners. If a dog doesn't stop barking, you know that something (6) ____ happened.

Scientists hope (7) ____ find out more about animal personalities so that they can identify a way to help people who are ill or are living on their own. Until then, be aware that your pet can be sensitive. If your goldfish is swimming around in circles, or your hamster is being aggressive, they (8) ____ had a bad day!

1. a. isn't it	b. are we	c. aren't we	5. a. to	b. it	c. –
2. a. don't they	b. have they	c. haven't they	6. a. must	b. must have	c. could
3. a. it	b. one	c. to	7. a. to	b. in	c. –
4. a. –	b. to	c. they	8. a. can have	b. may	c. might have

4 Write. Complete the last sentence in each item so that the meaning is the same as in the first sentence or sentences.

Now I can ...

- **talk about human and animal group behaviour.**

  What's one reason you would join a group?

  What are some advantages and disadvantages of animals being in groups?

- **use two-word verbs.**

  Choose one separable and one inseparable two-word verb. Write two sentences with each. First, use an object and then replace it with an object pronoun.

  1.
  2.

- **use enough, too much and too many to talk about amounts.**

  There were _____ boats on the river. We couldn't move!

  I took _____ water to last me three days.

  _____ sun isn't good for you. You can get burnt.

- **write a descriptive essay about a group behaviour.**

  Underline the appropriate phrase to introduce an example.

  Fish, *in other words* / *such as* tuna, swim in schools for protection.

  Crowds at a football match or a concert, *for example* / *such as*, have no leaders.

YOU DECIDE **Choose an activity.** Go to page 90.

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/impact3BR**.

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







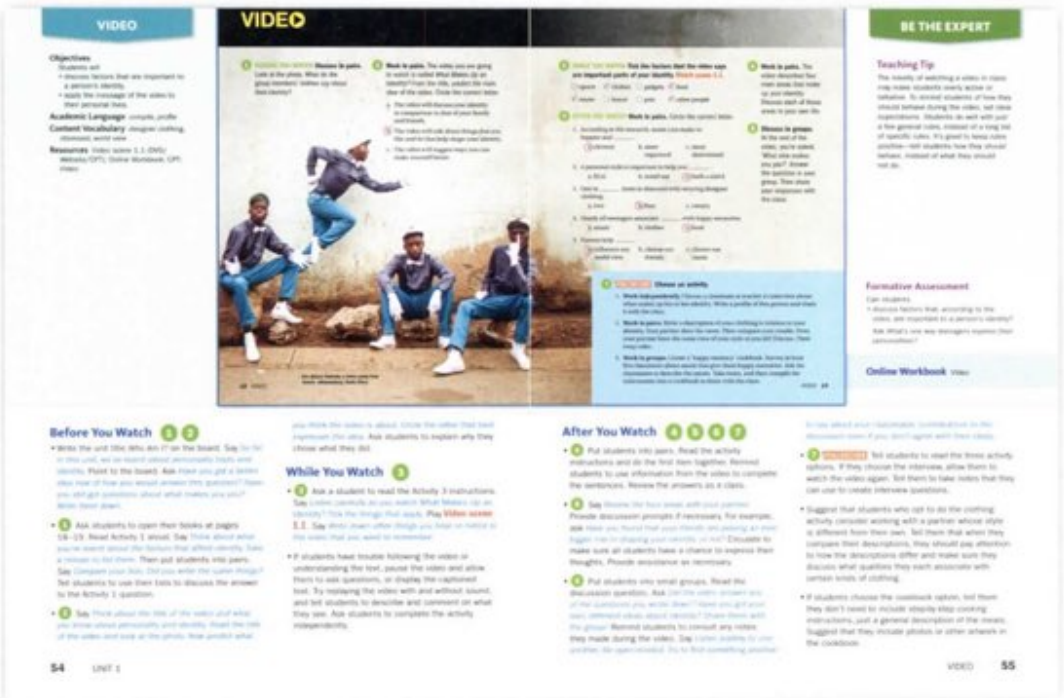
The Online Workbook also includes vocabulary **flashcards** and **grammar tutorials** for additional support.

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/impact3BR**.

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.

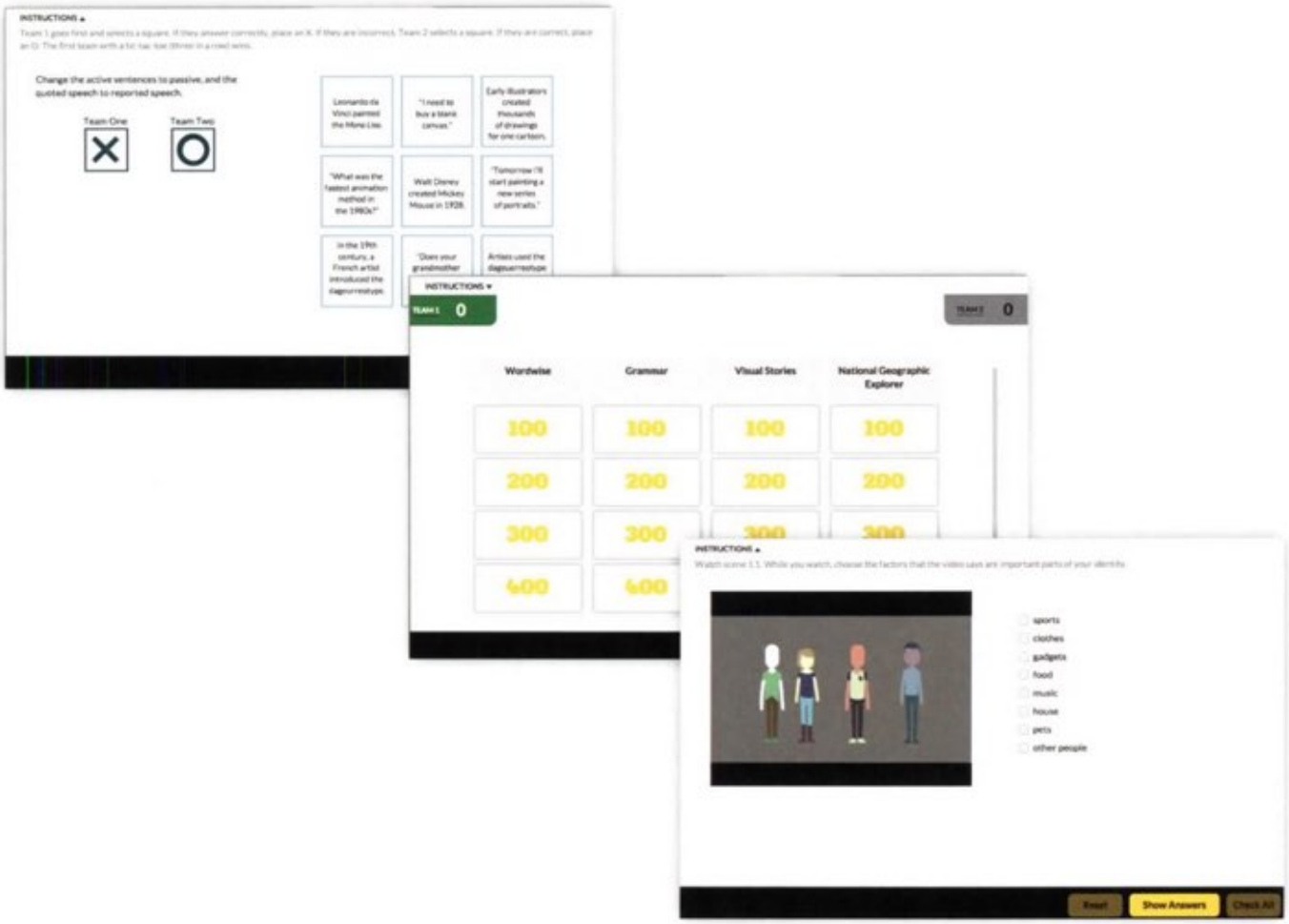
The **Teacher's Resource CD-ROM** includes:

- 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.



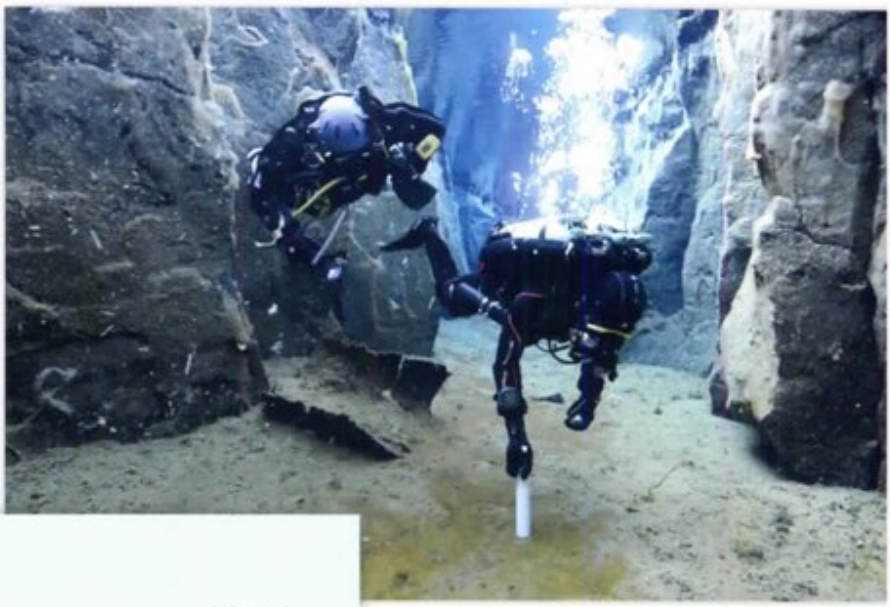
The **Assessment CD-ROM with *ExamView*®** includes activity banks to generate customised unit quizzes, mastery tests and final exams, as well as a pre-test and placement test.

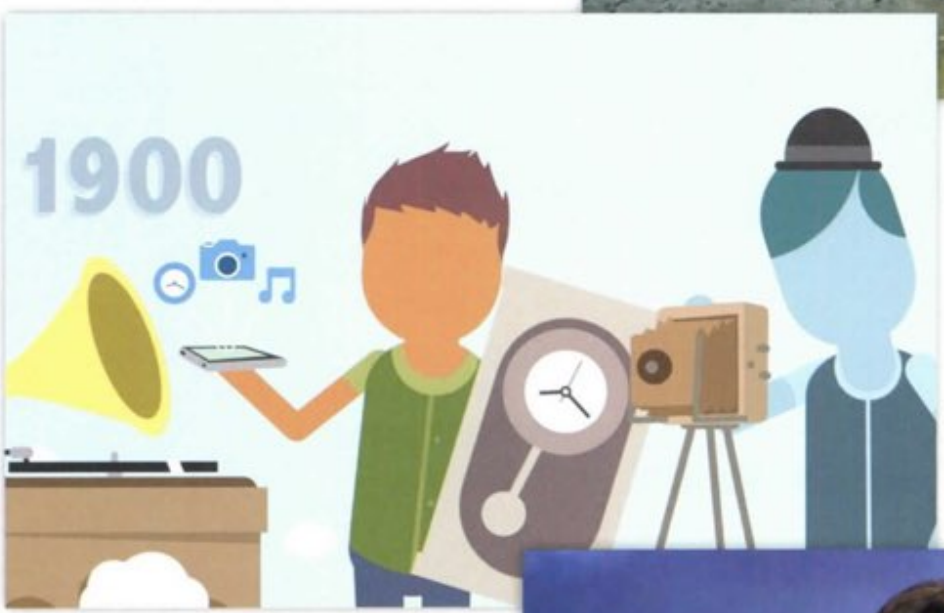
The **Teacher's Resource Website** includes the Student's Book and Workbook audio, the Professional Development Video, as well as all the printable materials contained in the Teacher's Resource CD-ROM.

NGL.Cengage.com/impact3BR

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

Diane Pinkley

Diane Pinkley is the former Director of the TC TESOL Certificate Program in the TESOL Program, Department of Arts and Humanities at Teachers College, Columbia University in New York City. She is a well-known teacher trainer and author in ESL/EFL, and has travelled around the world presenting academic papers and leading teacher-training workshops. She has also authored best-selling series for both children and adults. Formerly the Director of the Institute of North American Studies in Badalona, Spain, and Curriculum Co-ordinator at the Michigan Language Center in Ann Arbor, Michigan, she has taught all levels of ESL and EFL.

About the Series Editors



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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*

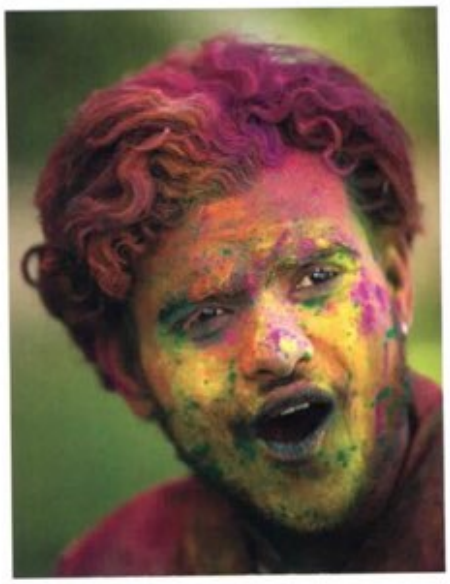


National Geographic Learning's *Impact* is an exciting new series for young teens that aims to help students to better understand themselves, one another and the world they live in. The series integrates real-world content, the work and stories of National Geographic Explorers, a wide variety of cross-curricular 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'.



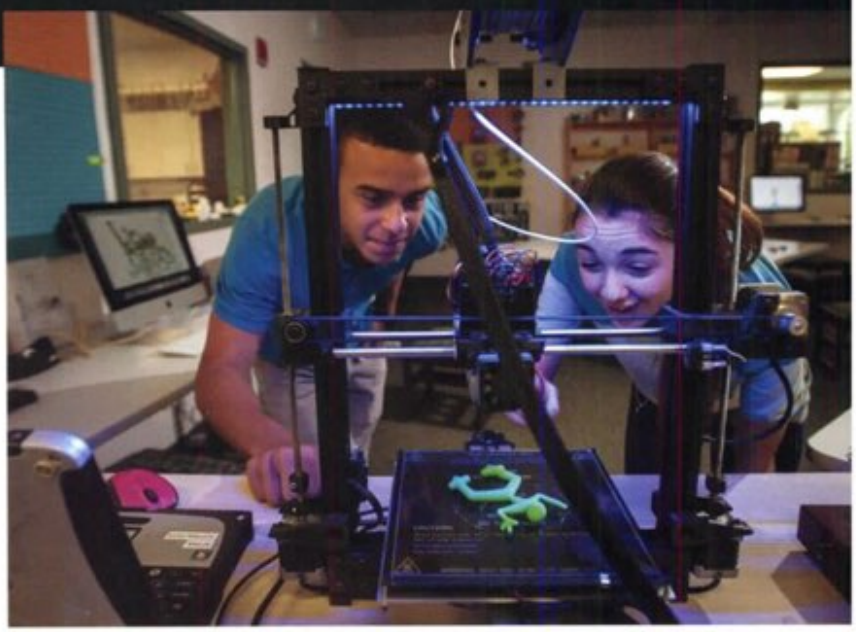


Explorer Jenny Daltry, in a unit on misunderstood animals, many of which are endangered species, urges teens to 'keep an open mind'. Iain Couzin, a behavioural ecologist, studies the value of collaboration. As he notes, whether we're talking about 'invasive cells to schooling fish to human cultures, 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 4Cs, 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 4Cs 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 4*Cs*, 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.

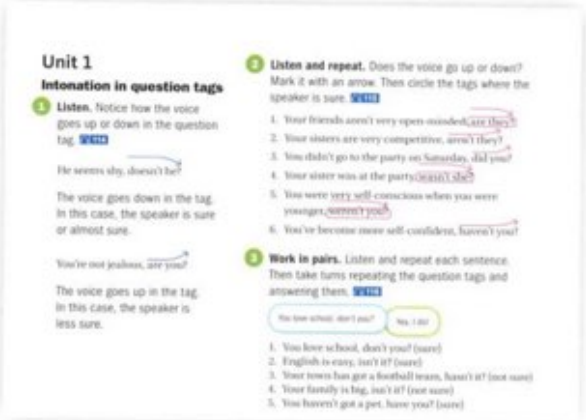
Although *Impact* provides contextualised vocabulary and complete lesson plans for all vocabulary instruction, it's helpful for teachers to become familiar with simple routines that can be used to introduce or present new vocabulary words to students.

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

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

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

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 **Speaking Strategy:** Warm Up; Present; Practise; Apply; Consolidate **Resources** · Student's Book · Online Workbook · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Speaking Strategy	**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 **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	**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 **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	**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 **Project** *(continued)*: Share **Assessment** **Resources** · Student's Book · Classroom Presentation Tool: Project and Review Games · Unit Quiz (*ExamView*®)	**Express Yourself:** Present; Practise; Connect; Prepare **Resources** · Student's Book · Audio (Audio CD/Website/CPT) · Classroom Presentation Tool: Express Yourself **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 · Workbook/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 · Unit Quiz (*ExamView*®)

*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) · 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

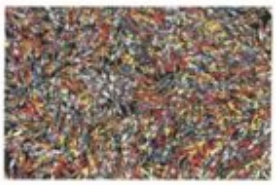


1 Who Am I?



2 Misunderstood Animals

	1 Who Am I?	2 Misunderstood Animals
THEME	Teen identity and personality	Animals in popular culture
LANGUAGE OBJECTIVES	· Talk about personality and character · Compare and contrast personalities · Use question tags to confirm information or seek agreement · Use *it* to talk about weather, time and distance, and for emphasis · Write an essay comparing and contrasting people's personalities	· Talk about misunderstood animals and their roles in the ecosystem · Express surprise and disbelief · Speculate and express certainty about the past · Use infinitives with and without *to* · Write a process description about how to train a dog
VOCABULARY	ambitious determined energetic enthusiastic generous identity optimistic organised outgoing patient personality responsible self-confident sense of humour shy fair odd self-conscious stubborn competitive co-operative helpful jealous open-minded bossy ignore perfectionist selfish spoilt **Vocabulary Strategies:** · Suffix *-ous* · Using a dictionary	aggressive beneficial control crucial decay destroy disgusting ecosystem filthy germs pest poison poisonous slimy sting misconception misunderstood unpopular untrue be scared of bite calm hurt upset venom fangs lethal lick myth suck **Vocabulary Strategies:** · Prefixes *mis-* and *un-* · Using a thesaurus
SPEAKING STRATEGY	Comparing and contrasting	Expressing surprise and disbelief
GRAMMAR	**Question tags:** Confirming information or seeking agreement *Alicia is friendly, isn't she?* **Special uses of *it*** *It's raining again. Another bad hair day!* *It's six o'clock already. Wake up!* *I hate it when the alarm goes off.*	**Modals:** Speculating about the past *He refuses to go in the water. He might have seen a jellyfish.* **Infinitives with and without *to*** *He doesn't want to hold rats. Make him try it.*
READING	*Why Am I Me?* Have you ever wondered why you are the way you are? What makes you different from, say, your brothers and sisters? **Reading Strategy:** Identify descriptive words	*Vampire Bats – The Truth Exposed!* Are humans right to fear all things vampire? **Reading Strategy:** Distinguish supporting details
VIDEO	*What Makes Up an Identity?*	*Face-to-Face with a Leopard Seal*
MISSION	**Be Determined** National Geographic Explorer: **Jack Andraka**, Inventor	**Keep an Open Mind** National Geographic Explorer: **Jenny Daltry**, Herpetologist and Conservationist
WRITING	Genre: **Comparison and contrast essay** Focus: Compare and contrast	Genre: **Process description** Focus: Describe purpose and sequence
PROJECT	· Survey · Report · Advice Column	· Fact cards · TV quiz show · Informational posters
PRONUNCIATION	Intonation in question tags	Modals + *have* + past participle
EXPRESS YOURSELF	Creative Expression: **Flash fiction** *A Day in the Life* Making connections: Teen identity and misunderstood animals	



3 Everybody's Doing It!

THEME Human and animal group behaviour

LANGUAGE OBJECTIVES
- Talk about human and animal group behaviour
- Express cause and effect
- Use two-word phrasal verbs
- Use *enough, too many* and *too much* to talk about amounts
- Write a description of a group behaviour and include supporting examples

VOCABULARY

allow
assume
belong to
collective
consensus
co-ordinated
efficient
formation
leader
migrate
migration
potential
prefer
realise
system

assemble
crowd
mimic
remain

flock
herd
pack
school
swarm

troop

flash mob
influence
intention
join
stand out

Vocabulary Strategies:
- Synonyms
- Context clues

SPEAKING STRATEGY Expressing cause and effect

GRAMMAR

Separable and inseparable two-word phrasal verbs:
The scientists talked about the problem
They worked out a solution.
They worked a solution out.

***Enough, too many, too much*:** Talking about amounts
I have enough pillows, but there are not enough feathers. I need more.

READING

Humans in Groups
Why do humans like to do things in groups?

Reading Strategy:
Look for definitions and examples

VIDEO *Smarter by the Swarm*

MISSION

Collaborate

National Geographic Explorer: **Iain Couzin**, Behavioural Ecologist

WRITING

Genre: **Exemplification essay**

Focus: Give examples

PROJECT · Flash mob · Video · Photo shoot

PRONUNCIATION Pausing

EXPRESS YOURSELF

Creative Expression: **Poem**
The Garb Age

Making connections: Fashion trends and group behaviour



4 Fashion Footprints

THEME Making responsible fashion choices

LANGUAGE OBJECTIVES
- Talk about clothing choices and sustainability
- Ask for clarification and clarify
- Describe actions and processes
- Make suggestions and give advice
- Write about reducing your fashion footprint and support your opinions

VOCABULARY

comfort
cotton
creativity
crop
designer
do one's part
fit in
footprint
have an impact on
manufacture
material
style
synthetic

take responsibility for
toxic chemical
trendy

attractive
popular
psychological
social

assemble
factory
purchase

retailer
ship
warehouse

donate
eco-friendly
entrepreneur
give back
profit

Vocabulary Strategies:
- Suffix *-al*
- Using a dictionary

SPEAKING STRATEGY Asking for clarification and clarifying

GRAMMAR

Present passive: Describing actions and processes
A lot of pesticides are used to grow cotton.

Modals: Making suggestions and giving advice about present and past actions
You shouldn't have bought that leather jacket.
You could have bought that organic cotton jacket instead.

READING

A Passion for Fashion
Pursuing a dream isn't just for grown-ups. These young designers grew up with a passion for fashion – and for helping others.

Reading Strategy:
Compare and contrast

VIDEO *How Your T-Shirt Can Make a Difference*

MISSION

Make Good Choices

National Geographic Explorer: **Asher Jay**, Creative Conservationist

WRITING

Genre: **Persuasive essay**

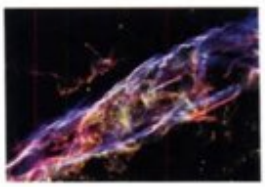
Focus: Introduce facts and statistics

PROJECT · Blog entry · Fashion show · Awareness Day

PRONUNCIATION *Shouldn't have* + past participle



5 Flying High



6 New Frontiers

	5 Flying High	6 New Frontiers
THEME	Evolution of animal and human flight	Space exploration
LANGUAGE OBJECTIVES	· Talk about the evolution of flying animals and machines · Use phrases to argue, counterargue and concede · Use the past perfect to distinguish the first of two actions in the past · Use the past perfect continuous to describe the first of two actions in the past · Write a classification essay describing two types of animal flight	· Talk about exploring Mars and the possibility of life there · Speculate about the future · Use present and past conditionals to talk about unlikely (but possible) or impossible situations · Use adverbs to compare how things are done · Write a persuasive essay about space and ocean exploration
VOCABULARY	adaptation capability early evolve feature flap flight glide hollow limited soar weight wingspan allow powered skilled support ascend descend force parachute prove stable engine fuel to land pilot to take off **Vocabulary Strategies:** · Root words (*port*) · Using a dictionary	aspect atmosphere degree detect dust fundamental instrument landscape lead to plain proof satellite valley vast wonder advance astronomer equip with requirement diameter geyser habitable hazy seasonal aspiring background chance leadership perseverance **Vocabulary Strategies:** · Greek roots (*astro*) · Using a dictionary: Word parts
SPEAKING STRATEGY	Arguing and conceding	Speculating
GRAMMAR	**Past perfect:** Talking about the first of two actions in the past *Pterosaurs had already disappeared by the time humans evolved.* **Past perfect continuous:** Talking about the first of two actions in the past *The Wright brothers had been working on powered flight for several years.*	**Present and past conditionals:** Talking about unlikely (but possible) or impossible situations *If I had known there was a talk about Mars, I would have gone.* **Adverbs:** Comparing how things are done *The new rover travels faster than the last rover.*
READING	*Reaching for the Sky* The Dream of Human Flight **Reading Strategy:** Identify sequence of events	*More Than a Dream* Could space be your own new frontier? **Reading Strategy:** Categorise and classify
VIDEO	*Flight of the RoboBee*	*Europa: Ocean World*
MISSION	**Explore Your Interests** National Geographic Explorer: **Ryan Carney**, Palaeontologist/ Evolutionary Biologist	**Discover the Future** National Geographic Explorer: **Bethany Ehlmann**, Planetary Geologist
WRITING	Genre: **Classification essay** Focus: Organise ideas into categories	Genre: **Persuasive essay** Focus: Present both sides of an argument
PROJECT	· Flying machine model · Poster · Advertisement	· Postcard · Space mission · TV script
PRONUNCIATION	Past perfect	Final *d + you*
EXPRESS YOURSELF	Creative Expression: **Film script** *Mission: Discovery!* Making connections: The history of flight and space exploration	



7 Visual Stories



8 Perform and Create

	7 Visual Stories	8 Perform and Create
THEME	Telling visual stories	Art as epxression
LANGUAGE OBJECTIVES	· Talk about using images to tell important stories · Explain a process · Use the past passive to describe past actions and processes · Use reported speech to describe what others said · Write a narrative essay about the story that a photo tells	· Talk about music in your lives and the work of DJs · Ask for and express feeling or opinions · Use gerunds and infinitives · Use sense verbs + an infinitive to describe what you see, hear and feel · Write an explanatory essay about a type of artistic expression
VOCABULARY	anger, audience, canvas, image, meaningful, oral, portrait, portray, represent, scene, shock, subject, understanding, visual, witness, capture, certain, last, permanent, abstract, landscape, masterpiece, realistic, animation, cartoon, illustrator, method, sophisticated **Vocabulary Strategies:** · Multiple-meaning words · Using a thesaurus	beat, composer, entertainment, expose, fame, gain, influential, lyrics, manipulate, means, performer, recognition, satisfaction, self-expression, vary, enjoyment, essential, indication, symphony, ballet, choreographer, folk, rehearsal, melt, orchestra, pure, stage, tribute **Vocabulary Strategies:** · Greek and Latin roots · Context clues
SPEAKING STRATEGY	Explaining a process	Asking for and expressing feelings or opinions
GRAMMAR	**Past passive:** Describing past actions and processes *Many of Goya's works were created at night, by the light of a hat that had candles on it.* **Reported speech:** Describing what others say *She said she would save her money for art supplies.*	**Gerunds and infinitives:** *Dancing is a popular form of self-expression.* **Sense verbs + infinitive:** Describing what you see, hear and feel *Did you see the band perform in concert?*
READING	*Bringing Stories to Life* How animation has changed over the years **Reading Strategy:** Mark up text	*Music for Chilling Out* You've never heard music *this* cool! **Reading Strategy:** Draw conclusions
VIDEO	*Animation Creation*	*Stage Fright in the Spotlight*
MISSION	**Tell Stories** National Geographic Photographer: **Ami Vitale**	**Do Your Own Thing** National Geographic Explorer: **Paul D. Miller aka DJ Spooky**, Artist/Writer/Musician
WRITING	Genre: **Multi-paragraph narrative** Focus: Tell what others say	Genre: **Explanatory essay** Focus: Teach about a topic
PROJECT	· Flipbook · Profile of a visual storyteller · Visual story	· Performance · Interview · Timeline
PRONUNCIATION	Final /ə/ sound	Rhythm and stress
EXPRESS YOURSELF	Creative Expression: **Presentation** *Not Your Typical Performance* Making connections: Telling stories through art and performance	

In This Unit

Theme This unit explores identity and personality.

Content Objectives
Students will
- describe their personalities and those of their classmates.
- read about and discuss the effect of birth order on personality.
- read about and discuss a teenage scientist and his contribution to cancer research.

Language Objectives
Students will
- talk about personality and character.
- compare and contrast personalities.
- use question tags to confirm information or seek agreement.
- use *it* to talk about weather, time and distance, and for emphasis.
- write an essay comparing and contrasting people's personalities.

Vocabulary
pages 10–11 *ambitious, determined, energetic, enthusiastic, generous, identity, optimistic, organised, outgoing, patient, personality, responsible, self-confident, sense of humour, shy*
page 12 *fair, odd, self-conscious, stubborn*
page 15 *competitive, co-operative, helpful, jealous, open-minded*
page 16 *bossy, ignore, perfectionist, selfish, spoilt*
Vocabulary Strategies Suffix *-ous*; Using a dictionary

Speaking Strategy Comparing and contrasting

Grammar
Grammar 1 Use question tags to confirm information or seek agreement
Grammar 2 Use *it* to talk about weather, time and distance, and for emphasis

Reading Why Am I Me?
Reading Strategy Identify descriptive words

Video Scene 1.1: *What Makes Up an Identity?*; Scene 1.2: Meet: Jack Andraka

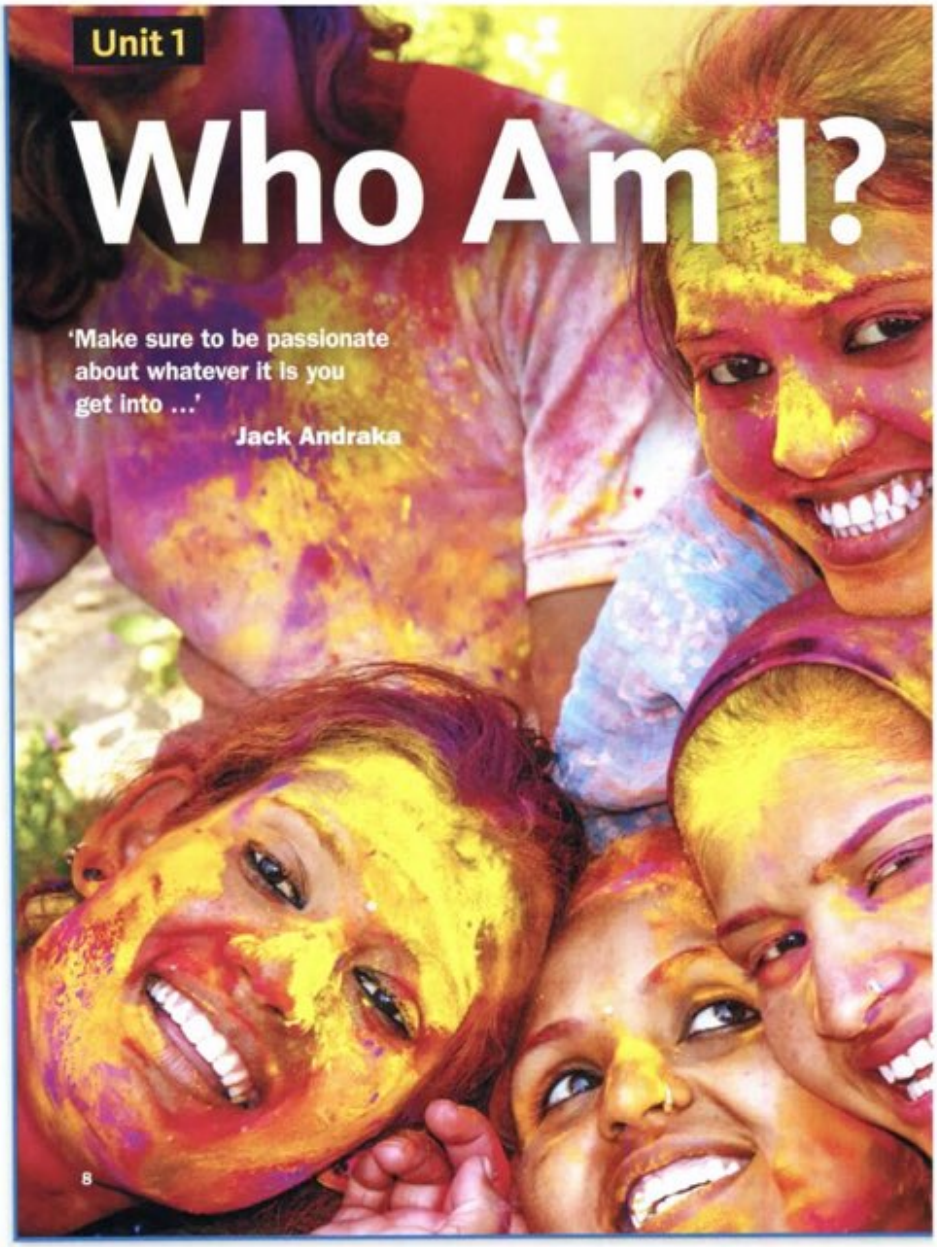
Writing Comparison and contrast essay

National Geographic Mission Be Determined

Project
- Survey
- Report
- Advice column

Pronunciation Intonation in question tags

Pacing Guides 3.1.1, 3.1.2, 3.1.3



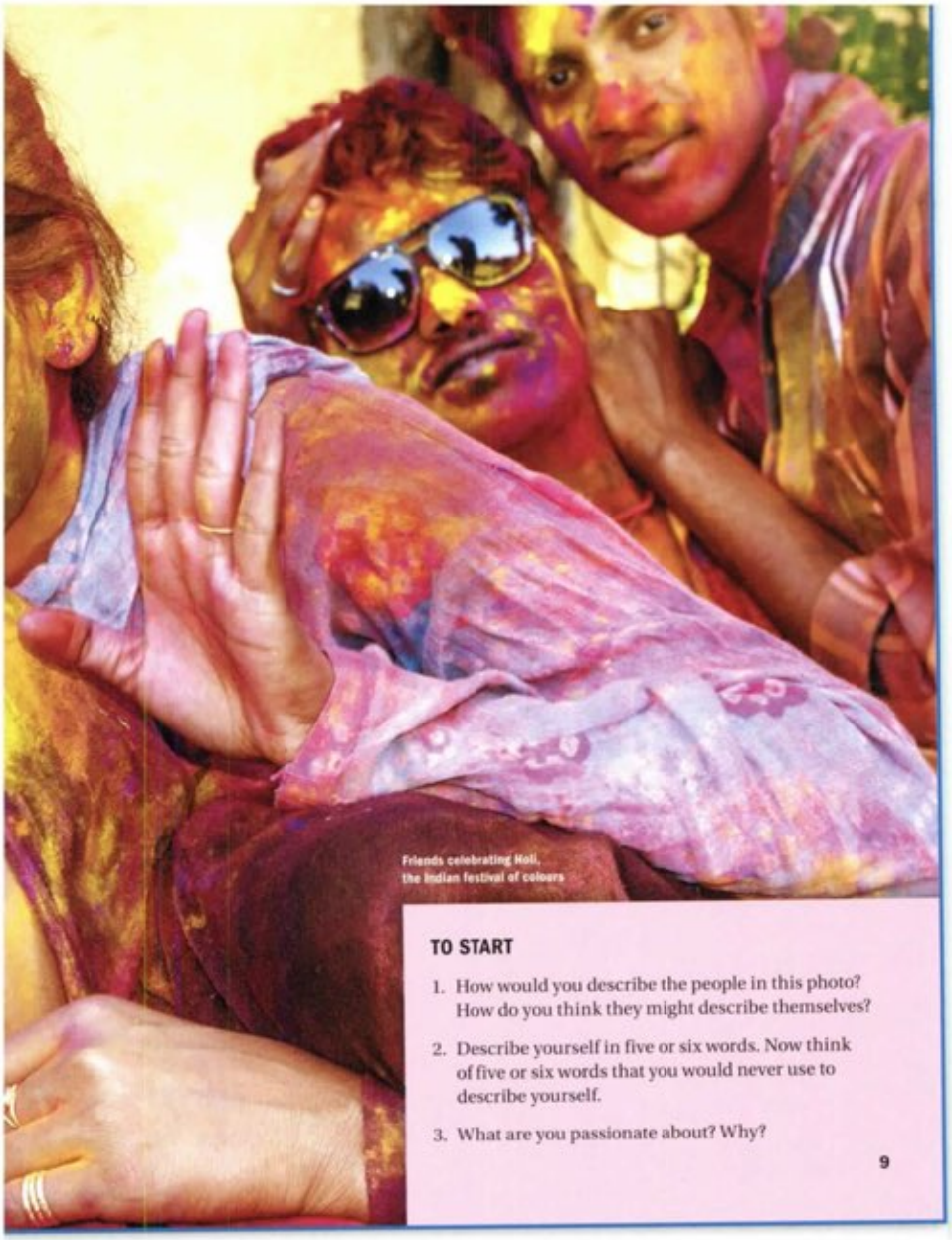
Introduce the Unit

- **Activate prior knowledge** Say *Today, we're talking about personalities – our own and those of our friends and family members. Name some words people use to describe themselves.* List students' responses on the board. Then point to a response and ask *How many of you would describe yourselves as (funny)? as (quiet)?*

- Say *Now think of a favourite relative or a good friend. How would you describe his or her personality?* Ask students to take turns naming the personality traits they like in this person. Ask *Have you got any of these same qualities? How are you both the same? How are you different?* Record responses on the board.

- **TO START** Tell students to open their books at pages 8–9. Ask *How many people can you see?* (seven) *What do you think they're doing?* Ask a student to read Question 1 aloud. Ask *Are they having a good time? What words would you use to describe them?* List the words.

- Ask questions such as these to encourage further discussion. *What country are the young people in?* (India) Point out India on a globe or map.



What holiday are they celebrating? (Holi, the festival of colours)
Would you like to be covered in coloured powders? Why or why not?

- Ask a student to read Question 2 aloud. Say *Think about the personality traits we've named so far.* Then ask *Do any of these traits describe you? Which traits would never be used to describe you?*
- Read the quote by Jack Andraka aloud. Explain that when you're passionate about something, you have strong feelings about it. Say *I feel strongly about (preserving animal habitats). I am passionate about it. Jack Andraka believes it's important to be passionate about the things you care deeply about.*
- Ask a student to re-read the quote and then Question 3 aloud. Give students time to think, and then record what they're passionate about on the board. Discuss with them the reasons why these things are important to them.

Extend

- Hand out **Worksheet 3.1.1.** Put students into pairs. Explain that partners will be discussing and writing about their personality traits.

UNIT OPENER

Objectives
Students will
- describe and discuss a photo.
- describe their personalities.

Resources Worksheet 3.1.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials globe or map of the world

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About the Photo

The festival of Holi marks the arrival of spring in India. It is a joyful holiday that people celebrate by gathering in the streets and throwing coloured water and powders on one another. On this day, conventional behaviour is set aside in a spirit of fun. At the end of the day, order is restored and people bathe, dress in white clothing, and visit friends, relatives and teachers.

Teaching Tip

Grouping Make it a practice to group students of different proficiency levels together. To encourage less fluent students to use English, ask them to repeat questions and answers. In group settings, when one student states an idea, encourage others in the group to restate it.

Related Words

sunglasses, nose ring

VOCABULARY

Objectives

Students will

- use vocabulary related to personality.
- use new vocabulary to read about and discuss identity and personality traits.

Target Vocabulary *ambitious, determined, energetic, enthusiastic, generous, identity, optimistic, organised, outgoing, patient, personality, responsible, self-confident, sense of humour, shy*

Academic Language *describe*

Content Vocabulary *social environment, trait, tricky*

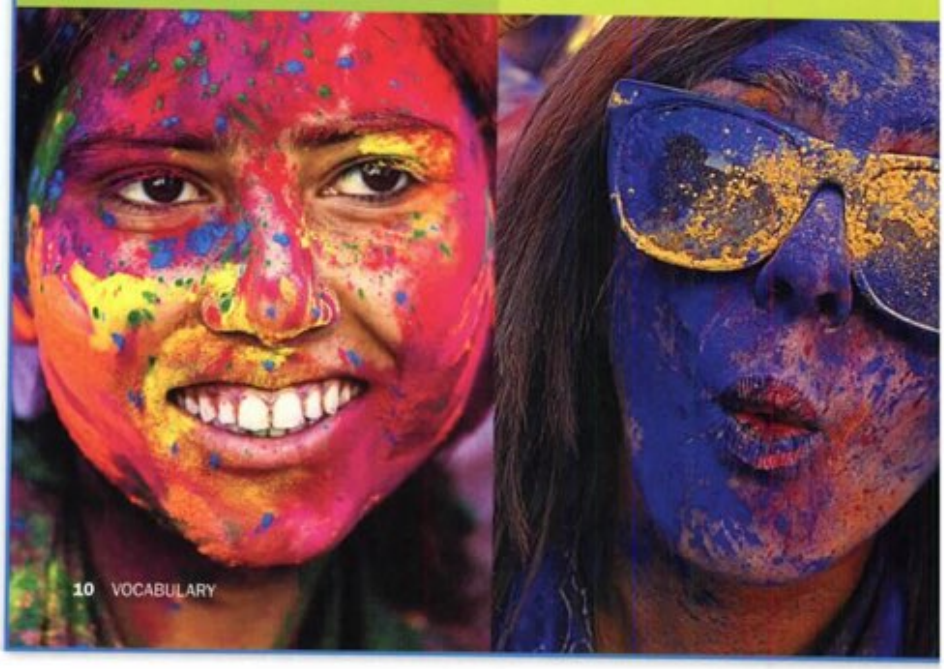
Resources Worksheet 3.1.2 (Teacher's Resource CD-ROM/Website); Tracks 002–003 (Audio CD/Website); CPT: Vocabulary

1 On the last page, you described yourself in five or six words. Would other people use those same words to describe you? Discuss. Then listen and read. 002

For teenagers, life can seem exciting and confusing at the same time, can't it? As a teenager, you're on your way to becoming an adult. It's a time of important changes and important questions.

A lot of these questions are about **identity**, or who you are. You're an individual, but you're also a product of your family life, your social environment and your culture. Your identity includes your beliefs, your values and your actions. You learnt your values from your family, but, as a teenager, you may become less interested in what your family thinks. You may choose to spend more time with other people whose values and personalities are like yours. That's natural.

Then there's **personality**, or the qualities that make you different from other people. If you love parties and are **enthusiastic** about meeting lots of new people, you're probably **outgoing** and **self-confident**. If you get excellent marks at school, chances are you're **organised** and **responsible**. If you're **energetic** or adventurous, you might like hiking, or getting together with friends to explore a cave! If you're **optimistic**, **generous** and **patient**, you might enjoy helping by spending time with animals at a shelter, or by participating in a local clean-up event.



Warm Up

- **Activate prior knowledge** Play a simple word-association game with students. Say *I'm going to name occupations, or jobs. I want you to name personality traits, or qualities, that you associate with each occupation. For example, if I say* an explorer, *you might say* adventurous *or* bold.

- Then say words such as the following, and list students' responses on the board: *a teacher* (clever, patient), *an athlete* (strong, fast, likes to compete), *a scientist* (curious), *a firefighter* (brave), *a park ranger* (friendly, cares about the environment).

- After students have brainstormed a list of traits, ask them to use the words and phrases on the board to develop context sentences. Model an example for students. Point to (*a scientist*) and say *A scientist is curious about how things work in nature.*

Present 1 2

- Tell students to open their books at pages 10–11. Ask a student to read aloud Activity 1 at the top of page 10. Say *We've talked about personality traits we associate with other people. Now think about how you described yourself.* Ask *Would your family and friends agree with your description? Do they see you the same way you see yourself?* Invite a few students to respond. Then say *Let's think about why we are the way we are.*

- **Model** Guide students to think about some of the things that shape our personalities by talking about your family. For example, say *I come from a (small) family. I'm the oldest child. I have (a younger brother.) When we were growing up, I (looked after him while my parents worked. I helped him with his homework.)*



Personality is tricky. You might assume that everyone sees you the way you see yourself, but that isn't always true. Friends may laugh at your stories and think you have a great **sense of humour**, but your brother might think you're just odd. You may see yourself as **ambitious** because you're **determined** to get what you want, but others may feel you're stubborn, or unwilling to take advice. You may feel self-conscious and **shy**, while other people may think you're unfriendly. You may think you're fair, but you may still seem unreasonable or unkind to a friend.

Understanding yourself and how others see you can really be a puzzle!

2 **LEARN NEW WORDS** **Listen and repeat.** 2.003

3 **Work in pairs.** Make another list of five or six words that describe you, using the new vocabulary. Then make a list of five or six words that describe your partner. Compare your lists. Do you agree with your partner's description of you? Why or why not?

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Teaching Tip

Pause after you ask questions in class and before you ask someone to answer. Tell students you want to give them time to think about their answers. To give students even more time to prepare, write several questions on the board before you ask them for answers.

That's one reason I became a teacher. I like to help people learn. I think I was (helpful and patient with my brother, but he thinks I was bossy).

- **1** Play **Track 002** and tell students to listen and read. Discuss the reading with students. Ask questions such as:

  How does your family life affect who you are?
  How does your culture affect who you are?
  Do others see you the same way you see yourself?

- **2** **LEARN NEW WORDS** Play **Track 003**. Ask students to listen and repeat. Then divide the class into small groups. Write the vocabulary words and phrases that describe traits in two lists on the board (omit *identity* and *personality*), and assign one list to each group of students. Ask them to practise the words by completing *If ... then* statements.

- Write the following example on the board:

> If you walk your dog every morning, then you are _____.

- Say *Write an If ... then statement for each word or phrase on your list. Take turns reading a statement to the group, leaving out the vocabulary word. Ask a group member to complete the statement by supplying the missing word. Make sure everyone gets a chance to read and complete a statement.*

VOCABULARY

Objectives

Students will

- practise using vocabulary related to personality.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *fair, odd, self-conscious, stubborn*

Vocabulary Strategy Suffix *-ous*

Academic Language *compare*

Content Vocabulary *proposed, science fair*

Resources Online Workbook/Workbook pages 2–3; Tracks 004–005 (Audio CD/Website/CPT); CPT: Vocabulary

4 **Read and write the words from the list.**

ambitious	determined	enthusiastic	generous
optimistic	organised	outgoing	self-confident

By the time Jack Andraka was 14 years old, he was very _enthusiastic_ about science. Jack really wanted to focus on cancer research. He came up with a cheap, fast way to detect a type of cancer. When he first proposed his idea, some adults thought that Jack was being too _ambitious_, but he was _determined_ to prove them wrong. He stayed _optimistic_ and entered his idea into an international science fair. Jack won! Now he feels more _self-confident_. People have even asked him to be on TV because of his _outgoing_ personality and creative ideas.

5 **LEARN NEW WORDS** **Listen to the words.** Write each trait next to the correct example. Are these words positive or negative? Decide. Then listen and repeat. 004 005

fair	odd	self-conscious	stubborn

2014 Emerging Explorer, inventor Jack Andraka



stubborn (negative) 1. You never change! Just listen to me for once.

odd (negative) 2. You put salt and pepper on your ice cream? Wow!

fair (positive) 3. I like our music teacher. In her class, everyone gets a chance to play.

self-conscious (negative) 4. Oh, come on. Nobody is looking at you. Let's dance.

6 **YOU DECIDE** **Choose an activity. Work in pairs.**

1. Together, think of a famous person, such as a singer, actor or internet personality. Separately, list as many descriptive words as you can about that person. Are any of your words the same? Do you agree with your partner's description?
2. As a student, you're an expert on teachers. Think about teachers you've had and write words to describe them. Look at the positive qualities you both listed. Then work together to write a description of your ideal teacher.
3. Write the letters in your partner's name down the side of a piece of paper. Then write a word that describes your partner for each letter. When you've finished, compare your name poems. Do you agree with your partner's description?

MUSICAL
AMBITIOUS
RESPONSIBLE
CURIOUS
ORGANISED

12 VOCABULARY

Practise 3 4 5

- 3 Put students into pairs. Say *Think about the five or six words you used to describe yourself earlier in the unit.* Ask students to write the words on a piece of paper. Then say *Now think about the new words you've learnt.* Ask *Do any of the new words name traits that are similar to the ones you wrote? Read Activity 3 on page 11.* Tell partners to complete the activity. Say *Use your new words in your descriptions of yourself and your partner.*
- 4 Ask students to turn to page 12. Choose several students to read the words in the word box aloud. Ask them to choose two words and use them in a sentence. Then tell students to complete Activity 4 independently. Ask a student to read the completed paragraph aloud.
- 5 **LEARN NEW WORDS** Play **Track 004.** Tell students to listen, and then tell them to look for each word in context on page 11. Then play **Track 005** and ask students to listen and repeat. Review word meanings, and then ask students to complete Activity 5 independently.

- **Vocabulary Strategy** Point out the term *self-conscious* on page 12. Ask a student to explain the meaning of the term in his or her own words. (to be very aware of yourself) Underline the *-ous* ending in *conscious*. Then write *nervous* on the board. Say *Sometimes, when we feel self-conscious, we also feel nervous.* Explain that *-ous* can be added to a noun, such as *nerves*, to turn it into an adjective, or describing word. Explain that there are other word endings that can help students identify adjectives. These include *-y* (*silly*) and *-ful* (*cheerful*).

Apply 6

- 6 YOU DECIDE Ask students to read Activity 6 on page 12 silently. Then put students into pairs and ask them to re-read the text on pages 10–11. Say *Work with your partner to describe a personality. Use the vocabulary words in your descriptions.*

- Model silently scanning the text to identify particular personality traits. Say *How would I describe the pop singer Taylor Swift? She's obviously musical and talented, but I'll scan the text to see if any of the personality traits named there apply to her. Two that fit her, I think, are* ambitious *and* self-confident. *I'll write those down and then keep reading.*

- Ask pairs to choose and complete one of the three Activity 6 options. Remind them to take a few moments to silently review the traits they identified before discussing them with their partner. Ask students to share their descriptions 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 to complete independently. If they choose the name poem, tell them they can describe a classmate, a friend or a family member.

- If time allows, hand out **Worksheet 3.1.2**. Explain that students will use vocabulary words to think and write more about personality traits and the factors that affect personality development.

Consolidate

- Say *Let's find out what qualities you think describe the ideal student.* Write on the board the vocabulary words that describe personality traits. Say *I'll say a word. Put your hand up if you think it describes an ideal student. Then I'll count the number of hands in the air and write the number next to the word.* Keep playing until you've used all the words.

- Circle the words that the greatest number of students have chosen. Then ask different students to stand and use the words to complete this sentence frame: *The ideal student is* _____, _____ *and* _____.

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Vocabulary Strategy

Suffix *-ous* Explain that when added to a word, the suffix *-ous* may alter the meaning of the word to include the sense of 'being full of' or 'having'. In the case of *conscious*, the *-ous* ending, when combined with the Latin root *sci*, meaning 'knowledge', signals that the word means 'full of knowledge'. In the context of personality traits, *self-conscious* means 'full of the knowledge or awareness of self'.

Other words with *-ous* endings include:

adventure	>	adventurous
caution	>	cautious
hazard	>	hazardous
nerves	>	nervous

Teaching Tip

Whenever possible, incorporate activities involving movement during class. Breaking up periods of seated work with physical activity refreshes and energises students. It also helps them to remember what they learn better.

Related Words

lab coat, pancreas, specimen, specimen jar

Formative Assessment

Can students

- use vocabulary related to identity and personality?

  Ask *What three personality traits best describe you?*

- use new vocabulary to describe different personalities?

  Ask *What word would you use to describe someone who always wants his or her own way and doesn't change his or her mind easily?*

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

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- use words and phrases that compare and contrast.
- use words and phrases to compare and contrast personality traits.

Speaking Strategy Comparing and contrasting

Academic Language *compare, contrast*

Resources Online Workbook; Worksheet 3.1.3 (Teacher's Resource CD-ROM/ Website); Tracks 006–007 (Audio CD/ Website/CPT); CPT: Speaking Strategy

Materials coins for the board game, pieces of card

SPEAKING STRATEGY 006

Comparing	Contrasting
You're outgoing? So am I!	You're shy? Not me! I'm not shy at all.
Just like you, I'm self-confident.	Unlike you, I'm optimistic.
We're alike because we're both patient.	I'm determined, but you're just stubborn!

1 **Listen.** How do the speakers compare and contrast their younger brothers? Write the words and phrases you hear. 007

2 **Read and complete the dialogue.**

Dave: My aunt and uncle are visiting this week.

Nina: You don't seem very happy about it.

Dave: I'm not. My aunt is always saying, 'You're _____ your uncle Jack!'

Nina: Well, are you and your uncle _____ ?

Dave: No, we're very different. _____ him, I'm active and outgoing. All he does is watch TV.

Nina: Is he funny? Optimistic? Generous, _____ you?

Dave: No way. _____ ! He never gives me anything, not even on my birthday.



3 **Work in pairs.** Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Compare and contrast as instructed.





4 **Work in groups.** Compare and contrast your parents. Are you like or unlike your parents? Do your classmates' parents seem like or unlike your own parents?

Go to page 153.

Warm Up

- **Activate prior knowledge** Remind students that when they compare people or things, they say how they're the same, or alike. When they contrast, they say how they're different, or not alike. Say *Think of a friend. How are you alike? How are you not alike?* Model. Say *My best friend and I are alike because we're both passionate about sports. Just like me, he loves football. Unlike me, he can play it well!*

- List words and phrases such as *both; me, too; like; alike; not me; unlike.* With a student, model using some of the words in a short dialogue. Then tell partners to ask and answer questions comparing and contrasting what they do in their free time.

Present 1

- Ask students to open to their books at page 13. Play **Track 006**. Say *Listen as two people compare and contrast their personality traits.*

- Play **Track 006** again. Ask students to read along. Then ask pairs to take turns using the dialogue to talk about their personality traits. Supply additional prompts such as:

> We're not alike at all! You're _____, and I'm _____.
>
> We are alike in one way. We're both _____.

- 1 Say *Now listen as two people talk about their younger brothers. Pay attention to the words they use when they compare and contrast the boys' personalities and behaviour. Write them down.* Play **Track 007**. Ask students to share what they wrote.

Practise 2

- 2 Once students seem comfortable using the speaking strategy and additional prompts to compare and contrast, direct them to Activity 2. Tell students to complete Activity 2 independently. Ask several students to read their completed dialogues aloud, taking turns as Dave and Nina. Then ask *Did you hear different ways to talk about comparing and contrasting? What were some of the words and phrases you used or heard?*

Apply 3 4

- 3 Tell partners to use the game board on page 153 and a coin to play the game. Students take turns flipping the coin and moving along the game board one or two spaces. Say *Notice that sometimes you'll be comparing or contrasting what's in the photo; other times, the text will tell you what to compare or contrast.*

- **Synthesise** Put students into pairs. Ask them to review pages 10–12 silently, as well as any notes they might have written down about personality traits. Tell partners to talk about things they've learnt so far about identity and personality.

- 4 Say *Now think about where some of your traits might have come from.* Ask *Do you share any personality traits with either of your parents?* Ask students to read Activity 4. Then put students into small groups to discuss the questions. Remind students to use the new vocabulary in their discussions and to listen politely to one another.

Extend

- If possible, give groups time to summarise their results. Say *Think of a way to summarise the results of your discussion. You can write a summary, create a table, draw a picture or use some other format.* Display the groups' summaries.

- If time allows, hand out **Worksheet 3.1.3**. Explain that students will use the worksheet to practise comparing and contrasting personality traits with a partner.

Consolidate

- Write these sentence frames on the board:

> I'm _____, and so is (name).
> I'm not _____, but (name) is.

- Write the following words on pieces of card: *optimistic, enthusiastic, quiet, funny, organised, athletic, ambitious*. Ask students to stand in a circle. Hand a card to each student. Ask students to use the word on their card to complete the appropriate sentence frame.

- Model with a student. Stand in the middle of the circle. Say *I'm not athletic, but (Maria) is.* Then ask (Maria) to come to the centre of the circle and use the word on her card to complete one of the sentences on the board.

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Strategy in Depth

Other words and phrases used to compare and contrast in English include:

Comparing: *the same, similar, too, in common*

'My best friend and I are practically *the same* person! We've got *similar* tastes in clothes, sports and music. We have both got an annoying younger sister, *too*. We've got lots of other things *in common* as well!'

Contrasting: *different, dissimilar, whereas, differ*

'My brother and I are very *different*. We've got nothing in common. Our habits are so *dissimilar*. I'm messy and always running from one project to another, *whereas* he's neat and organised. I wish we didn't *differ* so much!'

Formative Assessment

Can students

- use words and phrases to compare and contrast?

  Point to two classroom objects that are similar, but different in some way (for example, a desk and a table, or a tablet and a mobile phone). Ask students to compare and contrast the two objects.

- use words and phrases to compare and contrast personality traits?

  Ask *How are you and a friend alike?*

  Ask *How are you and that friend different?*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- use question tags to confirm information or seek agreement.
- use question tags to talk about personalities.
- use words associated with teen chefs competing in a TV cookery contest.

Grammar Using question tags to confirm information or seek agreement

Target Vocabulary *competitive, co-operative, helpful, jealous, open-minded*

Academic Language *confirm, agree, disagree*

Content Vocabulary *logical, trophies*

Pronunciation Intonation in question tags

Resources Online Workbook/Workbook pages 4–5; Tracks 008–011, 114–116 (Audio CD/Website/CPT); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); CPT: Grammar 1 and Pronunciation

Materials large pieces of card

GRAMMAR 008

Question tags: Confirming information or seeking agreement

Alicia **is** friendly, **isn't she**?	Yes. She's outgoing. You'll like her.
You**'re** nervous about the competition, **aren't you**?	I am. I'm not sure I'm ready.
Rick **doesn't** live near here, **does he**?	No, he doesn't. He lives quite far away.
Lin also **plays** the flute, **doesn't she**?	Yes, she does. She's really good!
Sue **couldn't** make herself do it, **could she**?	No. She's too shy.

1 **Listen.** Match the questions to logical answers. Write the letter. 009

1. d
2. e
3. a
4. c
5. b

a. Yes, it was. And we finally won!
b. Yes, I have to be. I'm a teacher.
c. No, she didn't. She said she was ill.
d. He really is. He never stops!
e. Yes, she can. And the guitar, too.



2 **Read.** Then complete the question tags.

1. Carla and Lea want to join the team, don't they ?
2. You're not as enthusiastic about poetry as your sister, are you ?
3. Greg's brothers won't be at the party, will they ?
4. Maria has changed a lot, hasn't she ? She's so self-confident.
5. Your sisters didn't go shopping, did they ?
6. You would help us if Ana can't come, wouldn't you ?

National Geographic Fellow Chef Barton Seaver



3 **Work in pairs.** Take turns forming question tags and answering them. Agree or disagree with your partner. Express your opinion.

1. (name of a place) / most beautiful / place / ever
2. (name of a singer) / most popular / singer / right now
3. (name of an actor) / talented / actor / on TV
4. (name of a video game) / your favourite / video game
5. (name of a film) / exciting / film / ever

14 GRAMMAR

Warm Up

- **Pre-teach** Model the following dialogue with a student. Say *I need help with a science project. Your brother is good at science, isn't he?* Prompt him or her to respond: *Yes, he is. He's very clever!*

- Tell partners to use similar questions to talk about a book they've both read, a film they've both seen, directions to a place or a school event. Explain that one student asks the question, and the other student answers it. Provide examples to help students get started: *That was a scary story, wasn't it? The library is on Central Street, isn't it? You're going to the science fair, aren't you?*

Present

- Write *Your brother is good at science, isn't he?* Circle *isn't he?* and tell students that this part of the sentence is called a *question tag*. Explain that you add a question tag to the end of a sentence when you need someone to tell you you're correct, or to find out if someone agrees with you.

4 LEARN NEW WORDS Read about young chefs and listen to their conversation. Then listen and repeat. 010 011



Everyone loves cookery programmes! The chefs are usually self-confident and energetic, but they're not always patient or organised, are they? (That's part of the fun!) They're almost always very **competitive** as they cook against each other. They want to win by making the best food they can!

On some programmes, teen chefs compete to see who's the best cook. These teen chefs can be surprisingly **co-operative**, even while they're competing. They've made friends, and they're interested in what one another is doing. Of course, one chef may be **jealous** of another chef, but in the end many of them are still **helpful** and kind to each other as they compete. They're **open-minded** enough to know that only one person can win, but all of them can be friends – and great chefs.





5 Read. Then use a question tag to comment.

1. Angela really is a talented cook. I want to be like her!
   You aren't feeling jealous, are you?
   Possible answers:
2. Pat and Tim refused to talk to Julia, or even listen to her ideas.
   They aren't very open-minded, are they?
3. The Whitley twins have 17 tennis trophies between them.
   They're really competitive, aren't they?
4. Sam won't join the group to help collect and recycle plastic bottles.
   He isn't very co-operative, is he?
5. Here, let me help you clean up those dishes.
   Thank you! You're always helpful, aren't you?

- Write these additional question tags on the board. Point out that question tags usually include contractions.

isn't it? wasn't it? aren't you? don't you?

- Ask students to open their books at pages 14–15. Say *In order to confirm information, you ask someone to tell you that what you're saying is correct. When you seek agreement, you ask someone to agree with you. We've talked about question tags and how they're used. Now we'll hear some more examples.* Play **Track 008** once and ask students to listen.

- Read the first question and answer in the grammar box. Ask *Does the person answering the question agree with the speaker?* (yes) Then ask pairs to model asking and answering the rest of the question tags in the grammar box. Encourage them to read with expression.

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Pronunciation

Go to Student's Book page 144. Use Audio Tracks 114–116.

Intonation in question tags The intonation in question tags can vary. Question tags have a falling intonation when the speaker is sure or almost sure and is simply seeking agreement. They have a rising intonation when the speaker is unsure and wants confirmation.

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. A mix of approaches gives different learners different ways to be involved with the lesson.



- Tell students that many question tags follow a pattern. Explain that when the first part of the sentence includes a form of the verb *be* or a helping verb, such as *has, can, will, do* or *should*, the tag will often include a contraction of the same verb with *not*. Say *Remember this pattern: Add a negative tag to a positive sentence, and a positive tag to a negative sentence. Always use a comma before the tag.* Display sentences from page 14 to illustrate the pattern:

> Alicia is friendly, isn't she?
>
> positive → negative
>
> Rick doesn't live near here, does he?
>
> negative → positive

- Play **Track 008** again as students follow along in their books. Explain that even though *plays* in the fourth sentence is not a form of *be* or a helping verb, this sentence follows the pattern of a negative question tag added to a positive sentence.

Practise 1 2 3

- 1 Say *Now we'll listen to question tags and match each one with the best answer.* Play **Track 009** once and ask students to listen.

- Play number 1 again and repeat it for the class. Then read aloud all the answer choices as students follow along in their books. Say *When something is logical, it makes sense. Which choice is the logical answer to the question?* Ask students to respond. (d) Tell them to write the letter on the line next to number 1. Then replay **Track 009** and ask students to complete the activity.

- 2 Direct students to Activity 2. Read the instructions aloud and then point out that the first question tag has been completed for them. Ask them to read the first statement and tag aloud together. Say *Now complete items 2–6. Remember the pattern of a positive statement followed by a negative tag, and a negative statement followed by a positive tag.* You may want to write on the board: *positive statement → negative tag; negative statement → positive tag.* Check answers as a class.

- 3 Put students into pairs, and ask one pair to model the dialogue about Barton Seaver on page 14. Then read the instructions for Activity 3 aloud. Say *Remember that question tags are used to confirm information or seek agreement. Sometimes, you'll express an opinion with a question tag, hoping to receive agreement. However, the other person may disagree with you!* Ask partners to read the activity items silently. Allow time for students to compose their questions.

- Say *Now take turns asking and answering your questions.* When students are comfortable with the format, ask pairs to share their dialogues with the class.

Apply 4 5

- 4 **LEARN NEW WORDS** Read the instructions for Activity 4. Point out the photos on page 15 and ask students to describe the chefs' uniforms and the different foods pictured. Then ask *Has anyone watched a TV cookery programme in which chefs compete to see who can cook the best dish or meal?* Invite students to share what they know about cookery programmes. Tell them they're going to read about teenage chefs who take part in cookery contests, and they will learn more new words about personality traits. Ask students to read the text independently.

- Say *Now we'll listen to some young chefs talk about competing.* Play **Track 010.** Then say *Let's listen to the new words in sentences. We'll repeat each word alone and in a sentence.* Play **Track 011** and ask students to repeat.

- 5 Put students into pairs. Tell each pair to read the instructions for Activity 5 and item 1 together. Ask them to skim the article above. Then say *Now work together to use the new vocabulary words in question tags that make an observation or express an opinion about the people in each sentence.*

Extend

- Put students into pairs. Say *Imagine you need to interview your partner for an article in the school paper about one of his or her interests.* List some topics on the board to prompt students:

sports	animals	family
music	school	hobbies

- Give each student a piece of card. Say *Write your name on the card and three or four sentences about you and the topic you chose that your interviewer will find useful.* Share an example. Say *I want to be interviewed about animals. I'll write these sentences on my card:* I like all animals, even slimy insects! I really like birds. I love seeing them at my bird feeder. I'm worried because I haven't seen many birds lately.

- Give students time to write their sentences. Then ask them to swap cards with their partners. Say *Now use the sentences to write on the other side of the card an interview question based on each one. For example: 'You love animals, don't you? Why?' Make sure you leave room for the answers to the questions.* Tell students to include one or two question tags.

- Ask students to conduct their interviews and write their partners' answers on the cards. When students have completed their interviews, ask a few to share with the class the name of the student they interviewed and the topic, and to read the questions and answers aloud.

Consolidate

- Say *Now we'll use our interviews to play a game called* Name That Trait. Collect all the cards. Ask students to sit in a circle. Say *I'm going to go around the circle and read some information from the cards to each of you that will give a hint about a personality trait. You will call out an appropriate trait that comes to mind.*

- Model with a student. Using one of the cards, say, for example, *(Monica) is learning to play the flute. She practises every day. She wants to play in an orchestra one day. Name that trait!* Prompt the student to name a trait such as *determined, ambitious, hard-working* or *enthusiastic*. After the student names a trait, challenge the group to think of a question tag related to the named trait; say, for example, *I think Monica will be famous one day, don't you?* Then move on to the next student in the circle.

BE THE EXPERT

Grammar in Depth

Some students may have trouble with question tags because the question tag system is simpler in many other languages. In some, it may only involve adding the equivalent of 'no?' or 'yes?' at the end of a sentence.

Not all question tags follow the pattern described in the Present section. Examples of other tags include *OK?, don't you think?, wouldn't you say?*

We need to leave at 7.30, OK?
Jose should get the trophy for most improved player, don't you think?
Mr Martino is much nicer this year, wouldn't you say?

Question tags can also be used for emphasis. In this example, the sentence would be read as if there were an exclamation point, rather than a question mark, at the end: *That pizza was really good, wasn't it?*

Formative Assessment

Can students

- use question tags to confirm information or seek agreement?

  Tell students that your hobby is (photography). Ask them to use a question tag to confirm that information.

  Ask students to answer the following question tag:

  You're interested in (science), aren't you?

- ask and answer question tags about personalities?

  Ask students to respond to the following question by naming another personality trait:

  I think it's good to be competitive, don't you?

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

Online Workbook Grammar 1

READING

Objectives
Students will
- read about and discuss how birth order might affect personality.
- use new words from the reading.
- use descriptive words to describe themselves.

Reading Strategy Identify descriptive words

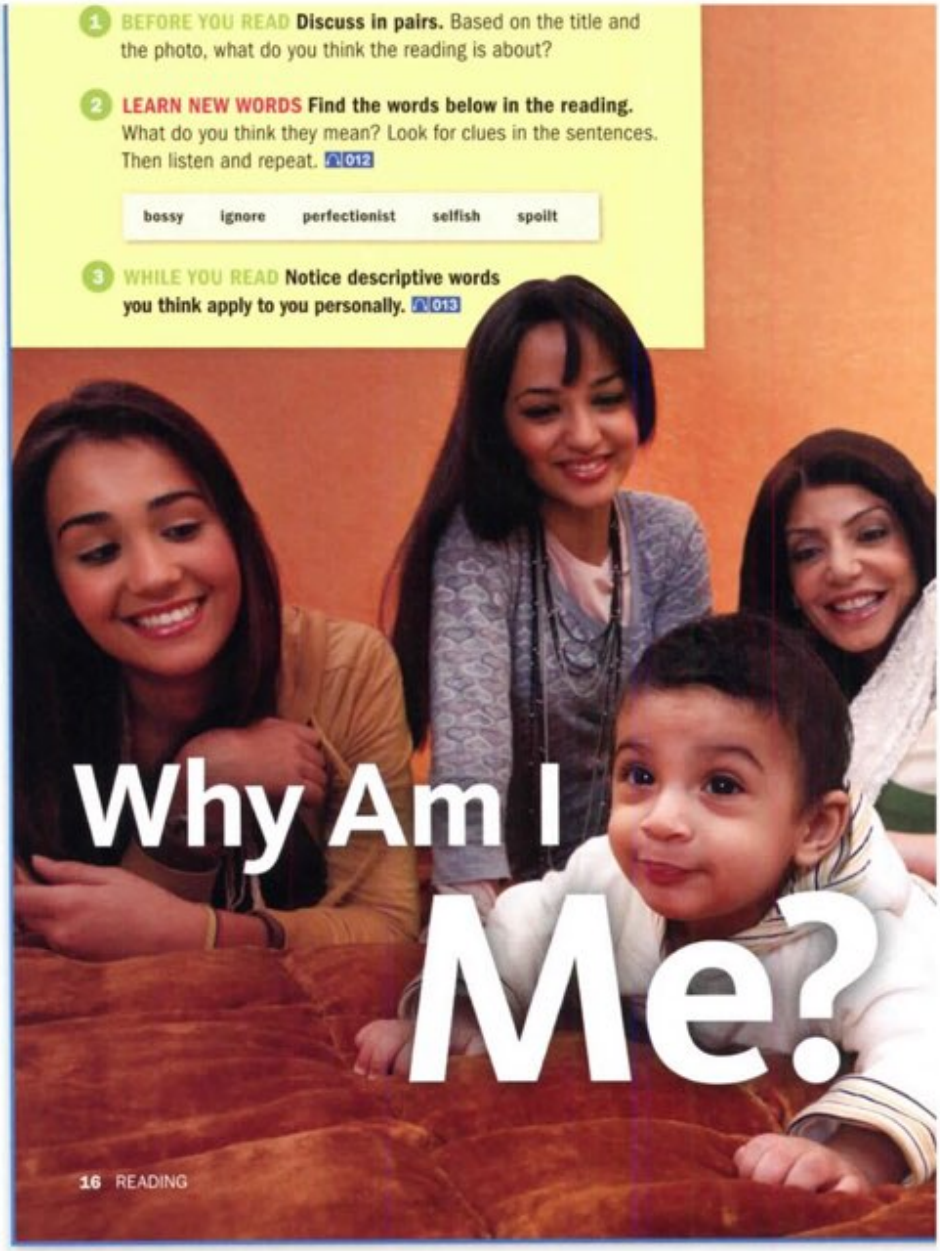
Vocabulary Strategy Using a dictionary

Target Vocabulary *bossy, ignore, perfectionist, selfish, spoilt*

Academic Language *clues, main idea*

Content Vocabulary *factor, flexible, secretive*

Resources Online Workbook/ Workbook pages 6–7; Worksheet 3.1.4 (Teacher's Resource CD-ROM/ Website); Tracks 012–013 (Audio CD/ Website/CPT); CPT: Reading



Warm Up

- **Build background** Ask *How many of you have got brothers or sisters? Put your hands up.* Ask two or three of the students with their hands up, one at a time, whether they were born first, second, third, and so on. Based on the response, say to each student in turn *So you are (the oldest child/a middle child/the youngest child).* Tell students that the order in which children are born is called *birth order.* Then say *Some people think that birth order affects the qualities we have as we grow up.*

- Ask *How many of you haven't got any brothers or sisters?* Say *Some people think that being an only child also affects personality development.*

Before You Read 1 2

- 1 Ask students to open their books at pages 16–17. Say *Read Activity 1 on page 16. With a partner, look at the title of the reading and the photo. Discuss what you think the reading will be about.* When students are ready, review their predictions as a class.

Have you ever wondered why you are the way you are? What makes you different from, say, your brothers and sisters?

People have asked these questions for centuries, and researchers are trying to answer them. One idea they're exploring is that birth order influences the person we become. In general, the oldest child is described as confident, organised, dutiful and determined to get what he or she wants. Oldest children are seen as born leaders, people-pleasers and perfectionists. Because they're the oldest, their younger brothers and sisters sometimes see them as bossy, or too willing to tell other people what to do.

The middle child may be described as being competitive in order to get more attention. They sometimes feel that their family ignores them because they are in the middle. Because middle children tend to avoid conflict, they can be flexible and easygoing. They may also be seen as secretive by members of their family. They are usually more influenced by their friends than by their family, perhaps because they get more attention from their friends.

The youngest child is described as the baby of the family. They can be spoilt by their parents, who spend a lot of time with them and often give them what they want. For this reason, their brothers and sisters sometimes get jealous. Youngest children enjoy being the centre of attention, and they are seen as outgoing, open-minded and likely to take risks.

What if you're an only child? Many people think that a child with no brothers or sisters grows up wanting lots of attention. Some think they're selfish, or unwilling to share with others. But because they spend so much time around adults, they're also described as confident, determined and responsible.



4 AFTER YOU READ **Discuss the questions in groups.**

1. What's the main idea of the reading?
2. Does birth order seem like a good way to describe personality? Why or why not?
3. Based on your personal experience, does the information in this reading seem correct? If not, why not?

5 **Work in pairs.** Separately, go back through the reading and underline all the words you think describe you. Then read your list to your partner. Based on your list, can your partner guess your birth order? What is it?

6 **Work in groups.** What other factors might affect your personality? Write two or three ideas. Briefly explain how each factor on your list might affect you. Then discuss your ideas in groups.

- Ask students to describe the photo. Ask *How many people are there? Are they related? How can you tell? What are they doing? How would you describe the women? Are they bored? happy? protective?* Focus on the baby. Ask *Why do you think the woman is holding on to the baby? Might the baby be curious? a little too adventurous?*

- **2** **LEARN NEW WORDS** Tell students they're going to learn some new words, but first remind them of two words they've already learnt. Read aloud the two questions at the beginning of the reading. Ask *What words have you learnt that refer to the way you, me or anyone is?* Prompt students by asking them to complete these definitions:

> Who you are, based on your family, environment, beliefs and values, is your _____. (identity)
>
> The combination of all your qualities, positive and negative, makes up your _____. (personality)

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Reading Strategy

Identify descriptive words
Descriptive words make writing clear and colourful and help readers visualise what they read. Many of the words used to describe in English are adjectives. Precise, vivid adjectives add detail and clarity to writing.

Adjectives describe nouns or pronouns, as in *We were amazed by the powerful athlete. He was as strong and swift as the wind.* Paying attention to descriptive words as they read will help students better understand and appreciate what they read.

Vocabulary Strategy

Using a dictionary A dictionary is an important tool for anyone who is learning a new language. With a good dictionary you can do the following:

- look up the meaning of an English word you see or hear
- find the English translation of a word in your language
- check the spelling of a word
- find out other grammatical information about a word
- find a synonym or antonym of a word
- check the part of speech of a word
- find out how to pronounce a word
- find examples of the word in context

Teaching Tip

When students use adjectives and nouns, as in *green shorts*, check for correct word order. The adjective usually comes before the noun in English. This is not true in all languages.



- Say *Now you'll hear new words that describe some personality types and behaviours.* Ask students to listen to **Track 012** and repeat.

- **Vocabulary Strategy** Explain that often when we look up a new English word in a dictionary, we find that it has more than one meaning. Say *If you're not sure which definition is correct, read all the meanings carefully and find the one that makes the most sense in the context where you found the word.* Point out that to make sure of a word's meaning, it's sometimes a good idea to look it up in a bilingual dictionary. Say *If one of the English translations is the original word you looked up, then you know that you've found the right meaning.*

While You Read 3

- 3 Say *Now you're going to hear some ideas about how birth order might influence who you are and the personality traits you develop. Listen and read.* Play **Track 013** and tell students to follow along.

- Say *Now read again. Look for words that describe qualities or behaviours or that name personality types. Pay attention to how these words help you understand the ideas presented in the reading.* Play **Track 013** again or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into small groups. Ask them to read and answer the questions. Remind them that the main idea of a piece of writing is what it is mostly about. The other information provides details about the main idea. If students disagree about an answer, encourage them to review the text to find support for their answers. Remind them to relate information in the reading to their own families.

- 5 Put students into pairs. Make sure they understand that they should do the first part of the activity independently. After students underline the words they think describe them, ask them to list the words on paper. Remind students to include *only child* as a category of birth order.

- When students have guessed and revealed one another's birth order, say *Now look again at* Why Am I Me? *Did the reading correctly match your traits with your actual birth order?* Tell students they will use their lists in the next activity.

- 6 Put students into groups of three or four to complete the activity. For each group, tell one member to act as secretary and write down information from the discussion.

- Before they begin, provide an explanation for *factor* to students. Say *A factor is a thing, an element, that affects something else – for example, temperature, wind and the amount of moisture in the air are factors that affect the weather.* Remind students of other factors, besides birth order, that may affect personality development. You may want to draw the following table on the board to guide students' discussions.

Family Life	**Social Environment** (where you live, other people or institutions you interact with)	**Culture**	**Values and Beliefs**	**Birth Order**
Sample notes: large family; I care for younger siblings	house, with parents, siblings, grandmother; community-centred social life	traditions are important	family members should help one another	oldest; my personality traits don't exactly match the reading

- Ask students to copy the table and add notes under the factors they think affect personality. Tell students to refer to their tables as they do the activity. Ask group secretaries to keep track of which factors group members think are most/least important to personality development. Tell them to save their notes for the Consolidate activity.

Extend

- Pair each student with someone who participated in a different group discussion. Tell them to work together to write two or three sentences about their personality traits based on what they learnt or found most interesting in the reading or in their group discussions.
- Model an example. Say *Sometimes I think about why I'm the way I am. I understand that one reason I always want things to be perfect is because my parents expect me to be a good role model for my younger brothers and sisters.*
- **Worksheet** If time allows, you may want to hand out **Worksheet 3.1.4** in class. Say *Review the words on Student's Book page 16. You will use your new words to sum up ideas about birth order and personality development.*

Consolidate

- List in a column some of the factors you've talked about that affect personality development. Say *Let's put the factors that affect personality development in order of importance. We'll take a class vote.* Read each factor and ask students to put their hands up if they think it's important to personality development. Record the number of votes on the board next to each factor. Ask *What's the most important factor? the least important?* Then ask the group secretaries from Activity 6 *Do the results from the Activity 6 discussions agree with our class vote?* Ask if anyone changed their mind and, if so, why.

BE THE EXPERT

Teaching Tip

While students are doing pair-work activities, make sure you walk around the room to check for understanding, monitor the use of language, and offer help when needed. It's also important to follow pair-work time with whole-class work. During this time, students should have the opportunity to share the work they did in pairs with the rest of the class.

Answer Key

Comprehension 4

1. Birth order influences the type of person we become.
2. Answers will vary.
3. Answers will vary.

Formative Assessment

Can students

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

  Ask students to use *bossy, ignore, perfectionist, selfish* or *spoilt* in sentences based on the reading.
- use descriptive words to describe themselves?

  Ask students to list words from *Why Am I Me?* that describe their personalities and say what factors they think contributed to why they are that way.

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

Online Workbook Reading

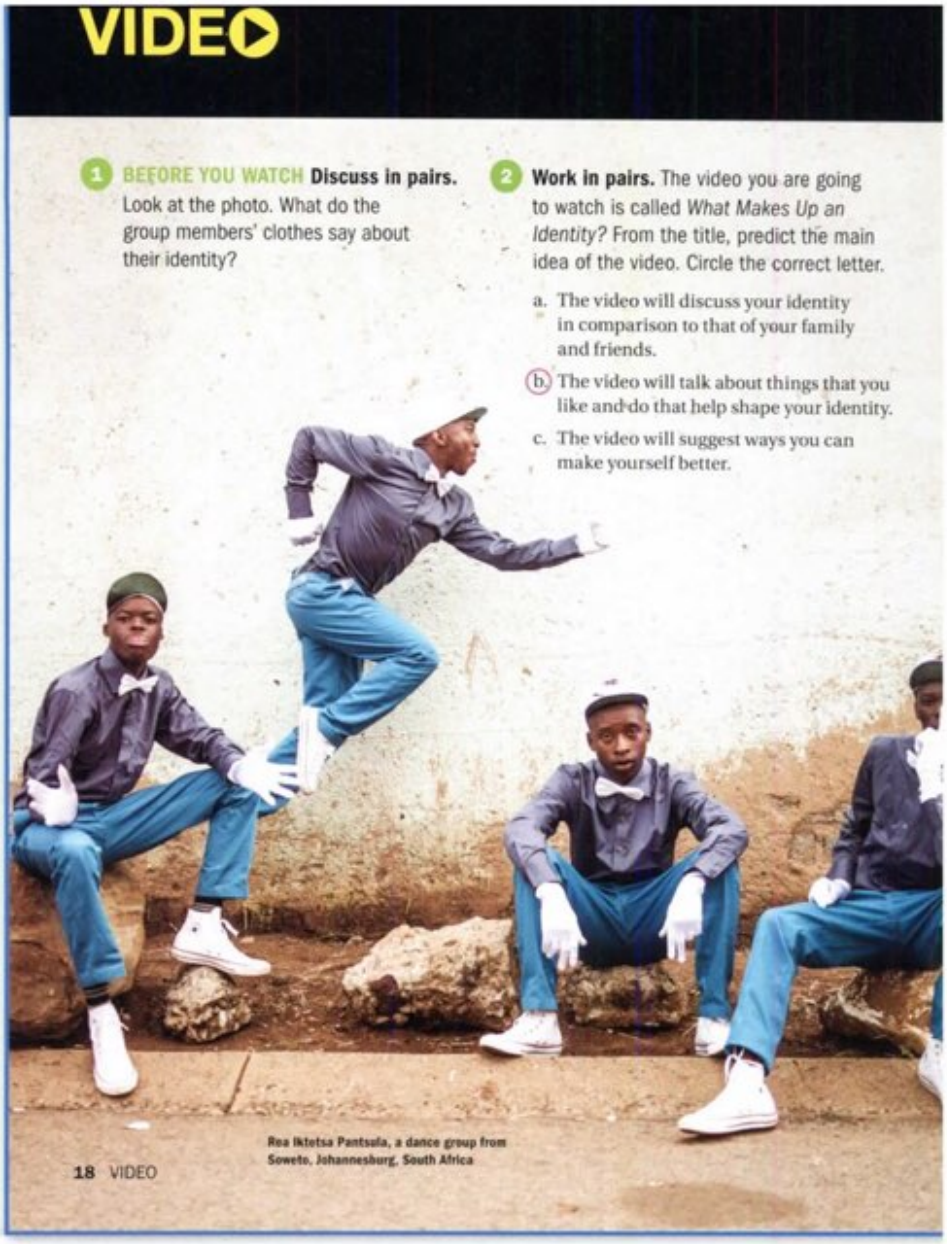
VIDEO

Objectives
Students will
- discuss factors that are important to a person's identity.
- apply the message of the video to their personal lives.

Academic Language *compile, profile*

Content Vocabulary *designer clothing, obsessed, world view*

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



Before You Watch 1 2

- Write the unit title *Who Am I?* on the board. Say *So far in this unit, we've learnt about personality traits and identity.* Point to the board. Ask *Have you got a better idea now of how you would answer this question? Have you still got questions about what makes you you? Write them down.*

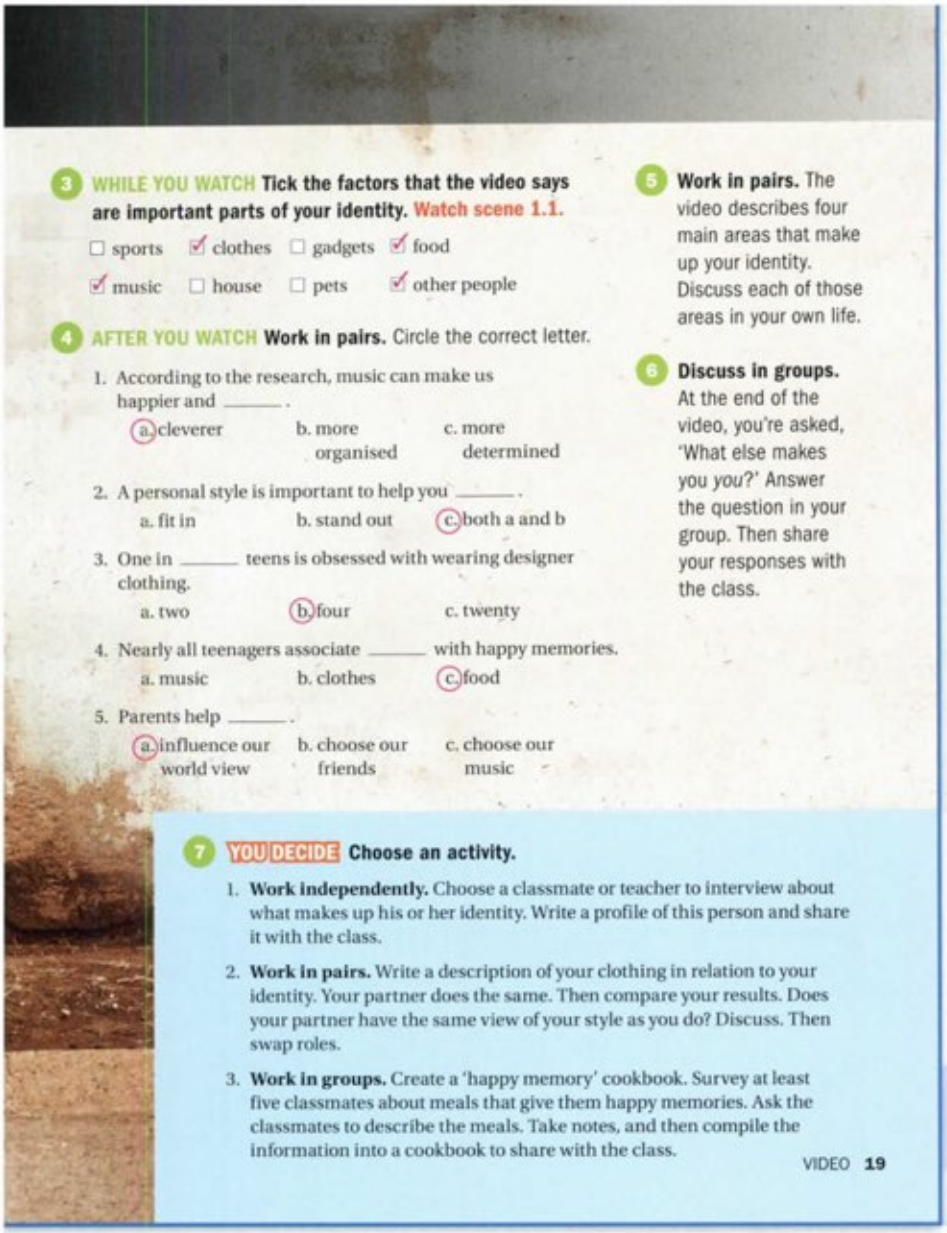
- 1 Ask students to open their books at pages 18–19. Read Activity 1 aloud. Say *Think about what you've learnt about the factors that affect identity. Take a minute to list them.* Then put students into pairs. Say *Compare your lists. Did you write the same things?* Tell students to use their lists to discuss the answer to the Activity 1 question.

- 2 Say *Think about the title of the video and what you know about personality and identity. Read the title of the video and look at the photo. Now predict what you think the video is about. Circle the letter that best expresses the idea.* Ask students to explain why they chose what they did.

While You Watch 3

- 3 Ask a student to read the Activity 3 instructions. Say *Listen carefully as you watch* What Makes Up an Identity? *Tick the things that apply.* Play **Video scene 1.1**. Say *Write down other things you hear or notice in the video that you want to remember.*

- If students have trouble following the video or understanding the text, pause the video and allow them to ask questions, or display the captioned text. Try replaying the video with and without sound, and tell students to describe and comment on what they see. Ask students to complete the activity independently.



3 WHILE YOU WATCH **Tick the factors that the video says are important parts of your identity.** Watch scene 1.1.

☐ sports ☑ clothes ☐ gadgets ☑ food
☑ music ☐ house ☐ pets ☑ other people

4 AFTER YOU WATCH **Work in pairs.** Circle the correct letter.

1. According to the research, music can make us happier and _____.
   (a) cleverer b. more organised c. more determined
2. A personal style is important to help you _____.
   a. fit in b. stand out (c) both a and b
3. One in _____ teens is obsessed with wearing designer clothing.
   a. two (b) four c. twenty
4. Nearly all teenagers associate _____ with happy memories.
   a. music b. clothes (c) food
5. Parents help _____.
   (a) influence our world view b. choose our friends c. choose our music

5 Work in pairs. The video describes four main areas that make up your identity. Discuss each of those areas in your own life.

6 Discuss in groups. At the end of the video, you're asked, 'What else makes you *you*?' Answer the question in your group. Then share your responses with the class.

7 YOU DECIDE **Choose an activity.**

1. **Work independently.** Choose a classmate or teacher to interview about what makes up his or her identity. Write a profile of this person and share it with the class.
2. **Work in pairs.** Write a description of your clothing in relation to your identity. Your partner does the same. Then compare your results. Does your partner have the same view of your style as you do? Discuss. Then swap roles.
3. **Work in groups.** Create a 'happy memory' cookbook. Survey at least five classmates about meals that give them happy memories. Ask the classmates to describe the meals. Take notes, and then compile the information into a cookbook to share with the class.

BE THE EXPERT

Teaching Tip

The novelty of watching a video in class may make students overly active or talkative. To remind students of how they should behave during the video, set clear expectations. Students do well with just a few general rules, instead of a long list of specific rules. It's good to keep rules positive—tell students how they *should* behave, instead of what they should not do.

Formative Assessment

Can students

- discuss factors that, according to the video, are important to a person's identity?

  Ask *What's one way teenagers express their personalities?*

Online Workbook Video

After You Watch 4 5 6 7

- **4** Put students into pairs. Read the activity instructions and do the first item together. Remind students to use information from the video to complete the sentences. Review the answers as a class.
- **5** Say *Review the four areas with your partner.* Provide discussion prompts if necessary. For example, ask *Have you found that your friends are playing an ever bigger role in shaping your identity, or not?* Circulate to make sure all students have a chance to express their thoughts. Provide assistance as necessary.
- **6** Put students into small groups. Read the discussion question. Ask *Did the video answer any of the questions you wrote down? Have you got your own different ideas about identity? Share them with the group!* Remind students to consult any notes they made during the video. Say *Listen politely to one another. Be open-minded. Try to find something positive to say about your classmates' contributions to the discussion even if you don't agree with their ideas.*
- **7 YOU DECIDE** Tell students to read the three activity options. If they choose the interview, allow them to watch the video again. Tell them to take notes that they can use to create interview questions.
- Suggest that students who opt to do the clothing activity consider working with a partner whose style is different from their own. Tell them that when they compare their descriptions, they should pay attention to how the descriptions differ and make sure they discuss what qualities they each associate with certain kinds of clothing.
- If students choose the cookbook option, tell them they don't need to include step-by-step cooking instructions, just a general description of the meals. Suggest that they include photos or other artwork in the cookbook.

GRAMMAR 2

Objective
Students will
- use *it* to talk about weather, time and distance, and for emphasis.

Academic Language *introduce*

Content Vocabulary *compliments, interrupt*

Resources Online Workbook/ Workbook pages 8–9; Worksheet 3.1.5 (Teacher's Resource CD-ROM/ Website); Tracks 014–015 (Audio CD/ Website/CPT); CPT: Grammar 2

GRAMMAR 014

Using *it* to talk about weather, time and distance, and for emphasis

It's raining again. Another bad hair day!
It's six o'clock already. Wake up!
It's a half-mile walk from here. We're late!
It's strange that we've had so much rain.
I hate **it** when the alarm goes off.
It drives me crazy when I have to hurry.

1 **Listen.** How is *it* used? Write the number. 015

4 to introduce weather
1 to introduce time
3 to introduce distance
2 to introduce emphasis

2 **Work in pairs.** Write down three things that you don't like to happen. Use *it* in your sentences. Then share them with your partner.

1. It makes me a little angry when people interrupt me in a conversation.
2. _____
3. _____
4. _____

3 **Work in pairs.** Write down three things that you like to happen. Use *it* in your sentences. Then share them with your partner.

1. I like it when people give me compliments about my appearance.
2. _____
3. _____
4. _____

4 **Work in groups.** Make the cube. Take turns throwing the cube and completing the sentences.



Go to page 155.

Warm Up

- **Activate prior knowledge** Write *it* and *it's* on the board. Say *We use these words all the time.* Pick up a classroom object and say *This is a (book). It's a (dictionary).* Point to *it's* and ask students *What two words make up this contraction?* (*it* and *is*) Remind students that we use *it* and *it's* to refer to something that has already been named. Discuss some examples of the two words:

> A flying squirrel doesn't really fly; it glides.
> My mobile phone is old, but it works well.
> I like my mobile phone. It's as good as new!

- Explain that in the first sentence *it* refers to *flying squirrel,* an animal; in the second and third sentences, *it* and *it's* refer to *mobile phone,* an object.

Present

- Ask students to open their books at page 20. Ask students to read the sentences on the left side of the grammar box. Guide students to see that in these sentences, *it's* refers to the weather, the time and distance, although none of those things is named first.

- Say *We also use it to announce something that annoys or pleases us.* Read the sentences on the right side of the grammar box with expression. Then play **Track 014.** Tell students to read along. Then play it again and ask students to read the examples aloud.

Practise 1 2 3

- 1 Read the Activity 1 instructions and items aloud. Explain that when we use *it* or *it's* without first naming the subject (weather, time or distance, for example) we say that the word is used to introduce,

or announce or lead into, the subject. Sometimes, *it* introduces or adds emphasis.

- Make sure students understand the activity instructions. Then play **Track 015** and ask students to complete Activity 1. Replay the track and tell students to check their answers in pairs.
- 2 3 Put students into pairs, and ask them to read the instructions for Activities 2 and 3. Point out the sample sentence in each activity. Tell students to refer to the sentences on the right side of the grammar box at the top of the page for additional examples.

Apply 4

- Put students into groups of three. Ask one student in each group to cut out the game cube on page 155. Say *When it's your turn, read aloud the words on the side of the cube that's facing up and make them into a complete sentence that makes sense.*

Extend

- Write the words below on the board. Say *Begin your sentences with any of the phrases on the game cube. Complete them with the words on the board. Take turns.* Provide a sample sentence, such as *It's strange that my noisy sister is quiet and shy at school.*

shy	jealous	determined
spoilt	fair	optimistic
bossy	competitive	patient

- Hand out **Worksheet 3.1.5.** Tell students they will have more opportunities to practise writing sentences using *it* and *it's*.

Consolidate

- Write the sentences below on the board. Say *Choose a sentence and write it down. Then write a second sentence in response to the first that uses* it or it's *to introduce or add emphasis. Funny or silly sentences are fine – as long as they're complete and make sense.* Provide examples if students need help getting started: *It's midnight. It drives me crazy when I wake up in the middle of the night and can't go back to sleep.*

It's a holiday.	It's time for my solo.
It's midnight.	It's hot outside.
It's my birthday.	It's time to walk the dog.

- When students are ready, say *Now I'll walk around the room. When I point to you, read your two sentences.* Encourage students to read with expression. When everyone has had a turn, invite students to say which responses they liked best.

BE THE EXPERT

Grammar in Depth

All sentences (except for commands) need an explicit subject. In some of the special uses of *it* covered in this lesson, the word is used because no other subject is present. When *it* is used simply to perform the grammatical function of sentence subject, it is referred to as ambient or nonreferential *it*.

When *it* or *it's* is used for emphasis, it is often followed by a clause:

It's so nice when you help me with my homework.
It's strange that he's bored by the film.

Also, note the emphasis gained in the second sentence below by using *it's* at the beginning of the sentence and changing the position of *I want*. Compare:

I want passion, not just enthusiasm.
It's passion I want, not just enthusiasm.

Teaching Tip

Remember that some students who are not verbally fluent may be better able to express themselves through different means, such as art or movement. Give those students a chance to show their abilities. For example, if a student prefers not to speak, let him/her act out a sentence or share a drawing without speaking.

Formative Assessment

Can students

- use *it* to talk about weather, time or distance?

  Ask students to use *it* in a sentence about weather, time or distance.

- use *it* for emphasis?

  Ask students to complete one of the following sentence frames, using *it* to emphasise something they like or dislike:

  I love _____.

  I hate _____.

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

Online Workbook Grammar 2

WRITING

Objectives

Students will

- identify and use elements of comparison and contrast writing.
- use expressions that introduce comparisons and contrasts.
- analyse a model of comparison and contrast writing.
- compare personalities and produce a comparison and contrast essay.

Academic Language *compare and contrast, idiom*

Content Vocabulary *campsite, snowball*

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

WRITING

When we compare and contrast two people or things, we use phrases such as the following:

Compare:	**alike**	**both**	**in the same way**	**too**
Contrast:	**although**	**but**	**on the other hand**	**unlike**

1 **Read the model.** Work in pairs to identify the parts of the writing. How does the writer compare and contrast? Underline the words or phrases.

I come from a large family, and I share personality traits with several family members. But it's clear to me that I'm most like my grandfather, although we're different in some ways, too.

My grandfather and I both like spending time outside. We both enjoy riding our bikes and watching sports. We're adventurous, too. I really like going fishing with my grandfather. We'll catch our dinner together, then cook and eat it at our campsite. We both love nature. We're alike in that way. We also enjoy working in his garden growing fruit and vegetables.

It's a different story when winter comes. Unlike my grandfather, I love being outside in the snow. I like having snowball fights with my friends, but he likes sitting by the fire and reading. Sometimes he and I play cards, although I don't really enjoy that very much. I'm too energetic to sit for so long! On the other hand, when we play one of my video games, I have fun because I'm competitive. My grandfather isn't competitive at all. He's also sort of slow!

But it doesn't really matter to me what we do together. I like being with my grandfather and spending time with him. We're a good fit!



2 **Work in pairs.** How are the writer and his grandfather alike? How are they different? Do you think they're more alike than different? Explain.

3 **Write.** Compare and contrast your personality with that of a family member.

Warm Up

- **Recycle** Remind students of the language we use when comparing and contrasting. Write the following sentences on the board:

My cousin and I are the same age.	Unlike me, he's very tall.
We both have green eyes.	He's quiet and shy, but I'm loud and energetic.
I love to dance. He does, too.	He enjoys reading, whereas I like playing football.

- Ask students to read the sentences on the left side of the board. Ask *Are these sentences comparing or contrasting?* (comparing) Ask *How do you know?* Review with students that the words *the same, both* and *too* signal that the speaker is describing how the two persons are alike. Next, ask students to read the sentences on the right side of the board. Then ask *What words signal that these sentences are contrasting, or describing how the two persons are different?* (*unlike, but, whereas*)

Present

- Say *We're going to learn other words and phrases you can use to compare and contrast.* Tell students to turn to page 21. Ask a student to read aloud the words and phrase in the *Compare* row in the green box at the top of the page. Then write on the board: *My cousin helps me with maths. In the same way, I show him how to do the latest dances.* Say *In the same way is an expression meaning 'in the same kind of situation' or 'similarly'.* Explain that these sentences show another way the young people are alike – they help each other when they can.

- Ask another student to read the *Contrast* row in the green box. Write on the board: *Maths has always been easy for him. On the other hand, I've always struggled with numbers.* Explain that *on the other hand* is a special kind of expression called an *idiom*. Say *English has expressions called* idioms *that mean something different from the meanings of their individual words. This expression has nothing to do with an actual hand but is used to introduce the second of two contrasting points. Another way to say the sentences would be* In contrast to him, I've always struggled with numbers.

- Put students into pairs. Assign each pair one of the words or phrases in the box, and ask them to work together to write a sentence using it to compare or contrast. Then review students' sentences as a class.

Read the Model 1 2

- 1 Say *Now we're going to look at an example of compare and contrast writing. 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?*

- Tell students to read the text individually. Then ask pairs of students to identify the parts of the text and find and underline words and phrases used to compare and contrast. Tell them that in addition to some of the words and phrases listed in the box at the top of the page, they will find other words and phrases they know that compare and contrast. They should underline these as well.

- 2 Next, ask pairs to read the text again and discuss. Ask *What words and phrases did you underline? What specific personality traits are named in the text? To whom do they apply?* Encourage students to use a Venn diagram to compare and contrast the boy and his grandfather.

- **Worksheet** If your students need a reminder of the elements of the Comparison and Contrast writing genres, you may want to hand out **Genre Writing Worksheets (Comparison)** and **(Contrast).**

Plan 3

- 3 Say *Now you're going to plan your writing. You already know your topic – comparing and contrasting your personality with a family member's. So your next step is pre-writing.* Say *Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters)

- Say *Now decide what you want to use for pre-writing.* 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.

BE THE EXPERT

Writing Support

Potential comparison and contrast problems When comparing and contrasting, students should choose a topic that makes sense – two things that have both similarities and differences.

Sometimes, students will focus on either similarities or differences and forget to cover the other condition, or touch upon it only briefly.

Another pitfall to avoid when comparing and contrasting personalities, in particular, is focusing on a person's negative traits without mentioning the positive ones.

Teaching Tip

When students complete writing activities, display the writing on a wall in the classroom or collect students' writing to create a book. You may choose to make a class book, or ask students to create and add to individual books with writing they complete throughout the year. This provides both the opportunity for students to share their writing with one another and the opportunity for students to easily return to previous work and note their improvement.

Workbook For scaffolded Writing support, assign Workbook page 10.

Online Workbook Writing



WRITING

When we compare and contrast two people or things, we use phrases such as the following:

Compare:	**alike**	**both**	**in the same way**	**too**
Contrast:	**although**	**but**	**on the other hand**	**unlike**

1 **Read the model.** Work in pairs to identify the parts of the writing. How does the writer compare and contrast? Underline the words or phrases.

I come from a large family, and I share personality traits with several family members. But it's clear to me that I'm most like my grandfather, although we're different in some ways, too.

My grandfather and I both like spending time outside. We both enjoy riding our bikes and watching sports. We're adventurous, too. I really like going fishing with my grandfather. We'll catch our dinner together, then cook and eat it at our campsite. We both love nature. We're alike in that way. We also enjoy working in his garden growing fruit and vegetables.

It's a different story when winter comes. Unlike my grandfather, I love being outside in the snow. I like having snowball fights with my friends, but he likes sitting by the fire and reading. Sometimes he and I play cards, although I don't really enjoy that very much. I'm too energetic to sit for so long! On the other hand, when we play one of my video games, I have fun because I'm competitive. My grandfather isn't competitive at all. He's also sort of slow!

But it doesn't really matter to me what we do together. I like being with my grandfather and spending time with him. We're a good fit!

2 **Work in pairs.** How are the writer and his grandfather alike? How are they different? Do you think they're more alike than different? Explain.

3 **Write.** Compare and contrast your personality with that of a family member.

WRITING 21

- **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 together.

- **Workbook** Refer students to Workbook page 10 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.

- 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 main idea easily identifiable? Do the ideas follow each other in a logical way? 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 ask 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.

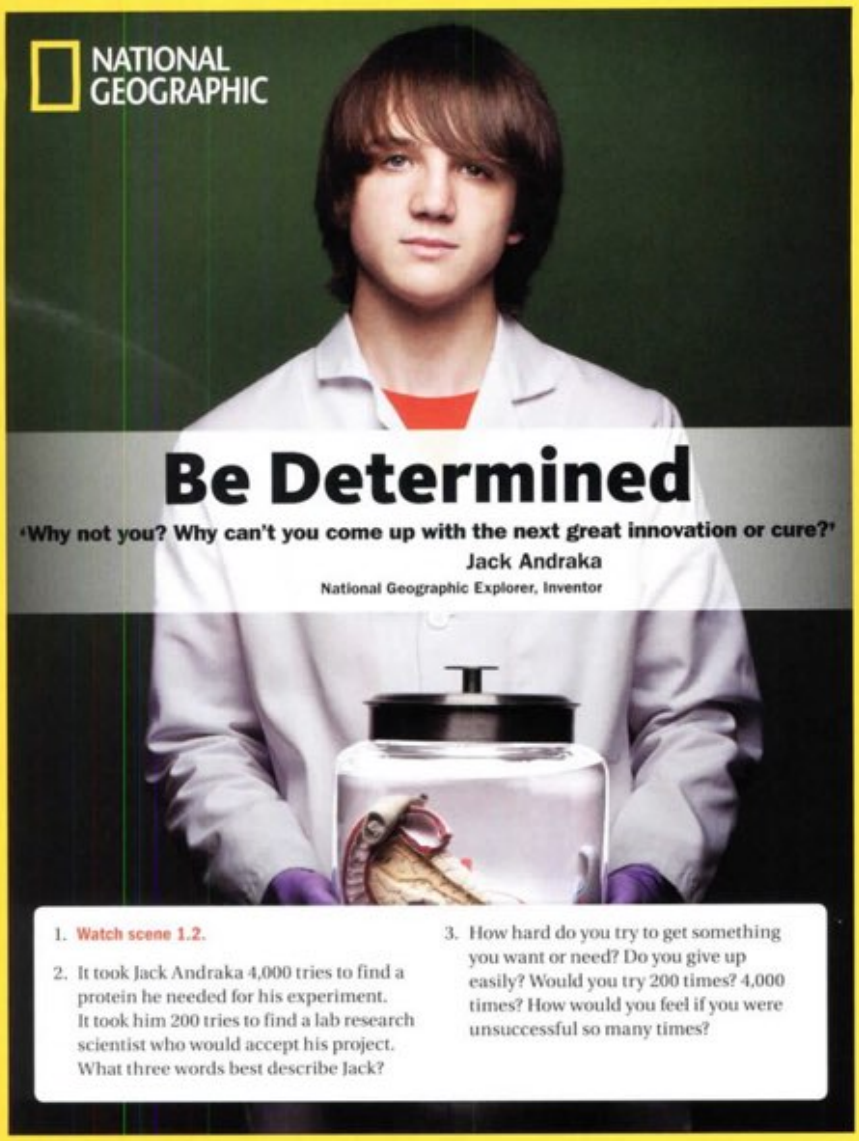
Revise

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 improvment
1 = Re-do

	1	2	3	4
Writing Student organises details that compare and contrast in a logical way. Student uses appropriate words and phrases to compare and contrast, such as *alike, both, although* and *on the other hand.*				
Grammar Student uses *it* correctly.				
Vocabulary Student uses a variety of word choices, including words used in this unit.				



MISSION

Objective
Students will
- discuss the importance and impact of determination and believing in oneself.

Content Vocabulary *conservationist, hands-on, individual, local*

Resources Video scene 1.2 (DVD/Website/CPT); Worksheet 3.1.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Listening comprehension can be difficult for second language learners. To develop students' listening skills, check their understanding by asking them to move their bodies in some way, for example, pointing, standing, holding up a card or putting their hand up. You can also develop students' listening skills by asking them to help you complete tables or take notes.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission. Remind students what it means to be determined. Say *When we are determined, we don't give up when things get hard. We keep on trying.* Then ask a student to read aloud the quote by Jack Andraka. Say *Jack Andraka's question is really a challenge. What is he challenging us to do?* (He's challenging people to believe that they, too, can achieve scientific breakthroughs.) Ask *Is what he's asking us to do easy?*

- **Activity 1** Say *Now let's watch a video about Jack Andraka.* Play **Video scene 1.2**. Ask students to focus on Jack Andraka's determination and perseverance in the face of repeated rejection.

- **Activity 2** Put students into pairs. Ask them to consider and discuss the qualities Jack Andraka possesses. Ask *What three words best describe him?*

- **Activity 3** Tell students to consider the following questions: *Are you and Jack Andraka alike? Do any of the words you used to describe him apply to you, too? How are you and Jack Andraka different?* Then read Activity 3. Have individual students think about their own experiences with failure or rejection. Have they ever failed to achieve something they wanted? How did the experience make them feel? Did they give up easily, or did it increase their determination? Has Jack Andraka's story inspired them in any way?

- Model for students. Say *The next time I want to accomplish something that is important to me, I will not give up so easily. I will believe in myself and keep trying, even if I fail over and over again.*

- **Worksheet** Hand out **Worksheet 3.1.6.** Explain that students will use the worksheet to further discuss Jack Andraka and how becoming more aware of their identity and personality can help them set and achieve more realistic goals for change.

PROJECT

Objective
Students will
- choose and complete a project related to identity and personality.

Academic Language *column, conduct a survey, report*

Content Vocabulary *advice*

Resources Assessment: Unit 1 Quiz; Workbook pages 11 and 90; Worksheet 3.1.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

BE THE EXPERT

Teaching Tip
As students do research for projects, help them identify good sources such as educational websites, journals, newspapers, books and magazines.

Assessment Go to page 254.

Unit Review Assign Worksheet 3.1.7.
Workbook Assign pages 11 and 90.
Online Workbook Now I can



Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Ask *What traits do you want to focus on? Traits that help you become a better student, a better son or daughter, a better friend? Traits that seem negative but that might be useful in certain situations?* Then encourage students to decide on a variety of people of different age groups to interview.
- **Activity 2** Remind students of the factors they've read about that can influence personality development (family life, birth order, beliefs and values). Ask students to do research on the Internet to see if there are other factors that might influence personality.
- **Activity 3** Discuss advice columns and the kinds of advice they provide (advice on relationships, household repairs, gardening, and so on). Tell students that advice columns are often in the form of questions to the columnist (who is considered to be an expert) and the columnist's advice.
- Say *Think of a problem that many young people face, such as fitting in, making new friends, or working out who they are and the kind of person they want to be.* Ask group members to choose problems, write their letters, read them, then discuss and share advice. Then tell the group to decide on how they want to share the advice with the rest of the class.

Share

- Schedule time for students to present their projects to the class. Students may want to consider compiling the survey results, research reports or advice columns into a booklet with photos or illustrations.
- **Modify** Help students simplify a project by eliminating an option or step. For example, do preliminary research on factors influencing personality, and assign one or two topics to the students doing a report.

STUDENT'S BOOK AUDIO SCRIPT

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

Track 003 2 **LEARN NEW WORDS** **ambitious** / Ambitious people set high goals for themselves. **determined** / Determined people don't give up once they decide to do something. **energetic** / Energetic people are very active. **enthusiastic** / Enthusiastic people are excited to do something. **generous** / Generous people share with others. **identity** / Your identity makes you different from everyone else. **optimistic** / Optimistic people hope that everything will be a success. **organised** / Organised people plan carefully. **outgoing** / Outgoing people are very friendly. **patient** / Patient people stay calm when something takes a long time. **personality** / Your personality has positive and negative qualities. **responsible** / Responsible people do their duty. **self-confident** / Self-confident people are sure of themselves. **sense of humour** / People with a sense of humour can make others laugh. **shy** / Shy people feel uncomfortable around people they don't know well.

Track 004 5 Personality is tricky. You might assume that everyone sees you the way you see yourself, but that isn't always true. Friends may laugh at your stories and think you have a great sense of humour, but your brother might think you're just odd. You may see yourself as ambitious because you're determined to get what you want, but others may feel you're stubborn, or unwilling to take advice. You may feel self-conscious and shy, while other people may think you're unfriendly. You may think you're fair, but you may still seem unreasonable or unkind to a friend.

Track 005 5 **LEARN NEW WORDS** **fair** / Fair people treat everyone equally. **odd** / Odd things may seem weird or strange. **self-conscious** / Self-conscious people think others are judging them. **stubborn** / Stubborn people don't change their minds very often.

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

Track 007 1 **S1**: My younger brother Javi is really something else!
S2: Oh yeah? What makes you say that?
S1: Well, unlike me, he loves singing and performing in front of other people. He's not shy at all!
S2: But you're a good singer, too.
S1: Yes, that's true. We're both good singers. But unlike him, I like singing when I'm by myself. I'm too self-conscious!
S2: I completely understand. My younger brother is also very outgoing and self-confident. But I'm not outgoing at all! Unlike him, I prefer spending time with just one or two friends. He loves being part of a crowd.
S1: It's funny how our younger brothers are alike, isn't it?
S2: Yes, it is.

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

Track 009 1 1. Daniel is incredibly energetic, isn't he? 2. Annie can play the piano, can't she? 3. The football game was really exciting, wasn't it? 4. Sonia didn't do her homework, did she? 5. You're very patient, aren't you?

Track 010 4 **S1**: It's the semi-finals. Are you as excited as I am? I'm feeling really competitive now. I really want to win, but I'll feel bad if you lose. I mean, we're friends now!
S2: I feel the same way. I'm excited, too! You're such a great cook! I think we can be co-operative and still be competitive, in a friendly way. Just because I want to make the best food I can doesn't mean I want anyone else to do a bad job.
S3: I agree. I always try to be helpful and friendly. I just don't think it makes sense to be jealous of what other people can do. I try to be open-minded. It's the best way to learn. And we all know only one person will win, so why not be glad that you had a really cool experience and met some great people?
S1: Hey, you haven't got any extra butter, have you?
S2: Of course! Here you go. That looks delicious, by the way!

Track 011 4 **LEARN NEW WORDS** **competitive** / Competitive people work hard to win. **co-operative** / Co-operative people work together to reach a goal. **helpful** / Helpful people do things for other people. **jealous** / People become jealous when someone else has what they want. **open-minded** / Open-minded people are willing to listen to others' ideas.

Track 012 2 **LEARN NEW WORDS** **bossy** / Bossy people like telling other people what to do. **ignore** / When people ignore someone, they don't pay attention to that person. **perfectionist** / Perfectionists want all the details to be just right. **selfish** / Selfish people care about themselves, not other people. **spoilt** / Spoilt children get whatever they want from adults.

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

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

Track 015 1 1. **S1**: You're going to be late for school! It's 7.10 now! **S2**: Relax, Mum. My friend is taking me to school.
2. **S1**: You aren't actually wearing that skirt, are you? **S2**: I hate it when you criticise my clothes.
3. **S1**: I'm so tired. I just can't run anymore. **S2**: We're almost at the finish line. It's not far away!
4. **S1**: Where are my gloves? It's freezing out there! **S2**: How do I know where you put them?

In This Unit

Theme This unit considers common misconceptions about certain animals.

Content Objectives
Students will
- discuss misconceptions and facts about certain animals.
- read about and discuss vampire bats.
- read about a herpetologist and her work with unusual animals.

Language Objectives
Students will
- talk about misunderstood animals and their roles in the ecosystem.
- express surprise and disbelief.
- speculate and express certainty about the past.
- use infinitives with and without *to*.
- write a process description about how to train a dog.

Vocabulary
pages 26–27 *aggressive, beneficial, control, crucial, decay, destroy, disgusting, ecosystem, filthy, germs, pest, poison, poisonous, slimy, sting*
page 28 *misconception, misunderstood, unpopular, untrue*
page 31 *be scared of, bite, calm, hurt, upset, venom*
page 32 *fangs, lethal, lick, myth, suck*
Vocabulary Strategies: Prefixes *mis-* and *un-*; Using a thesaurus

Speaking Strategy Express surprise and disbelief

Grammar
Grammar 1 Use *could, might, may* and *must* with *have* to speculate and express certainty about the past
Grammar 2 Use infinitives with and without *to*

Reading *Vampire Bats – The Truth Exposed!*
Reading Strategy Distinguish supporting details

Video Scene 2.1: *Face-to-Face with a Leopard Seal;* Scene 2.2: Meet: Jenny Daltry

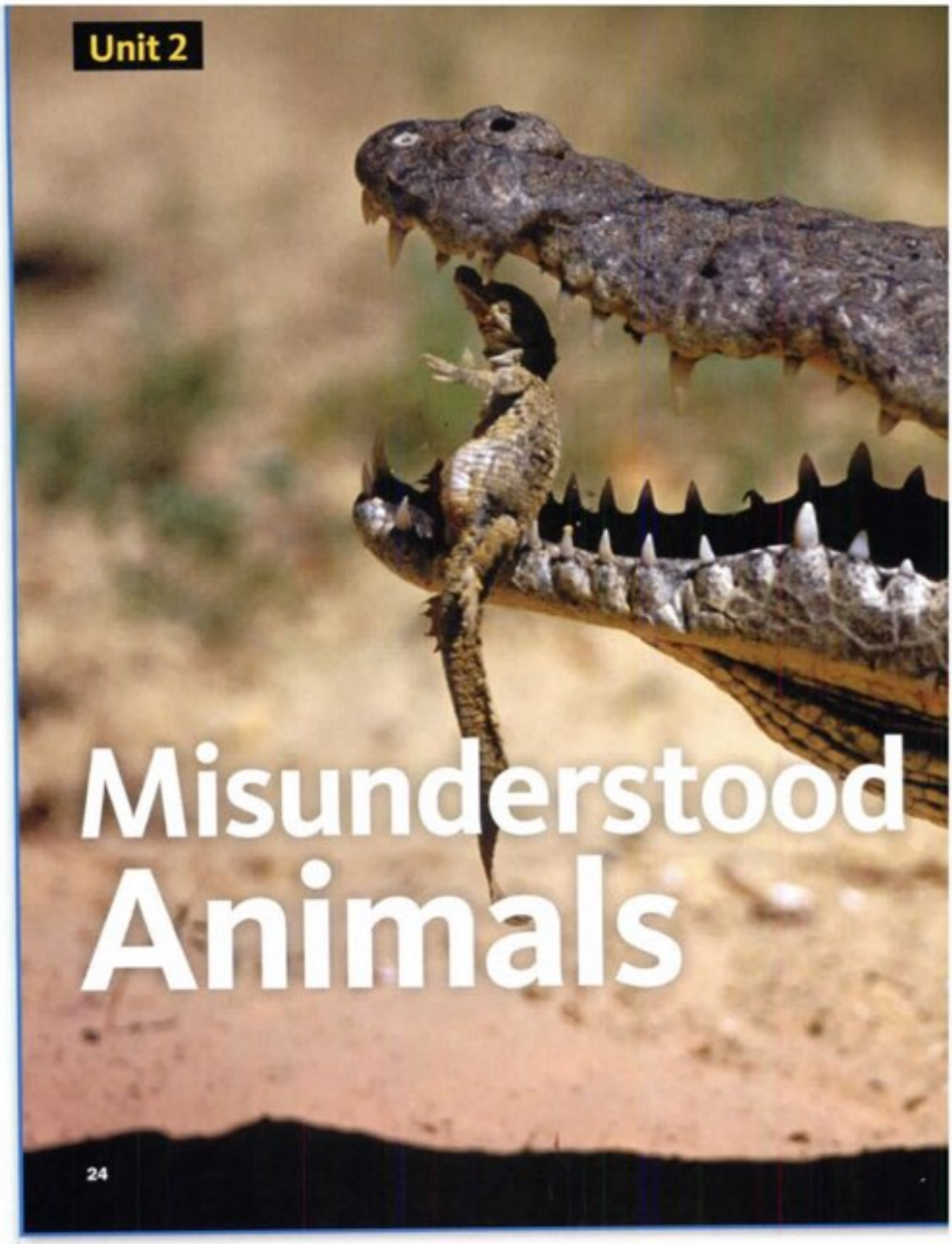
Writing Process description

National Geographic Mission Keep an Open Mind

Project
- Fact cards
- TV quiz show
- Informational posters

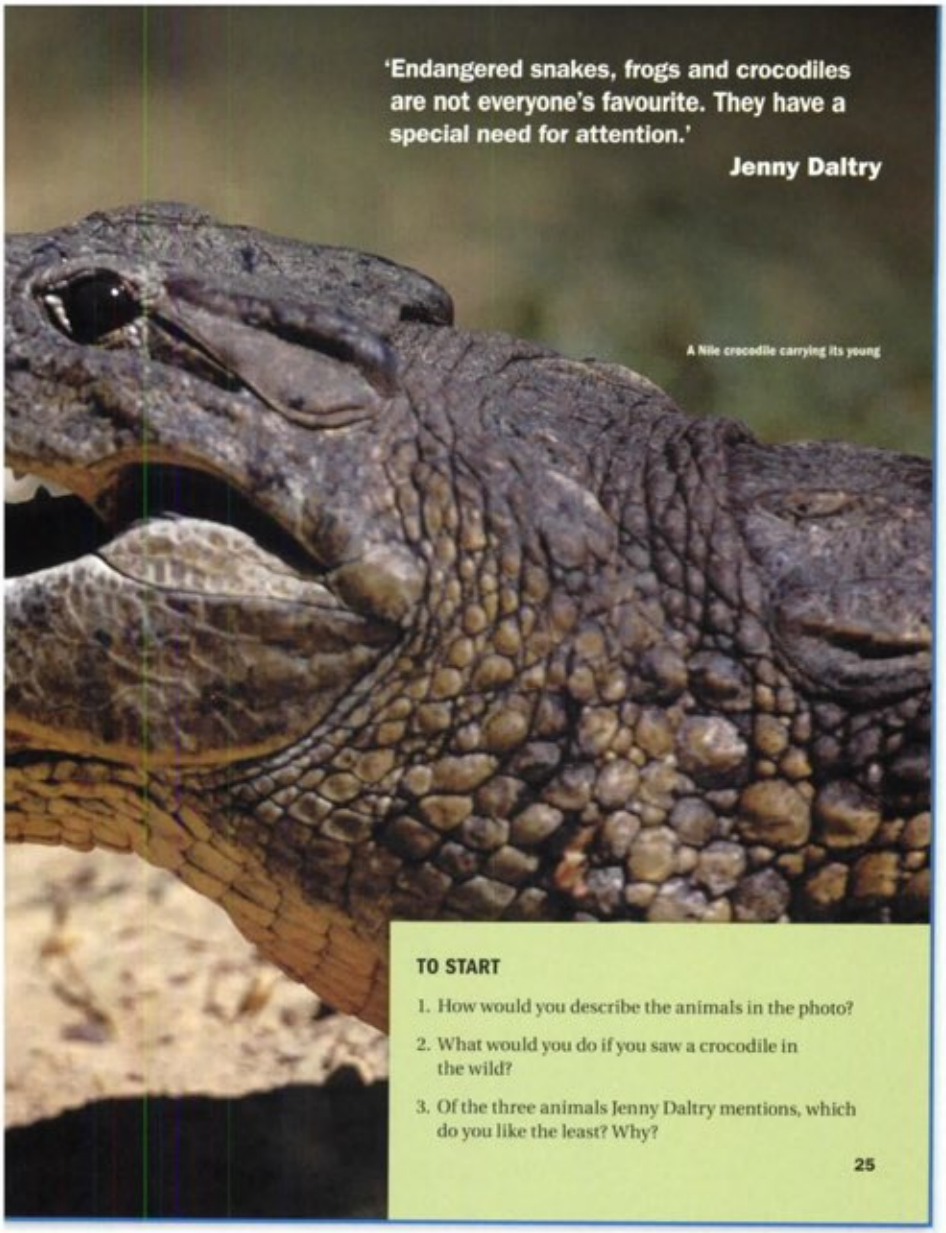
Pronunciation Relaxed pronunciation: Modals + *have* + past participle

Pacing Guides 3.2.1, 3.2.2, 3.2.3



Introduce the Unit

- **Build background** Ask *Has anyone ever seen an animal in the wild?* Share an experience you've had. Take students' responses. Then say *When you're in any natural setting, be aware. Never approach a wild animal. A tiny insect's bite can be as harmful as a large snake's.*
- Say *Some people consider certain animals dangerous or nasty. What animals would you put in this category?* List responses on the board.
- Ask students to open their books at pages 24–25. Ask *What was your first reaction when you saw this photo? Shock? Anger? Curiosity?* Ask a student to read the caption aloud. Ask *Do you know of any other wild animals that carry their young in their mouths?* (lions, leopards, other big cats) If possible, show photos of big cats carrying their young.
- **TO START** Ask a student to read Question 1 on page 25 aloud. Write students' responses on the board. Then ask *What is particularly startling about the crocodile photo?* (lots of sharp teeth, looks like it's about to bite or gulp down the baby) Then tell students that, unlike other reptiles, Nile crocodiles take good care of their young.



- Ask questions such as these to encourage further discussion:
  What countries does the Nile River flow through? (Egypt and many other countries in Africa) Point out the area on a globe or map.
  What other animal is similar to the crocodile? (the alligator)
  Are crocodiles and alligators dangerous to humans? (yes)
- Share with students some facts about the Nile crocodile from About the Photo. Then discuss Question 2.
- Ask a student to read the quote by Jenny Daltry aloud. Ask *What does endangered mean?* (in danger of becoming extinct) Say *Name some endangered animals.* Ask *Why might animals like snakes and crocodiles need more attention than other endangered animals? Does a wild animal have to be liked by people to be worth caring about?*

Extend

- Hand out **Worksheet 3.2.1**. Put students into pairs. Explain that partners will be discussing what it means to be misunderstood, and thinking and writing about unpopular animals.

UNIT OPENER

Objectives
Students will
- describe and discuss a photo.
- discuss endangered animals.

Resources Worksheet 3.2.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials photos of lions or other big cats carrying their young *(optional)*; globe or map of the world

BE THE EXPERT

About the Photo

The Nile crocodile is the second largest reptile in the world. Its average length is 5 metres (16 feet), and it weighs on average about 225 kilograms (500 pounds). Nile crocodiles live in rivers, marshes and mangrove swamps in sub-Saharan Africa, the Nile Basin and Madagascar. Their diet is mostly fish, but they will eat zebras, small hippos, birds and even other crocodiles. Despite their fearsome appearance and behaviour, these crocodiles guard their eggs and hatchlings with great care.

Because their habitat borders human populations, Nile crocodiles pose a serious threat to people. Although their numbers have rebounded in recent decades from near extinction, the population of these crocodiles is severely depleted in some areas due to pollution, hunting and habitat loss.

Teaching Tip

Students may have different learning styles. For example, some students learn best when information is presented visually. Some students need information verbally, while others may need to write it down. Still others may benefit from performing hands-on activities or activities involving physical movement. Make sure you include a variety of visual, verbal, written and movement activities.

Related Words

hatchling, jaws, scales

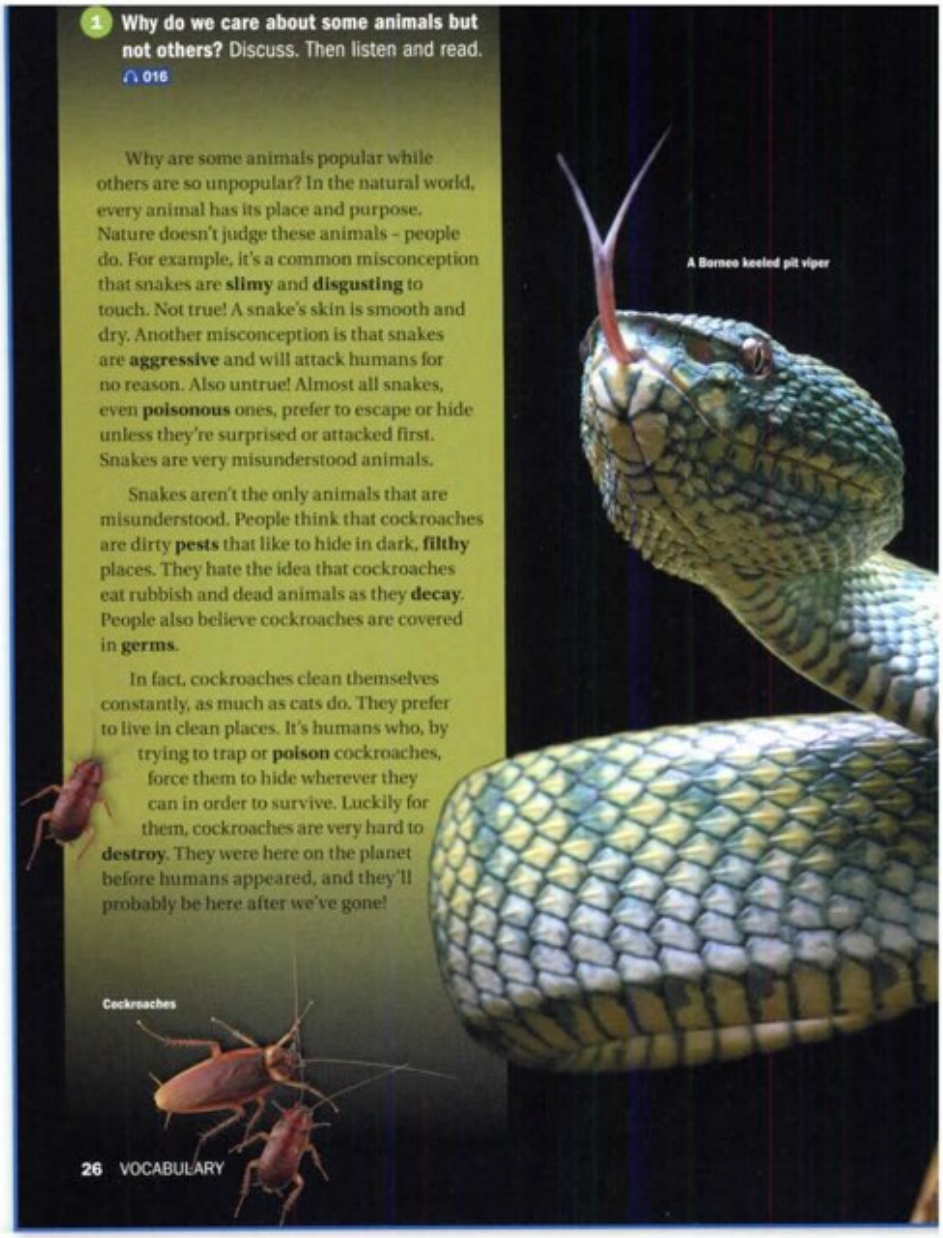
VOCABULARY

Objectives
Students will
- use vocabulary related to dangerous or unpopular animals.
- use new vocabulary to read about and discuss misunderstood animals.

Target Vocabulary *aggressive, beneficial, control, crucial, decay, destroy, disgusting, ecosystem, filthy, germs, pest, poison, poisonous, slimy, sting*

Content Vocabulary *reputation, species*

Resources Worksheet 3.2.2 (Teacher's Resource CD-ROM/Website); Tracks 016–017 (Audio CD/Website/CPT)
CPT: Vocabulary



1 Why do we care about some animals but not others? Discuss. Then listen and read. 016

Why are some animals popular while others are so unpopular? In the natural world, every animal has its place and purpose. Nature doesn't judge these animals – people do. For example, it's a common misconception that snakes are **slimy** and **disgusting** to touch. Not true! A snake's skin is smooth and dry. Another misconception is that snakes are **aggressive** and will attack humans for no reason. Also untrue! Almost all snakes, even **poisonous** ones, prefer to escape or hide unless they're surprised or attacked first. Snakes are very misunderstood animals.

Snakes aren't the only animals that are misunderstood. People think that cockroaches are dirty **pests** that like to hide in dark, **filthy** places. They hate the idea that cockroaches eat rubbish and dead animals as they **decay**. People also believe cockroaches are covered in **germs**.

In fact, cockroaches clean themselves constantly, as much as cats do. They prefer to live in clean places. It's humans who, by trying to trap or **poison** cockroaches, force them to hide wherever they can in order to survive. Luckily for them, cockroaches are very hard to **destroy**. They were here on the planet before humans appeared, and they'll probably be here after we've gone!

A Borneo keeled pit viper

Cockroaches

26 VOCABULARY

Warm Up

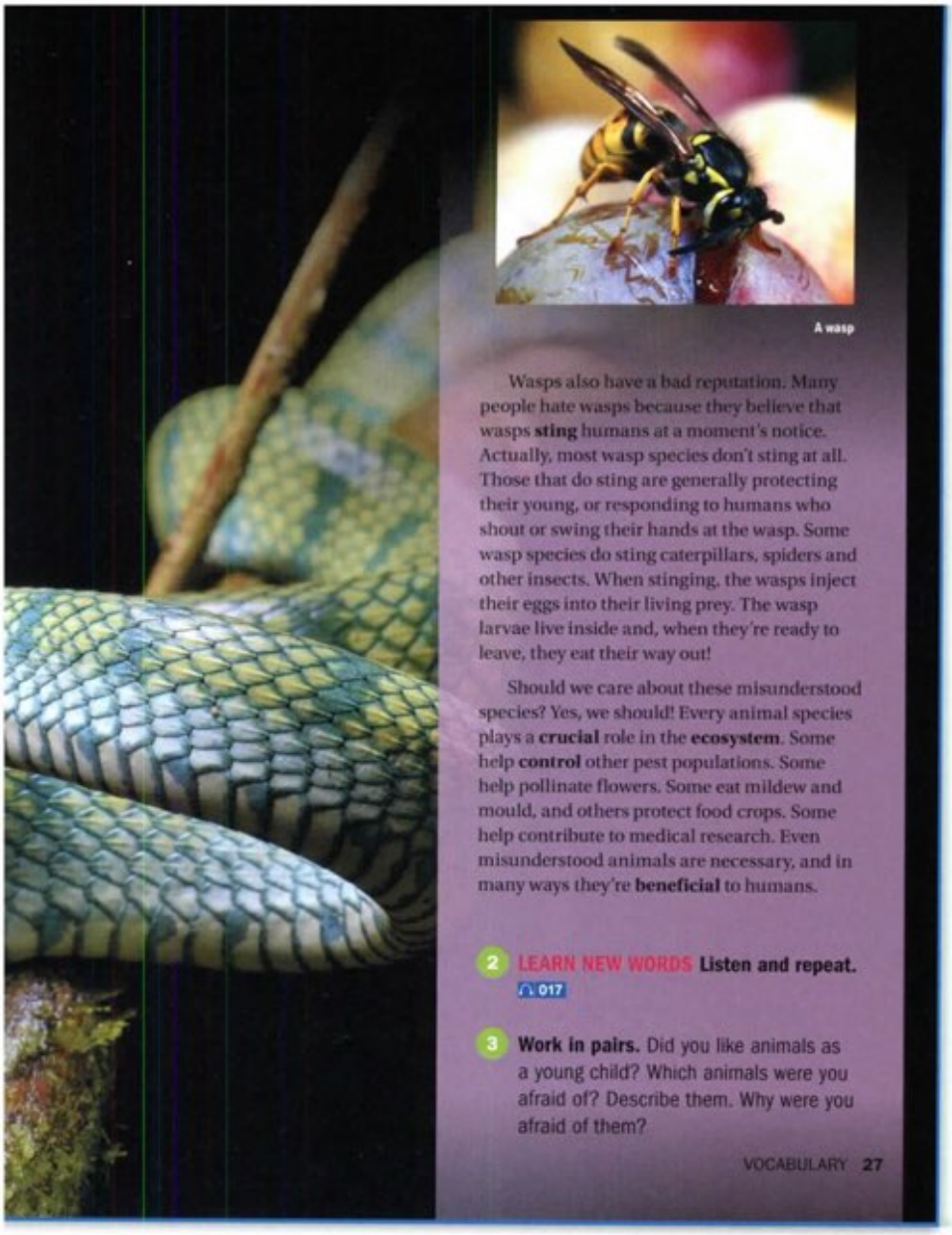
- **Revisit** Say *Let's recall some of the animals we named previously that many people think are dangerous or nasty.* Brainstorm with students some other unpopular animals, including other insects, worms and rodents. List several animals on the board.

- Say *Now let's think of words people use to describe these unpopular animals.* Point to the name of each animal and ask students to call out words people associate with it. If students need help, use prompts such as *Do people keep (animal) as pets? Why not? Is (animal) cute? How would you describe it? Would you like to touch (animal)? Why not?* Write students' descriptive words on the board.

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. Point to the list on the board and say *A lot of people don't care about these animals.*

- Gesture to the class and ask *Do you? Do you like any of these animals or find any of them interesting? Put your hand up.* Invite students to identify the animal and share what they know about it. (For example, students may know that snakes eat pests that destroy crops, or that scientists use venom in medical research.)



A wasp

Wasps also have a bad reputation. Many people hate wasps because they believe that wasps **sting** humans at a moment's notice. Actually, most wasp species don't sting at all. Those that do sting are generally protecting their young, or responding to humans who shout or swing their hands at the wasp. Some wasp species do sting caterpillars, spiders and other insects. When stinging, the wasps inject their eggs into their living prey. The wasp larvae live inside and, when they're ready to leave, they eat their way out!

Should we care about these misunderstood species? Yes, we should! Every animal species plays a **crucial** role in the **ecosystem**. Some help **control** other pest populations. Some help pollinate flowers. Some eat mildew and mould, and others protect food crops. Some help contribute to medical research. Even misunderstood animals are necessary, and in many ways they're **beneficial** to humans.

2 LEARN NEW WORDS **Listen and repeat.** 017

3 **Work in pairs.** Did you like animals as a young child? Which animals were you afraid of? Describe them. Why were you afraid of them?

VOCABULARY 27

BE THE EXPERT

About the Photo

The Borneo (or Bornean) Keeled Pit Viper is native to southern India and Southeast Asia. Like all pit vipers, the Borneo Keeled Pit Viper is a dangerous, venomous snake with two fangs and a heat-sensitive organ between each eye and nostril that helps it strike its prey with deadly accuracy. It lives exclusively in trees, primarily eating birds and tree-dwelling rodents. Its beautiful green, white and turquoise markings keep it well camouflaged in the rainforest.

Teaching Tip

Teach students that when they have conversations, they communicate not only with speech but also with their bodies. In particular, in many countries, such as in the UK, it's important to make eye contact with the person to whom you are speaking. In those cultures, when a speaker looks at the person he or she is talking to, it shows interest and respect. Teach students to communicate with their bodies in a way that shows interest and respect in your culture.

Related Word

antennae

- Say *Let's summarise what we've discussed.* Ask individual students to complete the following sentence frames for some of the animals they've talked about:

> People don't like _____ because _____.
>
> People should like _____ because _____.

- 1 Play **Track 016** and ask students to listen and read. Discuss the reading with students. Ask questions such as:

  Did you have any of the same incorrect ideas about snakes, cockroaches or wasps?
  How did you come to have those ideas?
  Do you feel differently about any of these animals now? Why or why not?

- 2 **LEARN NEW WORDS** Play **Track 017**. Ask students to listen and repeat. Tell partners to take turns saying each word. Then tell students to think of true or false statements that include the target words. Say *Take turns with your partner using a vocabulary word in a true or false statement. Your partner will decide whether the statement is true or false. If the statement is false, the partner who says so will restate it to make it true. If it's true, your partner will agree with you and restate the true statement.*

- Model an example for students. Say *If a wasp is nearby, it will try to sting you. True or false?* (false) Ask a student to restate the sentence so that it's true. (A wasp will sting you only if you've annoyed it by shouting or trying to hit it.)

VOCABULARY

Objectives

Students will

- practise using vocabulary related to unpopular animals.
- use new vocabulary to rank misunderstood animals.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *misconception, misunderstood, unpopular, untrue*

Vocabulary Strategy Prefixes *mis-* and *un-*

Academic Language *rank*

Resources Online Workbook/Workbook pages 12–13; Tracks 018–019 (Audio CD/Website/CPT); CPT: Vocabulary

Materials pieces of card



A Siamese crocodile

4 **Read and write the words from the list.**

beneficial	crucial	destroy	disgusting
ecosystem	poisonous	slimy	sting

At the age of eight, Jenny Daltry knew that she wanted to be a conservation biologist. She grew up collecting unusual animals, such as lizards, frogs and snakes. Some people think such animals are slimy or disgusting. But they play a crucial role in the ecosystem. For example, Siamese crocodiles live in Cambodia, where they dig out the marshes to hold water during the dry season. Some people want to destroy the crocodiles, but the water would dry up and other animals would have no water to drink. So, as Jenny Daltry reminds us, even scary crocodiles are beneficial.

5 **LEARN NEW WORDS** **Listen to these words and match them to the definitions.** Then listen and repeat. 018 019

misconception	misunderstood	unpopular	untrue

untrue — 1. not a fact

misunderstood — 2. seen by others as different from how someone or something really is

unpopular — 3. not liked by a large number of people

misconception — 4. a wrong idea that people believe

6 **YOU DECIDE** **Choose an activity.**

1. **Work independently.** Choose one of the animals in the list below. Design a new look for the animal so that it doesn't seem so disgusting or unpleasant. What can you change? Think about the animal's size, colour and other physical details.
2. **Work in pairs.** Together, choose one of these animals: mosquitoes, rats, spiders or worms. Separately, describe the animal in a word web. Then compare your word web with your partner's.
3. **Work in groups.** Rank the animals below from most misunderstood (1) to least misunderstood (5). Explain your group's ranking.

cockroaches	rats	snakes	spiders	wasps

28 VOCABULARY

Practise 3 4 5

- 3 Put students into pairs. Ask them to read and complete Activity 3 on page 27. Say *Use your new words to describe the animals and explain why you were afraid of them.*
- 4 Ask students to turn to page 28. Choose several students to read the words in the word box aloud. Tell them to choose two words and use them in a sentence. Then ask students to complete Activity 4 independently. Ask a student to read the completed paragraph aloud.
- 5 **LEARN NEW WORDS** Read the words in the box. Tell students they've heard and read these words before. Ask them to find the words in context in the reading on page 26. Then play **Track 018** as students listen. Ask students to pronounce each word and use it in a sentence. Then play **Track 019** and tell students to listen and repeat. Review word meanings, and then tell students to complete Activity 5 independently.

- **Vocabulary Strategy** Write *untrue* and *misconception* on the board. Circle the prefixes *un-* and *mis-*. *Say These two word parts are called prefixes. Remember that when a prefix is added to the beginning of a word, it changes the word's meaning.* Point to and say *untrue.* Remind students that the prefix *un-* means 'not' or 'opposite of'. Ask *What does untrue mean?* ('not true' or 'false')

- Point to and say *misconception.* Underline the base word *conception.* Explain that the word has more than one meaning, but it can mean 'a plan' or 'an idea'. Ask *Who remembers what the prefix mis- means?* ('bad', 'wrong') Ask *What do you think misconception means?* ('a bad idea' or 'a wrong idea') Then ask students to define *unpopular* and *misunderstood.*

Apply 6

- 6 YOU DECIDE Tell students to read all the Activity 6 options on page 28 silently. Then ask them to re-read the text on pages 26–27. Model silently scanning the text to identify words used to describe unpopular animals. Say *Hmm. How would I describe mosquitoes? I guess you could say they're aggressive. They'll bite repeatedly when they need a drink of blood. They're certainly pests.* Tell students to choose an activity, and help them find partners or groups to work with. When everyone has completed an activity, ask students to share their work with the class.

Extend

- Put students into pairs. Write the following vocabulary words on pieces of card, one word to a card, and randomly hand out one card to each student: *aggressive, beneficial, disgusting, ecosystem, germs, misunderstood, poisonous, slimy, sting, unpopular.* Then challenge partners to work together to write one complete, logical sentence that includes both of their words.

- If time allows, hand out **Worksheet 3.2.2**. Explain that students will use vocabulary words to write about and discuss certain misunderstood animals.

Consolidate

- Write a list of unpopular animals on the board. Say *Let's vote for our favourite misunderstood animal! Of all the unpopular, misunderstood animals we've talked about, which one do you like the best or find the most interesting?* Point to each animal and ask students to put their hand up if it's their favourite. Tell students they can only vote for one animal. Record the number of votes next to the animal. Discuss the results. Ask students who voted for the winning animal to say why it's their favourite.

BE THE EXPERT

Vocabulary Strategy

Prefixes *mis-* and *un-* Explain that not every word that begins with *mis* or *un* will follow the pattern of prefix + base word. To help determine whether or not a group of letters is a prefix, remove them from the word. If a known word remains, then the group of letters is probably a prefix, as in *unhappy* and *uninteresting.* However, in the case of *uncle, un* is not a prefix.

Note that this technique does not always help to determine a word's meaning. It's also important to consider whether the word that remains after the prefix is removed bears any relationship to the whole word. In the case of *mischief,* for example, the word *chief* remains and has its own meaning (leader or ruler). That meaning, however, has nothing to do with the meaning of *mischief.*

Teaching Tip

Acting out words is a fun way to help students remember target vocabulary. The associations that students make when they are acting or guessing often create lasting impressions. For example, a student can act out his or her feelings about a particular animal: he/she can act out the sounds it makes, how it feels, how it moves and how it behaves.

Formative Assessment

Can students

- use new vocabulary to describe animals?

  Ask *Why do many people think cockroaches are disgusting?*

- use vocabulary to talk about common misconceptions about certain animals?

  Ask *What's one misconception people have about snakes? What would you tell someone to correct this misconception?*

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

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- identify when to use expressions of surprise and disbelief.
- use expressions of surprise and disbelief.

Speaking Strategy Expressing surprise and disbelief

Academic Language *express*

Content Vocabulary *colossal, squid*

Resources Online Workbook; Worksheet 3.2.3 (Teacher's Resource CD-ROM/ Website); Tracks 020–021 (Audio CD/ Website/CPT); CPT: Speaking Strategy

Materials a timer or stopwatch

SPEAKING STRATEGY 020

Expressing surprise	Expressing disbelief
Wow! Really?	Oh, come on! You can't be serious.
That's amazing!	That's hard to believe.
No way! You're joking!	Are you sure about that?



A blue-ringed octopus

1 **Listen.** How do the speakers express surprise and disbelief? Write the phrases you hear. 021

2 **Read and complete the dialogue.** *Possible answers:*

John: This video game is full of fun facts about animals.
Mimi: Oh, really? Like what?
John: Like the fact that spiders have got six or eight eyes.
Mimi: *Are you sure about that?*
John: Yeah, I'm sure. I looked it up. Here's another one. Honeybees die after their first sting.
Mimi: *That's amazing!* Well, I know a fact about bees. They communicate through different dances.
John: *No way!* Look at this one about bees. They've got hair on their eyes!
Mimi: *Wow!* I know one about eyes. Did you know the colossal squid has got eyes 30 cm. (11 in.) wide?
John: *Really? You can't be serious.*



3 **Work in groups.** Cut out the cards. Take turns reading them aloud. Group members should express surprise or disbelief.

Go to page 157.

4 **Work in pairs.** Take turns telling a surprising story about yourself that may be true or untrue. Your partner will express surprise or disbelief and then decide if your story is true or false.

Warm Up

- **Activate prior knowledge** Show the class your hand. Ask *What would you say if I told you I saw a wasp the other day that was as big as my hand?* (No way! That's not possible. Are you sure?) Write appropriate responses on the board.
- **Model** Ask *How do you respond when someone says something so unexpected or unusual that you're not sure it's true?* Point to students' responses on the board and add other expressions, such as the ones below. Invite a student to role-play a short conversation with you about a UFO or something else strange that the student saw.

That's not possible.	That's too strange.
Do you really mean that?	That's incredible!
That's unbelievable!	You're joking, aren't you?

Present 1

- Say *Open your books at page 29. Listen as two people use more expressions of surprise and disbelief.* Play **Track 020**.
- Play **Track 020** again. Tell students to read along. Then ask partners to role-play scenarios in which one partner tells the other something that's hard to believe. Encourage them to use the expressions on the board and in their books.
- 1 Direct students' attention to the photo of the octopus on page 29. Say *This is called a blue-ringed octopus and you're going to learn some surprising facts about it. Listen as two people talk about some unusual sea creatures. You'll hear some of the words and phrases we've talked about. Write them down.* Play **Track 021**. When students have finished listening and writing, ask them to share what they wrote. Review the expressions as a class.

Practise 2

- 2 Once students seem comfortable using expressions of surprise and disbelief, ask them to complete Activity 2 independently.

- Ask several students to read their completed dialogues aloud. Tell them to take turns as John and Mimi. Once pairs have read their dialogues, ask *Did you hear different ways to express surprise and disbelief? What were the expressions you used or heard?*

Apply 3 4

- 3 Ask groups to cut out the cards on page 157. Each group will use one set of cards for the game. The other sets should be put aside for use later on. Ask a group member to stack the set of cards face down. Group members take turns picking up a card and reading it aloud. Others should respond to the statement with appropriate expressions of surprise or disbelief. The student who reads the card reveals whether the statement is true or false.

- 4 Read the instructions for Activity 4 aloud. Put students into pairs and give them time to think of stories. If students need help, suggest some topics: a surprising animal encounter, a relative's unusual occupation or hobby, or a strange coincidence – that is, two or more events that happened at the same time by chance.

- Say *Tell your partner a story that's surprising but believable enough to make him or her wonder, 'Did this really happen or not?'*

Extend

- Put students into pairs. Tell them to write a short scene for a two-character play. The play is about two unusual or unpopular animals that meet and tell each other some of the surprising things about themselves. The characters can be funny, boastful, shy, silly, and so on. Encourage students to practise different voices for the animals. Tell students to include expressions of surprise and disbelief. Invite pairs to perform their scenes for the class.

- If time allows, hand out **Worksheet 3.2.3**. Explain that students will use the worksheet to role-play a conversation with a partner for additional practice using expressions of surprise and disbelief.

Consolidate

- Ask each student to choose one of the cards they cut out for Activity 3. Then divide the class into two teams. Tell each team to stand in a circle. The first student in each team reads the statement on his/her card. The next student uses an expression of surprise or disbelief. Then the next student calls out *True* or *False*. If the student is correct, he/she reads the statement on his/her card. If the student is incorrect, the next student in the circle reads his/her card, and so on. Say *I'll observe to make sure everyone reads their cards clearly and responds with the appropriate language.* Set a timer, and then say *Go.*

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Strategy in Depth

Other English expressions of surprise and disbelief are listed below. Some are idiomatic. Others are slang expressions, appropriate only in informal conversation. These expressions provide students with opportunities to practise varied language and speak in dramatic and/or humorous tones.

You've got to be joking!
I'm speechless. I don't know what to say.
I don't believe it.
You're not serious, are you?

Idiomatic/Slang
I don't buy it.
You're pulling my leg.
You're having me on.

Related Word

octopus

Formative Assessment

Can students

- identify when to use expressions of surprise and disbelief?

  Ask students to explain why someone might use the expressions, *No way! You're joking!*

- use expressions of surprise and disbelief?

  Ask *How would you respond if a friend told you he ate fried worms for lunch?*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- use modals to speculate or express certainty about the past.
- differentiate modals based on level of certainty.
- identify and use words associated with spider bites.

Grammar Speculating about the past

Target Vocabulary *be scared of, bite, calm, hurt, upset, venom*

Academic Language *modals, speculation, certainty*

Pronunciation Modals + *have* + past participle

Resources Online Workbook/Workbook pages 14–15; Tracks 022–025, 117–118 (Audio CD/Website/CPT); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); CPT: Grammar 1 and Pronunciation

Materials pieces of card

GRAMMAR 022

Modals: Speculating about the past

could have (not sure)	They cancelled their hiking plans. They **could have read** about that escaped bear.
might have (not sure)	He refuses to go in the water. He **might have seen** a jellyfish.
may have (fairly sure)	She won't get out of the car now. She **may have heard** the neighbour's dogs fighting.
must have (very sure)	They took her to hospital immediately. That spider **must have been** poisonous.

1 **Listen.** How sure are the speakers about their ideas? Write *not sure, fairly sure* or *very sure.* 023

1. fairly sure
2. not sure
3. very sure
4. not sure
5. very sure
6. fairly sure

2 **Read and write.** For each item, write a sentence speculating about the past. Use *could have, may have, might have* and *must have* in your sentences.

1. Alice went into the kitchen for a midnight snack. She turned on the light and screamed. _____
2. Don kept scratching his arms and legs all night. _____
3. Julia heard something running inside the walls. _____
4. Ken found the litter bin on its side. There was rubbish all over the pavement. _____

3 **Work in pairs.** Take turns speculating about the past. Use *could have, may have, might have* and *must have* in your sentences.

1. She cried all night.
2. They ran as fast as they could.
3. He got really angry.
4. She screamed after biting into her sandwich.



Caribbean giant cockroaches

Warm Up

- **Pre-teach** Say *I know someone who was planning a cruise to a Caribbean island, but after reading about the wildlife there, he decided to go to Alaska instead.* Ask *What could have made him change his mind?* Write *could have* on the board. Then say *He might have heard about the crocodiles there.* Add *might have* to the board. Then say *In the Caribbean there are monkeys, stingrays, jaguars and bats.* Ask *What do you think made him change his plans?* Invite students to respond using the two phrases on the board.

- Ask students to open their books at page 30 and point out the photos of the Caribbean giant cockroach. Tell students these insects can be 10 cm. (4 in.) long. Use a ruler, a mobile phone or another object to show the size. Then write on the board: *The person _____ read about Caribbean giant cockroaches. He _____ seen a photo of one.* Help students complete the sentence frames verbally, using *could have* and *might have*. Then say *We're just guessing what the reason might be. When we make guesses about something that happened, it's called* speculation.

4 **LEARN NEW WORDS** **Listen to information about spider bites.** Then listen and repeat. 024 025



5 **Work in pairs.** Look at the poster again. The same advice is good for some scorpions, too. Take turns describing what to do if you're stung by a scorpion.



6 **Work in groups.** Imagine that your friend showed you a bite on his arm. Speculate about what happened. Use *could have, may have, might have* and *must have* in your sentences.

Present

- Direct students' attention to the grammar box at the top of the Student's Book page. Read aloud the first example on the left. Then read the first sentence on the right, gesture to the class, and say *Read with me.* Ask students to join in with the second sentence of the pair. Do the same with the second example.
- Next, play the same two parts of **Track 022**. Explain that in these two examples, the speaker isn't sure about what happened. The speaker is guessing, or speculating. Say *We use could have and might have when we're not sure about something that happened.*
- Repeat the process with the third and fourth examples and sentences. After playing the third part of **Track 022**, explain that in this example, the speaker is surer. Say *We use may have when we're fairly sure about something that happened.* After playing the last part of the track, explain that in this example, the speaker is almost certain. Say *We use must have when we're very sure about something that happened.*

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Grammar in Depth

The modals presented on page 30 can be used to make inferences about past situations with different levels of certainty. You may want to remind students that these modals can also be used for inferences about the present, as in *That must be the reason he isn't going.*

Note that *should* is not included in this lesson because it's commonly used for advice about the past and is covered in Unit 4.

Modals also have negative forms:

couldn't have	Marliese couldn't have known about the snakes, could she?
might not have	She might not have seen the *Beware of Snakes* sign.
may not have	She may not have known their bite is painful.
must not have	She must not have been wearing boots.

Pronunciation

Go to Student's Book page 144. Use Audio Tracks 117–118.

Relaxed pronunciation: Modals + *have* + past participle

- Remind students that the *l* in *could* and *should* is silent and the words rhyme with *good*.
- The contraction *'ve* is used in less formal writing, but reduced pronunciation is common in both informal and formal contexts, regardless of spelling. Students should learn to write out the modal *have* in their academic writing tasks, but they should know that it's commonly said in its reduced form: /əv/. Knowing this will help them when listening.
- Be sure students stress the modal, and not the *'ve* (COULD've /ˈkʊdəv/).



- Write the following on the board:

> could/might have = not sure
>
> may have = fairly sure
>
> must have = very sure

Replay **Track 022** as students follow along in their books. Then ask partners to practise using modals to speculate or express certainty. Explain that Partner 1 closes his/her book. Partner 2 reads the sentences on the right side of the grammar box, one pair of sentences at a time. Partner 1 repeats the modal from the example and says how sure the speaker is. Tell students they can refer to the information on the board.

- Model with a student. Say *My friend isn't going to the Caribbean anymore. He may have heard about the giant cockroaches there.* Ask a student to name the modal (*may have*). Then point to the board and ask *How sure am I?* Ask the student to respond (fairly sure). When pairs have finished, tell partners to swap roles and practise again.

Practise 1 2 3

- 1 Say *Now we'll listen to a conversation between people who are speculating about some unpleasant events. Pay attention to how sure the speakers are about their ideas.* Play **Track 023** once and tell students to listen. Play the track again and ask students to complete the activity.

- 2 Direct students to Activity 2. Read the instructions aloud and ask students to read the activity items. Say *Some of the situations described in the sentences have more obvious explanations than others. Look at the grammar box at the top of the page. Think about how sure you are of your explanations.* Ask students to read their completed sentences.

- 3 Read the instructions for Activity 3 aloud. Put students into pairs and ask one pair to read the numbered items. Model the first item with a student. Tell the student to read the sentence. Then respond *She could have been thinking about the stories of slimy monsters she's been reading.* Then ask the student *What do you think?* Prompt the student to respond. (She may have been scared by a noise.) Allow time for students to think about the activity items. Then say *Now take turns giving your ideas about what happened.*

Apply 4 5 6

- 4 **LEARN NEW WORDS** Say *Even though some unpopular animals are beneficial for the environment, they can still be dangerous. The bite of some spiders, for example, can be very serious because of a poison called venom. Venom gets into the body when the spider bites a person or an animal.*

- Tell students to look at the poster about spider bites on page 31. Point out the photo of the spider. Then say *Now we're going to learn new words about what to do if you're bitten by a spider.* Play **Tracks 024** and **025**. Ask students to listen and repeat.

- 5 Put students into pairs. Tell each pair to read the instructions for Activity 5 together. Ask them to skim the text of the poster again. Then say *Now imagine you're going to a place where there are scorpions. Talk together about what you should do if you're stung by one.*

- 6 Ask students to name the modals they've learnt. (*could have, might have, may have* and *must have*) Review when to use each modal. (When we're not sure/fairly sure/very sure about what happened.) Then ask a student to read the instructions for Activity 6. Put students into small groups and ask them to complete the activity. Say *Pay attention to which modals are used in the discussion. If you think a modal has been used incorrectly, politely ask the speaker about it, and give him or her a chance to correct himself or herself.*

Extend

- Write *scared of, bite, hurt, calm, upset* and *venom* on pieces of card. Give each student a card. Say *We're going to play a game called What Am I?* Tell students to silently choose an animal they've talked about and write a sentence about it that includes the word on their card. Say *Don't use the name of the animal in the sentence. Instead, write the name on the back of the card. Your partner will try to guess your animal.*

- Put students into pairs and model the game for them: Say *If you upset me by waving your arms at me, I'll sting you. What am I?* Ask students to answer. (a wasp) Point out that you used *upset* in the sentence. List some animals on the board to prompt students. Then tell partners to take turns reading their sentences and asking and answering the question *What am I?*

mosquito	wasp
spider	crocodile
snake	scorpion

Consolidate

- Write three or four events, such as the following, on the board:

> Rashid was upset after a walk in the woods.
>
> Celia looked under the bed before going to sleep last night.
>
> Julio ran screaming from the garden.
>
> Vivian refused to go in the lake.

Ask students, one at a time, to stand up. Read one of the sentences on the board. Then say *You're (not sure/fairly sure/very sure) you know what happened. Tell us what you think.* Alternate using *not sure/fairly sure/very sure*. Tell students to use an appropriate modal in their responses. Randomly ask students until everyone has had a chance to respond.

BE THE EXPERT

Teaching Tip

Encourage students to use polite language. Write on the board phrases such as *excuse me, please* and *thank you*. Model how to use these phrases in the context of the activities that groups or partners are doing.

Related Word

rash

Formative Assessment

Can students

- use modals to speculate or express certainty about the past?

  Ask students to use a modal to respond to the following:

  Angelo ran crying to his mother at the park. What do you think happened?

- differentiate modals based on level of certainty?

  Using the situation above, ask students what modal they would use if they're fairly sure about what happened. (*may have*)

- identify and use words associated with insect and spider bites?

  Ask *What's the first thing you would tell someone who was upset after getting bitten by a spider?* (stay calm)

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

Online Workbook Grammar 1

READING

Objectives
Students will
- summarise information about vampire bats.
- use new words from the reading.
- discuss myths and misconceptions about vampire bats.

Reading Strategy Distinguish supporting details

Vocabulary Strategy Using a thesaurus

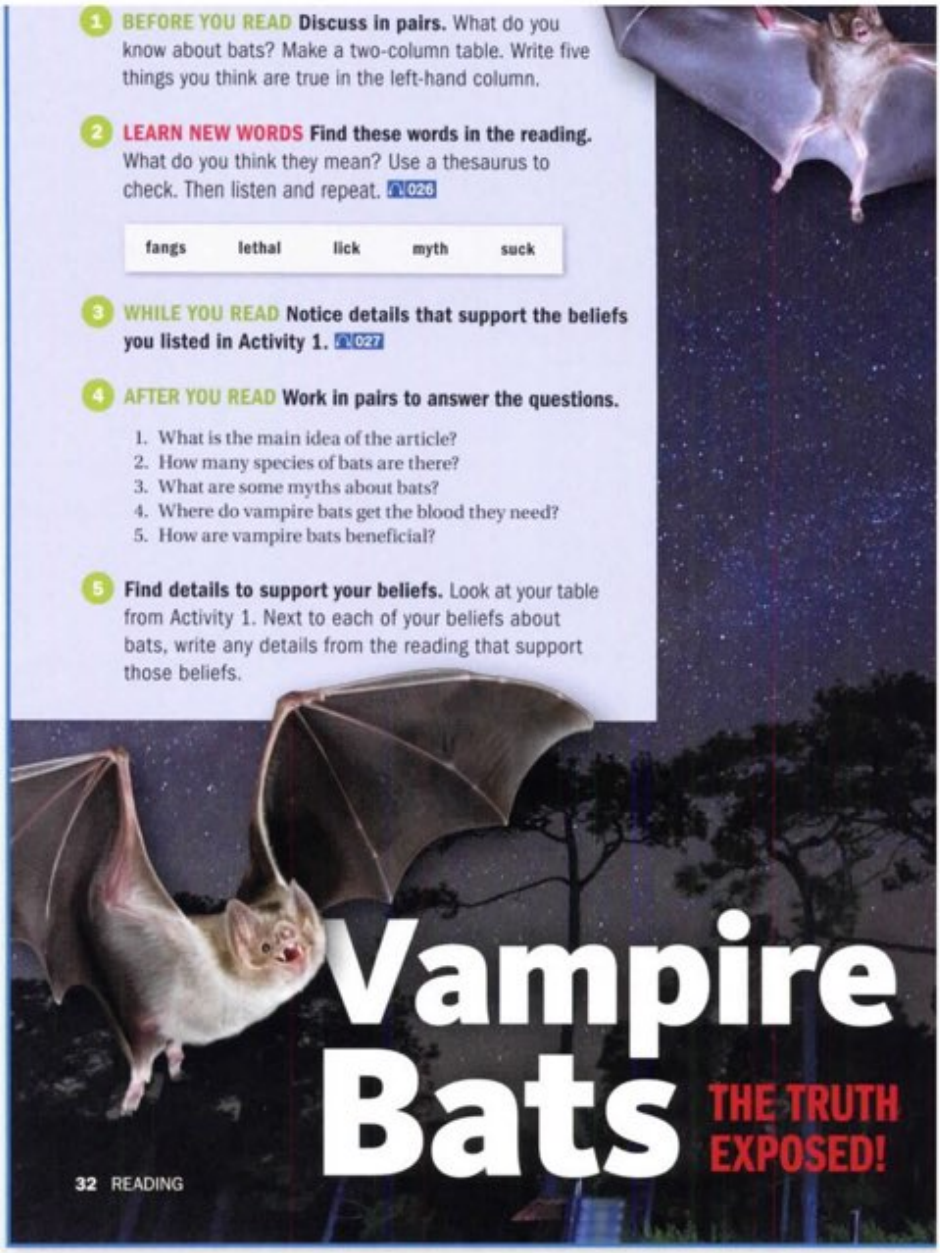
Target Vocabulary *fangs, lethal, lick, myth, suck*

Academic Language *details, main idea, support, thesaurus*

Content Vocabulary *circulation, fictional, release, species*

Resources Online Workbook/Workbook pages 16–17; Worksheet 3.2.4 (Teacher's Resource CD-ROM/ Website); Tracks 026–027 (Audio CD/ Website/CPT); CPT: Reading

Materials classroom set of thesauruses

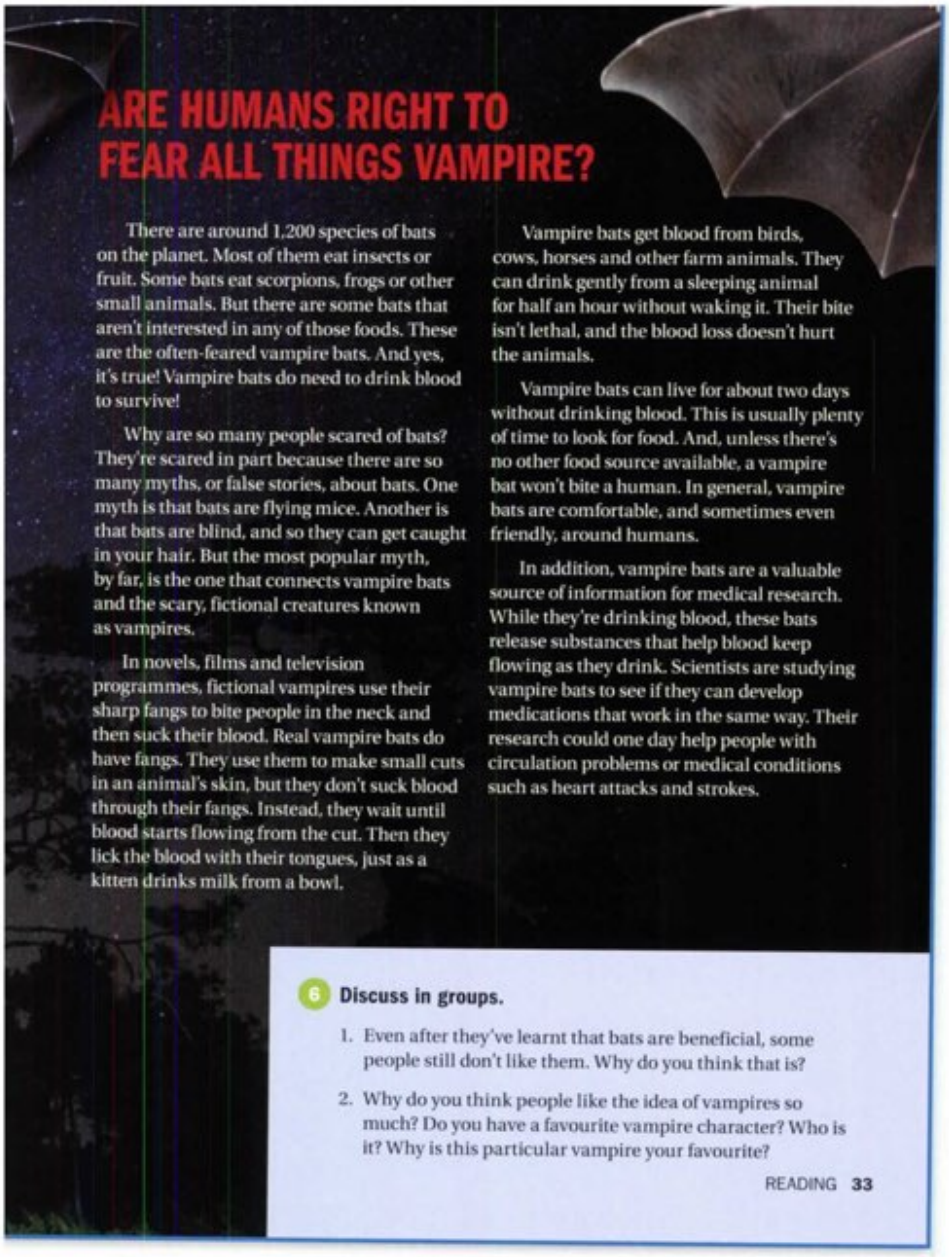


Warm Up

- **Activate prior knowledge** Ask *What do you know about vampires?* Ask students to share what they know, including any folktales with vampire characters. Write *vampire* on the board, and tell students to say the word for *vampire* in their first languages. Establish that vampires are humanlike creatures that need to drink blood to survive. Then ask *Are vampires real or made-up?*

- Say *We've mentioned one real creature, an insect, that drinks blood. What is it?* (a mosquito) Ask *Does anyone know of any other animals that feed on blood?* Some students may name vampire bats, but also share with them the names of other animals, including leeches, ticks, bedbugs and fleas, that also feed on blood. Ask students to think of some vocabulary words people might use to describe these animals. (*unpopular, disgusting, slimy, filthy, pests*)

- Ask students to describe what bats look like. Tell students that bats are a misunderstood animal. Discuss with students why bats might be misunderstood or disliked by many people.



ARE HUMANS RIGHT TO FEAR ALL THINGS VAMPIRE?

There are around 1,200 species of bats on the planet. Most of them eat insects or fruit. Some bats eat scorpions, frogs or other small animals. But there are some bats that aren't interested in any of those foods. These are the often-feared vampire bats. And yes, it's true! Vampire bats do need to drink blood to survive!

Why are so many people scared of bats? They're scared in part because there are so many myths, or false stories, about bats. One myth is that bats are flying mice. Another is that bats are blind, and so they can get caught in your hair. But the most popular myth, by far, is the one that connects vampire bats and the scary, fictional creatures known as vampires.

In novels, films and television programmes, fictional vampires use their sharp fangs to bite people in the neck and then suck their blood. Real vampire bats do have fangs. They use them to make small cuts in an animal's skin, but they don't suck blood through their fangs. Instead, they wait until blood starts flowing from the cut. Then they lick the blood with their tongues, just as a kitten drinks milk from a bowl.

Vampire bats get blood from birds, cows, horses and other farm animals. They can drink gently from a sleeping animal for half an hour without waking it. Their bite isn't lethal, and the blood loss doesn't hurt the animals.

Vampire bats can live for about two days without drinking blood. This is usually plenty of time to look for food. And, unless there's no other food source available, a vampire bat won't bite a human. In general, vampire bats are comfortable, and sometimes even friendly, around humans.

In addition, vampire bats are a valuable source of information for medical research. While they're drinking blood, these bats release substances that help blood keep flowing as they drink. Scientists are studying vampire bats to see if they can develop medications that work in the same way. Their research could one day help people with circulation problems or medical conditions such as heart attacks and strokes.

6 Discuss in groups.

1. Even after they've learnt that bats are beneficial, some people still don't like them. Why do you think that is?
2. Why do you think people like the idea of vampires so much? Do you have a favourite vampire character? Who is it? Why is this particular vampire your favourite?

READING 33

Before You Read 1 2

- 1 Ask students to open their books at pages 32–33. Say *With a partner, look at the title of the reading and the photo. Discuss what you think the reading will be about.* Ask *What do you think The Truth Exposed! means?* If necessary, explain that *exposed* means 'uncovered or revealed'. When students have finished previewing the reading, tell partners to read the instructions for Activity 1. Say *Draw a table. Write five things you think are true about bats in the left-hand column.*

- 2 **LEARN NEW WORDS** Read aloud the words in the word box on page 32. Ask students to repeat. Then ask *What are fangs? Do you see any on the page?* Draw students' attention to the photo of the bat on the lower left of page 32 and point out the fangs. Tell partners to work together to find this word and the others in the word box in the reading. Make thesauruses available to students. Say *If you don't know what a word means, try to work out the meaning from the other words around it in the text.*

BE THE EXPERT

Our World in Context

Over the centuries, many cultures developed myths about bats. In ancient Egypt, people believed bats could cure toothaches and fever. In China, bats were symbols of happiness and long life, and bat-shaped buttons were sewn on babies' hats for good luck.

Reading Strategy

Distinguish supporting details Details are descriptions, facts or examples in a text that help to explain the text's main ideas. In *Vampire Bats – The Truth Exposed!*, one main idea is that vampire bats drink blood to survive. To support this idea, the reading includes *a description* of how vampire bats get the blood and *facts* about where they get the blood.

Students need to learn to distinguish important from unimportant details. An example of an unimportant detail in this reading would be the specific amount of time bats can drink from an animal without waking it.

Teaching Tip

Using motions to act out new vocabulary words helps students develop a physical and visual connection with the words. Ask the class to decide on one motion to associate with each word. This can serve as a quick check to test students' understanding of new words. Students might perform these actions when they hear the word in a discussion.



- Tell partners to complete Activity 2. Finally, ask students to listen to **Track 026** and repeat. Ask *Were the meanings you and your partner guessed correct? almost correct?*

- **Vocabulary Strategy** Tell students that a thesaurus, like a dictionary, can be used to learn more about words. Say *You can use a thesaurus to check a word's meaning. Learning the synonyms for an unfamiliar word can help you understand the word's meaning.*

While You Read 3

- 3 Say *Now you're going to hear some facts about vampire bats. Listen and read.* Play **Track 027** and tell students to follow along.

- Say *Now you'll read again. But before you do, check the things you listed in your table. As you read, look for details – facts, descriptions and examples – that agree with what you wrote.* Tell students to pay attention to how the information in the reading is organised: a main idea is presented and then information is provided that explains more about the main idea. Play **Track 027** again or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs. Ask them to read and answer the questions in Activity 4. If partners disagree on an answer, tell them to go through the reading again to find the information that supports their answer.

- 5 Say *Now you know the truth about vampire bats. Were your previous beliefs correct? What details from the reading support them? Use the table you began in Activity 1. Fill in the right-hand column.*

- When students have finished, ask for a show of hands. Ask *How many of you found support for all your beliefs? Some of your beliefs? None of your beliefs?* Discuss as a class any misconceptions about bats shared by students and how the reading convinced them they were wrong.

- 6 Put students into small groups. Tell the groups to read the activity questions. Provide prompts if students are struggling to come up with ideas. For each group, ask one member to act as secretary and write down notes from the discussion about each question.

Discussion prompts

Why don't people like bats?	• ugly and scary-looking • strange looking – half-bird, half-rodent
Why do people like the idea of vampires?	• they live forever • people like spooky, scary stories
Who's your favorite vampire character?	• Dracula, or other vampires from stories, films or folk tales

Extend

- Ask group secretaries to share their discussion notes. Then tell students to work with a partner to write sentences about two beliefs they had that were either supported or proven wrong by *Vampire Bats – The Truth Exposed!* Tell them to use their lists.

- **Worksheet** If time allows, you may want to hand out **Worksheet 3.2.4** in class. Students will use the worksheet to practise the new vocabulary and use spelling patterns to identify related words.

Consolidate

- Put students into small groups to play a game of *True or False*. Ask each group to work together to write five sentences based on the reading. The sentences should be a mix of true and false statements and should be in the form of complete sentences. When groups have finished writing, say *Group members will take turns reading a statement to one student in another group. The student will respond by calling out 'True' or 'False'. Each correct answer counts as one point. One student in each group should keep score.* When every group has played the game with every other group, ask *Which group has the highest score?*

BE THE EXPERT

Teaching Tip

Keep students on track during games by making sure they understand instructions. Always explain instructions clearly. Focus on one step at a time. Then ask students to summarise the instructions. After you review the instructions, ask students *Does everyone know what to do?*

Vocabulary Strategy

Using a thesaurus A thesaurus is a reference work that lists synonyms for each entry word. Entries usually include the word's meaning, a sample sentence, synonyms (words with similar meanings) and, sometimes, antonyms (words with opposite meanings). Students can also use a thesaurus when they write to help them find a better, more exact word to replace a word that is not very clear, or to avoid overusing a word.

Answer Key

Comprehension 4

1. Vampire bats need blood to survive, but they are not the scary creatures many people think they are.
2. Around 1,200
3. They're flying mice; they're blind; they suck blood through their fangs.
4. birds, cows, horses, other farm animals
5. They are a valuable source of information for medical research.

Formative Assessment

Can students

- summarise information about vampire bats?

  Ask students to describe how vampire bats get blood from an animal.

- use new words from the reading?

  Ask *Are vampire bites lethal to animals?* Ask students what *lethal* means.

- discuss myths and misconceptions about vampire bats?

  Ask students to name one common myth or misconception about vampire bats.

Workbook For additional practice, assign Workbook pages 16–17.

Online Workbook Reading

VIDEO

Objectives
Students will
- discuss a photographer's encounter with a leopard seal.
- apply the message of the video to their personal lives.

Academic Language *advertisement, classify*

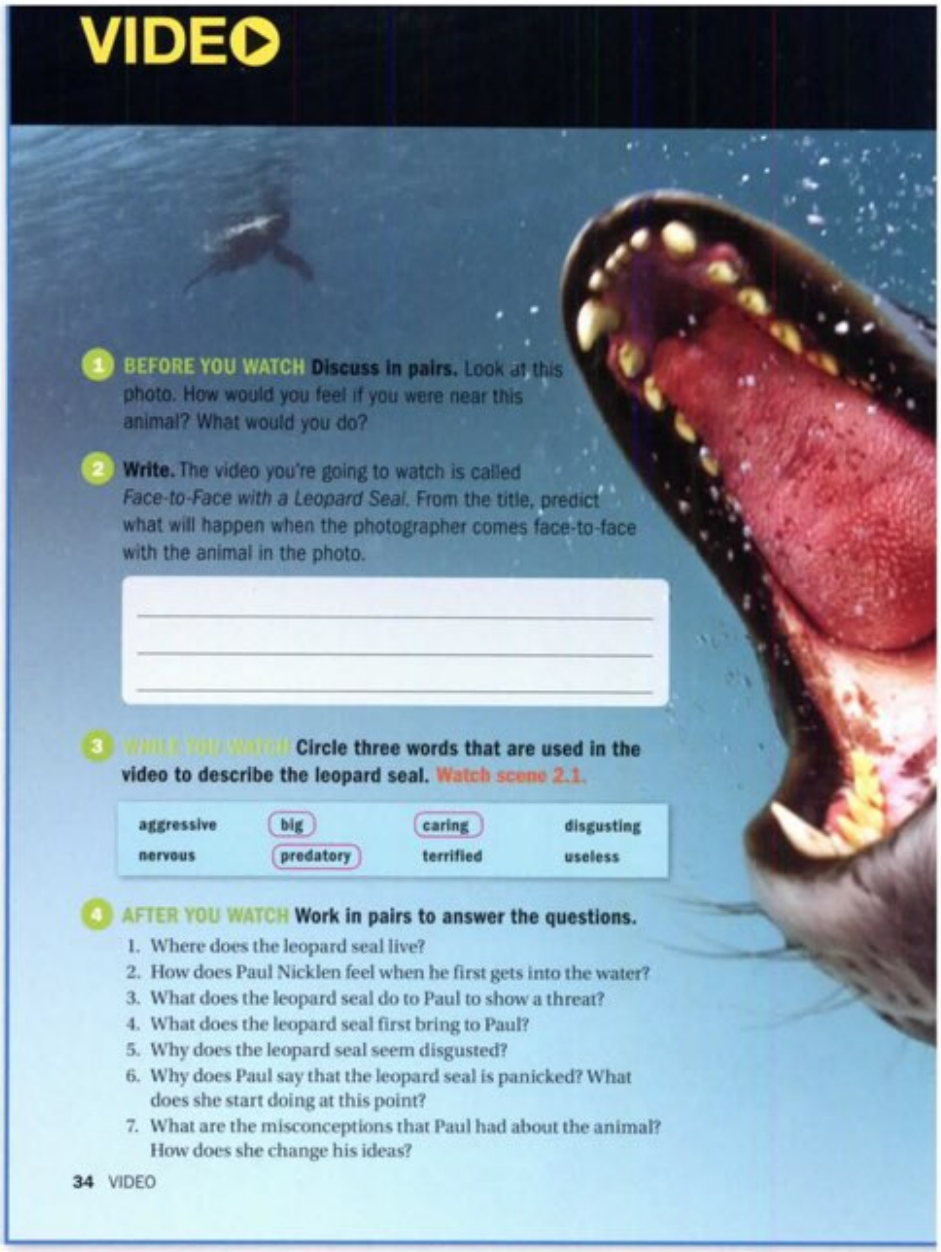
Content Vocabulary *massive, vicious*

Resources Video scene 2.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Answer Key

Comprehension 4

1. Antarctica
2. terrified
3. She opened her mouth and took Paul's whole head and camera inside her mouth.
4. a live penguin
5. Paul didn't eat the penguin.
6. She thought he might starve to death. She starts bringing him weak penguins, and then dead ones.
7. He thought she was a vicious animal. She took care of him and tried to feed him for four days.

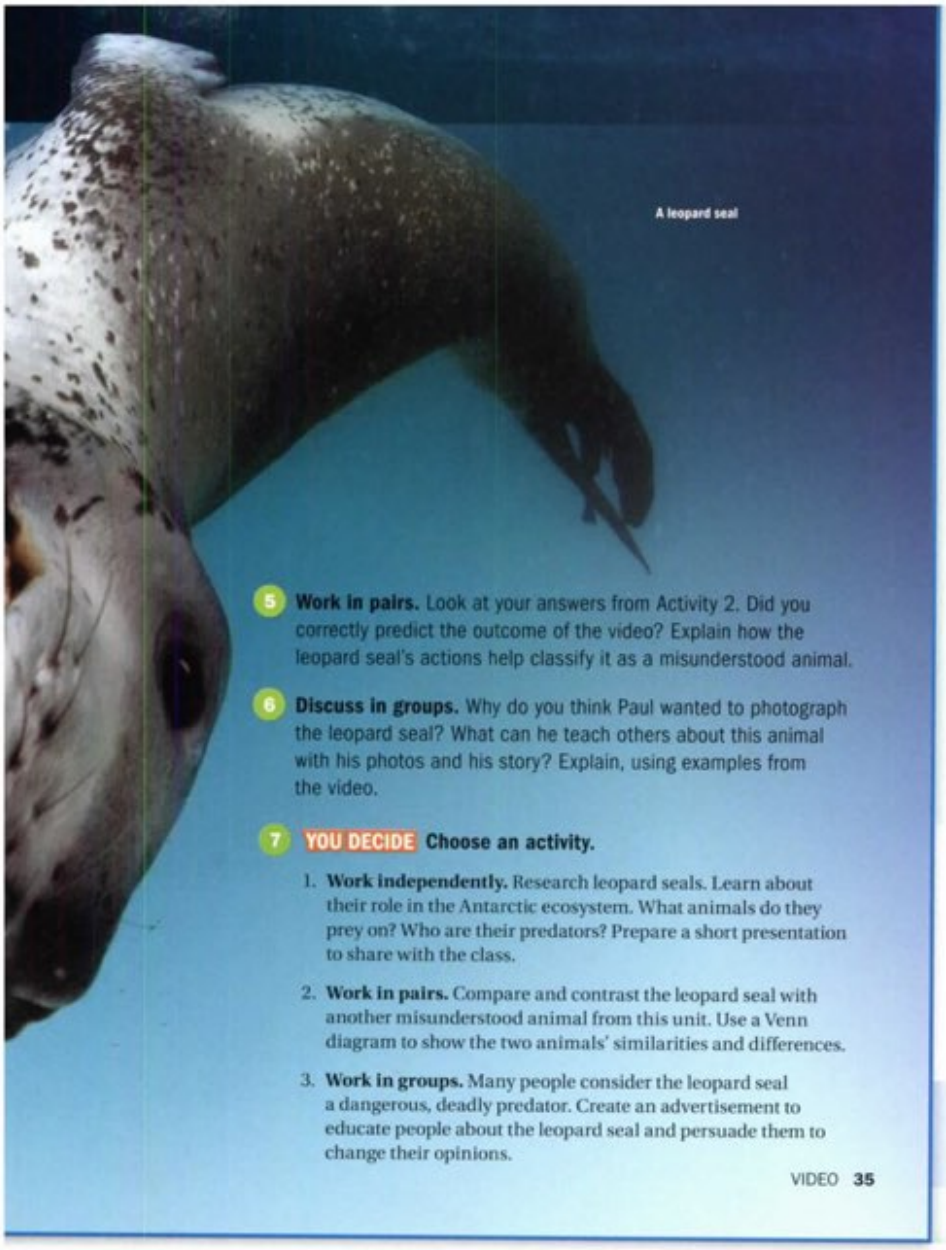


Before You Watch 1 2

- Say *We haven't talked much about unpopular sea animals. Can you name some?* (sharks, giant squid, killer whales) Ask *Have these animals got anything in common?* (They're big; sharks and killer whales have big, sharp teeth.) Say *We've learnt some surprising things about unpopular animals. Think about the photo of the Nile crocodile. Now, we're going to hear about another large animal with big, sharp teeth!*
- 1 Ask students to open their books at pages 34–35. Put students into pairs and tell them to discuss the photo and the activity questions.
- 2 Ask a student to read Activity 2. Say *Look at the photo again. Think about what you and your partner discussed. Remember the myths and misconceptions about unpopular animals that you've learnt are untrue.* Give students a few minutes to think. Then ask them to write down what they predict will happen in the video. Ask students to read their predictions.

While You Watch 3

- 3 Ask a student to read the Activity 3 instructions. Say *Listen carefully to what Paul Nicklen says as you watch the video. Circle the words.* Play **Video scene 2.1**. Say *Write down other information you hear or notice in the video that you want to remember.*
- If students have trouble following the video or understanding the text, pause the video and allow them to ask questions. Try replaying the video with and without sound, and ask students to describe and comment on what they see. Discuss the answers as a class.



A leopard seal

5 **Work in pairs.** Look at your answers from Activity 2. Did you correctly predict the outcome of the video? Explain how the leopard seal's actions help classify it as a misunderstood animal.

6 **Discuss in groups.** Why do you think Paul wanted to photograph the leopard seal? What can he teach others about this animal with his photos and his story? Explain, using examples from the video.

7 YOU DECIDE **Choose an activity.**

1. **Work independently.** Research leopard seals. Learn about their role in the Antarctic ecosystem. What animals do they prey on? Who are their predators? Prepare a short presentation to share with the class.
2. **Work in pairs.** Compare and contrast the leopard seal with another misunderstood animal from this unit. Use a Venn diagram to show the two animals' similarities and differences.
3. **Work in groups.** Many people consider the leopard seal a dangerous, deadly predator. Create an advertisement to educate people about the leopard seal and persuade them to change their opinions.

BE THE EXPERT

Teaching Tip

Make sure the most confident or fluent students don't take over small group discussions. All students should have the opportunity to speak no matter what their proficiency level is. Foster an atmosphere in which students encourage one another to speak up. Another way to ensure participation is by using 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 chance to speak, and the other students listen.

Formative Assessment

Can students

- discuss a photographer's encounter with a leopard seal?

Ask *Why was Paul Nicklen nervous about getting close to a leopard seal?*

Online Workbook Video

After You Watch 4 5 6 7

- 4 Put students into pairs. Tell them to work together to answer the questions. If students are struggling, you may want to replay the video. Review the answers as a class.
- 5 Read the Activity 5 instructions. Ask partners to work together to discuss why the leopard seal might be misunderstood. Say *Read the prediction you wrote. Were you correct? Or did you make some incorrect assumptions based on the leopard seal's appearance?* Ask students whose predictions were correct to explain what their thinking was.
- 6 Put students into small groups. Read the discussion questions. Ask *What was the most surprising thing about the video? Do you think other people would be surprised by the video? Is this video a good way to educate people about misunderstood animals?*
- 7 YOU DECIDE Ask students to read the three activity options. If students choose to research and report on leopard seals, help them identify some good websites to use for their research.
- Remind students who choose the second option that they should pick an animal that has some other similarity to a leopard seal, besides the fact that they're both misunderstood. Review how to use a Venn diagram to record similarities and differences. Ask *Would a cockroach make a good comparison?*
- Point out that advertisements (or *adverts*) try to get people's attention with pictures or graphics and then present information to persuade them to buy some product or service. Help groups identify facts about the leopard seal to include in their adverts, and language or visuals they can use to attract attention.

GRAMMAR 2

Objectives

Students will

- use infinitives with and without *to*.
- identify when an infinitive requires *to* and when it doesn't.

Academic Language *infinitive*

Resources Online Workbook/Workbook pages 18–19; Worksheet 3.2.5 (Teacher's Resource CD-ROM/ Website); Track 028 (Audio CD/ Website/CPT); CPT: Grammar 2

GRAMMAR 028

Infinitives with and without *to*

To hold a rat is scary!
He doesn't want **to hold** rats.
She's excited **to hold** one.
That's the rat **to get**!
She's going to the pet shop **to buy** it.
I can't **hold** one!
Make him **try** it.
We'll watch her **do** it.
OK. I'll let her **buy** it.
I'll even help her **pay** for it.

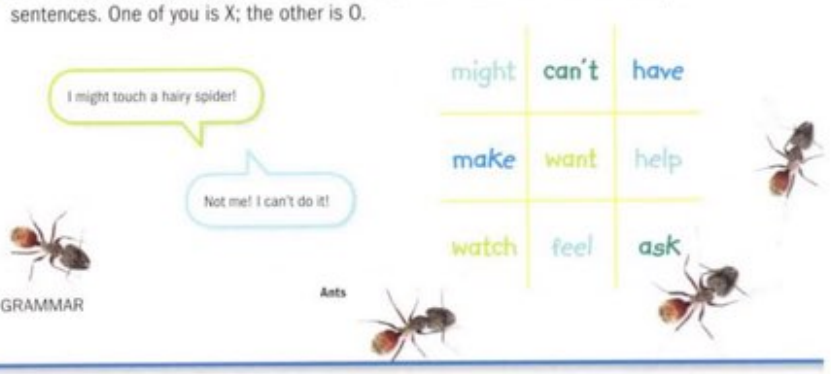


A rat

1 Read. Circle the correct letter.

1. My brother really wants ___b___ get a pet rat.
   a. ⊘ b. to
2. My mother will absolutely not let him ___a___ buy one.
   a. ⊘ b. to
3. He's planning ___b___ save money for one anyway.
   a. ⊘ b. to
4. I can't wait ___b___ see what happens when Mum finds out.
   a. ⊘ b. to
5. She'll make him ___a___ take it back to the shop.
   a. ⊘ b. to
6. I really want ___b___ see him get in trouble instead of me!
   a. ⊘ b. to

2 Work in pairs. Play Noughts and Crosses. Use infinitives with or without *to* in your sentences. One of you is X; the other is O.



Ants

Warm Up

- Choose a misunderstood animal and write sentences like the examples below. Read each sentence and underline *to hold* and *touch* as you read.

I'm scared of snakes.	I think _____ are disgusting.
I don't want to hold one.	I don't want _____ one. (to stroke, stroke)
I can't even touch one!	I can't even _____ at one! (to look, look)

- Point to the second sentence on the left and read it again, leaving out the word *to*. Ask *What's missing?* (*to*) Read it again with *to*. Say *That sounds better, doesn't it?* Point to the third sentence and read it, adding *to* before *touch*. Repeat the process of asking the class if it sounds right.
- For the sentences on the right, ask a more proficient English speaker to come to the board and fill in the blanks. Tell the class to read the sentences aloud. Ask *Are they correct?*

Present

- Ask students to open their books at page 36. Say *Now we're going to learn a little about infinitives. An infinitive is a verb form. An infinitive can be a word or phrase, and it can be used as a noun, an adjective or an adverb. Sometimes to is part of the infinitive, but sometimes it's not.* Play **Track 028**. Tell students to read along silently. Then ask students to read the examples aloud.
- Tell students that if the infinitive is used as the subject of a sentence, it always includes *to*. Point to and read the first sentence in the grammar box as an example of this rule. Say *Verbs that express thinking or feeling also include to when followed by an infinitive.*

- Read the second sentence in the grammar box as an example. Then explain that verbs that refer to the senses don't use *to* with an infinitive, as in the third sentence on the right side of the grammar box. Point out the fourth sentence and say *Let is never followed by to.*

- Say *There are other rules, but as you become more fluent in English, you'll rely on your ears to let you know whether or not to use to. Say the sentence with and without to. Decide which way sounds better.*

Practise 1

- 1 Pair a less fluent English speaker with a more fluent student. Read the Activity 1 instructions and items aloud. Point out the symbol used for each choice *a*. Say *This symbol means that you don't use to and the sentence is correct as it is.* Review the answers as a class.

Apply 2

- 2 Put students into pairs and tell to them read the instructions for playing *Noughts and Crosses*. Say *X goes first. Pick a square and read the word. Then say a sentence using the word and an infinitive with or without to. If your partner agrees that you've used the correct infinitive, then you can draw an X in the square. If your sentence is not correct, your partner says it correctly and draws an O in the square. Take turns.*

Extend

- Put students into small groups. Assign each group an unpopular animal. Say *Imagine you've won the animal in a* Hug an Ugly Animal Today *contest sponsored by a local environmental group. Work together to write sentences about your win, using infinitives with and without to.* Write these sentence frames to guide students:

> Why did I _____ (enter) this contest?
>
> I don't even _____ (like) (animal)!
>
> I can't wait _____ (to stroke) my (animal).
>
> I don't want to _____ (go near) my (animal).

- Hand out **Worksheet 3.2.5** to provide additional practice with infinitives.

Consolidate

- Divide the class into two teams: the '*to*' team and the 'No *to*' team. Tell each team to write the team name on a sign and then stand together. Explain that you'll write sentences (from page 36) on the board, leaving the infinitive blank. Say *I'll read a sentence. Hold up your sign if it's the correct one for that sentence. Then a team member will read the sentence, filling in the blank with a correct infinitive.* Play until every student has said a correct sentence.

BE THE EXPERT

Grammar in Depth

An infinitive is a verb form that can be used as a noun, an adjective or an adverb. When an infinitive is preceded by *to*, it is often called a *to*-infinitive. When there is no *to*, it is often called a bare infinitive. Rules governing infinitives include the following:

Use *to* when the infinitive
- is the subject of the sentence.
- is used to give advice or instructions, or to ask for something.
- follows a verb that expresses thinking or feeling.

Don't use *to* when the infinitive
- follows the verb *let*.
- follows a causative verb, as in *He made me do it.*
- follows a verb that refers to the senses.

Teaching Tip

Remember that some students who are not verbally fluent may be better able to express themselves through different means, such as art or movement. Give those students a chance to show their abilities. For example, if a student prefers not to speak, let him/her act out a sentence or share a drawing without speaking.

Formative Assessment

Can students
- use infinitives with and without *to*?

  Ask students to complete this sentence frame with an infinitive:

  One animal I would never like _____ is a bat.
- identify when an infinitive requires *to* and when it doesn't?

  Ask students which of the following sentences is correct:

  I'd love to have a pet rat.

  But my mother said, 'No way. I won't let you to have one!'

Workbook For additional practice, assign Workbook pages 18–19.

Online Workbook Grammar 2

WRITING

Objectives

Students will

- identify elements of process description writing.
- use sequence words and phrases.
- analyse a model of process description writing.
- produce a process description.

Writing Process description

Academic Language *process, purpose, sequence*

Content Vocabulary *colony, decaying, nutrients, pollinate, real time*

Resources Online Workbook/Workbook page 20; Process Writing Worksheets 1–5, Genre Writing Worksheet: Description (Teacher's Resource CD-ROM/Website); CPT: Writing

WRITING

A process description explains how something is done or how something happens. The purpose of the steps and the order in which they happen are described.

Purpose:	**in order to**	**so that**		
Sequence:	**before**	**during**	**after**	**finally**
	first	**then**	**next**	**while**
	little by little	**meanwhile**	**over time**	

1 **Read the model.** Work in pairs to identify the process being described. What words and phrases does the writer use to show purpose and sequence? Underline them.

When you're very, very afraid of something, that fear can affect you and how you live your life. When I was younger, I saw my cousin fall onto an ants' nest. The ants attacked him, and he was covered in horrible bites. After that, I became very scared of ants. I wouldn't eat outside, and I didn't even like playing outside. I checked my bed for ants every night. But when I turned 13, I decided I couldn't let my fear get to me. I had to learn to control my fear of ants.

First, I read a lot about different ants. I didn't focus on bites, but instead I read about how beneficial ants are to the planet. Ants are really cool! They're hard-working, social and organised. They help bring air and nutrients to the soil. They pollinate plants, clean up decaying matter and help control other insects.

Next, I began to watch ants from a safe distance. I started to look at a colony of ants in real time on the Internet in order to learn how they live. Little by little, I felt more comfortable about ants. Finally, I went outside one day and let an ant crawl onto my hand. It was OK! Now that I know about all the good things ants do, I'm not so afraid of them any more.



2 **Work in pairs.** Imagine you're scared of an insect or animal. What steps would you take if you wanted to control your fear? Why?

3 **Write.** Many people are scared of pit bulls. Imagine you have a new pit bull puppy. You don't want it to be misunderstood. How will you train it to be a good dog? Describe the process. How could you help people to understand your dog better?

Warm Up

- **Recycle** Ask *Which of the animals we've learnt about do you think is the most misunderstood? Let's say it's vampire bats. Have you changed your mind about them? How would you go about changing a friend's mind about vampire bats?* Write the following sentence and sentence frames on the board:

> First, I would explain why his ideas about vampire bats are wrong.
>
> Next, I would (tell him how the bats are beneficial).
>
> Finally, I would (suggest he do his own research on the bats).

- Read aloud the first sentence. Ask students if they agree this is a good first step. Underline *First*. Then say *Imagine you've told your friend facts that explain why some ideas about vampire bats are wrong.* Ask *What would be a good thing to do next?*
- Underline *Next*. Prompt students to suggest telling the friend some good things about bats. Ask *What word have you learnt that means 'good' or 'helpful'?* (*beneficial*) Ask a student to complete the second sentence on the board.
- Underline *Finally*. Ask *What would you do last?* (Give the friend a book or video about vampire bats; find a nature reserve with the bat and tell him to observe it close up.) Guide students to see that these are all ways for the friend to find out about the bats for himself. Ask a student to complete the third sentence on the board. Then point to the sentences and say *Together, we've described a process, or set of steps, that could be used for any misunderstood animal.*

Present

- Say *We're going to use words and phrases to describe a process.* Ask students to turn to page 37. Explain *purpose* and *sequence*. Then, referring to the previous example, say *Maybe your friend is very scared of vampire bats. You'll give him information in order to help him learn about bats so that he won't be so afraid of them. That's your purpose. And you've organised how you'll do it step by step – first, next and finally. That's a sequence.* Review the words and phrases in the green box at the top of page 37 with students.

Read the Model 1 2

- 1 Say *Now we're going to analyse a model of a process description. First, let's look at the photo.* Ask *What do you think the text might be about?*

- Tell students to read the text independently. When they have finished, put students into pairs. Say *Now you'll read the text again. As you read, work with your partner to say what the writer is describing and his or her purpose, or reason, for describing it. Underline the words that help you identify the purpose, and the words that identify the sequence of steps.*

- As partners work, explain that they will have to read the text closely to identify the purpose and process, since they might not be obvious at first. If they need help, ask *What is the text mostly about?* (how to control a fear of ants) *Why does the writer want to control that fear?* (so that it won't affect his/her everyday life) Explain that if the words *so that* make sense when naming the purpose, it's a strong hint that you've identified the purpose correctly.

- As a class, review the words and phrases from the model that signal purpose and sequence. (*after, first, next, in order to, little by little, finally*) Ask *How do they help you understand the process being described?* (They show the steps in the order the writer did them, why he/she did them, and they give a sense of how much time it took the writer to reach his/her goal.)

- 2 Next, ask partners to read the instructions for Activity 2. First, tell them to review the steps in the model, how they are organised and whether they make sense. Then ask them to outline their own set of steps. Remind them to use sequence words.

BE THE EXPERT

Writing Support

Potential process description problems When writing a process description, it's most important to cover the steps of the process in the correct order. When you describe a process or an event in the proper sequential or chronological order, you help the reader understand the process or event most clearly. When making this point to students, it's helpful to ask them to focus on describing a simple process, such as cooking a pot of rice, and to think about what would happen if the steps were written out of order and someone tried to follow them.

Teaching Tip

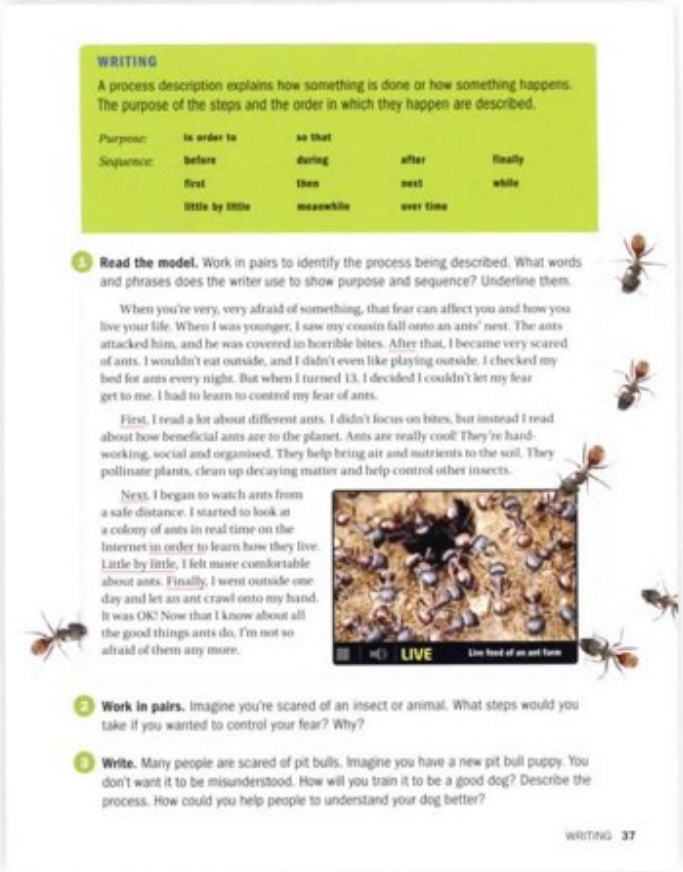
Students will often have to read a text more than once to fully understand it. When doing a reading activity, make sure there is time for students to read the text silently and identify words or phrases they don't know. To help students with reading comprehension, pre-teach any vocabulary words or phrases you think may be unfamiliar to students, and answer any questions that they might have on the language used in the text.

Related Words

live feed

Workbook For scaffolded Writing support, assign Workbook page 20.

Online Workbook Writing



WRITING

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Sequence:	**before**	**during**	**after**	**finally**
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First, I read a lot about different ants. I didn't focus on bites, but instead I read about how beneficial ants are to the planet. Ants are really cool! They're hard-working, social and organised. They help bring air and nutrients to the soil. They pollinate plants, clean up decaying matter and help control other insects.

Next, I began to watch ants from a safe distance. I started to look at a colony of ants in real time on the Internet in order to learn how they live. Little by little, I felt more comfortable about ants. Finally, I went outside one day and let an ant crawl onto my hand. It was OK! Now that I know about all the good things ants do, I'm not so afraid of them any more.

2 **Work in pairs.** Imagine you're scared of an insect or animal. What steps would you take if you wanted to control your fear? Why?

3 **Write.** Many people are scared of pit bulls. Imagine you have a new pit bull puppy. You don't want it to be misunderstood. How will you train it to be a good dog? Describe the process. How could you help people to understand your dog better?

Plan 3

- 3 Say *Now you're going to plan your writing. You know your topic.* Ask *What process will you describe?* (how to train a pit bull puppy) *What is your purpose?* (so that it won't be misunderstood) Say *Your next step is pre-writing. Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters)
- Say *Now decide what you want to use for pre-writing.* 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.
- If they need a reminder of the elements of description writing, you may want to hand out the **Genre Writing Worksheet (Description).**
- **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: *Is the main purpose clearly stated? Do the steps follow each other in a logical way? 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

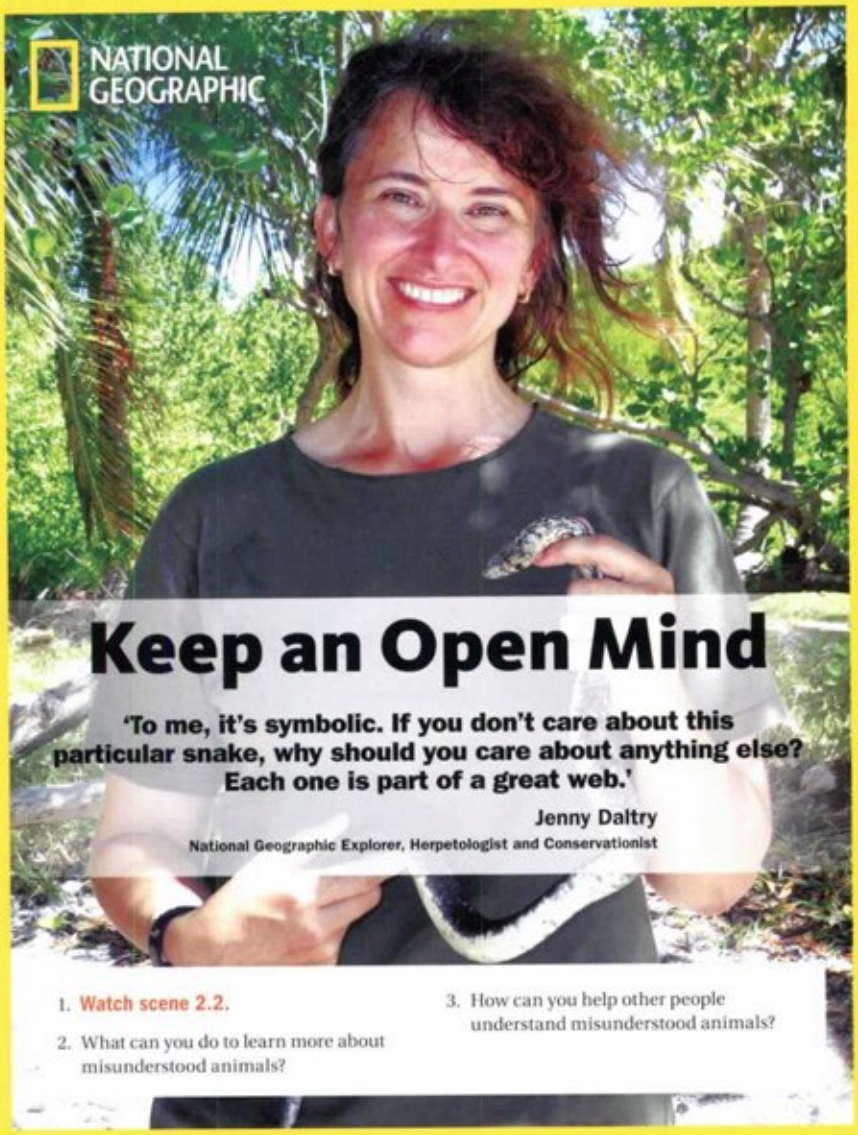
- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

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 clearly states the purpose and order of the process steps, using appropriate signal words and phrases.				
Grammar Student uses modals (*could have, might have, may have, must have*) and infinitives correctly.				
Vocabulary Student uses a variety of word choices, including words used in this unit.				



MISSION

Objective
Students will
- discuss the importance of having an open mind.

Academic Language *symbolic*

Content Vocabulary *herpetologist*

Resources Video scene 2.2 (DVD/Website/CPT); Worksheet 3.2.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

When students work with a partner, encourage them to speak only in English. To help students, you might provide basic sentences on the board or on a classroom wall for them to use. For example, write sentences such as: *I'll go first, What do we do now?* and *Can you please help me?*

Online Workbook Meet the Explorer

Mission

- Read aloud the mission. Ask *What does it mean to keep an open mind?* Discuss with students that if your mind is open, you are willing to accept new ideas, even if they go against long-held beliefs. Ask *Do you usually keep an open mind? Was it hard to keep an open mind in this unit?*
- Tell students to turn to page 38 and look at the photo and quote from Jenny Daltry. Point out the word *herpetologist*. Tell students that a herpetologist is a scientist who studies reptiles and amphibians.
- Ask a student to read aloud the quote from Daltry. Say *When something is described as symbolic, it means it represents some other bigger idea.* Read the quote again. Ask *What does Daltry think caring about one snake is symbolic of?* (Sample responses: caring about all life, the whole planet, the environment) *What might the phrase a great web refer to?* (Sample response: the connection between all living things)
- **Activity 1** Say *Now let's watch a video about Jenny Daltry.* Play **Video scene 2.2**. Ask students to focus on what she says about the Antiguan racer snake.
- **Activity 2** Put students into pairs. Tell them to consider and discuss the plight of the Antiguan racer snake. Remind students of the process they described for educating a friend about vampire bats. Ask *Where can you find information on endangered animals?*
- **Activity 3** Tell students to consider what Jenny says about people's duty to correct the harm they've done to animal habitats. Ask *Has Jenny Daltry's story inspired you? In what way?*
- **Worksheet** Hand out **Worksheet 3.2.6.** Explain that students will use the worksheet to think and write about Jenny Daltry and her ideas about the interconnectedness of all life.

PROJECT

Objective
Students will
- choose and complete a project related to unpopular or misunderstood animals.

Content Vocabulary *format, quiz show*

Resources Assessment: Unit 2 Quiz; Workbook pages 21 and 91; Worksheet 3.2.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials drawing materials, large pieces of card, photos of animals, poster board, video camera *(optional)*



Assessment Go to page 255.

Unit Review Assign Worksheet 3.2.7.
Workbook Assign pages 21 and 91.
Online Workbook Now I can

Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Ask students to decide on the animals they want to include. Ask *Which are the most misunderstood animals? Which are the most endangered of the misunderstood animals?* Encourage the group to divide up the tasks of gathering information, writing facts and finding photos. Artistic group members can make animal sketches for the group's consideration. If the group decides to use any, the artists can enhance them with crayons or paint.
- **Activity 2** Ask group members to suggest different quiz show formats – spin-the-wheel, true or false statements, matching games that involve memory, and so on. If they hope to film the quiz show, they'll need a phone or video camera.
- **Activity 3** Tell the group to brainstorm poster designs – different shapes or ways to use paper, paints, fabric or other materials – that will make their posters or fact sheets really eye-catching.
- Say *When you make an impact, you do something that has a powerful effect. Your goal is a serious one. You want to educate people about animals that need their attention. Now, make an impact!*

Share

- Schedule time for groups to present their final projects to the class. Students may want to have multiple sets of fact cards made, perform the quiz show for other groups, or arrange to display their posters in a local library or public building.
- **Modify** Help students simplify a project by eliminating one of the options or steps. For example, gather animal photos ahead of time and provide them to groups to use in their projects.

STUDENT'S BOOK AUDIO SCRIPT

Track 016 1 **Listen and read.** See Student's Book pages 26–27.

Track 017 2 LEARN NEW WORDS **aggressive** / Aggressive people act in a violent way. **beneficial** / Misunderstood animals can be beneficial to humans. **control** / It's important to control some animal populations. **crucial** / Spiders are crucial because they eat other insects. **decay** / Fruit and vegetables start to decay after a week. **destroy** / Gardeners usually get upset when insects destroy their plants. **disgusting** / Many people think that insects are disgusting. **ecosystem** / Animals and plants in an area make up an ecosystem. **filthy** / A filthy object is very dirty. **germ** / Dirty rubbish bins are full of germs. **pest** / Pests, such as small animals and insects, can cause damage. **poison** / If a person poisons an animal or plant, it can get ill and die. **poisonous** / Some spiders and frogs can hurt people because they're poisonous. **slimy** / Many people think snakes are slimy. **sting** / Bees and wasps sometimes sting to protect themselves.

Track 018 5 Why are some animals popular while others are so unpopular? In the natural world, every animal has its place and purpose. Nature doesn't judge these animals – people do. For example, it's a common misconception that snakes are slimy and disgusting to touch. Not true! A snake's skin is smooth and dry. Another misconception is that snakes are aggressive and will attack humans for no reason. Also untrue! Almost all snakes, even poisonous ones, prefer to escape or hide unless they're surprised or attacked first. Snakes are very misunderstood animals.

Track 019 5 LEARN NEW WORDS **misconception** / It's a misconception that bats can't see. **misunderstood** / Animals such as snakes and spiders are misunderstood. **unpopular** / Many misunderstood animals are unpopular. **untrue** / It's untrue that snakes are slimy.

Track 020 SPEAKING STRATEGY See Student's Book page 29.

Track 021 1 **S1**: I'm reading the greatest book! It's about sea animals. **S2**: What about them?

S1: Really interesting stuff! For example, did you know that an octopus has got three hearts? **S2**: Really? That's amazing!

S1: That's not all. Along with its three hearts, an octopus has also got nine brains! **S2**: Oh, come on!

S1: And its blood is blue! **S2**: You can't be serious!

S1: I am! OK, what about this? Starfish haven't got blood. Seawater runs through them. **S2**: Wow. That's incredible!

S1: Here's an interesting fact. A blue whale's heart weighs nearly 700 kilogrammes. **S2**: You're joking! Hey, when you finish, could I borrow that book? **S1**: Sure!

Track 022 GRAMMAR See Student's Book page 30.

Track 023 1 1. **S1**: Why is she so nervous? **S2**: She may have heard that they've got a pet snake.

2. **S1**: Why is he so afraid of bees? **S2**: He could have been stung as a child.

3. **S1**: She won't help with the rubbish. **S2**: She must have seen that rat out there.

4. **S1**: Why are they going inside? **S2**: They might have decided that there were too many mosquitoes.

5. **S1**: Why are they out of breath? **S2**: They must have run away from the wasps.

6. **S1**: He's so angry! **S2**: He may have found out that there were cockroaches at his favourite restaurant.

Track 024 4 If you're scared of spiders, here's some good news. Most of the approximately 43,000 species of spiders are not interested in you! Those that are aggressive can bite you, and, yes, their bites hurt. But very few spider bites can kill you. If a spider bites you, try not to get upset. Stay calm and don't move around. Moving helps the venom, or poison, travel through your body faster. Call for help as quickly as possible.

Track 025 4 LEARN NEW WORDS **bite** / Both snakes and spiders can bite. **calm** / A calm person isn't worried, angry or upset. **hurt** / If a spider bites, it can hurt a lot. **be scared of** / People who are scared of something feel afraid. **upset** / Many people get upset when they see a spider. **venom** / Some spiders are dangerous because of their poisonous venom.

Track 026 2 LEARN NEW WORDS **fang** / Both vampire bats and vampires have fangs. **lethal** / Lethal bites from snakes and spiders cause death. **lick** / Vampire bats lick blood with their tongues. **myth** / Myths are stories that are untrue. **suck** / Some people believe that vampires suck blood.

Track 027 3 WHILE YOU READ See Student's Book pages 32–33.

Track 028 GRAMMAR See Student's Book page 36.

Track 029 1 **Express Yourself** See Student's Book pages 40–41.

Express Yourself

Objectives
Students will
- identify elements and content of a story.
- connect ideas about how people form misconceptions about other people and about animals.

Content Vocabulary *barely, boring, embarrassed, lead, trophies*

Resources Workbook pages 22–23/ Online Workbook (Units 1–2 Review); Worksheet 3.2.8 (Teacher's Resource CD-ROM/Website); Track 029 (Audio CD/Website/CPT); CPT: Express Yourself Units 1–2



Express Yourself

1 **Read and listen to the story.** 029

A Day in the Life

Well, finally something is happening. Kim thought. So far, it had been the most boring summer ever. School was starting in less than a week, and she had nothing interesting to report to her classmates. Suddenly, loud beeps, warning that a lorry is backing up, broke the afternoon silence. Kim held her bottle of cold water against her forehead as she walked over to the bushes that separated her house from the one next door.

I hope the new neighbours are cool, she thought as she looked at the stacks of boxes outside the lorry. *Let's see. Lots of boxes! That one says, 'kitchen stuff' and that one says, 'Jane's stuff'. Wow, what a huge TV! Oh, a keyboard. I wonder who plays that. That box says, 'Jane's trophies'. Hmm. I wonder who Jane is. And look at that, a water bowl with the name Cupcake on it.*

Maybe they have a cat, thought Kim. And then she saw a long pink lead tied to one of the handles on the back door of the lorry. Whatever was on the other end of the lead was under the lorry, staying out of the hot sun. And it probably wasn't a cat!

Kim stepped around the bushes to get a better look. 'Here, Cupcake. Come here, girl!' she called. She poured some of her water into the bowl and called again. 'Here, Cupcake. Come on out, little girl.'

40

Present 1

- **Preview** Ask students to turn to pages 40–41. Ask *Does anyone know what kind of dog this is?* (pit bull) *What do you know about pit bulls?* Take students' responses. Then draw their attention to the girl. Ask *What is she doing to the dog? Does she seem afraid? Do you think the pit bull might be a misunderstood animal?*

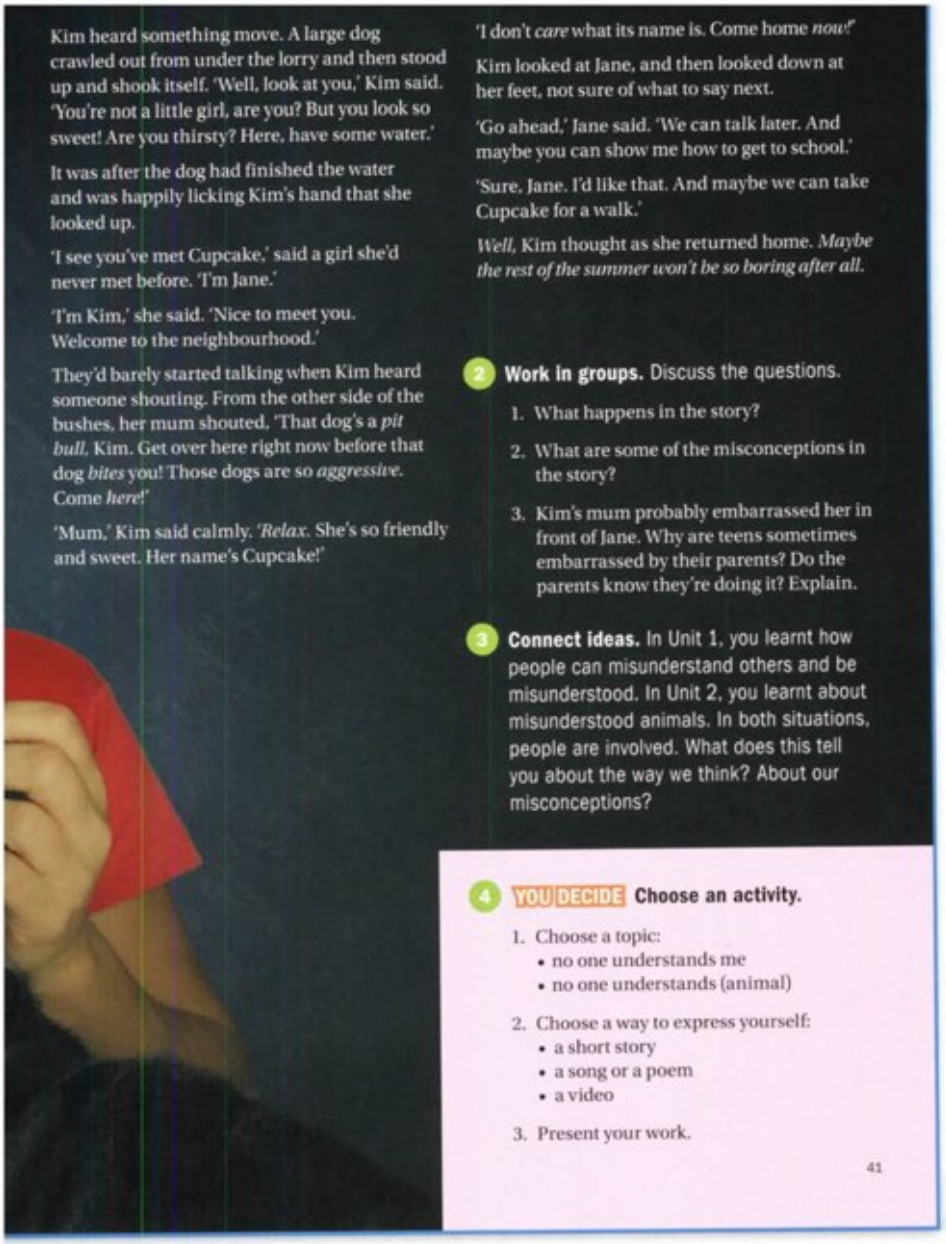
- 1 **Read together** Say *We're going to hear a story about misconceptions.* Read the title aloud. Tell students the story is realistic fiction, which means the characters and events are made up, but the characters behave like real people and the events are believable. Say *This story could be about anyone. It could be about you. Maybe you've had a similar experience.* Play **Track 029** 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 story. Answer question 1. Remember to consider what happens in the beginning of the story, the middle and the end, and to identify Kim's problem and how it gets solved.* When everyone has finished, ask *How many of you liked the story? How many disliked it?*

- Say *Now answer question 2.* As students discuss, walk around the room to check their understanding. Say *Remember to ask yourselves 'What is Kim's first mistake, her second, and so on.'* Ask *Is any other character in the story guilty of a misconception?*

- Say *Finally, answer question 3.* Remind students that in Unit 1, they discussed how teens are concerned with issues of identity and how they appear to others. Ask *Why might Kim be embarrassed? What personality traits does her mother have?*



Kim heard something move. A large dog crawled out from under the lorry and then stood up and shook itself. 'Well, look at you,' Kim said. 'You're not a little girl, are you? But you look so sweet! Are you thirsty? Here, have some water.'

It was after the dog had finished the water and was happily licking Kim's hand that she looked up.

'I see you've met Cupcake,' said a girl she'd never met before. 'I'm Jane.'

'I'm Kim,' she said. 'Nice to meet you. Welcome to the neighbourhood.'

They'd barely started talking when Kim heard someone shouting. From the other side of the bushes, her mum shouted, 'That dog's a *pit bull*, Kim. Get over here right now before that dog *bites* you! Those dogs are so *aggressive*. Come *here*!'

'Mum,' Kim said calmly. '*Relax*. She's so friendly and sweet. Her name's Cupcake!'

'I don't *care* what its name is. Come home *now*!'

Kim looked at Jane, and then looked down at her feet, not sure of what to say next.

'Go ahead,' Jane said. 'We can talk later. And maybe you can show me how to get to school.'

'Sure, Jane. I'd like that. And maybe we can take Cupcake for a walk.'

Well, Kim thought as she returned home. *Maybe the rest of the summer won't be so boring after all.*

2 Work in groups. Discuss the questions.

1. What happens in the story?
2. What are some of the misconceptions in the story?
3. Kim's mum probably embarrassed her in front of Jane. Why are teens sometimes embarrassed by their parents? Do the parents know they're doing it? Explain.

3 Connect ideas. In Unit 1, you learnt how people can misunderstand others and be misunderstood. In Unit 2, you learnt about misunderstood animals. In both situations, people are involved. What does this tell you about the way we think? About our misconceptions?

4 YOU DECIDE Choose an activity.

1. Choose a topic:
   - no one understands me
   - no one understands (animal)
2. Choose a way to express yourself:
   - a short story
   - a song or a poem
   - a video
3. Present your work.

41

BE THE EXPERT

Genre in Depth

Author's purpose Authors write stories for different purposes: to entertain, to persuade, to inform, etc. The author of this story obviously means to inform and persuade, in addition to entertaining her audience. Remind students to look for examples of all three purposes as they read.

Cumulative Review

Hand out Cumulative Review Worksheet 3.2.8.

Formative Assessment

Can students

- identify the elements and content of a story?

  Ask students to identify the main characters and the problem in the story. (Kim, Cupcake, Jane, Kim's mother; Kim's summer is boring.)

- explain why they think people form misconceptions about people and animals?

  Ask *What do you think is one reason people form misconceptions about people or animals?*

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 how Kim's mother jumped to a conclusion about Cupcake and how that affected Kim. Think about Jenny Daltry and how she believes unpopular animals may be more at risk than popular ones because of people's misconceptions.*

- When time is up, ask *Why are we so quick to jump to conclusions about people or animals?* Invite students to share their ideas with the class. Ask them to think about similarities and differences in their responses.

Prepare 4

- Review the instructions for Activity 4. Allow students to make their own individual choices regarding topic and medium of expression. You may want to assign this activity in advance so that students have more time to work on it in class or at home.

- **4 YOU DECIDE** Ask students to choose an activity. Provide reasonable assistance to students who choose to write a song or produce a video. Perhaps musically inclined students could provide some musical accompaniment for any songs, or you could help students who want to make a video obtain a smartphone or video camera.

Share

- Set aside time for sharing students' work with the class. Remind students to listen actively by focusing on the speaker or presenter. Point out that it's all right for audience members to sometimes ask questions for clarification.

In This Unit

Theme This unit is about how humans and animals behave when they're in large groups.

Content Objectives
Students will
- analyse human and animal group behaviour.
- read about and discuss different kinds of groups humans belong to and why.
- synthesise ideas about group behaviours in animals and how they may apply to humans.

Language Objectives
Students will
- talk about human and animal group behaviours.
- express cause and effect.
- use two-word phrasal verbs.
- use *enough, too many* and *too much* to talk about amounts.
- write a description of a group behaviour and include supporting examples.

Vocabulary
pages 44–45 *allow, assume, belong to, collective, consensus, co-ordinated, efficient, formation, leader, migrate, migration, potential, prefer, realise, system*
page 46 *assemble, crowd, mimic, remain*
page 49 *flock, herd, pack, school, swarm, troop*
page 50 *flash mob, influence, intention, join, stand out*
Vocabulary Strategy Synonyms; Context clues

Speaking Strategy Expressing cause and effect

Grammar
Grammar 1 use separable and inseparable two-word phrasal verbs
Grammar 2 use *enough, too much* and *too many* to express amounts

Reading *Humans in Groups*
Reading Strategy Look for definitions and examples

Video Scene 3.1: *Smarter by the Swarm;* Scene 3.2: Meet: Iain Couzin

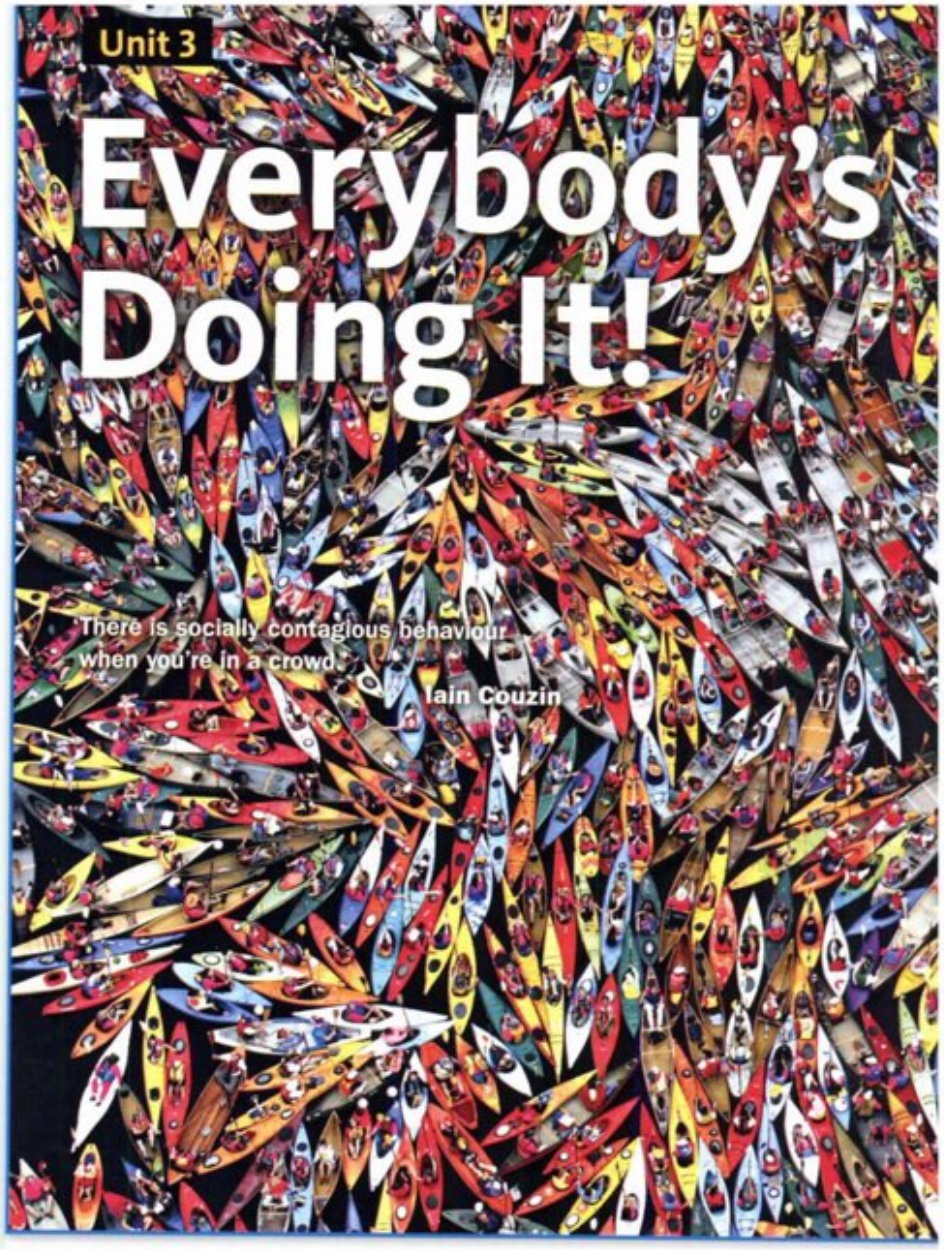
Writing Exemplification essay

National Geographic Mission Collaborate

Project
- Flash mob
- Video
- Photo shoot

Pronunciation Pausing

Pacing Guides 3.3.1, 3.3.2, 3.3.3

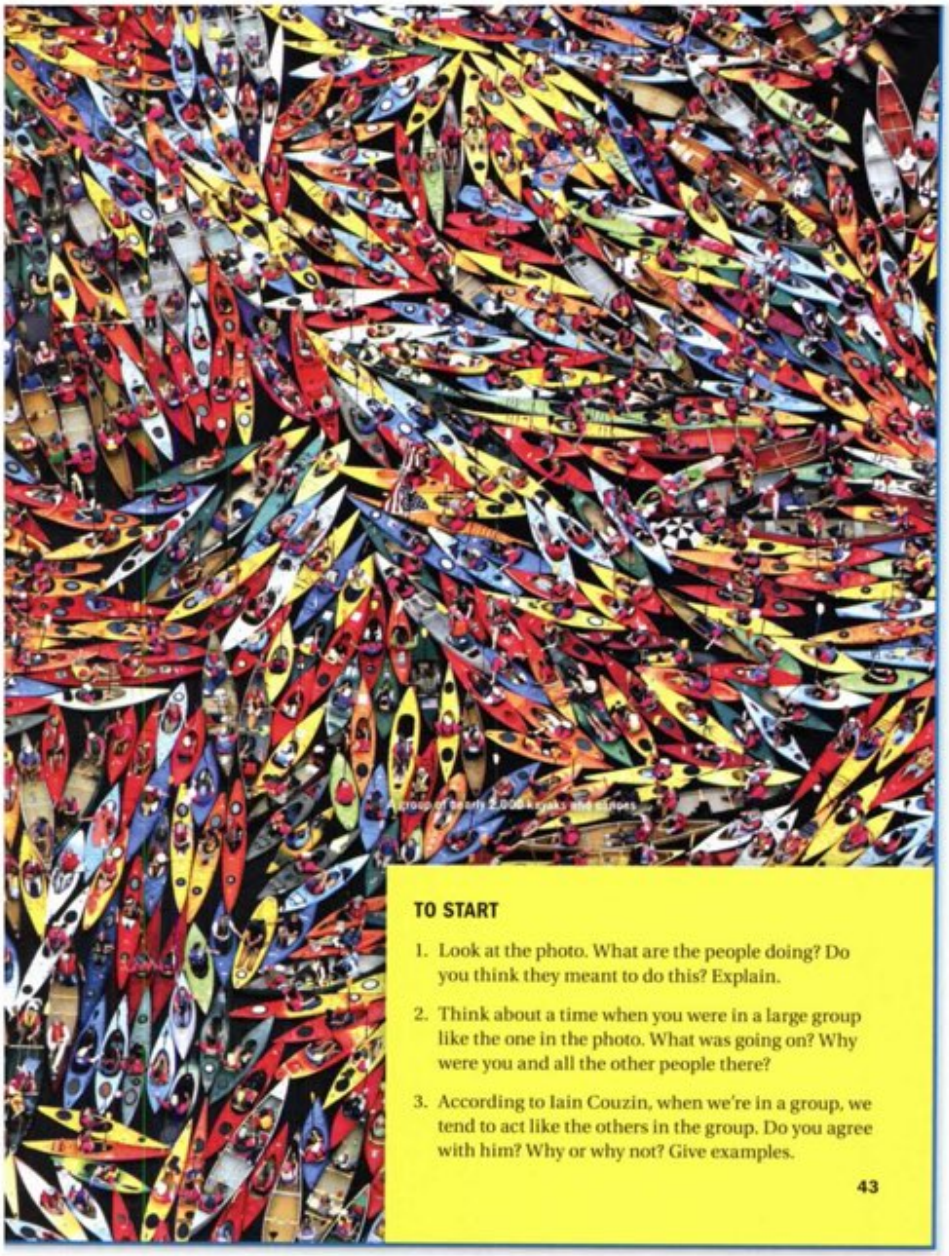


Introduce the Unit

- **Activate prior knowledge** Say *Is our behaviour when we're part of a group different from when we're alone? Think about how we watch sports. When we're in a stadium, a sports hall, or watching on TV with a group of friends and relatives, what do we do?* (cheer, shout, jump, shout at referees) Then say *When we're alone, we may do one or two of these things, but probably not as loudly or with as much energy.*

- Say *When we're part of a group, humans tend to copy one another's behaviour. Can you think of occasions when this happens?* Ask students to respond. Then ask *If you saw a big crowd of people running down the street, would you join the crowd?* Discuss that many people would join the crowd, almost without thinking. The impulse, or sudden desire to do something, would be hard to resist.

- **TO START** Tell students to open their books at pages 42–43. Say *Look at the photo.* Ask *What do you see? How many do you think there are?* Ask a student to read the caption on page 43 aloud. Then read Question 1. Guide students to understand that it's unlikely so many boats would be accidently grouped together so tightly. (See About the Photo.)



TO START

1. Look at the photo. What are the people doing? Do you think they meant to do this? Explain.
2. Think about a time when you were in a large group like the one in the photo. What was going on? Why were you and all the other people there?
3. According to Iain Couzin, when we're in a group, we tend to act like the others in the group. Do you agree with him? Why or why not? Give examples.

43

- Ask questions such as these to encourage further discussion:
  Does the photo look like anything else to you? (a painting, stained glass, a pattern, brightly coloured fish)
  How do you think the photo was taken? (from a plane or a helicopter)
  Would the photo look the same if it had been taken at the level of the boats? Why? (no, you wouldn't see the same pattern)
- Next, read Question 2 aloud. If necessary, remind students of crowds they may have been part of, for example at a parade or other street celebration. Discuss students' responses as a class.
- Read the quote on page 42. Explain that if something is contagious, it spreads quickly and easily from person to person. Ask *What are some things that are contagious?* Then read aloud Question 3. Discuss students' responses as a class.

Extend

- Hand out **Worksheet 3.3.1.** Explain that students will be discussing and writing about human groups and what motivates people to join them.

UNIT OPENER

Objectives
Students will
- describe and discuss a photo.
- discuss crowd behaviour.

Resources Worksheet 3.3.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

BE THE EXPERT

About the Photo

The photo shows an event staged in Fourth Lake, by the town of Inlet, in the Adirondack Mountain region of New York State. This was a fundraising event for cancer research and also an attempt to regain the town's previously held record for the world's largest floating raft.

Teaching Tip

To help students develop good listening skills, wait until students are quiet before you speak. Hold one hand in the air and tell students to put their hands up 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 pay attention.

Related Words

kayak, canoe, paddle, raft

VOCABULARY

Objectives

Students will

- discuss animals that belong to groups.
- use vocabulary related to group behaviour.

Target Vocabulary *allow, assume, belong to, collective, consensus, co-ordinated, efficient, formation, leader, migrate, migration, potential, prefer, realise, system*

Content Vocabulary *predator, spiral, starlings*

Resources Worksheet 3.3.2 (Teacher's Resource CD-ROM/Website); Tracks 030–031 (Audio CD/Website/CPT); CPT: Vocabulary



1 Humans usually make their own choices about joining groups. Do you think animals can make these same choices? Discuss. Then listen and read. 030

We've all looked up at the sky to see a group of birds flying together. We might see noisy geese flying in a V-shaped **formation** as they **migrate** to a warmer climate, or a spiral of starlings at sunset. Or, unfortunately, we may have seen a group of mosquitoes or wasps coming at us! On land, we might see a group of wild horses running free, or a group of dogs in a field, or a group of monkeys in trees. Underwater, we might see a group of fish swimming together in sudden but perfectly **co-ordinated** movement.

A group of fish swimming away from a sailfish

44 VOCABULARY

Warm Up

- **Activate prior knowledge** Say *We've talked a little about how humans behave in large groups. Do animals ever show similar group behaviour? We talked a lot about animals in Unit 2. What are some animals that live together in groups?* (bees, ants, lions, elephants)

- Explain that many animals live together in family groups like humans do, but they don't all gather in such large crowds as the class previously talked about. Some insects gather in large groups. Other animals that do this are birds and fish. Ask *Has anyone ever seen a large number of insects, birds or fish all together? How many? What were they doing? How did they move?*

- Write students' descriptions on the board. Then tell them to use the words and phrases in sentences. Model examples. Point to phrases and say *Hundreds of birds were flying together. They all changed direction at the same time.*

Present 1 2

- Tell students to open their books at pages 44–45. Ask a student to read aloud Activity 1 at the top of page 44. Ask *What are some large groups or organisations that people join?* (schools, companies, sports and hobby clubs) Elicit that people join groups because they share an interest or an occupation with the other members. Together, they participate in activities for education, work or enjoyment. Ask *Why do you think animals join groups?*

- **Pre-teach** Remind students of the example of the birds flying together. Ask *Why do birds sometimes fly in large groups?* Explain that one reason is to confuse predators, but another reason has to do with the seasons of the year. Ask *Do all birds stay in the same place the whole year?* Prompt students to respond



Most groups that humans **belong to** have **leaders**. Sometimes, though, we may be in crowds with no leaders, as in a stadium full of sports fans. Can we **assume** that animal groups act in the same way? In the case of elephants, the oldest female is the leader. All her offspring, or young, and their offspring remain with her for many years. But in the case of fish that assemble in groups, there is no one leader. The fish come to an agreement together through **consensus**. They see what their neighbours are doing and mimic their behaviour. If they see a **potential** predator, they will all quickly swim away together to avoid it. Any fish that **prefer** to go off alone are probably going to be lunch!

Scientists now **realise** that **collective** behaviour in animals is a highly **efficient system** that is beneficial in many ways. These group behaviours allow animals to complete their **migrations** in relative safety, find food and protect group members from predators.

2 LEARN NEW WORDS **Listen and repeat.** 031

3 **Work in pairs.** Can you think of other animals that belong to groups with leaders? Other animals that belong to groups without leaders? Make a list for each type of animal. Share your lists with the class.

VOCABULARY 45

BE THE EXPERT

Our World in Context

Scientists study large groups of birds and fish to try to understand their amazing displays of collective behaviour. Fish are especially easy to study since they can be watched and filmed from above in open tanks. One scientist in the 1960s discovered that an entire group of fish can successfully avoid a predator even if only a few individuals know where the predator is. These few fish guide the rest of the group by making turns that their immediate neighbours – and then their neighbours' neighbours – copy.

Unlike formations of geese, in which one bird acts as the leader, these huge groups of fish are democratic. Any member of the group can make the crucial turn that all the others will copy, thus saving many individuals from potential harm.

Teaching Tip

Using motions to act out vocabulary words helps students develop a physical and visual connection with the words. Consider asking the class to decide on one motion to associate with each word. This can serve as a quick check to test students' understanding of new words.

that some birds travel in groups to warmer places when the weather turns cold, and then back again when the season changes. Ask *Does anyone know the word that describes this seasonal travelling?*

- Display the table below. Point to *migrate* and explain that it means 'to move from one part of the world to another to breed or to find food'. Point to *migration*; say it, and explain that it's a member of the word family for the target word *migrate*.
- Underline *-tion* and say *This word ending, or suffix, changes the verb* migrate *to the noun* migration. *Another word with this suffix is* formation. Tell students to look for these words as they read pages 44–45.

Verb		Noun
migrate	>	migration
form	>	formation

- 1 Play **Track 030** and tell students to listen and read. Discuss the reading with students: *When do you see groups of people in formation? How do you co-ordinate your movements with someone else's?*
- 2 LEARN NEW WORDS Play **Track 031**. Ask students to listen and repeat. Put the students into pairs and tell them to take turns saying each word. Next, ask students to say sentences with a clue to each word, leaving out the target word for their partner to provide.
- Say *Say a sentence to your partner that gives a clue to the meaning of a target word. Leave out the target word for your partner to fill in.* Model an example with a student partner. Say *When humans join a club, we say they are a member of the club, or they _____ the club.* Say the sentence again for your partner, this time having him/her fill in the blank with *belong to*.

VOCABULARY

Objectives

Students will

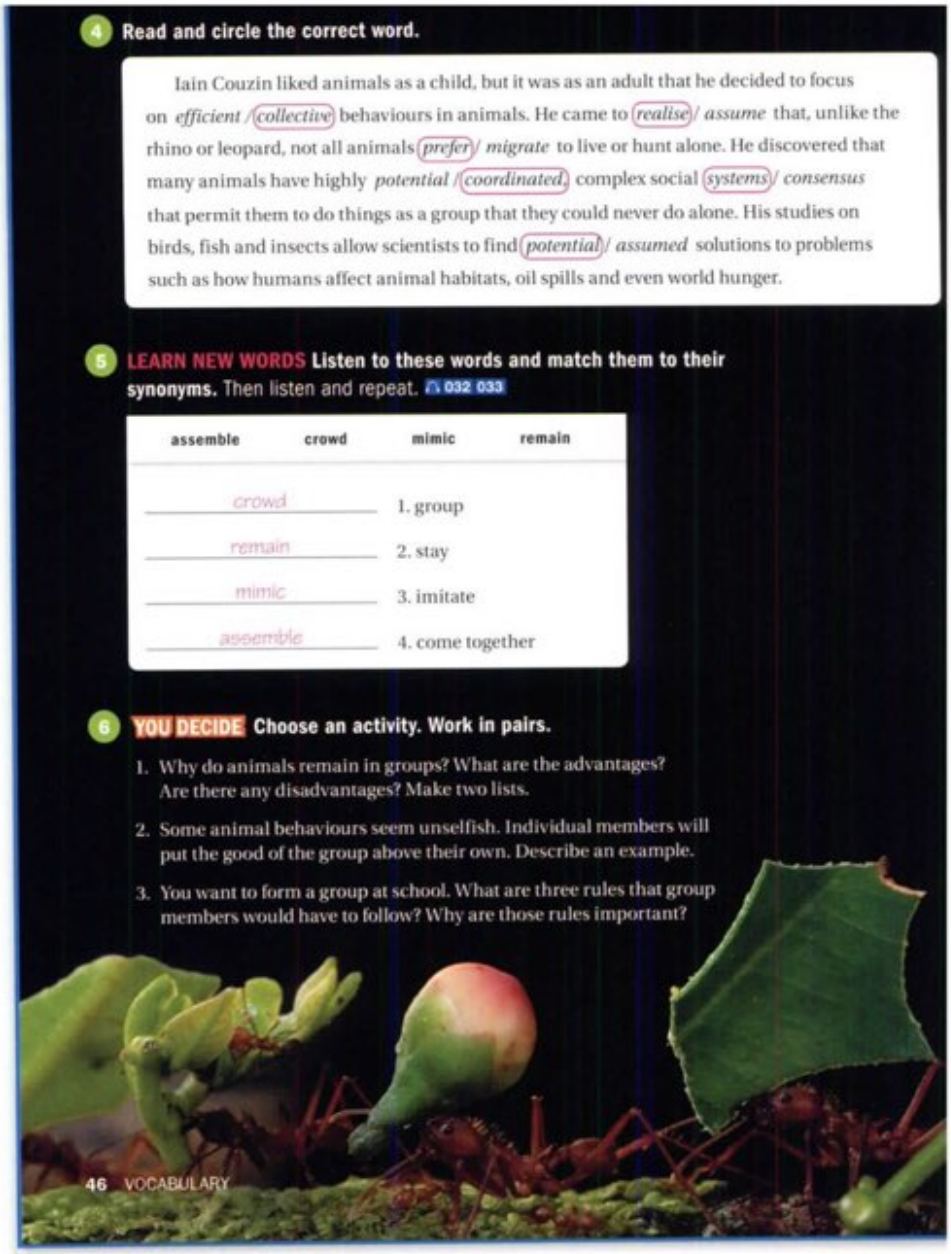
- practise using vocabulary related to group behaviour.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *assemble, crowd, mimic, remain*

Vocabulary Strategy Synonyms

Academic Language *synonyms*

Resources Online Workbook/Workbook pages 24–25; Tracks 032–033 (Audio CD/Website/CPT); CPT: Vocabulary



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

Iain Couzin liked animals as a child, but it was as an adult that he decided to focus on *efficient* / *collective* behaviours in animals. He came to *realise* / *assume* that, unlike the rhino or leopard, not all animals *prefer* / *migrate* to live or hunt alone. He discovered that many animals have highly *potential* / *coordinated* complex social *systems* / *consensus* that permit them to do things as a group that they could never do alone. His studies on birds, fish and insects allow scientists to find *potential* / *assumed* solutions to problems such as how humans affect animal habitats, oil spills and even world hunger.

5 **LEARN NEW WORDS** **Listen to these words and match them to their synonyms.** Then listen and repeat. 032 033

assemble	crowd	mimic	remain

crowd — 1. group

remain — 2. stay

mimic — 3. imitate

assemble — 4. come together

6 **YOU DECIDE** **Choose an activity. Work in pairs.**

1. Why do animals remain in groups? What are the advantages? Are there any disadvantages? Make two lists.
2. Some animal behaviours seem unselfish. Individual members will put the good of the group above their own. Describe an example.
3. You want to form a group at school. What are three rules that group members would have to follow? Why are those rules important?

46 VOCABULARY

Practise 3 4 5

- **3** Put students into pairs. Say *You probably know that wolves live and hunt together as a group under the leadership of one male and one female. What other animal groups have a leader? What animal groups have no leader?* Ask partners to complete Activity 3 on page 45.
- **4** Tell students to turn to page 46. Model reading the first sentence in Activity 4 and choosing the correct word. Say *The reading on page 45 uses the word collective to describe some animal behaviours, so I think that's the right word.* Then tell students to complete Activity 4 independently.
- **5** **LEARN NEW WORDS** Ask students to find the four words in the reading on page 45. Play **Track 032** as students listen. Then explain that synonyms are words that have nearly the same meaning, such as *begin* and *start*. Play **Track 033** as students match each word to its synonym. Play **Track 033** again. Ask students to listen and repeat.

- **Vocabulary Strategy** Write on the board: *Two crowds approached the stadium. One group wore green; the other wore red.* Read the sentences aloud. Say *You know that group means 'a number of people together in one place', but you're not sure what crowd means.* Explain that the context, or overall meaning, of the sentences tells you that the two underlined words are probably similar in meaning. The first sentence says there are two things, and the second sentence describes two things. Therefore, you can infer, or guess, that *crowds* means something similar to *group*.

Apply 6

- 6 YOU DECIDE Read aloud the Activity 6 options. Then put students into pairs and ask them to re-read the text on page 45. Say *Work with your partner to explain some group behaviours. Use the vocabulary words in your explanations.*

- **Think aloud** Model silently scanning the text to identify a particular behaviour. Say *I'll scan the text to find examples of unselfish behaviour. The text doesn't describe unselfish behaviour directly, but it does say that a female elephant's offspring stay with her for years. From that, I can infer, or guess, that she must look after them well. That seems unselfish.* Tell pairs to complete one of the three activity options. Review their work as a class.

Extend

- Display this table and model filling it in. Ask *What is an advantage or disadvantage of belonging to a group for migration?* (Being in a group makes migration safer.) Repeat this process for each factor: Ask the question; then invite students to add a word or phrase in the appropriate column and explain their reasoning.

Belonging to a Group

Factor	Advantage	Disadvantage
migration	safer	
getting food	easier	must be shared; have to compete for it
avoiding predators	more protection	
individual status		may depend on size; weaker individuals might be picked on

- If time allows, hand out **Worksheet 3.3.2**. Explain that students will use the vocabulary words to write and talk about group behaviours.

Consolidate

- Write *co-ordinated movement* on the board. Remind students how a group of fish co-ordinates its movements. Brainstorm ways humans display co-ordinated movement. (dancing, marching, playing sports) Then say *Work in groups to create a short routine with co-ordinated movement. It can be a few dance steps, an exercise routine or moves from a particular sport.* Give groups time to develop and practise their routines before they perform for the class.

BE THE EXPERT

Vocabulary Strategy

Synonyms When writing, using synonyms helps to avoid repeating the same word. However, keep in mind that each synonym has a slightly different meaning or connotation; that is, the feeling or mental picture you associate with a word. A thesaurus can help in finding the synonym that best expresses a particular idea.

Related Word

leaf-cutter ants

Formative Assessment

Can students

- discuss animals that belong to groups?

  Ask students to name three animals that belong to groups.

  Ask *Which of the animal groups you named have leaders and which don't?*

- use vocabulary related to group behaviour?

  Ask *What is another word for* come together? *for* imitate?

Workbook For additional practice, assign Workbook pages 24–25.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- use words and phrases that express cause.
- use words and phrases that express effect.

Speaking Strategy Expressing cause and effect

Academic Language *cause, effect*

Content Vocabulary *lane, traffic jams, virtual*

Pronunciation Pausing

Resources Online Workbook; Worksheet 3.3.3 (Teacher's Resource CD-ROM/Website); Tracks 034–035, 119–120 (Audio CD/Website/CPT); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); CPT: Speaking Strategy and Pronunciation

Materials coins for the board game, pieces of card

SPEAKING STRATEGY 034

Expressing cause	Expressing effect
Since she's scared of wasps, we stayed inside.	She's scared of wasps, so we stayed inside.
Because of the lack of food, the animals had to travel further and further away.	There was a lack of food. As a result, the animals had to travel further and further away.
The experiment was called off due to the poor weather conditions.	The weather conditions were poor. Consequently, the experiment was called off.

1 **Listen.** How do the speakers express cause and effect? Write the words and phrases you hear. 035

2 **Read and complete the dialogue.** *Possible answers:*



Alex: Iain and his team worked with army ants, too.
Billy: What did they want to find out?
Alex: _Since_ ants are so social, the team wanted to see how they organise their collective behaviours.
Billy: Don't they live together in huge groups?
Alex: Yeah, and _for that reason_, they have to be really organised.
Billy: It makes sense, I guess, _because of_ their numbers.
Alex: Yes, there are usually tens of thousands of ants moving at one time. _Due to_ potential traffic jams, they organise a kind of super-motorway.
Billy: And, _as a result_, everyone keeps moving?
Alex: Yes! The ants with food use a wide middle lane, and the ants that aren't carrying anything form lanes on the side.

3 **Work in groups.** Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Express cause or effect.



4 **Work in pairs.** Humans are harming many habitats. What are some reasons for this?

Go to page 159.

Warm Up

- **Activate prior knowledge** Say *It was (chilly) this morning. I wore (a jacket) to school.* Write the two sentences side by side on the board. Ask *How can I combine these two sentences to show that the (chilly) weather caused me to wear (a jacket)?* Write on the board: *Because it was (chilly) this morning, I wore (a jacket) to school.* Underline *because.*
- Repeat the process with *so. (It was (chilly) this morning, so I ...)* Say *We use because and so, and other words you'll learn, to express cause and effect.*
- List some weather-related words: *hot, cold, raining, snowing, windy, sunny.* Ask partners to use the words in sentences expressing cause and effect. Tell them to use *because* and *so* in their sentences.

Present 1

- Remind students that a cause is the reason something happens, and an effect is what happens as a result of something else.
- Say *Now we're going to hear two people express cause and effect.* Play **Track 034**. Ask *What signal words and phrases did you hear?* List students' responses. Then ask students to turn to page 47. Play **Track 034** again as students read along.
- 1 Read the activity instructions. Play **Track 035**. When students have finished listening and writing, ask them to share what they wrote.

Practise 2

- 2 Once students seem comfortable using the speaking strategy to express cause and effect, ask them to complete Activity 2 independently. Make sure students understand that more than one word or phrase can work in a sentence.

- Ask several students to read their completed dialogues aloud. Tell them to take turns as Alex and Billy. Then ask *Did you hear different ways to talk about cause and effect? What were some of the words and phrases you used or heard?*

Apply 3 4

- 3 Tell students to use the game board on page 159 and a coin to play a game. Students take turns flipping the coin and moving along the game board one or two spaces, following the instructions on each circle they land on. The partner who follows all the instructions and reaches *End* on the game board first wins.

- 4 Put students into pairs. Ask *What are some animal habitats?* (oceans, rivers, forests, deserts) Write the habitats on the board. Say *Think about how some of these habitats have suffered because of human activities. Discuss with your partner what those activities are.* Tell students to try to express cause and effect in their discussions. Provide a prompt if necessary: *Because of oil spills, some beaches have been damaged.*

- When students have completed their discussions, ask them to share some of their ideas with the class.

Extend

- Tell the partners to work together to write sentences based on their discussion, using expressions of cause and effect. Ask pairs to read their sentences to the class as a dialogue.

- If time allows, hand out **Worksheet 3.3.3**. Partners can use the worksheet for further practice in talking about causes and effects.

Consolidate

- List these phrases on the board: *birds migrate in groups; fish use co-ordinated movements; some animal groups have no leaders; mimic the actions of their closest neighbours; assemble in groups to hunt; belong to groups.*

- Write the following on pieces of card: *due to, so, as a result, because, consequently, since, for that reason.* Give each student a card. Then ask them one at a time to stand and say a complete sentence using the word or phrase on their card together with a phrase on the board. Tell the class to call out either *cause* or *effect*, depending on the word or phrase the student used.

BE THE EXPERT

Strategy in Depth

When a sentence with a cause-and-effect relationship begins with an introductory word or phrase, such as *consequently* or *as a result*, a comma is used to separate the word or phrase from the rest of the sentence. Likewise, if the sentence begins with an introductory clause, as in *Because the pilots went on strike, we were stuck at the airport for hours*, use a comma to separate the clause from the rest of the sentence. However, if the sentence ends with the clause, no comma is required, as in *We were stuck at the airport for hours because the pilots went on strike.*

Pronunciation

Go to Student's Book page 145. Use Audio Tracks 119–120.

Pausing

- It's important for students to know that commas, full stops and other punctuation indicate that a pause is necessary in spoken language.
- Students should also know that pausing between thought groups (or groups of words with a clear focus) will help listeners better understand them.
- Thought groups in a sentence usually have a rising and then slight falling intonation. The final thought group in a sentence falls more sharply. For example:

In my class [↗], we read novels [↗] and we write a lot of essays [↘].

Formative Assessment

Can students

- use words and phrases that express cause?

Ask students to complete the sentence frame to express a cause:

_____ *the river had dried up, the elephants had to find another source of drinking water.*

- use words and phrases that express effect?

Ask students to complete the sentence frame to express an effect:

The leader knew the young elephants were tired, _____ *she found a safe place to rest.*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives
Students will
- use separable and inseparable two-word phrasal verbs.
- identify phrasal verbs that can and can't be separated.
- select and use words for groups of animals.

Grammar Separable and inseparable two-word phrasal verbs

Target Vocabulary *flock, herd, pack, school, swarm, troop*

Academic Language *separable, inseparable*

Content Vocabulary *contagious*

Resources Online Workbook/Workbook pages 26–27; Tracks 036–039 (Audio CD/Website/CPT); CPT: Grammar 1

Materials large pieces of card

GRAMMAR 036

Two-word verbs

Separable

The scientists **talked over** the problem.
The scientists **talked** the problem **over**.
The scientists **talked** it **over**.

They **worked out** a solution.
They **worked** a solution **out**.
They **worked** it **out**.

Inseparable

The scientists **talked about** the problem.
The scientists **talked about** it.

The scientists **looked into** the evidence.
The scientists **looked into** it.

1 **Read and complete the sentences.** Make any necessary changes.

apply to	calm down	cheer up	count on
hold back	look at	turn out	work out

Humans love to laugh. In fact, even hearing other people laugh can *cheer* us *up* or make us smile. But sometimes, even when it isn't appropriate, we just can't help ourselves and we start laughing, too! Who hasn't seen people trying hard to stop giggling and to *calm* themselves *down* in a place where they should be quiet?

Yawning is another common contagious behaviour. When you *look at* someone who's yawning, you usually want to yawn, too. Can you *hold* that yawn *back*? Probably not. It's very hard to resist the urge!

Did you know that even animals yawn? It *turns out* that chimpanzees, dogs, lions and other animals yawn when an animal in their group yawns.

Why are these behaviours so contagious? Scientists think they have *worked* the answer *out*. They believe the same reason *applies to* both behaviours. They are old, basic ways to show a social connection with others in your group.



Warm Up

- **Pre-teach** Point to a student and say *If I want to know your phone number, I might hand you a piece of paper and a pencil and say, '(Sarah), please write your phone number down for me.' Or I might say, '(Sarah), please write down your phone number for me.'* Ask *Did anyone notice the difference between the two sentences?*

- Display the sentences and ask students to take turns reading both aloud. Say *In this example, both sentences are correct. Sometimes, though, you can't separate, or split up, the two parts of the verb.*

Present

- Write the following on the board:

Separable	Inseparable
Look up the word in the dictionary.	Don't get on the roller coaster if you feel sick.
Look the word up in the dictionary.	Don't get the roller coaster on if you feel sick.

2 **Read the text in Activity 1 again.** Circle four sentences with separable verbs. Two can be rewritten without separating the verb. Write them below.

Can you hold back that yawn?

Scientists think they have worked out the answer.



3 **LEARN NEW WORDS** **Do you think gorillas and wolves can yawn contagiously?** Listen. Then listen and repeat. 037 038



a **troop** of gorillas



a **flock** of birds



a **herd** of elephants



a **swarm** of ants



a **pack** of wolves



a **school** of fish

4 **Work in pairs.** Go back to page 44. Take turns reading sentences in the first paragraph aloud. Each time you see the word *group*, say one of the words in Activity 3 instead.

5 **Work in groups.** Listen again. Then take turns using verbs from the list to summarise the information. 039

build up **carry out** **clean up** **rely on** **respond to**

6 **Work in pairs.** Talk about three surprising things you have learnt about contagious behaviour. Use some verbs from the list.

calm down **cheer up** **respond to** **think about** **turn out** **work out**

- Read the sentences on the left and ask *Do these two sentences mean the same?* (yes) Explain that *look up* is a two-word phrasal verb that can be separated. Point to *the word* and explain that it can either come after the complete verb or in between the two parts.
- Read the sentences on the right. Ask *Do these two sentences mean the same?* (no). Cross out the second sentence. Explain that *get on* is an example of a two-word phrasal verb that can't be separated. The words *the roller coaster* must come after the complete verb.
- Ask students to open their books at page 48. Read each group of sentences in the grammar box aloud. If students are unfamiliar with these less formal phrasal verbs, you may want to provide a more familiar synonym for each one; for example, *talked over* and *talked about* both mean *discussed*.
- Play **Track 036** and ask students to listen. Tell students that one rule they must remember about separable phrasal verbs is that if the object is a pronoun – for example, *it*, as in the third and last sentences – the verb must always be separated.

BE THE EXPERT

Grammar in Depth

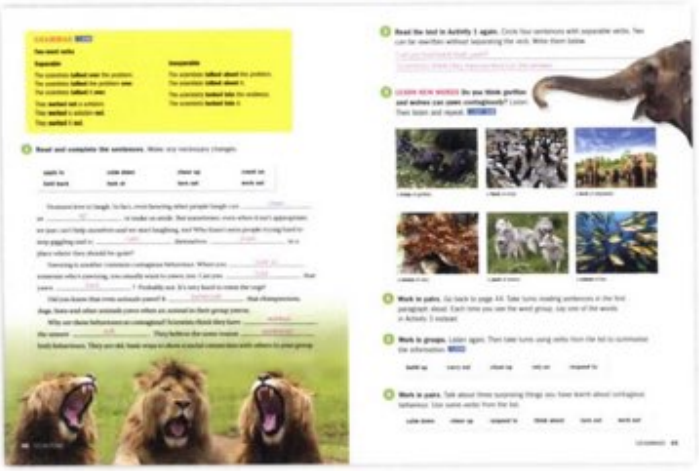
Multiple-word verbs can be prepositional phrasal verbs (verb + preposition) or phrasal verbs (verb + adverbial participle). The meaning of a phrasal verb is not always obvious from the meaning of the individual parts of the verb. In addition, some phrasal verbs have multiple meanings. For example, the meanings of *give up* include 'to surrender', 'to stop doing something', or 'to part with or relinquish':

Caught in the act, the robbers gave themselves up.
We gave up the search for my sunglasses when it started to rain.
I had to give up my pet snake when we moved to a new flat.

Students should be encouraged to learn phrasal verbs in chunks. These verbs often form part of expressions or fixed sets of words. Being able to remember and use these chunks in context will help to improve students' fluency in English.

Teaching Tip

If time allows, practise reading fluency. Reading aloud helps students practise speaking fluently and quickly, without having to worry about grammar structures and producing new vocabulary. Ask students to read aloud the same sentence more than once. Repeating the same sentences or passages aloud helps students become more familiar and comfortable, and will help increase the speed and accuracy of their reading.



- Read aloud the sentences in the grammar box with inseparable phrasal verbs, pointing out that the object of the verb always comes after the complete verb. Say *With practice, you'll know which phrasal verbs are separable and which ones are not. You can always check a dictionary, which lists many phrasal verbs. For example, you'll find a definition and a sample sentence for* get on *in the dictionary entry for* get.

- Play **Track 036** again as students read along in their books. Then tell partners to practise reading the sentences aloud to each other.

Practise 1 2

- 1 Say *Now we'll read a passage about a kind of group behaviour called* contagious behaviour. Contagious behaviour *refers to an action that spreads quickly among a group of people or animals.* Draw students' attention to Activity 1. Point out the word box and the blank lines in the passage. Tell students they will fill in the blanks with a phrasal verb from the box that best fits the context, or overall meaning, of the sentence.

- Read the activity instructions aloud. Say *You may need to change the form of a verb in the box to fit the sentence. For example, you wouldn't say* The instruction to make necessary changes 'apply to' the whole essay. *You would have to change* apply to applies – The instruction 'applies to' the whole essay. Tell students to scan the passage.

- Point out that sometimes there's only one blank in a sentence, and sometimes there are two blanks. Explain that when there are two blanks, it's a signal that students will have to separate the phrasal verb. Remind students that they will not need to use all the verbs in the word box.

- Say *Let's begin.* Read aloud the passage up to the end of the sentence with the first two blanks. Work through the example with students. Remind them of the rule about separating the phrasal verb when the object is a pronoun. Then ask them to complete the activity independently. When students have finished, tell them to read the completed passage.

- 2 Put students into pairs. Ask them to read the instructions for Activity 2 and work together to complete it. Say *Find and write down the four separable phrasal verbs. Then try each one in the sentence without separating the two parts. Does it work?* Tell students they can refer to the grammar box at the top of page 48.

Apply 3 4 5 6

- 3 LEARN NEW WORDS Ask students to describe the photos on page 49. Then read the captions and explain that they include words for groups of specific animals. Play **Track 037** as students listen. Then say *Let's listen to these new words in sentences. Then we'll repeat each word alone and in a sentence.* Play **Track 038**.

- 4 Put students into pairs. Ask each pair to read the instructions for Activity 4 together. Say *Now turn to page 44 and do the activity. You'll be able to use each new word from Activity 3.* You may want to suggest that students use one partner's book to read and the other partner's book to refer to the words in Activity 3. When they've finished, ask students to read the paragraph on page 44 with the new words.

- 5 Put students into groups of three. Point out the word box for Activity 5 and ask students to read the phrasal verbs. Tell students they're going to hear these phrasal verbs as they listen again to the paragraph describing animal groups. Say *Listen and take notes about what you hear. Pay attention to the phrasal verbs. You will hear one more than once.* Play **Track 039**. Ask groups to take turns summarising the information.

- 6 Put students into pairs. Read aloud the activity instructions for Activity 6. Tell students they can use their notes from Activity 5 to help with their discussions. Remind them to pay attention to how they use separable and inseparable phrasal verbs. Encourage polite peer-correction.

Extend

- Write the following phrasal verbs on pieces of card: *talk over, talk about, calm down, count on, clean up, hold back, work out, look at, respond to, look into.*
- Give each student one card. Say *Sometimes good friends are described as inseparable because they're always together. Well, we've learnt that some phrasal verbs are like that, too! Now we'll play a game called* Are You Inseparable?
- Tell students to decide whether their phrasal verb is separable or inseparable. Then explain that they will take turns, one at a time, coming to the front of the room.
- Ask *Are you separable or inseparable?* The student will answer 'I'm inseparable.' or 'I'm separable.' If the class agrees with the answer, the student sits down. If not, another student must show why the student at the front is wrong. Continue until most students have had a chance to participate.

Consolidate

- Make sets of large pieces of card with the following vocabulary words, one to a card: *troop, flock, herd, swarm, pack, school.* Then separate the class into teams with the same number of students in each, up to six. Give the students in each team one card. Each team should have an identical set of cards. Using the animals below or others students will know, say *I'll call out the name of an animal. The first team that correctly identifies the group name for that animal gets one point.*

monkeys	coyotes	bees	elephants
chimpanzees	zebras	geese	sheep
wasps	buffalo	fish	dogs

- Explain the rules: The student on each team who thinks he/she has the card with the correct group name for the animal stands up. You will point to the student that stands first. The student says the word and shows their card to the class. If he/she names the correct word, that team earns a point. If he/she is wrong, the student that stood up second gets the chance to identify the correct word.
- Say *Only one student on each team can stand up, and he or she has to say the word on his or her card. No one else on the team can call out a word.* Go over the rules if necessary.

BE THE EXPERT

Teaching Tip

Let students know that making mistakes is part of the learning process and is, in fact, expected. If students know that they're allowed to make mistakes, they'll be more comfortable about speaking up and using new words. When they do make mistakes, give them a moment to correct themselves, or guide them to make a correction. During pair and group work, tell students to feel free to correct themselves if they realise they've made a mistake. Also encourage students to correct one another, always politely and respectfully.

Related Word

puffins

Formative Assessment

Can students

- use separable and inseparable two-word phrasal verbs?

  Ask students to use *cheer up* in a sentence.
- identify phrasal verbs that can and can't be separated?

  Ask students to complete this sentence frame, using *rely on*:

  I can be trusted. You can _____. (*rely on me*)
- select and use words for groups of animals?

  Ask *Which animal travels in schools – fish or birds? Name some animals that belong to a herd.*

Workbook For additional practice, assign Workbook pages 26–27.

Online Workbook Grammar 1

READING

Objectives
Students will
- summarise ideas about group behaviour in humans.
- use new words from the reading.
- discuss their social identity.

Reading Strategy Look for definitions and examples

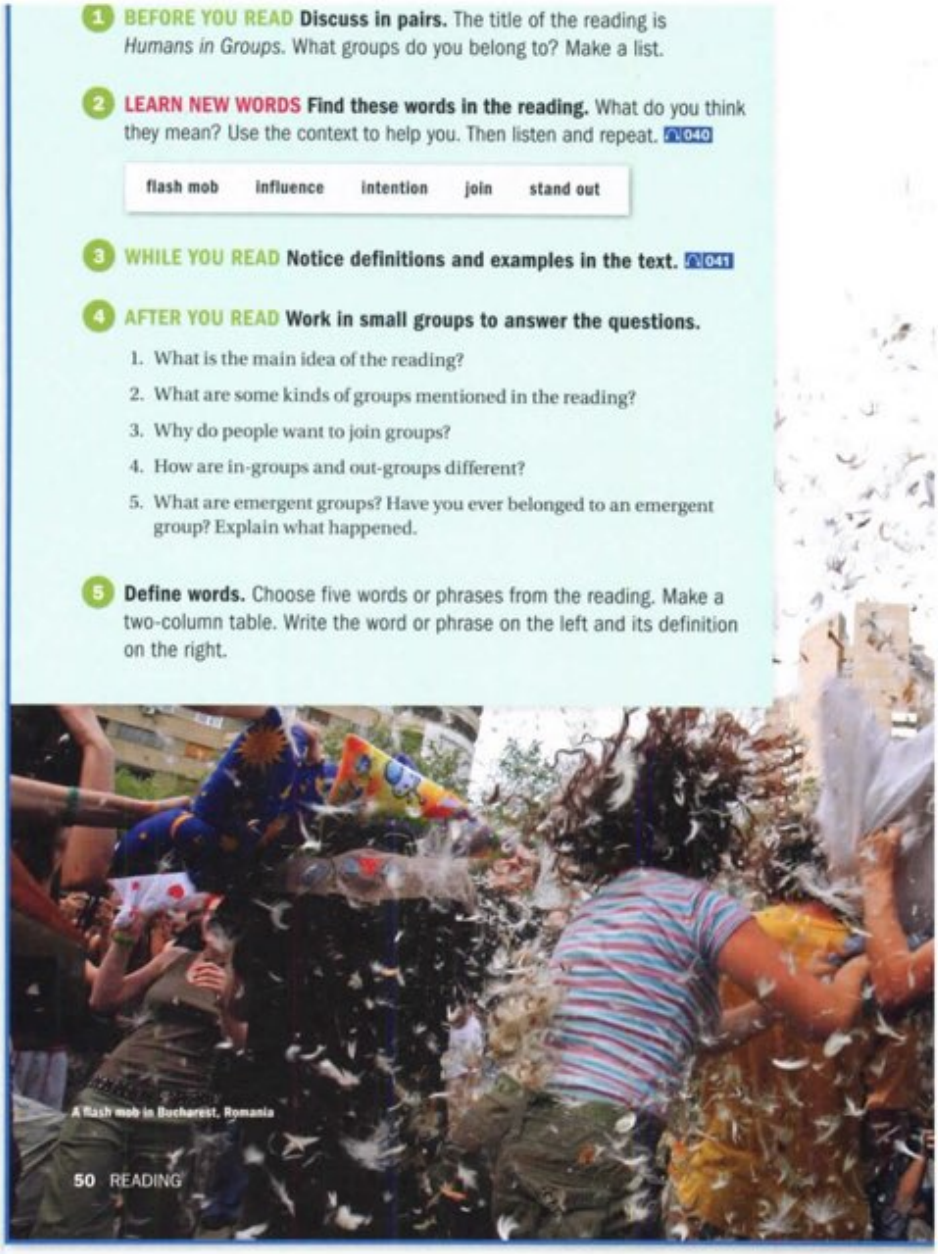
Target Vocabulary *flash mob, influence, intention, join, stand out*

Vocabulary Strategy Context clues

Academic Language *context, main idea*

Content Vocabulary *emergent, in-group, out-group, pillow fight*

Resources Online Workbook/Workbook pages 28–29; Worksheet 3.3.4 (Teacher's Resource CD-ROM/ Website); Tracks 040–041 (Audio CD/ Website/CPT); CPT: Reading.



1 **BEFORE YOU READ** **Discuss in pairs.** The title of the reading is *Humans in Groups*. What groups do you belong to? Make a list.

2 **LEARN NEW WORDS** **Find these words in the reading.** What do you think they mean? Use the context to help you. Then listen and repeat. 040

flash mob influence intention join stand out

3 **WHILE YOU READ** **Notice definitions and examples in the text.** 041

4 **AFTER YOU READ** **Work in small groups to answer the questions.**

1. What is the main idea of the reading?
2. What are some kinds of groups mentioned in the reading?
3. Why do people want to join groups?
4. How are in-groups and out-groups different?
5. What are emergent groups? Have you ever belonged to an emergent group? Explain what happened.

5 **Define words.** Choose five words or phrases from the reading. Make a two-column table. Write the word or phrase on the left and its definition on the right.

A flash mob in Bucharest, Romania

50 READING

Warm Up

- **Activate prior knowledge** Say *We've talked about some groups people become part of, such as street crowds and school and hobby clubs. It seems that people like to belong to groups. Why?* (shared interests or occupations, to do something you can't do alone) Point out that people are also born into groups – a family, an ethnic group, a nation. Say *We're going to read about different kinds of human groups and how people become part of them.*

Before You Read 1 2

- 1 Tell students to open their books at pages 50–51. Ask them to describe the photo. If necessary, explain that it shows a group of people having a pillow fight. Ask *Has anyone ever been in a pillow fight? How did it start? Was it planned or did it just suddenly happen? If it was planned, what was its purpose? Was it inside or outside? How many people took part in it?* Then read the caption aloud.

- Put students into pairs. Ask them to list the groups they belong to. Ask pairs to share their lists. Tell students to save them for later use.

Humans in Groups

You and all humans belong to many kinds of groups. In some, membership is involuntary – that is, you were not part of the decision to belong. For example, if you were born in Peru, you are a member of the group Peruvians. Other examples of involuntary group membership include left-handed people or brown-eyed people.

Most of the time, though, you and the rest of us want to join, or become members of, certain groups. Why? Joining the technology club, the school choir, or a volunteer group that visits people in hospital reflects your interests and becomes part of your social identity. You become an accepted member of the chosen in-group. At the same time, you remain different from the out-group, those people who are not in the group. This reflects the human desire to belong, but also the desire to stand out, or be seen as different.

Most groups we join have the intention of lasting over time. They work to influence others in some way. But sometimes emergent groups form without goals or structure. The members of emergent groups don't know each other, but come together suddenly to respond to an event. For instance, a group of people might see a car accident and immediately come together to help the victims.

Not all short-lived groups deal with accidents or disasters. A flash mob, which is a group of people who suddenly assemble to perform in public, only comes together for a short time and then disappears. The goal of a flash mob is to do something surprising and entertaining in public, such as having a pillow fight or dancing in the street.

Whether we're fighting with pillows or helping people, humans are social beings who come together in groups.



6 Discuss in groups.

1. Go back to your own list of the groups you named in Activity 1. What kinds of groups were named? Compare and contrast the groups.
2. In Unit 1, you learnt about your personal identity. In this unit, you learnt about your social identity as a member of groups. How do these two identities influence one another? Give an example.
3. Would you like to be in a flash mob? What would you want the flash mob to do?

READING 51

- **2 LEARN NEW WORDS** Tell students they're going to learn some new words in the reading, but first remind them that in Unit 1 they learnt about factors that contribute to making them the person they are, such as family, culture and birth order. These factors are part of their personal identity. Say *The reading, Humans in Groups, talks about social identity, which has to do with how the groups you belong to also help to make you who you are.*
- Read aloud the instructions for Activity 2. Ask partners to find the five words in the reading and discuss what they think they mean. Then play **Track 040** and tell students to listen and repeat.
- **Vocabulary Strategy** Say *Remember that when you come across an unfamiliar word in a text, you can sometimes work out its meaning by looking at the words around it.* Ask *What is this strategy called?* Tell students context clues include synonyms, definitions and examples. Then explain that a phrase following an unknown word may also provide a definition, and an example is something a writer adds to represent an idea. An example may be introduced by *for example* or *for instance*.

BE THE EXPERT

Reading Strategy

Look for definitions and examples
A definition of an unfamiliar word may be included as an appositive phrase set off by commas or as a subordinate clause introduced by a relative pronoun, such as *which* or *that*:

The president of the technology club asked if I *intended*, or had a plan in mind, to come to a meeting.

I told her I might, but that I was also considering *debating*, which is a formal discussion of different opinions on a topic.

An example is something that is included in a text to represent an idea and can provide a clue to meaning:

I think debating is a good way to *influence* others. For instance, I want to get people to agree with me about environmental issues.

Vocabulary Strategy

Context clues In addition to definitions and examples (see above), context clues include synonyms and antonyms, as well as the overall context of a text – the topic, setting and tone. The use of a dictionary is to be encouraged, but the more students can use context, rather than interrupt the reading experience by consulting a dictionary, the more enjoyable reading in English will become.

Teaching Tip

Encourage students to take notes on unfamiliar words as they read. Tell them to write down the words. Then tell them to use context clues or visual cues to make a prediction about what a word means. Then they should use a dictionary to verify their prediction and confirm the word's meaning.

Related Word

feathers



While You Read 3

- 3 Say *Now you're going to hear more about the kinds of groups people belong to. Listen and read.* Play **Track 041** and tell students to follow along.

- Say *As you read* Humans in Groups *again, notice the words from the box that you looked for before and other words that may be unfamiliar. Pay attention to the words around them. They may contain clues to meaning in the form of definitions or examples.*

- Say *Now read again.* Play **Track 041** or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into small groups. Ask them to read and answer the questions. Remind them that the main idea of a piece of writing is what it is mostly about. The other information provides details that say more about the main idea. If students disagree about an answer, encourage them to review the text to find support for their answers.

- Guide students to understand how context clues can help them work out the meanings of unfamiliar words. Focus on the terms *in-group* and *out-group* in the second half of paragraph 2. Point out that if they didn't know what *in-group* meant, the definition of *out-group* that follows that term provides a clue – knowing that *in* and *out* have opposite meanings helps them work out what *in-group* means.

- Move on to *emergent* in paragraph 3. Ask *What context clues help you work out what* emergent *means?* (the words *come together suddenly* and the example that follows the words *for instance*)

- 5 Ask students to work independently to create a table like the one below, where they add five words or phrases from the reading and their definitions. Encourage them to also include any context clues from the reading that help to reveal each word's meaning. You may want to display the table below and work through it with students. Ask them to complete the final two rows on their own. Remind students that they can always confirm the meaning of a word in a dictionary or thesaurus.

Word or Phrase	Definition
join	become a member of (definition directly stated in the text)
in-group	a group you belong to (context clue: the antonym out-group)
emergent	coming into existence suddenly (context clues: 'come together suddenly' and the example of a group of people reacting to an accident)

- 6 Put students into small groups for Activity 6. Remind students that when you compare, you describe how things are alike, and when you contrast, you describe how things are different. Help them identify the kinds of groups they listed in Activity 1. Ask *What voluntary groups did you list? Did you list any involuntary groups? Were any of the groups emergent groups? Did you do anything in a group that was surprising or entertaining? Would you call the group a flash mob?* Ask group secretaries to make a tally of the types of groups students belong to.

- To help students discuss their personal and social identities, you may want to provide prompts. For example, say *Think about how your family's values and beliefs may have influenced you to join certain groups. Has any group you belong to made you a kinder or more helpful son or daughter, or a better student?*

- Ask *If you suddenly realised that a flash mob was forming nearby, would you participate in it? Why or why not? If you were to plan a flash mob yourself, what would its purpose be?*

Extend

- Say *Now, let's list the kinds of groups you belong to.* List the kinds of groups in a table on the board and ask group secretaries to record in column 2 the number of students in their group that belong to each kind. Total them up. Then ask a few students to add to the table specific examples from their group discussion of each kind of group. Discuss the results as a class.

Kind of Group	Number of Students	Examples
voluntary	12 7	chess club, basketball team, choir, photography club
involuntary		
emergent		
flash mob		

- **Worksheet** If time allows, you may want to hand out **Worksheet 3.3.4** in class. Students will get additional practice with the new words on page 50 and other Target Vocabulary words from the unit.

Consolidate

- Write the following situations on the board:

A fire has destroyed a neighbour's home.

A group of students wants to learn how to play football.

The local hockey team has just won their first championship.

A kitten fell down a well and needs to be rescued.

You're interested in fossils and want to meet other people that are, too.

It's snowing, and you've never seen snow before.

An elderly neighbour broke an arm and needs help around the house.

- Say *Imagine you want to form a group to be involved in one of these situations. Work with a partner. Choose a situation. What kind of group would you form? How would you get people to join the group? What would the group do?*

BE THE EXPERT

Teaching Tip

Let students know that you expect everyone to speak aloud, answer questions and participate in class discussions. At the end of class, make a note of which students have not spoken aloud. During the next class, ask those students to answer questions that they have already written answers for. This will help them be more confident as they speak.

Answer Key

Comprehension 4

1. People like to belong to groups and belong to many different kinds.
2. voluntary, involuntary, emergent, flash mobs
3. Groups give people the opportunity to share their interests and become accepted.
4. People who are part of an in-group are the members of a certain group. An out-group is made up of the people who don't belong to a certain group.
5. Emergent groups are groups that come together suddenly for a short time to respond to a particular event. *Answers will vary.*

Formative Assessment

Can students

- summarise ideas about group behaviour in humans?

  Ask students whether joining a group of people to collect donations for a food bank is an example of an emergent group or a flash mob. (emergent group)

- use new words from the reading?

  Replace *plan* and *become a member of* in the sentence below with vocabulary words from the lesson.

  It's my plan to become a member of the drama club. (intention, join)

- discuss their social identity?

  Ask students to name something they do that is part of their social identity.

Workbook For additional practice, assign Workbook pages 28–29.

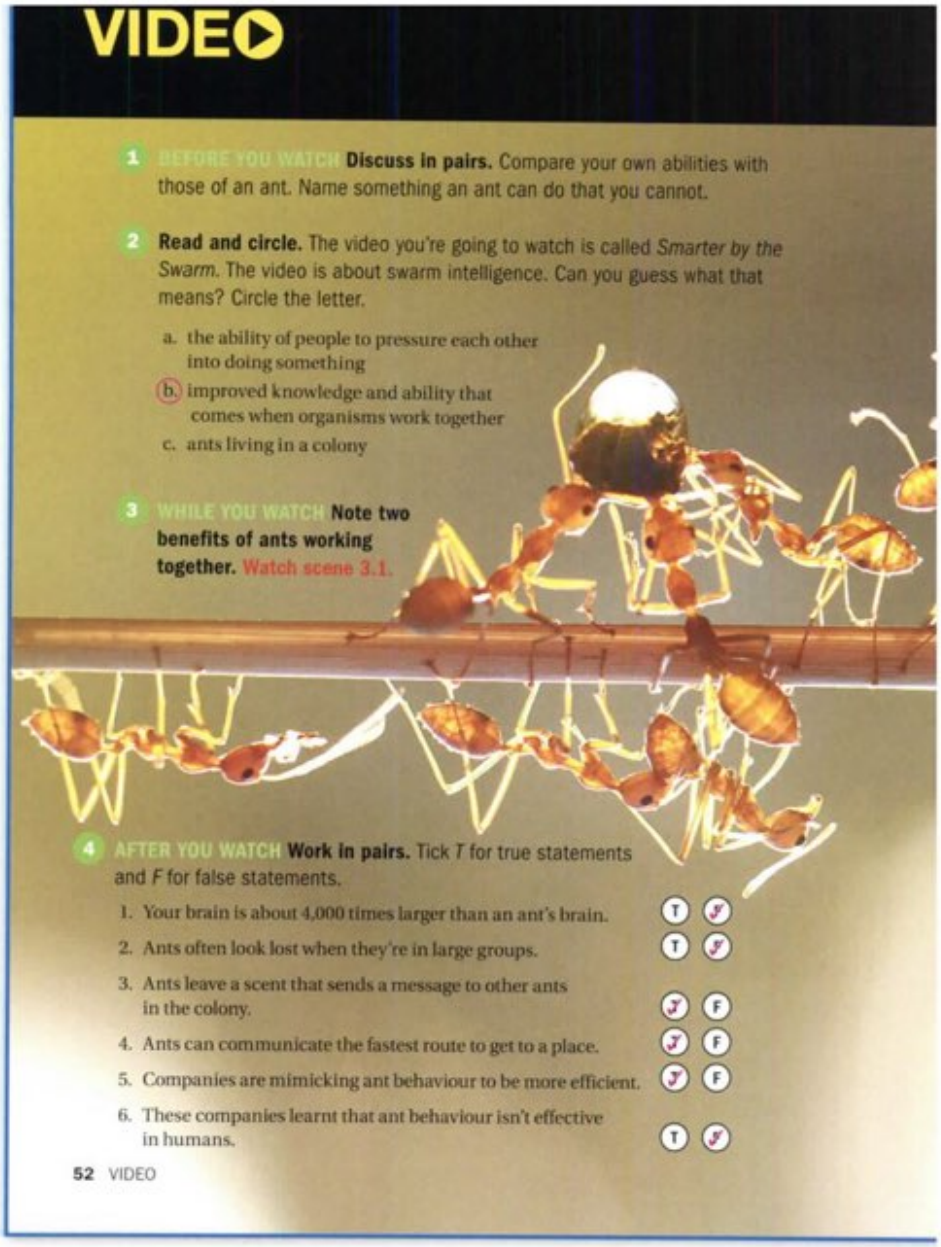
Online Workbook Reading

VIDEO

Objectives
Students will
- discuss swarm intelligence in ants and how it relates to humans.
- apply the message of the video to their personal lives.

Content Vocabulary *colony, microbots, organisms, shipping*

Resources Video scene 3.1 (DVD/Website/CPT); Online Workbook; CPT: Video



Before You Watch 1 2

- Write the unit title, *Everybody's Doing It!*, on the board. Point to the title. Say *We know this strategy works well for certain animals that travel in large groups. For birds and fish, for example, doing what everybody else is doing can be the difference between life and death.* Ask *What are some other animals that benefit from cooperative behaviour?* (insects, such as bees and ants; elephants; wolves)

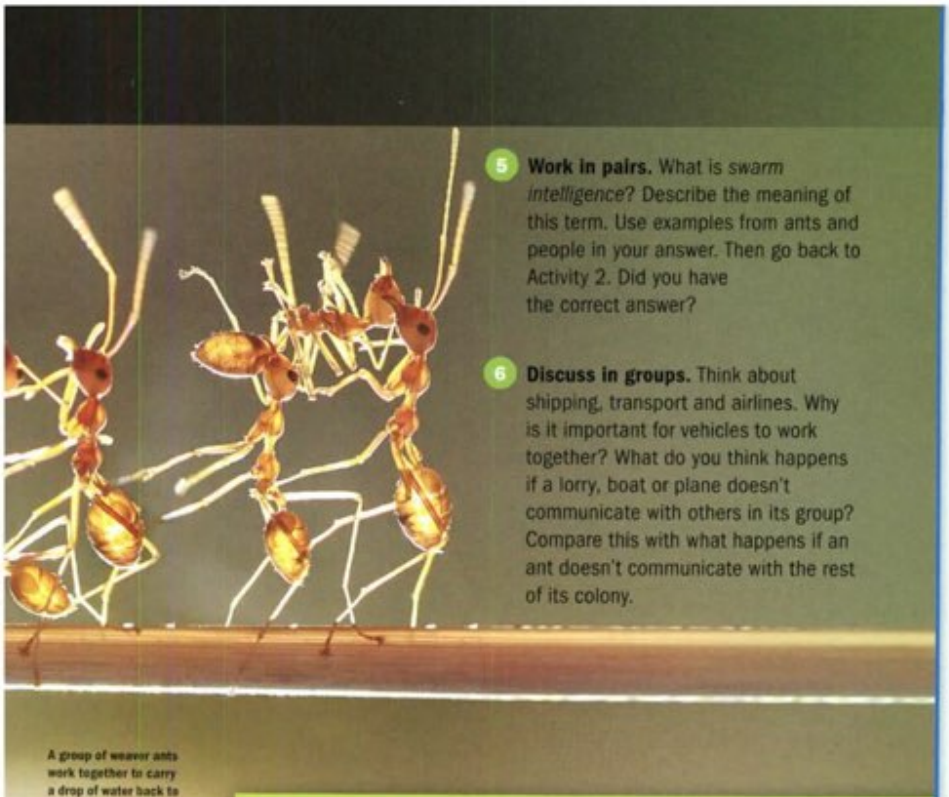
- 1 Ask students to open their books at pages 52–53. Read Activity 1 aloud. Say *Hmm. Compared to humans, ants are tiny. What can they do that we can't?* Say *Think of some of the photos you've seen of ants. What are they often pictured doing?* (carrying things much larger than themselves) Put students into pairs and ask them to discuss ants' abilities.

- 2 Ask a student to remind the class what a *swarm* is. Make sure students know that *intelligence* is the ability to think and work things out. Say *Put the two words together. Circle what you think the term swarm intelligence means.* Discuss students' responses. Ask them to explain why they chose the answer they did.

While You Watch 3

- 3 Ask a student to read the Activity 3 instructions. Say *Listen carefully as you watch* Smarter by the Swarm. *Write two benefits that an ant colony gets from all the ants working together.* Play **Video scene 3.1**. Say *Write down other things you hear or notice that you want to remember.*

- If students have trouble following the video or understanding the text, pause or replay the video and allow them to ask questions. Try replaying the video with and without sound, and ask students to describe and comment on what they see.



A group of weaver ants work together to carry a drop of water back to their nest.

5 **Work in pairs.** What is *swarm intelligence*? Describe the meaning of this term. Use examples from ants and people in your answer. Then go back to Activity 2. Did you have the correct answer?

6 **Discuss in groups.** Think about shipping, transport and airlines. Why is it important for vehicles to work together? What do you think happens if a lorry, boat or plane doesn't communicate with others in its group? Compare this with what happens if an ant doesn't communicate with the rest of its colony.

7 YOU DECIDE **Choose an activity.**

1. **Work independently.** Create a comic strip with ants as the main characters. Your comic strip should show both individual and group behaviour with ants.
2. **Work in pairs.** Find out about a team of people who work together to solve problems. Explain who's on the team and what each person's role is. Share your answers with the class.
3. **Work in groups.** Imagine that you're a team of researchers and you have a group of microbots. Develop a project idea for how they can work together to get something done. Explain the goal of the project and how the microbots would make it happen.

BE THE EXPERT

Teaching Tip

When an activity calls for classmates to work in pairs or groups and exchange information, remind students to pay attention to what their partner or other group members are saying. Encourage students to repeat aloud what their classmates say, ask for clarification of unclear information and ask follow-up questions.

Formative Assessment

Can students

- discuss swarm intelligence in ants and how it relates to humans?

Ask *What's one way companies are using knowledge gained from studying swarm intelligence in ants?*

Online Workbook Video

After You Watch 4 5 6 7

- **4** Put students into pairs. Read the activity instructions. Remind students to use information from the video to determine whether a statement is true or false. Review the answers as a class.
- **5** Say *Now that you've watched* Smarter by the Swarm, *do you have a clearer idea of what swarm intelligence is?* Say *Read the instructions. Work with your partner to describe what the term means. Support your definition with examples from the video.* When pairs have finished, say *Check what you circled in Activity 2. Did you choose the best definition?*
- **6** Put students into small groups. Read the discussion questions. Replay the video, if necessary. Say *Think of the kinds of things – products, resources, materials – that are transported in vehicles. Why might communication be important?* Remind students to listen politely to one another's ideas.
- **7** YOU DECIDE If students choose to make a comic strip, ask them to look at how comic strips are designed. Tell them the illustrations can be basic stick-type figures. Explain that the content, not the artwork, is the important thing.
- Suggest to students who choose option 2 that they interview people in the community who work in groups, for example, school board members, people who work on committees that deal with local problems or emergencies, and so on. They can also do online research on groups such as task forces formed by companies to work on a special job. Ask *How do they work together? Have they got a leader? How do they divide up tasks?*
- If students choose the third option, tell them to do online research on microbots, including Iain Couzin's work with robots. Say *Brainstorm as a group a realistic project idea for your microbots to work on.*

GRAMMAR 2

Objective
Students will
- use *enough, too much* and *too many* to talk about amounts.

Grammar *Enough, too many, too much:* Talking about amounts

Resources Online Workbook/Workbook pages 30–31; Tracks 042–043 (Audio CD/Website/CPT); CPT: Grammar 2.

GRAMMAR 042

***Enough, too many, too much*: Talking about amounts**

I've got **enough** pillows, but there are **not enough** feathers. I need more.
You've put **too many** in each pillow. We've run out of feathers.
Do you want to join the flash mob pillow fight?
No way. All those people and feathers, too? It's **too much** stress for me.

1 Listen. For each sentence you hear, tick the correct amount. 043

	less than needed	the right amount	more than needed
1.	☑	☐	☐
2.	☐	☐	☑
3.	☐	☑	☐
4.	☐	☐	☑

2 Read and complete the dialogue.

Carlos: Do you want to join our flash mob later? Right now, we haven't got _enough_ people participating.

Juan: No, thanks. I've got _too many_ things to do this afternoon.

Carlos: You haven't got _enough_ time to see Gloria? She'll be there.

Juan: Really? OK then, I'll do my errands afterward. They shouldn't take _too much_ time.

3 Work in groups of three. Take turns playing *Rock, Paper, Scissors*. The winner chooses one item from list A and one from list B. Then the winner chooses another player to make a sentence with the chosen items. Each correct sentence is worth 1 point. The player with the most points at the end wins.

LIST A:	LIST B:
enough	dancers
not enough	money
too many	people
too much	time
	pillows



54 GRAMMAR

Warm Up

- **Set the stage** Say *We've talked about groups. Some groups are small, like (my book club), and some are large, like a crowd at a parade or a flash mob. Being in a large group is fun, but it can be uncomfortable if there are too many people.* Ask *Have you ever been in a crowd of people that was so big you couldn't move?* Ask students to describe the experience.

Present

- Ask students to open their books at pages 50–51 and look at the photo of the flash mob pillow fight. Then tell them to turn to page 54. Say *Now we're going to hear words about amounts – in this example, the amount of pillows and feathers for a pillow fight.* Play **Track 042**. Tell students to read along silently. Play **Track 042** again, pausing after each example, and ask students to read the sentences aloud.
- Point out *enough* in the first line of the grammar box and tell students that here it means 'the amount that is needed' or 'the right amount'. Then point out *not enough* and ask *What does not enough mean?* ('less than what is needed') Point out *too many* in the second line and tell students that *many* refers to a large number of something. Say *Adding* too *before* it *changes the meaning to 'more than what is needed'.*
- Point out *too much* in the last sentence. Explain that since you can't count *stress*, *too much* is used instead of *too many*. Demonstrate the difference between countable and uncountable nouns. Say *You can count pillows.* Count on your fingers: one pillow, two pillows, three pillows, and so on. Say *But you can't count fun. You wouldn't say* I had too many funs.
- Finally, have pairs of students take turns reading the sentences in their books as a dialogue. One student reads the first and third lines in the grammar box; the other answers with the second and fourth lines.

Practise 1 2

- 1 Read aloud the instructions for Activity 1. Then read the three column headings. Explain that students will hear sentences with words and phrases for amounts. They should tick the box in the column that best expresses the meaning of the word or phrase they hear. Play **Track 043.** Review the answers as a class.
- 2 Ask partners to review the meanings of the words for amounts before filling in the blanks. Then tell them to take turns reading the roles of Carlos and Juan.

Apply 3

- Put students into groups of three. Read the game instructions. If students are unfamiliar with *Rock, Paper, Scissors*, ask them to practise making the three shapes with their hands. Then say *Rock beats [or breaks] scissors, scissors beats [or cuts] paper, and paper beats [or covers] rock.* Demonstrate with a student. Model making a sentence: *I haven't got enough money to buy a new skateboard.*

Extend

- If time allows, challenge partners to use all the items in List A and as many of the items in List B as they can to write a short story. Set a time limit. When the time is up, ask partners to read their stories to the class. Did any pairs use all the items in both lists?
- Hand out **Worksheet 3.3.5** to give students more practice with words and phrases for amounts.

Consolidate

- Write on the board: *enough, too many, not enough.* Say *There are seven people in my book club. We all talk and share our thoughts about the book we're reading. Twenty people would be too many. Two wouldn't be enough. Seven people is the right amount. It's enough.*
- Write these group descriptions on the board:

players in a football team	a flash mob snowball fight
students in an English class	members of a maths club
players in a volleyball team	players in a doubles tennis match
a crowd at a parade	players in a chess game

- Explain that you will say the name of a group from the board along with a random number (for example: *2, 3, 7, 10, 11, 25, 50, 100, 500*) to represent the members of that group. Say *When I point to you, call out* enough, too many *or* not enough, *depending on whether you think the number of people I said was just right, more than is needed or fewer than is needed.*

BE THE EXPERT

Grammar in Depth

Enough can be used with both countable and uncountable nouns.
Too many is used with countable nouns.
Too much is used with uncountable nouns.

When used with adjectives, *enough* follows the adjective but *too* precedes the adjective:
My little brother was not tall enough to go on the roller coaster.
There was too little snow to make a snowman.

Teaching Tip

Games are a fun way for students to practise English in class; however, competition may distract students from using correct language and grammar. Make sure you include correct spelling and grammar as part of the game. For example, rather than giving points for the most ideas or sentences, make sure you give points only for ones that use correct language. Give students a chance to check their answers for grammar and spelling before you award points.

Formative Assessment

Can students

- use *enough, too much* and *too many* to talk about amounts?

Ask students to complete the following sentence with the appropriate terms for amounts:

The drama club auditions were so crowded. There were _____ people! The auditions will be continued tomorrow because there was _____ time today to finish.

Workbook For additional practice, assign Workbook pages 30–31.

Online Workbook Grammar 2

WRITING

Objectives

Students will

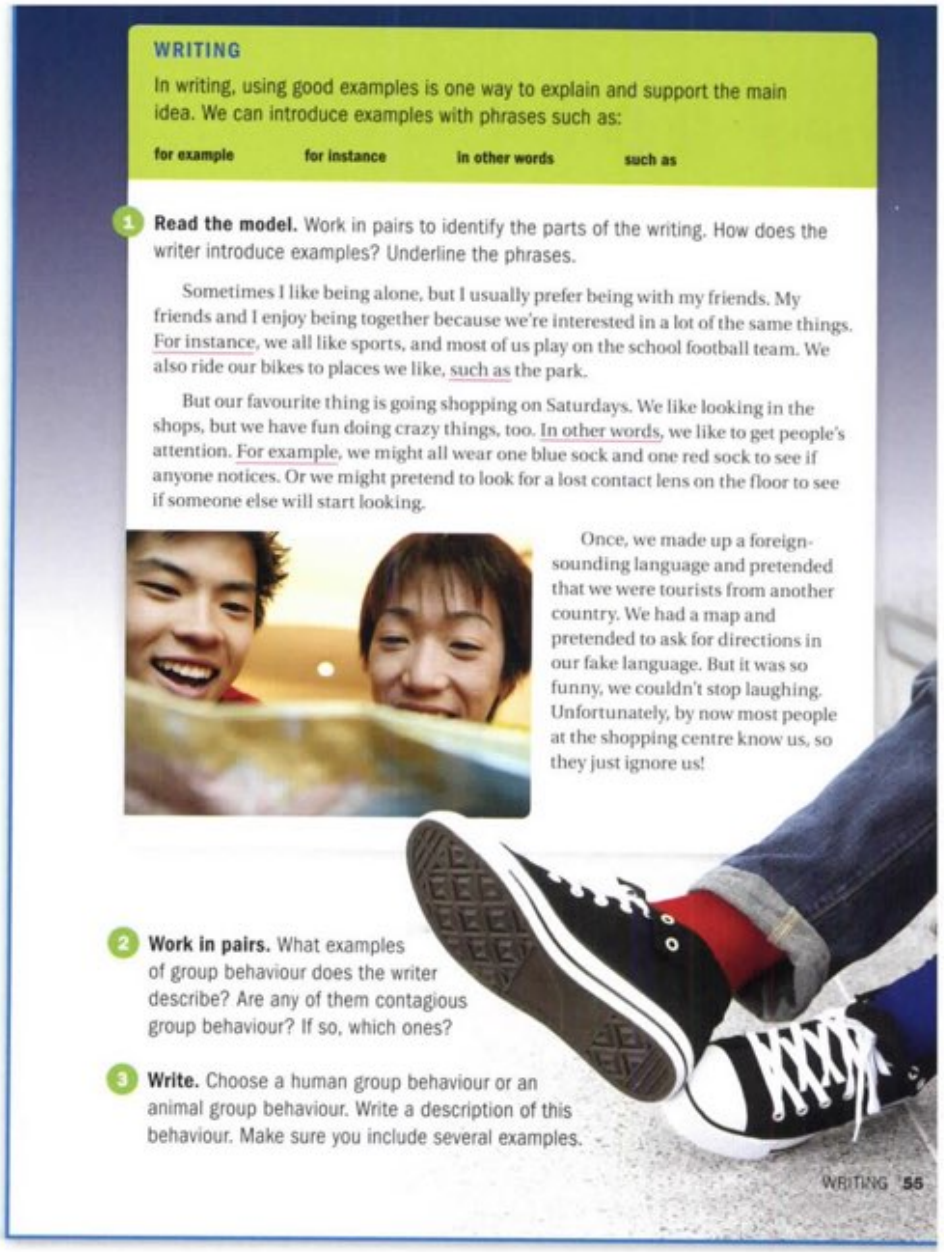
- identify elements of exemplification writing.
- use expressions that introduce examples.
- analyse a model of exemplification writing.
- describe a group behaviour and produce an exemplification essay.

Writing Exemplification essay

Academic Language *example, exemplification essay*

Content Vocabulary *contact lens, fake, tourists*

Resources Online Workbook/Workbook page 32; Process Writing Worksheets 1–5, Genre Writing Worksheet: Exemplification (Teacher's Resource CD-ROM/Website); CPT: Writing



WRITING

In writing, using good examples is one way to explain and support the main idea. We can introduce examples with phrases such as:

for example **for instance** **in other words** **such as**

1 **Read the model.** Work in pairs to identify the parts of the writing. How does the writer introduce examples? Underline the phrases.

Sometimes I like being alone, but I usually prefer being with my friends. My friends and I enjoy being together because we're interested in a lot of the same things. For instance, we all like sports, and most of us play on the school football team. We also ride our bikes to places we like, such as the park.

But our favourite thing is going shopping on Saturdays. We like looking in the shops, but we have fun doing crazy things, too. In other words, we like to get people's attention. For example, we might all wear one blue sock and one red sock to see if anyone notices. Or we might pretend to look for a lost contact lens on the floor to see if someone else will start looking.

Once, we made up a foreign-sounding language and pretended that we were tourists from another country. We had a map and pretended to ask for directions in our fake language. But it was so funny, we couldn't stop laughing. Unfortunately, by now most people at the shopping centre know us, so they just ignore us!

2 **Work in pairs.** What examples of group behaviour does the writer describe? Are any of them contagious group behaviour? If so, which ones?

3 **Write.** Choose a human group behaviour or an animal group behaviour. Write a description of this behaviour. Make sure you include several examples.

WRITING 55

Warm Up

- **Revisit** Ask students to open their books at page 51. Say *Remember we talked about how writers use examples to represent an idea or a group of things.* Ask a student to read aloud the first paragraph of *Humans in Groups*. Stop the student after he/she reads the sentence beginning *For example*. Say *Here, the writer used the situation of being born a Peruvian as an example of being a member of an involuntary group.* Ask *What phrase introduces this example?* (for example)

- Write *for example, for instance* and *such as* on the board. Then put students into pairs and tell partners to find these words in the reading. Ask a pair to read the sentence beginning with *for instance*. Ask *Why did the writer include this example?* Guide students to understand that it's there to help readers better understand what an emergent group is. Ask another pair to read the sentence in paragraph 4 beginning *The goal of a flash mob*. Ask *What examples did the writer include?* (having a pillow fight and dancing in the street) *Why did the writer include them?* (to help readers better understand what a flash mob is)

Present

- Tell students to turn to page 55. Ask a student to read aloud the text in the green box at the top of the page. Then say *In the reading, the examples of a pillow fight and dancing in the street are details that support the main idea that a flash mob is a group that assembles suddenly to do something surprising.*

- Write the following sentences on the board: *Many animals travel in groups. Animal groups have special names.*

- Ask students to copy the sentences. Then tell partners to work together to write supporting sentences with examples. Say *Write a sentence with an example to support each sentence on the board. Use an appropriate phrase from the top of page 55 in each sentence.* Point out to students that, unlike the other three phrases, *such as* cannot be used to begin a sentence. Tell students to refer back to the reading on page 51, if necessary, to see how *such as* is used. Review students' sentences as a class.

Read the Model 1 2

- 1 Say *Now we're going to read a model of an exemplification essay.* Remind students that an essay is a short piece of writing on a particular subject. Read the instructions aloud. Say *Read the model. Work with a partner to identify the parts of the text and to underline words and phrases used to introduce examples.*

- When students have finished, review the parts of the text with them. Ask *What is the topic sentence of the essay?* (the second sentence in paragraph 1) *What is the essay mostly about?* (the crazy things a group of friends do at the shopping centre to get people's attention) *What phrases introducing examples did you underline?* (For instance, such as, In other words, For example)

- Explain that this essay is an essay of exemplification; that is, a short piece of descriptive writing that explains and supports a main idea with examples. Point out that the writer of this essay uses examples from his personal experience to describe the behaviour of a group of friends.

- Draw students' attention to the photos. Ask *Did the photos help you to understand the essay or not?* Give students a chance to respond. Then point out that sometimes pictures are not critical to understanding, but the right picture can be a quick, easy way to convey meaning. For example, the photo of the person with red and blue socks helps you to quickly visualise what a whole group of people with different coloured socks might look like.

- 2 Next, put students into pairs. Ask partners to read the instructions for Activity 2. Ask *Who remembers what contagious behaviour is?* (behaviour that spreads quickly among a group of people or animals) Tell students to read the text again closely and focus on the behaviours described.

- Ask partners to respond to the questions. Ask *What specific things does the group do at the shopping centre? If you were at the shopping centre, would you join in any of these group behaviours? Which ones?*

- **Worksheet** If students need a reminder of the elements of exemplification writing, you may want to hand out **Genre Writing Worksheet (Exemplification)** and review it together.

BE THE EXPERT

Writing Support

Potential exemplification essay problems Exemplification writing uses specific, vivid examples for the purpose of adding more information to explain, define or illustrate an idea. Examples should provide additional information about *who, what, when, where, why* and *how*. Good examples should be logically related to the topic and help the reader make important connections. Therefore, students should avoid using examples that are only marginally related to the topic.

When using examples based on personal experience, students should be careful to keep the examples brief and focused so the essay doesn't sound like a journal entry or personal narrative.

Teaching Tip

To help students understand what they read, tell them to pay special attention to the first paragraph of a text. Writers often put a main idea at the beginning of a piece of writing. They include details that support the main idea, such as facts, descriptions or examples, in the sentences and paragraphs that follow.

Workbook For scaffolded Writing support, assign Workbook page 32.

Online Workbook Writing



WRITING

In writing, using good examples is one way to explain and support the main idea. We can introduce examples with phrases such as:

for example for instance in other words such as

1 **Read the model.** Work in pairs to identify the parts of the writing. How does the writer introduce examples? Underline the phrases.

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But our favourite thing is going shopping on Saturdays. We like looking in the shops, but we have fun doing crazy things, too. In other words, we like to get people's attention. For example, we might all wear one blue sock and one red sock to see if anyone notices. Or we might pretend to look for a lost contact lens on the floor to see if someone else will start looking.

Once, we made up a foreign-sounding language and pretended that we were tourists from another country. We had a map and pretended to ask for directions in our fake language. But it was so funny, we couldn't stop laughing. Unfortunately, by now most people at the shopping centre know us, so they just ignore us!

2 **Work in pairs.** What examples of group behaviour does the writer describe? Are any of them contagious group behaviour? If so, which ones?

3 **Write.** Choose a human group behaviour or an animal group behaviour. Write a description of this behaviour. Make sure you include several examples.

Writing 55

Plan 3

- 3 Say *Now you're going to plan your writing. You already know your topic – describing a particular human or animal group behaviour, using examples. So your next step is pre-writing.* Say *Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters)
- Say *Now decide what you want to use for pre-writing.* 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, 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 main idea easily identifiable? Do the ideas and examples follow each other in a logical way? 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. Remind them to make sure they have used any separable or inseparable phrasal verbs correctly, as well as any words that describe amounts.

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 clearly states the main idea of the exemplification essay and uses appropriate phrases, including *for example*, *for instance* and *such as*, to introduce supporting examples.				
Grammar Student uses correct grammar, including separable and inseparable phrasal verbs and words that describe amount.				
Vocabulary Student uses a variety of word choices, including words used in this unit.				



MISSION

Objective
Students will
- discuss the importance and impact of determination and believing in oneself.

Content Vocabulary *collaborate*

Resources Video scene 3.2 (DVD/Website/CPT); Worksheet 3.3.6 (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

- Say To collaborate *means 'to work with others to achieve a goal', especially a goal that requires study or research.* Ask a student to read aloud the quote by Iain Couzin. Say *From his work with groups of animals, Iain Couzin knows the value of collaboration – of working in a group to accomplish something.*

- **Activity 1** Say *Now let's watch a video about Iain Couzin.* Play **Video scene 3.2**. Ask students to focus on Couzin's idea of using groups to solve problems.

- **Activity 2** Put students into pairs. Ask them to consider how animal groups can solve problems for the benefit of all the individuals in the group. Challenge partners to consider human group behaviours and any lessons that can be learnt from them. Say *Think about human groups, including emergent groups and flash mobs.*

- Ask *Can these groups be beneficial to individuals? What lessons can be learnt from these groups? Are there times when it's better not to follow the group?*

- **Activity 3** Ask students *Is it ever better to work alone? When does collaboration make the most sense?* Tell students to consider these questions in the context of their personal experiences. Ask them to write a paragraph in response to Activity 3. Tell them to include examples with introductory expressions, including *for example, for instance, in other words* and *such as.*

- **Worksheet** Hand out **Worksheet 3.3.6**. Explain that students will use the worksheet to further consider and write about Iain Couzin's ideas on collective behaviour and collaboration, and about ways humans might use the power of groups to solve problems.

PROJECT

Objective
Students will
- choose and complete a project related to group behaviour.

Content Vocabulary *photo shoot, social media, storyboard*

Resources Assessment: Unit 3 Quiz; Workbook pages 33 and 92; Worksheet 3.3.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials camera, video camera

Assessment Go to page 256.

Unit Review Assign Worksheet 3.3.7.

Workbook Assign pages 33 and 92.

Online Workbook Now I can

Make an Impact

YOU DECIDE **Choose a project.**

1 Plan and carry out a flash mob activity.
- Choose an activity to carry out as a flash mob.
- Notify people on social media about the time and place of your flash mob.
- Film your flash mob and present it to the class.

2 Plan and make a video of human group behaviour.
- With a group, go to a crowded place. Pretend to look for something on the floor, such as a contact lens.
- One group member should film what happens for two or three minutes. Take notes on any contagious behaviour.
- Write the results of your experiment, and present them to the class.

3 Plan and carry out a photo shoot in nature.
- Choose a local insect or bird to observe.
- Research its group behaviours and take photos.
- Write and present a report to the class.



Prepare

- **YOU DECIDE** Ask students to choose a project.
- **Activity 1** Tell students to decide what their flash mob will do, where it will be and the time of day it will happen. Say *Remember, a flash mob should be something unexpected and fun.* Ask *Will your flash mob have a purpose? What might you learn from it?* Say *Make sure everyone in the group participates in the decision making. Reach a consensus.*
- **Activity 2** Suggest that students review examples of contagious behaviour and how people, in particular, behave in crowds. Remind the group to decide who will start the behaviour and to assign the roles of filmmaker and note taker. Ask *How visible will the filmmaker and note taker be? Will you reveal that the event was staged as an experiment?* Suggest that they consider creating a storyboard or a script to plan the sequence of events and to consider the possible ways people might react.
- **Activity 3** Suggest that students do research or contact a local nature club to get a list of local birds and insects that display group behaviour. Say *Find out if any are at risk because of loss of habitat.* Ask *What impact, if any, would you like your photos and research to have? What would be the best way to publish your results?*

Share

- Schedule time for groups to present their final projects to the class or some larger group. Students may want to consider compiling the flash mob, contagious behaviour films and notes, and the nature research into a unified presentation for the school about human and animal group behaviour.
- **Modify** Help students simplify a project by eliminating one of the options or steps. For example, provide a list of flash mob activities for students to choose from, and research likely places to stage it or the experiment on group behaviour.

STUDENT'S BOOK AUDIO SCRIPT

Track 030 1 **Listen and read.** See Student's Book pages 44–45.

Track 031 2 LEARN NEW WORDS **allow** / He wants me to allow him to join the group. **assume** / To assume something is to think it is true although you can't prove it yet. **belong to** / Humans usually want to belong to a group. **collective** / Collective behaviour is usually beneficial to a group. **consensus** / In a group consensus, members come together and agree on a decision. **co-ordinated** / Co-ordinated movements are organised and carried out in the same way. **efficient** / An efficient person is organised and doesn't waste time. **formation** / Some birds fly in a formation like the letter *V*. **leader** / Many groups choose a leader to control things. **migrate** / Animals that migrate travel to different parts of the planet. **migration** / For many birds, migration takes place before winter. **potential** / Potential predators will probably attack others. **prefer** / When you prefer something, you like it more than another thing. **realise** / When you realise something, you become aware of it. **system** / He has a good system for organising his research.

Track 032 5 Most groups that humans belong to have leaders. Sometimes, though, we may be in crowds with no leaders, as in a stadium full of sports fans. Can we assume that animal groups act in the same way? In the case of elephants, the oldest female is the leader. All her offspring, or young, and their offspring remain with her for many years. But in the case of fish that assemble in groups, there is no one leader. The fish come to an agreement together through consensus. They see what their neighbours are doing and mimic their behaviour. If they see a potential predator, they will all quickly swim away together to avoid it. Any fish that prefer to go off alone are probably going to be lunch!

Track 033 5 LEARN NEW WORDS **assemble** / People decide when to assemble in groups. **crowd** / There was a large crowd of people at the concert. **mimic** / Animals can mimic each other's behaviours. **remain** / Some animals remain with their groups for safety.

Track 034 SPEAKING STRATEGY See Student's Book page 47.

Track 035 1 **S1**: You've heard about Iain Couzin's video game for fish, haven't you? **S2**: Well, I know he did one, but I don't really know anything about it.

S1: It's amazing! He and his team used virtual prey and real predator fish. **S2**: Really? What did they do?

S1: They projected dots of light from a computer into the fish tank. Then they made them move around. As a result, the fish thought the dots were prey. **S2**: Wow. I bet those fish were confused!

S1: Yeah. Since they thought the dots of light were food, they would attack them and try to eat them. **S2**: Then what?

S1: The team programmed the dots to act in different ways. For example, some dots would group together and move away in one direction to avoid the predator. Other dots would move away by themselves. **S2**: And the team did this because they wanted to see which dots the predator would attack?

S1: Exactly. They found that the dots in groups that went in one direction avoided attacks the most, due to their co-ordinated behaviour.

Track 036 GRAMMAR See Student's Book page 48.

Track 037 3 One way that animals build up a strong group connection is through some form of contagious behaviour. A troop of gorillas or baboons will respond to its members' yawns. A flock of parrots will respond to yawning as well as stretching. Ravens, highly social birds, will carry out contagious play. A herd of elephants will clean themselves and then clean up the youngsters in their group. A swarm of ants will rely on their sense of smell to get back home. A pack of wolves will respond to their members' yawns. And, believe it or not, even a school of fish can yawn!

Track 038 3 LEARN NEW WORDS **troop** / A troop of gorillas can respond to human yawns. **flock** / A flock of birds changes formation to confuse predators. **herd** / A herd of elephants is usually led by the oldest female. **swarm** / A swarm of ants can be frightening to many people. **pack** / A pack of wolves hunts prey together. **school** / A school of fish can change its direction suddenly.

Track 039 5 See **Track 037**.

Track 040 2 LEARN NEW WORDS **flash mob** / A flash mob started to dance in the middle of the shopping centre. **influence** / The students worked hard to influence the headmaster's decision. **intention** / The group's intention is to focus on environmental problems. **join** / Many students join sports teams. **stand out** / Most teens want to be part of a group but stand out at the same time.

Track 041 3 WHILE YOU READ See Student's Book pages 50–51.

Track 042 GRAMMAR See Student's Book page 54.

Track 043 1 1. We haven't got enough paint for the flash mob paintball fight. 2. There are too many people in the hall. They won't all fit! 3. **S1**: Have we got enough cameras to record the flash mob? **S2**: Yes, we're OK. 4. We bought too many sweets to throw to the audience.

In This Unit

Theme This unit explores our fashion choices and how they affect us.

Content Objectives
Students will
- examine how clothing choices affect them and the environment.
- discuss the production and manufacture of clothing.
- read about teenage designers and how they help others and the environment.

Language Objectives
Students will
- talk about clothing choices and sustainability.
- ask for clarification and clarify.
- describe actions and processes.
- make suggestions and give advice.
- write about reducing their fashion footprint and support their opinions.

Vocabulary
pages 60–61 *comfort, cotton, creativity, crop, designer, do one's part, fit in, footprint, have an impact on, manufacture, material, style, synthetic, take responsibility for, toxic chemical, trendy*
page 62 *attractive, popular, psychological, social*
page 65 *assemble, factory, purchase, retailer, ship, warehouse*
page 66 *donate, eco-friendly, entrepreneur, give back, profit*
Vocabulary Strategies Suffix *-al*; Using a dictionary

Speaking Strategy Asking for clarification and clarifying

Grammar
Grammar 1 use the present passive to describe actions and processes
Grammar 2 use modals to make suggestions and give advice about present and past actions

Reading *A Passion for Fashion*
Reading Strategy Compare and contrast

Video Scene 4.1: *How Your T-shirt Can Make a Difference;* Scene 4.2: Meet Asher Jay

Writing Persuasive essay

National Geographic Mission Make Good Choices

Project
- Blog entry
- Fashion show
- Awareness Day

Pronunciation Relaxed pronunciation: *Shouldn't have* + past participle

Pacing Guides 3.4.1, 3.4.2, 3.4.3



Introduce the Unit

- **Activate prior knowledge** Say *Look at the student next to you. Describe what he or she is wearing. Now describe what you're wearing. Are your clothes similar or different? Name two or three things that are similar or different.* Ask students to take turns comparing and contrasting their clothes.

- **TO START** Tell students to open their books at pages 58–59. Ask *How many boys are there?* (eight) *Describe the clothes they're wearing.* Ask a student to read Question 1 on page 59 aloud. Ask *Are the boys dressed the same? What are some similarities and differences?* Make a T-chart on the board and use it to record similarities and differences.

- Ask questions such as these to encourage further discussion:
  Where are the boys? (São Paolo, Brazil)
  Do you like the way the boys are dressed? Why or why not?
  Do you think the boys are friends? Why or why not?



Boys in São Paolo, Brazil

- Next, ask a student to read the quote by Asher Jay aloud. Say *Asher Jay believes that we should have a personal connection to the clothes we wear.* Ask a student to re-read the quote and then read Question 2 aloud. Ask *What do you think she means?*

Extend

- Write on the board the unit title, *Fashion Footprints*. Tell the class to read it aloud. Say *In this unit we're going to learn a lot about our fashion footprint. But before we do, what do you think* fashion footprint *means? Is it an actual footprint? Does anyone know what a* carbon footprint *is? Do you think the two terms are related?* Write some phrases from students' responses, if appropriate. Then divide the class into small groups, and ask them to discuss the meaning of the two terms.

- Hand out **Worksheet 3.4.1**. Put students into pairs. Explain that partners will be writing about and discussing their fashion footprint.

UNIT OPENER

Objectives
Students will
- look for similarities and differences in a photo.
- discuss reasons for making the fashion choices they do.

Resources Worksheet 3.4.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

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About the Photo

São Paolo is the most populous city in Brazil, with over 11 million residents in the city itself. São Paolo is also one of the most diverse cities in the world, with the world's largest populations of Italian, Portuguese, Spanish, Japanese and Lebanese people outside of their native countries.

Teaching Tip

Grouping Make it a practice to group students of different proficiency levels together. To encourage less fluent students to use English, ask them to repeat questions and answers. In group settings, when one student states an idea, encourage others in the group to restate it.

Related Words

graphics, sandals (flip-flops)

VOCABULARY

Objective
Students will
- use new vocabulary to read about and discuss clothing and clothing decisions.

Target Vocabulary *comfort, cotton, creativity, crop, designer, do one's part, fit in, footprint, have an impact, manufacture, material, style, synthetic, take responsibility for, toxic chemical, trendy*

Content Vocabulary *latest, statement*

Resources Worksheet 3.4.2 (Teacher's Resource CD-ROM/Website); Tracks 044–045 (Audio CD/Website/CPT); CPT: Vocabulary



1 Why do people wear the clothes they wear?
Discuss. Then listen and read. 044

There are many different reasons we buy and wear the clothes we do. We choose clothes for practical reasons, such as weather and comfort. We also wear the clothes we do for psychological reasons. These include wanting to feel powerful, to feel attractive and to show our **creativity** and personality. Wearing certain **styles** affects how we feel about ourselves and how other people see us. We may care about the latest **trendy** fashion by popular **designers**, or we may prefer practical clothes.

And finally we make our clothing choices for social reasons, such as showing we want to **fit in** with a group, or making a statement about our beliefs.

The environment is another reason that clothing choice is important. The clothes we buy and wear **have an impact** on the planet. This is known as our fashion **footprint**. Each one of us has our own individual footprint. We need to **take responsibility for** our clothing decisions and **do our part** to reduce our fashion footprints.

These Japanese teens show off their accessories in Harajuku Square.

60 VOCABULARY

Warm Up

- **Activate prior knowledge** Play a simple word-association game with students. Say *I'm going to name a type of clothing, and I want you to tell me what it makes you think of. Try to use as few words as you can in your answers.* Then say and write words or phrases such as the following on the board: *coat* (warm, winter); *shorts* (summer, outside); *tie* (expensive restaurant, wedding); *uniform* (school, airline pilots).

- After students have brainstormed a list of associations, ask them to use the words on the board to develop context sentences. Model an example for students. Point to (*uniform*) and say *Airline pilots wear uniforms to work.*

Present 1 2

- Say *We've talked about different types of clothes. Now let's list some reasons people wear the clothes they wear.* Write the following sentence frame on the board:

_____ wear _____ because _____.

- Ask several students to take turns completing the sentence frame orally. (Sample answer: Football players wear uniforms because they need to recognise each other.)



A lot of our clothing is made from natural **materials** such as **cotton**, wool, leather and silk. **Synthetic** materials, such as nylon and polyester, are also very popular. But all of these materials, whether natural or synthetic, affect the environment. For example, many **toxic chemicals** are used to make leather shoes. The **manufacture** of cotton jeans requires enormous amounts of water and energy. And if dyes are used to colour any of these materials, then even more water, energy and toxic chemicals are required.

2 **LEARN NEW WORDS** **Listen and repeat.** 045

3 **Work in pairs.** Talk about what's in your wardrobe. Describe the materials your clothes are made of. What is your favourite outfit? How often do you wear it?

VOCABULARY **61**

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About the Photo

Harajuku Square, in Tokyo, Japan, is a meeting place for teens, and a well-known place for Japanese teens to display extreme fashion styles. Takeshita Dori (Takeshita Street) is a narrow street lined with a number of shops and restaurants that cater for Tokyo's teenagers.

Teaching Tip

Observe and interact with 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 very quickly but need additional help with others. Don't assume that a student who has been successful in the past will not need intervention now or in the future.

Related Words

beads, bows, bracelets, hair clips, headbands, necklaces, rings

- 1 Ask students to open their books at pages 60–61. Discuss the Activity 1 question at the top of page 60.
- Play **Track 044** and tell students to listen and read. Discuss the reading with students. Ask questions such as:
  What's a practical reason for wearing something?
  How do clothes have an impact on the planet?
  Do you wear synthetic fabrics? Why or why not?
- 2 **LEARN NEW WORDS** Play **Track 045**. Ask students to listen and repeat. Then ask partners or small groups to take turns saying each word. Tell them to create a true or false statement that includes the target word. Groups can read their statements to the class, who will decide whether they're 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 identifies it will restate it to make it true. If it's true, the person will agree with you and restate the true statement.*
- Model an example for students. Say *Cotton is a synthetic material. True or false?* (False) Ask a student to restate the example so that it becomes a true statement. (Cotton is a natural material. Polyester/nylon is a synthetic material.)

VOCABULARY

Objectives

Students will

- use vocabulary related to clothing and its effects on the environment.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *attractive, popular, psychological, social*

Vocabulary Strategy Suffix *-al*

Content Vocabulary *activist, rights*

Resources Online Workbook/Workbook pages 34–35; Tracks 046–047 (Audio CD/Website/CPT); CPT: Vocabulary

Materials a ball or beanbag

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

cotton	creativity	designer	fit in
manufacture	style	take responsibility for	trendy

Asher Jay has a great sense of _style_, but she also cares about our planet. She's a fashion _designer_, or a person who designs clothes. She's also an artist, writer and environmental activist. Asher wants us all to _take responsibility for_ protecting the environment and animals. In one fashion line, she created _trendy_ shirts, dresses and skirts influenced by the bright oranges and greens of endangered coral reefs. For Asher, fashion is more than an effort to _fit in_ with a crowd. She believes the clothes you wear can communicate both a message you care about and your own _creativity_.

5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. 046 047

attractive	popular	psychological	social

psychological 1. mental

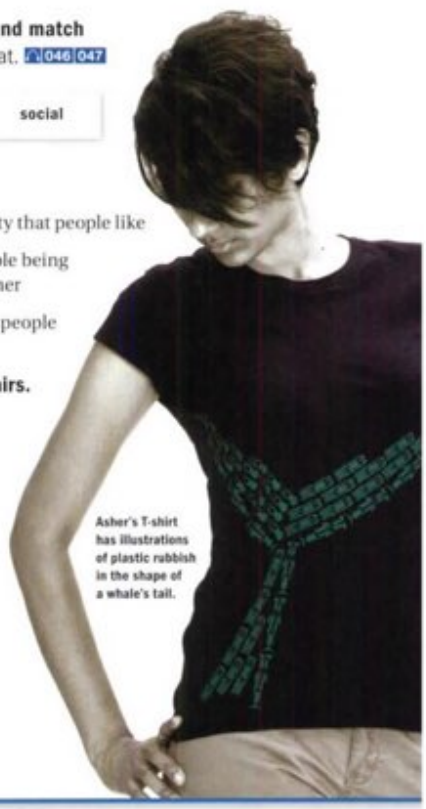
attractive 2. having a quality that people like

social 3. related to people being with one another

popular 4. liked by many people

6 YOU DECIDE Choose an activity. Work in pairs.

1. Some schools require students to wear uniforms. What social or psychological reasons might they have for doing this?
2. Discuss. Do you dress more for yourself or for the impression you might make on others? Do you and your friends dress in a similar way? Is it better to fit in or to stand out? Why?
3. Do a video interview. Ask your classmates about their favourite outfits and why they like them.



Asher's T-shirt has illustrations of plastic rubbish in the shape of a whale's tail.

62 VOCABULARY

Practise 3 4 5

- 3 Put students into pairs. Say *Close your eyes. Think about your wardrobe. What's in it? Now read the Activity 3 questions on page 61.* Tell partners to ask and answer the questions in Activity 3. Say *Try to use your new words in your answers.*
- 4 Ask students to turn to page 62. Choose several students to read aloud the words or phrases in the word box. Ask students to choose two words or phrases and use them in a sentence. Then tell them to complete Activity 4 independently. Ask a student to read the competed paragraph aloud.
- 5 LEARN NEW WORDS Play **Track 046**. Tell students to listen, and then to ask them look for each word in context on pages 60–61. Play **Track 047**. 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 *psychological* on page 62. Write the word on the board and circle the *-al* ending. Explain that *-al* can be used to turn a word such as *psychology* into an adjective. Point out that the endings *-ive* (attractive) and *-ar* (popular) can also be used to identify adjectives. Help students think of other words with *-al* endings. (natural, social, international)

Apply 6

- 6 Put students into pairs. Tell both partners to re-read the text on pages 60–61. Say *Work with your partner to ask and answer questions. Use the vocabulary words in your questions and answers.*

- **Think aloud** Model silently scanning the text to find the answer to a question. Say *I wonder why some schools require students to wear uniforms. Are there psychological reasons for wearing uniforms? What could they be? I'll scan the text to find out.*

- YOU DECIDE Ask partners to choose and complete one of the three activity choices. Remind them to take a few moments to silently think over any questions before discussing them with their partner. Invite students to share their questions and answers with the class.

Extend

- Say *Asher Jay believes the clothes you wear can communicate a message as well as your creativity. Think about your favourite outfit or article of clothing. How could you redesign it to communicate a message? What would the message be?* Ask students to work independently to either describe their new design in writing or draw a picture of it. When they have finished, invite students to share their work with the class.

- If time allows, hand out **Worksheet 3.4.2**. Explain that students will use vocabulary words to talk and write about the reasons people choose to buy the clothes they wear. They will also write about their fashion footprint and about things they take responsibility for in their lives.

Consolidate

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

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Vocabulary Strategy

Suffix *-al* Explain that when added to a word, the suffix *-al* changes the meaning of that word to include the sense of 'relating to'. Other words with *-al* endings include:

nature	>	natural
environment	>	environmental
person	>	personal
tradition	>	traditional

Teaching Tip

To increase students' involvement and raise their energy level, introduce physical activity into the lesson. When students answer with a vocabulary term, encourage them to stand up and act out what they say. Then tell the class to repeat the motion and the word.

Formative Assessment

Can students

- use vocabulary related to clothing and its impact on the environment?

  Ask *Does making clothes with natural materials affect the environment?*

- use new vocabulary to discuss clothing decisions?

  Ask *What's one practical reason for buying certain clothes?*

Workbook For additional practice, assign Workbook pages 34–35.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- ask for clarification when something is unclear.
- clarify when needed.

Speaking Strategy Asking for clarification and clarifying

Academic Language *clarification, clarify*

Content Vocabulary *mood*

Resources Online Workbook; Worksheet 3.4.3 (Teacher's Resource CD-ROM/ Website); Tracks 048–049 (Audio CD/ Website/CPT); CPT: Speaking Strategy

Materials paper clips, pencils, scissors, pieces of card

SPEAKING STRATEGY 048

Asking for clarification	Clarifying
When you say _____, what do you mean?	What I meant was _____.
Are you saying that _____?	That's right./No, that's not it. I meant _____.
Could you explain that a little more?	Of course. I was referring to _____.



1 **Listen.** How do the speakers make sure they're communicating clearly? Write the phrases you hear. 049

2 **Read and complete the dialogue.** Possible answers:

Pat: I like to choose my clothes depending on my mood.

Ken: When you say 'mood', _what do you mean_?

Pat: I _mean_ whether I feel happy, nervous, sad ... whatever.

Ken: Oh. _Could you explain that a little more_?

Pat: _Of course. I was referring to_ my feelings. When I feel really happy, I like to wear bright colours like yellow, red and orange. When I'm sad, I wear black or grey. And when I'm nervous, I wear my favourite old blue jumper, especially on exam days.

Ken: _Are you saying that_ it's your lucky jumper?

Pat: Yes, I guess so. It makes me feel calmer.



3 **Work in groups.** Spin the wheel and discuss, using the words for each topic as instructed. Ask for clarification and clarify as needed.

Go to page 155.



4 **Work in pairs.** How does asking for clarification and clarifying help you communicate? How can it help other people, such as doctors or teachers, communicate?

Warm Up

- **Activate prior knowledge** Ask *What do you say if you want to ask a question, interrupt politely or walk in front of someone?* (Excuse me.) Ask *What's a polite way of asking to borrow something?* (Can I borrow ...? Can you lend me ...?) Ask *What do you say when you agree or disagree with someone?* (I agree with you. Oh, I disagree with that idea.)

- Ask partners or small groups to act out situations in which they ask to borrow a book or small object, ask for directions, or agree or disagree with an opinion. Choose students to act out their role plays for the class.

Present 1

- Say *When we want someone to repeat something we didn't understand, one thing we usually say is* Excuse me. *We want to get the person's attention so that they can clarify, or explain, what we didn't understand.* Ask students to open their books at page 63. Say *There are other ways to ask someone to clarify what they mean, and also to clarify what you mean for someone else.* Play **Track 048**. Tell students to read along.

- 1 Play **Track 049**. Ask *How do the speakers make sure they're communicating clearly? What other words do we use to ask for clarification, or to clarify?* List clarifying statements and language on the board.

- Ask students to take turns asking for clarification and clarifying. Supply prompts such as the following:

I didn't understand what _____ means.
I can explain. It means _____.
I'm not sure what _____ means.
Let me try to explain. It means _____.

Practise 2

- 2 Once students seem comfortable using the speaking strategy and additional prompts to ask for clarification and to clarify, ask them to complete Activity 2 independently.

- Ask students to read their completed dialogues aloud, taking turns as Pat and Ken. Once several pairs have read their dialogues, ask *Did you hear different ways to ask for clarification and to clarify? What were some of the words and phrases you used or heard?* Point out that *Pat* is used to name both boys and girls in English.

Apply 3 4

- **Connect** Put students into pairs. Ask them to silently review pages 60–62, as well as any notes they might have. Ask partners to talk about things they've learnt so far about fashion.

- 3 Put students into groups of three or four. Tell each group to use the spinner on page 163 to role-play conversations that require clarifying and asking for clarification. Model with a student. Spin the spinner and say *It says here that some clothes are made from (animal skins).* Ask your student partner *I'm not sure I understand what that means. Can you tell me what (skins) refers to?*

- 4 Put students into pairs to discuss the Activity 4 questions. Say *Discuss how being able to ask for clarification, and being able to clarify something for someone else, improves your communication skills.* Then ask *Have you ever felt that you were not being understood? When? Who were you talking to? What did you do? Discuss these situations with your partner.*

Extend

- Ask partners to work together to write two or three sentences based on their discussions. Provide sentence frames to help them get started: *Now, when I don't understand what someone says, I won't _____; I'll _____. If someone doesn't understand what I mean, I'll _____.* Ask partners to share their sentences with the class.

- If time allows, hand out **Worksheet 3.4.3**. Explain that students will use the worksheet to practise asking for clarification and clarifying.

Consolidate

- Write the following words on pieces of card: *lost, hungry, bored, nervous.* Put students into pairs. Give each student a card. Ask partners to use the sentence frames in the speaking strategy box on page 63 and the word on their card to act out scenarios involving clarifying or asking for clarification. Say *Use your word in a role play. For example, say* When you say you're lost, what do you mean?

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Strategy in Depth

There are a number of common ways to ask for clarification or to clarify in English. These include:

Asking for clarification

Do you mean ...?
Could you give me an example?
Could you say that again, please?
Could you repeat that, please?
Would you say more about that, please?
Could you be more specific?

Clarifying

Let me explain that in more detail.
Let me put that in another way.
In other words, ...
To put it differently, ...

Formative Assessment

Can students

- ask for clarification when something is unclear?

  Say *Imagine you don't know the meaning of a word. Ask for clarification in two different ways.*

- clarify when needed?

  Say *Imagine you're speaking with someone who didn't understand something you said. Clarify what you said in two different ways.*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- identify the form, meaning and use of the present passive voice.
- use the present passive voice to describe actions and processes.
- use words associated with making and delivering a product to its final destination.

Grammar Present passive: Describing actions and processes

Target Vocabulary *assemble, factory, purchase, retailer, ship, warehouse*

Content Vocabulary *annually, denim, fabric, litre, pre-wash, yarn*

Resources Online Workbook/Workbook pages 36–37; Tracks 050–053 (Audio CD/Website/CPT); CPT: Grammar 1



GRAMMAR 050

Present passive: Describing actions and processes

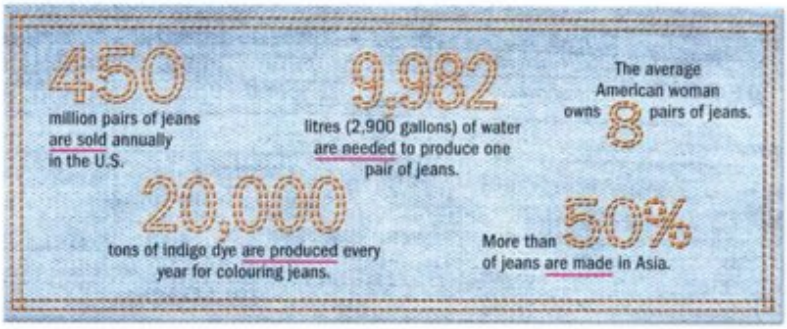
They use a lot of pesticides to grow cotton. — A lot of pesticides **are used** to grow cotton.

They make a lot of clothing from synthetic materials. — A lot of clothing **is made** from synthetic materials.

1 **Listen.** Circle all the passive forms you hear. 051

are bought | are made | (are required) | (are used) | (is made) | is used

2 **Read.** Underline all examples of the present passive.



3 **Work in pairs.** Talk about how jeans are made. Change the verbs to the present passive.

1. People make jeans with a material called denim.
2. They make denim out of cotton.
3. They sometimes mix polyester or other synthetic materials into the denim.
4. They dye the denim yarn before they make the denim fabric.
5. After they cut the fabric and make the jeans, they pre-wash them.
6. They sometimes add stones when they pre-wash jeans to make them look older.

Jeans are made with a material called denim.

64 GRAMMAR

Warm Up

- **Activate prior knowledge** Ask *Does everyone here know what their clothes are made of?* Say *Look around the classroom. How many people are wearing clothes made of cotton?*
- Ask students to call out the names of fabrics or materials they're wearing. Say *(Marta) is wearing a jumper made of cotton.* Point to a student and ask *What is (Luis) wearing? What is it made of?*
- Then say *Look around the classroom again. Where were your clothes made? Who can tell us where their clothes are made?* Ask students to name the place(s) where their clothing was manufactured. If students don't know where their clothes were made, tell them to check the labels in several pieces of clothing at home and report to the class the following day.



4 **LEARN NEW WORDS** **Listen.** Learn about the journey of jeans. Then listen and repeat. 052 053

5 **Work in pairs.** Look at the infographic above. Use the present passive to describe the journey of jeans. Use the words in the box to describe the process.

after that	finally	first	then

6 **Work in groups.** Use the present passive to describe how something else is done or made.

Present

- Ask students to open their books at page 64 and look at the grammar box. Say *We learnt that cotton is an important crop. Farmers all over the world grow cotton. They use pesticides to kill insects.* Play **Track 050** and tell students to read along.
- Read the first sentence on the left. Ask *Who is doing the action?* (They, farmers) Then read the first sentence on the right. Say *Who is doing the action? The sentence doesn't say. It isn't important. The focus is on the pesticides.*
- Read the second sentence on the left. Ask *Who is doing the action?* (They, factory workers) Then read the second sentence on the right. Say *Who is doing the action? The sentence doesn't say. It isn't important. The focus is on the clothing.*

BE THE EXPERT

Grammar in Depth

Using past participles Past participles are used together with the present tense of the verb *to be* to form the present passive voice: *In the factory, pieces of denim are assembled into jeans.* Past participles can also function as adjectives: *The wrinkled jeans are in that pile. The ironed jeans are on the table.*

Teaching Tip

Correcting students is necessary, but it's important to provide feedback in a positive way. 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

forklift, sewing machine, shipping container



- Point out the differences in the active and passive verb forms. In the first example, *use* becomes *are used* in the second sentence. In the second example, *make* becomes *is made* in the second sentence.

- You may want to point out the use of the past participle in forming the present passive voice. Write on the board the following:

Infinitive	Past simple	Past participle
use	used	used
make	made	made

- Circle the words *used* and *made* in column 3. Say *We form the present passive with* is *or* are *and the past participle.*

Practise 1 2 3

- 1 Say *Now we'll listen to some ways in which the manufacture of clothing affects the environment. You've read and heard this text before.* Play **Track 051** once and tell students to listen. Play the track again and ask students to circle the present passive forms they hear.

- 2 **Graphic literacy** Say *Look at the pieces of clothing above the grammar box. What are they?* (jeans) *How many pairs of jeans are there?* (17) Ask *Who's wearing jeans now? How many pairs of jeans have you got?*

- Say *Now let's look at Activity 2. Read some facts about jeans. As you read, underline all the examples of the present passive voice.* Check answers as a class.

- Ask *Does the writer focus more on actions or on who did them?* Then ask *Which fact about jeans surprises you the most? Which fact worries you the most? Why? What can we do about it?*

- 3 Say *Now we're going to find out more about jeans. Look at Activity 3. Take turns describing the process of making jeans.* Lead students through items 1 and 2. Check answers as a class.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Say *We know how jeans are made. Now we're going to learn new words that will help us talk about what happens after they're manufactured.* Play **Track 052.**

- Tell students to look at the infographic on page 65. Point to each photo and read the word(s) aloud. Ask students to repeat. Then say *Let's listen to these words in sentences. Then we'll repeat each word alone and in a sentence.* Play **Track 053.** Ask students to repeat.

- 5 Put students into pairs. Tell each pair to use the infographic to describe the journey of jeans in the present passive voice. Say *Use words that describe how jeans are transported, stored and sold.*

- 6 Next, write *tie my shoes* and *make a salad* on the board. Say *These are two simple processes. Let's brainstorm a few more.* Record responses; then ask each group to choose a process and describe it using the present passive voice. Encourage self- and peer-correction when possible.

Extend

- Write *make, made* and *made* on the board, and then say *We're going to play the game* Three Plus One. Ask four students to model the game. Tell the first student to say *make*, the second *made*, the third *made*, and the fourth student should use the past participle *made* in a sentence with the present passive voice. (*Trainers are made in factories.*)

- When the four steps have been completed correctly, the next person in the circle begins with another verb. Write on the board the following verbs. Tell students to continue the game until all the verbs have been used.

assemble	grow	purchase	use
design	make	ship	wear

Consolidate

- Say *I'm going to call out two words and then say either* active *or* passive. *If you hear* active, *use the words in the active voice in a sentence. If you hear* passive, *use the words in the present passive voice in a sentence.*

- Model the activity with students. *(David). Jeans – make – active.* (David) responds, for example, with *People make jeans in factories.* Say *(Maria). Shoes – wear – passive.* (Maria) responds with *Shoes are worn on the feet.* When everyone understands what to do, ask students to make sentences in the active or passive voice, using the two words you say to them. Use the following pairs of words:

accessories/purchase	footprint/reduce
chemicals/use	jeans/make
clothes/fit in	products/ship
cotton/require	shoes/wear

BE THE EXPERT

Teaching Tip

Ask students to make a set of verb flashcards to help with memory retention. On one side, tell them to write the principal forms of a verb, for example, *sell, sold* and *sold*. On the other side, tell them to use the verb forms in three sentences: *They sell black jeans at that store. They sold the last pair of black jeans yesterday! Luckily, black jeans are sold online.*

Formative Assessment

Can students

- identify forms of the active voice and the present passive voice?

  Ask students to identify which sentence is in the present passive voice and what the focus of the sentence is.
  Workers ship the jeans to warehouses.
  The jeans are shipped to warehouses.

- use the present passive voice to focus on the receiver of an action?

  Ask students to use groups of words such as the following to focus on the receiver of an action: *chemicals/use/jeans*

Workbook For additional practice, assign Workbook pages 36–37.

Online Workbook Grammar 1

READING

Objectives
Students will
- read about and discuss two young fashion designers.
- use new words from the reading.
- compare and contrast information.

Reading Strategy Compare and contrast

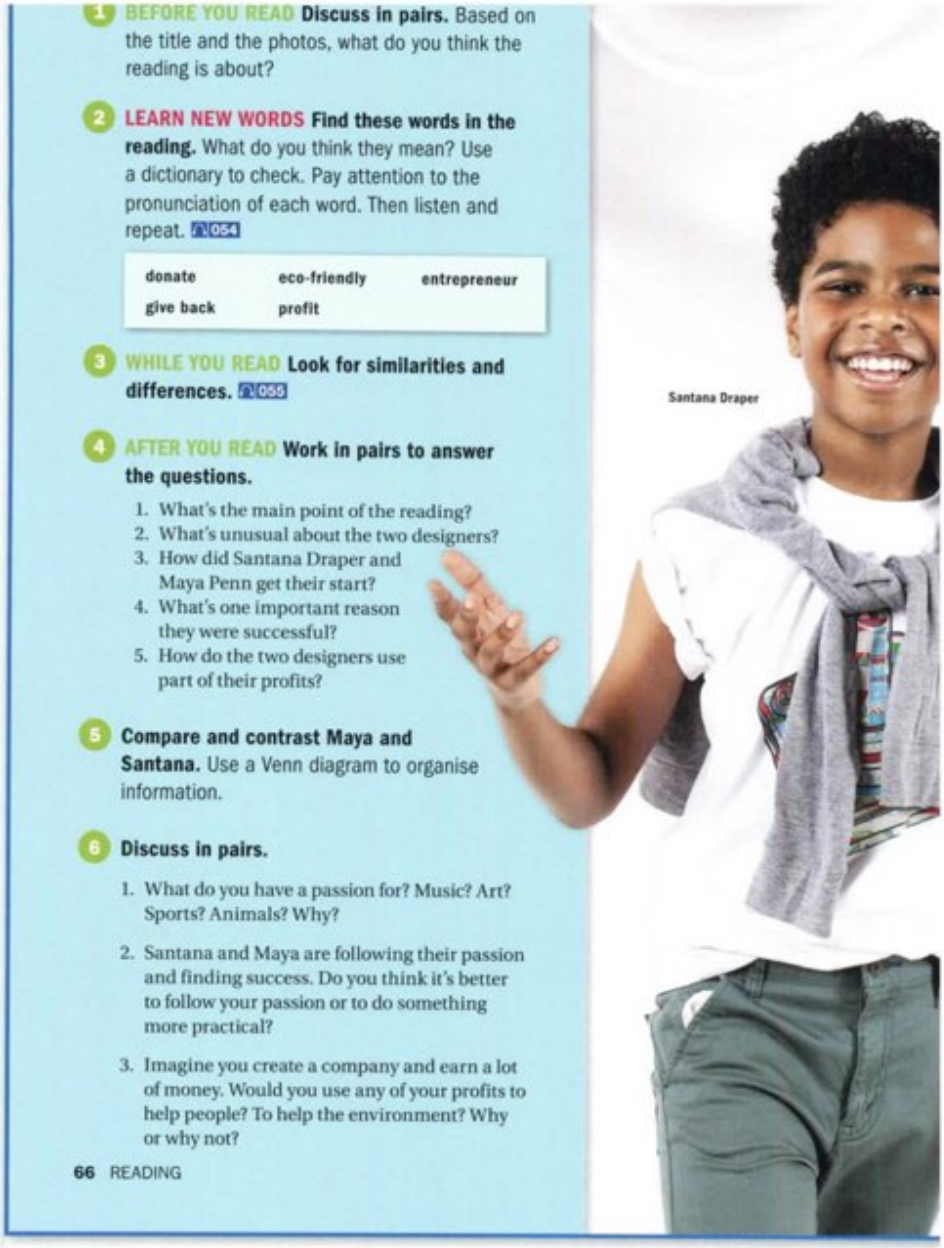
Target Vocabulary *donate, eco-friendly, entrepreneur, give back, profit*

Vocabulary Strategy Using a dictionary

Content Vocabulary *charities, dream, passion, pursue*

Resources Online Workbook/Workbook pages 38–39; Worksheet 3.4.4 (Teacher's Resource CD-ROM/ Website); Tracks 054–055 (Audio CD/ Website/CPT); CPT: Reading.

Materials set of classroom dictionaries



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 reading.** What do you think they mean? Use a dictionary to check. Pay attention to the pronunciation of each word. Then listen and repeat. 054

donate	eco-friendly	entrepreneur
give back	profit	

3 **WHILE YOU READ** **Look for similarities and differences.** 055

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

1. What's the main point of the reading?
2. What's unusual about the two designers?
3. How did Santana Draper and Maya Penn get their start?
4. What's one important reason they were successful?
5. How do the two designers use part of their profits?

5 **Compare and contrast Maya and Santana.** Use a Venn diagram to organise information.

6 **Discuss in pairs.**

1. What do you have a passion for? Music? Art? Sports? Animals? Why?
2. Santana and Maya are following their passion and finding success. Do you think it's better to follow your passion or to do something more practical?
3. Imagine you create a company and earn a lot of money. Would you use any of your profits to help people? To help the environment? Why or why not?

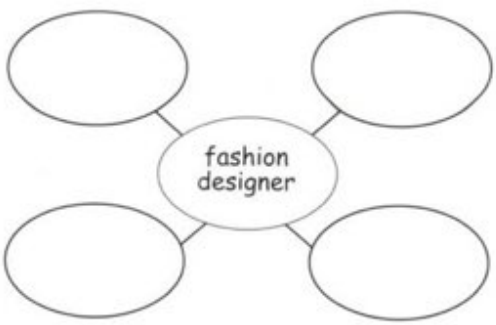
66 READING

Santana Draper

Warm Up

- **Activate prior knowledge** Say *In Unit 1 we learnt words that describe different personalities.* Ask *What are some of those words?* (adventurous, co-operative, enthusiastic, friendly, hard-working, self-confident, trusting)

- On the board, write the words *fashion designer* and draw a circle around them. Ask *Which words might we use to describe a fashion designer?* Use the words students suggest to build a word map. You may want students to copy the word map into their notebooks.



A Passion for FASHION

Pursuing a dream isn't just for grown-ups. These young designers grew up with a passion for fashion – and for helping others.

Santana Draper is a young entrepreneur with a giving spirit. When he was very young, he overheard adults discussing a terrible storm. The storm affected families and left their children without holiday presents. Santana offered to give his toys away as gifts for the children. He said that he could make more toys for himself out of paper. The name of his company today? PaperToy Clothing!

Santana's parents supported his creativity and decided to have some of his sketches printed on T-shirts. People who saw Santana's work wanted to know where they could purchase the T-shirts, and an online fashion business was born. He designs T-shirts for males from 10 to 25 years old, and he has created a 'wear and give' programme to give back to his community. For each T-shirt a customer buys, part of the sale price goes towards a programme to feed hungry children. 'I want to inspire boys and young men to action by producing wearable art that lives with you,' Santana says.

Teenage entrepreneur Maya Penn was only eight years old when she started her first business, Maya's Ideas. She makes eco-friendly clothing and accessories that are sold in many countries, including Australia, Canada, Denmark and Italy. When Maya was very young, her mother taught her to sew. Maya would find pieces of fabric around the house to turn into a scarf or hat. When she wore her creations in public, people would stop her and ask where they could buy them!

Even before she opened her business, Maya knew she wanted her clothes to reflect her beliefs. She decided that her items had to be eco-friendly and that she would donate 10 to 20 per cent of her profits to charities and environmental organisations. 'I've had a passion for protecting the environment and its creatures since I was little,' Maya says.



Maya Penn

Before You Read 1 2

- 1 Ask students to turn to pages 66–67. Read Activity 1. Say *Discuss what you think the reading will be about.* Review predictions as a class.
- Tell students to look at the photos of Maya Penn and Santana Draper. Say *Compare and contrast Santana and Maya. What is Santana wearing? Does he look outgoing? self-confident? What is Maya wearing? Does she look hard-working? creative?*
- 2 **LEARN NEW WORDS** Say *Now you're going to learn some new words.* Point to *entrepreneur* in the first line of the text and read the sentence. Then point to the first line in the third paragraph. Say *Here's entrepreneur again.* Read the sentence. Ask *What do you think entrepreneur means?* (someone who starts a business)

BE THE EXPERT

Reading Strategy

Compare and contrast *To compare* means to find ways that things are alike. Words that show comparisons include *similarly, alike* and *both. To contrast* means to find differences between things. Words that show contrast include *on the other hand, unlike* and *but*. Readings often include ideas and information that can be compared and contrasted. Asking students to compare and contrast while they read can help them better understand the reading.

Vocabulary Strategy

Using a dictionary Learning to use a dictionary efficiently will help your students find what they need quickly and thereby increase their language skills. The entries in most dictionaries contain the following information: syllabication, pronunciation, parts of speech, definitions, and the history or origin of the word (its etymology). Many dictionaries will also contain additional information. Consult each dictionary's table of contents to see what it includes.

Teaching Tip

When you ask students to use a new vocabulary term in a sentence, from time to time, ask them to write their answers before they put their hands up. That way, even though only one student answers aloud, every student has participated. This will allow all students time to think about their answers and help them to better retain new vocabulary.



- If no one has suggested the idea of businessperson, business owner or organiser, show how other sentences can help with the meaning. Point out that the last two lines of the first paragraph mention Santana's company, PaperToy Clothing. Say *Santana has his own company.* Point out that the first sentence of the third paragraph says that Maya started a business called Maya's Ideas. Say *Maya has her own company. Both designers have businesses. They are entrepreneurs.*

- Direct students to the second and last paragraphs in the reading, where the remaining words are found. Ask them to read the paragraphs and work out the meanings of *give back*, *eco-friendly*, *donate* and *profits*. Tell them to check the meanings of the words in a dictionary.

- Next, ask students to listen to **Track 054** and repeat the words.

- **Vocabulary Strategy** Remind students that when they use a dictionary, the guide words at the top of each page will help them locate the word they're looking for. Ask *Would you look on a page with the guide words dolphin and domino if you're looking up donate?* Ask a student to explain why not. Tell partners to practise using guide words to look up the new vocabulary.

While You Read 3

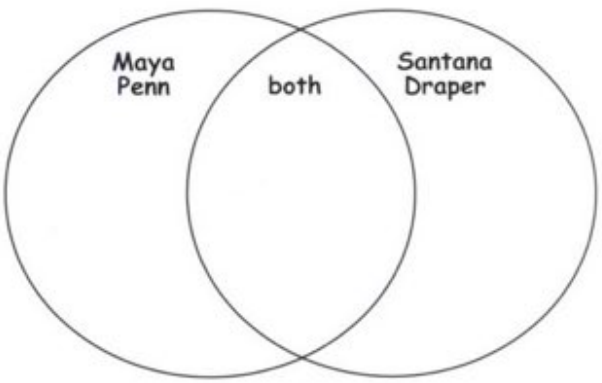
- 3 Say *Now we're going to learn more about these two young designers. Listen and read.* Play **Track 055** and tell students to follow along.

- Say *Now read again. Look for similarities and differences between Santana and Maya as you read.* Play **Track 055** again or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs. Ask partners to read the questions and answer them. If they disagree on an answer, encourage them to go through the text again to find support for their answers.

- 5 Remind students about comparing and contrasting using a Venn diagram. Say *Similarities go in the middle section. Differences go on the left and on the right.* Ask students to work individually to complete the Venn diagram. When they have finished, tell them to compare their diagram with a partner's.



- 6 Tell partners to work together to answer the activity questions. Then put the students into small groups to discuss and compare their answers. For each group, have one member act as secretary and note down information from the discussion.

- When discussion has finished, say *Now let's list what you've discussed.* Draw the following table on the board:

Group A, B, C, D, etc.	Passion	Pursue passion	Be practical	Use profits to help people	Use profits to protect planet	Keep profits
B	animals cooking fashion football	✓ ✓	✓ ✓	✓ ✓	✓	✓

- Have group secretaries report their information from their discussions. As they do, fill in the table for each group. For each group, say, for example, *Group (B) has four different passions – (animals), (cooking), (fashion) and (football). Two people in Group (B) think it's better to follow their passions, and two think it's better to be practical. Two people would use some of their profits to help people. One person would use some of his profits to help protect the planet, and one person would keep some of the profits.*
- Do not remove the table if you plan to do the first Extend activity.

Extend

- Say *Work with a partner. Take turns describing the complete table. Talk about all the groups as a class.* Model an example. Say *There are (23) people in our class. (Seven) have a passion for (animals); (four) have a passion for (fashion); (eight) have a passion for (sports); (three) have a passion for (music), and (one) has a passion for (cooking).* Have pairs of students produce sentences for each column in the table.
- If time allows, you may want to hand out **Worksheet 3.4.4** 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.* Ask students to complete the worksheet individually or in pairs.

Consolidate

- Write the following on the board:

1. List some things you like to do or make.
2. Could one of them become a business?
3. How would you start?
4. Who would help you?
5. What would you name your company?

- Say *Imagine you're entrepreneurs like Santana and Maya. Work with a partner. Answer the questions on the board.*

BE THE EXPERT

Teaching Tip

Provide opportunities for students to practise reading aloud. Pair a more fluent reader with a less fluent one. Without describing differences between them, have fluent readers read the text aloud first. Then have less fluent readers read the same text aloud. Encourage partners to help each other read difficult words. Repeat the reading until both students feel comfortable reading it on their own.

Answer Key

Comprehension 4

1. People who love fashion can make responsible choices.
2. They're both young.
3. Their parents helped them get started.
4. They both have a passion for what they do; they worked hard and had a lot of support.
5. They use part of their profits to help others.

Formative Assessment

Can students

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

  Ask students to use *donate, give back, eco-friendly, entrepreneur* or *profits* to describe Maya Penn or Santana Draper.
- compare and contrast Maya Penn and Santana Draper?

  Ask students to list two ways in which the designers are similar and two ways in which they're different.

Workbook For additional practice, assign Workbook pages 38–39.

Online Workbook Reading

VIDEO

Objectives

Students will

- discuss ways to reduce their fashion footprint.
- apply the message of the video to their personal lives.

Academic Language *purpose*

Content Vocabulary *ironing, repair*

Resources Video scene 4.1 (DVD/Website/CPT); Online Workbook; CPT: Video

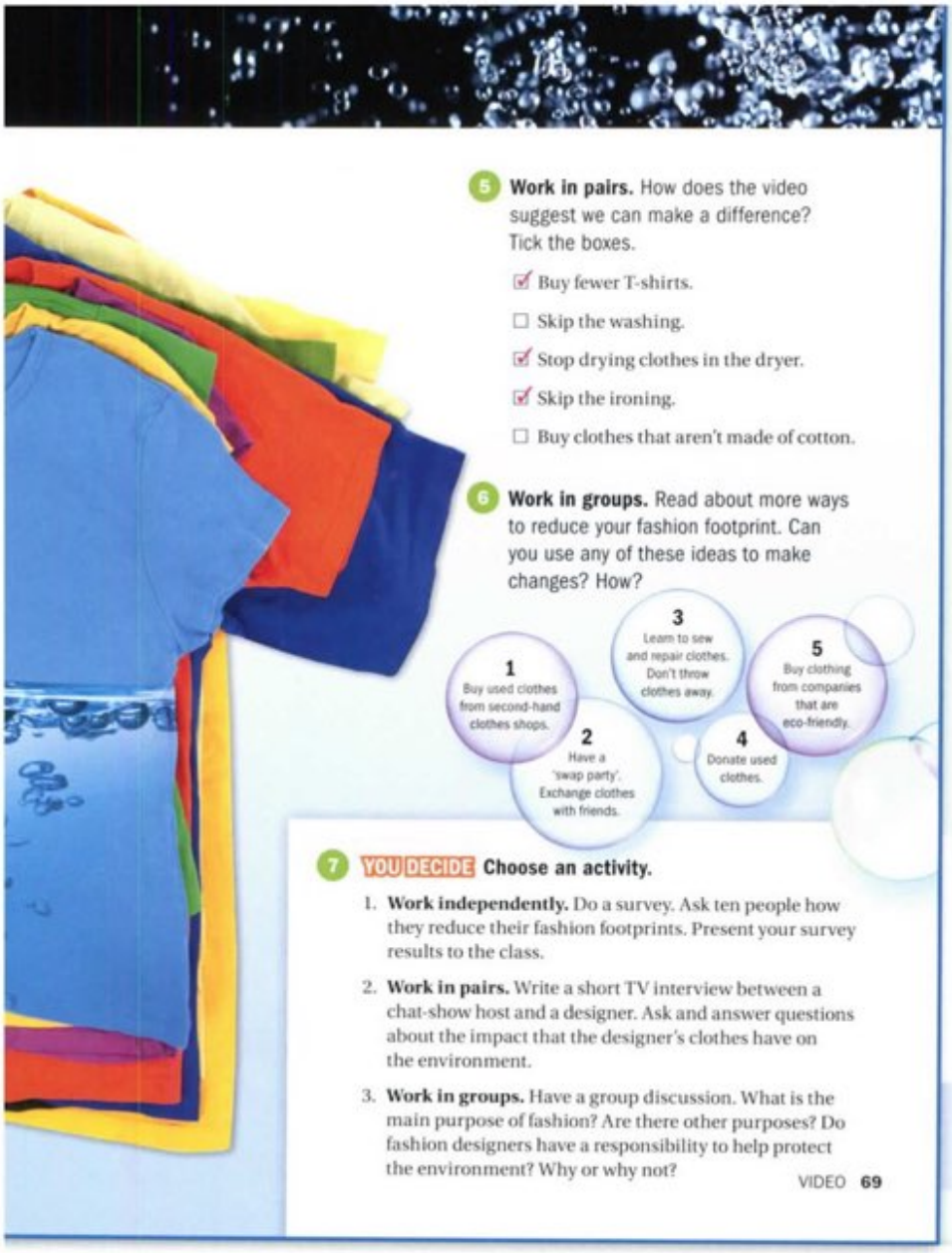


Before You Watch 1 2

- Ask partners to brainstorm what they know about their fashion footprint, and what they want to know about it. Say *List two or three facts you know about your fashion footprint. Think of any questions you may have.*
- 1 Next, tell students to open their books at pages 68–69. Ask a student to read Questions 1–3 aloud. Say *Take turns asking and answering each question.* If time allows, ask partners to share their answers with the class.
- Once students have had a chance to discuss and share the three questions in Activity 1, ask them to look carefully at the main image again. Say *Look again at the picture. What do you see?* (T-shirts and a bottle of water)
- 2 Say *The video you'll watch is called* Your T-shirt Can Make a Difference. *Based on that title, the picture and what you now know about your fashion footprint, predict what you think the video will be about. Then circle the letter that best describes what you think the purpose of the video is.* Once they've made their choices, ask several students to explain their reasoning to the class.

While You Watch 3

- 3 Say *While you watch, you're going to fill in an idea web.* Play **Video scene 4.1**. Say *Watch and listen carefully. Fill in your web. Remember to write the main idea of the video in the centre circle. List important details in the outer circles. Take additional notes to help you remember some of the facts you'll see and hear.*



5 **Work in pairs.** How does the video suggest we can make a difference? Tick the boxes.

- ☑ Buy fewer T-shirts.
- ☐ Skip the washing.
- ☑ Stop drying clothes in the dryer.
- ☑ Skip the ironing.
- ☐ Buy clothes that aren't made of cotton.

6 **Work in groups.** Read about more ways to reduce your fashion footprint. Can you use any of these ideas to make changes? How?

1. Buy used clothes from second-hand clothes shops.
2. Have a 'swap party'. Exchange clothes with friends.
3. Learn to sew and repair clothes. Don't throw clothes away.
4. Donate used clothes.
5. Buy clothing from companies that are eco-friendly.

7 YOU DECIDE **Choose an activity.**

1. **Work independently.** Do a survey. Ask ten people how they reduce their fashion footprints. Present your survey results to the class.
2. **Work in pairs.** Write a short TV interview between a chat-show host and a designer. Ask and answer questions about the impact that the designer's clothes have on the environment.
3. **Work in groups.** Have a group discussion. What is the main purpose of fashion? Are there other purposes? Do fashion designers have a responsibility to help protect the environment? Why or why not?

VIDEO 69

BE THE EXPERT

Teaching Tip

Video in the classroom Divide the class into pairs, with one partner facing the monitor and the other with their back to it. Turn off the sound and play the video. The student who can see the monitor tells his/her partner what is happening.

After a minute or so, tell students to swap places. Ask partners to retell or write a chronological sequence of what happened and share it. Then play the video with sound.

Formative Assessment

Can students

- discuss ways to reduce their fashion footprint as a result of watching the video? Ask *How can skipping the ironing help reduce your fashion footprint?*

Online Workbook Video

- If students have trouble following the video or understanding the text, pause the video and allow them to ask questions or re-read the text. Try replaying the video with and without sound, and ask students to describe and comment on what they see. Tell them to complete their idea webs independently.

After You Watch 4 5 6 7

- 4 Put students into pairs. Ask them to number the order in which the information appears in the video.
- 5 Ask partners to discuss the suggestions and tick those they believe appeared in the video. Then tell students to read each option aloud. Ask *How can (buying fewer T-shirts) make a difference?*
- 6 Ask students to read options 1–5. Ask *What do you think second-hand clothes are?* (previously used clothes) Explain that a *swap party* is an event during which people exchange clothes. Say *These are suggestions for ways to reduce your fashion footprint. Which of these ideas do you like? Which don't you like?*
- 7 YOU DECIDE Ask students to choose an activity. If students choose to conduct a survey, ask them to research survey formats in advance. Tell them to choose a format and then write out appropriate questions. Remind them that the survey should include at least ten people.
- If they choose to write an interview, tell students to re-read the article about Maya Penn and Santana Draper. If possible, ask them to do additional research about the designer they choose.
- 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 need the speaker to clarify something he or she said.*

GRAMMAR 2

Objective
Students will
- use modals to make suggestions and give advice about present and past actions.

Grammar Modals: Making suggestions and giving advice about present and past actions

Academic Language *advice, action*

Content Vocabulary *gallon, pair*

Pronunciation Relaxed pronunciation: *Shouldn't have* + past participle

Resources Online Workbook/Workbook pages 40–41; Worksheet 3.4.5 (Teacher's Resource CD-ROM/Website); Tracks 056, 121–122 (Audio CD/Website/CPT); Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); CPT: Grammar 2

Materials coins for the board game, pieces of card (*optional*)

GRAMMAR 056

Modals: Making suggestions and giving advice about present and past actions

You **shouldn't have bought** that leather jacket.
You **could have bought** that organic cotton jacket instead.
You **should be** more careful about reading labels.
You **could reduce** your footprint with a small change like this.

1 Read. Complete the dialogue with words from the list. Use *could, should, could have* or *should have*.

be	do	dry	hang	listen	put	wash	wear

Mum: You _shouldn't have washed_ your new T-shirt. You just got it!
Pat: But I wore it to lunch with my friends and I spilt soup on it.
Mum: You _should be / should have been_ more careful. And instead of washing your T-shirt all by itself in the machine, you _could have washed / could wash_ it by hand in the sink. That way you save water.
Pat: What do you mean?
Mum: Did you know it takes 40 gallons of water to wash that T-shirt in the machine?
Pat: That much? I really _shouldn't wash_ it in there.
Mum: And you _shouldn't put / dry_ it in the dryer, either. It takes more than five times the energy to dry that T-shirt than it does to wash it. From now on, you _should hang_ it on the clothes line so that the sun dries it – for free!

2 Work in pairs. Take turns thowing a coin (heads = 1 space; tails = 2 spaces). Make suggestions and give advice about present and past actions as instructed.



Go to page 161.

Warm Up

- **Activate prior knowledge** Say *Sometimes we need to ask for or give help. One type of help that people ask for or give is called advice. Who can tell me what advice means?* (giving an opinion about what to do) Ask *What do you do when you give someone advice?* (You tell them how to act or what to do.) Say *Giving advice and asking for advice are both important skills.*

Present

- Tell students to turn to page 70. Ask a student to read the explanation of modals aloud. Say *When we give advice, we often use the words* could, should, could have *and* should have. *We use those words with verbs that tell what the person should or could do, or should or could have done.*
- Play **Track 056**. Tell students to read along silently; then ask a student to read each grammar example aloud. Say *We use* should *and* could *to give advice about things in the present. We use* could have *and* should have *to give advice about past actions, or things that happened in the past.*
- Write the following on the board:

could/should		could have/should have	
be	hang	been	hung
buy	listen	bought	listened
do	put	done	put
dry	wash	dried	washed
get	wear	got	worn

- Ask students to practise using *could, should, could have* and *should have* with each verb on the list to make original sentences. (You should be more careful. You should have listened to your mother.) Point out that *put* is the only verb on the list that doesn't change when used with *could* or *should* plus *have*.

Practise 1

- 1 Ask partners to complete Activity 1. Tell them to refer to the words on the board if they need help selecting the correct form of the verb. Then ask partners to take turns reading the roles of Mum and Pat.

- Ask students to choose two or three sets of words from the board to give advice to their partners. For example, tell students to use *buy/bought, listen/listened* and *get/got* to give advice. Model for students. Say *You shouldn't have bought that jumper. You should have listened to me. You should have got the jacket instead.*

Apply 2

- 2 Ask students to cut out the game board on page 161. Tell them to use *could, should, could have, should have* and the game board to give advice about present and past actions.

Extend

- If time allows, prepare a set of cards with one of the following choices written on each card, or write the choices on the board.

a jumper/a jacket	to the cinema/to the park
stay home/go out	pizza/a sandwich
walk/catch the bus	get up early/stay in bed

- Put students into pairs. Hand out one card to each pair. Ask students to use *could, should, could have and should have* to give advice about one of the options stated on the card. Model for students. Say, for example, *It's cold outside. You shouldn't wear only a jumper. You should wear a jacket.*

- Hand out **Worksheet 3.4.5.** Tell students they will have more opportunities to practise using modals to make suggestions and give advice about present and past actions.

Consolidate

- Provide the following topics for students. Tell them to use *could, should, could have* and *should have* to give advice to a friend.

having trouble in class	need help with a project
curious about something	always feeling tired

- Say *Imagine you're giving advice to a friend about something that's happening now or happened in the past. Pick one of the situations on the board. Use* could, should, could have *or* should have.

BE THE EXPERT

Grammar in Depth

There are a number of ways to give advice in English. In addition to *could, should, could have* and *should have*, the following terms are often used when giving advice:

If I were you, I'd (I wouldn't) ...
You'd better ...
You'd better not ...
You ought to ...
You ought not to ...
If I were in your shoes, I'd (I wouldn't) ...
Why don't you ...?

Pronunciation

Go to Student's Book page 145. Use Audio Tracks 121–122.

Relaxed pronunciation: *Shouldn't have* + past participle

As in Unit 2, the *have* in [modal] + *not have* + [past participle] is often reduced to sound like the word *of* (/əv/). This unit practises negative forms. Affirmative and negative statements may be difficult for students to distinguish since the /n/ sound is often the only difference when spoken: *should've* (/ˈʃʊdəv/) and *shouldn't've* (/ˈʃʊdnəv/).

Formative Assessment

Can students

- use modals to make suggestions and give advice about present and past actions?

Name a verb in the present tense. Ask students to use *could* or *should* plus a verb to give a simple piece of advice.

Workbook For additional practice, assign Workbook pages 40–41.

Online Workbook Grammar 2

WRITING

Objectives

Students will

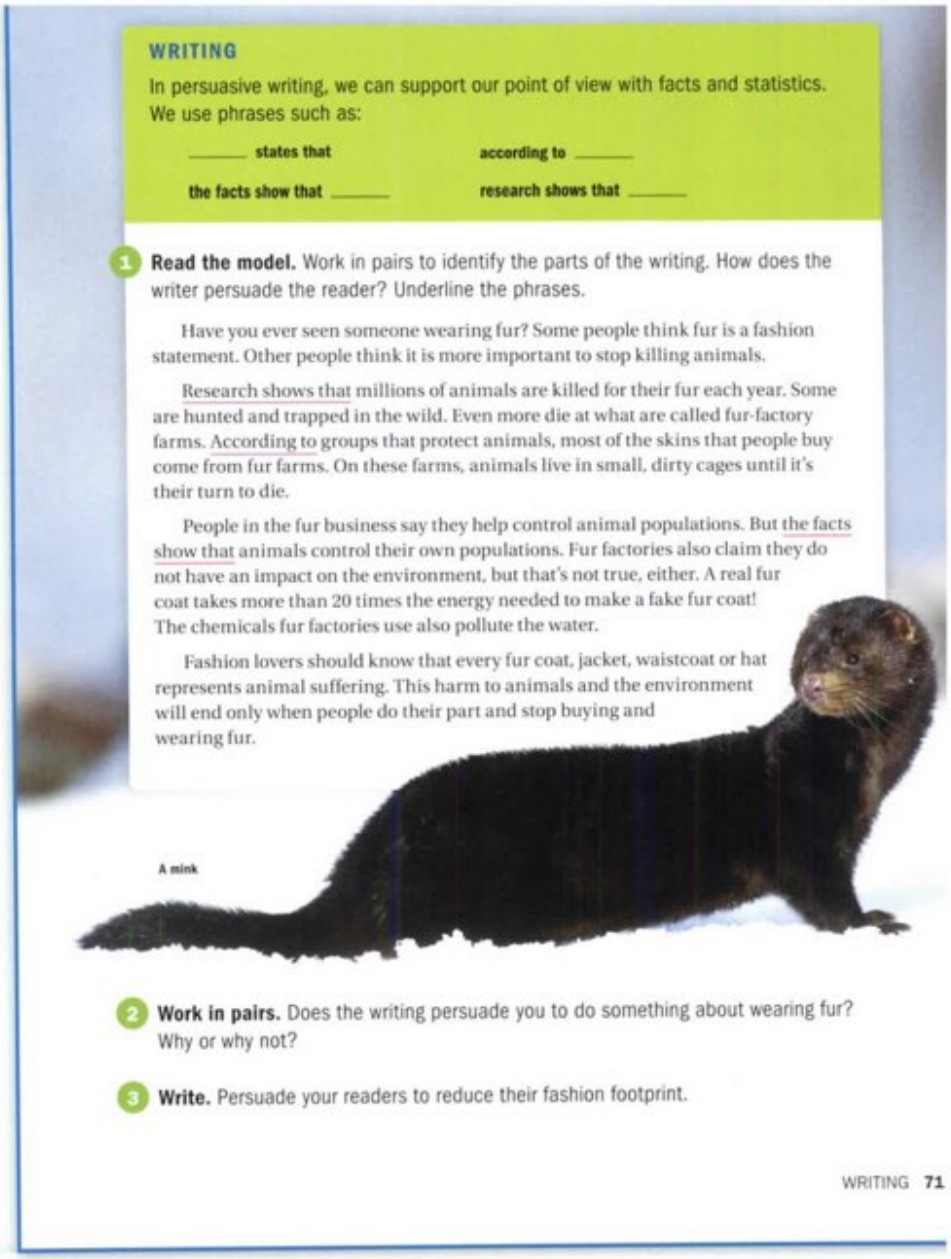
- identify elements of persuasive writing.
- use expressions that introduce facts and statistics.
- analyse a model of persuasive writing.
- take a position and produce a piece of persuasive writing.

Writing Persuasive essay

Academic Language *facts, statistics, persuade, persuasive*

Content Vocabulary *cages, fake, fur, fur farms, hunt, kill, skins, suffering, trap*

Resources Online Workbook/Workbook page 42; Process Writing Worksheets 1–5, Genre Writing Worksheet: Persuasion (Teacher's Resource CD-ROM/Website); CPT: Writing



WRITING

In persuasive writing, we can support our point of view with facts and statistics. We use phrases such as:

_____ **states that** **according to** _____

the facts show that _____ **research shows that** _____

1 **Read the model.** Work in pairs to identify the parts of the writing. How does the writer persuade the reader? Underline the phrases.

Have you ever seen someone wearing fur? Some people think fur is a fashion statement. Other people think it is more important to stop killing animals.

Research shows that millions of animals are killed for their fur each year. Some are hunted and trapped in the wild. Even more die at what are called fur-factory farms. According to groups that protect animals, most of the skins that people buy come from fur farms. On these farms, animals live in small, dirty cages until it's their turn to die.

People in the fur business say they help control animal populations. But the facts show that animals control their own populations. Fur factories also claim they do not have an impact on the environment, but that's not true, either. A real fur coat takes more than 20 times the energy needed to make a fake fur coat! The chemicals fur factories use also pollute the water.

Fashion lovers should know that every fur coat, jacket, waistcoat or hat represents animal suffering. This harm to animals and the environment will end only when people do their part and stop buying and wearing fur.

A mink

2 **Work in pairs.** Does the writing persuade you to do something about wearing fur? Why or why not?

3 **Write.** Persuade your readers to reduce their fashion footprint.

WRITING 71

Warm Up

- **Activate prior knowledge** Write the following sentences on the board:

> You want your brother to lend you money.
>
> You and other students want school to start later in the morning.

- Say *In our lives, we all want things. When we want things to happen, we often need to persuade people. We want them to think like we do. How can we make that happen?*
- Say *Imagine you want your brother to lend you money. Would it be better to talk to him or write to him?* (talk) *What would you say?* (Please can you do me a favour? I really need the money. I'll pay it back.)
- Say *Now imagine that you read an article that says teenagers learn better when they study later in the morning. You and other students want your school to change school hours. Would it be better to talk to the teachers or write to them? What would you say? How would you say it?* Say *In a situation like this, you need to use formal language. You need to support your ideas with facts and statistics.*

Present

- Say *We're going to look at expressions we can use to make our position stronger. These expressions help us introduce facts and statistics. Let's use starting school later in the morning as an example.*
- Write _____ *states that* on the board. Say *The National Sleep Foundation states that sleep loss affects a teenager's ability to learn.*

- Write *According to* _____. Say *According to research, a lack of sleep affects attention span and academic performance.*
- Write *The facts show that* _____. Say *The facts show that starting school early affects a teen's ability to learn.*
- Write *Research shows that* _____ on the board. Say *Research shows that most teenagers are ready to fall asleep at around 11.00 p.m. and wake up at around 8.00 a.m.*
- Tell students to open their books at page 71. Review the text in the green box with the class.

Read the Model 1 2

- 1 Say *Now we're going to look at an example of persuasive writing. First, let's look at the photo and the caption.* Ask students to predict what they think the text will be about. Say *What do you think the text might be about?*
- Read the instructions aloud. Say *Work in pairs to identify the parts of the writing.* Say *Let's review.* Ask *What are the parts of a piece of writing?* (title, introductory paragraph with a topic sentence, body paragraphs that support the main idea, concluding paragraph) Say *Look carefully. Which part is missing?* (the title)
- Ask pairs of students to identify the parts of the text and then find and underline words and expressions used to persuade the reader. (Research shows that ..., According to ..., The facts show that ...)
- 2 Say *Read the text again. Think of a title for the text.* Prompt students to suggest possible titles. You may want students to vote on the best one.
- Next, ask students to work in pairs to discuss the text. Were they persuaded to never buy or wear fur? As they work, walk around the room and listen. Make sure students support their opinions.
- Ask for a show of hands about buying and wearing fur. Ask *How many of you think buying and wearing fur is a bad idea? Put your hands up.* Count the number of hands and write the result on the board.
- **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.

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Writing Support

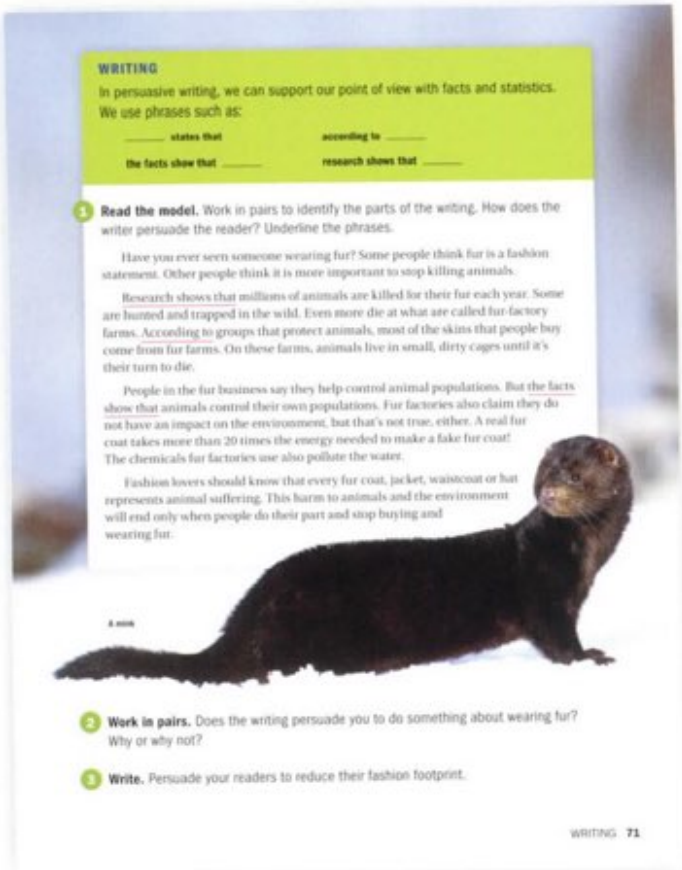
Potential persuasion problems When students feel strongly about their arguments, they may fall into using strategies that are considered unacceptable in English writing. Three common temptations are: appealing to fear (If you don't think like I do, your life will be ruined); appealing to pity (If you don't feel like I do, it will be heartbreaking because all these beautiful fish will die); and personal attack (If you don't feel like I do, you are either stupid or evil). Remind students to avoid using these tactics.

Teaching Tip

Students are now halfway through the Student's Book. Encourage 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

In persuasive writing, we can support our point of view with facts and statistics. We use phrases such as:

_____ states that according to _____

the facts show that _____ research shows that _____

1 **Read the model.** Work in pairs to identify the parts of the writing. How does the writer persuade the reader? Underline the phrases.

Have you ever seen someone wearing fur? Some people think fur is a fashion statement. Other people think it is more important to stop killing animals.

Research shows that millions of animals are killed for their fur each year. Some are hunted and trapped in the wild. Even more die at what are called fur-factory farms. According to groups that protect animals, most of the skins that people buy come from fur farms. On these farms, animals live in small, dirty cages until it's their turn to die.

People in the fur business say they help control animal populations. But the facts show that animals control their own populations. Fur factories also claim they do not have an impact on the environment, but that's not true, either. A real fur coat takes more than 20 times the energy needed to make a fake fur coat! The chemicals fur factories use also pollute the water.

Fashion lovers should know that every fur coat, jacket, waistcoat or hat represents animal suffering. This harm to animals and the environment will end only when people do their part and stop buying and wearing fur.

2 **Work in pairs.** Does the writing persuade you to do something about wearing fur? Why or why not?

3 **Write.** Persuade your readers to reduce their fashion footprint.

WRITING 71

Plan 3

- 3 Say *Now you're going to plan your writing. You already know your topic – reducing your fashion footprint. So your next step is pre-writing.* Say *Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters)

- Say *Now decide what you want to use for pre-writing.* 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, 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 main idea easily identifiable? Do the ideas follow each other in a logical way? 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 ask them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

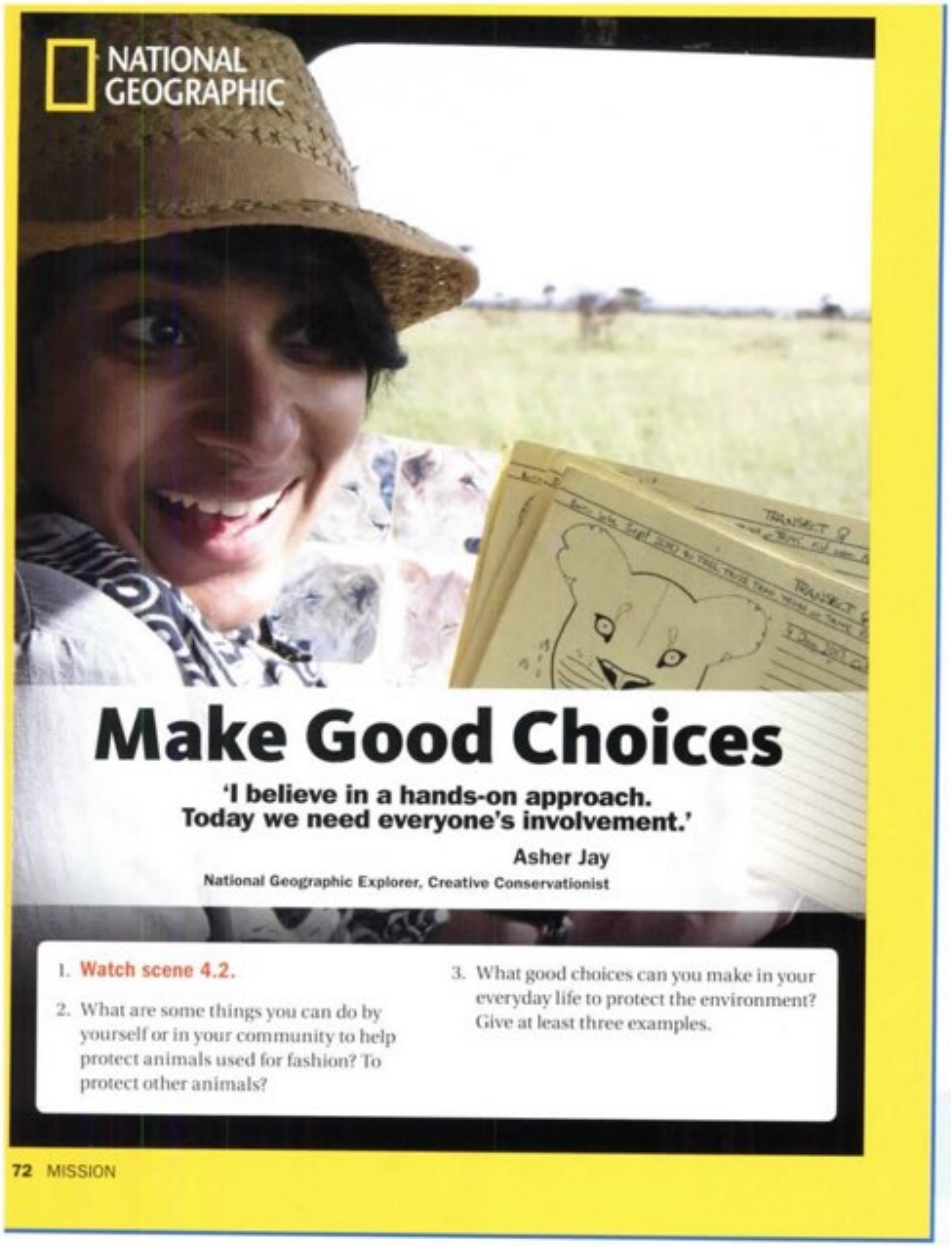
- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

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 improvment
1 = Re-do

	1	2	3	4
Writing Student includes supporting facts and statistics and uses phrases such as *according to* _____ and *research shows* _____.				
Grammar Student uses modals such as *could* and *should*.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objective
Students will
- discuss the importance and impact of personal choice.

Content Vocabulary *conservationist, hands-on, individual, local*

Resources Video scene 4.2 (DVD/Website/CPT); Worksheet 3.4.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

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Teaching Tip

Students don't all process language at the same speed. As a result, some students may need extra time before responding to a question or completing a sentence. When you ask a question, wait several seconds to make sure everyone has had time to think about their answer. Ask students not to put their hands up until you feel that everyone has had a chance to think about an answer.

Online Workbook Meet the Explorer

Mission

- Ask a student to read aloud the quote by Asher Jay. Say *When we do something hands-on, we don't just think about it. We get involved.* Act out rolling up your sleeves. Say *We roll our sleeves up; we get our hands dirty. We do it hands-on!* Say *You've learnt about Asher Jay. What do you think she means when she says she believes in a hands-on approach?* (She believes you should get involved and do as much as you can.)
- **Activity 1** Say *Now let's watch a video about Asher Jay.* Play **Video scene 4.2**. Ask students to focus on Asher Jay's responsible fashion choices.
- **Activity 2** Put students into pairs. Tell them to consider and discuss what they can do at an individual and local level to help protect animals used for fashion. Remind students to review the persuasive writing piece on page 71 and to use *should, could, should have* and *could have* in their responses.
- **Activity 3** Ask individual students to consider how they can make personal choices that help to protect the environment. Remind them to use *should, could, should have* and *could have* in their responses. Model for students. Say *I could be more careful about my fashion choices. I should ask where and how my clothes are made.*
- **Worksheet** Hand out **Worksheet 3.4.6.** Explain that students will use the worksheet to further discuss fashion choices and their implications and consequences.

PROJECT

Objective
Students will
- choose and complete a project related to fashion footprints.

Academic Language *blog entry*

Content Vocabulary *accessories, brochures, fashion show*

Resources Assessment: Unit 4 Quiz, Units 1–4 Mastery Test; Workbook pages 43 and 93; Worksheet 3.4.7 (Teacher's Resource CD-ROM/ Website); CPT: Make an Impact and Review Games

Materials blog photos or drawings, poster board, video camera



Assessment Go to pages 257–258.

Unit Review Assign Worksheet 3.4.7

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 various blogs in order to identify the usual elements of a blog. Ask *What do you expect to see in a blog?* (text, photos, diagrams, comments) *What makes a good blog post?* (a good title, focused topic, clear opinions)
- Explain that although blogs are typically found on the Internet, entries for this project can be submitted on paper.
- **Activity 2** Point out that the activity will have to take place over the course of several days to allow time to collect materials and design the clothing and accessories. If they hope to film the fashion show, they'll need a video camera.
- **Activity 3** Discuss the various types of awareness days observed in your area. Ask *What would we focus on during a Fashion Footprint Awareness Day?* (making responsible fashion choices, reducing our fashion footprint)

Share

- Schedule time for groups 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 hold a Fashion Footprint Awareness Day without conducting the interviews.

STUDENT'S BOOK AUDIO SCRIPT

Track 044 1 **Listen and read.** See Student's Book pages 60–61.

Track 045 2 **LEARN NEW WORDS** **comfort** / Some people choose clothes based on comfort, not fashion. **cotton** / Our jeans and T-shirts are made from cotton. **creativity** / We can use clothing to show our creativity. **crop** / Growing crops such as cotton or wheat takes a lot of water. **designer** / Designers draw their ideas first, and then make them into clothes. **do one's part** / Let's do our part to reduce our fashion footprint. **fit in** / Most teens want to fit in with others at school. **footprint** / People can buy less to reduce their fashion footprint. **have an impact on** / The fashion choices we make have an impact on the environment. **manufacture** / The manufacture of some clothing uses a lot of water and energy. **material** / Clothing can be made of many different materials. **style** / Young people often have a different style to their parents. **synthetic** / Synthetic materials don't come from plants or animals. **take responsibility for** / It's important to take responsibility for our choices. **toxic chemical** / To produce clothing, toxic chemicals are sometimes released into the air and water. **trendy** / Many people prefer to wear trendy clothes that are in style.

Track 046 5 There are many different reasons we buy and wear the clothes we do. We choose clothes for practical reasons, such as weather and comfort. We also wear the clothes we do for psychological reasons. These include wanting to feel powerful, to feel attractive and to show our creativity and personality. Wearing certain styles affects how we feel about ourselves and how other people see us. We may care about the latest trendy fashion by popular designers, or we may prefer practical clothes. And finally we make our clothing choices for social reasons, such as showing we want to fit in with a group, or making a statement about our beliefs.

Track 047 5 **LEARN NEW WORDS** **attractive** / The clothes we wear can make us feel attractive. **popular** / A lot of people wear clothes from the most popular designers. **psychological** / We choose clothes for psychological reasons, such as feeling good and fitting in. **social** / We dress up for social events like parties and dances.

Track 048 **SPEAKING STRATEGY** See Student's Book page 63.

Track 049 1 **S1**: So the colours we wear definitely affect us psychologically and physiologically. **S2**: I'm not sure I get it. When you say physiologically, what do you mean?

S1: I mean how it makes you feel. **S2**: Are you saying that the colours of the clothes we wear can make us feel ill?

S1: No, that's not it. What I mean is that colours affect our moods. You know, blue makes people feel calm and relaxed, and red makes them feel excited and energetic. **S2**: Could you explain that a little more?

S1: Of course. Blue and red are associated with those emotions. But there are physical effects on the body, too. Blue causes the body to produce calming chemicals, and red causes you to breathe faster.

Track 050 **GRAMMAR** See Student's Book page 64.

Track 051 1 A lot of our clothing is made from natural materials such as cotton, wool, leather and silk. Synthetic materials such as nylon and polyester are also very popular. But all of these materials, whether natural or synthetic, affect the environment. For example, many toxic chemicals are used to make your leather shoes. The manufacture of your cotton jeans requires enormous amounts of water and energy. And if dyes are used to colour any of these materials, then even more water, energy and toxic chemicals are required.

Track 052 4 Nearly two billion pairs of jeans are made every year. Cotton and other materials are sent to the factory where the jeans are assembled. Jeans are then shipped to a warehouse and later sent to retailers. Jeans can travel up to 65,000 kilometres before they're purchased by a customer. With every step in the process, the cost of jeans goes up! Did you know that when you buy a pair of jeans, you might be paying more than four hundred times the cost of manufacture?

Track 053 4 **LEARN NEW WORDS** **ship** / Jeans are shipped around the world. **assemble** / A pair of jeans is assembled very quickly. **factory** / Jeans are made in factories. **warehouse** / Jeans are sent from the factory to a warehouse. **retailer** / Retailers sell things to the final users, not to other shops. **purchase** / Most people purchase jeans at retailers.

Track 054 2 **LEARN NEW WORDS** **donate** / It's best to donate clothes that don't fit you. **eco-friendly** / Natural materials are more eco-friendly than synthetic materials. **entrepreneur** / Santana Draper is a young entrepreneur with his own business. **give back** / Some people like to give back to the community when they have more than they need. **profit** / Some companies give part of their profits to environmental organisations.

Track 055 3 **WHILE YOU READ** See Student's Book pages 66–67.

Track 056 **GRAMMAR** See Student's Book page 70.

Track 057 1 **Express Yourself** See Student's Book pages 74–75.

Express Yourself

Objectives
Students will
- identify elements and content of a poem.
- connect ideas about group behaviour and fashion trends.

Content Vocabulary *core, dated, euphemism, excess, finite, indulgent, surplus, vain*

Resources Workbook pages 44–45/ Online Workbook (Units 3–4 Review); Worksheet 3.4.8 (Teacher's Resource CD-ROM/Website); Track 057 (Audio CD/Website/CPT); CPT: Express Yourself Units 3–4

Materials drawing materials, video camera



Present 1

- **Preview** Ask students to turn to pages 74–75. Discuss the photo. Ask *Do all the women look alike? How would you describe the one who stands out from the group? What would Asher Jay think of this person's fashion choices?* Then ask partners to discuss these questions: *Do you think any of the women in the photo are aware of their fashion footprint? What makes you think the way you do?*

- **Read together** Say *We're going to read a poem by Asher Jay about fashion and waste.* Point out the lines and verses, or stanzas (groups of lines), which differentiate poetry from prose. Explain that this is a lyric poem, which is a poem that conveys a message through the thoughts and feelings of the speaker, whose voice we hear through the words of the poem. Read the title aloud. Ask *What does garb mean?* Some students may know that *garb* means 'a particular style of clothing' or 'outfit', and others may say it's a shortened form of *garbage*. Point out that *garbage* is the American English word for *rubbish*. Tell students that Asher probably uses the word to mean both things. Explain that poetry uses language in unusual, sometimes playful ways to create a certain effect.

- 1 Say *Listen for other examples of language that create an effect.* Play **Track 057** once as students listen and read along.

Practise 2

- 2 Put students in small groups. Tell them to re-read the poem and work together to use context clues to figure out what *indulgent, vain* and *euphemism* mean. Tell students *up-cycle* means 'to recycle to create a product of a higher quality than the original'.

- **Discuss** Say *Talk about the poem. Ask yourselves: What is the speaker's opinion of fashion? What is the overall tone of the poem? Is it funny? sad? urgent?*



3 Connect ideas. In Unit 3, you learnt about group behaviours. In this unit, you learnt about fashion trends. What connection can you see between the two topics?

4 YOU DECIDE Choose an activity.

1. Choose a topic:
   - fashion and group behaviour
   - clothing and its impact on the environment
2. Choose a way to express yourself:
   - a poem or rap
   - a poster
   - a short video
3. Present your work.

75

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Genre in Depth

Rhyme and rhythm Rhyme is the repetition of the same or similar sounds in words, and rhythm is the regular pattern of sounds in a poem. Point out to students how the second and last lines of each stanza of *The Garb Age* rhyme. Remind them to note the rhythm this rhyme scheme creates and how it affects their understanding and appreciation of the poem.

Cumulative Review

Hand out Cumulative Review Worksheet 3.4.8.

Formative Assessment

Can students

- identify elements and content of a poem?

  Ask students to identify the main message of the poem.
- connect ideas about group behaviour and fashion trends?

  Ask *What effect does group behaviour have on the fashion industry?*

Workbook Assign pages 44–45.
Online Workbook Review

What's the effect of the series of phrases beginning with s in the last stanza? Tell students to answer Question 1. Finally, ask *How many liked the poem? How many disliked it?*

- Say *Now answer Question 2.* Walk around the room to check students' understanding. Ask *What does the speaker mean by 'Earth has no spares' in the third stanza? How might this affect your fashion choices?*

Connect 3

- 3 **Critical thinking** Read the Activity 3 text aloud. Tell students to begin their discussions. Provide prompts as necessary: *What's the 'failing model' referred to in the last stanza? What's the effect of placing the words* garb *and* age *side by side?*
- To sum up, ask *Why are we sometimes suspicious of people who stand out from the crowd? Why is it hard for people to change their fashion habits?* Invite students to share their thoughts. Ask *Have you heard ideas that will make you change your buying habits?*

Prepare 4

- YOU DECIDE Review Activity 4. Allow students to make their own choices. You may want to assign this activity in advance so that students have more time to work on it in class or at home.
- 4 To help students decide on an activity, tell them to consider what message they want to communicate. You might suggest poems to read or suitable raps to listen to. Help those who choose the video option decide whether they want to do a documentary-style video or tell a story.

Share

- Set aside time for students to share their work. Remind them to listen actively by focusing on the speaker or presenter.

In This Unit

Theme This unit is about the evolution of flight.

Content Objectives
Students will
- examine the world of animal and human flight.
- read about the development of the first powered aeroplane.
- consider how childhood interests can influence career choices.

Language Objectives
Students will
- talk about the evolution of flying animals and machines.
- use phrases to argue, counterargue and concede.
- use the past perfect to distinguish the first of two actions in the past.
- use the past perfect continuous to describe the first of two actions in the past.
- write a classification essay describing two types of animal flight.

Vocabulary
pages 78–79 *adaptation, capability, early, evolve, feature, flap, flight, glide, hollow, limited, soar, weight, wingspan*
page 80 *allow, powered, skilled, support*
page 83 *ascend, descend, force, parachute, prove, stable*
page 84 *engine, fuel, to land, pilot, to take off*
Vocabulary Strategies Root words (*port*); Using a dictionary

Speaking Strategy Arguing and conceding

Grammar
Grammar 1 Use the past perfect to distinguish the first of two actions in the past
Grammar 2 Use the past perfect continuous to describe the first of two actions in the past

Reading *Reaching for the Sky*
Reading Strategy Identify sequence of events

Video Scene 5.1: *Flight of the RoboBee;* Scene 5.2: Meet Ryan Carney

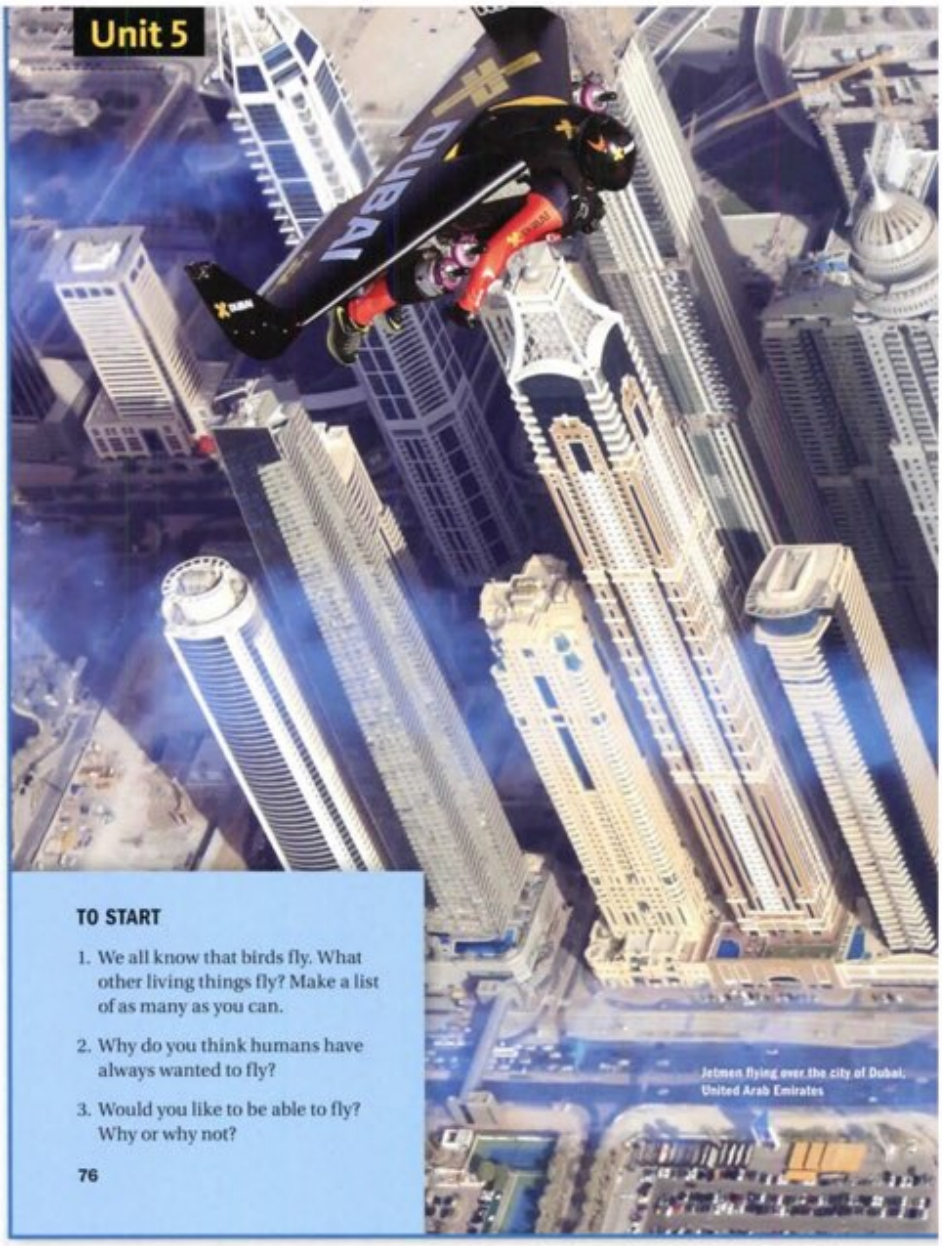
Writing Classification essay

National Geographic Mission Explore Your Interests

Project
- Flying machine model
- Poster
- Advertisement

Pronunciation Relaxed pronunciation: Past perfect

Pacing Guides 3.5.1, 3.5.2, 3.5.3



TO START

1. We all know that birds fly. What other living things fly? Make a list of as many as you can.
2. Why do you think humans have always wanted to fly?
3. Would you like to be able to fly? Why or why not?

76

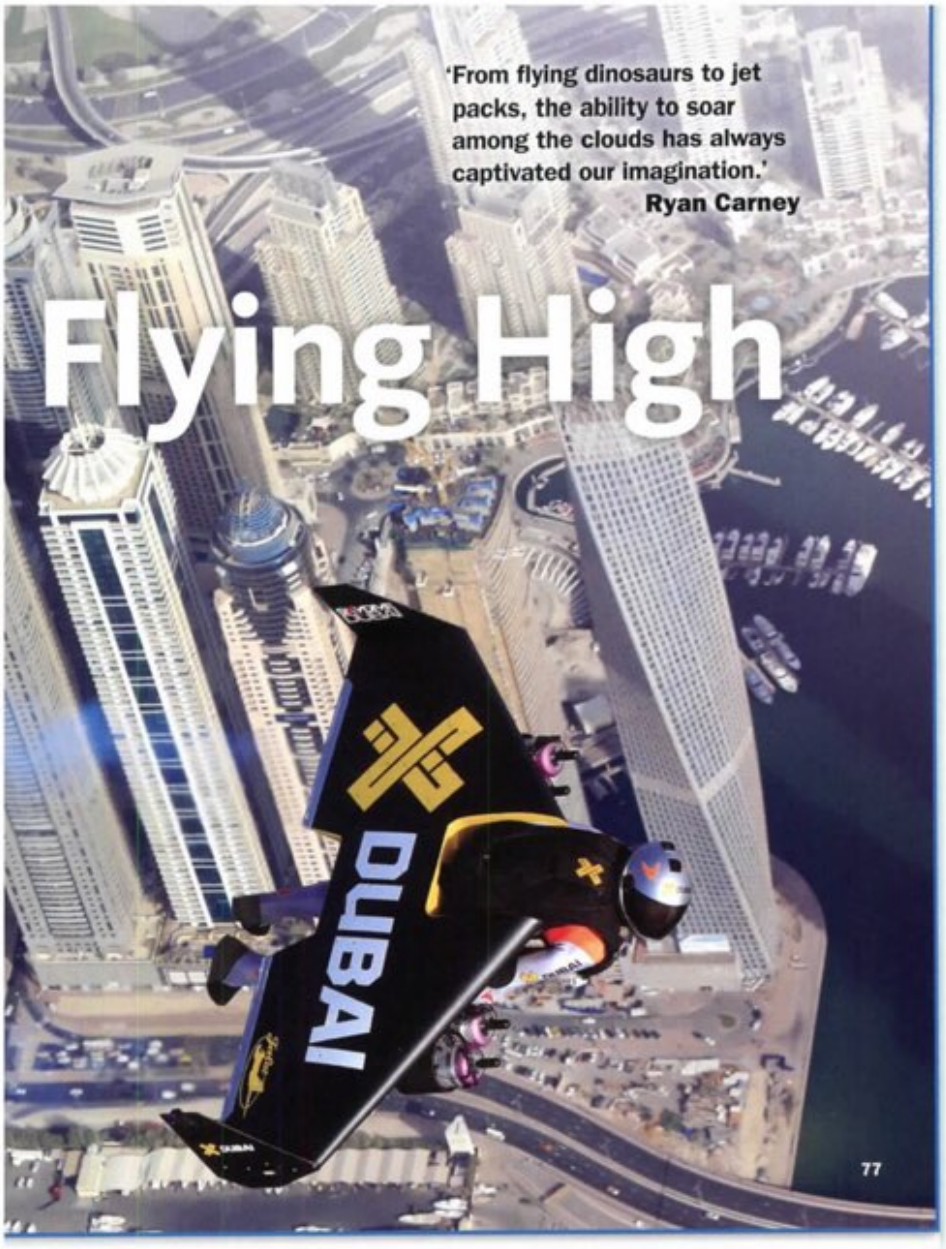
Jetmen flying over the city of Dubai, United Arab Emirates

Introduce the Unit

- **Build background** Say *The next unit is about flying. Many of us have flown in an aeroplane, but has anyone ever flown in a glider? What's the difference between an aeroplane and a glider?* Explain that, unlike aeroplanes, gliders don't need engines to fly; they are carried along 'rivers' of air, called air currents, in the atmosphere. Ask *Which way of flying do you think is more like the way a bird flies?* If possible, display photos of gliders. Discuss. (Planes are bigger; they go faster. Gliders are small and quiet; they have to be towed into the sky by an aeroplane.)

- Tell students to open their books at pages 76–77. Ask *Are those real people? What are they doing? How are they doing it?* Read aloud the caption. Tell students the men are flying with jetpacks, consisting of a carbon fibre wing and four tiny engines.

- Ask questions such as the following to encourage discussion:
  What country are the men flying above? (the United Arab Emirates)
  What is Dubai? (a city in the United Arab Emirates)
  How do you think the men are feeling?



- **TO START** Ask a student to read aloud Question 1 on page 76. Write some responses on the board. (some insects, bats) Explain that only birds, insects and bats can truly fly. Other animals, such as lemurs and flying squirrels, glide or leap, which is not real flight.
- Read aloud the quote on page 77. Ask students what they think *captivated our imagination* means. (fascinated us, made us wonder) Ask another student to read Question 2 aloud. Discuss as a class.
- Ask a student to read Question 3 aloud. Ask students what they know about paragliding, parasailing, bungee jumping or riding a zip line. Ask *Might these activities feel like flying?* Invite students to share any experiences they've had with these or similar activities.

Extend

- Hand out **Worksheet 3.5.1**. Put students into pairs. Explain that students will be thinking and writing about the appeal of human flight.

UNIT OPENER

Objectives
Students will
- describe and discuss a photo.
- discuss why people are fascinated by flight.

Content vocabulary *soar*

Resources Worksheet 3.5.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials photos of gliders *(optional)*

BE THE EXPERT

About the Photo

The photo shows Yves Rossy and Vince Reffet flying with experimental jetpacks invented by Rossy, a Swiss military pilot and aviation enthusiast. In recent years, Rossy has exhibited versions of his jetpacks in high-profile events staged around the world, including the United Arab Emirates, the English Channel and the Grand Canyon. The jetpack's four engines are mounted beneath the wing, and eight gallons of jet fuel provide about ten minutes of thrust. Rossy performs loops, rolls and other manoeuvres using body movements.

Teaching Tip

There may be times during a lesson when you need to provide a long explanation or multiple examples. Make sure students still have a chance to speak. It can be helpful to pause during your explanation and ask students to repeat the concept that you just presented. This will keep students engaged and allow them to practise the language.

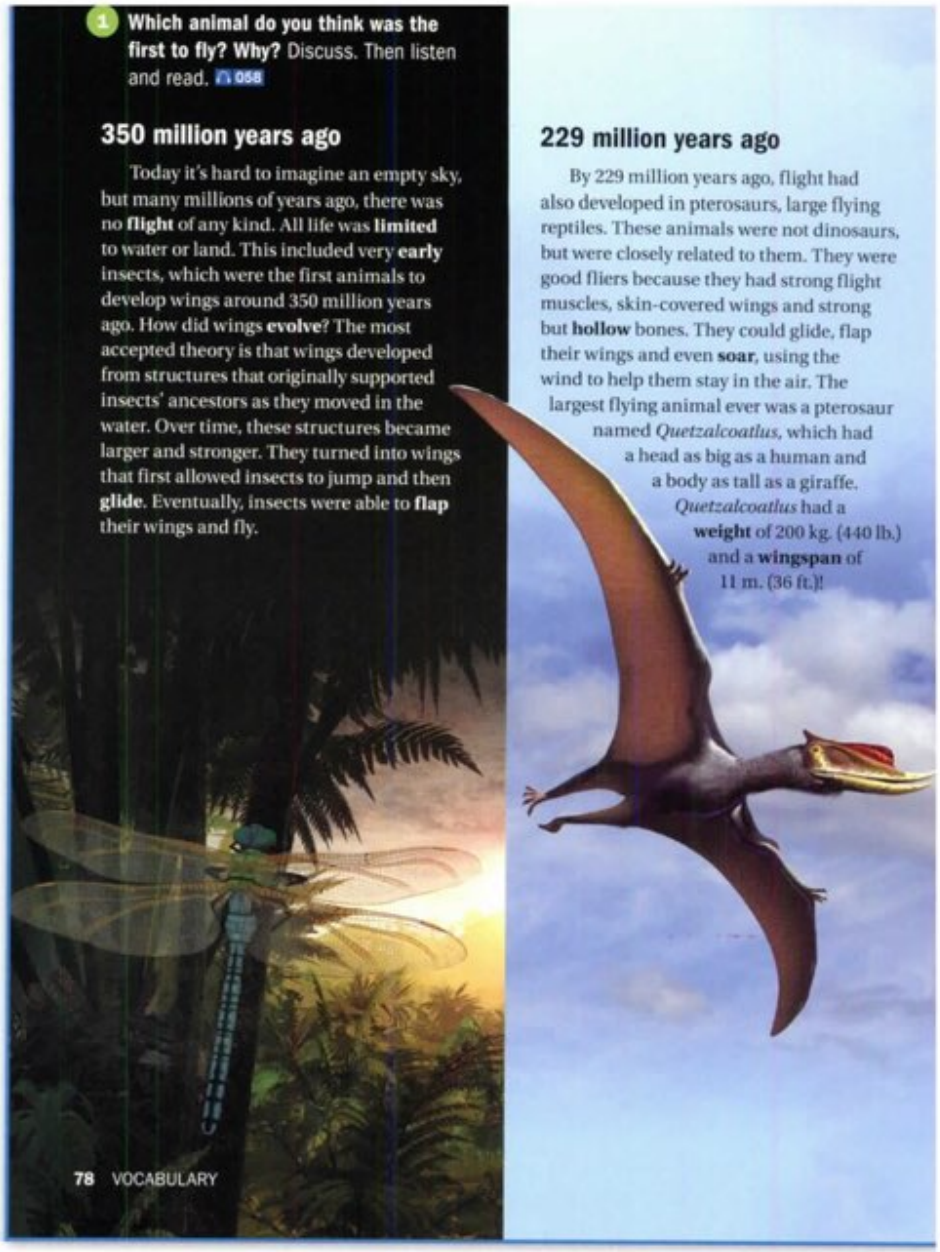
VOCABULARY

Objectives
Students will
- use vocabulary related to animal flight.
- use new vocabulary to read about and discuss the evolution of flight in animals.

Target Vocabulary *adaptation, capability, early, evolve, feature, flap, flight, glide, hollow, limited, soar, weight, wingspan*

Content Vocabulary *ancestors, clawed, reptiles, theory*

Resources Worksheet 3.5.2 (Teacher's Resource CD-ROM/Website); Tracks 058–059 (Audio CD/Website/CPT); CPT: Vocabulary



Warm Up

- **Build background** Write *evolution* on the board. Say *We're going to read about the process by which the ability to fly developed in animals over millions of years.* Point to the board and ask if anyone can read aloud the word. Explain that *evolution* is the noun that names the process by which physical changes happen over time.

- Then write *evolve* on the board and tell students it's the verb that describes the action of changing, as in *Bats evolved from gliding animals to flying animals.*

Present 1 2

- 1 Ask students to open their books at pages 78–79. Read the Activity 1 questions. Remind students that only birds, insects and bats can fly.

- **Revisit** Say *Remember in Unit 2 we read that cockroaches have been on Earth longer than humans have. We also learnt about Jenny Daltry and her work with snakes and other reptiles, which are another group of animals that have been around for millions of years. What other kinds of animals were around before humans? Let's list some on the board.* Brainstorm a list like the one below.

cockroaches, other insects	dinosaurs
fish	birds
frogs	apes, other mammals
crocodiles, snakes, other reptiles	



150 million years ago

Today's birds are actually living dinosaurs! The earliest known dinosaur that is generally considered to be the first bird is *Archaeopteryx*. It had feathered wings like modern birds, but also shared **features** with reptiles, such as teeth, clawed fingers and a bony tail. It could fly, but not very well. Later, birds became more skilled fliers due to better flight **adaptations**.

55 million years ago

The fourth and last appearance of flight happened 55 million years ago, when the ancestors of bats developed the **capability** of powered flight. It's likely that these mammals lived in trees and first became gliders. Over time, their bodies formed wings, making bats the only mammals that have evolved to fly.

2 **LEARN NEW WORDS** **Listen and repeat.** 059

3 **Work in pairs.** The capability of flight has evolved in four groups: insects, pterosaurs, birds and bats. Why do you think each of these animals evolved to fly? How did it benefit them? Do you imagine any other animals evolving this way in the future? Explain.

VOCABULARY **79**

BE THE EXPERT

Our World in Context

It was not until the 1990s that most scientists agreed that birds evolved from dinosaurs. The many recent fossils of early birds and their predecessors that have been collected worldwide reveal that features previously thought to belong exclusively to birds – from feathers to a wishbone – were present in birds' dinosaur predecessors. Today, the consensus is that birds evolved from a group of small meat-eating dinosaurs that included *Velociraptor* of *Jurassic Park* fame.

Teaching Tip

When you introduce new vocabulary, ask the entire class to repeat each word. Then ask individual students to repeat the same word aloud. Correct any pronunciation errors. This allows you to monitor pronunciation quickly and fix any errors before students begin to use the words on their own.

- Say *Now we're going to hear and read about how some animals evolved to be able to fly.* Play **Track 058** and tell students to listen and read. Then discuss the photos and the reading with students. Ask questions such as:

  How did wings develop in insects? (from structures that originally supported insects' ancestors as they moved in water)

  What do birds have that no other animals have? (feathers)

  What do you think is meant by powered flight? (flight that requires a source of energy)

  How do wings get the power to lift an animal off the ground? (they need to be flapped)

- **2** **LEARN NEW WORDS** Play **Track 059**. Ask students to listen and repeat. Then put students into pairs. Tell partners to take turns saying each word. Display the vocabulary words. Assign two or three to each pair. Say *Work together to write a new sentence for each of your words.*

- Model an example for students. Point to *adaptation*. Write on the board *Dinosaurs underwent adaptations that allowed them to fly*. When students have finished, ask pairs to read their sentences to the class.

Practise 3 4 5

- **3** Put students into pairs. Read aloud the Activity 3 questions on page 79. Say *Review the reading. Then think about modern animals – on land, in the sea, in the air.* Ask *What do they eat? What eats them? What threatens their habitats? Why might modern animals evolve to fly? Which ones might benefit most?* Tell partners to discuss. When they have finished, ask pairs to share their ideas.

VOCABULARY

Objectives
Students will
- practise using vocabulary related to the evolution of flight in animals.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *allow, powered, skilled, support*

Vocabulary Strategy Root words (*port*)

Content Vocabulary *descendants*

Resources Online Workbook/Workbook pages 46–47; Tracks 060–061 (Audio CD/Website/CPT); CPT: Vocabulary

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

adaptation	capability	evolve	flight
glide	hollow	limited	weight



Archaeopteryx feather fossil

As an evolutionary biologist and palaeontologist, Ryan Carney studies the history of dinosaurs and their modern-day descendants: birds. From a single feather, he was inspired to research the ___adaptations___ that species made over time in order to fly. He is interested in *Archaeopteryx* because it was the earliest known dinosaur. *Archaeopteryx* was also the earliest species to ___evolve___ the ___capability___ of powered flight. Ryan investigates the theory that ___flight___ in birds originated from 'the ground up' (from ancestors that first ran on the ground), and not from 'the trees down' (from ancestors who lived in trees and then learnt to ___glide___, before eventually flying).



Ryan Carney

5 LEARN NEW WORDS Listen to these words and match them to their definitions. Then listen and repeat. 060 061

allow	powered	skilled	support

___allow___ 1. to provide the capability to do something
___skilled___ 2. having the capability to do something well
___support___ 3. to carry the weight of something
___powered___ 4. having energy to produce movement

6 YOU DECIDE Choose an activity. Work in pairs.

1. List three insects that fly and three that don't. Compare the insects on the two lists. What are the advantages of flying for insects?
2. With around 10,000 species in existence, birds have developed a wide variety of adaptations for flight. Compare and contrast two very different-looking birds. How is their flight similar? How is it different?
3. Why do you think bats developed flight to use mainly at night? How are bats' flight adaptations different from those of other fliers?

80 VOCABULARY

- **4** Ask students to turn to page 80. Point out the photos of the fossil and Ryan Carney. Say *Ryan is a palaeontologist, a scientist who studies fossils to learn about life on Earth.* Ask students to read the words in the word box aloud. Tell them to choose a word and use it in a sentence. Then tell students to complete Activity 4 independently. Ask a student read the completed paragraph aloud.
- **5 LEARN NEW WORDS** Read aloud the words in the box. Tell students to listen for the words as you play **Track 060**. Then replay the track and ask students to match each of the four words to its definition. Play **Track 061** and tell students to listen and repeat. Ask *Did you match the words to the right definitions?* Review the word meanings. Tell students to correct any mistakes.
- **Vocabulary Strategy** Write *support* on the board. Circle *port* and say *Port is a word part called a root. Like prefixes and suffixes, roots have meaning.* Explain that a word root is usually part of another word, and if you know its meaning, it can help you work out the meaning of an unfamiliar word. Say *Port means 'to carry'. If you didn't know the meaning of* support, *recognising the root would*

help you work out that support *has something to do with holding, carrying or keeping something from falling.*

Apply 6

- 6 Say *Let's list some familiar insects. I'll start with cockroaches. What are some others?* Add students' suggestions to the list. (bees, wasps, ants, butterflies, mosquitoes, termites) Say *Now, let's name some birds.* Start another list and add students' suggestions. (eagles, gulls, parrots, canaries, turkeys, hummingbirds)

- YOU DECIDE Ask students to read Activity 6. Explain that students who choose option 1 will compare and contrast two categories of insects – those that fly and those that don't. Students who choose option 2 will compare and contrast two birds with very different physical characteristics – and the way they fly. Say *After you compare and contrast, you'll need to analyse the information.*

- **Think aloud** Model thinking about the third activity option. Say *I think bats are fascinating because they're the only flying mammal. I'm going to do option 3. I'll need to contrast the physical features that allow bats to fly with those of insects and birds. First, I'll go back and re-read the section about bats on page 79. Bats' wings look very different to those of insects and birds. I'll start with that.*

- Put students who are interested in the same option into pairs. Ask them to re-read the instructions and complete the activity. Tell students to make notes. Then review their work as a class.

Extend

- Point out that the ancestors of bats appeared 95 million years after *Archaeopteryx*. Say *Evolution is a very, very slow process. Bats are the only flying mammal now, but what other mammals might be slowly evolving the capability of flight as we speak?* Put students into small groups to discuss. Say *Give reasons for your conclusions. Try to use the new vocabulary in your discussion.*

- If time allows, hand out **Worksheet 3.5.2**.

Consolidate

- Write on the board: *evolve, feature, flap, flight, glide, hollow, limited, soar, weight, wingspan*. Say *Write a paragraph about the mammal you think will be the next to evolve the capability of flight. Describe its features and how it flies. Use as many of the vocabulary words on the board as you can. Include a drawing of what the animal might look like.*

BE THE EXPERT

Vocabulary Strategy

Root words (*port*) The word root *port* comes from the Latin word for 'to carry'. Other words that contain the Latin root *port* are *transportation* ('system for carrying people or things from one place to another'), *transport* ('to carry from one place to another'), *portable* ('able to be carried easily'), *porter* ('a person who carries baggage') and *portfolio* ('a case for carrying materials').

Teaching Tip

Graphic organisers help students organise and categorise information, show cause-and-effect relationships, and compare and contrast ideas. Tables and diagrams can help visual learners understand complex ideas. Additionally, when students return to a lesson to review material, graphic organisers help them quickly locate important ideas.

Formative Assessment

Can students

- use vocabulary related to animal flight?

  Ask *Many animals glide or jump, but what capability sets insects, birds and bats apart from these other animals?*

- use new vocabulary to discuss the evolution of flight in animals?

  Ask students to name some features of pterosaurs that allowed them to fly.

Workbook For additional practice, assign Workbook pages 46–47.

Online Workbook Vocabulary

SPEAKING STRATEGY

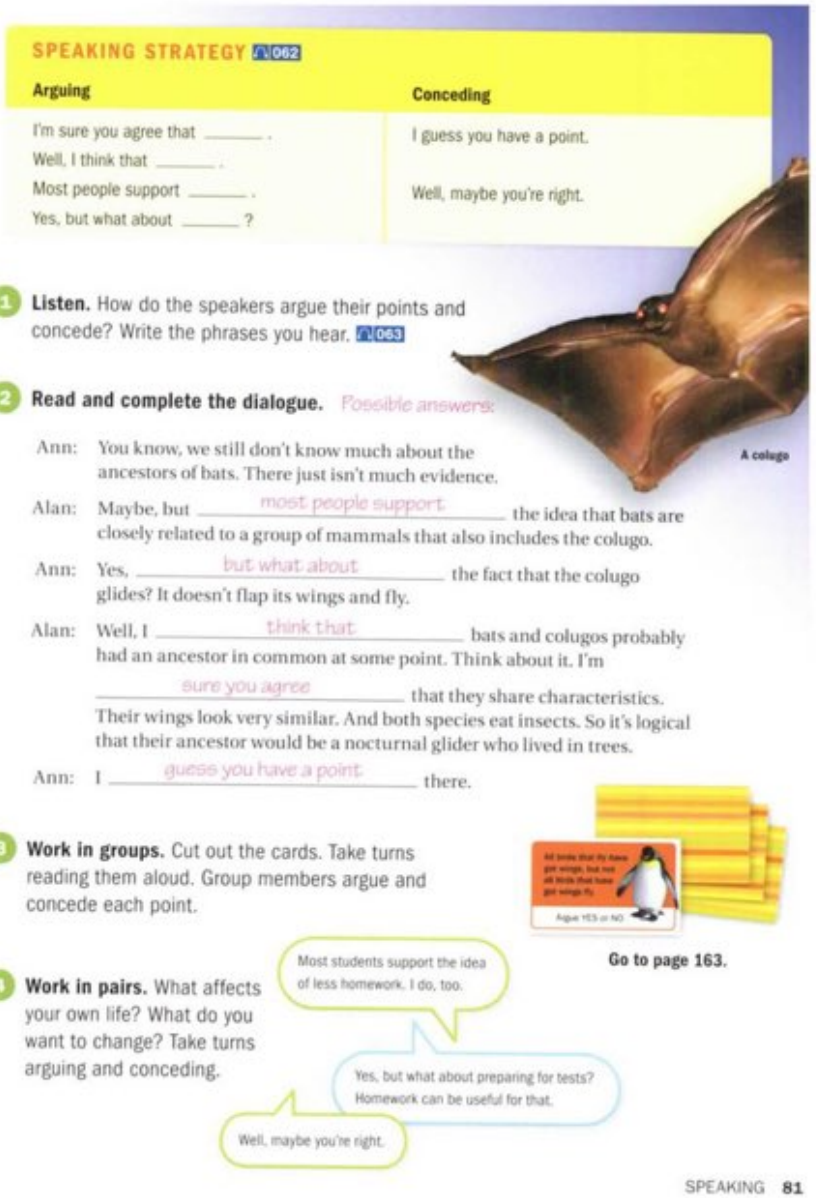
Objective
Students will
- use expressions to argue and concede points.

Speaking Strategy Arguing and conceding

Academic Language *argue, concede*

Content Vocabulary *logical*

Resources Online Workbook; Worksheet 3.5.3 (Teacher's Resource CD-ROM/ Website); Tracks 062–063 (Audio CD/ Website/CPT); CPT: Speaking Strategy



SPEAKING STRATEGY 062

Arguing	Conceding
I'm sure you agree that _____.	I guess you have a point.
Well, I think that _____.	
Most people support _____.	Well, maybe you're right.
Yes, but what about _____?	

A colugo

1 Listen. How do the speakers argue their points and concede? Write the phrases you hear. 063

2 Read and complete the dialogue. *Possible answers:*

Ann: You know, we still don't know much about the ancestors of bats. There just isn't much evidence.

Alan: Maybe, but _most people support_ the idea that bats are closely related to a group of mammals that also includes the colugo.

Ann: Yes, _but what about_ the fact that the colugo glides? It doesn't flap its wings and fly.

Alan: Well, I _think that_ bats and colugos probably had an ancestor in common at some point. Think about it. I'm _sure you agree_ that they share characteristics. Their wings look very similar. And both species eat insects. So it's logical that their ancestor would be a nocturnal glider who lived in trees.

Ann: I _guess you have a point_ there.

3 Work in groups. Cut out the cards. Take turns reading them aloud. Group members argue and concede each point.

Go to page 163.

4 Work in pairs. What affects your own life? What do you want to change? Take turns arguing and concede.

Most students support the idea of less homework. I do, too.

Yes, but what about preparing for tests? Homework can be useful for that.

Well, maybe you're right.

Warm Up

- **Activate prior knowledge** Ask *What do you call it when you and a friend are talking about something but you don't agree about it?* (arguing) Model arguing with a student. Write a sentence frame on the board and ask the student to complete it aloud: *I think that _____ is the best singer today.* Respond by saying *I think you're wrong. I'm sure _____ is the best singer today.*

- Say *(Student's name) and I stated our opinions – and that was that. End of conversation.* Explain that neither of you offered a reason for your opinion, nor did you admit that there are probably other people who would agree with each of you. Say *There are better, more polite and more helpful ways of arguing.*

- Add to the board *You might be right* and *But what about the fact that _____?* Then tell partners to use the language on the board to have a conversation in which they disagree about something.

Present 1

- Ask *How did your conversations go? Were you polite? Did you admit to one another that others may agree with both of you?* Say *When you do that, it's called conceding. Let's hear some other ways of arguing and conceding.* Tell students to turn to page 81. Play **Track 062.**

- 1 Say *Now listen as two people argue and concede. Pay attention to how they respond. Write the phrases they use.* Play **Track 063.** When students have finished, ask them to share what they wrote. Then tell partners to use the expressions they wrote to practise arguing and conceding. Provide other prompts such as:

What do you think about _____?
You have a point, but I think that _____.
Yes, but don't you agree that _____?
Many experts say that _____.

Practise 2

- 2 Once students seem comfortable using the language of arguing and conceding, ask them to complete the activity independently. Before they begin, point out the photo of the colugo and tell students it's a small mammal that lives in Southeast Asia. Say *It's also called a flying lemur, despite the fact that it's not a lemur and it doesn't fly. It glides.* When they have finished, ask students to read aloud their completed dialogues.

Apply 3 4

- 3 Tell students to cut out the cards on page 163. Point out that the cards contain information related to Units 1–5. Then put students into small groups and read the instructions. Ask each group member to choose a card. Say *Decide whether you agree with the statement on the card or not, and then argue your point with the other group members, who must then concede.* Circulate as students interact, and provide assistance as needed. Say *Be polite. Only one student speaks at a time.*

- 4 Read the Activity 4 instructions aloud. Put students into pairs and ask them to read the model dialogue. Say *Let's brainstorm situations partners might argue about.* You might suggest topics such as following fashion trends, bringing mobile phones to class, whether flash mobs serve any good purpose or the best way to raise students' awareness of environmental issues. When students have completed their discussions, ask them to share any phrases they used to argue and concede. Write them on the board.

Extend

- Tell the Activity 4 partners to work together to write a dialogue based on their discussion. Tell them to include the expressions they used to argue and concede or use ones from the board. Then ask pairs to read their dialogues aloud to the class.

- If time allows, hand out **Worksheet 3.5.3**. Partners can use the worksheet for further practice in arguing and conceding.

Consolidate

- Use one of the topics students brainstormed for Activity 4. Write a statement about the topic on the board. For example, *I think the school should ban mobile phones in class.* Below that, display expressions of argument and concession.

- Tell students to stand in a circle. Explain that you'll begin a conversation by reading aloud the statement on the board to a student in the circle. That student will continue the conversation by conceding a point. Then the next student will argue a different point about the topic, to which the next student will concede, and so on, until everyone has had a chance to speak. Say *Let's see how long we can keep the conversation going!*

BE THE EXPERT

Strategy in Depth

Arguing and conceding are common conversation techniques. Tell students that learning to politely argue and concede will improve their conversational skills while also showing that they're actively listening to what someone is saying. Other expressions used to argue and concede include the following:

To introduce an issue: *Some people feel / insist / believe that*
To concede a point: *While it's true / sensible / evident that*
To argue your own point: *It's also true / It's more important / The bigger issue is that*
To sum up: *It's clear / I believe that*

Formative Assessment

Can students

- use expressions to concede points?

  Say *Imagine someone told you they don't believe that birds are descended from dinosaurs because they're smaller than dinosaurs and covered with feathers. How would you concede a point?*

- use expressions to argue points?

  Ask *Now, how would you argue a different point?*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- identify the form, meaning and use of the past perfect tense.
- use the past perfect to distinguish the first of two actions in the past.
- use words associated with human flight.

Grammar Past perfect: Talking about the first of two actions in the past

Target Vocabulary *ascend, descend, force, parachute, prove, stable*

Academic Language *past perfect, timeline*

Content Vocabulary *BCE, CE, experimented, gravity, kites, signalling, transport*

Pronunciation Relaxed pronunciation: Past perfect

Resources Online Workbook/Workbook pages 48–49; Tracks 064–067, 123–125 (Audio CD/Website/CPT); CPT: Grammar 1 and Pronunciation; Pronunciation Answer Key (Teacher's Resource CD-ROM/Website)

Materials pieces of card

GRAMMAR 064

Past perfect: Talking about the first of two actions in the past

Pterosaurs disappeared.
Modern birds evolved.

Pterosaurs **had** already **disappeared** by the time modern birds evolved.

The capability of flight developed four times in animals.
Humans tried to fly.

By the time humans tried to fly, the capability of flight **had developed** in four groups of animals.

1 Listen. Which of the two actions in the past happened first? Tick the box. 065

1.	☐ kite flight	☑ animal flight
2.	☑ running, arm flapping	☐ kite flight
3.	☑ measuring, signalling	☐ human transport
4.	☐ fun and entertainment	☑ military use
5.	☐ kites made of paper	☑ kites made of silk

2 Read and complete the sentences. Use past perfect forms of the verbs in the box.

design **draw** **forget** **jump** **run** **try**

Jumping from towers, walls and cliffs was among many ways humans tried to fly. Many men *had tried* to fly like the birds before success was achieved in 875 CE. In that year, a man named Abdul Qasim Abbas Ibn Firnas jumped from a high wall built over a valley in Cordoba, Spain. Before his experiment, he *had designed* wings covered in feathers. He planned to wear them on his arms and legs. Also, he *had drawn* on paper a series of wing movements to use in flight. According to the people who saw his experiment, he began to fall after he *had jumped*. Afterwards, he climbed even higher than his starting point. He glided for several hundred feet, turned and came back to the wall. He hurt his back in the experiment, possibly because he *had forgotten* to include a tail in his design.



Warm Up

- **Activate prior knowledge** Say *You know that we use the past form of a verb to talk about things that happened in the past, as in* Last night, I recycled all my old shoes. Then say *Sometimes, we talk about more than one past event at the same time. When we do, it's helpful to let the listener know which thing happened first.*

- Write on the board *By the time I went to bed, everyone else had been asleep for hours.* Read aloud the sentence and underline *went to bed* and *had been asleep*. Ask *Who went to bed first, me or everyone else?* (everyone else) Say *The word* had *helps you know which action happened first.*

- Write on the board:

When I arrived home yesterday, I got a big surprise.
The cat had knocked over the birdcage.
The bird had got out.
It had flown to the top of the window.
The cat had ripped the curtains trying to get it.

3 **LEARN NEW WORDS** **Listen.** Learn about Leonardo da Vinci and the history of human flight. Then listen and repeat. 066 067



4 **Read the sentences.** Tick T for *true* or F for *false*.

1. Gravity is one of the forces that acts on flying and falling objects. T F
2. Leonardo da Vinci designed his parachute in 1595. T F
3. A stable flying object does not move from side to side. T F
4. Da Vinci created a helicopter that ascended into the sky at an angle. T F
5. A parachute can be used to help people descend safely from the sky. T F
6. Experts proved that da Vinci's glider was almost the same as Cayley's. T F

5 **Work in groups.** Use the timeline and new words to make four true sentences about flight. Use the past perfect.

1. _____
2. _____
3. _____
4. _____



1485
Leonardo da Vinci studies **forces** that affect objects in the air in order to design flying machines.





1595
Fausto Veranzio designs a **parachute**.

1670
Francesco Lana de Terzi designs an airship.



1783
The Montgolfier brothers launch hot-air balloons. These balloons **ascend** when the air inside is hot and **descend** when it cools.

1800
George Cayley designs the first **stable** glider to carry a human.



- Ask students to read the sentences silently. Say *Pay attention to the underlined verbs.* Ask *What things happened first? Did they happen before or after I arrived home?* (before) Ask *Which word helped you know what things happened first?* (*had*) Then ask questions such as *Did the cat rip the curtains before or after the bird got out?*

Present

- Ask students to open their books at page 82 and look at the grammar box. Read aloud the grammar skill at the top of the box. Point out the past perfect verbs on the right side of the box. Say *When you use* had *and the past participle of a verb to talk about something that happened before something else in the past, it's called the* past perfect *form. Let's listen to sentences with past perfect verbs.* Play **Track 064** as students listen.

BE THE EXPERT

Grammar in Depth

There are three perfect tenses: the present perfect, past perfect and future perfect. The past perfect is formed with the past form of *have* (*had*) plus the past participle of the verb.

Use the ...	***to talk about ...***
present perfect	something that took place in the past and may still be going on: *I have read about the history of flight.*
past perfect	something that took place before something else in the past: *I had read about da Vinci before you told me about him.*
future perfect	something that will take place before something else in the future: *I will have read all I can by the time the test is given.*

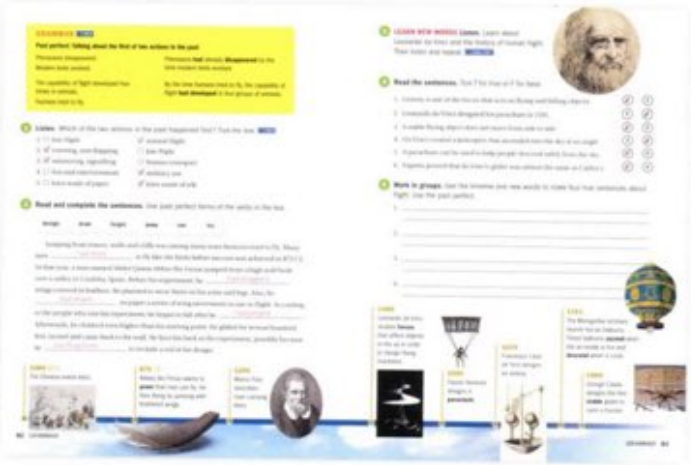
Another use of the past perfect is in an *if*-clause, to express an imaginary situation, as in *If I had been better in maths, I could have been an astronaut.* This use will be covered in more depth in Unit 6.

Pronunciation

Go to Student's Book page 146. Use Audio Tracks 123–125.

Relaxed pronunciation: Past perfect Students learn about contractions with *had* in writing, usually with pronouns (*I'd, we'd, ...*), where *had* is reduced to /d/, but they may not realise that in speaking, *had* is also reduced after nouns (*Julie'd* /d/, *Jim'd* /əd/ or /həd/) as well as question words (*When'd* /əd/ or /həd/; *Who'd* /d/, /əd/ or /həd/).

It's not necessary for students to attempt to speak this way, but it is important for them to listen for it and be aware of the slight differences between how the past perfect sounds compared to the simple past. That small sound carries meaning.



- Ask a student to read aloud the first two sentences on the left side of the grammar box. Ask *What are the verbs in these sentences?* (*disappeared, evolved*) *What form are they?* (simple past) Then ask *How can you combine these two sentences and say which event happened first?* Ask a student to read aloud the first sentence on the right side of the grammar box. Repeat the process with the second group of sentences.

- Tell pairs to read the sentences to each other. One partner reads the two sentences on the left. The other partner then reads the sentence on the right. Then they swap roles. Circulate as pairs read to each other. Stop occasionally and ask partners *Which event happened first?*

Practise 1 2

- 1 Say *Now we'll hear sentences about the history of kites. Listen for the past perfect verbs. Write down as many as you can.* Play **Track 065** once and tell students to listen.

- Read the Activity 1 instructions. Say *Let's go over item 1 together.* Ask *Which past action happened first – people experimented with kite flight or flight existed in animals?* (flight existed in animals) Say *Look at the verbs you wrote. What past perfect verb helped you work out the answer?* (*had existed*) Replay **Track 065** and ask students to complete the activity. Review the answers and the past perfect verbs as a class.

- 2 Read the activity instructions and verbs aloud. Ask *How do you write the past perfect form of a verb?* Remind students that to form the past perfect you use *had* and the past participle of the verb. Then review that the past participles of some verbs are not written with the ending *-ed*. Instead, the past participles of these 'irregular' verbs have to be memorised.

- Point out that *draw* and *forget* are irregular verbs. Write the past perfect forms of the verbs in the box: *had designed, had drawn, had forgotten, had jumped, had tried.* Remind students that when a verb, such as *try*, ends in a consonant + *y*, we replace *y* with *ied* to write the past form.

- Read the first two sentences. Say *I have to fill in the blank with the past perfect verb form of a verb in the box.* Ask *Which verb makes the most sense here?* (*had tried*) You may wish to pair less proficient readers of English with more proficient students to complete the activity. When students have finished, ask individuals to read each sentence.

Apply 3 4 5

- 3 **LEARN NEW WORDS** Point out the image of Leonardo da Vinci on page 83. Ask *Does anyone know anything about Leonardo da Vinci?* Some students may know he was a famous artist. Then say *In addition to da Vinci's many artistic achievements, he was one of the first people to consider the science of powered flight. Let's listen and learn some new words.* Play **Track 066** and tell students to listen. Then play **Track 067**. Ask students to listen and repeat.

- 4 Read aloud the activity instructions. Ask students to read the sentences. Then say *Before you decide which statements are true and which are false, we'll listen to the audio tracks again.* Replay **Track 066** and **Track 067**. Review the answers as a class.

- Draw students' attention to the image across the bottom of pages 82–83. Ask *Does anyone know what type of diagram this is?* Explain that it's a timeline showing important events in the early history of human flight. Say *You've heard some of these events already. Others will be new to you.* Ask students to read aloud each section of the timeline, including the year. Provide assistance as necessary.

- 5 Put students into small groups. Read the Activity 5 instructions. Provide a sample sentence, such as *Long before da Vinci designed flying machines, Abbas Ibn Firnas had glided with wings.* Say *Listen to one another's suggestions for sentences. Encourage all group members to share their ideas. Come to a consensus, and remember to use the new vocabulary words in your sentences.* Help groups as necessary. Ask each student to write down his or her group's sentences. When they have finished, ask groups to share some sentences. Write a few on the board as models.

Extend

- Put students into pairs with someone from a different group, if possible. Ask partners to take turns reading their four sentences to each other. Tell them to peer-review the sentences. Say *Check the facts against the timeline. Make sure vocabulary words and past perfect verbs are correct. See if you can add other vocabulary words.* Then challenge partners to work together to improve the sentences, correcting any errors in vocabulary or in the use of past perfect verbs. Then ask them to choose two of the sentences to rewrite on a sheet of paper to display in the classroom.

Consolidate

- Choose verbs from the target vocabulary to write on pieces of card, one to a card: *allow, ascend, descend, evolve, flap, glide, soar, support.* Give each student a card. Then display the following list:

adaptation	capability	flight	parachute
bats	colugo	helicopter	pterosaurs
birds	feature	insects	wingspan

- Tell students to sit in a circle. Say *We're going to practise verb forms. I'll call out a name.* Point to and say *(Billy).* Prompt (Billy) to stand and read aloud the word on his card, for example, *ascend.* Say *Then I'll say either* simple past *or* past perfect. Look at (Billy) and say *Past perfect.*

- Explain that (Billy) must use the past perfect form of the verb on his card and a word from the board in a sentence. Tell (Billy) to sit down. Then say *(Billy) might say* The helicopter had already ascended by the time we got to the airport. Ask *What's the past perfect verb?* (*had ascended*) Give students a few minutes to think of sentence ideas. Then say *OK, let's begin!*

BE THE EXPERT

Our World in Context

The abbreviations *CE* (Common Era) and *BCE* (Before Common Era) refer to a method of numbering years based on the birth of Jesus Christ. Despite the obvious connection, the terms were conceived as neutral chronological indicators that are not specifically related to Christianity, and therefore sensitive to all religions. The terms are, nevertheless, tied to the Gregorian calendar, introduced in 1582 by Pope Gregory XIII, and used worldwide.

Formative Assessment

Can students

- identify the form, meaning and use of the past perfect tense?

  Ask students to identify which sentence has a past perfect verb:

  Da Vinci made diagrams of flying machines in the 15th century.
  Long before the modern helicopter was developed, da Vinci had designed an 'aerial screw'.

- use the past perfect to distinguish the first of two actions in the past?

  Ask students which action came first:

  By the time reptiles evolved the capability of flight, insects had already flown for millions of years.

- use words associated with human flight?

  Ask students to use at least two of the following words in a sentence about a past action: *ascend, descend, force, parachute, prove, stable.*

  Sample: *The pilot descended to the ground in a parachute.*

Workbook For additional practice, assign Workbook pages 48–49.

Online Workbook Grammar 1

READING

Objectives
Students will
- summarise events that led to the Wright brothers' development of the first powered aeroplane.
- use new words from the reading.
- put events in sequential order.

Reading Strategy Identify sequence of events

Target Vocabulary *engine, fuel, to land, pilot, to take off*

Vocabulary Strategy Using a dictionary

Academic Language *sequence of events, syllables*

Content Vocabulary *contribution, engineers, generated, horsepower, mechanics, perfecting, phonetic, reality, rubber bands, wind tunnel*

Resources Online Workbook/Workbook pages 50–51; Worksheet 3.5.4 (Teacher's Resource CD-ROM/ Website); Tracks 068–069 (Audio CD/ Website/CPT); CPT: Reading

Materials set of classroom dictionaries



1 BEFORE YOU READ **Discuss in pairs.** What do you know about the Wright brothers and flight? Make a list. What are three facts you expect to find in the reading?

2 LEARN NEW WORDS **Find the words in the reading.** What do you think they mean? Then find the words *land, fuel* and *pilot* in a dictionary. Look at the different ways these words can be used. Then listen and repeat all of the new words. 068

engine fuel to land pilot to take off

3 WHILE YOU READ **Notice the order in which events happened.** 069

Reaching FOR THE Sky

The Dream of Human Flight

One day while travelling, Milton Wright saw a small toy helicopter that was powered by rubber bands. He bought this toy for his two young sons, Orville and Wilbur. Mr Wright surely had no idea this simple act would lead to the creation of the world's first powered aeroplane. The toy gave the brothers a strong interest in flight. They soon began trying to build similar models themselves.

When they were older, the Wright brothers decided they wanted to make a 'small contribution' to the field of flight. At that time, most attention on flight focused on hot-air balloons and gliders. However, the brothers were more interested in a heavier flying machine, powered by an engine and controlled by a pilot. They first read all the books they could on the early mechanics of flight. Then they used kites to better understand the forces that controlled objects in the air.

Over the next three years, the Wright brothers worked on designs and shapes for different types of gliders. During this time, they worked with engineers Otto Lilienthal and Octave Chanute, both authors of books on flight. These men were important influences on the brothers' work.

In December 1903, Orville Wright takes off with his brother Wilbur running beside him.

84 READING

Warm Up

- **Activate prior knowledge** Say *We've read and talked about the evolution of flight in animals and also humans' early attempts to fly. We've heard about aerial screws, parachutes, hot-air balloons and gliders. What important development in the history of human flight haven't we read about yet?* (the invention of the aeroplane) Ask *What's the main difference between gliders and aeroplanes?* Discuss with students the idea that aeroplanes are powered by engines that require fuel.

Before You Read 1 2

- Say *Now open your books at pages 84 and 85. Read the title. Look at the photos and read the captions.* Point out that the photos and captions on page 85 are actually a timeline. Say *Take a minute to skim the text.* When students are ready, ask them to predict what they think the reading will be about.
- 1 Read aloud Activity 1. Put students into pairs. Remind them that they can use a three-column table to list what they know, what they expect to find out and what they learnt from the reading.

The brothers had built a wind tunnel to test different shapes of wings and tails for their gliders. Then they began to think about how to get a flying machine weighing 272 kg. (600 lb.) into the air and keep it there. They designed a 12-horsepower engine that generated enough force to allow the Flyer to take off from the ground in December 1903. It ascended about 3 m. (10 ft.) into the air and continued to fly 36 m. (120 ft.) in about 12 seconds. The first heavier-than-air flight became a reality!



Otto Lilienthal builds a glider.



Octave Chanute's book on flying machines is published.

The second, third and fourth flights followed on the same day. But the Wright brothers observed that the Flyer was not stable enough and was hard to control. They spent two more years perfecting their aeroplane. Finally, on the 5th of October 1905, Flyer III flew about 39 km. (24 mi.) in 39 minutes. The plane landed only because it ran out of fuel. The dream of human flight had finally come true.



Samuel Langley creates his aerodrome model.



Alberto Santos-Dumont circles the Eiffel Tower.



The Wright brothers fly for 39 minutes in Flyer III.



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

1. What is the main idea of the reading?
2. How did the Wright brothers prepare for their project?
3. Whose ideas on flight influenced the Wright brothers?
4. The Wright brothers worked on their flight project for years. What personality characteristics do you think they had that helped them reach their goals?

5 **Put the events in order.**

3 The Wright brothers built a wind tunnel to test the wings and tails of their gliders.

2 They read everything they could about flight.

6 They flew Flyer III about 39 km. (24 mi.) before it ran out of fuel.

4 They designed a 12-horsepower engine to power the Flyer.

1 They used kites to learn more about how things fly.

5 They worked for two years to make the Flyer more stable.

6 **Discuss in groups.**

1. How do you think the Wright brothers' work helped shape the 20th century? What aspects of life changed?
2. Is just one person ever truly responsible for a great idea or invention? Do all ideas and inventions build on the work of previous generations? What do you think? Why?

Display a table like this one for students to copy. Tell them to fill in the first two columns as they discuss the activity questions.

Topic: The Wright Brothers and Flight		
What I know	What I expect to find out	What I learnt

- **2** LEARN NEW WORDS Read aloud the words in the word box. Encourage students to share what they think the words mean. Tell them they can act out the words or use gestures to show the meanings.

BE THE EXPERT

Reading Strategy

Identify sequence of events The sequence of events refers to the order in which events happen in a story or an informational text. It can also refer to the order of steps to follow in a process or set of instructions on how to make or do something. Certain words and phrases signal when a text is organised in sequential order. These words and phrases include *first, next, then, finally, later on, in the meantime,* and so on, as well as dates, times and other phrases that indicate the passage of time.

In *Reaching for the Sky*, these phrases include *when they were older* and *over the next three years.* Recognising these signal words and phrases and understanding the sequence of events in a text will help students better understand and remember what they read.

Teaching Tip

It's easy for students to become overwhelmed when listening to long sentences and paragraphs in English. Try to keep listening activities brief so students have time to process and ask questions about what they've heard. Tell them to focus on and listen for key words. Pause longer audio recordings whenever necessary to check for comprehension. Encourage students to practise their listening skills outside of class by listening to English-language television, radio and Internet programmes.

Answer Key

Comprehension 4

1. The Wright brothers took years to perfect their aeroplane, which was a major achievement in the history of human flight.
2. They read the work of other flight researchers, and they experimented with kites and gliders.
3. Otto Lilienthal and Octave Chanute
4. Answers will vary. Traits might include curiosity, determination, ambition, creativity and persistence.



- Say *Now find the words in the reading.* Then ask *Does the text confirm what you thought the words meant?* Explain that several of the words have more than one meaning, and some can be used as nouns or verbs. Say *When you're not sure how a word is being used in a text, look it up in a dictionary and try to work out which definition bests fits the context of what you're reading.*

- Ask students to look up *fuel, land* and *pilot* in a dictionary. Ask *Did anything you found in the entries for these words surprise you?* Discuss what students learnt. Finally, play **Track 068**. Tell students to listen and repeat.

- **Vocabulary Strategy** Remind students that in addition to word definitions, a dictionary also shows how to properly pronounce, or say, a word. Explain that, in English, there can be several different ways to pronounce a single letter, so it's important to become familiar with how your dictionary shows pronunciation.

- Without saying it, write the word *reality* on the board. Ask partners or small groups to work together to look up the word in a dictionary. Say *The entry word is broken up into syllables, or word parts.* Then point out the phonetic respelling that follows each entry word.

- Say *Stress marks show the syllable or syllables to emphasise, or stress, when you say the word out loud.* Ask *How many syllables does the word have?* (four) *How many stress marks do you see?* (one)

- Say *Find the pronunciation key in your dictionary.* Tell students that it explains the different phonetic symbols that show the sound each letter makes. It also include examples of the sounds shown in the respelling.

- Call on a volunteer to come up and rewrite *reality* to show its syllables and stress mark. Then ask the student to point to each syllable as he/she says the word aloud. (re · 'al · i · ty) Tell students that online dictionaries usually include a symbol that looks like a tiny speaker after each word. They can click on the symbol to hear the word pronounced correctly.

While You Read 3

- 3 Say *Now we're going to listen to* Reaching for the Sky *and learn more about the Wright brothers and their contribution to the field of flight.* Play **Track 069** and tell students to follow along.

- Say *Now read again. This time, pay attention to the sequence of events, or the order in which the events happened. Note the words, phrases and dates the writer uses to show that time has passed. Underline them.*

- You may want to suggest that students create their own timelines for the development of the Wright brothers' aeroplane. Tell them to use the timeline on page 85 as a model. Tell them to record only the four or five most important events. Play **Track 069** again or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs to answer the Activity 4 questions. If partners disagree on an answer, tell them to read the text again and find information that supports their answers. Review the answers as a class.

- 5 Read aloud the Activity 5 instructions. Point out the list of events and explain to students that they're all things that the Wright brothers did. Tell students to read the list. Ask *Are the events listed in the order in which they happened?* (no) Then say *Read the events again and think about the order in which they happened. The first event is numbered for you. Number the rest in the correct order.*

- Tell students if they're not sure, they can review the reading and check the sections where they underlined sequence words and phrases.

- Ask students to read the events in the correct order. Make sure everyone agrees. Finally, tell students to fill in the tables they started before reading *Reaching for the Sky*. Ask *Did you find out what you expected to? What new information did you learn? Write the most interesting facts in the table.*

- 6 Read the Activity 6 questions. Put students into small groups. Appoint a secretary for each group to write down notes from the discussion. Say *The group secretary will decide when the first question has been discussed enough and it's time to move on to question 2.* You may wish to set a time limit for the activity.

- Provide prompts if necessary: *What impact has aeroplane travel had on the world? How much of that impact is due to the Wright brothers? Did they benefit from the work of others? How? Besides engineering – the design of engines and machinery – what other sciences do you think the Wright brothers had to be familiar with to make their planes fly?*

Extend

- Ask secretaries to share some of their group's ideas with the class. Then tell students to imagine they are one of the brothers. Tell them to write a diary entry about one of the developments described in *Reaching for the Sky*. Say *Write about the event. Say how you felt about what happened. Was it a breakthrough? Was it a disappointment? Think of the personality traits the brothers probably had. How would they react to success? to failure? Use your imaginations!* When they have finished, ask a few students to read their entries to the class.

- **Worksheet** If time allows, you may want to hand out **Worksheet 3.5.4** in class. Students will use the worksheet to practise new vocabulary words.

Consolidate

- Write on the board: *allow, ascend, capability, descend, engine, flight, fuel, glide, land, limited, pilot, powered, soar, stable, take off.* Put students into pairs and tell them to exchange diary entries. Say *Now see if you can suggest places where your partner's diary entry could include more vocabulary words.* When students have finished, tell them to swap diaries again and discuss their suggestions. Ask the original writers to write final versions and read them to the class.

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Vocabulary Strategy

Using a dictionary Students should scan the entire entry to see if any of the definitions pertain to the word's use as another part of speech. For example, *fuel* can be used as a noun or a verb. No two dictionaries are the same, and sometimes, there's a separate entry for each part of speech. Other times, two parts of speech are embedded in the same entry.

Note that parts of speech are often abbreviated: *n.* (noun), *v.* (verb), *adj.* (adjective) and *adv.* (adverb), to name a few. Most dictionaries also include sample phrases or sentences for each part of speech. Different dictionaries also use different phonetic symbols, so students need to check the pronunciation guide when using a new dictionary.

Teaching Tip

Display a table of the phonetic symbols used in the classroom dictionary, and include sample words that students will be familiar with for each sound. Practise sounds regularly with students, and periodically tell them to use the phonetic respellings in the dictionary to learn the pronunciation of new words.

Formative Assessment

Can students

- summarise events that led to the Wright brothers' development of the first powered aeroplane?

  Ask students to describe two events that led to the Wright brothers' invention of the powered aeroplane.

- use new words from the reading?

  Ask students to use at least two of the following words in a sentence about human flight: *engine, fuel, to land, pilot, to take off.*

- put events in sequential order?

  Ask students to put these events in order:

  The Flyer proved to be hard to control.

  The Wright brothers tested different gliders.

  They wanted to build a flying machine with an engine.

Workbook For additional practice, assign Workbook pages 50–51.

Online Workbook Reading

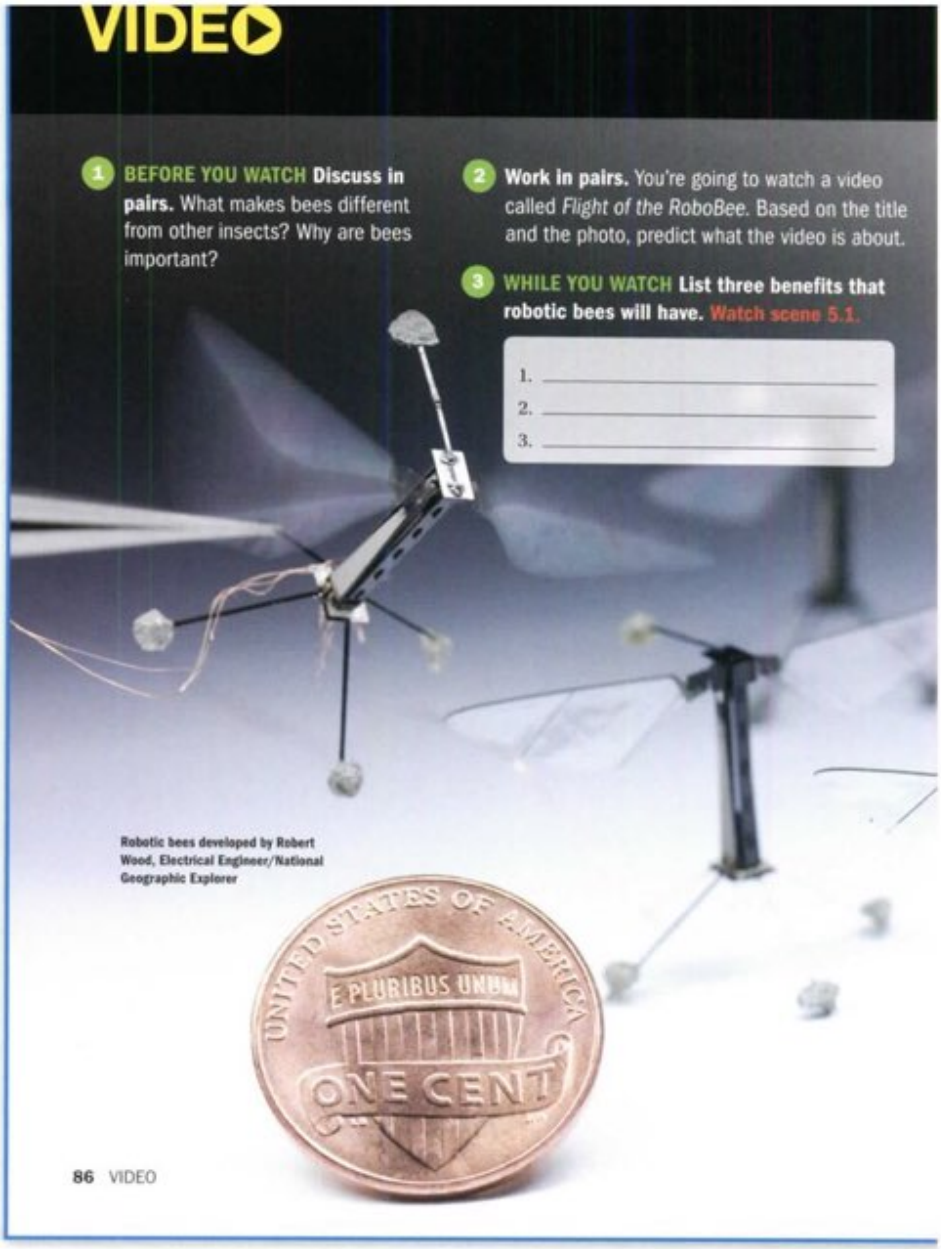
VIDEO

Objectives
Students will
- discuss the development of robotic bees and their potential uses.
- apply the message of the video to their personal lives.

Content Vocabulary *autonomous, pioneers, pollen, pollinate*

Resources Video scene 5.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Materials drawing materials, poster board



Before You Watch 1 2

- Ask *What do you know about robots? I'm not talking about made-up robots, like those from the* Star Wars, Transformers *and* Terminator *movies, but robots that are used in real life.* Students may know something about factory robots that do dangerous jobs or about robotic body parts that perform some of the functions of missing or damaged human limbs. Discuss the usefulness to society of these devices.

- 1 Ask students to open their books at pages 86–87. Read Activity 1 aloud. Say *Even though bees can sting, they're usually thought of in a positive way, unlike wasps and other stinging insects. Why is that?* Put students into pairs and tell them to discuss the questions.

- After they discuss, ask partners to share their ideas. Make sure students know that bees perform an important function for farmers by pollinating, or fertilising, various food crops. Without the pollen delivered by bees as they travel from plant to plant, the plants would not be able to produce the seeds that grow into the fruit and other foods we eat.

- 2 Ask a student to read aloud Activity 2. Say *Look at the photo.* Read the caption aloud. Tell students they'll learn about Robert Wood in the video. Ask *Are these robotic bees big or small? How do you know?* Then ask *What do you think the word robobee comes from?* Finally, ask students to share their predictions.

While You Watch 3

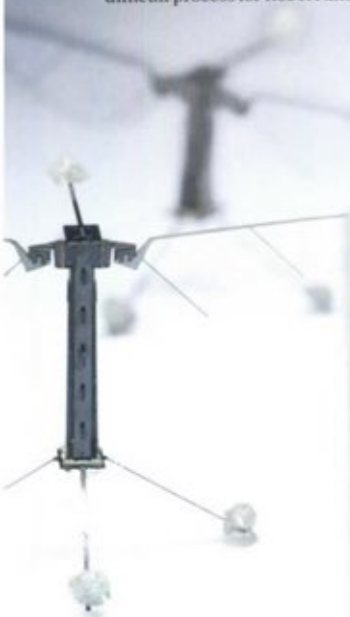
- 3 Ask a student to read the Activity 3 instructions. Say *Listen carefully as you watch* Flight of the RoboBee. *Write three potential benefits of these robotic insects.* Play **Video scene 5.1**. Say *Write down other things that you find interesting.*

4 AFTER YOU WATCH **Work in pairs to decide if each sentence is *true* or *false*.** Tick the correct answer.

1. Robert Wood says that most new robots are large, powerful and dangerous. (T) (F)
2. Robert's robots are inspired by nature. (T) (F)
3. Robert looks at real insects to work out how to construct his robotic bees. (T) (F)
4. Robotic bees haven't got the supports necessary to fly independently. (T) (F)
5. Robert doesn't plan to send robotic bees into dangerous areas because they could break. (T) (F)
6. Getting the robots to fly was a long, difficult process for Robert and his team. (T) (F)

5 **Discuss in groups.** In the video, Robert says, 'If you don't fail, you don't learn enough.' Explain what you think he means by this.

6 **Work in groups.** You learnt about man's early attempts at flying. Compare and contrast the process of getting the robotic bee to fly with the processes of the flight pioneers you learnt about.



7 YOU DECIDE **Choose an activity.**

1. **Work independently.** Research other robotic insects that are being developed. Choose one and create a short presentation on it. Explain what it's used for. Compare it with the robotic bee.
2. **Work in pairs.** Robert says that robotics is 'the next big thing to impact our lives'. Find an example of a robot that is making an impact on people's lives. Write an article about this robot and the impact it's having.
3. **Work in groups.** Create a poster to advertise robotic bees. Use illustrations and text to describe them, and explain why they are useful.

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Teaching Tip

Whenever students identify a false statement in a true or false activity, ask them to think about how to make the statement true. Point out that there's often more than one way to correct a false statement. Whenever possible, challenge students to think of different ways to restate a false statement so that it's true.

Formative Assessment

Can students

- discuss the development of robotic bees and their potential uses?

Ask *What's one way you know, or can imagine, how robotic bees could be helpful to you or someone you know?*

Online Workbook Video

After You Watch 4 5 6 7

- **4** Put students into pairs. Remind them to use information from the video to determine their answers.
- **5** Put students into small groups. Read aloud the quote. Ask *Do you agree? How can you learn by failing at something?* Tell groups to discuss times in their own lives when they learnt a lesson by failing.
- **6** Put students into small groups. Remind students of *Reaching for the Sky* and the years-long process of research and experimentation the Wright brothers went through before achieving success. Say *You may want to use a Venn diagram to compare and contrast the Wright brothers' and Robert Wood's experiences.*
- **7** YOU DECIDE Ask students to choose an activity. Guide students who choose option 1 to find websites where they can research robotic insects. Be advised that there are websites for robotic insect toys and for robotic insects being developed for military use, in addition to websites related to the work of Robert Wood and others on medical, agricultural, and search and rescue applications. Say *Remember, your purpose is to compare another robotic insect to Wood's robobee.*
- Put students who choose the second option into pairs. Replay the video. Tell partners they are not limited to robotic insects. Say *Remember that at the beginning of this lesson we discussed robots that do dangerous factory work or that perform the functions of missing or damaged human limbs. Research a robot that has changed people's lives in a good way.*
- Put students who choose the third option into small groups. Replay the video for them. Suggest that they consider situations in which robobees can work as individuals, as well as situations where collective behaviour can solve problems a single bee cannot.

GRAMMAR 2

Objectives
Students will
- identify the form, meaning and use of the past perfect continuous tense.
- use the past perfect continuous to describe the first of two actions in the past.

Grammar Past perfect continuous: Talking about the first of two actions in the past

Academic Language *past perfect continuous*

Resources Online Workbook/Workbook pages 52–53; Worksheet 3.5.5 (Teacher's Resource CD-ROM/ Website); Track 070 (Audio CD/ Website/CPT); CPT: Grammar 2

GRAMMAR 070

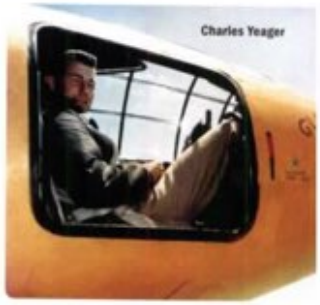
Past perfect continous: Talking about the first of two actions in the past

The Wright brothers **had been working** on powered flight for several years before Wilbur Wright flew for 2 hours and 19 minutes in 1908.

Before Louis Bleriot first crossed the English Channel in an aeroplane in 1909, pilots **had been using** hot-air balloons.

1 Read. Complete the sentences with past perfect continuous forms of the verbs in brackets.

1. Otto Lilienthal had been using (use) gliders for around five years before he crashed in one in 1896.
2. Before Samuel Langley's large Aerodrome A crashed while taking off, he had been building (build) smaller machines that flew successfully.
3. Before Alberto Santos-Dumont made the first successful powered flight in Europe, he had been winning (win) awards for his flights in balloons.
4. Engineer Frank Whittle had been working (work) on his theories for nine years before he tested his first jet engine in 1937.
5. Before Charles Yeager became the first pilot to travel faster than the speed of sound in 1947, he had been flying (fly) for about five years.



2 Work in pairs. Take turns throwing the cube. Ask and answer questions. Use the past perfect continuous.



Before you became part of the team, how long had you been playing basketball?

I had been playing basketball for six years.

Go to page 165.

Warm Up

- **Activate prior knowledge** Write *Long before the Wright brothers invented the aeroplane, da Vinci had designed flying machines.* Underline *had designed.* Say *We've learnt about using the past perfect to talk about something that happened* (point to *da Vinci had designed flying machines*) *before something else* (point to *the Wright brothers invented the aeroplane*) *in the past.*

Present

- Say *Now, we're going to learn a verb form used to talk about something in the past that was still happening when something else happened. It's called the* past perfect continuous. Write on the board:

The pilot had been waiting to take off for an hour when we finally arrived.

- Read aloud the sentence. Point to the verbs and say *Both events took place in the past, but the -ing ending* (point to it) *shows that this event was still going on when the second event – we arrived – happened.* Then say *Just as you form the past perfect with the word* had *and a past participle, you form the past perfect continuous with the words* had been (point to the boxed words) *and a verb ending in -ing.*

- Ask students to open their books at page 88. Say *Read along silently. You'll hear other past perfect continuous verbs.* Play **Track 070**. Ask *In the first sentence, what event started first?* (the Wright brothers had been working on powered flight) *And in the second sentence, what started first?* (pilots had been using hot-air balloons) Ask *How do you know?* (*had been* and a verb ending in *-ing*) Ask students to read the two sentences aloud.

Practise 1

- 1 Say *Now you're going to read sentences about some of the other pioneers of human flight. Some names will be familiar to you.* Tell students to turn back to page 85 and look at the timeline and the photos of Langley's and Santos-Dumont's flying machines. Then point out the photo of Charles ('Chuck') Yeager on page 88.

- Read the Activity 1 instructions aloud. Ask students to work independently. Review the answers as a class.

Apply 2

- 2 Tell partners to cut out and assemble the cube on page 165. Ask two students to model the game by reading the model dialogue. Say *When you answer your partner, repeat the past perfect continuous verb from the question.*

Extend

- Ask students to look up aviation timelines on the Internet. Say *Work with a partner to look up facts about aviation history. Note the dates of important events. Then write one or more sentences about the events, using past perfect continuous verbs.* Display a sample: *By the time Chuck Yeager made his historic flight in 1947, Frank Whittle had been working on jet engines for many years.* Ask students to share their sentences.

- Hand out **Worksheet 3.5.5** for further practice with past perfect continuous verbs.

Consolidate

- Use these verbs to play a game, but don't display them for the class to see: *ascend, descend, evolve, flap, glide, land, soar, support, test, try* and the irregular verbs *buy (bought), draw (drawn), fly (flown), prove (proved or proven), take off (taken off), win (won).* Divide the class into two teams.

- Say *Here's a game we'll call* Form That Verb. *I'll alternate asking a student from each team to say either the past perfect or past perfect continuous form of a verb. Each correct verb earns the team one point. For example, I might say* Form the past perfect of *soar or* Form the past perfect continuous of *soar.*

- Say *If I give you an irregular verb, such as fly, and you get the form right, your team earns two points! Don't call out anything unless it's your turn. The team with the most points at the end wins.* Explain that students may not know some of the irregular verb forms. Say *Make your best guess! Let's see how fast you can form that verb!*

BE THE EXPERT

Grammar in Depth

All the continuous verb forms show a continuing action. The continuous form of a verb is the present participle combined with a form of *be*. The main uses of the past perfect continuous are

- to refer to an action that was taking place over a period of time in the past before another event in the past, as in *I had been studying very hard, so my mum told me I could have a break and go to the cinema.*
- to refer to an action in the past that was in progress but was interrupted by another action, as in *I had been thinking about my grandmother when she suddenly called me.*

Teaching Tip

Keep students focused during games by setting a time limit, for example, five minutes, for playing the game. When there are two minutes left to play, ring a bell to let students know their time is almost up.

Formative Assessment

Can students

- identify the form, meaning and use of the past perfect continuous tense?

  Ask students to identify which sentence has a past perfect continuous verb:

  Chuck Yeager had flown for many years before he broke the sound barrier.
  He had been flying experimental aircraft before he became the first person to fly faster than the speed of sound.

- use the past perfect continuous to describe the first of two actions in the past?

  Ask students to use a past perfect continuous verb to describe which of these actions came first: Otto Lilienthal flew gliders; the Wright brothers flew the Flyer.

Workbook For additional practice, assign Workbook pages 52–53.

Online Workbook Grammar 2

WRITING

Objectives

Students will

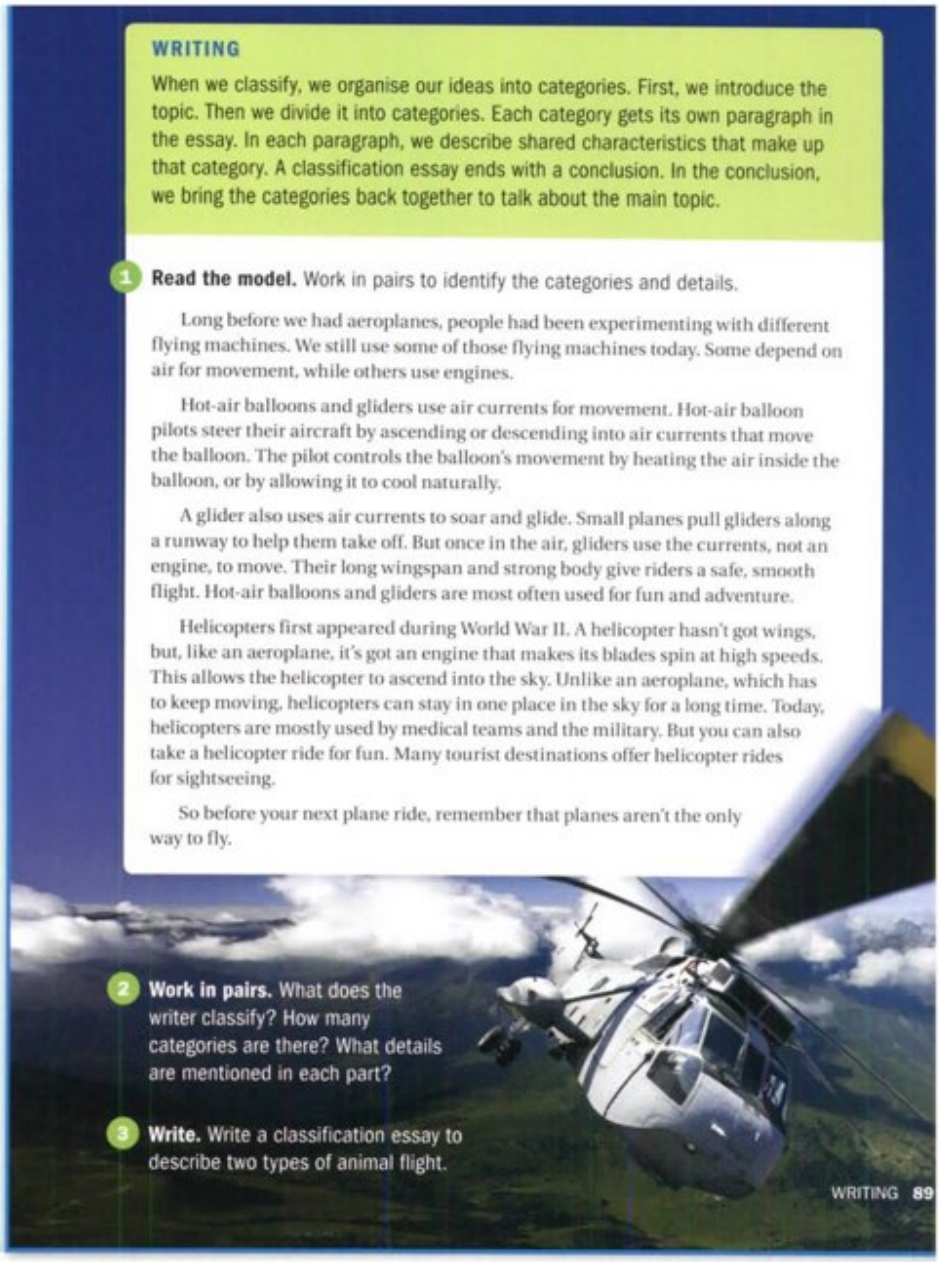
- apply elements of classification writing.
- use categories.
- analyse a model of classification writing.
- produce a paragraph of classification writing.

Writing Classification essay

Academic Language *category, classification, classify*

Content Vocabulary *dairy, produce, steer, World War II*

Resources Online Workbook/Workbook page 54; Process Writing Worksheets 1–5, Genre Writing Worksheet: Classification (Teacher's Resource CD-ROM/Website); CPT: Writing



WRITING

When we classify, we organise our ideas into categories. First, we introduce the topic. Then we divide it into categories. Each category gets its own paragraph in the essay. In each paragraph, we describe shared characteristics that make up that category. A classification essay ends with a conclusion. In the conclusion, we bring the categories back together to talk about the main topic.

1 **Read the model.** Work in pairs to identify the categories and details.

Long before we had aeroplanes, people had been experimenting with different flying machines. We still use some of those flying machines today. Some depend on air for movement, while others use engines.

Hot-air balloons and gliders use air currents for movement. Hot-air balloon pilots steer their aircraft by ascending or descending into air currents that move the balloon. The pilot controls the balloon's movement by heating the air inside the balloon, or by allowing it to cool naturally.

A glider also uses air currents to soar and glide. Small planes pull gliders along a runway to help them take off. But once in the air, gliders use the currents, not an engine, to move. Their long wingspan and strong body give riders a safe, smooth flight. Hot-air balloons and gliders are most often used for fun and adventure.

Helicopters first appeared during World War II. A helicopter hasn't got wings, but, like an aeroplane, it's got an engine that makes its blades spin at high speeds. This allows the helicopter to ascend into the sky. Unlike an aeroplane, which has to keep moving, helicopters can stay in one place in the sky for a long time. Today, helicopters are mostly used by medical teams and the military. But you can also take a helicopter ride for fun. Many tourist destinations offer helicopter rides for sightseeing.

So before your next plane ride, remember that planes aren't the only way to fly.

2 **Work in pairs.** What does the writer classify? How many categories are there? What details are mentioned in each part?

3 **Write.** Write a classification essay to describe two types of animal flight.

Warm Up

- **Activate prior knowledge** Say *Think about how you make a list of things to buy at a shop or market.* Ask *Do you list items randomly as you think of them? Or do you organise the list by grouping together similar items, or items you'll find in the same part of the shop?* Ask *Do you think one way makes more sense than another? Why?* Elicit responses from students. Discuss.

- Write grocery items, such as the following, on the board:

bananas	eggs	peppers
beans	pasta	rice
canned tuna	mangoes	sausages
chicken	milk	yoghurt

Ask *How could you group these items in a logical way? For example, which ones do you often find in the dairy section of the shop? Which do you find in the canned or packaged goods section?* Ask a few students to come to the board and rewrite the items in groups of similar things. Explain that there's no one right way to group the items, as long as it makes sense. Say *When you've grouped the items, write a name for each group. It should be a name that describes the group in some way, such as dairy or vegetables.*

- When the students have finished, say *What you've just done is to classify the items into categories.*

Present

- Say *Open your books at page 89.* Read aloud the text in the green box. Then write the steps in classification writing on the board. Ask students to explain what happens in each step. Say *Let's explain what you do in each step.* Add the explanations to the board.

Classification Writing

1. Introduce: state the topic in a sentence
2. Classify: organise ideas into categories; write a paragraph on each one
3. Describe:
4. Conclude:

Read the Model 1 2

- Say *Now we're going to read a model of a classification essay. First, skim the essay to get an idea of what it's about.* Remind students that when you skim a text, you read the title and look at any photos and captions. Then you quickly read the first and last paragraphs and the first sentence of each of the other paragraphs. Give students a minute or two to skim the essay. Then ask *What is the topic of the essay?* (different flying machines)
- 1 Put students into pairs. Say *Now you'll work with your partner to read and analyse, or examine, the essay to see how it's put together.* Tell students to read the Activity 1 instructions. Ask *What do you do when you classify a topic?* (divide the topic into groups, or categories) Say *As you read, underline words you think identify the categories.* Tell students to read the essay.
- 2 When pairs have finished, ask students to name the categories they identified. Don't correct students if they name hot-air balloons and gliders as separate categories. Ask *What's the third thing to look for in a classification essay?* (a description of each category) Say *Now read the text again to see what the shared characteristics of the things in each category are.*
- When partners have finished, ask students to answer the Activity 2 questions. Say *We know the writer is classifying different kinds of aircraft.* Ask *How many categories does he or she divide aircraft into?* (two) *What are they?* (hot-air balloons / gliders and helicopters)
- If students think hot-air balloons and gliders are separate categories because they're described in separate paragraphs, tell them that that's true, but point out that the writer groups them together at the beginning of the second paragraph and the end of the third paragraph. Then ask *What characteristics do hot-air balloons and gliders share?* (They both use air currents to move; they're both used mostly for fun and adventure.)
- Ask *What does the writer do to help you understand the characteristics of helicopters?* (The writer compares and contrasts them with aeroplanes.)
- **Worksheet** If your students need a reminder of the elements of the Classification Writing genre, you may want to hand out **Genre Writing Worksheet 12 (Classification)** and review it together.

BE THE EXPERT

Writing Support

Potential classification problems Students should think about whether a topic can actually be divided into categories. A topic should not have too few categories, or too many. Too few categories don't provide enough information. Too many categories weaken the focus and confuse the reader. Similarly, when a category has fewer examples or details than the other categories, it will seem weaker or less credible as a category.

Students should try to describe each category in a separate paragraph. However, sometimes they'll need more than one paragraph. That's fine. The important thing is to make sure each category is clearly defined and relates to the organising principle. In other words, if the organising principle is types of aircraft, for example, students shouldn't veer off into describing the characteristics of the people who developed each type of aircraft.

Teaching Tip

Let students know in advance how much time they will have to complete an activity so that they can manage their time efficiently. For instance, if students are writing, make sure you tell them how much time you will give them to complete the task. If students have difficulty completing a task in the time allotted, tell them to finish the rest of the assignment at home or during the next class.

Related Word

rotor blades

Workbook For scaffolded Writing support, assign Workbook page 54.

Online Workbook Writing



WRITING

When we classify, we organise our ideas into categories. First, we introduce the topic. Then we divide it into categories. Each category gets its own paragraph in the essay. In each paragraph, we describe shared characteristics that make up that category. A classification essay ends with a conclusion. In the conclusion, we bring the categories back together to talk about the main topic.

1 **Read the model.** Work in pairs to identify the categories and details.

Long before we had aeroplanes, people had been experimenting with different flying machines. We still use some of those flying machines today. Some depend on air for movement, while others use engines.

Hot-air balloons and gliders use air currents for movement. Hot-air balloon pilots steer their aircraft by ascending or descending into air currents that move the balloon. The pilot controls the balloon's movement by heating the air inside the balloon, or by allowing it to cool naturally.

A glider also uses air currents to soar and glide. Small planes pull gliders along a runway to help them take off. But once in the air, gliders use the currents, not an engine, to move. Their long wingspan and strong body give riders a safe, smooth flight. Hot-air balloons and gliders are most often used for fun and adventure.

Helicopters first appeared during World War II. A helicopter hasn't got wings, but, like an aeroplane, it's got an engine that makes its blades spin at high speeds. This allows the helicopter to ascend into the sky. Unlike an aeroplane, which has to keep moving, helicopters can stay in one place in the sky for a long time. Today, helicopters are mostly used by medical teams and the military. But you can also take a helicopter ride for fun. Many tourist destinations offer helicopter rides for sightseeing.

So before your next plane ride, remember that planes aren't the only way to fly.

2 **Work in pairs.** What does the writer classify? How many categories are there? What details are mentioned in each part?

3 **Write.** Write a classification essay to describe two types of animal flight.

WRITING 89

Plan 3

- 3 Say *It's time to plan your own writing. Read the Activity 3 instructions.* Then say *Your topic is two types of animal flight.* Say *You'll need to go back and review the information about the evolution of animal flight on pages 78 to 81.*

- Say *Your next step is pre-writing. Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters) Say *Now decide what you want to use for pre-writing.* 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, 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 them to quietly read their drafts aloud to themselves. Tell each student to consider the following: *Did I cover all four of the steps of classification writing: Introduce, Classify, Describe, Conclude? Are the characteristics of each category clearly described? What seems good? What needs more work?* If time permits, students could read their drafts to a classmate for feedback.

Edit and Proofread

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

Publish

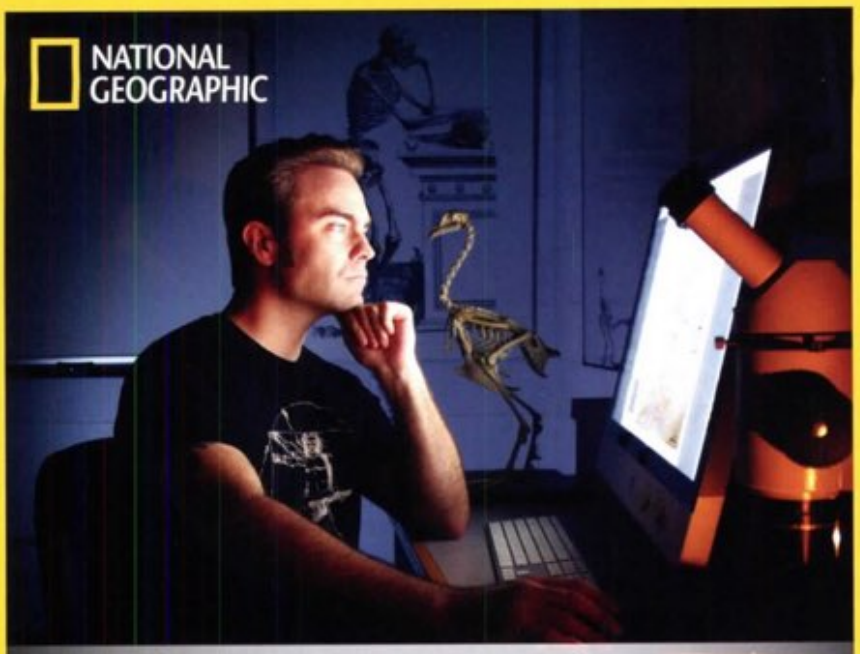
- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

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 organises the classification essay in a way that makes sense and uses enough details to describe each category.				
Grammar Student uses past perfect and past perfect continuous verbs correctly.				
Vocabulary Student uses a variety of word choices, including words taught in this unit.				



Explore Your Interests

'As an evolutionary biologist, I get to combine both childhood interests into my research: dinosaurs and animation!'

Ryan Carney

National Geographic Explorer, Palaeontologist/Evolutionary Biologist

1. **Watch scene 5.2.**
2. What are your interests? How have they changed over the years? Is there anything that you were interested in as a child that you are still learning about? What is it?
3. The people you read about in this unit, from Leonardo da Vinci to Ryan Carney, made their interests their life's work. How could you turn your own interests into a career? What would you need to do?

MISSION

Objective

Students will

- discuss using the things that interest them to work out what career to pursue.

Resources Video scene 5.2 (DVD/Website/CPT); Worksheet 3.5.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Encourage students to be active listeners when they work in pairs or groups. As classmates discuss, encourage them to take notes on what their classmates say, to ask for clarification or to repeat something that was said. Circulate during partner discussions and occasionally stop and ask students to repeat what their partners just said.

Online Workbook Meet the Explorer

Mission

- Say *Turn to page 90.* Read aloud the Mission and the quote from Ryan Carney. Ask *Does anyone know what animation is?* (a process of making films in which drawings of characters, puppets or models move) Point out the model next to Ryan's computer in the photo. Ask *What do you think it's a model of?* (some kind of bird, *Archaeopteryx*)
- Ask *Do you think it's easy to find a job or career that allows you to do things you're very interested in?* Explain that a career like Ryan's, evolutionary biologist, requires planning and years of study.
- **Activity 1** Say *Now let's watch a video about Ryan Carney.* Play **Video scene 5.2.** Tell them to pay attention to what Ryan has to say about his childhood fascination and also to notice the animation at the end of the video.
- **Activity 2** Put students into pairs. Tell them to discuss one question at a time. If students need help recalling childhood interests, tell them to think of experiences they had as a child – long trips, visits to outdoor places, visits to theatres, museums, aquariums or a live concert. Tell them to think also of school subjects that sparked an interest in them.
- **Activity 3** Say *Now discuss what you would need to do to make that interest your life's work.* Ask *What are some of the subject areas the people in this unit had to study to be able to accomplish what they did?* (science, maths, drawing, engineering, aerodynamics [the study of the properties of moving air], computer science) Then ask *Do any of these subjects involve anything that interests you?*
- **Worksheet** Hand out **Worksheet 3.5.6.** Explain that students will use the worksheet to think and write about Ryan Carney and his ideas about evolution.

PROJECT

Objective
Students will
- choose and complete a project related to flying animals and machines.

Content Vocabulary *benefits, evolution, flying machine, risks*

Resources Assessment: Unit 5 Quiz; Workbook pages 55 and 94; Worksheet 3.5.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials drawing materials, poster board

Assessment Go to page 259.

Unit Review Assign Worksheet 3.5.7
Workbook Assign pages 55 and 94.
Online Workbook Now I can

Make an Impact

YOU DECIDE **Choose a project.**

1 Design a flying machine.
- Plan and design a flying machine.
- Use your plans to create a model of the machine.
- Present your machine to the class. Explain how it works.

2 Make an evolution poster.
- Choose an animal that has evolved the capability of flight.
- Research how this animal has evolved over time. Draw and label at least four steps in its evolution.
- Arrange your drawings in order on a poster. Display the poster in class.

3 Advertise a flying machine.
- Choose a flying machine that you learnt about.
- Think about the benefits and risks of using that machine.
- Make an advertisement for the machine. Try to persuade your audience to fly in it.



A pilot guiding a home-made machine during a flying competition in Moscow, Russia

Prepare

- **YOU DECIDE** Ask students to choose a project.
- **Activity 1** Point out the photo of the flying machine on page 91. Ask *How do you think it's staying up in the air?* Tell students that now they have the opportunity to design and build their own flying machine. Explain that they have to create a model of it and be able to show how it works. Suggest that they start by drawing different designs. You may want to arrange for these students to meet with a science teacher or mechanical engineer to help them identify reasonable designs.
- **Activity 2** Tell students to choose a flying insect, bird or mammal and research how it evolved the capability of flight. They'll need to make drawings to show the animal's development over time and label the body parts that eventually became wings.
- **Activity 3** Tell students to go back and review the different flying machines they learnt about in the unit – parachutes, balloons, gliders, aerodromes and others. Tell them to choose one to advertise. Say *Remember, when you advertise a product, you want people to try it. How will you get people's attention?*

Share

- Schedule time for students to present their final projects to the class. Encourage students to ask questions and provide feedback on their classmates' work. You can ask students to vote for their favourite flying machine, poster and advert.
- **Modify** Help students simplify a project by eliminating one of the options or steps. For example, you could provide students with the names of age-appropriate websites that explain the evolution of flight in animals. For students writing adverts, you might research and display vintage airshow or exhibition posters or adverts for early flying machines.

STUDENT'S BOOK AUDIO SCRIPT

Track 058 1 **Listen and read.** See Student's Book pages 78–79.

Track 059 2 LEARN NEW WORDS **adaptation** / Physical adaptations helped birds become better fliers. **capability** / Bats are the only mammals with flight capability. **early** / Early insects were the first animals to fly. **evolve** / All species evolve over time. **feature** / Ancient birds had some of the same features as dinosaurs. **flap** / Animals flap their wings to fly. **flight** / Flight developed first in insects. **glide** / Many species developed the ability to glide. **hollow** / Birds have light, hollow bones that allow them to fly. **limited** / Millions of years ago, all life was limited to land and water. **soar** / Large birds can soar when they spread their wings. **weight** / An animal's weight can affect how it flies. **wingspan** / The wingspan of the largest pterosaur was over ten metres.

Track 060 5 How did flight happen? Physical adaptations have taken place in species such as birds and bats, allowing them to become skilled fliers. Both are capable of true powered flight. One example of these adaptations is wing structure. Birds gradually lost the claws their ancestors had. Bats still have all their long clawed fingers, which support the membranes of their wings.

Track 061 5 LEARN NEW WORDS **allow** / Their hollow bones and light bodies allow birds to fly. **powered** / Bats are the only mammals capable of powered flight. **skilled** / Both birds and bats are skilled fliers. **support** / Insects' wing structures support them when they fly.

Track 062 SPEAKING STRATEGY See Student's Book page 81.

Track 063 1 **S1**: Hi, Alex. **S2**: Hey, Jacob. How did your presentation on birds go?

S1: Quite well, though not everybody believed me when I said that birds evolved from dinosaurs. **S2**: What makes you think that it's true?

S1: Well, I've done a lot of research, and most scientists support the idea that birds evolved from dinosaurs. The first birds shared a lot of features with them. **S2**: Yes, but what about modern birds? Most of them live in trees, but dinosaurs didn't. I think that birds had to come from ancestors who lived in trees.

S1: But look at how much time has passed between the earliest birds and modern birds! 150 million years! They live in trees now, but that doesn't mean they always did. I'm sure you agree that a lot of small adaptations happen as a species evolves. It doesn't happen all at once! **S2**: Well, maybe you're right.

Track 064 GRAMMAR See Student's Book page 82.

Track 065 1 1. By the time the Chinese experimented with the first kites more than 2,500 years ago, flight in animals had existed for many millions of years.

2. Long before the Chinese turned to flying kites, it's likely that early humans had tried to imitate birds by running and flapping their arms.

3. The Chinese had already used kites for measuring and signalling by the time people tried to use kites for transport.

4. Though the Chinese later used kites for fun and entertainment, they had originally designed them for military uses, such as spying.

5. Only the Chinese royal family and rich people had enjoyed flying silk kites before the invention of paper, which made kites cheaper and available to the public.

Track 066 3 Many people consider Leonardo da Vinci to be one of the first people to really experiment with flight. He produced over 6,000 pages and 500 drawings related to the flight of birds and bats. He also studied the forces that affect objects in the air and worked on flying machines. Long before Veranzio designed his parachute in 1595, da Vinci had drawn a sketch of one. Long before Cayley flew his gliders in the 1800s, da Vinci had designed one. In order to fly, it needed only a small change to make the glider's movement stable, as was proved later. And long before modern helicopters existed, da Vinci had drawn several versions. His 'aerial screw' allowed his machine to ascend into the air and descend to the ground the same way modern helicopters do.

Track 067 3 LEARN NEW WORDS **ascend** / An aeroplane ascends into the air at an angle. **descend** / A helicopter descends slowly when it lands. **force** / Gravity is the force that keeps objects from staying in the air. **parachute** / Skydivers use parachutes when they jump out of planes. **prove** / Scientists examine theories and look for ways to prove them. **stable** / A stable glider or aeroplane does not move from side to side as it flies.

Track 068 2 LEARN NEW WORDS **engine** / Modern aeroplanes have powerful engines. **fuel** / An aeroplane loses power when it runs out of fuel. **to land** / When the plane lands, you arrive at the airport. **pilot** / A pilot controls an aeroplane. **to take off** / You have to be seated before the plane will take off.

Track 069 3 WHILE YOU READ See Student's Book pages 84–85.

Track 070 GRAMMAR See Student's Book page 88.

In This Unit

Theme This unit is about outer space.

Content Objectives
Students will
- examine how space exploration has added to our knowledge of the universe.
- read about how to prepare for the possibility of a career in space.
- consider the ways scientists can explore space from Earth.

Language Objectives
Students will
- talk about exploring Mars and the possibility of life there.
- speculate about the future.
- use present and past conditionals to talk about unlikely (but possible) or impossible situations.
- use adverbs to compare how things are done.
- write a persuasive essay about space and ocean exploration.

Vocabulary
pages 94–95 *aspect, atmosphere, degree, detect, dust, fundamental, instrument, landscape, lead to, plain, proof, satellite, valley, vast, wonder*
page 96 *advance, astronomer, equip with, requirement*
page 99 *diameter, geyser, habitable, hazy, seasonal*
page 100 *aspiring, background, chance, leadership, perseverance*
Vocabulary Strategies Greek roots (*astro* and *aster*); Using a dictionary: Word parts

Speaking Strategy Speculating

Grammar
Grammar 1 Use present and past conditionals to talk about unlikely (but possible) or impossible situations
Grammar 2 Use adverbs to compare how things are done

Reading *More Than a Dream*
Reading Strategy Categorise and classify

Video Scene 6.1: *Europa: Ocean World*; Scene 6.2: Meet Bethany Ehlmann

Writing Persuasive essay

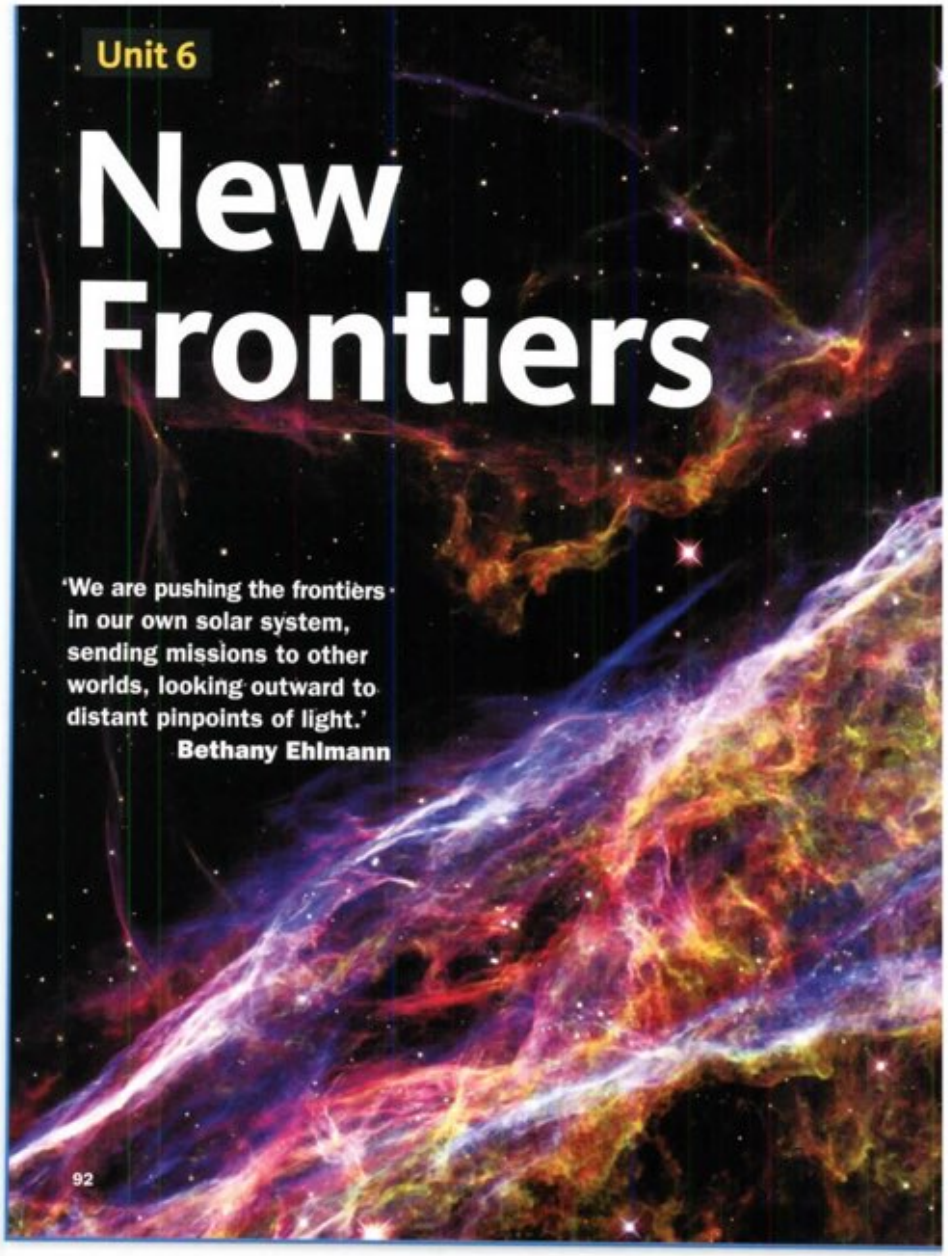
National Geographic Mission Discover the Future

Project
- Postcard
- Space mission
- TV script

Express Yourself Film script

Pronunciation Relaxed pronunciation: Final *d* + *you*

Pacing Guides 3.6.1, 3.6.2, 3.6.3

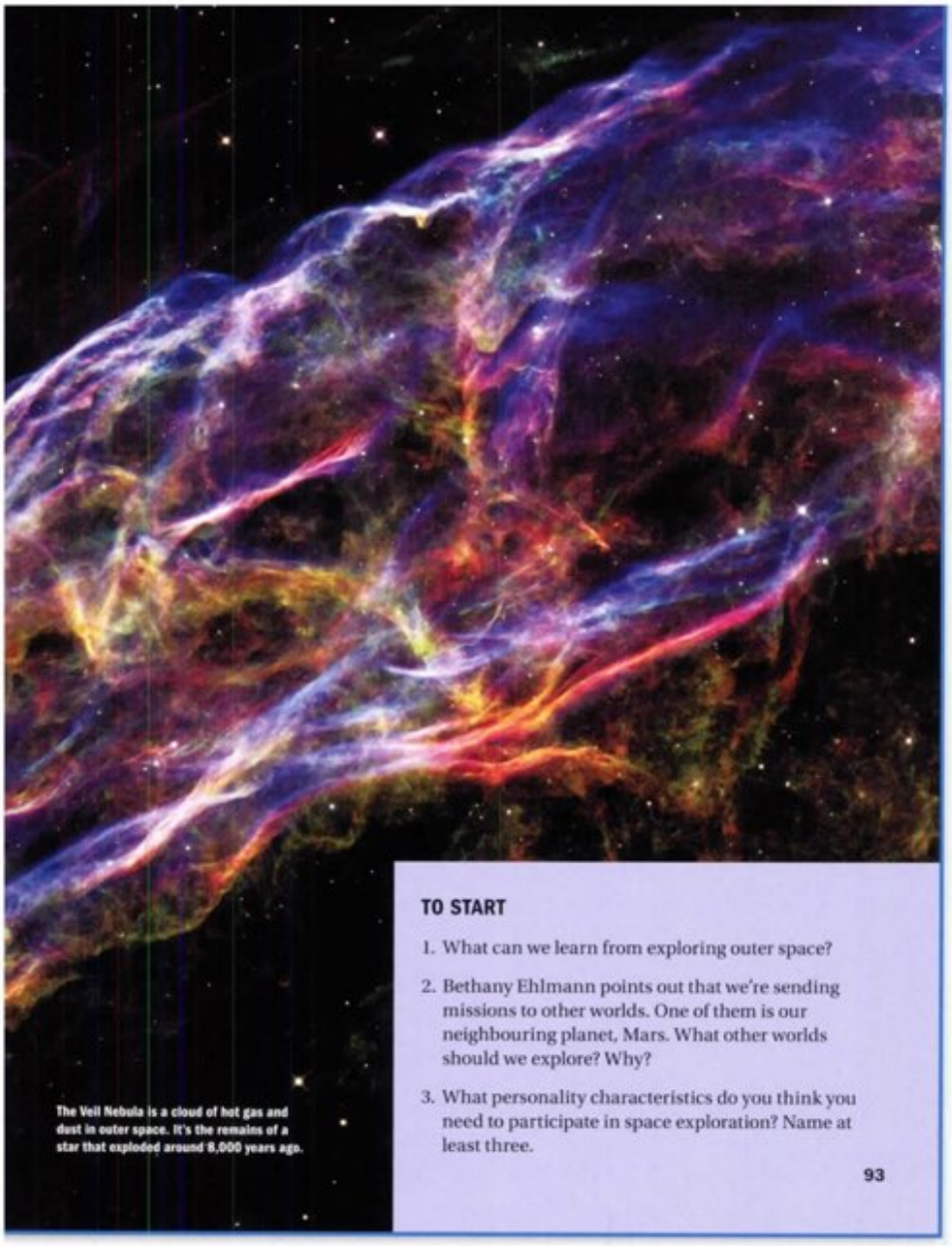


Introduce the Unit

- **Activate prior knowledge** Say *The last unit was about the evolution and history of flight. It covered a lot of years – millions, in fact – and ended with modern aeroplanes.* Ask *What other type of flight developed after aeroplanes?* (space flight) Say *In 1961, Russian pilot Yuri Gagarin became the first human to journey into outer space in a rocket-powered spacecraft. Unmanned space exploration began before that in the late 1950s and continues to this day.*

- Tell students to open their books at pages 92–93. Ask *Where do you think this object is located?* (in outer space) *What do you think it might be?* Write students' responses on the board. Then ask a student to read aloud the caption on page 93. Explain that *nebula* is the word for any cloud of dust and gas in outer space.

- Ask questions to encourage discussion of the photo:
  How do you think the photo was taken?
  Does it look like anything else to you besides a colourful cloud?
  Do you like the photo? Why or why not?



The Veil Nebula is a cloud of hot gas and dust in outer space. It's the remains of a star that exploded around 8,000 years ago.

TO START

1. What can we learn from exploring outer space?
2. Bethany Ehlmann points out that we're sending missions to other worlds. One of them is our neighbouring planet, Mars. What other worlds should we explore? Why?
3. What personality characteristics do you think you need to participate in space exploration? Name at least three.

93

- Read aloud the title of the unit. Ask what *frontier* means. Explain that the word can mean 'the border between two countries', but in this case, it refers to a region beyond a known area – a region waiting to be explored. Ask a student to read aloud the quote on page 92. Ask *What do you think* pushing the frontiers *means?*
- **TO START** Ask a student to read aloud Question 1. Ask another student to read Question 2 aloud. Discuss students' ideas.
- Ask a student to read Question 3 aloud. Say *Think about the different kinds of knowledge astronauts and planetary scientists need to have.* Then ask *How long do space missions usually take? What kind of person is suited to spending years studying difficult subjects and then being away from friends and family for long periods of time?* Write the personality characteristics students name on the board.

Extend

- Hand out **Worksheet 3.6.1**. Put students into pairs. Explain that students will be thinking and writing about space exploration.

UNIT OPENER

Objectives
Students will
- describe and discuss a photo.
- discuss the value of space exploration and the personality characteristics needed to be a space explorer.

Content Vocabulary *frontiers, missions, nebula, pinpoints, solar system, unmanned*

Resources Worksheet 3.6.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

BE THE EXPERT

About the Photo

This photo of the Veil Nebula was taken by NASA's Hubble Space Telescope, which has been orbiting Earth since 1990, taking photographs of stars, planets and galaxies. Named for its delicate, draped wisps of gas, the Veil Nebula is all that remains after the explosion of what was once a star 20 times more massive than our sun. In this image, red corresponds to the glow of hydrogen, green to sulfur and blue to oxygen. The Veil Nebula is in the constellation Cygnus, the Swan.

Teaching Tip

Encourage students to speak, even when they aren't sure of the answer or haven't got all of the vocabulary they need. If you ask a question and no one responds, ask students to tell you single words they can use to answer the question. You can also tell students to ask you a question about the vocabulary they need. This will keep the focus of the lesson on language and speaking, rather than on the knowledge of specific content.

VOCABULARY

Objectives

Students will

- use vocabulary related to Mars and its similarities to Earth.
- use new vocabulary to read about and discuss Mars, and the possibility that life did or can exist there.

Target Vocabulary *aspect, atmosphere, degree, detect, dust, fundamental, instrument, landscape, lead to, plain, proof, satellite, valley, vast, wonder*

Content Vocabulary *channels, extremes, planetary scientists, rover*

Resources Worksheet 3.6.2 (Teacher's Resource CD-ROM/Website); Tracks 071–072 (Audio CD/Website/CPT); CPT: Vocabulary



1 Recent space exploration has focused on Mars. Why do you think this is? Discuss. Then listen and read. 071

We think of Earth as the *Blue Planet* and Mars as the *Red Planet* when looking at **satellite** images of them. Although they look very different, our home planet and Mars are actually similar in many **aspects**. Like Earth, Mars has its own **atmosphere** and clouds. Both planets have large, ice-covered areas called *polar caps*. Mars's **landscape** includes features also found on Earth, such as mountains, **plains**, channels, craters and even volcanoes.

Both planets have days that are about 24 hours long, and both spin on an invisible line called an *axis*. Each planet tilts to the side on its axis, at an angle of about 24 **degrees** in relation to the sun. This tilt is what causes the seasons to change on both planets.

The Curiosity rover on the surface of Mars

94 VOCABULARY

Warm Up

- **Build background** Ask *What colour do people say Mars is?* (red) *What colour does Earth look like from space?* (blue) Tell students to look at the photo on page 96. Say *Now you know why people sometimes refer to Mars as the* Red Planet *and Earth as the* Blue Planet. Ask *Why does Earth look blue and Mars red?* (The oceans make Earth look blue; the soil on Mars is a reddish colour.) Then say *Colour is one difference between the two planets, but we're going to read about recent discoveries that show the two planets are more similar than you might have thought.*

Present 1 2

- 1 Tell students to turn to pages 94–95. Ask *What do you know about Mars?* (It's the fourth planet from the sun; it's dry and barren; there are many stories about the existence of 'Martians', or beings from Mars.) Then discuss the Activity 1 question with students.
- Say *Now we're going to hear and read facts about the Red Planet.* Play **Track 071** and tell students to listen and read. Then ask questions such as:

  What are some similarities in the landscapes of Earth and Mars? (polar caps, mountains, plains, channels, craters, volcanoes)
  What important discovery makes scientists think life on Mars is possible? (ice and liquid water)
  What do the channels on Mars look like? (rivers)
  How have these discoveries been made? (robots collecting information from the surface of Mars)

- 2 **LEARN NEW WORDS** Play **Track 072.** Ask students to listen and repeat. Then put students into pairs. Tell partners to take turns saying sentences with a clue to each word, leaving out the target word for their partner to provide. Say *Say a sentence to your partner that gives a clue to the meaning of a target word. But leave out the target word for your partner to fill in.*

Astronomers have always **wondered** if life exists beyond Earth. If it does, our neighbour Mars is the most likely place to find it. Mars is a planet of wild extremes. It has the largest **dust** storms, the deepest and longest **valley**, the highest mountain and the largest volcano known in our solar system! But to most planetary scientists, the biggest question is whether life is, or was, possible on the planet.

Advances in technology have allowed scientists to equip robots with a variety of tools and then send them to explore Mars. These scientific **instruments** have been able to **detect** real **proof** that life is possible there. For example, one of the **fundamental** requirements for life, the existence of some form of water, has been discovered in several areas of Mars. A **vast** amount of ice is under the surface and also frozen in the polar caps year-round. In 2015, scientists confirmed that liquid water exists on Mars's surface. But will this finding **lead to** the discovery of life on the Red Planet? We're still waiting to find out.



Channels on Mars's surface suggest the presence of water.

2 **LEARN NEW WORDS** **Listen and repeat.** 072

3 **Work in pairs.** Why is it important that scientists find proof of water on Mars? Do you think that they will find life on the Red Planet? Why or why not?

BE THE EXPERT

Our World in Context

Curiosity was delivered to the surface of Mars in August of 2012. The rover is part of NASA's long-term programme of robotic exploration of the planet. It was designed to assess whether Mars ever had an environment able to support small life forms, such as microbes. The rover analyses samples scooped from the soil and drilled from rocks. It's capable of rolling over obstacles up to 75 cm. (29 in.) high and travelling up to 90 m. (295 ft.) per hour.

According to Michael Meyer, lead scientist for NASA's Mars Exploration Program, 'What we thought we knew about water on Mars is constantly being put to the test. It's clear that the Mars of billions of years ago more closely resembled Earth than it does today.'

Teaching Tip

Texts that give information often include details that students may forget. After initial reading, provide opportunities for revisiting the text and taking notes. For example, ask students to re-read the text at the end of the class and take notes. At the beginning of the next class, tell students to refer to their notes to answer questions about the text.

Model an example with a student partner. Say *Robots on Mars carry scientific* [say *blank*] *that they use to collect data.* Say the sentence again for your partner, this time encouraging him or her to fill in the blank with *instruments*.

Practise 3 4 5

- 3 Put students into pairs. Read aloud the Activity 3 questions on page 95. Tell students to review the reading. Then ask questions to help pairs get started. Ask *Why have scientists focused so much attention on Mars? What's likely to happen if life is found there?* Tell partners to discuss. When they have finished, ask pairs to share their ideas.

- 4 Tell students to turn to page 96. Point out the photo of Bethany Ehlmann and the Mars rover. Say *Bethany is a geologist, a scientist who studies the physical structure and surface of an area and how it formed. As a planetary geologist, she focuses on the physical structure of the planets.* Make sure students understand the Activity 4 instructions. Then tell them to complete the activity independently. Ask students to read the completed paragraph aloud.

- 5 **LEARN NEW WORDS** Read aloud the words in the box. Tell students to listen for the words as you play **Track 073**. Then replay the track and ask students to match each of the four words to its definition. Play **Track 074** and tell students to listen and repeat. Ask *Did you match the words to the right definitions?* Review the word meanings. Tell students to correct any mistakes.

VOCABULARY

Objectives

Students will

- practise using vocabulary related to planetary exploration.
- use a vocabulary strategy to learn new vocabulary.

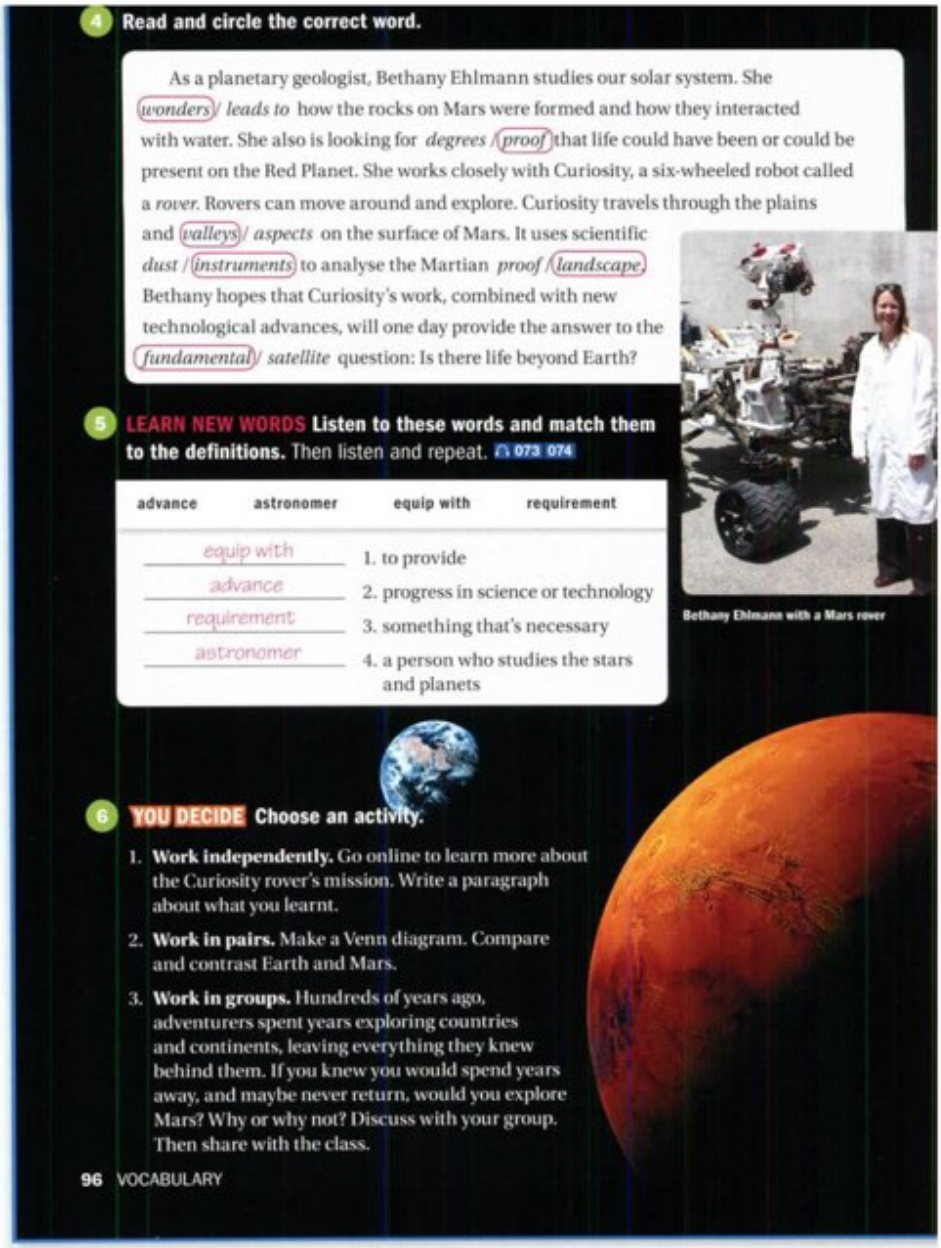
Target Vocabulary *advance, astronomer, equip with, requirement*

Vocabulary Strategy Greek roots (*astro* and *aster*)

Content Vocabulary *planetary geologist*

Resources Online Workbook/Workbook pages 56–57; Tracks 073–074 (Audio CD/Website/CPT); CPT: Vocabulary

Materials pieces of card



4 Read and circle the correct word.

As a planetary geologist, Bethany Ehlmann studies our solar system. She (*wonders*) / *leads to* how the rocks on Mars were formed and how they interacted with water. She also is looking for *degrees* / (*proof*) that life could have been or could be present on the Red Planet. She works closely with Curiosity, a six-wheeled robot called a *rover*. Rovers can move around and explore. Curiosity travels through the plains and (*valleys*) / *aspects* on the surface of Mars. It uses scientific *dust* / (*instruments*) to analyse the Martian *proof* / (*landscape*). Bethany hopes that Curiosity's work, combined with new technological advances, will one day provide the answer to the (*fundamental*) / *satellite* question: Is there life beyond Earth?

Bethany Ehlmann with a Mars rover

5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. 073 074

advance	astronomer	equip with	requirement

equip with	1. to provide
advance	2. progress in science or technology
requirement	3. something that's necessary
astronomer	4. a person who studies the stars and planets

6 YOU DECIDE Choose an activity.

1. **Work independently.** Go online to learn more about the Curiosity rover's mission. Write a paragraph about what you learnt.
2. **Work in pairs.** Make a Venn diagram. Compare and contrast Earth and Mars.
3. **Work in groups.** Hundreds of years ago, adventurers spent years exploring countries and continents, leaving everything they knew behind them. If you knew you would spend years away, and maybe never return, would you explore Mars? Why or why not? Discuss with your group. Then share with the class.

96 VOCABULARY

- **Vocabulary Strategy** Write *astronomer* on the board. Circle *astro* and say Astro *is a word part called a* root. *Like prefixes and suffixes, roots have meaning.* Say Astro *and the related word part* aster *both mean 'star'.* Explain to students that if they didn't know the meaning of *astronomer*, recognising *astro* could help them work out that the word probably has something to do with stars or space. Say *Think of the word* astronomer, *for example. What does the suffix* -er *tell you?* (*Astronomer* is a word for a person who does something related to stars or space.)

- Write *asterisk* and *asteroid* on the board. Circle *aster* in each word. Explain that an asterisk is a small star-shaped symbol (*) used in books and other written materials. Ask *What is an asteroid?* Explain, if necessary, that the word refers to a small rocky object in our solar system that, like a planet, orbits the sun.

Apply 6

- 6 YOU DECIDE Read aloud the Activity 6 options. Say *Think about what's interested you most so far in the unit. Is it the idea of robots exploring the surface of Mars, leading to important discoveries about the planet? Is it the surprising number of similarities between Mars and Earth? Does the possibility of travelling to the Red Planet excite you? What if there were no guarantee of a safe return?*
- Tell students to re-read the Activity 6 choices silently. Explain that students who choose option 3 will discuss the questions and the group members' various responses. After the discussion, the group will split into two smaller groups – those who would go to Mars and those who wouldn't. Each group will work together to write an explanation of its decision.
- **Think aloud** Model thinking about the third activity option. Say *I've heard that a trip to Mars would take eight to nine months. And then I would spend years there exploring the planet. There's a chance I would never return to Earth. That's a scary thought. Would the opportunity to make great discoveries about Mars – and maybe the whole universe – be worth never seeing my family again? It's a lot to consider.*
- Ask students to complete their activities. Provide time for students to share their results with the class.

Extend

- Imagine you're on a mission to Mars. You're ready to spend your first night on the Red Planet. Write a diary entry describing what you saw and how you felt when you first stepped out of the spacecraft.
- If time allows, hand out **Worksheet 3.6.2**. Explain that students will use vocabulary words to write about and discuss Mars and space exploration.

Consolidate

- Write the following words on pieces of card, one word to a card: *aspects, atmosphere, dust, Earth, instruments, landscape, Mars, plains, proof, rover, valley, water.* Give each student a card. As students think about their words, write these words on the board:

equipped with	discovered	fundamental	similar
detect	explore	requirement	wondered

- Tell students to stand in a circle. Say *Let's play a game called Reach for the Stars! We'll go around the circle. When it's your turn, use the word on your card in a sentence. That will get you one star. If you can also use a word from the board in your sentence, you'll get another star! The student with the most stars at the end is the winner.* Give students a minute to think. Then point to a student and say *Begin!*

BE THE EXPERT

Vocabulary Strategy

Greek roots (*astro* and *aster*) The root words *astro* and *aster* come from the Greek word for 'star'. Other words that contain these word parts are *astrology* (the study of the movements of celestial bodies in the belief that these movements can have an influence on people's lives), *astronomy* (the study of stars, planets and other objects in outer space), *astronomical* ('immense', like outer space), *astrophysics* (the physics of stars, planets and other objects in space), and *asterism* (a cluster of stars).

Teaching Tip

Playing games in class can energise and refresh students, as well as contribute to a fun classroom atmosphere. This will help students feel positive about what they're learning. Ensure that students are fully prepared to play a particular game. Before it begins, confirm that all students in class understand the rules of the game. In games that involve making up sentences, tell students not to be concerned if they're not ready when their turn comes. You'll simply move on to the next person and return to the student when he or she is ready.

Formative Assessment

Can students

- use vocabulary related to Mars and its similarities to Earth?

  Ask students to name two similarities between Earth and Mars.
- use new vocabulary to discuss Mars and the possibility that life did or can exist there?

  Ask students to name a recent important discovery about Mars related to a fundamental requirement for life.

Workbook For additional practice, assign Workbook pages 56–57.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objective
Students will
- use expressions to speculate about the future.

Speaking Strategy Speculating

Academic Language *to speculate, speculating*

Content Vocabulary *Martians, microscopic organisms, mineral balls*

Resources Online Workbook; Worksheet 3.6.3 (Teacher's Resource CD-ROM/ Website); Tracks 075–076 (Audio CD/ Website/CPT); CPT: Speaking Strategy

Materials coloured felt tips or pencils, pieces of card

SPEAKING STRATEGY 075

Speculating

Do you think that they'll ever find life on Mars?

What if scientists really do find evidence of life?

Most likely, scientists will research the topic for a long time.

I'll bet they're close to finding life!

It's likely that they'll first find microbes.

I'm fairly sure that will change everything!

1 **Listen.** How do the speakers speculate? Write the phrases you hear. 076

2 **Read and complete the dialogue.** Possible answers:

Mia: I just read a really interesting article about the Curiosity rover on Mars. By examining the soil, it helped scientists learn more about ancient Mars.

Lee: Well, _I'll bet_ they had to dig really deep to find soil and rocks from ancient times.

Mia: That's not true. The article said that 50 per cent of the rock on Mars's surface is from ancient times.

Lee: So _do you think_ that scientists can really learn much from studying some old rocks?

Mia: Well, yes. _I'm fairly sure that_ these rocks hold information about the possibility of life on Mars. The samples that Curiosity collected show that the chemicals needed to support life were present on the planet.

Lee: _What if_ Curiosity discovers living creatures on Mars?

Mia: _Most likely_, we won't see photos of little green Martians, if that's what you mean. _It's likely that_ if Curiosity can find proof of life, it will be microscopic organisms found in the icy regions.

3 **Work in pairs.** Take a card and look at the photo from Mars. Speculate about what you see. Your partner will read the correct information. Then swap roles.

4 **Work in groups.** Speculate about the near future. How well are you going to do on your next test? How well is your favourite sports team going to do this year? How soon are you going to make a new good friend?



Go to page 167.

Warm Up

- **Build background** Say *Outer space is fascinating, don't you think? It's fun to guess what it might be like to travel through space or to visit a planet. I'll bet it's the experience of a lifetime!*
- Say *We make guesses about ordinary things, too, such as a career. What career do you think you'll have?* Write on the board: *I'm fairly sure that I'll ____.*
- Ask several students: *Do you think you'll be a (teacher/biologist/rock star)?* Ask them to respond, using the sentence frame on the board.

Present 1

- Tell students to turn to page 97. Say *When we make guesses about things we're not completely sure about – like when you said what career you think you'll have – it's called* speculating. *Listen to the phrases people use when they're speculating.*
- Play **Track 075**. Then tell partners to take turns reading the questions and responses in the yellow box.
- 1 Say *Now listen as two people speculate. Pay attention to the phrases they use to ask and respond to questions about visiting Mars.* Play **Track 076** and ask students to write down the phrases that the people use to speculate. Then replay **Track 076** and ask students to make sure they wrote down all the expressions.
- Point out to students that they can also use some of the expressions of speculation as negatives, as in *I don't think* and *It's unlikely*. Tell students to add these phrases to the ones they wrote down.

Practise 2

- 2 Direct students to Activity 2. Tell them to use the expressions they wrote to fill in the blanks in the

dialogue. Say *Read each sentence first and ask yourself: Is it a statement, a response to a statement, or a question?* Tell them to refer to the yellow box if they're not sure which expression to use. Explain that there's more than one possible phrase they could use to fill in each blank. Then ask students to complete the activity independently.

- When students have finished, ask different pairs to role-play the completed dialogue. After each dialogue, ask the class *Did your classmates use the right words and phrases to speculate?* Discuss any questions students have.

Apply 3 4

- 3 Tell students to cut out the cards on page 167. Put students into pairs and then read aloud the Activity 3 instructions. Tell both partners to stack their set of cards in the same order with the photos facing up. Then say *Both partners pick the top card. Partner A speculates about what the photo shows. Partner B then reads the back of the card and speculates further about the photo.* Tell partners to read the model dialogue on page 97. Say *Take turns until all the cards have been used.* Circulate as students interact, and provide assistance as needed.

- 4 Put students into small groups. Read the Activity 4 instructions aloud. Explain that *the near future* means the days and weeks immediately ahead, rather than, for example, ten years from now. Say *Take turns asking one another questions. Start with the activity questions. Then see what other ones you can come up with. Remember to use the words and phrases you've learnt.*

Extend

- Say *Make your own Mars cards!* Hand out pieces of card to students and tell them to use the cards from Activity 3 as models. Tell them to look at the photos on pages 94–95. Say *Use your imaginations to draw the plains, channels, craters, mountains and valleys of Mars. And maybe some things that haven't been discovered yet! Write a sentence on the back about the picture. Then repeat Activity 3 with a partner.*

- If time allows, hand out **Worksheet 3.6.3**. Partners can use the worksheet for further practice with speculating.

Consolidate

- Write on the board:

> Breaking News!
> The rover Curiosity has just sent back to Earth a blurry photo of what looks like a creature of some sort! Stay tuned for more details.

- Tell students to stand in a circle. Read the news on the board and say *I'll bet it turns out to be a false report. Now, one at a time, speculate on what you think the next report will reveal.* Point to a student and say *Begin!*

BE THE EXPERT

Strategy in Depth

Speculating is part of everyday conversation. Tell students that learning common phrases of speculation will improve their conversational skills and increase their confidence with the language. Phrases range from a suggestion that something is very likely/unlikely to happen (*No doubt*), to a suggestion that something is fairly likely, but you're not very confident about it (*Chances are*), to a suggestion that something is unlikely but possible (*There's just a chance*). Additional expressions include:

Somewhat strong
No doubt ...
In all probability ...
I imagine ...

Somewhat weak
Chances are ...
My guess is ...
I wouldn't be surprised if ...

Fairly weak
There's just a chance ...

Formative Assessment

Can students
- use expressions to speculate about the future?

Ask students to speculate about the chances of finding intelligent life in outer space.

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives
Students will
- identify the form, meaning and use of present and past conditionals.
- use present and past conditionals to talk about unlikely or impossible situations.
- use words associated with two of Saturn's moons.

Grammar Present and past conditionals: Talking about unlikely (but possible) or impossible situations

Target Vocabulary *diameter, geyser, habitable, hazy, seasonal*

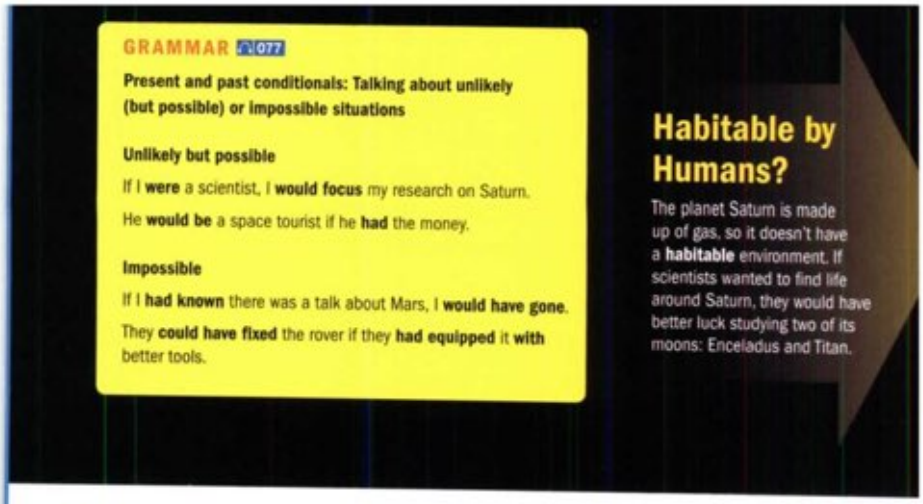
Academic Language *conditionals*

Content Vocabulary *cycle, methane, orbit, reality, space stations*

Pronunciation Relaxed pronunciation: Final *d + you*

Resources Online Workbook/Workbook pages 58–59; Tracks 077–080, 126–127 (Audio CD/Website/CPT); CPT: Grammar 1 and Pronunciation; Pronunciation Answer Key (Teacher's Resource CD-ROM/Website)

Materials pieces of card



1 Listen. What's the reality in each case? Tick the box. 078

1.	☑ I'm not president.	☐ I'm president.
2.	☐ The project succeeded.	☑ The project failed.
3.	☐ I investigated Titan.	☑ I didn't investigate Titan.
4.	☑ There is one space station.	☐ There are two space stations.
5.	☐ We repeated the experiment.	☑ We didn't repeat the experiment.
6.	☑ I don't explore space.	☐ I explore space.

2 Read. Complete the sentences with the correct form of the verbs in brackets.

Saturn has always been a fascinating planet. At about 1.2 billion km. (746 million mi.) from Earth, it was the most distant of the worlds recognised by ancient sky watchers. If they *had studied* (study) it the way we are able to today, they *would have been* (be) amazed. They *would have found* (find) that its rings consisted of billions of icy particles. They *would have discovered* (discover) that these rings are extremely thin – only 10 m. (33 ft.) thick. And they *would have learnt* (learn) that some of the planet's small moons play an important part in controlling the orbits and spacing of the rings. If you *studied* (study) Saturn's moons today, you *would observe* (observe) that some of its 62 moons orbit in opposite directions. You *would see* (see) that some moons even exchange orbits. Most importantly, you *would learn* (learn) that two of the moons have the potential for life!

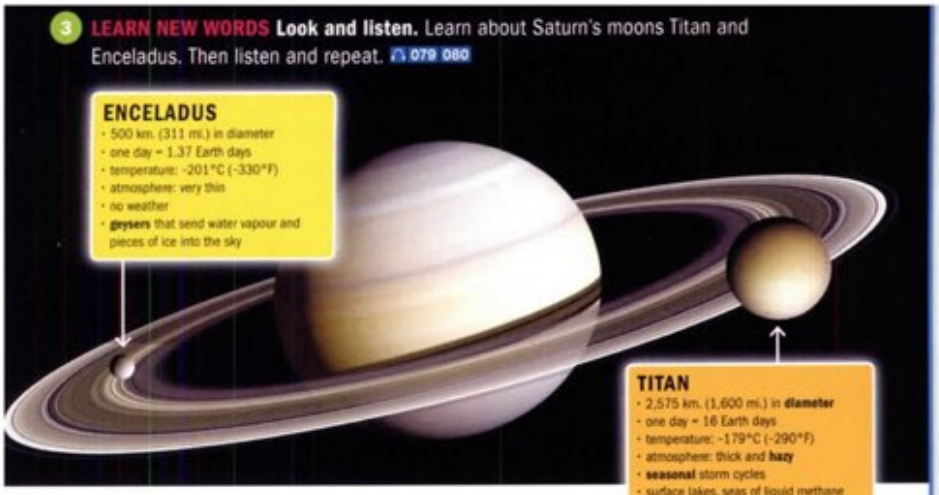
Warm Up

- **Build background** Ask *What is reality?* Write the word on the board. Underline *real*. Then say *Reality is real things. It's what's true. It's not made-up or imagined things.* Write *We are in class now in (your city/town). Yesterday we were on Mars.* Ask *What's the reality?* Underline the first sentence.

- Say *Sometimes we make statements about things that are not reality, but they're not totally impossible either.* Write *If I were an astronaut, I would travel to the Moon.* Ask *Is this reality?* (no) Say *No, because I'm not an astronaut. But back in the late 1960s and early 1970s, astronauts did travel to the Moon.* Point to the sentence. Say *So, although this is not reality, and it's unlikely ever to happen, it is possible – I could change my career, become an astronaut and travel to the Moon!* Write on the board:

If I were _____, I would _____.

3 LEARN NEW WORDS Look and listen. Learn about Saturn's moons Titan and Enceladus. Then listen and repeat. 079 080



4 Work independently. Imagine you spent a year living on Titan and are now back home on Earth, telling a friend about it. Complete the sentences with present or past conditionals.

1. If you ___had___ (have) the right equipment, you ___would visit___ (visit) Titan and be able to experience life on a moon.
2. If you ___had come___ (come) to Titan while I was there, would you ___have swum___ (swim) with me in a surface lake?
3. If I ___had known___ (know) you would be living on Titan, I ___would have reminded___ (remind) you about the seasonal storm cycles.
4. If I ___were___ (be) on Titan today, I ___would try___ (try) to take photographs of the storms.
5. If Enceladus ___were___ (be) habitable by humans, I ___would go___ (go) there next year.
6. If I ___went___ (go) to Enceladus, I ___would study___ (study) the geysers.

5 Work in groups. If you had to visit one of these two moons, which one would you choose? Why? Give two or three reasons.

If I could travel to one of Saturn's moons, I'd go to Enceladus to see the geysers.

- Say *Use this sentence frame to make up your own sentences about unlikely but possible situations.* Ask students to say sentences. Prompt them with introductory clauses, if necessary: *If I were a millionaire, If I were an inventor, If I were a king (or queen), If I were an astronomer.*

Present

- Tell students to open their books at page 98. Say *We're going to read and hear statements called* conditionals. Read aloud the title at the top of the grammar box. Then ask students to read aloud the *Unlikely but possible* sentences and the *Impossible* sentences. Say *We've talked about unlikely but possible situations. Now let's focus on how we talk about impossible situations.*
- Point out the verb *had known*. Ask *Is this a present or past verb?* (past) Then explain that since the event (the talk about Mars) already happened, and you didn't go, this sentence describes an impossible situation: the talk is over; you didn't go; you can't go now.

BE THE EXPERT

Grammar in Depth

This unit focuses on what have traditionally been referred to as Type 2 and Type 3 conditionals (Type 2: *If* + past simple, *would/could/might* + infinitive, with the exception of *If I were ...*; Type 3: *If* + past perfect, *would have* + participle).

Types 0/1/2/3 can be referred to as future/present/past conditionals. Type 0 is factual and Type 1 is predictive about the future. Types 2 and 3 are imaginative conditionals; Type 2 is hypothetical (unlikely but possible), and Type 3 is counterfactual, or impossible.

Combinations of Types 2 and 3 are possible in certain contexts and will be covered in Level 4.

Pronunciation

Go to Student's Book page 146. Use Audio Tracks 126–127.

Relaxed pronunciation: Final *d* + *you* It is very common for native speakers to soften the final *d* when it's in a word before *you*, especially with auxiliary and modal verbs such as *did, could, would* and *had*. When the final *d* links with the *y*, it forms a *j* sound (as in juice). It may also be done with main verbs that end in a /d/ sound. (*Who told you? He rode your bike.*)

The /uː/ sound in *you* can be relaxed to *uh* (/ə/, schwa), as in *wouldja*, but this makes the statement sound much less formal. Commonly, speakers blend the *-d* and *y*, but retain the /uː/ sound for *you*. Reducing the /uː/ to /ə/ should be reserved for informal conversation.

Teaching Tip

If time allows, practise reading fluency. Reading aloud helps students practise speaking fluently and quickly, without having to worry about grammar structures and producing new vocabulary. Ask students to read aloud the same sentence more than once. Repeating the same sentences or passages aloud helps students become more familiar and comfortable, and will help increase the speed and accuracy of their reading.



- Read the second sentence aloud. Say *To understand this sentence better, I'm going to rearrange it to start with the* if *clause.* Say If they had equipped it with better tools, they could have fixed the rover. *That's clearer! Now I know that this is an impossible situation because they already equipped the rover. That's the reality. They can't change it.*

Practise 1 2

- 1 Say *Now we'll hear sentences with conditionals.* Play **Track 077**. Tell students to listen and follow along in their books.

- Read aloud the Activity 1 instructions. Say *Remember, reality is what's true. Let's do the first one together.* Play the first item on **Track 078**. Then say *If I were president, I would …* Ask *Is this person the president now?* (no) Then read the two item 1 answer choices. *Which sentence is true?* Make sure students understand why the first sentence is true. Tell them to tick the correct box. Then play **Track 078** all the way through and ask students to complete the activity. Review the answers as a class.

- 2 Read the activity instructions aloud. Model the activity for students. Read aloud the first two sentences. Repeat the second sentence. Ask *Is this sentence talking about the past or the present?* (past) Read on. Then say *I need a form of the verbs* study *and* be. *These ancient astronomers are long gone, so they can't study Saturn anymore. This is an impossible situation.*

- Tell students to look back at the *Impossible* sentences in the grammar box. Ask *Which one is similar to the sentence about the ancient astronomers?* (the first one) Ask *What form of study do I need?* (*had studied*) *What about be?* (*would have been*) Ask a student to stand up, and together, model the next sentence for the class.

- Ask students to complete the activity. Review the answers as a class. Tell students that the differences between the verbs may be hard to understand, and that's to be expected. Say *As with a lot of English grammar, the more you read the language and speak the language, the easier it will become to use conditionals. You'll use the correct verbs automatically.*

Apply 3 4 5

- 3 LEARN NEW WORDS Tell students to look at page 99. Ask *What planet is that?* (Saturn) Say *That's right. You can recognise Saturn by its rings. Did you know that Saturn has 62 moons? We're going to learn a little about two of them.* Ask a student to read the informational box about Enceladus. Provide assistance as needed.

- Ask another student to read about Titan. When he or she is finished, explain that a *cycle* is a series of events or processes that is repeated again and again, always in the same order, and *methane* is one of the gases that makes up natural gas, which is converted to liquid form for fuel. Say *Now let's listen and learn more about Titan and Enceladus.* Play **Track 079** and ask students to look and listen. Tell them the text they'll hear starts on page 98. Then play **Track 080**. Ask students to listen and repeat.

- 4 Read aloud the activity instructions. Point out that you were on Titan in the past, but you're back on Earth now. Say *To work out what conditionals to use, pay attention to the other words in the sentences and whether they refer to the past or to things that could happen in the present.* Write the following on the board. Tell students to refer to the table while they do the activity. When students have finished, review the answers as a class.

Things that could happen in the present	Things that happened in the past
past simple verb form	*had* + a past perfect verb form
would + infinitive	*would have* + a past participle verb form

- 5 Put students into small groups. Read the Activity 5 instructions. Say *As you discuss, use complete sentences beginning with* if *and remember to use your new vocabulary words.* Help groups as necessary. When students have finished, ask them to share some of their sentences. Write a few on the board as models.

Extend

- Write these topics on the board: *Saturn's rings, how Saturn's moons got their names, Enceladus, Titan, space geysers, the* Cassini *mission.* Put students into pairs. Tell them to research one of the topics. Ask partners to share what they learn with the class. Suggest that students begin their research with one of the many NASA websites.

Consolidate

- Write these verbs on the board: *detect, equip with, lead to, observe, study, try.* Then write these vocabulary words on pieces of card, one to a card: *astronomer, atmosphere, geyser, habitable, hazy, methane, seasonal storm cycles.* Put students into pairs and give each student a card.

- Tell pairs to work together to write a short dialogue, using the words on their cards and present or past conditionals of the verbs on the board. As needed, provide the following dialogue as a model. When they have finished, ask partners to read their dialogues for the class.

> — If I were an astronomer, I would study what it means to have no atmosphere.
>
> — Yes! And if I were an astronaut, I would observe methane seas and ice geysers!

BE THE EXPERT

Teaching Tip

Visuals can help students comprehend, remember and think critically about what they read. Whenever possible, ask students to draw pictures to illustrate what they are reading. They can label key vocabulary and can use their pictures as a guide to retell what they learnt.

Formative Assessment

Can students

- identify the form, meaning and use of present and past conditionals?

  Ask students to name one type of situation that they would talk about using conditionals. If necessary, say this sentence as a reminder:

  If I had known you when you were younger, I would have told you to become a scientist.

- use present and past conditionals to talk about unlikely or impossible situations?

  Ask students to complete this sentence frame with a conditional:

  If I were _____, I would _____.

- use words associated with two of Saturn's moons?

  Ask students to choose the correct word in brackets to complete this sentence:

  Saturn's moon Titan has seas of liquid methane and a _____ atmosphere. (seasonal, hazy)

Workbook For additional practice, assign Workbook pages 58–59.

Online Workbook Grammar 1

READING

Objectives
Students will
- summarise what it takes to become an astronaut.
- use new words from the reading.
- categorise and classify challenges astronauts face.

Reading Strategy Categorise and classify

Target Vocabulary *aspiring, background, chance, leadership, perseverance*

Vocabulary Strategy Using a dictionary: Word parts

Academic Language *category*

Content Vocabulary *generation, mentor, real-time*

Resources Online Workbook/Workbook pages 60–61; Worksheet 3.6.4 (Teacher's Resource CD-ROM/ Website); Tracks 081–082 (Audio CD/ Website/CPT); CPT: Reading

Materials set of classroom dictionaries



1 **BEFORE YOU READ** **Discuss in pairs.** When we think of space, we think of astronauts. But there are many other types of jobs in any space mission. Other than astronauts, what other kinds of space-related jobs can you think of?

2 **LEARN NEW WORDS** **Find these words in the reading.** What do you think they mean? Think about the parts of each word. Use a dictionary to check. Then listen and repeat. 081

aspiring	background	chance
leadership	perseverance	

3 **WHILE YOU READ** **Think about the different categories that the information can be organised into.** 082

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

1. What is the main purpose of the reading?
2. Who is Alyssa Carson? Why is she mentioned in the reading?
3. What do you think happens at a space camp session?
4. Besides camp, what can aspiring astronauts do to prepare for space?

Astronauts-in-training testing a surface transport vehicle in the desert

100 READING

Warm Up

- **Activate prior knowledge** Say *We know that space exploration is a career that requires great effort and determination.* Ask *Did you ever think about what a young person can do to prepare for such a career? What are your ideas?* Discuss students' responses. Then say *We're going to read about one option that's available for young people.*

Before You Read 1 2

- Say *Now open your books at pages 100 and 101. Read the title. Look at the photos and read the captions.* Say *Take a minute to skim the text.* When students are ready, ask them to predict what they think the reading will be about.

- 1 Put students into pairs. Read aloud Activity 1. Say *Think about the scientists who study space. Think about the people who build the spacecraft, design the rovers, and monitor the instruments and computers on the ground. Think about what Bethany Ehlmann does.*

Could space be your own new frontier?

Are you one of Earth's next generation of explorer-astronauts? What do aspiring astronauts do to prepare for the possibility of a career in space?

A good person to ask would be Alyssa Carson. Her dream is to be the first person on Mars. As a child, Alyssa read as much as possible about Mars, studied its maps, and did everything she could to learn about the Red Planet. This included going to a space-themed camp for the first time at age seven. Since then, Alyssa has attended more than 20 such camps. In fact, at age 13 she was the first person ever to complete all the NASA Space Camps in the world. At these camps, future astronauts get the chance to ride in space-flight simulators and experience what zero gravity feels like.

While Space Camp may not be possible for everyone, there are many other ways to prepare for a future in space. If you're interested, consider the following:

- Astronauts must be in excellent physical condition. Now's the time to begin a healthy lifestyle of a balanced diet, regular exercise and plenty of sleep.
- Astronauts need to meet a wide range of physical challenges. Skills acquired through activities such as scuba diving, skydiving, skiing, mountain climbing and piloting aircraft are extremely valuable. Now's a great time to start learning these types of skills little by little.
- Astronauts need to meet a wide range of emotional challenges. Work on developing positive traits, such as patience, co-operation and perseverance. Take every opportunity to practise team-building, leadership and problem-solving skills.
- Astronauts need to have a strong background in maths and science. Work with your school's advisers and mentors to determine the best subjects to study. Keep up with real-time developments and discoveries in space.
- Don't forget languages! In addition to English, you'll need to know other languages such as Russian and Chinese to communicate successfully.



Alyssa Carson

5 **Work in pairs.** Classify the types of challenges astronauts face. Give examples of each type.

6 **Discuss in groups.**

1. Of the challenges astronauts face, which do you think are the hardest? Why?
2. Alyssa Carson is preparing for her dream career as an astronaut. What's your dream career? What can you do now to prepare for it?
3. One day, humans may live in space colonies. What would an ordinary family's typical day be like in a space colony? Would you like to live in a space colony? Why or why not?

Think also about technicians. They're the people who do the practical work of maintaining and repairing equipment. Make a list of space-related jobs. When partners have finished talking and writing, begin the following table on the board. Ask partners to share the jobs they wrote. Add them to the table.

Scientists	Engineers	Technicians
· astronomers · physicists · geologists	· designers of spacecraft · designers of robots/rovers · designers of communication systems	· mechanics · laboratory assistants

- When you've finished adding jobs to the table, remind students that one way to organise different types of information is to group it in a way that makes sense. Point to the table. Say *We've created three main categories and classified the jobs according to which category they fit best.*

BE THE EXPERT

Reading Strategy

Categorise and classify Classification is a pattern of organisation in which objects, ideas or information are presented in categories, or groups, based on common characteristics.

In this lesson, students classify the challenges astronauts face, based on *More Than a Dream*. Students could be encouraged to find other ways to categorise and classify the information in the reading – for example, categories of preparation for a career as an astronaut; categories of studies to focus on (specific science subjects, maths subjects, languages); categories of extracurricular activities, and so on.

Teaching Tip

Encouraging students to read aloud is a valuable way to practise pronunciation. Listen to students as they read. When you hear students struggling to pronounce a word they find in a reading passage, take time to review that word with the class. Write the word on the board, and model saying it aloud for the students. Ask students to repeat the word back to you. Then ask them to re-read the sentence containing the word or words. Monitor students to verify their pronunciation.



- 2 **LEARN NEW WORDS** Read aloud the words in the word box. Ask *Do you see any word parts that you recognise? Do you see any smaller words within a longer word?* Say *You know what a leader is. Do you know what to aspire or to persevere mean?* Encourage students to share what they think the words mean. Say *Now find the words in the reading. Remember to look for context clues that can help you work out the meanings.*

- Ask *Does the text confirm what you thought the words meant?* Tell students to confirm the meanings in a dictionary. Discuss what students learnt. Finally, play **Track 081**. Ask students to listen and repeat.

- **Vocabulary Strategy** Remind students that when you come to an unknown word as you read, you can try to work out its meaning by breaking it into parts.

- Write the word *leadership* on the board. Say *If you don't know what the word means, you can break it into two parts,* leader *and* ship. Write the two word parts on the board, and point to *leader*. Say *I know that the suffix -er often refers to jobs and means 'someone who', so a leader is someone who leads.* Then point to *ship* and say *One meaning of this ending is 'skill of'. I can think about the meanings of these two word parts. I think together they mean 'the skill of being a leader'.*

While You Read 3

- 3 Say *Now we're going to listen to* More Than a Dream *and learn more about what it takes to become an astronaut.* Play **Track 082** and tell students to follow along.

- Tell students to think about categories as they re-read *More Than a Dream*. Say *Remember the table of job categories we made before. Now, as you read the text again, think about the different ways you could categorise the information it contains. See what categories make the most sense to you.* Replay **Track 082** or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs to answer the Activity 4 questions. If partners disagree on an answer, tell them to read the text again and find information that supports their answers. Review the answers as a class.

- 5 Read the Activity 5 instructions. Ask *What are the categories the activity asks for?* (types of challenges) Say *Compare the categories you identified as you read* More Than a Dream *with your partner's. Did you identify any of the same categories? Discuss which ones represent the different challenges astronauts face.*

- Point out to students that the text names habits and skills that aspiring astronauts should develop to deal with the challenges they might face. But it doesn't name the specific challenges. Say *Based on the advice the text gives and what you already know about space travel, you'll have to infer, or guess, the challenges. For example, the text says to get into the habit of eating a balanced diet. Why do you think this is important?* (Astronauts need to be in excellent health because they won't get the best food in space.)

- Tell pairs to work together to make a new table like the one below. When students have finished, ask partners to share the information in their table.

Physical Challenges	Emotional Challenges	Mental Challenges
lack of fresh food	conflicts with team members	solving problems

- 6 Read the Activity 6 questions. Put students into small groups. Appoint a secretary for each group to write down notes from the discussion. You may wish to set a time limit for the activity. Say *The group secretary will decide when each question has been discussed enough and when it's time to move on to the next one.*

- If students need help getting started, tell them to review the reading for ideas about Questions 1 and 2. For Question 3, provide prompts if necessary: *What kind of shelter or structure would the family live in? What would the food be like? Would the children go to school? Would they have jobs to do?*

- When students have finished, ask secretaries to share with the class their group's ideas about each Activity 6 question. Say to the class: *Listen carefully to the secretaries' reports. You'll need to use the information for the next activity.*

Extend

- Put students from different groups into pairs and tell the partners to choose one of the following topics to work on together. Display the following options:

> 1. Make a table ordering the specific challenges astronauts face from most to least difficult.
> 2. Make a table of your classmates' dream careers. Classify the careers into categories. Indicate which ones are the most and least popular.
> 3. Write a summary of the reasons for and against living in a space colony.

- **Worksheet** If time allows, you may want to hand out **Worksheet 3.6.4** in class. Students will use the worksheet to practise the new vocabulary words.

Consolidate

- Write on the board: *aspiring, background, chance, leadership, perseverance.* Say *Write a letter to the director of NASA's Space Camps. Say why you would like to go to a space camp session, and explain why you think you're a good candidate. Use the new vocabulary words. Use a conditional to talk about an unlikely but possible situation.* Ask students to share their letters with the class.

BE THE EXPERT

Vocabulary Strategy

Using a dictionary: Word parts An unfamiliar word can be broken into parts to understand its meaning. These are types of word parts:

- A **base word** is a word that can stand alone.
- A **root word** is a unit of meaning that can't stand alone but can be used to form words with related meanings.
- A **prefix** is a group of letters attached to the beginning of a word. A prefix can alter the meaning of a base word or root word.
- A **suffix** is a group of letters attached to the end of a word. A suffix can alter the meaning or part of speech of a base word or root word.

Answer Key

Comprehension 4

1. to describe things you can do to prepare for a career in space
2. Alyssa Carson wants to be the first person on Mars. She exemplifies one path you can take if you're an aspiring astronaut.
3. At space camp you get to experience weightlessness, and you probably take science and maths classes and do physical activities.
4. Answers will vary.

Formative Assessment

Can students

- summarise what it takes to become an astronaut?

  Ask students to name two or three personality characteristics aspiring astronauts should try to develop.

- use new words from the reading?

  Ask students to use two of the following words in a sentence about Alyssa Carson: *aspiring, background, chance, leadership, perseverance.*

- categorise and classify challenges astronauts face?

  Ask students to name a category for these problems faced by astronauts: *weightlessness, limited diet, lack of exercise, small living space.*

Workbook For additional practice, assign Workbook pages 60–61.

Online Workbook Reading

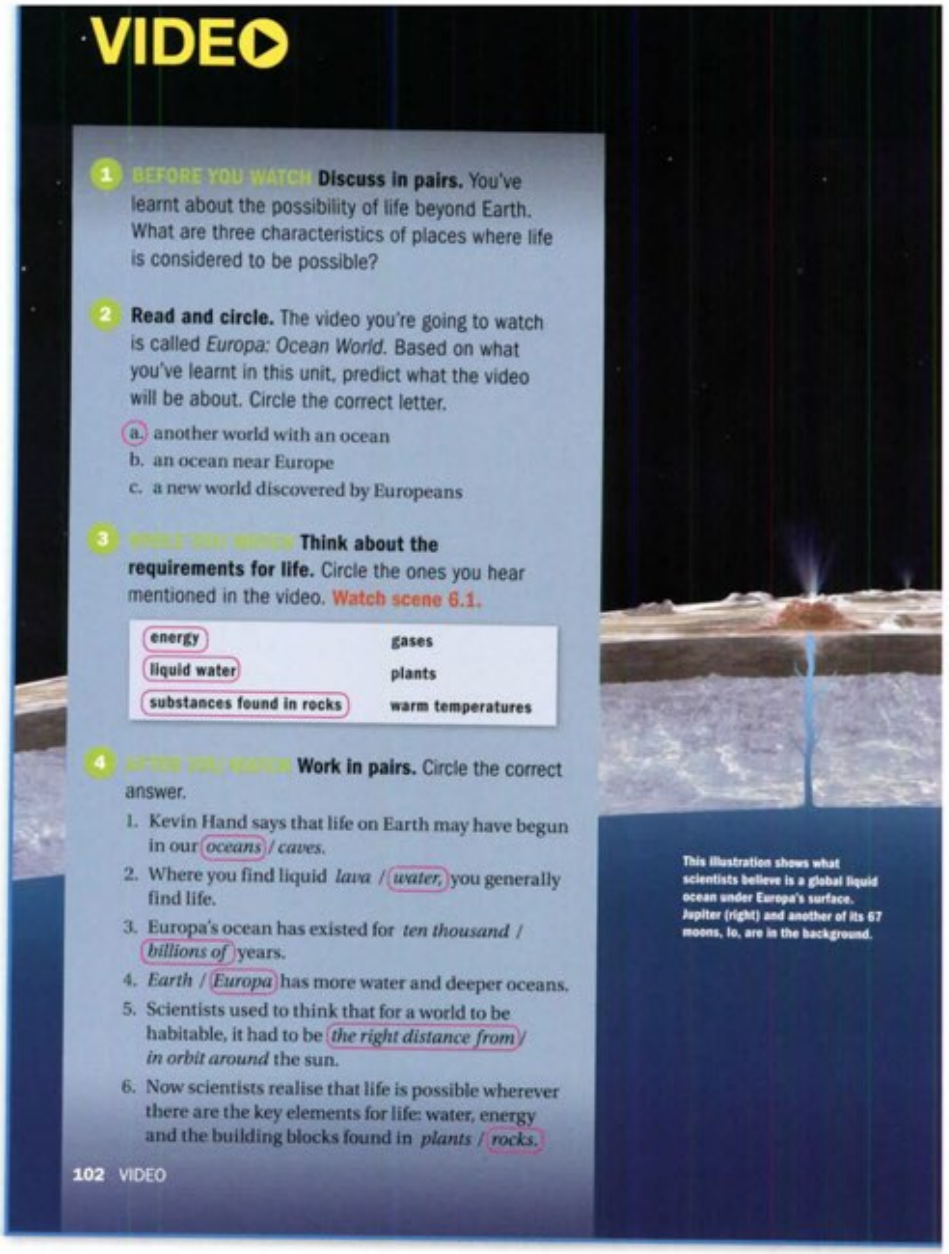
Video

Objectives
Students will
- discuss the possibility of life on Jupiter's moon Europa.
- apply the message of the video to their personal lives.

Content Vocabulary *building blocks, cutaway, orbit*

Resources Video scene 6.1 (DVD/ Website/CPT); Online Workbook; CPT: Video

Materials modelling clay or other materials to make a 3D model



Before You Watch 1 2

- Say *We've learnt that Saturn has 62 moons, two of which might be habitable for humans.* Ask *Do you know of another giant planet in our solar system that has a lot of moons?* Say *The planet Jupiter has 67 moons, one of which is of particular interest to planetary scientists.* Ask *Can anyone guess why?* Discuss students' responses. If necessary, tell them scientists think there's a possibility there may be life there.

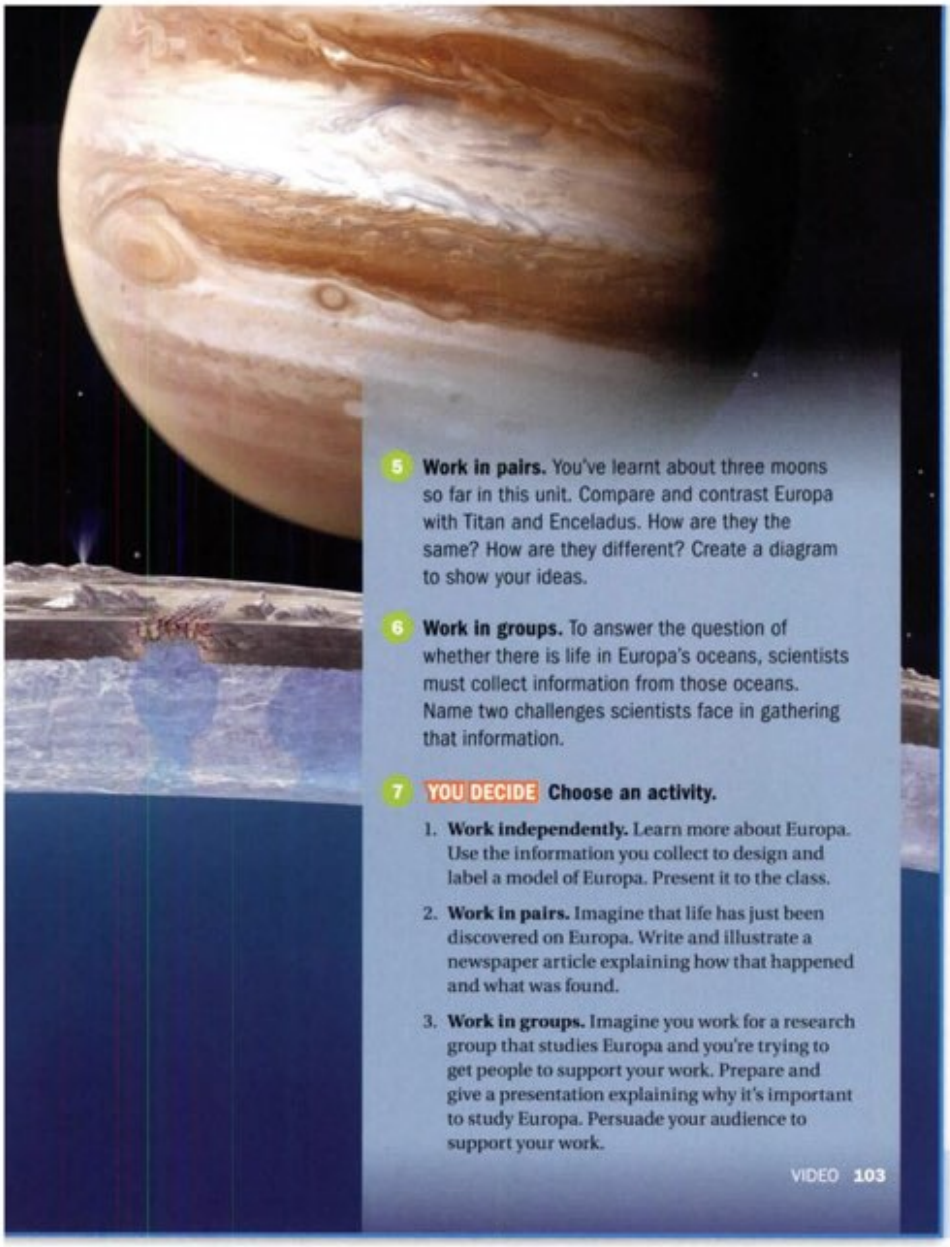
- 1 Tell students to open their books at pages 102–103. Read Activity 1 aloud. Tell partners to brainstorm things they would expect to find in a place where life might exist. After they have discussed, ask pairs to share the features they came up with. List them on the board. Then say *Let's narrow the list down to the three things you think are most important.* (The three things might include some combination of water, sunlight, atmosphere, bacteria, soil, minerals, and so on.)

- 2 Say *Look at the photo and the illustration.* Read the caption aloud. Make sure students understand that the illustration is a cutaway view showing what scientists think might be under the surface of Jupiter's moon Europa. Ask a student to read aloud the Activity 2 instructions. Tell students to circle their answers. Then discuss why *a* is the correct choice.

While You Watch 3

- 3 Ask another student to read aloud the Activity 3 instructions. Say *Listen carefully as you watch Europa: Ocean World. Circle the things you hear mentioned.* Play **Video scene 6.1**.

- If students have trouble following the video or understanding the text, play the video with captions, or pause it and allow them to ask questions. Review the Activity 3 answers as a class.



5 **Work in pairs.** You've learnt about three moons so far in this unit. Compare and contrast Europa with Titan and Enceladus. How are they the same? How are they different? Create a diagram to show your ideas.

6 **Work in groups.** To answer the question of whether there is life in Europa's oceans, scientists must collect information from those oceans. Name two challenges scientists face in gathering that information.

7 YOU DECIDE **Choose an activity.**

1. **Work independently.** Learn more about Europa. Use the information you collect to design and label a model of Europa. Present it to the class.
2. **Work in pairs.** Imagine that life has just been discovered on Europa. Write and illustrate a newspaper article explaining how that happened and what was found.
3. **Work in groups.** Imagine you work for a research group that studies Europa and you're trying to get people to support your work. Prepare and give a presentation explaining why it's important to study Europa. Persuade your audience to support your work.

VIDEO 103

BE THE EXPERT

Teaching Tip

Dividing up tasks is a good way for groups to complete projects and assignments more efficiently. Remind students to take a different task each time that they work in groups. Check to make sure that the same student isn't always assigned a speaking or writing task.

To make sure that all students get the necessary practice, you may wish to assign roles yourself. Make a list of students' group-work roles and the date. Refer back to this list the next time you assign group work to ensure that students are taking on a different task.

Formative Assessment

Can students

- discuss the possibility of life on Jupiter's moon, Europa?

Ask *Why do you think scientists are so interested in finding life beyond Earth?*

Online Workbook Video

After You Watch 4 5 6 7

- 4 Put students into pairs to do Activity 4. Explain that Kevin Hand is an astrobiologist – a scientist who studies the origin, evolution and future of life in the universe. Ask *Based on the video, what do you think Kevin thinks is the most important ingredient for life?* (liquid water) Review the activity answers as a class.
- 5 Read aloud the activity instructions. Ask pairs to draw the three moons, labelling some features and highlighting the similarities and differences.
- 6 Put students into small groups. Ask them to read the activity instructions. Tell them to examine the illustration of Europa's surface. Tell them to discuss what they know about Jupiter and its distance from the Sun.
- 7 YOU DECIDE Read all the activity options aloud. Suggest appropriate websites where students can research Europa. Replay the video. Point out the names of the satellites that have collected data on Europa. Students may want to research them as well.
- Discuss ideas or models with the students who choose the first option. Help them gather the materials they'll need.
- Put students who choose the second option into pairs. Say *Be imaginative in your writing and your pictures, but what you write should make sense. Use some conditionals.* (*If the scientists had known …, they would have …*)
- Put students who choose the third option into groups. Review persuasive writing. Say *Some group members should think about the objections some people have to supporting space research. Other group members should prepare ways to answer those objections. Then put all your ideas together.* Make sure everyone contributes to the presentation.

GRAMMAR 2

Objective
Students will
- use adverbs to compare how things are done.

Grammar Adverbs: comparing how things are done

Academic Vocabulary *adverb, comparative, comparisons*

Content Vocabulary *estimate*

Resources Online Workbook/Workbook pages 62–63; Worksheet 3.6.5 (Teacher's Resource CD-ROM/ Website); Track 083 (Audio CD/ Website/CPT); CPT: Grammar 2

Materials paper clips, pencils, scissors

GRAMMAR 083

Adverbs: Comparing how things are done

The new satellite transmits data **efficiently**.	The new rover travels **fast**.
The last satellite didn't transmit data **as efficiently as** the new satellite.	The last rover didn't travel **as fast as** the new rover.
The new satellite transmits data **more efficiently than** the last satellite.	The new rover travels **faster than** the last rover.
The new satellite transmits data **the most efficiently** of all the satellites.	The new rover travels **the fastest** of all the rovers.

1 Complete the sentences. Use the correct form of the adverbs in brackets.

Astronomers had dreamt of a telescope that would photograph the universe ___more clearly___ (clearly) than telescopes on the ground could. That dream came true in 1990 when the Hubble Space Telescope was launched into orbit ___approximately___ (approximately) 612 km. (380 mi.) above the Earth.

Hubble has photographed some of ___the most spectacularly___ (spectacularly) beautiful images of space ever taken. But that's not all. It has ___greatly___ (greatly) expanded our knowledge of space. Before Hubble, astronomers could not estimate the age of the universe ___as precisely as___ (precisely) they can now. Because of what they've seen through Hubble, astronomers have estimated that the universe is around 14 billion years old.

What's after Hubble? The Webb Space Telescope, which will measure distant objects even ___more accurately___ (accurately) than Hubble.





2 Work in groups. Spin each wheel. Take turns comparing how group members do or have done different activities using the words from each spinner.





Go to page 165.

Warm Up

- **Activate prior knowledge** Write on the board: *Uranus is a large planet. Saturn is larger than Uranus. Jupiter is the largest planet of all.* Point to the underlined words and say *What do we call the words we use for comparing people or things?* (adjectives) Remind students that adjectives are words that describe nouns and pronouns. Say *Adjectives describe how people or things look, feel, sound, seem, and so on.*

Present

- Write on the board: *Trains travel fast. Planes travel faster than trains. Rockets travel fastest of all.* Point to the underlined words and say *There's another kind of word that's also used for comparing. It's called an adverb.* Ask *Is the way the trains, planes and rockets look, feel, sound or seem being compared?* (no) Say *How they travel is being compared. Travel is a verb and adverbs describe verbs.*
- Write *efficiently* and *fast* on the board. Circle the *ly* in *efficiently*. Explain that many words that end in *-ly* are adverbs, but not all. It's one way to recognise adverbs. Provide examples, such as *slowly, skillfully, smoothly* and *politely*. Then point to *fast*. Provide examples of other adverbs that don't end in *-ly*, such as *soon, far* and *well*.
- Say *Look at the grammar box on page 104. Read along silently. You'll hear the adverbs efficiently and fast being used to compare how things are done.* Play **Track 083**.
- List the following words and phrases on the board: *efficiently: more efficiently than, the most efficiently.* Point to *efficiently* and say it slowly. Ask *How many syllables does this word have?* (four) Underline *more* and *most*. Explain that with most adverbs of two or more syllables, you form comparisons with *more* and *most*.

- Write *faster* and *fastest* under *fast* on the board. Circle *-er* and *-est*. Explain that with one-syllable adverbs you form comparisons by adding *-er* and *-est* to the base word.

Practise 1

- 1 Read the Activity 1 instructions aloud. Guide students to fill in the first blank. Say *The word than is a hint to use the comparative form with more.* In the third sentence, point out the adjective *beautiful* and say *Adverbs are also used to describe adjectives and other adverbs.* Ask students to complete the activity. Review the answers as a class.

Apply 2

- 2 Tell partners to cut out and assemble the spinners on page 165. Point out that one spinner contains adverbs, and the other has an equal sign (for comparing equal actions), one plus sign (for comparing two) and three plus signs (for comparing three or more).

- Read aloud the instructions. Ask a student to read the model sentence in the first speech bubble. Say *For this example, a student spun the first spinner, and the paper clip pointed to long. She spun the other spinner, and the paper clip pointed to the equal sign.* Ask another student to read the model sentence in the second speech bubble. Say *This student also spun to the word long.* Ask *What did the paper clip on the other spinner point to?* (three plus signs) Put students into small groups. Circulate to make sure students understand the game.

Extend

- Put students into pairs. Display the following topics on the board. Say *Use the text on page 104 to write a sentence about each topic on the board. Use adverbs.*

1. Compare how astronomers could estimate the age of the universe before the Hubble Telescope with how they can now.
2. Compare how the Hubble and the Webb telescopes measure distant objects.
3. Compare how orbiting telescopes and ground-based telescopes photograph space.

- Hand out **Worksheet 3.6.5** for further practice with adverbs.

Consolidate

- Write these adverbs on the board: *long, skillfully, clearly, powerfully, easily, fast, accurately, efficiently, angrily, boldly, beautifully, intelligently, politely, smoothly, amazingly.* Divide the class into two or more teams with equal numbers of students. Explain that you'll point to a student and say an adverb and either *equal, two* or *three*. The student must answer with the correct form of the comparative adverb.

BE THE EXPERT

Grammar in Depth

You may want to cover these other points with students:

- Adverbs of frequency are used to say when and how often things happen: *The trainee flew yesterday for the first time. Now he flies as often as the older pilots.*
- Use *less* and *least* to show less rather than more: *The trainee flew less skillfully than the experienced pilots.*
- When an adverb ends in a consonant and *y*, change the *y* to *i* and add *-er* or *-est*: *early – earlier – earliest.*
- Some adverbs have irregular forms. Some common ones are:

  well – better – best
  little – less – least
  far – farther – farthest
  badly – worse – worst

Teaching Tip

When practising new grammar structures, allow time for students to write their work on the board. Before they begin, display an example sentence on the board. Remind students to compare their work to the example as they write. As you review their work, point out similarities between it and the example. If something needs to be corrected, guide students to use the example to make corrections.

Formative Assessment

Can students

- use adverbs to compare how things are done?

Ask students to use the adverb in brackets to complete these sentences:

I wonder if the Webb Space Telescope will take photos _____ Hubble does now? (well)

The Hubble Telescope has taken some of the _____ cool photos of space ever! (incredibly)

Workbook For additional practice, assign Workbook pages 62–63.

Online Workbook Grammar 2

WRITING

Objectives

Students will

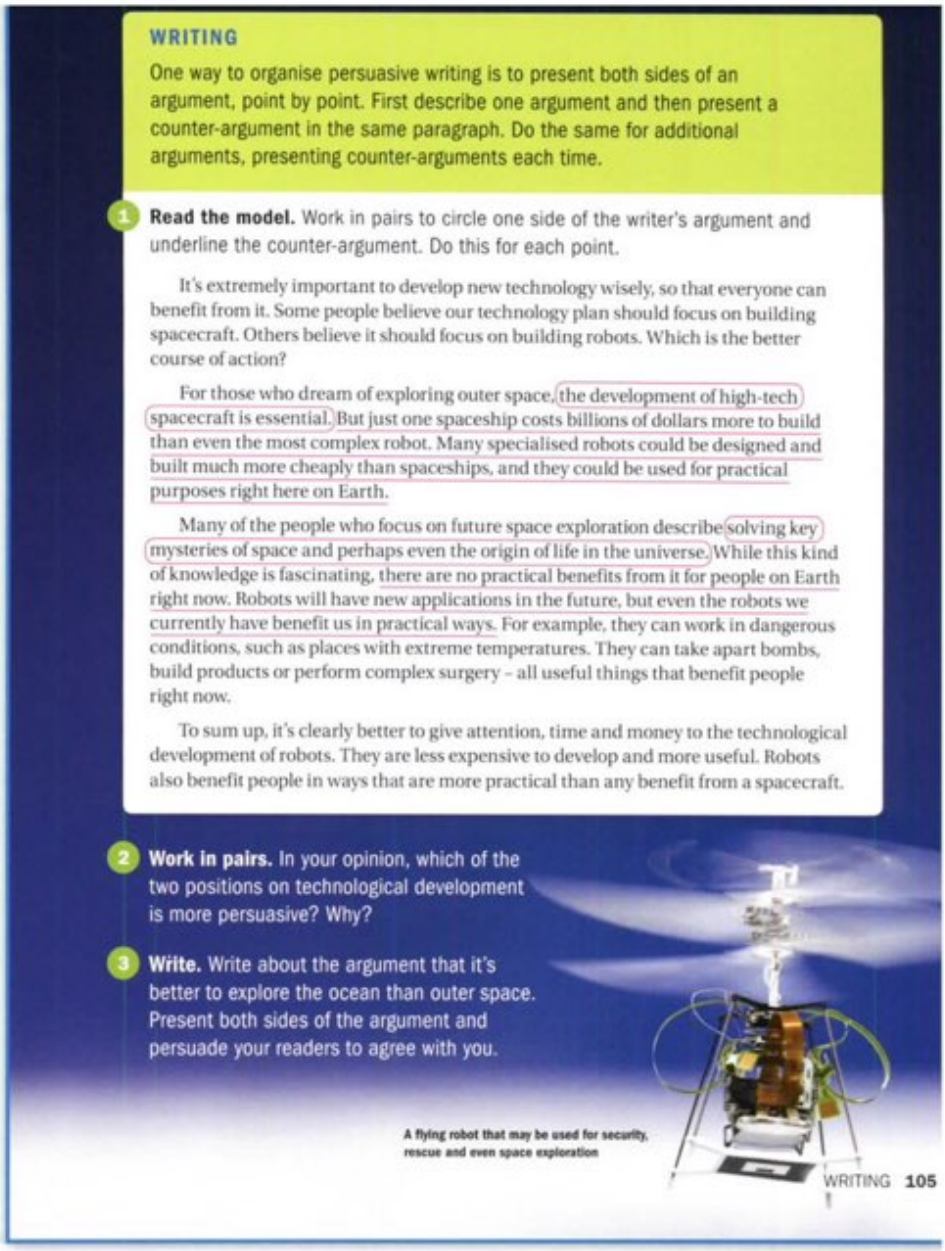
- recognise and use counter-arguments.
- analyse a model of persuasive writing.
- produce a piece of persuasive writing.

Writing Persuasive essay

Academic Language *argument, counter-argument*

Content Vocabulary *complex, specialised*

Resources Online Workbook/Workbook page 64; Process Writing Worksheets 1–5, Genre Writing Worksheet: Persuasion (Teacher's Resource CD-ROM/Website); CPT: Writing



WRITING

One way to organise persuasive writing is to present both sides of an argument, point by point. First describe one argument and then present a counter-argument in the same paragraph. Do the same for additional arguments, presenting counter-arguments each time.

1 **Read the model.** Work in pairs to circle one side of the writer's argument and underline the counter-argument. Do this for each point.

It's extremely important to develop new technology wisely, so that everyone can benefit from it. Some people believe our technology plan should focus on building spacecraft. Others believe it should focus on building robots. Which is the better course of action?

For those who dream of exploring outer space, the development of high-tech spacecraft is essential. But just one spaceship costs billions of dollars more to build than even the most complex robot. Many specialised robots could be designed and built much more cheaply than spaceships, and they could be used for practical purposes right here on Earth.

Many of the people who focus on future space exploration describe solving key mysteries of space and perhaps even the origin of life in the universe. While this kind of knowledge is fascinating, there are no practical benefits from it for people on Earth right now. Robots will have new applications in the future, but even the robots we currently have benefit us in practical ways. For example, they can work in dangerous conditions, such as places with extreme temperatures. They can take apart bombs, build products or perform complex surgery – all useful things that benefit people right now.

To sum up, it's clearly better to give attention, time and money to the technological development of robots. They are less expensive to develop and more useful. Robots also benefit people in ways that are more practical than any benefit from a spacecraft.

2 **Work in pairs.** In your opinion, which of the two positions on technological development is more persuasive? Why?

3 **Write.** Write about the argument that it's better to explore the ocean than outer space. Present both sides of the argument and persuade your readers to agree with you.

A flying robot that may be used for security, rescue and even space exploration

WRITING 105

Warm Up

- **Activate prior knowledge** Remind students that in Unit 5 they learnt helpful expressions to use when they're arguing with someone. Say *You learnt that it's polite to admit it when the other person has a valid, or reasonable, point.* Ask *What's this strategy called?* (conceding) Say *Yes, it's polite to concede, but sometimes you also try to get the other person to agree with you. You try to persuade the other person with reasons and evidence.*

- Say *As you know, writing to persuade is a more formal way of arguing than talking. When you write to persuade, you present your opinion – that is, your side of the argument, but you also admit, or concede, that others may have a different opinion.*

Present

- Write topics such as the following on the board:

Two sides of an argument

Flight will evolve in humans. / No other mammals, besides bats, will ever fly.

Life will be discovered on Mars. / There is life beyond Earth, but not on Mars.

Clothing made from animal fur should be banned. / Educate, don't legislate.

- Put students into pairs. Read aloud the two sides of each argument on the board. Explain to students that if they were to try to persuade someone to agree with their side of an argument, they need to recognise that

another side exists. Say *Work with your partner. Choose a topic from the board. Take one side of the argument you've chosen and write two reasons to support it. Then take the other side and write two reasons supporting it.*

- When students have finished, ask pairs to read the reasons for each side of their argument. Ask the class *Which side is stronger?* When all the pairs have presented, say *When you write to persuade, you need to support your opinion with solid reasons and evidence. Your argument will be stronger if you also present the other side of the argument – the counter-argument – and try to prove why your side is better.*

Read the Model 1 2

- Tell students to open their books at page 105. Point out the photo at the bottom of the page. Ask a student to read the caption. Then read aloud the text in the green box. Tell students to read the introductory paragraph of the essay to identify the topic. Ask *What are the two opposing arguments?* (focus on building spacecraft / focus on building robots)

- 1 Put students into pairs. Read aloud the Activity 1 instructions. Make sure students understand they have to circle an argument and underline a counter-argument in each of the two body paragraphs. Say *As you read each paragraph, think about which side the writer is on.*

- When pairs have finished, give them a few minutes to review what they circled and underlined. Then ask several partners to read each argument and counter-argument. Ask *What does the writer assume spacecraft will be used for?* (exploring outer space) *What does the writer say robots can be used for?* (doing dangerous work, doing surgery) *Which does the writer think is the more practical use of money?* (building robots) Make sure everyone agrees on what the arguments and the counter-arguments are. Discuss any questions students have.

- 2 Tell partners to discuss the Activity 2 questions. Ask partners to give their responses to the questions. Discuss their responses as a class. Finally, to sum up, ask *What makes a strong argument?* (good reasons and evidence) *What would have made this writer's argument even stronger?* (giving more reasons for the counter-arguments; providing more facts and statistics about building costs)

- **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

Persuasive writing: Counter-argument Important features of persuasive writing include an introduction that clearly states the issue and, sometimes, the writer's position on the issue; paragraphs that provide reasons supported by evidence; and a conclusion that restates the issue and clearly states (or restates) the writer's opinion.

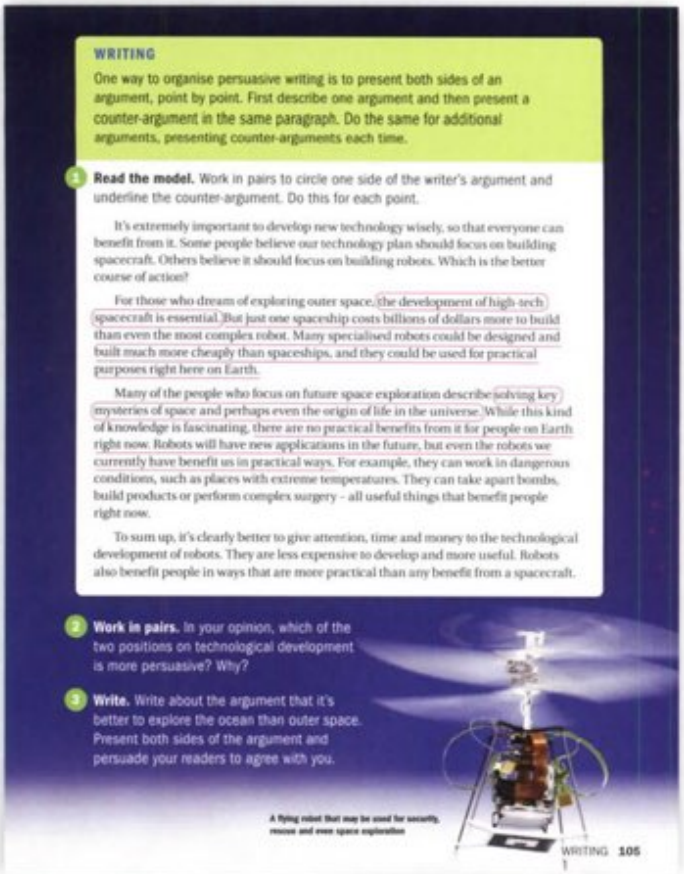
It is critical to remember that there are at least two sides to every issue. If you write as if there is only one side – your side – you run the risk of alienating the reader. Knowing other perspectives on an issue and creating reasonable counter-arguments will help to show your reader that you are a credible, well-informed writer.

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, even if you disagree with them. Tell students that a good way to show respect is to listen to others and not interrupt them while they are talking. Review with them the language of arguing and conceding.

Workbook For scaffolded Writing support, assign Workbook page 64.

Online Workbook Writing



WRITING

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A flying robot that may be used for security, rescue and even space exploration

WRITING 105

Plan 3

- 3 Say *It's time to plan your own writing.* Read aloud the Activity 3 instructions. Then say *Your argument is that it's better to explore the ocean than outer space. You job is to persuade your reader to agree with you. Remember to include a counter-argument for each of your reasons.*

- Say *Your next step is pre-writing. Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters) Say *Now decide what you want to use for pre-writing.* 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, 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 organisation. Tell them to quietly read their drafts aloud to themselves. Ask each student to consider the following: *Did I present both sides of the argument? Did I include enough reasons and evidence to support my opinion? Did I present counter-arguments? What seems good? What needs more work?* If time permits, they could read their drafts to a classmate for feedback.

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 rubric.

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

	1	2	3	4
Writing Student organises the writing in a logical way and includes arguments and counter-arguments in each paragraph.				
Grammar Student uses conditionals and comparative adverbs correctly.				
Vocabulary Student uses a variety of word choices, including words taught in this unit.				



MISSION

Objective
Students will
- discuss space exploration and the role technology developments play in it.

Resources Video scene 6.2 (DVD/Website/CPT); Worksheet 3.6.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Students may not always speak up or make it clear that they're confused. As you teach new material, make sure you pause and ask comprehension questions to check that students understand. Encourage students to speak up when they don't understand something. Remind them that it's common at first to not understand new things they learn in English, and it's important for them to let you know when they need help.

Online Workbook Meet the Explorer

Mission

- Say *Turn to page 106.* Read aloud the Mission and the quote from Bethany Ehlmann. Ask *What kind of exploration is Bethany referring to?* (space exploration) *What technologies do you think she would like to see developed?* (robots, robotic rovers, telescopes, satellites) Explain that *to access* means 'to find or be able to use'. Ask *Where do you think the 'stories' of other worlds will be accessed?* Discuss that they might be found in the life forms, rocks, minerals, caves or other landscape formations on the planets and moons in outer space.

- **Activity 1** Say *Now let's watch a video about Bethany Ehlmann.* Play **Video scene 6.2.** Tell students to pay attention to what Bethany has to say about the 'eyes' of explorers like herself on worlds they cannot physically visit themselves.

- **Activity 2** Put students into groups to discuss Activity 2. Provide prompts such as the following to guide students' discussions. Say, for example, *Think about how you learn about places you can't go to yourself. What technologies do you use?*

- **Activity 3** Put students into pairs. Say *Review what you've learnt about Mars and the recent discoveries there.* Ask *Do you think it will ever be made habitable? What would have to be done to create a colony there? Would it be worth it? Why or why not?*

- **Worksheet** Hand out **Worksheet 3.6.6.** Explain that students will use the worksheet to think and write about Bethany Ehlmann, recent discoveries in space and technological developments.

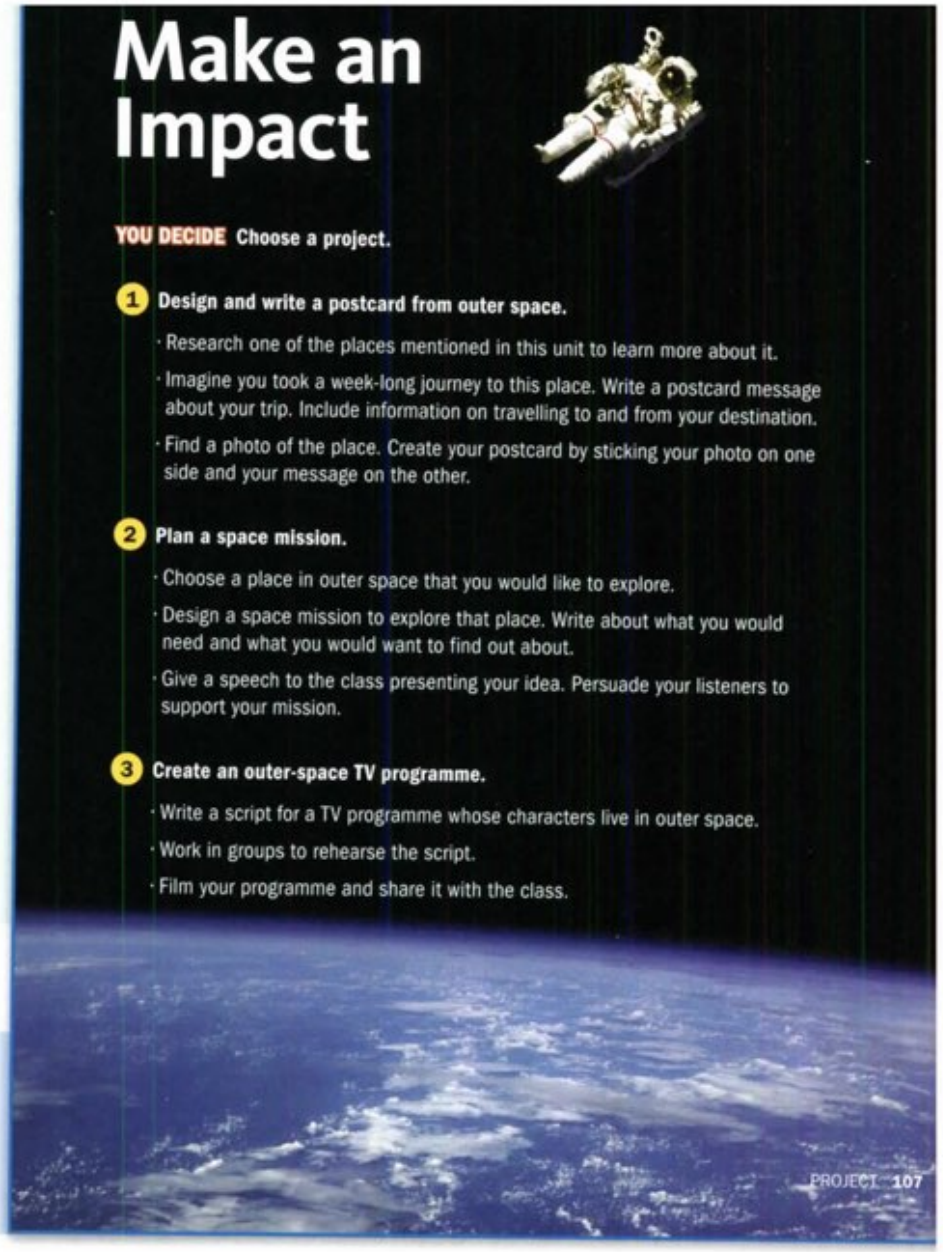
PROJECT

Objective
Students will
- choose and complete a project related to space, space travel and space exploration.

Content Vocabulary *TV programme*

Resources Assessment: Unit 6 Quiz; Workbook pages 65 and 95; Worksheet 3.6.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials video camera



Assessment Go to page 260.

Unit Review Assign Worksheet 3.6.7
Workbook Assign pages 65 and 95.
Online Workbook Now I can

Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Tell students to choose a place they learnt about in this unit and find out more about it. Say *Use the information and what you know about space travel to write about your journey to the place. Find a photo of it to put on the postcard. Imagine it's a photo of what you saw at some point in your journey. Describe it.*
- **Activity 2** Ask *What planetary feature that you learnt about would you like to explore? Martian craters? Moon geysers? Methane seas? Europa's icy shell?* Tell students to design a mission to a planet or moon, including the mission's purpose and the technology, equipment and supplies they'll need to conduct an exploration of the place. Say *You'll need lots of help. Write a persuasive speech telling people why they need to support you!*
- **Activity 3** Ask students to think about the characters for their TV programme. Put students into groups to collaborate on the script. Say *Think about a location, characters and props. What unusual situations might living in space create for your characters?* Tell students they'll need to rehearse a few times before they film.

Share

- Schedule time for students to present their final postcards, speeches and TV programmes to the class. Allow time for the student audience to ask questions about their classmates' work. You can ask students to vote on whether or not to fund the space missions, or present awards for the most imaginative postcard or best new TV programme.
- **Modify** Help students simplify a project by eliminating one of the options or steps. You might want to provide students with an outline for their persuasive speeches or provide samples of scripts for the students writing a TV programme.

STUDENT'S BOOK AUDIO SCRIPT

Track 071 1 **Listen and read.** See Student's Book pages 94–95.

Track 072 2 LEARN NEW WORDS **aspect** / Some aspects of Earth and Mars are similar. **atmosphere** / Gases in the air make up the Earth's atmosphere. **degree** / Both Earth and Mars tilt on their axes at an angle of about 24 degrees. **detect** / Scientists detected signs of water under the surface of Mars. **dust** / Wind blows sand and dirt, causing a dust storm. **fundamental** / Water is fundamental for all living things. **instrument** / Scientific instruments have shown that water exists on Mars. **landscape** / The landscapes of Mars and Earth are similar in certain places. **lead to** / New technologies will lead to more discoveries on Mars. **plain** / A plain is a large, flat area of land. **proof** / Scientists are looking for proof that life could exist on Mars. **satellite** / Satellites in outer space help us to learn more about the planets. **valley** / Mars has tall mountains and deep valleys. **vast** / Polar caps are vast areas covered with ice. **wonder** / People wonder if there is life beyond Earth.

Track 073 5 Astronomers have always wondered if there's life beyond Earth. Our neighbour Mars is the most likely place. Advances in technology have allowed scientists to equip robots with a variety of tools and then send them to explore Mars. These scientific instruments have been able to detect real proof that life is possible there. For example, one of the fundamental requirements for life, the existence of some form of water, has been discovered in several areas of the planet.

Track 074 5 LEARN NEW WORDS **advance** / Technological advances have allowed scientists to study the landscape of Mars. **astronomer** / Astronomers are looking for proof of life beyond Earth. **equip with** / Scientists equipped the rover with useful instruments to study Mars. **requirement** / One of the requirements for life as we know it is water.

Track 075 SPEAKING STRATEGY See Student's Book page 97.

Track 076 1 **S1**: Do you think people will ever live on Mars? **S2**: Well, it's likely that people will travel to Mars. Most likely, they would only stay for a little while though. I don't think people will be able to survive there for very long. The atmosphere is too thin – much thinner than Earth's.

S1: It's true, but I'll bet that they'll develop the technology needed to survive in that atmosphere. Maybe scientists will make special suits that we can all buy and wear to live on Mars. **S2**: Possibly, but it's likely that the suits would be very heavy and expensive, and you'd probably never be able to take them off.

S1: Yeah, I guess I'd rather wear jeans and T-shirts here on Earth. But what if they make it possible to travel to Mars? **S2**: I'm fairly sure that only a few people would want to go. It's a big risk and it would take a long time.

S1: Yeah, but would you go? I think I would. **S2**: I don't know. I think I'd rather just follow the Curiosity rover's mission from the safety of my own home!

Track 077 GRAMMAR See Student's Book page 98.

Track 078 1 1. If I were president, I would expand space exploration programmes. 2. The project would have succeeded if there had been money for new equipment. 3. If it had been my choice, I would have investigated Saturn's moon Titan. 4.They would build a second orbiting space station if they could. 5. We would have repeated the experiment if we had had the time. 6. If I were you, I'd choose some kind of career in space exploration.

Track 079 3 Of Saturn's 62 moons, the two most habitable for human life are Titan and Enceladus. They are very different from each other. For example, Titan is the second largest moon in our solar system, with a diameter of 2,575 kilometres. Tiny Enceladus has a diameter of only 500 kilometres. The atmosphere on Titan is thick and hazy, hiding surface features from most scientific instruments. Only its seasonal storms are visible. In contrast, the atmosphere on Enceladus is very thin. This means there is no air pressure or weather. However, scientists are better able to see what's happening on its surface.

Each of the moons has a unique feature, as well. Titan is the only other place we know of in our solar system with liquids flowing across its surface. Enceladus doesn't have liquids flowing on the surface, but there are geysers sending icy particles and water vapour into the sky at a speed of nearly 1,300 kilometres per hour.

Track 080 3 LEARN NEW WORDS **diameter** / The diameter of a circle is equal at all points. **geyser** / A geyser is a hole in the ground that shoots out water and steam. **habitable** / Scientists believe that two of Saturn's moons could be habitable. **hazy** / A hazy sky is hidden by clouds and dust. **seasonal** / Seasonal changes include variations in temperature and the amount of sunlight.

Track 081 2 LEARN NEW WORDS **aspiring** / An aspiring astronaut wants to travel in space one day. **background** / Astronauts need to have a background in maths and science. **chance** / Alyssa Carson had the chance to go to Space Camp. **leadership** / A successful space mission takes patience and strong leadership. **perseverance** / If you have perseverance, you're determined to reach your goal.

Track 082 3 WHILE YOU READ See Student's Book pages 100–101.

Track 083 GRAMMAR See Student's Book page 104.

Track 084 1 **Express Yourself** See Student's Book pages 108–109.

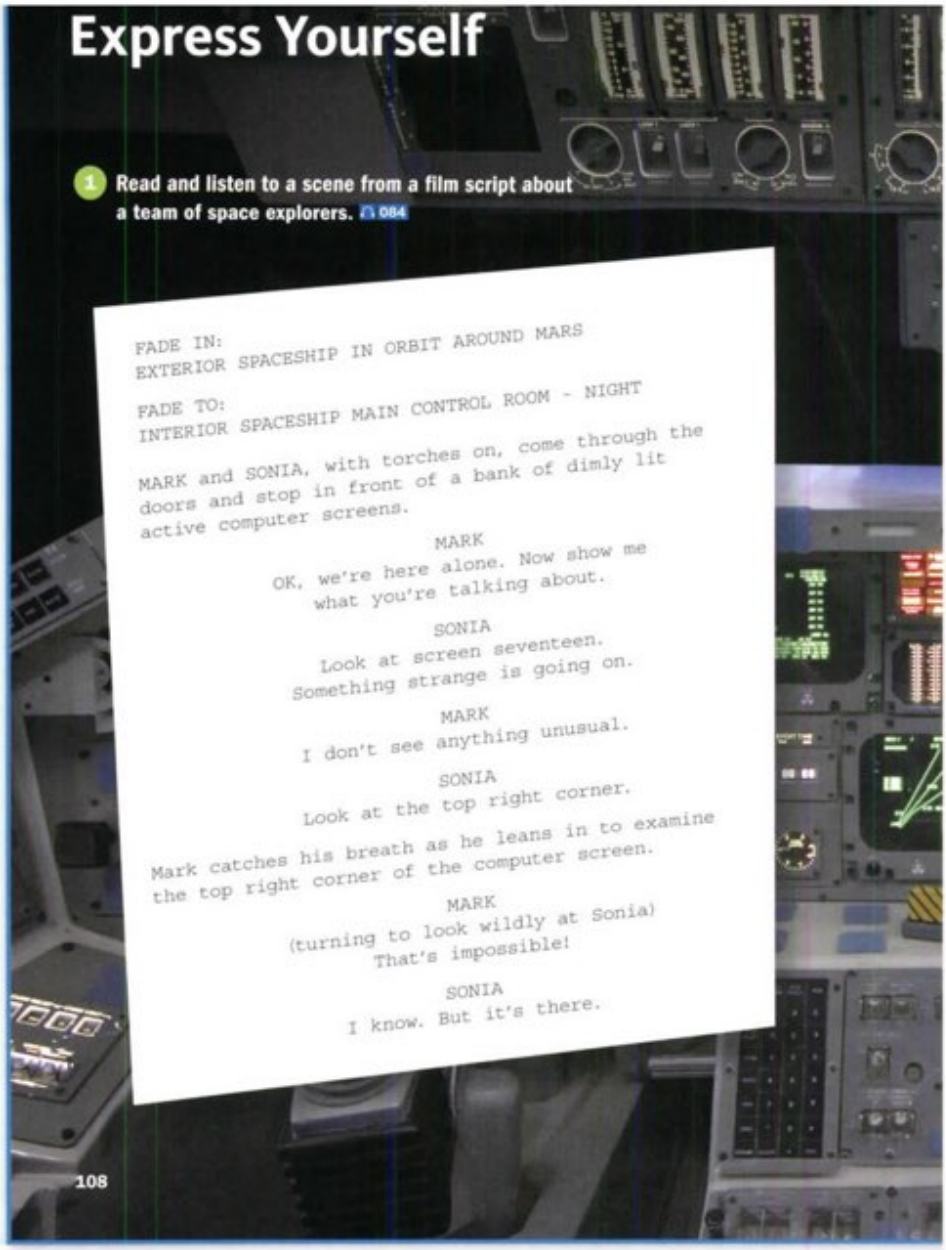
Express Yourself

Objectives
Students will
- identify the purpose and features of a film script.
- connect ideas about the history of flight and the new frontiers of space.

Academic Language *scene, script*

Content Vocabulary *bank, fade in/to, interior, panic*

Resources Workbook pages 66–67/ Online Workbook (Units 5–6 Review); Worksheet 3.6.8 (Teacher's Resource CD-ROM/Website); Track 084 (Audio CD/Website/CPT); CPT: Express Yourself Units 5–6



Present 1

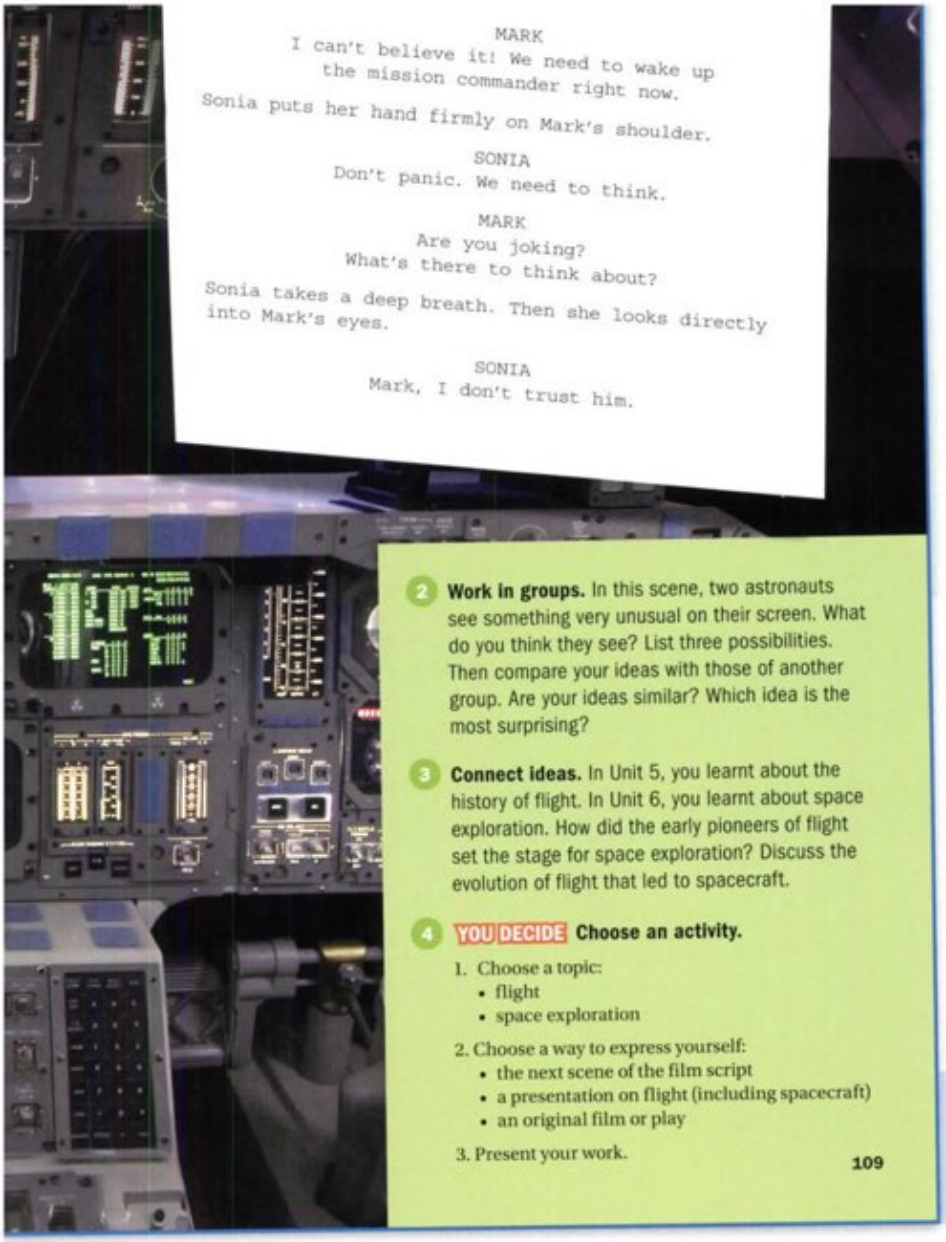
- **Preview** Tell students they're going to read a scene from a film script. Say *You know what a film is. Well, a scene is one part of a film, or a play, in which a series of events happens in the same place at the same time.*

- Tell students to turn to pages 108–109. Say *Look at the photo and the text. What do you see?* Students should guess that the paper is the script of the scene and that the photo shows part of a spaceship. Discuss the words students might use to describe the array of instruments pictured, such as *console, instrument panel, dashboard,* and so on. Tell them the script uses another word – one with multiple meanings (*bank*) – to describe it. Ask *What do you think the machines shown here are?* (computers, computer screens, monitors, and so on)

- 1 **Read together** Tell students to focus on the script. Tell students a script has not only the words the actors say, but also stage directions, which are instructions about scenery, lighting, sound effects and ways for the actors to move and speak. Ask *Can you find any stage directions?* Explain that when used in a script, the word *fade* refers to a technique in which an image is made to appear or disappear gradually. Say *Now we'll listen to and read the script.* Play **Track 084** once as students listen and follow along. Say *Listen for any sound effects. Listen to how the actors say their lines. Do they match the stage directions?*

Practise 2

- 2 **Discuss** Put students into small groups to discuss the script. Tell them to re-read the text and use context clues to work out what *interior, bank* and *panic* mean. Ask students to act out 'catching his breath' and 'look wildly'. Ask *What emotions or feelings do these actions describe? How would you describe Sonia? Did you like the scene or not? Did you find it suspenseful, entertaining or silly?* Then



BE THE EXPERT

Genre in Depth

Film or play script The text of a film or play is called a script. A script also includes instructions to the actors, director, and stage or production crew. These are called stage directions and might suggest scenery, lighting, sound effects, and ways for actors to move and speak. Stage directions sometimes appear in brackets and in italic type.

Cumulative Review Hand out Cumulative Review Worksheet 3.6.8.

Formative Assessment

Can students

- identify the purpose and features of a film script?

  Ask students to identify some features of a film script.

- connect ideas about the history of flight and the new frontiers of space?

  Ask *What do you think was the most important development that led to space flight? Why?* (Answers will vary. Students should express a valid cause/effect relationship.)

Workbook Assign pages 66–67.
Online Workbook Review

read aloud the Activity 2 instructions and tell groups to discuss, list and compare possibilities with other groups.

Connect 3

- 3 **Critical thinking** Read the Activity 3 instructions aloud. Say *Think about Abbas Ibn Firnas and his feathered wings, da Vinci's flying machines, the Wright brothers' airplane, Chuck Yeager breaking the sound barrier in a rocket-powered aircraft.* Ask *How did space flight build on the work of these pioneers?*

Prepare 4

- YOU DECIDE Review the activity options. Allow students to choose their own topic. You may want to assign this activity in advance so that students have more time in class or at home to review each step of the activity.
- 4 Say *These are great options. You can really use your imaginations or show your passion for flying or outer space!* Explain to those who choose to write the next scene that they should give the film a title and make sure their scene connects logically with the script they just read. Tell those who choose the presentation to be sure to include some visuals. Say *If you decide to write an original film or play, think about whether you want to write a drama, a comedy or a documentary. Think about the setting, characters, and any scenery or props. Remember to include stage directions.*

Share

- Set aside time for sharing students' work with the class. Remind students to listen politely to all the presentations and to wait until they're over before asking any questions.

In This Unit

Theme This unit is about how images tell stories.

Content Objectives
Students will
- examine the visual arts and how they tell stories.
- read about the history of animation.
- consider how paying attention to people and telling their stories can bring about change.

Language Objectives
Students will
- talk about using images to tell important stories.
- explain a process.
- use the past passive to describe past actions and processes.
- use reported speech to describe what others said.
- write a narrative essay about the story that a photo tells.

Vocabulary
pages 112–113 *anger, audience, canvas, image, meaningful, oral, portrait, portray, represent, scene, shock, subject, understanding, visual, witness*
page 114 *capture, certain, last, permanent*
page 117 *abstract, landscape, masterpiece, realistic*
page 118 *animation, cartoon, illustrator, method, sophisticated*
Vocabulary Strategies Multiple-meaning words; Using a thesaurus

Speaking Strategy Explaining a process

Grammar
Grammar 1 Use the past passive to describe past actions and processes
Grammar 2 Use reported speech to describe what others say

Reading *Bringing Stories to Life*
Reading Strategy Mark up text

Video Scene 7.1: *Animation Creation*; Scene 7.2: Meet Ami Vitale

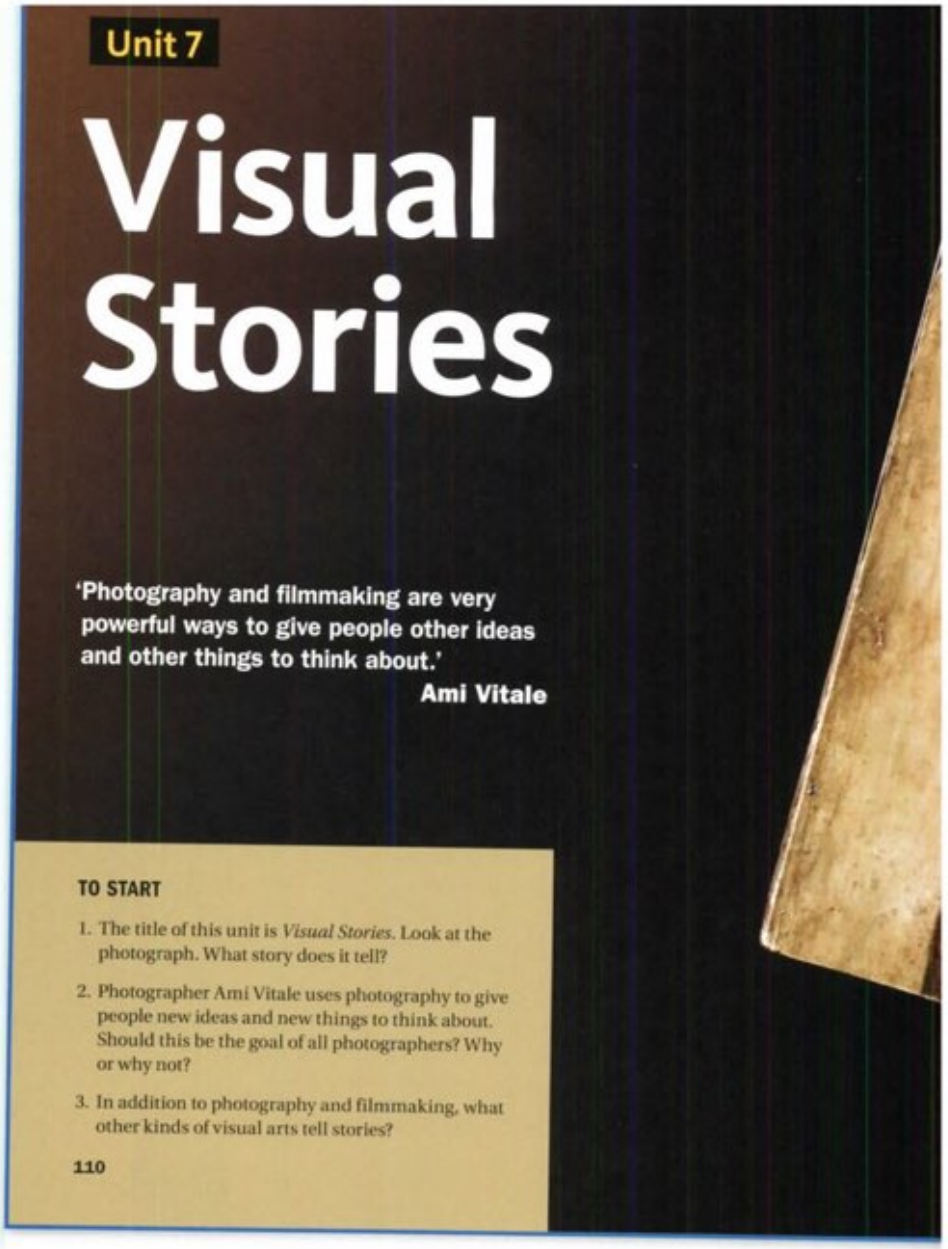
Writing Multi-paragraph narrative

National Geographic Mission Tell Stories

Project
- Flipbook
- Profile of a visual storyteller
- Visual story

Pronunciation Final /ə/ sound

Pacing Guides 3.7.1, 3.7.2, 3.7.3



Introduce the Unit

- **Activate prior knowledge** Say *In the last unit we talked about space exploration.* Remind students of the photos of outer space taken by the Hubble Telescope. Ask *Before photography, how did people get an idea of what things they couldn't see looked like?* (books, family stories) If students don't mention paintings, prompt them to think of things people could look at and not just read or hear about. Say *Humans have been painting pictures for at least 40,000 years. These paintings provide evidence of their lives and their world.*

- Tell students to open their books at pages 110–111. Read the unit title. Make sure students understand that the word *visual* describes things you can see. Ask a student to read the caption on page 111. Ask *What does la bella principessa mean?* (the beautiful princess) Tell students that the young woman lived in Italy in the late 15th century. Ask *Does the girl look like a princess? How old do you think she is? How would you describe her hairstyle?*

- Ask questions to encourage deeper discussion of the painting: *How would you describe the girl's expression?*



Do you like the painting? What do you find interesting about it? Why is the person holding the painting wearing gloves? What does that tell you about the painting? (It's famous; it's valuable.)

- **TO START** Ask a student to read aloud Question 1. Ask *What is the girl thinking? Why? Why do you think her portrait was painted? What is her story?* Encourage students to use their imaginations.
- Tell students to read the quote on page 110 to themselves. Say *Think about all the photographs you've seen in your book and how they've inspired you.* Then discuss Question 2 with the class.
- Read Question 3 aloud and ask students what other visual arts they can name. (painting, sculpture, graphic art, animation, graffiti) If students name plays or dance, explain that these, along with music, are referred to as the *performing arts*, since they are performed for an audience and they're not in a permanent form.

Extend

- Hand out **Worksheet 3.7.1**. Put students into pairs. Explain that students will be thinking and writing about visual art.

UNIT OPENER

Objectives
Students will
- describe and discuss a photo.
- discuss the stories pictures tell and the purpose of photography.

Content Vocabulary *painting, portrait*

Resources Worksheet 3.7.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

BE THE EXPERT

About the Photo

La Bella Principessa is attributed to Leonardo da Vinci, although some experts are not yet convinced it's his work.

Da Vinci was a genius of the Renaissance, a period of great cultural change and achievement in Europe that began in Italy during the 14th century and lasted approximately 200 years. Students should remember from Unit 5 that da Vinci was also a mathematician and an early thinker about the science of flight, who designed many types of flying machines. Some of da Vinci's most famous works of art are the painting *Mona Lisa* and the mural The *Last Supper*, painted on the wall of a monastery in Milan, Italy.

Teaching Tip

When introducing a new unit, motivate students by connecting the unit topic to their life experiences. For example, for this unit, you can ask students whether they've ever been to an art museum, and ask them to tell you about it. Encourage students to share their experiences and say what kinds of paintings or other artwork they saw and liked. Helping students find connections between the unit topic and their personal lives makes the topic more significant and engaging for students.

Related Words

braid, bound, hairnet, headband, ponytail

VOCABULARY

Objectives

Students will

- use vocabulary related to how paintings and photos portray real life.
- use new vocabulary to read about and discuss Ami Vitale and how her photos connect us to people and things in new ways.

Target Vocabulary *anger, audience, canvas, image, meaningful, oral, portrait, portray, represent, scene, shock, subject, understanding, visual, witness*

Content Vocabulary *commoner, linear, mummy, pharaoh, pyramid, tomb, tradition*

Resources Worksheet 3.7.2 (Teacher's Resource CD-ROM/Website); Tracks 085–086 (Audio CD/Website/CPT); CPT: Vocabulary



1 **Why are stories important? How are they told?** Discuss. Then listen and read. 085

Stories have been a **meaningful** form of communication throughout human history. Do you remember a time when a family member told you a story without reading it from a book? **Oral** stories are a part of every culture, and they allow us to pass traditions and values from one generation to the next. **Visual** stories have also been told in a variety of ways for thousands of years. Researchers have found rocks that were decorated by humans more than 100,000 years ago. Although the rocks had only simple linear patterns, the patterns had meaning. And it's meaning that creates a story.

People began painting on cave walls around 40,000 years ago. As time went on, painted **images** appeared on everything from pottery to **canvas**. Painting is a fairly permanent way to **represent** information. Because painted walls and objects have lasted for thousands of years, they give us a window into the past. Through this window we can see the stories of ancient Egyptians on the walls of their tombs. We can also see **scenes** from Renaissance Europe, showing the lives of people from kings to commoners. These paintings allow us to be **witnesses** to history.

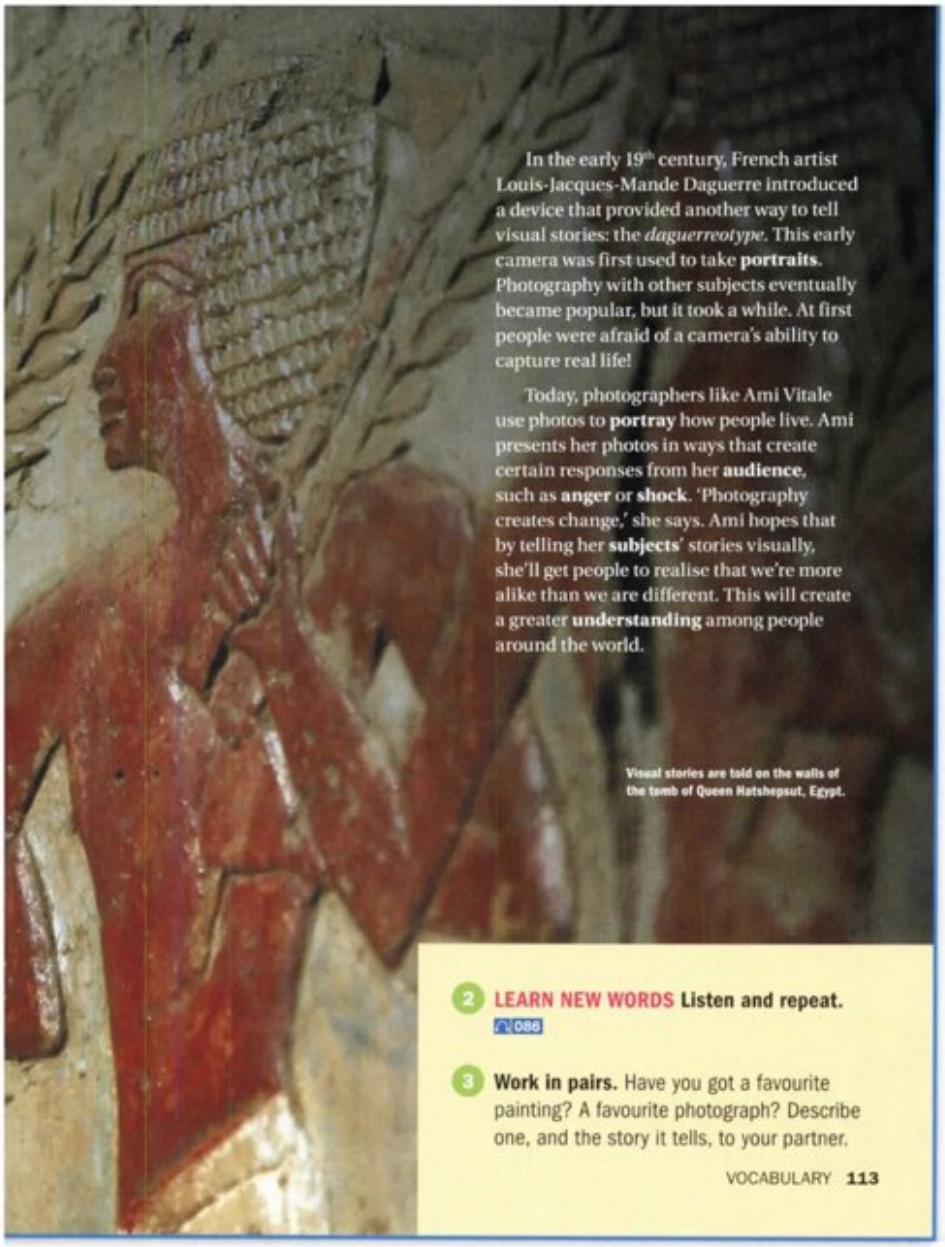
112 VOCABULARY

Warm Up

- **Build background** Ask *What do you know about ancient Egypt?* Students may be familiar with the pyramids, the pharaohs (the rulers of ancient Egypt), or the mummies (the bodies of humans preserved for centuries by a special process) and beautiful artworks that have been discovered in ancient Egyptian tombs. Ask *Does anyone know how old the pyramids are?* Explain that the oldest is over 4,000 years old and that that's 2,000 years before the year 1 CE (AD 1). Say *The painting* La Bella Principessa *is 500 years old. There are paintings that can still be seen today in Egypt that are over 3,000 years old!*

Present 1 2

- 1 Ask students to turn to pages 112–113. Tell students the photo shows part of a 3,000-year-old painting on the wall of a tomb built by a queen of Egypt, who also became pharaoh.
- Then discuss the Activity 1 question. Ask students if they had favourite stories they liked to hear when they were younger. Ask *Who told you the stories? Why did you like hearing them?*
- Play **Track 085** and tell students to listen and read. Then discuss the reading. Ask questions such as:
  What are traditions? (customs – activities or ways of doing things – that have existed for a long time)
  How do old paintings allow us to be witnesses to history? (They show us people, everyday scenes and important events from earlier times.)
  What kind of photograph might shock people or make them angry? (a photo of a natural disaster, the effects of war, animal abuse)
- 2 **LEARN NEW WORDS** Play **Track 086.** Tell students to listen and repeat. Then put students into pairs. Display the vocabulary words. Assign two or three words to each pair. Say *Work with your partner to*



In the early 19th century, French artist Louis-Jacques-Mande Daguerre introduced a device that provided another way to tell visual stories: the *daguerreotype*. This early camera was first used to take **portraits**. Photography with other subjects eventually became popular, but it took a while. At first people were afraid of a camera's ability to capture real life!

Today, photographers like Ami Vitale use photos to **portray** how people live. Ami presents her photos in ways that create certain responses from her **audience**, such as **anger** or **shock**. 'Photography creates change,' she says. Ami hopes that by telling her **subjects**' stories visually, she'll get people to realise that we're more alike than we are different. This will create a greater **understanding** among people around the world.

Visual stories are told on the walls of the tomb of Queen Hatshepsut, Egypt.

2 **LEARN NEW WORDS** **Listen and repeat.** 086

3 **Work in pairs.** Have you got a favourite painting? A favourite photograph? Describe one, and the story it tells, to your partner.

BE THE EXPERT

About the Photo

The photo shows part of an Egyptian tomb painting from the temple of Deir el-Bahri, part of the archaeological site of Thebes, a capital of ancient Egypt. The site is near the modern-day city of Luxor, south of Cairo. The temple was built by Queen Hatshepsut, who ruled Egypt for 20 years in the 15th century BCE.

The painting depicts Egyptian soldiers on an expedition to what the Egyptians called the Land of Punt, an ancient trading centre, most likely located along the Red Sea south of Egypt. The paintings in Egyptian tombs were like 'secret art galleries'. They were never meant to be viewed by anyone but the deceased and their gods.

Teaching Tip

To build class discussion, ask follow-up questions after students give an answer. For example, after a student responds to a question, say *That's interesting.* Then ask the class *Can anyone add some other ideas about that?* or *Does anyone have a different idea?* You can also build discussion by helping students to explain where their ideas came from.

write a new sentence for each of your words. Model an example for students. Point to *represent*. Write *A painting of a table with food on it can represent everyday life long ago.*

Practise 3 4 5

- 3 Put students into pairs. Say *Close your eyes. Picture your home. Is there a painting or a photograph in it that you love to look at? Now read the Activity 3 instructions on page 113. Try to use your new words as you talk.*
- 4 Tell students to turn to page 114. Choose several students to read the words in the word box aloud. Tell them to choose two words and use them in a sentence. Then ask students to complete Activity 4 independently. Make sure students understand that in sentence 2 of the paragraph, the phrase *one another's* means 'other people's'. Ask a student to read the completed paragraph aloud.
- Point out the photo of Ami Vitale. Ask *What animals are those?* (camels) Say *You just read that Ami likes to take photos that show things in a new way. You've probably seen photos of camels before, but what does this photo show very clearly about these animals?* Elicit that it shows in a playful way how tall camels are.
- Tell students that Ami Vitale is American and that the average American woman is 164 cm. tall (5 ft. 5 in. tall and Ami's head just reaches the bottom of the camel's chin. Use your arm to show how high 164 cm. is. Then say *People in some Arabian and Asian cultures ride camels. Imagine being up that high!* Ask *What else do you notice about these animals?* Say *Look at the size of the camel's head compared to Ami's!*

VOCABULARY

Objectives

Students will

- practise using vocabulary related to visual images.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *capture, certain, last, permanent*

Vocabulary Strategy Multiple-meaning words

Content Vocabulary *international, painter*

Resources Online Workbook/Workbook pages 68–69; Tracks 087–088 (Audio CD/Website/CPT); CPT: Vocabulary

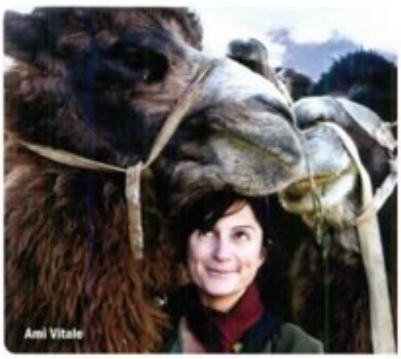
Materials set of classroom dictionaries

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

anger	audience	meaningful	portrait	portray
scene	subject	understanding	visual	witness

Ami Vitale is known for the way she portrays international news and culture in her photos. Ami worries that some people may not have a good understanding of one another's cultures, so she creates visual stories to make us think about how we see others. She believes that photographs can make us witnesses to things that we wouldn't see otherwise.

Photos can show people and places in a meaningful new way. Ami wants her audience to look closely at her powerful photos and feel more connected to their subjects, even if they then feel emotions like anger or sadness.


Ami Vitale

5 LEARN NEW WORDS Listen to these words and match them to their definitions. Then listen and repeat. 087 088

capture	certain	last	permanent

capture — 1. to record something in pictures or words

certain — 2. particular, specific

permanent — 3. never ends or goes away

last — 4. to exist over time

6 YOU DECIDE Choose an activity.

1. **Work independently.** Research cave paintings or images from Egyptian tombs. Choose a selection and write a paragraph to describe the story it tells.
2. **Work in pairs.** Bring a photo from home that you feel tells a clear story. Ask your partner to tell the story he/she sees in your photo. Then tell your partner the real story.
3. **Work in groups.** Who are some well-known painters in your country? Do their paintings tell stories? If so, what stories do they tell? Discuss.

- **5 LEARN NEW WORDS** Read aloud the words in the box. Tell students to listen for the words as you play **Track 087**. Then replay the track and ask students to match each word to its definition. Play **Track 088** and tell students to listen and repeat. Ask *Did you match the words to the right definitions?* Review the word meanings. Tell students to correct any mistakes.

- **Vocabulary Strategy** Point out *capture* and read aloud its definition: to record something in pictures or words. Ask *Does anyone know another meaning of capture?* (to catch; to take someone prisoner) Tell students that *capture,* along with many other English words, is a multiple-meaning word. Ask pairs of students to look up the meanings of the other three words from the word box in a dictionary. When they're ready, ask *How many of the words have more than one meaning?* (all three of them)

- Say *You must read through all the definitions to find the meaning that fits with the context of what you're reading or writing.* Write on the board:

I was certain that I'd seen the painting before.
Only a certain number of people were allowed in the museum.

- Read the sentences aloud. Say *Check the meanings of certain in the dictionary.* Then ask two students to provide the meaning of *certain* for each sentence. (sure, without a doubt; fixed, specific) Repeat the process for *last* and *permanent*.

Apply 6

- 6 YOU DECIDE Read aloud the Activity 6 options. Explain that students who choose options 1 or 3 will have to do research on the Internet. To students who choose option 1, say *Choose your painting. Read the experts' explanations. Then decide if you agree or if you think the painting has a different story to tell.*

- **Think aloud** Model thinking about option 2. Say: *This sounds like fun! I know a photo of my grandparents I could bring if I get permission. It was taken after they had made a big decision in their lives. It will be interesting to see what story my partner sees in it.*

- To students who choose option 3, say *If you're not familiar with any painters from your country, start by asking your relatives if they have any favourite local artists and why they like them.*

Extend

- Say *Imagine you're an artist in ancient Egypt. You've been hired to paint the walls of the pharaoh's tomb. What will you paint?* Tell students to make up a story about the pharaoh and then describe in a paragraph what they'll paint to tell that story.

- If time allows, hand out **Worksheet 3.7.2**. Explain that students will use vocabulary words to write about and discuss the stories that paintings and photographs tell.

Consolidate

- Write on the board the sentence frames below. Tell students to look again at *La Bella Principessa*, the Egyptian tomb painting, and the photo of Ami and the camels. Say *Think about what you like about each one. Use the sentence frames to help you express your ideas.* Ask students to stand in a circle to share their sentences. Keep going around the circle until they run out of ideas.

I like _____ because it captures _____.
I think _____ will last because _____.
My favourite is _____ because it portrays _____.
I like _____ because it represents _____.

BE THE EXPERT

Vocabulary Strategy

Multiple-meaning words *Polysemy* is the association of one word with two or more distinct meanings. According to some estimates, more than 40 per cent of English words have more than one meaning. If there is more than one definition in a dictionary, each one is numbered. When students find more than one entry or meaning for a word in the dictionary, tell them to check the part of speech (abbreviated *n., v., adj., adv., prep.*). The part of speech can be a clue to choosing the right definition.

Make sure students understand that the first meaning listed in the dictionary is not always the best meaning. If a definition doesn't seem right, they need to read the other definitions, try them out, and find the one that best matches the context of what they're reading or writing.

Teaching Tip

Students use their senses to learn. Some students learn new words and concepts best when they can associate them with visual cues. Help these students by showing them photos or pictures of target words. Other students learn new words and ideas best when they can listen to them. These students will benefit from hearing information repeated multiple times in different contexts.

Formative Assessment

Can students

- use vocabulary related to how paintings and photos portray real life?

  Ask students to explain how some paintings give us a window into the past.

- use new vocabulary to discuss Ami Vitale and how her photos connect us to people and things in new ways?

  Ask students to complete this sentence with the correct word in brackets:

  Ami Vitale wants her photos to _____ how people live. (witness, portray)

Workbook For additional practice, assign Workbook pages 68–69.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objective
Students will
- use expressions to explain a process.

Speaking Strategy Explaining a process

Academic Language *process*

Content Vocabulary *app, delete, easel, lens*

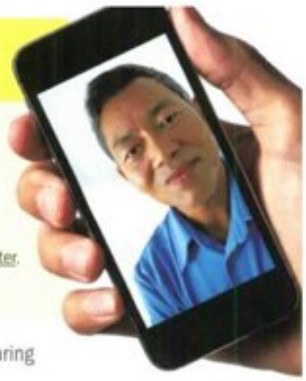
Resources Online Workbook; Worksheet 3.7.3 (Teacher's Resource CD-ROM/ Website); Tracks 089–090 (Audio CD/ Website/CPT); CPT: Speaking Strategy

Materials paper clips, pencils, scissors, small paper or plastic bags *(optional)*

SPEAKING STRATEGY 089

Explaining a process

First, you need to find a good camera.
The next step is choosing a good location.
After that, you need to pack the right equipment.
Next, check the weather!
Meanwhile, check to see that you have enough space on your computer.
Make sure you save your photos when you've finished.



1 **Listen.** How does the speaker explain the process of sharing photos? Write the phrases you hear. 090

2 **Read and complete the dialogue.** Possible answers:

Aki: Hi, Uncle Moto. I see you have your new phone. Have you got any selfies on it?

Uncle Motohiro: Selfies? What are those?

Aki: Seriously? They're photos you take of yourself on your phone.

Uncle Motohiro: What? How do you do that?

Aki: _First of all_, you have to open the camera app on your phone. _The next step_ is to press the little button with the arrows on it. That will turn the camera on you.

Uncle Motohiro: OK, then what?

Aki: It's selfie time! Stretch your arm out in front of you as far as you can. _Make sure you_ point the lens at your face. Hold your face at an angle – it's more interesting that way. _After that_, hit the button to take your photo!

Uncle Motohiro: Ugh! It's terrible!

Aki: Ha! That's what the delete button is for!

3 **Work in pairs.** Take turns spinning the wheel and explaining processes.



4 **Work in groups.** Think of three things you typically do in a week that can be explained as processes, such as making your lunch or getting ready for school. Explain these processes. Do your group members do these things in the same way?

Go to page 169.

Warm Up

- **Activate prior knowledge** Say *When an artist paints a picture, he or she doesn't just grab a canvas, pick up a brush and begin. There's a set of steps to follow. The artist will treat the canvas with a special substance so the paint will stick.* Ask *What else might the artist do before beginning?* (cover surfaces to protect them from drips, mix colours, set up an easel) Say *Following a set of steps helps a process run smoothly.*

- Remind students that in Unit 2 they wrote a process description for how to train a pit bull puppy. Ask *What's important when describing a process?* (to say the steps in the correct order) *What are some words we use to signal the order of the steps?* Write:

first	second	next	meanwhile
then	after that	finally	little by little

Present 1

- Tell students to open their books at page 115. Read the title of the speaking strategy. Say *When you tell someone how to do something, even something as easy as turning on the TV, you're explaining a process.* Ask *What makes it a process?* (There's a set of steps to follow.) Say *And remember, the order of the steps matters! Follow along in your books as we listen.* Play **Track 089**. Then ask students to read aloud the sentences in the yellow box.

- 1 Say *Now listen as a girl explains how to use a photo-sharing app.* Play **Track 090**. When the recording ends, say *Listen again. Write down all the phrases that help Rose know what to do or what to look for.* Replay **Track 090**. When they have finished writing, ask students to share what they wrote. Make sure all the expressions are covered.

Practise 2

- 2 Direct students to Activity 2. Tell them to use the expressions to fill in the blanks in the dialogue. Explain that there's more than one possible phrase they could use to fill in some of them. Tell students to complete the activity independently.

- Ask different pairs to role-play the completed dialogue. After each one, ask *Did your classmates' phrases make the steps of the process clear?* Discuss any questions students have.

Apply 3 4

- 3 Tell students to cut out and assemble the spinner on page 169. Put students into pairs to play the game. Circulate as partners play, and guide them, if necessary, to use the appropriate signal words and phrases. Point out that if the spinner lands on the section that says *your choice*, students can explain any process they want.

- 4 Put students into small groups. Read the Activity 4 instructions aloud. If students need help thinking of processes, suggest that they think of routines they follow when they do an activity, for instance, warming up before playing a sport. Say *Go around the group three times. Use the words and phrases you've learnt.*

Extend

- Say *Think of a process. List each step on a sheet of paper, but don't number the steps. Then cut the steps into strips.*

- Tell students to mix up their strips; they can put them into a small bag and shake it. Put students into pairs. Say *Swap strips with your partner. See if you can put each other's steps in the correct order. Then show your partner.* Tell students that if their partners got it wrong, they should explain what would happen if you tried to do the process in the wrong order.

- If time allows, hand out **Worksheet 3.7.3**. Partners can use the worksheet for further practice in explaining processes.

Consolidate

- Divide the class into two teams. Give teams a few minutes to compile a list of words and phrases that show the order of steps in a process. Say *Try to think of some new ones.* Then write the steps of a process (or two processes, one for each team) on the board.

- Tell the teams to line up. Say *I'll ask a student from one team to use a word or phrase to introduce the first step of the process. Then I'll ask a student from the other team to read the same step, using a different introductory word or phrase. Use your lists. Try not to use the same expressions. I'll write them on the board. How many can you come up with?* Begin each step with a different team so one team doesn't always have the advantage of going first.

BE THE EXPERT

Strategy in Depth

When explaining a process, it's most important to clearly indicate the order of the steps. The whole point of explaining a process is to give readers or listeners a clear picture of how something is done in case they want to replicate the process. Therefore, sequence words and phrases are critical.

In addition to the words *first, next, then, finally,* and so on, students can make their writing, in particular, more interesting by indicating sequence in other ways, such as by connecting a step to the previous or next one – for example, *while (it's drying)* or *before you (glue the pieces), make sure you* – and using words that indicate time (*one hour later, in the meantime, at the same time,* and so on).

Formative Assessment

Can students

- use expressions to help explain a process?

Ask students to explain how they make a favourite snack or play a simple card, or other, game.

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- identify the form, meaning and use of the past passive.
- use the past passive to describe past actions and processes.
- use words associated with styles of painting.

Grammar Past passive: Describing past actions and processes

Target Vocabulary *abstract, landscape, masterpiece, realistic*

Academic Language *past passive*

Content Vocabulary *luxury, pigment, still-life, subject*

Resources Online Workbook/Workbook pages 70–71; Tracks 091–094 (Audio CD/Website/CPT); CPT: Grammar 1

Materials coloured chalks, felt tips or pencils; coloured paper or modelling clay *(optional)*

GRAMMAR 091

Past passive: Describing past actions and processes

Goya created many of his works at night, by the light of a hat that had candles on it.	Many of Goya's works **were created** at night, by the light of a hat that had candles on it.
Painters explored many different styles.	Many different styles **were explored** by painters.
Artists usually made paint by mixing colours with oils.	Paint **was** usually **made** by mixing colours with oils.

1 **Listen.** Learn about portraits and the stories they tell. Then circle the verbs that you hear used in the past passive. 092

ask	capture	create	die	display	do	invent
make	pay	require	spend	take	use	work



Mona Lisa (La Gioconda) by Leonardo da Vinci

2 **Work in pairs.** Use the words to ask and answer questions in the past passive.

Who painted the *Mona Lisa*?

The *Mona Lisa* was painted by Leonardo da Vinci.

1. *Mona Lisa* / paint / da Vinci
2. Flyer III / build / Wright brothers
3. early camera / invent / Daguerre
4. cave paintings / create / early humans

3 **Work in pairs.** Look at *Portrait of a Young Woman*. Then answer questions using the past passive.

1. Who painted the portrait? The portrait was painted by Jean-Étienne Liotard.
2. What was worn by the subject? A scarf, a dress and a necklace were worn by the subject.
3. What do you think the subject was asked to do by the painter? The subject was asked to sit/smile/look at the artist.



Portrait of a Young Woman by Jean-Étienne Liotard

Warm Up

- **Recycle** Say *You know that we use the present passive when we focus on the receiver of an action, rather than the doer of an action.* Write the following sentences on the board. Underline the verbs and write the labels. Point out that the active verb *make* becomes the passive verb *are made* in the second sentence.

Artists make their own paints with pigments and oil.
(present simple)

Paints are made by artists with pigments and oil.
(present passive)

- Explain to students that some artists are so particular about colour that they make their own paints. Rather than buying pre-mixed tubes of paint, they buy pigments, or coloured powders, and mix and remix them with oil and other ingredients until they get the colours they want.

4 **LEARN NEW WORDS** **Listen to learn more about painting.** Then listen and repeat.
093 094



A **landscape** painting shows a scene from nature.



Although their subjects are often simple, still-life paintings can be **masterpieces**.



Some portraits aren't **realistic**. They're **abstract**.

5 **Discuss in groups.**

1. Do you prefer realistic or abstract paintings? Why?
2. Can landscapes and still-life paintings be abstract? Why or why not?
3. Discuss two works of art you consider masterpieces.

6 **Work independently.** Use the past passive to describe how you think one of the works of art on these pages was created. Write at least four sentences.

_____

_____

_____

_____

Present

- Say *You know that we use the past simple to talk about situations that existed in the past. Well, hundreds of years ago, artists had to make their own paints. You couldn't buy paint in a tube back then.* Write on the board the first sentence below. Read it aloud. Underline the verb and add the label.

Long ago, artists made their own paints with pigments and oil.
(past simple)

Long ago, paints were made by artists with pigments and oil.
(past passive)

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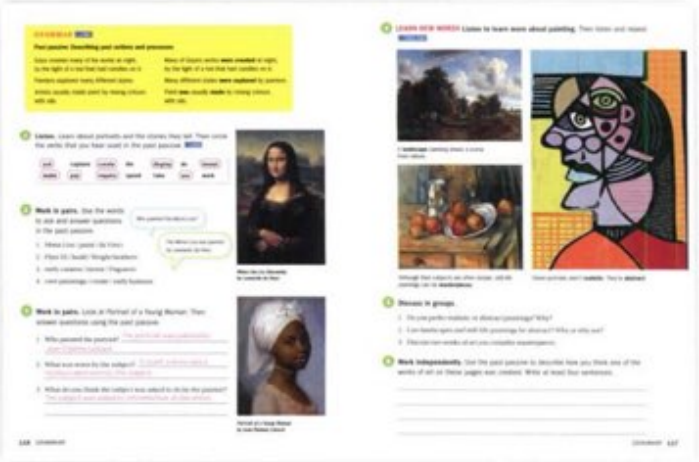
Grammar in Depth

In Unit 4 students learnt the present passive in the context of processes (how clothing is made/manufactured). Unlike processes, where the doer of the action is not always named, it's more common to identify the doer of the action when talking about artwork, discoveries or technology developments.

In general, the passive voice is weaker and can sometimes be more awkward than the active voice. Students need to recognise and understand it, though, because they will encounter it in academic texts and written works, and it's also a way for them to vary sentence structure in their own writing.

Teaching Tip

Occasionally, you may ask a question and see no one put their hand up to respond. When this happens, don't answer your own question. Instead, after giving students 20 seconds or so, try rephrasing the question, or point out a place in the book where students can look to find the answer.



- Then ask *How can we rewrite this sentence to put the focus on paints rather than on artists?* Ask students to suggest a way to rewrite the sentence, and add it to the board. Underline the verb. Say *We change the active verb made to the passive verb were made.* Add the label, *past passive*, to the board. Say *We form the past passive by using was or were and the past participle of the main verb.*

- Tell students to open their books at page 116. Say *We're going to read sentences about how artists painted in the past.* Read the grammar skill and the first sentence on the left side of the grammar box. Tell students that Goya was a Spanish artist who lived in the 18th and early 19th centuries. Explain that when he painted at night, he wore a hat with candles on it because there was no electricity then.

- Re-read the sentence. Ask *What's the verb?* (*created*) *Is it a past or present form?* (past) *What's the focus of the sentence?* (Goya) Read the first sentence on the right side of the box. Ask *What's the verb?* (*were created*) *What form is it?* (past passive) *What's the focus of the sentence?* (Goya's works) Say *Now let's listen to these and other sentences.* Play **Track 091**. Tell students to listen and follow along in their books.

Practise 1 2 3

- 1 Read aloud the Activity 1 instructions. Ask *What's a portrait?* (a painting or photo of a person) Point out the two paintings on the page and tell students that they're portraits. Read the first caption. Tell students that the *Mona Lisa* is one of the most famous paintings in the world, and *Gioconda* refers to the last name of the woman's husband.

- Play **Track 092** and tell students to listen and complete the activity. Remind them that the past passive is formed by using *was* or *were* and the past participle of the main verb. When they have finished, ask different students to read the verbs they circled and then give the past passive form of the verb. Say *I'll do the first one – ask, was asked or were asked.*

- 2 Put students into pairs. Read the activity instructions aloud. Model the activity with a student by reading aloud the model dialogue. Point out that the partner who asks the question should not include the doer of the action in the question. Explain that it would not be incorrect to answer the question in the active voice by saying *Da Vinci painted the Mona Lisa,* but the purpose of the activity is to practise forming past passive verbs.

- Tell pairs that when have finished, they should swap roles and repeat the activity. Say *Remember to use the past passive in your answers.* When students have practised for a while, ask pairs to ask and answer the activity questions aloud for the class.

- 3 Read the caption of the second portrait on the page. Tell students Liotard was a famous portrait painter of the 18th century. Ask *What does the word subject refer to in the context of painting?* (the person or thing shown in a painting) Put students into pairs with a new partner and ask them to complete the activity. Review the answers as a class.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Tell students to look at page 117. Say *Let's hear about other styles of painting – and learn some new words, too.* Play **Track 093** and tell students to listen. Then play **Track 094**. Ask students to listen and repeat.

- Ask different students to read aloud the three captions on page 117. Say *Landscapes can be beautiful and peaceful, and still-life paintings are interesting because they can make you see the beauty in ordinary things.* Ask *Should all paintings be beautiful? What do you think of the abstract painting? How is it different from the other two?*

- Encourage students to discuss the three paintings. Try to get them to notice the bright colours, shapes and images within images in the abstract painting.

- 5 Put students into small groups. Read aloud the activity questions. Tell students to appoint a group secretary to take notes on the group's opinions and ideas. For question 3, tell students the works of art don't have to be paintings. Say *Works of art can be sculptures, photographs, even famous buildings, monuments or other structures. You just need to be able to say why you think they're masterpieces.* When groups have finished, ask students to share some of their group's ideas about art.
- 6 Read aloud the Activity 6 instructions. Say *Ask yourself: Where was the painting made? How was the painting created? Then think about the answers to questions such as,* What was the artist inspired by? What was portrayed or represented in the painting? How was it portrayed or represented? Say *Remember to use past passive verbs in some of your sentences.*

Extend

- Tell students to choose one of the paintings on page 117 as a model for their own drawing. If it's feasible, you can offer students the option of using coloured paper or clay, in addition to crayons, felt-tips, coloured pencils or chalk to create their artwork. Tell them to try to copy the painting they choose as best they can, but they can add some creative touches of their own if they want.

Consolidate

- Display the words below. Ask students to write a paragraph describing their copy of an artwork from page 117. Tell them to try to use at least one vocabulary word from each of the three columns. If possible, ask students to present their artwork and descriptions to the class.

Column 1	Column 2	Column 3
abstract	portrait	capture
landscape	scene	last
realistic	subject	portray
still-life		represent

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Teaching Tip

Students may become interested in learning more about a topic that's presented in a unit and decide they want more information about it. If students want to learn more about a topic, give them additional readings related to it, or help them use reliable print and online resources to research the topic. Encouraging students' interests will help them become active and enthusiastic learners and will expand their understanding of the world.

Formative Assessment

Can students

- identify the form, meaning and use of the past passive?

  Ask students to identify which sentence is in the past passive voice and what the focus of the sentence is.

  Liotard painted portraits of many famous people.
  Portraits of many famous people were painted by Liotard. (portraits of famous people)

- use the past passive to describe past actions and processes?

  Ask students to use the past passive to respond to this question:

  Who painted La Bella Principessa?
  (*La Bella Principessa* was painted by da Vinci.)

- use words associated with styles of painting?

  Ask students to choose the correct word in brackets to complete this sentence:

  Abstract paintings aren't meant to be _____. (masterpieces, realistic)

Workbook For additional practice, assign Workbook pages 70–71.

Online Workbook Grammar 1

READING

Objectives
Students will
- describe how the art of animation has changed over the years.
- use new words from the reading.
- summarise different methods of animation.

Reading Strategy Mark up text

Target Vocabulary *animation, cartoon, illustrator, method, sophisticated*

Vocabulary Strategy Using a thesaurus

Academic Language *summarise, transition*

Content Vocabulary *innovation, lantern, live-action, projected, 3D, traditional*

Resources Online Workbook/Workbook pages 72–73; Worksheet 3.7.4 (Teacher's Resource CD-ROM/ Website); Tracks 095–096 (Audio CD/ Website/CPT); CPT: Reading

Materials set of classroom thesauruses



BRINGING STORIES TO LIFE

Do you love playing video games with really cool graphics? Or watching action films with amazing special effects? Thanks to advances in digital technology, modern animation can create detailed, lifelike images that move around the screen at incredible speeds. We experience animation in so many different forms, from the cartoons on our TVs to the emojis on our smartphones. But animation is nothing new. In fact, people have been trying to bring images to life for hundreds of years.

The earliest animation began in the 17th century with a device called the magic lantern. In the 19th century, other devices were developed that created movement when viewers spun them. By the turn of the

1650s
The magic lantern uses the light of a candle and painted pieces of glass to create moving images projected onto a wall. It becomes more sophisticated over time.

1832
The phenakistoscope is considered by many to have created the first true animation. To watch the animation, the viewer holds up a mirror and spins two illustrated disks. The spinning motion makes the illustrations seem to move.

1834
The zoetrope also uses a spinning motion to create animation. It quickly becomes more popular than the phenakistoscope because more than one person can watch at a time.

1891
American inventor Thomas Edison creates the kinetoscope. Viewers must look into the machine to watch a cartoon, which lasts about 12 seconds and contains around 50 images.

1 BEFORE YOU READ **Discuss in pairs.** Which animated TV programmes and films did you watch as a child?

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. 095

animation	cartoon	illustrator
method	sophisticated	

3 WHILE YOU READ **Underline each of the different methods of animation mentioned in the text.** 096

118 READING

Warm Up

- **Build background** Write *animation* on the board. Ask *What is animation?* Students may say animation is cartoons or cartoons made into films. Tell students they are correct, but animation is any film in which drawings, puppets or even clay figures appear to move.
- Point to *animation* and explain that it's related to the verb *animate*, which means to 'to give life to'. Say *When a person is described as animated, it means he or she is very active and lively.*
- Say *Now open your books at pages 118 and 119. Read the title and subtitle. Look at the photos and the timeline.* Ask *What do you think the reading is about?* (animation, the history of animation) Ask *Why is* Bringing Stories to Life *a good title for a text about animation?* Elicit that making drawings move is making them seem alive.

HOW ANIMATION HAS CHANGED OVER THE YEARS

20th century, artists around the world were developing short animated films using hand-drawn animation. Illustrators would create thousands of drawings for a single cartoon!

Throughout the 20th century, animators continued to develop different methods, from drawings to using clay figures. By the 1980s, digital animation was being developed. It quickly replaced traditional methods because it allowed cartoons to be produced in less time and with less money. Today, advanced digital animation methods aren't just used in cartoons and video games, but also to create special effects in live-action films. Animation has become so sophisticated that sometimes we can't distinguish it from reality!

1917

Argentine animator Quirino Cristiani creates the first animated film, *El Apóstol*. The film has 58,000 illustrations and is 70 minutes long.



1928

Mickey Mouse is born. Walt Disney changes animation forever by adding sound. *Steamboat Willie* was the first cartoon in which viewers could hear what was happening.



1980s – present

Digital animation is first developed in the 1980s. Today, sophisticated 3D animation is used for cartoons, video games and even live-action films.



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

1. How was animation created with a magic lantern?
2. Name two differences between a phenakistoscope and a zoetrope.
3. How many drawings did Quirino Cristiani use to create the first animated film? How long was it?
4. How did Walt Disney's *Steamboat Willie* cartoon change animation?
5. Why did digital animation replace traditional methods?
6. What are two ways that 3D animation is used today?

5 **Work in pairs.** Compare the words and phrases you underlined with your partner. Then summarise how each method was used to tell a visual story.

6 **Discuss in groups.**

1. If you had to animate a story, which method would you choose? Why?
2. Go online to watch *Steamboat Willie*. Describe the cartoon in your own words. Compare it with cartoons that children watch today.

Before You Read 1 2

- 1 Put students into pairs. Read aloud Activity 1. Ask *What were your favourite cartoons or films when you were young?* List some on the board. Then tell partners to discuss. When they have finished, write students' favourite cartoons and films on the board.
- 2 LEARN NEW WORDS Ask students to read aloud the words in the word box. Ask students to say what they think the words mean. Then tell students to scan the reading to find the words in context. Ask *Are their meanings clearer? Can you think of other words that could replace each of the new words in the reading? What do you call words that mean the same or almost the same as another word?* (synonyms) Say *Let's try the first one, animation.* Ask a student to read the third sentence of the reading. Model thinking of a synonym for *animation*.

BE THE EXPERT

Reading Strategy

Mark up text Marking up text is a valuable strategy for students to use with all kinds of texts, but especially with informational works that contain lots of new concepts, detailed explanations and scientific words. Marking up can take the form of underlining, circling, numbering, boxing and starring. It can include writing notes, questions and students' own insights in the margins of a text.

Marking up text helps students identify and keep track of key ideas as they read, as well as unfamiliar words they want to go back to and look up later on. Most importantly, marking up text makes going back and finding information much easier, especially if students develop a system of colours or styles of marking up to differentiate, for example, key ideas and the details that support them.

Teaching Tip

Add variety to the way you group students for activities. You can use vocabulary and grammar to help put students into groups. For example, choose vocabulary words and write two to four synonyms on individual pieces of card. For this unit, you might write *method, process, system* or *sophisticated, up-to-date, modern* on pieces of card. Give a card to each student. Tell students to group themselves by finding classmates with synonyms for their word.



- **Think aloud** *Cartoons are animation, but the word is used here to refer to a kind of technology. The thesaurus doesn't really help me.* Cartoon *is the best word I can come up with. The sentence would be* Thanks to advances in digital technology, modern cartoons can create detailed, lifelike images that move around the screen at incredible speeds. *It's not great. I guess in some contexts there's just no substitute for certain words!*

- Tell students that not every word has synonyms – many scientific words, for example, do not. Then say *See if you can do better with the other words.* Tell students to use a thesaurus to find synonyms for the remaining four words. Ask students to suggest synonyms. Write them on the board and discuss which ones seem best in the context of the reading. Finally, play **Track 095**. Tell students to listen and repeat.

- **Vocabulary Strategy** Tell students they can use a thesaurus to find synonyms and sometimes antonyms for particular words.

- Say *A thesaurus is helpful for writing assignments. For example, if you're writing about methods of animation, you might want to find a synonym you could use instead of repeating the word* method *each time you describe a different one. So, instead of saying* Another method of animation was the zoetrope, *you could say* Another animation system was …

While You Read 3

- 3 Read aloud the Activity 3 instruction. Say *Let's listen to* Bringing Stories to Life *and learn about the history of animation. As you listen, follow along in your book. Underline words and phrases that name the different methods of animation.* Tell students to pay attention to phrases that signal a transition from one method to another, such as *other devices* and *by the turn of the 20th century.*

- Play **Track 096**. When the recording has finished, tell students to look at what they underlined. Ask *Do you think you underlined all the methods mentioned?* Replay **Track 096** or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs to answer the Activity 4 questions. If partners disagree on an answer, tell them to read the text again and find information that supports their answers. Review the answers as a class.

- 5 Read the Activity 5 instructions. Ask *What does* summarise *mean?* Make sure students understand that *to summarise* means to give a short description of something, including only the most important details about it. Say *Compare what you underlined with your partner. Look at the timeline. List all the methods in a table.*

- Begin a table on the board for students to copy and complete. Say *A table will help you to summarise.* When students have finished their tables, ask partners to use their tables to summarise how the different methods of animation worked.

Method	How It Worked
magic lantern	Pieces of glass with pictures painted on them were projected on a wall with the light from a candle.
phenakistoscope	A viewer watched through a mirror as two disks with pictures painted on them were spun around.

- 6 Put students into small groups. Read aloud the Activity 6 questions. Say *For question 1, go over your tables and discuss the different methods of animation.* If possible, help students find websites on the Internet that demonstrate how the early methods worked.

- For question 2, say *Remember that* Steamboat Willie *was the first cartoon that had sound.* Ask *Do you agree that sound was an important innovation?* You may want to suggest that students watch part of *Steamboat Willie* first without the sound to see what difference it makes.

- Ask groups to discuss the cartoon. Say *To help discuss how cartoons have changed, or not changed, try comparing and contrasting* Steamboat Willie *and modern cartoons using a Venn diagram, comparing such things as characters (animal or human), characters' personalities, what happens in the story, and so on.*

Extend

- Tell students to watch *Steamboat Willie* with one or more young children to get their reaction to the cartoon. Ask *Do you think they'll like it? Will they be bored? Will they laugh? Make your own predictions, but don't tell the children what you think! Then take notes on what happens as they watch.* Tell students to bring in their notes to share with the class.

- **Worksheet** If time allows, you may want to hand out **Worksheet 3.7.4** in class. Students will use the worksheet to practise the new vocabulary words.

Consolidate

- Put students into small groups to play a game of *True or False*. Tell groups to work together to write five statements based on the reading. The statements should be a mix of true and false ideas and should be in the form of complete sentences. Students should include the new vocabulary words in their statements.

- When groups have finished writing, say *Group members will take turns reading a statement to one student in another group. The student will respond by calling out* True *or* False. *Each correct answer counts as one point. One student in each group should keep score.* When every group has played the game with every other group, ask *Which group has the highest score?*

BE THE EXPERT

Vocabulary Strategy

Using a thesaurus Thesauruses are not all alike, so it's important for students to become familiar with its features the first time they use one. There's usually a 'how to use this book' section at the beginning. Some thesauruses have an index to locate entry words, and others are arranged alphabetically, like a dictionary. Entries usually include the part of speech, the word's meaning, a sample sentence, synonyms and, sometimes, antonyms.

Answer Key

Comprehension 4

1. With the light of a candle, images painted on pieces of glass were projected onto a wall.
2. A phenakistoscope used two illustrated disks and a mirror. A zoetrope didn't make use of a mirror, and more than one person could watch the images at a time.
3. 58,000 drawings; 70 minutes
4. It had sound.
5. It allowed cartoons to be produced in less time and with less money.
6. cartoons, video games, live-action films

Formative Assessment

Can students

- describe how the art of animation has changed over the years?

  Ask students to describe how cartoons were created in the early 20th century.

- use new words from the reading?

  Ask students to complete this sentence with the correct word in brackets:

  Animation today is so _____ *it's hard to believe the characters are not alive.* (digital, sophisticated)

- summarise different methods of animation?

  Ask students to describe how a magic lantern, a phenakistoscope or a zoetrope worked.

Workbook For additional practice, assign Workbook pages 72–73.

Online Workbook Reading

VIDEO

Objectives
Students will
- discuss how animated films are created.
- apply the information in the video to their personal lives.

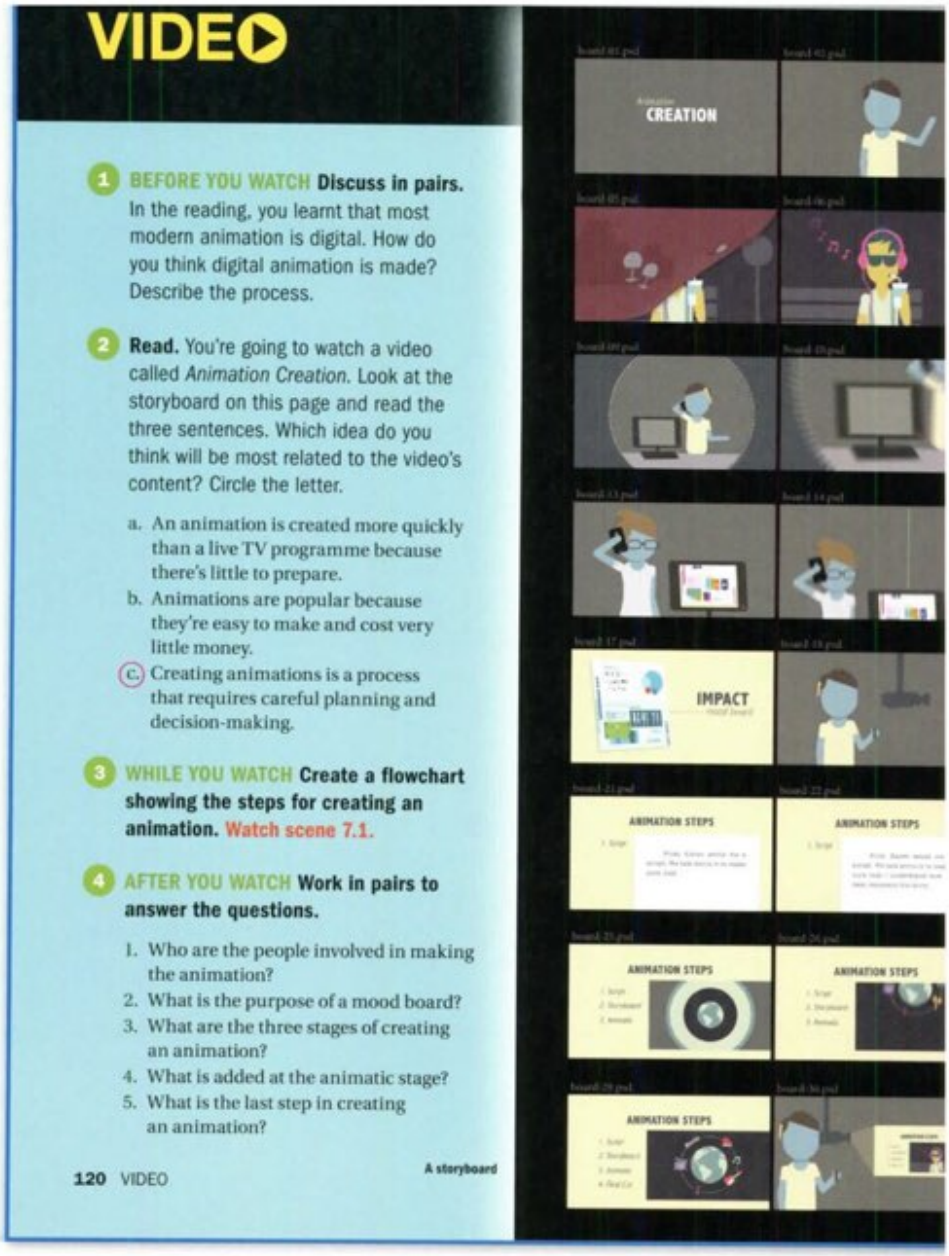
Content Vocabulary *animatic, editor, mood board, storyboard*

Resources Video scene 7.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Answer Key

Comprehension 4

1. the illustrator (Dave Leonard) and editor (Karen Sikola)
2. to try out backgrounds and characters and create a visual story
3. talk about the script, create a storyboard, create an animatic
4. motion, narration, music
5. the final cut



VIDEO

1 **BEFORE YOU WATCH** **Discuss in pairs.** In the reading, you learnt that most modern animation is digital. How do you think digital animation is made? Describe the process.

2 **Read.** You're going to watch a video called *Animation Creation*. Look at the storyboard on this page and read the three sentences. Which idea do you think will be most related to the video's content? Circle the letter.

a. An animation is created more quickly than a live TV programme because there's little to prepare.
b. Animations are popular because they're easy to make and cost very little money.
c. Creating animations is a process that requires careful planning and decision-making.

3 **WHILE YOU WATCH** **Create a flowchart showing the steps for creating an animation.** Watch scene 7.1.

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

1. Who are the people involved in making the animation?
2. What is the purpose of a mood board?
3. What are the three stages of creating an animation?
4. What is added at the animatic stage?
5. What is the last step in creating an animation?

120 VIDEO

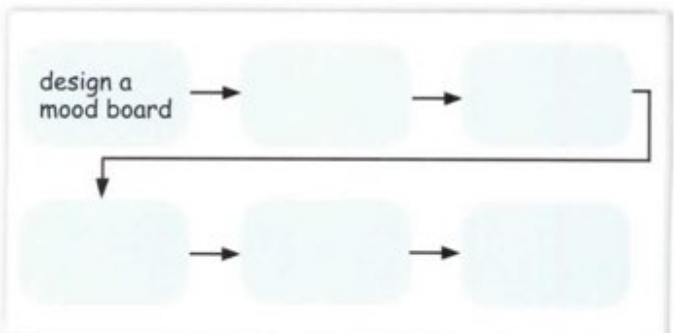
A storyboard

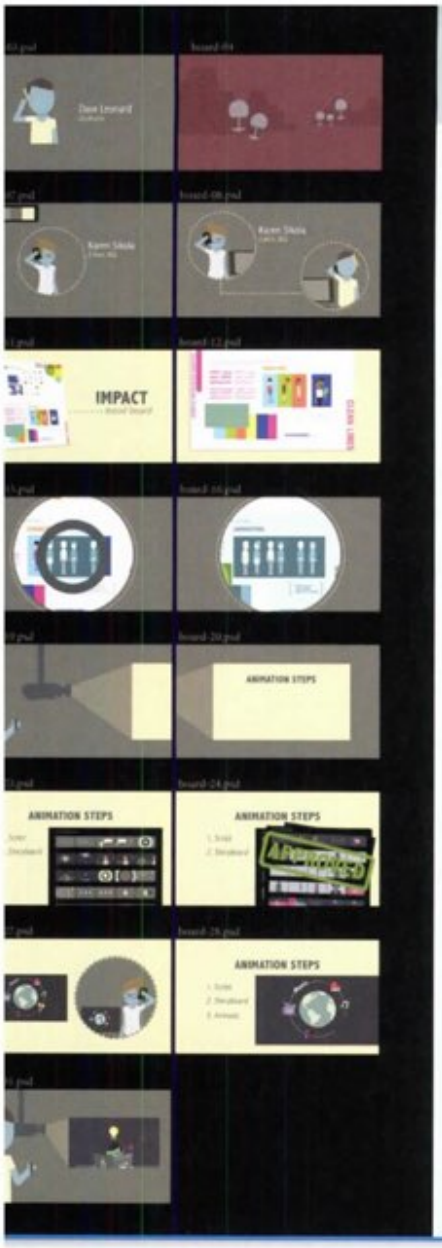
Before You Watch 1 2

- Say *We've learnt that digital technology is used to create today's cartoons and animated films. Now we're going to learn how digital animation is made.*
- 1 Tell students to open their books at pages 120–121. Read Activity 1 aloud. Ask partners to brainstorm ideas about how cartoons are produced with digital technology. If some pairs need help, you might suggest they think about how cartoon illustrators used to make thousands of drawings by hand and how a computer might make that process easier.
- 2 Read Activity 2 aloud as students follow along. Tell students to look at the storyboard. Explain that a *storyboard* is a set of drawings that's used to plan what will happen in a cartoon, a film or a TV programme. Say *Take a minute to think about what you learnt from the reading and what you can tell from the storyboard. Then circle the letter of your answer choice.* Ask students to say what they circled and why.

While You Watch 3

- 3 Display this flowchart on the board and tell students to copy it. Say *As you watch, fill in the steps the illustrator follows to create an animation.* Play **Video scene 7.1**.





5 **Work in pairs.** In the video, the editor gives suggestions to the illustrator. What does she suggest? Tick the boxes. Then discuss how each suggestion would be helpful.

- ☐ Rewrite the script.
- ☑ Use cooler colours.
- ☑ Change the style of the characters.
- ☐ Design three different storyboards.
- ☑ Change the music.

6 **Work in pairs.** Compare the steps you created in your flowchart from Activity 3. Talk about what happens at each step. Do you think this happens with all of the animations you watch? Explain.

7 YOU DECIDE **Choose an activity.**

1. **Work independently.** Imagine you're a TV producer who's looking for an illustrator to create animations for a programme. Write an advertisement for the job. Explain what personality traits the illustrator needs. Describe the type of work the job requires.
2. **Work in pairs.** Find an animated video online and watch it without the audio. Create a new script and choose music for the video. Then play the video for the class, using your own narration and music.
3. **Work in groups.** Research a live TV programme you like and find out how it's produced. Create a Venn diagram to compare the process with the production of an animation. Present your comparison to the class.

BE THE EXPERT

Teaching Tip

When an activity or project involves research, talk to each group or pair before they begin. Ask students to tell you their plan for doing research. Offer suggestions for search terms and sources in order to help students begin their research. If possible, invite the school librarian to show students what research materials are available in the school library or media centre and how they can be used.

Formative Assessment

Can students

- discuss how animated films are created?

Ask students to use what they learnt from *Animation Creation* and the research they did for Activity 7 to answer this question:

What do you think would be the hardest part and the easiest part for you of creating an animation? Why?

Online Workbook Video

After You Watch 4 5 6 7

- 4 5 Put students into pairs to do Activity 4. If necessary, replay the video. Review the answers as a class. Then tell the partners to do Activity 5. Review the answers. Ask *Why might an editor want cooler colours or a different style of characters and music?* Discuss students' ideas. Make sure they understand that the illustrator and editor must consider the audience for an animation and what would appeal to that audience.

- 6 Tell pairs to compare the flowcharts they made while they watched the video. After partners discuss and agree on what the steps are, complete the flowchart on the board. Go over the six steps: design a mood board, revise a mood board, talk about the script, create a storyboard, create an animatic, make a final cut.

- Finally, tell partners to discuss the steps and whether they think all animations follow these steps. Ask students to share their ideas with the class.

- 7 YOU DECIDE Read all the activity options aloud. Tell students who choose the first activity to review the steps of the animation process and think about the different skills the illustrator needs. Say *An illustrator needs artistic talent, but what else? Remember, animation involves computers and collaboration, too.*

- Put students who choose the second option into pairs. Help them find appropriate animated videos online. Explain that they should write dialogue for the characters if necessary, as well as any other narration that will be helpful for the viewers of the video. Tell them *Remember who your audience is.*

- Put students who choose the third option into groups. Ask them to brainstorm live TV programmes. Help them decide on several appropriate programmes to research.

GRAMMAR 2

Objective
Students will
- use reported speech to describe what others say.

Grammar Reported speech: Describing what others say

Academic Language *reported speech*

Content Vocabulary *manga*

Pronunciation Final /ə/ sound

Resources Online Workbook/Workbook pages 74–75; Worksheet 3.7.5, Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); Tracks 097–099, 128–130 (Audio CD/ Website/CPT); CPT: Grammar 2 and Pronunciation

Materials pieces of card

GRAMMAR 097

Reported speech: Describing what others say

'I will save my money for art supplies because I'm learning to draw manga.'	She **says she will** save her money for art supplies because **she's learning** to draw manga. She **said she would** save her money for art supplies because **she was learning** to draw manga.
'Plan your ideas first.'	The teacher **tells/is telling/told** them **to plan** their ideas first.
'Can I borrow your pencil?'	He **asked if he could** borrow my pencil. He asked **to borrow** my pencil.

1 **Listen.** You will hear how to draw a manga. After you listen, circle the word to correctly complete the sentences. 098



1. The speaker says that you first (*have*) / *had* to plan.
2. He tells us (*to choose*) / *chose* a story.
3. He said that the next step *is* / (*was*) to create a storyboard.
4. He tells us (*not to worry*) / *don't worry* about creating a perfect storyboard.
5. He told us we *can* / (*could*) scan the drawing, but that we *will* / (*would*) need special software to edit the work.
6. Then he asked us what we *think* / (*thought*).

2 **Work in pairs.** Listen to the audio again. Then answer the questions using reported speech. 099

Possible answers:

1. What did the speaker tell us about the process of making a manga?
   He told us it took a lot of time.
2. What did he say about creating characters?
   He said it's important to give them each a unique style.
3. What did he tell us to do after the storyboard is complete?
   He told us to start drawing in pen and felt tip over the pencil lines.
4. What did the speaker ask us at the end?
   He asked us if we were ready to design a manga.

3 **Work in large groups.** Cut out the cards and use them to play 'Telephone'. Use reported speech.



Go to page 171.

Warm Up

- **Build background** Using a student's name, ask *If (Rafael) asks you a question and you don't know the answer, but you know your cousin will know the answer, what do you do?* (ask your cousin the question) *And then what?* (tell Rafael the answer) Say *That's right. You report back to (Rafael) what your cousin says.*

- Say *After class one day, you ask me what manga is. I answer, 'I think it's a cartoon, but I'm not sure. I'll ask my cousin. She knows a lot about animation.' I report back to you, 'My cousin says manga is a style of drawing developed in Japan.'*

Present

- Tell students to open their books at page 122 and look at the grammar box. Read aloud the first sentence on the left side. Remind students that quotation marks show that a sentence is someone's exact words. Then say *This is an example of direct speech.*

- Tell students to look at the sentences on the right side of the box. Read the first one. Then say *There are no quotation marks, and it says* She says she will. *This is an example of reported speech.* Tell students that the verbs *say* and *tell* are often used with reported, or indirect, speech.

- Say *Let's listen to other examples of direct and reported speech.* Play **Track 097**. Point out the first verbs in the sentences on the right side of the grammar box. Say *The words* says, said, tells *and* asked *are called* reporting verbs *because they let the listener know you're reporting, or saying, what* someone else said.

- Using the first two sentences on the right as examples, say *When the reporting verb is a present form, the verb in the following clause is a present form, too. When the reporting verb is a past form, the verb in the following clause is also a past form.*

- Read aloud the third sentence. Say Tell *is used instead of say to report commands, and it's followed by a noun or a pronoun, in this case, the pronoun* them, *plus an infinitive with* to. Read aloud the last two sentences. Say *When reported speech is a request, you can use* if *or an infinitive with* to.

Practise 1 2

- 1 Read aloud the Activity 1 instructions. Say *Let's just listen first.* Play **Track 098**. Then say *Look at the sentences.* Ask *What do we call this kind of speech?* (reported speech, indirect speech)
- Say *Listen again. Remember to pay attention to whether the reporting verb is a present or past form.* Replay **Track 098** and ask students to complete the activity.
- 2 Put students into pairs for Activity 2. Go over the first sentence together. Then point out *did* in each question. Say Did *is a past form, so make sure the reporting verb you use is a past form.*

Apply 3

- 3 Put students into large groups. Tell each group to use one set of cards. Ask someone in each group to mix up the cards and place them face down. Say *The first student picks a card, reads it to himself or herself, then sets it aside face down so no one else can read it. Then he or she whispers what the card says into the ear of the next student. That student then uses reported speech to whisper to the next student what the first student said, and so on, until the last student reports out loud to the group what he or she was told. See if the message changes.* Explain that another student then picks the next card and starts another round of the game.

Extend

- If students enjoy playing *Telephone*, tell them to use pieces of card to make one or two of their own game cards. Write some topics on the board, such as *a characteristic of abstract art, a favourite animated movie, a fact about the history of animation, the purpose of photography, a comic book character, Hello Kitty.* Tell students the cards can be questions, statements or commands. Then create new groups to play the game again.
- Hand out **Worksheet 3.7.5** for further practice with reported speech.

Consolidate

- Display some vocabulary words: *animation, audience, cartoon, illustrator, image, method, represent, scene, shock, sophisticated, subject, understanding, visual.* Tell groups of students to work together to write a script for a short animated film about the history of animation. It can be the complete history or one or two parts of it. Say *Use vocabulary words in your script. Then create a storyboard to go along with it.* Tell students to review *Bringing Stories to Life* and, if necessary, replay the video for them.

BE THE EXPERT

Grammar in Depth

It's important to note that when the reporting verb is in the present tense in reported speech, tenses don't shift, but when the reporting verb is in the past, tenses do shift.

It's also important, when reporting questions or requests, to pay attention to sentence order. When reporting *yes/no* questions, connect the reported question using *if*. When reporting questions using question words (*why, where, when,* etc.) use the question word.

Finally, remember that *tell* is used instead of *say* to report commands, and is always followed by a noun or pronoun + *to*.

Pronunciation

Go to Student's Book page 147. Use Audio Tracks 128–130.

Final /ə/ sound The schwa /ə/ sound is the most common vowel sound in English. Make sure students know that the schwa sound occurs only in unstressed vowel sounds. This will help them to recognise and use correct stress patterns in English words, which will make their pronunciation sound more natural. Remind students that there is no difference in the pronunciation of the *-er* and *-or* endings.

Formative Assessment

Can students

- use reported speech to describe what others say?

Ask students to show how they would report the following dialogue to a friend:

Dave: Did you like the mood board, Karen? (*Dave asked Karen if she liked the mood board.*)

Karen: It's a good first try, but you'll need to add cooler colours. (*Karen said it was a good first try but that Dave would need to add cooler colours.*)

Workbook For additional practice, assign Workbook pages 74–75.

Online Workbook Grammar 2

WRITING

Objectives

Students will

- recognise and use reported speech.
- analyse a model of a narrative scene.
- produce a piece of narrative writing.

Writing Multi-paragraph narrative

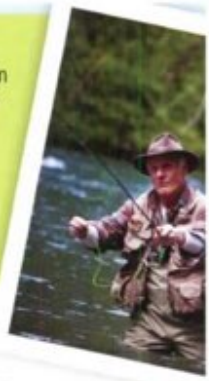
Content Vocabulary *artificial, fake*

Resources Online Workbook/Workbook page 76; Process Writing Worksheets 1–5, Genre Writing Worksheet: Narrative (Teacher's Resource CD-ROM/Website/CPT); CPT: Writing

WRITING

When we write stories, we often tell what others say. To do this, we can use reported speech. We can also surround the person's statement or question with quotation marks. Look at the following examples:

Annie asked if I was going to eat the apple.
'Are you going to eat the apple?' asked Annie.
Gil says it's a wonderful idea.
'It's a wonderful idea,' says Gil.



1 **Read the model.** Notice how the writer quotes people in the story. Underline examples.

Whenever I look at this photo, I think of an afternoon fishing with my grandfather. My grandfather loves fishing. When we were younger, he tried to get my brother and me excited about it. 'It's a wonderful way to spend the afternoon together,' he told us. Every Saturday he asked us to go with him. At first we would, but fishing seemed so boring to us. Eventually, we told him that fishing wasn't our thing. After that, he would go alone.

One Saturday afternoon not long ago, I changed my mind and decided to go with him. I thought that maybe I would enjoy fishing more now that a few years have passed. So down to the water we went. We got in the water, threw the line and waited. And waited. After three hours all we had was a single tiny fish.

'Grandpa, why do you like standing out here for hours like this?' I asked. 'You've done nothing all afternoon!'

'Well,' he said. 'When I was a boy, fishing wasn't "nothing". In fact, it was everything. I didn't have TV, or video games or smartphones. So I fished. Now, when I fish, I go back to being that boy. It was a happy time.'

This photo really changed how I see my grandfather. I don't just see a quiet older man, but rather somebody who has seen many changes and has had many experiences. Looking at the photo also reminds me that my opinion of fishing changed that afternoon. Straight after I took the picture, Grandpa felt a strong pull on his line. In an instant, the two of us were struggling to bring in the biggest fish I had ever seen! It was really exciting. From then on, I went fishing with him whenever I could.

2 **Work in pairs.** What story does the photo tell? How does the photo change the writer?

3 **Write.** Choose a photo of a friend or family member. Write the story your photo tells. Use reported speech and quotations to tell what people said.

Warm Up

- **Activate prior knowledge** Remind students that they've learnt about reported speech and how it differs from direct speech. Write the first sentence below on the board. Point to it and say *This is reported speech.* Ask *How can I change this statement to direct speech?* (Add quotation marks.) Say *That's correct.* Write the second sentence on the board.

She said that manga was developed in Japan.
'Manga was developed in Japan.'

Present

- Say *When you write direct speech, you usually identify the speaker with either the person's name or a pronoun.* Write the first sentence on the board.

Then ask *Does anyone know how to write this sentence to show which words are Nicole's exact words?* Ask students who put their hands up to offer their suggestions. Then say *There are a few rules to remember about writing direct speech.* Write the second sentence below, circling the items as marked:

Nicole said manga was developed in Japan.
Nicole said, 'Manga was developed in Japan.'

- Use the second sentence to review some of the rules for writing direct speech: Separate the speaker's words from the rest of the sentence with a comma; enclose the speaker's exact words with quotation marks; if the direct speech is a complete sentence, begin a speaker's exact words with a capital letter, and place the sentence-ending punctuation mark inside the quotation marks.

Read the Model 1 2

- Tell students to open their books at page 123. Read aloud the introductory text in the green box at the top of the page. Then ask different students to read the example sentences and say whether they're direct or reported speech and how they know. Point out that in the examples, the words that identify the speaker occur at the beginning or the end of the sentences, but tell students that in some sentences they can occur in the middle.

- Say *Sometimes, words like* he asked, she said, *and so on, can occur in the middle of a sentence.* Point to the first example sentence and say *A sentence like this could start with an introductory phrase; for example,* After lunch, Annie asked if I was going to eat the apple.

- Point out the photo of the man. Ask *What's he doing?* (fishing) *Does anyone know what the object pictured below the photo is?* Some students may know it's a fishing fly. Others may say it's an insect. Explain that it could be a real insect, but that it's probably an artificial, or fake, insect, attached to a hook that's put on the end of a fishing line to attract fish. Tell students to skim the first paragraph. Then ask *What do you think the writing text is about?* Take students' responses.

- 1 Tell students the model they're going to read is called a *narrative*, which is writing that tells a story. Point out the use of the pronoun *I* throughout. Say *That tells you the writer is writing about a personal experience.* Read the Activity 1 instructions aloud. Say *As you read, underline examples of both direct and reported speech. Look for quotation marks. Look for the words* say *and* tell. *Remember, they're often used with reported speech.*

- When students have finished, ask individuals to say which sentences they underlined. Clear up any misunderstandings about what constitutes quoted speech, either direct or indirect. Direct students' attention to the first paragraph. Point out that the sentence beginning *Eventually* is reported speech – the words *we told* show that the writer is reporting what the writer and the writer's brother said. Say *You can report on your own speech.*

- Draw attention to the fourth paragraph and the word *nothing* in double quotation marks. Help students understand that when you quote something else within direct speech, you surround it with double, not single, quotation marks.

- 2 Put students into pairs to discuss the writing. Tell them to re-read the narrative. Ask *Notice how the writer's feelings about fishing change. What does the photo come to represent to the writer?*

- **Worksheet** If your students need a reminder of the elements of the Narrative Writing genre, you may want to hand out **Genre Writing Worksheet (Narrative)** and review it together.

BE THE EXPERT

Writing Support

Narrative Writing: Personal Narrative A personal narrative is writing that tells about a real experience in the writer's life. The use of the pronoun *I* establishes that events are being told from the first-person point of view. A personal narrative usually reflects the writer's experiences, feelings and personality. It often includes dialogue and details to make the writing come alive. Events are usually described in chronological order; however, the use of flashback can add drama or interest.

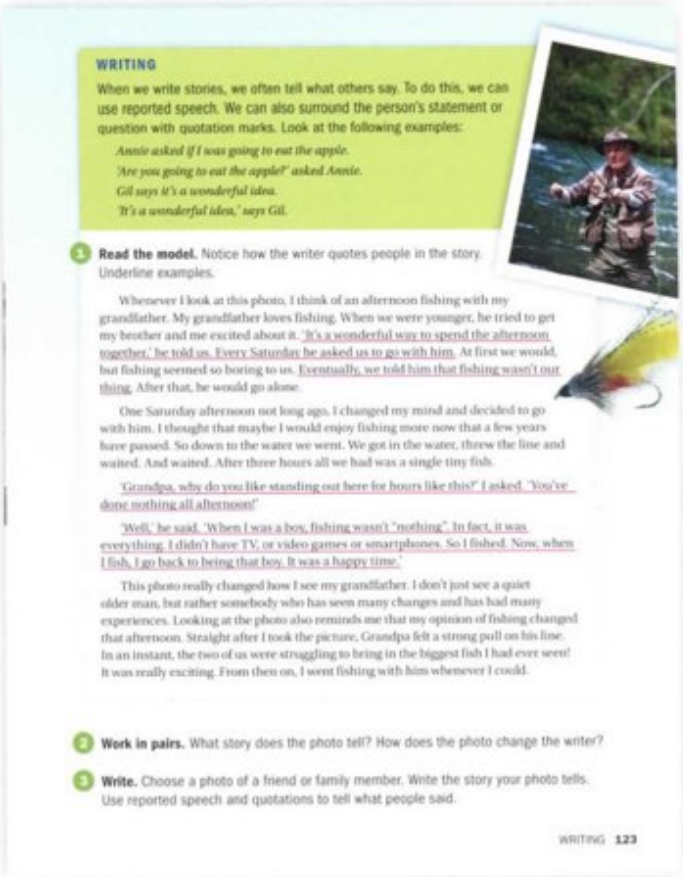
The beginning of the writing model in this unit 'flashes back' to an earlier time. It provides information that helps the reader understand the narrator's current situation. After the flashback, the writer brings events back to the present. You might point out the use of the phrases *When we were younger, One Saturday afternoon not long ago* and *From then on,* which help the reader understand the writer's time frame.

Teaching Tip

When doing writing activities with your class, look for common and repeated errors. Rather than drawing attention to students who make errors, review these common errors with the entire class. Write a sentence that contains a common error on the board. Ask the class to find the mistake. Then write the sentence correctly as you explain why it is correct. Point out the differences between the correct and incorrect sentences. Similarly, from time to time read aloud examples of good writing to the class without naming the students who wrote them. Explain why they're good.

Workbook For scaffolded Writing support, assign Workbook page 76.

Online Workbook Writing



WRITING

When we write stories, we often tell what others say. To do this, we can use reported speech. We can also surround the person's statement or question with quotation marks. Look at the following examples:

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'Are you going to eat the apple?' asked Annie.
Gil says it's a wonderful idea.
'It's a wonderful idea,' says Gil.

1 **Read the model.** Notice how the writer quotes people in the story. Underline examples.

Whenever I look at this photo, I think of an afternoon fishing with my grandfather. My grandfather loves fishing. When we were younger, he tried to get my brother and me excited about it. 'It's a wonderful way to spend the afternoon together,' he told us. Every Saturday he asked us to go with him. At first we would, but fishing seemed so boring to us. Eventually, we told him that fishing wasn't our thing. After that, he would go alone.

One Saturday afternoon not long ago, I changed my mind and decided to go with him. I thought that maybe I would enjoy fishing more now that a few years have passed. So down to the water we went. We got in the water, threw the line and waited. And waited. After three hours all we had was a single tiny fish.

'Grandpa, why do you like standing out here for hours like this?' I asked. 'You've done nothing all afternoon!'

'Well,' he said, 'When I was a boy, fishing wasn't "nothing". In fact, it was everything. I didn't have TV, or video games or smartphones. So I fished. Now, when I fish, I go back to being that boy. It was a happy time.'

This photo really changed how I see my grandfather. I don't just see a quiet older man, but rather somebody who has seen many changes and has had many experiences. Looking at the photo also reminds me that my opinion of fishing changed that afternoon. Straight after I took the picture, Grandpa felt a strong pull on his line. In an instant, the two of us were struggling to bring in the biggest fish I had ever seen! It was really exciting. From then on, I went fishing with him whenever I could.

2 **Work in pairs.** What story does the photo tell? How does the photo change the writer?

3 **Write.** Choose a photo of a friend or family member. Write the story your photo tells. Use reported speech and quotations to tell what people said.

WRITING 123

Plan 3

- 3 Say *It's time to plan your own writing. Read the Activity 3 instructions.* Then say *You know your topic – to write the story that a special photo of yours tells.*
- Say *Your next step is pre-writing. Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters) Say *Now decide what you want to use for pre-writing.* 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 organisation. Tell them to quietly read their drafts aloud to themselves. Ask each student to consider the following: *Did I organise my narrative in a logical way? Did I use words and phrases to let the reader know when the narrated events took place? Did I use direct and reported speech? What seems good? What needs more work?* If time permits, they could read their drafts to a classmate for feedback.

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then have them 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 organises the writing in a logical way and includes both direct and reported speech.				
Grammar Student uses reported speech correctly.				
Vocabulary Student uses a variety of word choices, *including words taught in this unit.*				



MISSION

Objective

Students will

- discuss how we tell one another's stories and what can happen as a result.

Resources Video scene 7.2 (DVD/Website/CPT); Worksheet 3.7.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Keep track of students' class participation. Let students know that you expect everyone to speak aloud and participate in class discussions. At the end of class, make a note of which students have not yet spoken aloud. During the next class, ask these students to answer questions that they have already written answers for. This will help them be more confident as they speak.

Online Workbook Meet the Explorer

Mission

- Say *Turn to page 124.* Read aloud the Mission and the quote from Ami Vitale. Explain that by *looking intimately,* Ami means looking closely into people's personal lives in the context of the world they – and we – live in. Say *We've talked and written about the stories pictures tell. Ami wants her photos to tell stories, but her mission is to use her photos to raise awareness and bring about change.*

- **Activity 1** Say *Now let's watch a video about Ami Vitale.* Play **Video scene 7.2**. Tell students to pay attention to Ami's photos. Ask *What do they tell you about the people in them and the lives they lead? Do you feel a connection to the people? Do they seem like people you know or would like to get to know?*

- **Activity 2** Put students into pairs or small groups to consider the Activity 2 questions. Provide prompts such as the following to guide students' discussions. Ask, for example, *How do you get to meet people? How do you get to really know a person?* (go to their homes, see where they live, meet their families, find out what their passions are) *How can you tell their stories to others?*

- **Activity 3** Put students into pairs or small groups to discuss Activity 3. Say *We often hear stories on TV news programmes about people whose lives were changed because someone found out about a problem they had and brought it to other people's attention.* Ask *Do you know of any such stories?* If students need help, prompt them with situations that might help them recall something similar, such as a physically impaired person in need of a special wheelchair; a person who needs assistance caring for abandoned animals; or a person in need whom they, or someone they know, befriended and helped.

- **Worksheet** Hand out **Worksheet 3.7.6.** Explain that students will use the worksheet to think and write about Ami Vitale and storytelling.

PROJECT

Objective
Students will
- choose and complete a project related to storytelling.

Content Vocabulary *cause, visual storyteller*

Resources Assessment: Unit 7 Quiz; Workbook pages 77 and 96; Worksheet 3.7.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials drawing materials



Assessment Go to page 261.

Unit Review Assign Worksheet 3.7.7
Workbook Assign pages 77 and 96.
Online Workbook Now I can

Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Point out the flipbook on page 125. Make sure students understand how it works. There are online videos students can watch to find out how to make one. Say *It shouldn't be just a collection of random pictures. The images need to tell a story.* Tell students to keep track of the process they follow to make their flipbooks. Say *You'll need to explain to the class how you produced your own animation creation!*
- **Activity 2** Ask *What do you think* visual storytelling *means? Is it photographs? films? animations?* Say *Some people believe the less text an image needs to be understood, the better it is. Do you agree? Research a visual storyteller to profile.* Tell students they'll need to find and show examples of the person's work.
- **Activity 3** Ask *What is meant here by a cause?* Explain that *cause* means something, such as a belief, that you and others are deeply committed to and willing to defend. Ask *What kind of visual story will you tell? What impact will it have?* You may want to suggest that students who choose Activities 2 and 3 work together to research visual storytelling and storytellers.

Share

- Schedule time for students to present their final flipbooks, presentations and visual stories to the class. Allow time for the student audience to ask questions about their classmates' work.
- **Modify** Help students simplify a project by eliminating one of the options or steps. You might want to provide students with websites to research visual storytelling or with the names of visual storytellers to research. You might also put students in touch with graphic designers who can offer assistance on creating computer art or putting together visual presentations.

STUDENT'S BOOK AUDIO SCRIPT

Track 085 1 **Listen and read.** See Student's Book pages 112–113.

Track 086 2 LEARN NEW WORDS **anger** / When you feel anger, you are upset. **audience** / A photographer can't be sure how an audience will react to a photo. **canvas** / An artist paints on canvas. **image** / The images in the magazine tell an incredible story. **meaningful** / This old photo of my grandparents is really meaningful to me. **oral** / Many cultures pass down stories through oral traditions. **portrait** / Each year at school, a photographer takes students' portraits. **portray** / This photograph portrays the love the family shared. **represent** / To me, this painting represents the artist's feelings about the situation. **scene** / In this rural scene, we can see trees and animals in a field. **shock** / When you are really surprised, you may be in shock. **subject** / Three children were the subject of the painting. **understanding** / When we travel, we have a better understanding of how other people live. **visual** / Visual stories can be told through painting and photography. **witness** / After the event, witnesses talked about what they saw.

Track 087 5 Many very early photographs have lasted over time. They were created to capture moments and make them permanent. These early photos were mostly of families or individuals. The people in them looked directly at the camera. Their expressions were serious, to show how important the event was. As photography became more common, photographers began to tell visual stories through single photos or through a series of photos. They experimented with certain subject matter that could create emotions and understanding among their audience.

Track 088 5 LEARN NEW WORDS **capture** / This old photograph really captures my aunt's youth. **certain** / Photos can create certain emotions, such as anger or sadness. **last** / Photographs help to make our memories last longer. **permanent** / This painting is part of the museum's permanent collection.

Track 089 SPEAKING STRATEGY See Student's Book page 115.

Track 090 1 **S1**: Hey, Rose. Did you get any good photos at the party last night? **S2**: Yes, I got some really great ones!

S1: Why don't you post them on the *Imageation* site so we can all see them? **S2**: I would, but I'm not sure how to use *Imageation*. Can you explain how to do it?

S1: Of course! Have you got the app? **S2**: No, I haven't.

S1: Well, first of all, you need to download the app. The next step is to create an account. Choose a username and a password. Keep in mind that the username will show up with all of your photos. **S2**: OK. Then what?

S1: Then, you're ready to start posting! Open the app and click on the camera icon. After that, the photos on your phone should appear. Touch the one you want to include. **S2**: All right. And now what?

S1: OK, now you can change the way the photo looks if you want. See? It can get lighter, darker … you can even change it to black and white. When you get it how you want it, make sure you hit *share*. You can add a caption if you want, too! **S2**: OK … Did it. Can you see it on your phone?

S1: Yes! I'll like it and write a comment. There you go. I wrote, 'Well done on your first photo!'

Track 091 GRAMMAR See Student's Book page 116.

Track 092 1 Portraits are drawings, paintings or photographs that represent people. Artists have been creating portraits for as long as they've been creating art. In ancient cultures, portraits were created when people died. In these cultures, portraits were also displayed in public places. Later on, portraits were made for royal families. Individuals or families were asked to sit for the portraits so that the artist could capture them on canvas. Money was paid to the artist, who spent a lot of time working on a portrait. In fact, it is believed that the *Mona Lisa*, the famous portrait by Leonardo da Vinci, took around four years to complete! Of course, the subject wasn't required to sit for that long – da Vinci just took great care to capture all of the details!

Once photography was invented, cameras were used to take portraits. More and more people were able to have their portraits taken. Over time, having a portrait taken was no longer a sign of wealth or luxury. It could be done quickly and cheaply. The next time a photographer takes your portrait, just be happy that it doesn't take four years!

Track 093 4 As you have seen, portraits are usually realistic – they resemble their subjects. However, some artists have tried different, more abstract styles. In these portraits, the painting doesn't closely resemble the subject. These are very different from da Vinci's masterpiece, the *Mona Lisa*! Portraits are only one type of painting, however. Artists also create landscape paintings, which are usually realistic images of nature, such as mountains, rivers or fields. Artists also create still-life paintings, in which they paint an object, such as a bowl of fruit. Many modern artists have also created abstract paintings that simply show colours on the canvas, without a clear subject.

Track 094 4 LEARN NEW WORDS **abstract** / Abstract paintings can be difficult to understand. **landscape** / A landscape painting shows scenes from nature. **masterpiece** / Da Vinci's *Mona Lisa* is considered his masterpiece. **realistic** / Realistic paintings look exactly like their subjects.

Track 095 2 LEARN NEW WORDS **animation** / With animation, an artist tells a story with a series of pictures. **cartoon** / Many children enjoy watching cartoons on TV. **illustrator** / Illustrators create characters using pencil and paper. **method** / The traditional animation method requires thousands of drawings. **sophisticated** / Digital animation is much more sophisticated than traditional animation.

Track 096 3 WHILE YOU READ See Student's Book pages 118–119.

Track 097 GRAMMAR See Student's Book page 122.

Track 098 1 Making a manga is a process that takes a lot of time. First, you have to plan. Choose a story to tell and develop it. Think about the type of story, the events and the message you want to share with your readers. Next, design the characters. It's best to give them each a unique style. Once you have a plan for the story and the characters, create a storyboard. Draw the panels; then fill in the characters, speech bubbles and background. It's important to do this in pencil. Don't worry – the storyboard doesn't have to be perfect. It's a rough draft that will be revised during the process. Once you have got a good storyboard, it's time to start inking, or drawing in pen and felt tip over the pencil lines. Finally, you can scan the drawing into the computer. You'll need special computer software to edit your work. When you're happy with your manga, print it and share it with your friends! So what do you think? Are you ready to design a manga?

Track 099 2 See **Track 098.**

In This Unit

Theme This unit is about music and other performing arts.

Content Objectives
Students will
- examine creative expression through the performing arts.
- read about a music festival where all the instruments are made of ice.
- discuss art as the ability to define yourself on your own terms.

Language Objectives
Students will
- talk about music in their lives and the work of DJs.
- ask for and express feelings and opinions.
- use gerunds and infinitives.
- use sense verbs + infinitives without *to* to describe what they see, hear and feel.
- write an explanatory essay about a type of artistic expression.

Vocabulary
pages 128–129 *beat, composer, entertainment, expose, fame, gain, influential, lyrics, manipulate, means, performer, recognition, satisfaction, self-expression, vary*
page 130 *enjoyment, essential, indication, symphony*
page 133 *ballet, choreographer, folk, rehearsal*
page 134 *melt, orchestra, pure, stage, tribute*
Vocabulary Strategies Greek and Latin roots; Context clues

Speaking Strategy Asking for and expressing feelings and opinions

Grammar
Grammar 1 Use gerunds and infinitives
Grammar 2 Use sense verbs + infinitives to describe what you see, hear and feel

Reading *Music for Chilling Out*
Reading Strategy Draw conclusions

Video Scene 8.1: *Stage Fright in the Spotlight*; Scene 8.2: Meet Paul D. Miller, aka DJ Spooky

Writing Explanatory essay

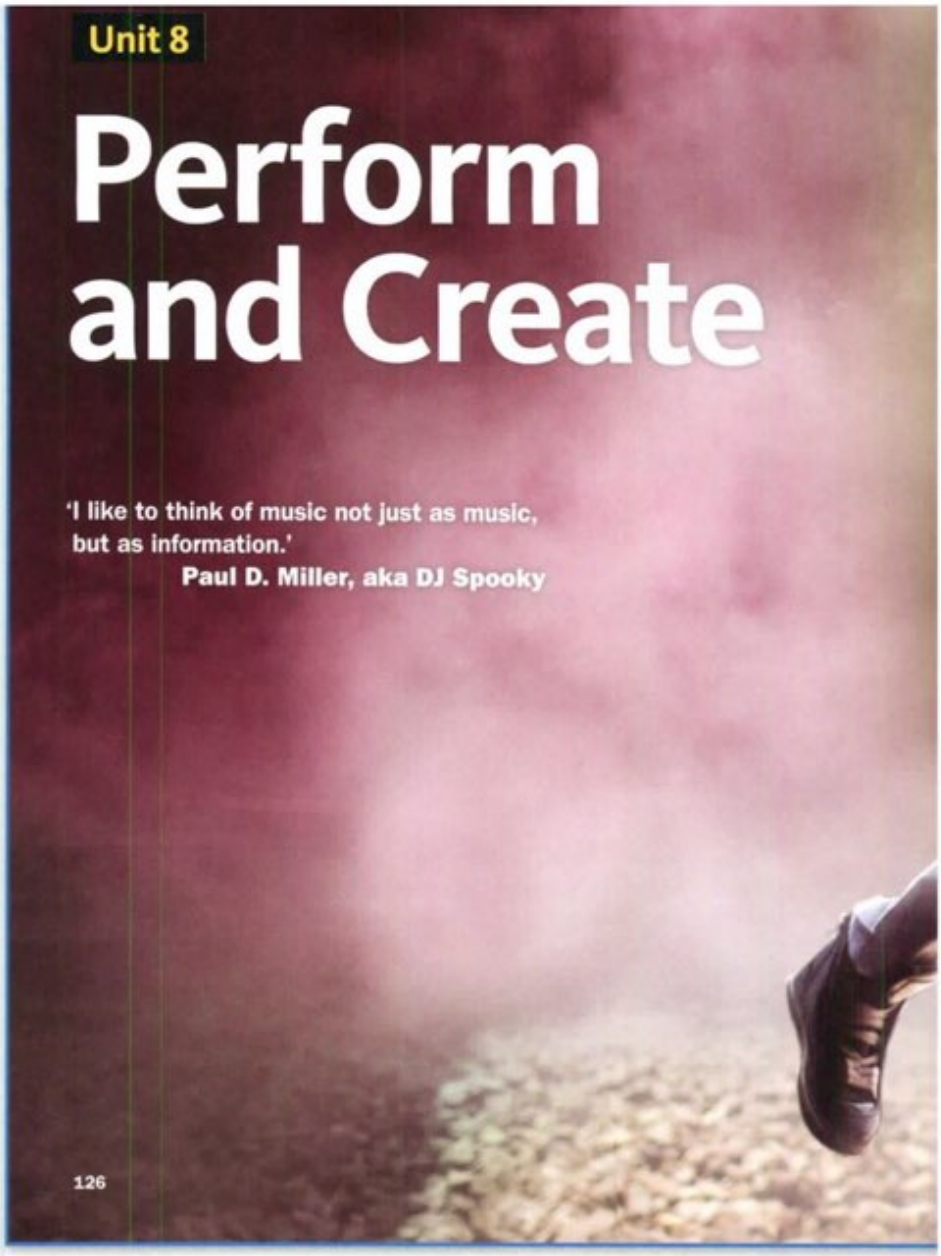
National Geographic Mission Do Your Own Thing

Project
- Performance
- Interview
- Timeline

Express Yourself Slide presentation

Pronunciation Rhythm and stress

Pacing Guides 3.8.1, 3.8.2, 3.8.3



Introduce the Unit

- **Activate prior knowledge** Say *The last unit was about the visual arts. How long have the Egyptian tomb paintings lasted?* (3,000 years) *What are some kinds of art that don't last a long time?* (plays, music concerts) Students may point out that concerts and plays can be recorded to preserve them over time. Say *That's correct, but the most important characteristic of the performing arts is that they are performed live in front of an audience.*

- Tell students to look at the photo on pages 126–127. Ask *What is breakdancing? Has anyone ever seen someone breakdancing?* Explain that breakdancing is an acrobatic form of dancing that began in New York City in the 1970s. Ask students to describe the photo. Ask *What does the dancer look likes he's doing?* (spinning, flying, flipping)

- Ask questions to encourage deeper discussion of the photo: *What mood does the coloured smoke add to the photo? Do you like the photo? Why? Does it make you want to see a breakdancing performance? Is breakdancing a form of artistic expression?*



A performer breakdancing in a cloud of coloured smoke

TO START

1. You've learnt about art forms such as painting, photography and animation. What are other ways people express themselves artistically?
2. DJ Spooky says that for him music is information. Do you agree with him? What do you learn from music?
3. What are some ways you like to express yourself?

127

- Write *to express* and *expression* on the board. Say *When you express yourself, you show what you think or feel.* Then say *In the context of art, expression means 'the act of representing ideas or feelings through the arts'.*
- **TO START** Read Question 1 aloud and discuss as a class. Point out that the performing arts also include stand-up comedy, rapping, mime, the circus, opera, juggling, puppetry, oral storytelling, and so on.
- Read aloud the quote on page 126 and then Question 2. Ask *What do you think he means when he says 'music is information'? Do you think it means something similar to how images tell stories? How do you experience music?* Finally, ask Question 3 and ask students to respond. Say *We're not just talking about the performing arts or the visual arts here; it's any way that you express aspects of yourself.*

Extend

- Hand out **Worksheet 3.8.1**. Put students into pairs. Explain that students will be thinking and writing about performing in front of an audience.

UNIT OPENER

Objectives
Students will
- describe and discuss a photo.
- discuss creative forms of self-expression.

Resources Worksheet 3.8.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

BE THE EXPERT

About the Photo

The photo was taken by a New York City photographer, Kien Quan, who specialises in capturing urban dancers. Breakdancing, originally a form of athletic street dancing, is generally considered to have begun in the South Bronx area of New York City in the 1970s as part of the hip-hop movement. Hip-hop is a complex culture comprising breakdancing (also known as b-boying/b-girling and breaking), rapping, DJ-ing and graffiti painting.

The early hip-hop DJs used two turntables to combine the percussive parts of dance music to create a continuous flow of rhythmic sound. The method isolates and extends the breakbeat (the part of a dance record where all sounds but the drums drop out), inspiring improvisational dance moves. Contests developed in which the best dancers created breaking, a style that incorporates acrobatic moves, including gravity-defying headspins and backspins.

Teaching Tip

Remind students about good listening behaviour, especially when they are working in small groups. You may want to review these guidelines: make eye contact when possible, pay attention when someone else is speaking and wait until the other person has finished speaking before sharing your own ideas.

VOCABULARY

Objective
Students will
- use new vocabulary to read about and discuss music in their lives and the work of DJs.

Target Vocabulary *beat, composer, entertainment, expose, fame, gain, influential, lyrics, manipulate, means, performer, recognition, satisfaction, self-expression, vary*

Content Vocabulary *download, mix, podcast, vinyl*

Resources Tracks 100–101 (Audio CD/ Website/CPT); CPT: Vocabulary



1 How important is music in your life? Why? Discuss. Then listen and read. 100

Music is an essential part of many people's lives. Whether it's live or recorded, music is a **means** of **entertainment** to almost everyone. But for musicians, music is about more than just enjoyment: it's a form of **self-expression**. When we think of creating music, we think of the **composers** who write music and **lyrics** and the **performers** who play these songs. But a different kind of musical self-expression has become popular over the last few decades: being a DJ. A DJ chooses and plays pre-recorded music for an audience. He or she mixes and **manipulates** the rhythms and **beats** using different creative methods. Although the style **varies** depending on the DJ, the result is usually a high-energy sound that's perfect for dancing.

The term *DJ* comes from the words *disc* and *jockey*. The word *disc* refers to a vinyl record. Records may seem old-fashioned to people who download music from the Internet, but many DJs today still use them to spin. At a club a DJ might mix on a computer, a tablet, a turntable or any combination of the three.

128 VOCABULARY

Warm Up

- **Build background** Ask *Has anyone even been to a wedding or party at which the music was played by a DJ?* Explain that previously, people mostly hired a band to play live music at weddings or special events, but it's just as common today to hire a DJ to play pre-recorded music. Ask *What might be an advantage of having a DJ rather than a live band?* Some students may know or guess that the cost of a DJ is less than a band (one person vs. five or six). Another reason is that with a DJ, people can choose the exact recordings they want to hear, rather than trusting that a live band will play the music the way they like it.

Present 1 2

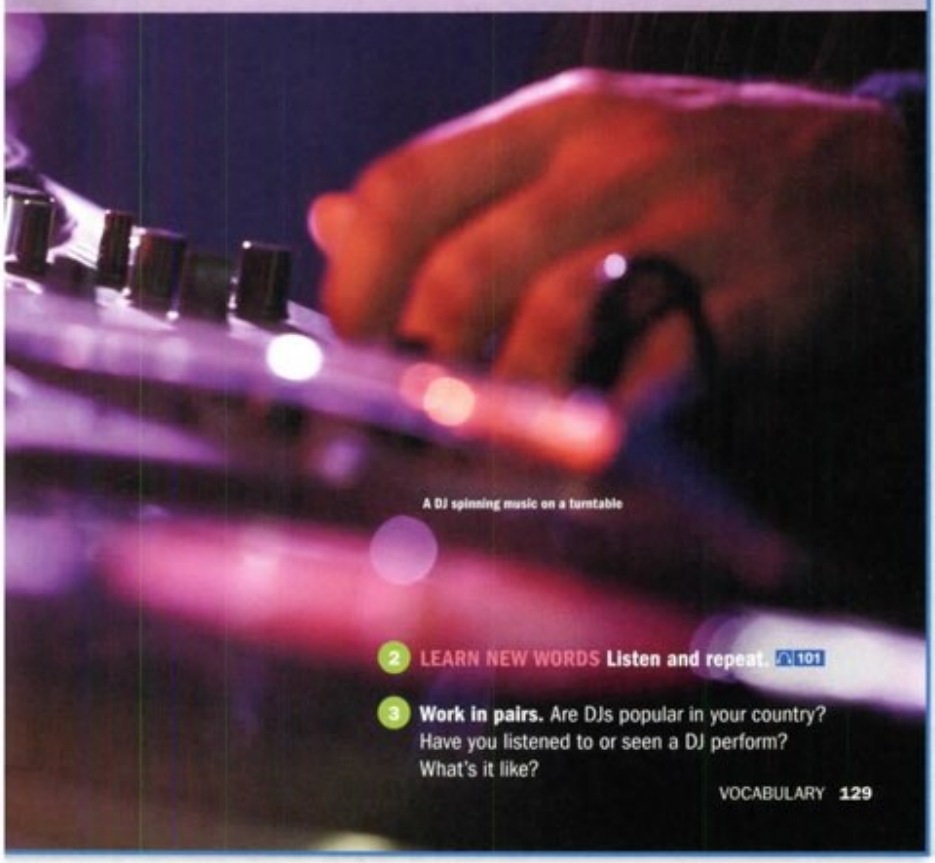
- 1 Tell students to turn to pages 128–129. Read aloud the caption and point out the vinyl record and the turntable in the photo. Tell students vinyl is a strong plastic used to make records. Tell them they're going to hear about what DJs do and how some of them have become performing artists. Tell students to read Activity 1 first. Then ask *Is music important in your life?* Have a class discussion. Ask questions such as *What kinds of music do you listen to? When do you listen to it? How does it make you feel?*

- Play **Track 100** and tell students to listen and read. Then discuss the reading. Ask questions such as:
  What devices do you use to listen to music?
  Do you dance? What kinds of music do you dance to?
  Which kinds of music, lyrics or performers give you new ideas or make you think about things?

- 2 **LEARN NEW WORDS** Play **Track 101**. Tell students to listen and repeat. Then ask partners or small groups to take turns saying each word. Tell them to think of a true or false statement that includes a target word. Ask the class to decide whether the statement is true or false.

DJs don't just work at clubs. They play at events, such as weddings and birthday parties. DJs also play and discuss music on a podcast or at a radio station. In fact, DJs have been on the radio for more than a century. The very first DJ, Ray Newby, was only 16 when he played music on a small radio in 1909. Over the years, radio DJs chose what music to **expose** audiences to. Hearing their own songs on the radio brought musicians **satisfaction**. More importantly, a DJ playing your song was an indication that **fame** was on the way!

Today, DJs themselves are international stars. For example, Dutch-born DJ Tiësto **gained recognition** performing at the 2004 Summer Olympics. By 2012, he was earning millions of dollars a year. Some DJs use their fame to be **influential**. For example, DJ Spooky composed the *Terra Nova/Sinfonia Antarctica* to raise awareness about environmental issues. This is not your typical symphony. This music mix is the portrait of a continent threatened by climate change. For DJ Spooky, being a DJ is more than just playing music – it's about making others think!



A DJ spinning music on a turntable

2 LEARN NEW WORDS **Listen and repeat.** 101

3 **Work in pairs.** Are DJs popular in your country? Have you listened to or seen a DJ perform? What's it like?

BE THE EXPERT

Our World in Context

DJ is an abbreviation of the term *disk jockey*. *Disk* refers to a record and *jockey* is an informal, somewhat out-of-date term for someone who operates a specific vehicle or machine. DJs evolved from simply playing records on a radio station to hosting dance parties and, as their fame grew, to appearing as celebrity guests at school dances. The advent of hip-hop culture in the 1970s ushered in a new era of artistic creativity for DJs, who began manipulating songs to create new and exciting beats for people to dance to and enjoy for hours.

Teaching Tip

At times, students may become overly active and talkative in the classroom. To help students develop good listening skills, wait until they are quiet before you speak. Hold one hand in the air and tell students to put their hands up along with you until everyone is 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.

- 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 identifies it will restate it to make it true. If it's true, the person will agree with you and restate the true statement.* Model an example for students. Say *A DJ mixing and playing pre-recorded music is not a form of self-expression. True or false?* (false) Ask a student to restate the example as a true statement.

Practise 3 4 5

- 3 Read aloud Activity 3 on page 129. Put students into pairs to talk about DJs. If students are unfamiliar with DJs, show them a video with a DJ performance and ask them to share their thoughts about it.

- Tell students to turn to page 130 and look at the photo of DJ Spooky. Explain that 'DJ Spooky' is Paul D. Miller's *stage name*, which is a name a performer creates to use when he or she performs. Ask *Why do you think DJs and rock musicians, in particular, choose the kinds of names they do?*

- 4 Review the meanings of the words in the box. Ask students to demonstrate understanding by using the words in sentences. Then ask students to complete Activity 4 independently. Point out that in sentence 2, *mixing* refers to the process of combining two or more audio tracks, and in the last sentence, *scratch* means a technique that involves moving a record back and forth on a turntable to produce distinctive sounds. Ask a student to read the completed paragraph aloud.

- 5 LEARN NEW WORDS Read the words in the box. Tell students to listen for the words as you play **Track 102**. Then replay the track and ask students to match each of the four words to its definition. Play **Track 103** and tell students to listen and repeat. Ask *Did you match the words to the right definitions?* Review the word meanings. Tell students to correct any mistakes.

VOCABULARY

Objectives

Students will

- practise new vocabulary related to DJ Spooky and his ideas about music.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *enjoyment, essential, indication, symphony*

Vocabulary Strategy Greek and Latin roots

Content Vocabulary *art installation, composition, lecture, open-source, scratch, sustainability*

Resources Online Workbook/Workbook pages 78–79; Worksheet 3.8.2 (Teacher's Resource CD-ROM/ Website); Tracks 102–103 (Audio CD/ Website/CPT); CPT: Vocabulary

Materials set of classroom dictionaries

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

beat	composer	entertainment	influential	lyrics
manipulate	means	performer	satisfaction	vary

Paul D. Miller is a musician, writer and ___composer___ who performs as DJ Spooky. He's known around the world for his ability to entertain audiences by mixing hip-hop ___beats___. But DJ Spooky sees his complex work as much more than ___entertainment___. He sees it as a ___means___ of informing the public about important issues such as climate change, sustainability and the role of technology in society. He wants his music to be ___influential___ in changing how people think.

DJ Spooky's multimedia presentations ___vary___ from recordings, animation, books and videos to lectures and art installations. He even has a free, open-source app that provides other DJs with tools to mix, scratch and add electronic effects to their own music. This way they can be ___performers___, too.



DJ Spooky

5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. 102 103

enjoyment	essential	indication	symphony

___enjoyment___ 1. happiness or pleasure

___essential___ 2. necessary

___symphony___ 3. a musical composition with many instruments

___indication___ 4. a sign or signal

6 YOU DECIDE Choose an activity.

1. **Work independently.** Think of a DJ performance you've seen, or find one online. Write a review of the performance.
2. **Work in pairs.** Discuss the following questions: Why is music important? Where and how do you listen to music? Where do you get information about new music?
3. **Work in groups.** Research a popular DJ, and find a sample of his or her recordings. Present your research to the class. Play the audio clip and describe the music. Talk about the DJ's style and message.

130 VOCABULARY

- **Vocabulary Strategy** Write the word *symphony* on the board and underline *phon*. Point to *phon* and say *This is a word part called a root. A word root contains the main meaning of a word.* Explain that a word root can't stand alone like a base word can. It must be attached to a prefix, suffix or both. Tell students that many words in English have roots that come from the ancient languages of Greek and Latin. Say *Phon comes from a Greek word meaning 'sound or voice'. Dic comes from a Latin word meaning 'say or tell'.*

- Say *Recognising the roots* phon *and* dic *and using context clues can help you work out that* symphony *has something to do with sound, and* indication *has something to do with saying or telling.* Explain that an indication is a sign, and a sign can tell you something. Ask *Can you think of any other words with the root* phon*?* (*telephone, microphone*) Tell students to look up one or two words with the root *phon* in a dictionary and see how their meanings relate to the root. Then display the following and review it with students.

telephone: a device we use in order to speak to someone at a distance

microphone: a device used to make voices louder

homophones: words that sound alike (*pair, pear*)

Apply 6

- 6 YOU DECIDE Read aloud the Activity 6 options. Students who choose options 1 or 3 will probably have to do research on the Internet. Guide them to find appropriate DJs to research, or do the research yourself and provide a list of DJs to choose from.

- **Think aloud** Model thinking about option 3. Say *I didn't know much about DJs or DJ-ing until this unit. One thing I did know was that performances by celebrity DJs often include videos and light shows along with the dance music. The unit so far has mentioned DJ Spooky and DJ Tiësto. I guess I'll start with them and see how they compare. I know DJ Spooky's message is that music is information, and I know that he wants to educate people about climate change. I wonder if Tiësto has a message?*

Extend

- Put students into small groups to discuss their favourite styles of music and music performers. Tell each group to appoint a secretary to keep track of the styles and performers they discuss. When students have finished talking, tell group members to help the secretaries put the styles and artists they talked about into a table. Then ask secretaries to share their tables and compare the information with other groups. Write the results on the board.

- If time allows, hand out **Worksheet 3.8.2**. Explain that students will write about and discuss performance arts and self-expression.

Consolidate

- Put students into small groups. Challenge group members to write sentences using new vocabulary words. Display the following:

manipulate / beat / means	vary / self-expression / lyrics
gain / fame / recognition	lead to / satisfaction / enjoyment
expose / performer / lyrics	composer / symphony / influential

- Say *See how many sentences you can write that include at least two of the words in each group. Each correct sentence earns the group one point, or two points if you use all three words in one sentence.* Tell students they're allowed to change the form of a word.

BE THE EXPERT

Vocabulary Strategy

Greek and Latin roots Getting students to see words as a collection of parts they can break down, decipher and put together again will go a long way toward helping them increase their vocabularies. Learning prefixes, suffixes and roots will give students the skills that are necessary to break down new English words into pieces that make sense.

Encourage your students to keep a running list of the word roots they've been exposed to. Making their own lists will help them remember the meanings of the roots and give them a list they can refer to in the future. When you introduce new vocabulary to your students, point out any word roots, as well as prefixes and suffixes, that may help them work out the meaning of the new word without heading to the dictionary.

Teaching Tip

Make sure all students have the opportunity to speak during discussions so that the most confident students don't take over the conversation. One way to do this is by using 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 chance to speak, and the other students listen.

Formative Assessment

Can students

- use a vocabulary strategy to learn new vocabulary?

  Write these words on the board and ask students to identify the word roots: *megaphone, predict*

- practise new vocabulary related to DJ Spooky and his ideas about music?

  Ask students to complete this sentence with the correct words in brackets:

  DJ Spooky is an _____ musician who wants his work to _____ the threats to the environment from climate change. (influential, essential) (vary, expose)

Workbook For additional practice, assign Workbook pages 78–79.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- use phrases to ask for feelings and opinions.
- use phrases to express feelings and opinions.

Speaking Strategy Asking for and expressing feelings and opinions

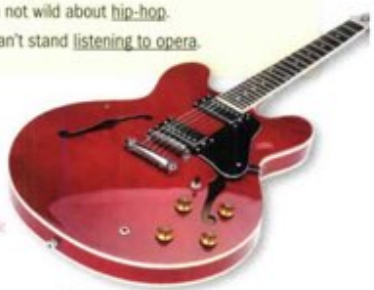
Content Vocabulary *blogger, jazz, mash-up*

Resources Online Workbook; Worksheet 3.8.3 (Teacher's Resource CD-ROM/Website); Tracks 104–105 (Audio CD/Website/CPT); CPT: Speaking Strategy

Materials coins for the board game

SPEAKING STRATEGY 104

Asking for feelings and opinions	Expressing feelings and opinions
How do you feel about jazz?	I'm crazy about jazz.
What are your thoughts on hip-hop?	I'm a big fan of hip-hop.
	It's all right, I guess.
	I'm not wild about hip-hop.
What do you think about going to the opera?	I can't stand listening to opera.



1 **Listen.** How do the speakers ask for and express opinions? Write the phrases you hear. 105

2 **Read and complete the dialogue.**

Possible answers:

Abram: Marina, do you play an instrument?
Marina: Yes, I actually play three. ___I'm a big fan of___ music!
Abram: Me, too. ___I'm crazy about___ playing the guitar. It's how I express myself. What instruments do you play?
Marina: Well, I've been playing piano since I was four. ___It's all right, I guess.___ It's not my favourite. I play the violin and the flute, too. The violin is my favourite.
Abram: Yeah, string instruments are great because you can play them anywhere. I tried to play the piano, but ___I can't stand___ being stuck in the house all day practising. With my guitar I can practise wherever I go.
Marina: ___What are your thoughts on___ getting together to do a song – me on the violin, you on the guitar?
Abram: Sure! We'd have to think about what musical style we'd want to work on.
Marina: ___How do you feel about___ rock? I know some really cool songs with violin solos.
Abram: Sounds great!

3 **Work in groups.** Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Express your feelings and opinions.

4 **Work in pairs.** Find out what you have in common. Find three things that you're both crazy about and three things you can't stand.



Go to page 173.

Warm Up

- **Activate prior knowledge** Ask *What do you say if you want to find out what someone thinks about something – a new song, a TV programme, a book?* Point to a student and ask *What do you think of (Shakira)?* Write the student's response on the board. Ask *Does anyone have a different opinion?* Elicit other responses from students, including *I love* and *I hate*, and write them on the board.

- Tell partners to act out situations in which they ask and respond to questions about popular culture, school subjects, sports, and so on. Say *Keep your questions and answers short.* Ask students to share the questions they asked. Write some of the phrases on the board.

Present 1

- Tell students to open their books at page 131. Read the titles of the speaking strategies. Ask students to read the questions on the left. Make sure they understand that in this context *feel* doesn't refer to the sense of touch, but rather to someone's opinion, attitude or reaction to something.

- Ask students to read the answers on the right. Say *This is the kind of language you use when you talk to your family and friends.* Play **Track 104**. Then ask pairs of students to read aloud the questions and answers as a dialogue. Tell them they should choose a response to the hip-hop question.

- 2 Say *Now listen as two friends discuss going to a jazz concert.* Say *Pay attention to the phrases the friends use to ask for and express opinions.* Play **Track 105**. When the recording ends, say *Listen again. This time, write down the phrases you hear for asking and giving opinions.* Replay **Track 105**. When they have finished writing, ask students to share what they wrote. Make sure all the expressions are covered.

Practise 2

- 2 Direct students to Activity 2. Tell them to use the expressions they've read and heard to fill in the blanks. Point out that the dialogue is not just a series of questions and answers.

Apply 3 4

- 3 Put students into small groups. Tell groups to use the game board on page 173. Read the Activity 3 instructions. Give students a minute to look at the questions on the game board. Say *These questions require you to do more than just state your opinion. You have to explain why you feel the way you do.*

- Model for the class. Read the first game question aloud. Then say *I'm not wild about opera. Some of the music is OK, I guess. I just don't care for that style of singing.* Tell groups to begin the game. Make sure students listen politely to one another.

- 4 Put students into pairs for Activity 4. Ask a student to read the instructions aloud. Say *This will be fun! Don't just ask each other for three things you like right away. Take turns asking your partner's opinion of one thing at a time.* Tell students to keep track of their partner's answers. Ask them to share the information with the class.

Extend

- Tell students to use the game board on page 173 to play with a partner this time. Say *Use the topic of each question or statement on the board, but phrase it differently. For example, for the first question, you could ask 'What are your thoughts on opera?'* Explain that students should also try to present a situation for their partner to respond to. Say *You can also say 'Your grandfather is crazy about opera. How will you respond when he asks you to go to one with him?'* Then say *Be creative!*

- If time allows, hand out **Worksheet 3.8.3**. Partners can use the worksheet to ask for and express opinions.

Consolidate

- Display these words on the board: *enjoyment, entertainment, expose, fame, gain, influential, manipulate, performer, recognition, satisfaction, self-expression, symphony, vary.* Then write: *DJ Spooky, a famous rock guitarist, DJ Tiësto, a Grammy award-winning jazz pianist, your favourite singer, a classical violinist.*

- Put students into pairs. Tell them they're going to take turns conducting interviews. Say *One of you is an influential online music blogger. The other partner gets to be one of the performers on the board. It's your choice! First, introduce yourselves. Explain what you do.* Give students a minute to make their introductions. The blogger has five minutes to think of three or four questions to ask the performer, using vocabulary words. Say *Include one or two questions asking the performer's feelings about something. Then swap roles.*

BE THE EXPERT

Strategy in Depth

Phrases students can use to ask for and express feelings and opinions include the following:

Asking for feelings and opinions

What do you think about ...?
What's your opinion of ...?
What are your ideas about ...?
How do you feel about ...?
Do you have any thoughts on ...?
Do you prefer ... or ...?
Are you interested in ...?

Expressing feelings and opinions
(some can be used as a positive or a negative phrase)

Formal	Casual
I think that ...	*I'm crazy about ...*
I don't believe that ...	*I'm a big fan of ...*
I feel that ...	*I'm not wild about ...*
In my opinion, ...	*I can't stand ...*
I prefer ...	
I don't care for ...	

Formative Assessment

Can students

- use phrases to ask for feelings and opinions?

  Ask *How would you ask a friend for his or her opinion of (your country's national music/dance)?*

- use phrases to express feelings and opinions?

  Ask *How would you respond if a friend asked you the same question?*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives

Students will

- identify the form, meaning and use of gerunds.
- use gerunds and infinitives.
- use words associated with dancing.

Grammar Gerunds and infinitives

Target Vocabulary *ballet, choreographer, folk, rehearsal*

Academic Language *gerund*

Content Vocabulary *bored, comedian, function, judging*

Resources Online Workbook/Workbook pages 80–81; Tracks 106–108 (Audio CD/Website/CPT); CPT: Grammar 1

GRAMMAR 106

Gerunds and infinitives

Dancing is a popular form of self-expression.

Some people like **performing/to perform** as comedians.

Other people are interested in **acting** in videos and plays.

Building an audience of fans for a performer's work is important.

It's important **to build** an audience of fans for a performer's work.

Post information about the show on social media **to get** a big audience.



A living statue

1 Read. Complete the sentences with forms of the verbs in brackets.

Expressing (Express) yourself can happen in unusual ways. Some people are enthusiastic about pretending (pretend) to be statues or sculptures. They like tricking / to trick (trick) people! If the performers are outside, people usually walk by without realising (realise) the statues are actually alive. Other living statues prefer working / to work (work) as entertainers for companies that send them to different events and locations. And others like to enter / entering (enter) contests. For instance, it's the dream of many living statues to win (win) the annual International World Championship of Living Statues. Judging (Judge) takes place in three categories: professionals, amateurs and children.

2 Work in pairs. Rewrite the sentences.

1. Seeing a living statue move would surprise me.
   It would surprise me to see a living statue move.
2. Creating an interesting look is important for a living statue.
   It is important for a living statue to create an interesting look.
3. Standing still for a long time can be very difficult.
   It can be very difficult to stand still for a long time.

3 Work in groups. Take turns creating and answering questions using the words provided with gerunds or infinitives.

bored with	excited about	like	prefer

Do you ever get bored with dancing?

No, but I get bored with watching dance programmes on TV.

Warm Up

- **Recycle** Say *You remember from Unit 2 that an infinitive is a verb form that can be used as a noun, an adjective or an adverb. Sometimes the word to is part of an infinitive, and sometimes it's not.* Write the following sentences on the board. Ask two students to come up and choose the correct word or words to fill in the blanks.

It's exciting _____ a famous DJ perform.
(see, <u>to see</u>)

Will you let me _____ to the concert?
(<u>go</u>, to go)

- Explain that in the two sentences, *to see* and *go* are infinitives. Say *Even though they're verb forms, they can function as, or do the work of, other parts of speech.*

4 LEARN NEW WORDS **Listen to learn about dancing.** Then listen and repeat. 107 108



A **choreographer** first plans out how a group of **ballet** dancers will dance, deciding when and how they move with the music. Then the dancers practise this dance during **rehearsal**.

Folk dancing

5 Read. Match the term to its clue.

c	1. folk dancing	a. a dance typically performed to classical music
e	2. choreographer	b. dancing to fast, rhythmic music
b	3. hip-hop dancing	c. performing a dance that's been done for generations
a	4. ballet	d. a time for working with a choreographer or director
d	5. rehearsal	e. a person who plans dancers' movements

6 Work in groups. Talk about different forms of artistic expression. Use words from each box, plus a gerund or infinitive.

animation	**be essential**	I'm interested in working as a DJ. What do you think?
dance	**dislike**	Well, it's essential to know a lot about music! Do you?
DJ	**interested in**	
living statue	**know about**	
music composition	**prefer**	
paint		

- Say *Read the first sentence. Think about what it means.* Ask *What are some other ways you could rewrite the sentence without changing its meaning?* Students may recall that an infinitive with *to* can be the subject of a sentence. Write the first sentence below on the board. Then say *There's another way. It uses another kind of verb form.* Write the second sentence.

> To see a famous DJ perform is exciting!
>
> Seeing a famous DJ perform is exciting!

Present

- Read the second sentence aloud. Say *Seeing is another kind of word that looks like a verb but acts like a noun. It's called a gerund.* Add a label next to each sentence: *infinitive*, *gerund*. Point out to students that a gerund is the present participle of a verb (the *-ing* form) used as a noun. It can function in all the ways a noun does.

BE THE EXPERT

Grammar in Depth

Gerunds are verbs acting as nouns, so they can be used in the same ways nouns are used. They can be subjects, objects or objects of prepositions. Some verbs can be followed by either an infinitive or a gerund, such us *like, hate* and other non-action verbs.

Infinitives are also used to express purpose:
I sent her a text message (in order) to invite her to the performance.

Infinitives can follow adjectives:
She was sad to miss the performance.
It's important to teach music. (This is equivalent to using a gerund as a subject: *Teaching music is important.*)

Teaching Tip

When you ask students a question, allow them enough time to form an answer. Students are thinking in a new language, so they may remain silent after a question is asked. Silence doesn't always mean students don't know the answer. They may just need extra time to form an answer before speaking.



- Tell students to open their books at page 132. Say *We're going to read sentences with infinitives and gerunds that are used in different ways.* Read aloud the first sentence in the grammar box. Say *Dancing is the subject of the sentence. It's a verb form acting as a noun.* Ask *Is dancing an infinitive or a gerund?* (gerund) Read the second sentence aloud. Point out that either the infinitive, *to perform*, or the gerund, *performing*, is correct in this sentence. Say *Here we have a verb form acting as a noun and functioning as the object of the verb, like.*

- Work through the rest of the sentences with the class. Point out a gerund acting as the object of a preposition (*acting*) and infinitives acting as adverbs (*to build* modifies *important, to get* modifies *post*). Make sure students understand that a gerund is always the *-ing* form of a verb used as a noun. Say *Now let's listen to these sentences.* Play **Track 106**. Tell students to listen and follow along in their books.

Practise 1 2 3

- 1 Point out the photo of the living statue. If any students have seen one, ask them to describe the experience. Explain that the term *living statue* refers to a performer who poses on a street in a statue-like costume and makeup, sometimes for hours at a time. People may not realise the 'statue' is alive until it makes a small movement. It's the performer's intention to surprise people and create moments of interaction.

- Read aloud the Activity 1 instructions. Remind students that gerunds and infinitives are verb forms and that they need to write a gerund or an infinitive to fill in each blank. Point out that after certain verbs, such as *like, love* and *prefer,* either a gerund or an infinitive is correct. Tell students to do the activity. When they have finished, review the answers and guide students to identify the function of the verb form in each sentence.

- 2 Put students into pairs. Point out the Activity 2 sentences. Say *Each one begins with a gerund. Your task is to rewrite each sentence with an infinitive instead of the gerund.* Point out that each new sentence begins with *It*. Say *Except for the gerund, you can use all the other words in the new sentence.* Ask a student to re-read the first sentence, using an infinitive. Ask the class *What is the infinitive?* (to see) Tell pairs to complete the activity.

- 3 Put students into small groups. Read the instructions aloud. Ask two students to read the model dialogue. Ask *Does everyone understand what to do?* Say *Make sure everyone gets a chance to ask a question and to answer someone else's question.* Circulate and provide assistance as necessary.

Apply 4 5 6

- 4 **LEARN NEW WORDS** Tell students to look at page 133. Say *We've talked a little about breakdancing. Now let's hear about other forms of dancing. Look at the photos as you listen.* Play **Track 107**. Then play **Track 108**. Ask students to listen and repeat.

- 5 Read aloud the words in the left column of Activity 5. Ask students to repeat. Then tell students to read the definitions in the right column to themselves. If necessary, replay **Track 108**. Then ask students to complete the activity.

- 6 Put students into small groups. Read aloud the Activity 6 instructions. Ask a student to read the forms of artistic expression. Explain that *music composition* refers to writing the music that orchestras or bands play or that singers sing. Read the words in the right-hand box. Then ask two students to read aloud the model dialogue. Point out that the dialogue contains words from both boxes. Ask *Does the dialogue contain an infinitive or a gerund?* (both) *What are they?* (*working, to know*) Tell groups to begin their discussions. Circulate and provide guidance.

Extend

- Tell students to look at photos or videos of living statues on the Internet. Say *Imagine you were going to be a living statue for a day. What would you look like? Where would you perform? What would you do?* Ask pairs to work together to write sentences answering the questions, using infinitives and gerunds where they can. Suggest some verbs: *be still, change position, move, perform, shock, smile, stand, surprise, turn, whisper.*

Consolidate

- Display the list below. Say *Review the lesson so far and make a list of the different kinds of performers we've read about. I've listed some on the board. Can you think of others?* Divide the class into two teams. Say *Let's play a game of* Who Am I? *Write sentences describing what the different performers do without identifying the performer. Use gerunds and infinitives in your sentences, but – here's the challenge – don't use obvious words like* dance, sing *or* write. Encourage students to use their imaginations to think of other words to use, such as *move, perform, work, entertain,* and so on.

ballet dancer	composer
breakdancer	folk dancer
DJ	living statue
choreographer	opera singer

- Explain that a student from one team will read a sentence followed by the question *Who am I?* to a student on the opposing team. If the student correctly identifies the performer, his or her team gets a point. Then someone else on the second team gets to read a sentence to the first team. Say *Teams also earn a point for every gerund or infinitive they include in their sentences.* Give students time to write sentences, and then say *OK, let's begin!*

BE THE EXPERT

Teaching Tip

After students are comfortable with a new grammar structure, challenge them to vary their sentence structure without changing the meaning of the sentence. For example, students might change a sentence with a gerund to one with an infinitive, then change a sentence with an infinitive to one with a gerund – without changing the essential meaning of the sentences. By varying sentence structure, students will make their writing more fluid and interesting.

Formative Assessment

Can students

- identify the form, meaning and use of gerunds?

  Ask students to identify the gerunds in the following sentences:

  DJ Spooky enjoys educating people as well as entertaining them. (educating, entertaining)

  He likes composing music for people to listen to and to learn from. (composing)

- use gerunds and infinitives?

  Ask students to rewrite the sentence below using a gerund.

  It's essential for living statues to fool the people passing by. (Fooling the people passing by is essential for living statues.)

- use words associated with dancing?

  Ask students to choose the correct word in brackets to complete this sentence:

  _____ *dancers wear colourful costumes and perform to traditional music.* (Folk, Break)

Workbook For additional practice, assign Workbook pages 80–81.

Online Workbook Grammar 1

READING

Objectives
Students will
- describe a music festival where all the instruments are made of ice.
- use new words from the reading.
- draw conclusions from a text.

Reading Strategy Draw conclusions

Target Vocabulary *melt, orchestra, pure, stage, tribute*

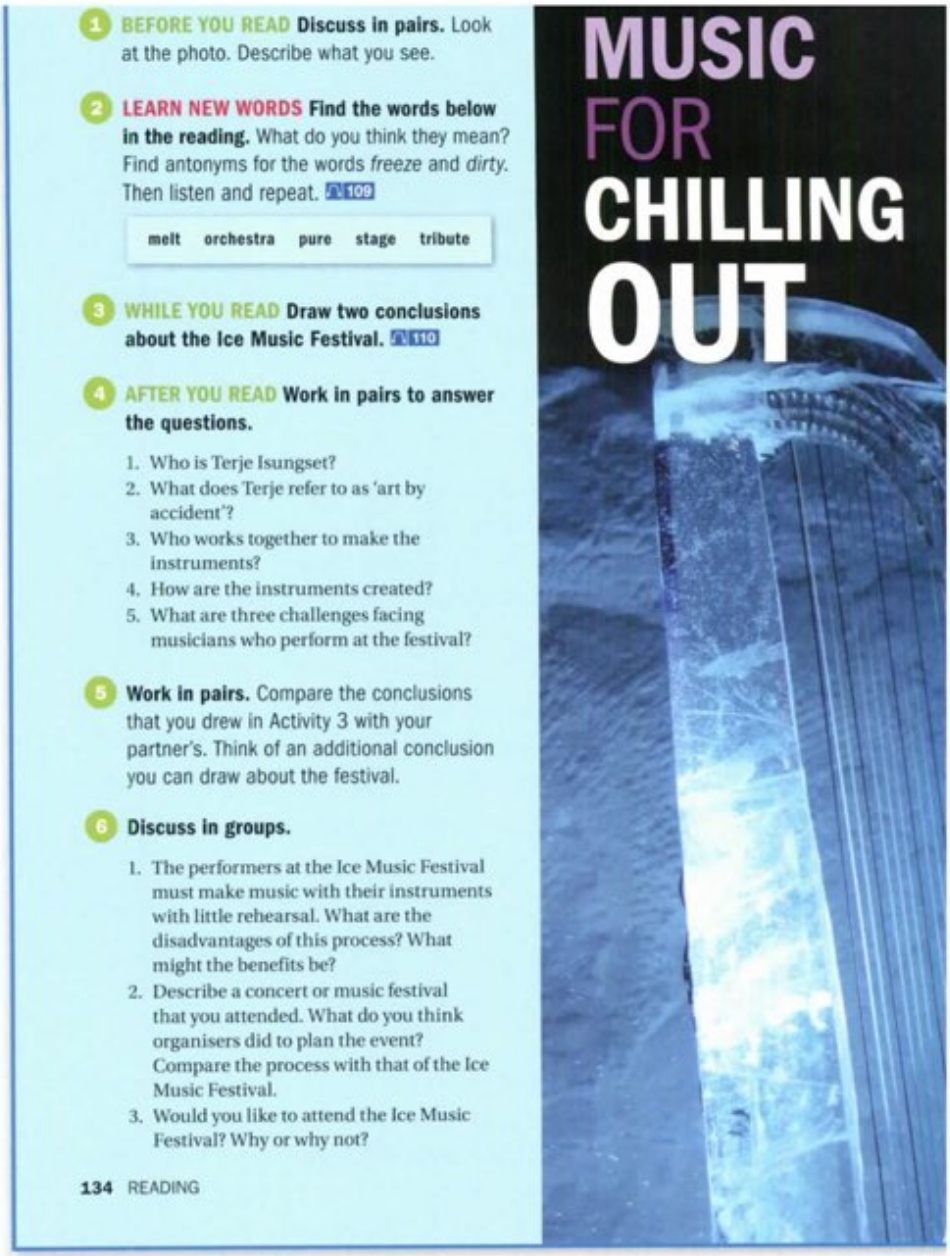
Vocabulary Strategy Context clues

Academic Language *drawing conclusions*

Content Vocabulary *chill out, fragile, horn, organiser, snowmobile, xylophone*

Resources Online Workbook/Workbook pages 82–83; Worksheet 3.8.4 (Teacher's Resource CD-ROM/ Website); Tracks 109–110 (Audio CD/ Website/CPT); CPT: Reading

Materials photos of ice and sand sculptures *(optional)*, classroom set of thesauruses, drawing materials



1 **BEFORE YOU READ** **Discuss in pairs.** Look at the photo. Describe what you see.

2 **LEARN NEW WORDS** **Find the words below in the reading.** What do you think they mean? Find antonyms for the words *freeze* and *dirty*. Then listen and repeat. 109

melt orchestra pure stage tribute

3 **WHILE YOU READ** **Draw two conclusions about the Ice Music Festival.** 110

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

1. Who is Terje Isungset?
2. What does Terje refer to as 'art by accident'?
3. Who works together to make the instruments?
4. How are the instruments created?
5. What are three challenges facing musicians who perform at the festival?

5 **Work in pairs.** Compare the conclusions that you drew in Activity 3 with your partner's. Think of an additional conclusion you can draw about the festival.

6 **Discuss in groups.**

1. The performers at the Ice Music Festival must make music with their instruments with little rehearsal. What are the disadvantages of this process? What might the benefits be?
2. Describe a concert or music festival that you attended. What do you think organisers did to plan the event? Compare the process with that of the Ice Music Festival.
3. Would you like to attend the Ice Music Festival? Why or why not?

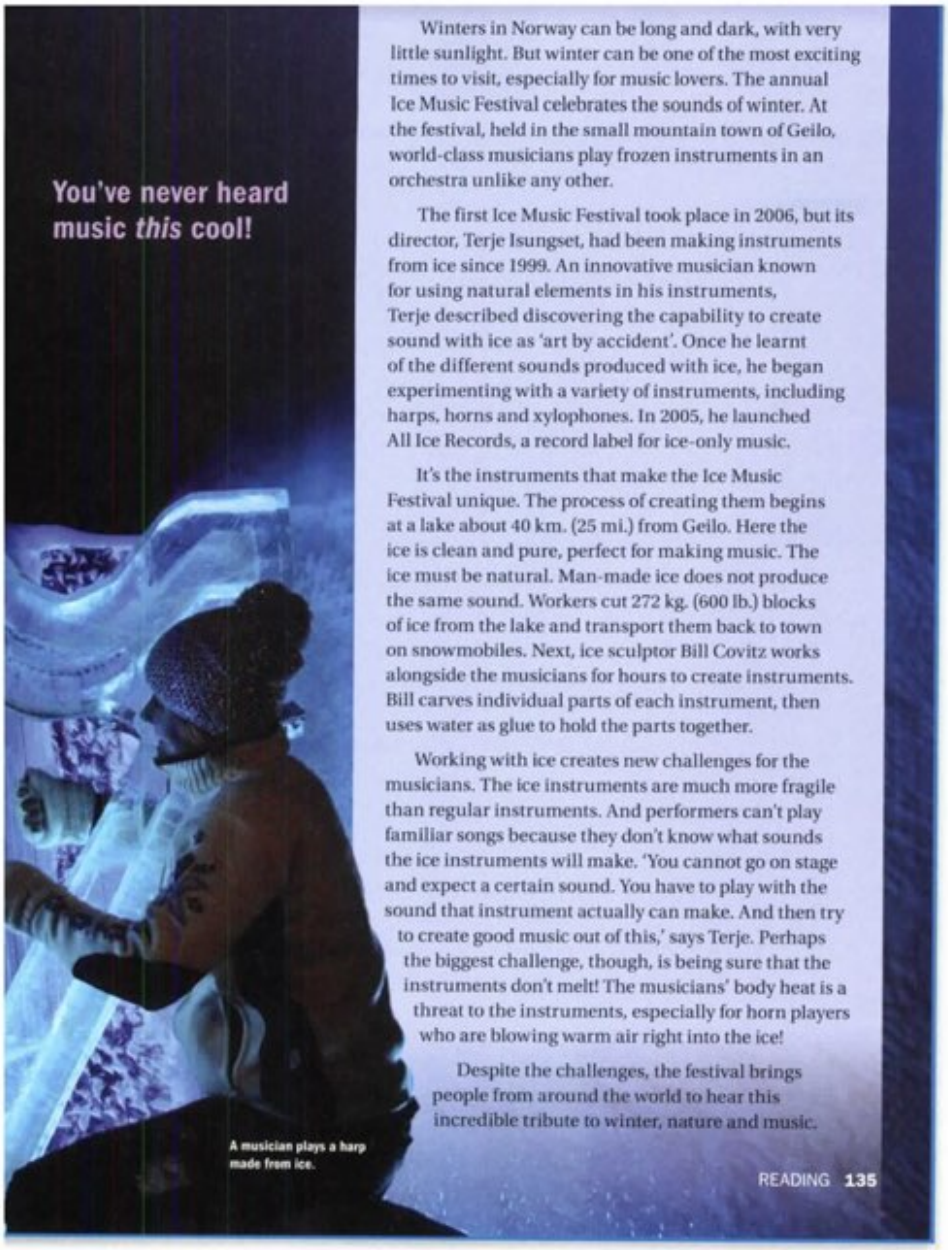
134 READING

MUSIC FOR CHILLING OUT

Warm Up

- **Build background** Ask *Has anyone ever seen an ice sculpture? Put your hand up. What about a sand sculpture?* Ask students who put their hands up share what they've seen, where they saw it and what they thought about it. If possible, display photos of both kinds of sculpture. Then ask *What do these two types of art have in common? Think about the raw material each type of sculpture is made of. What happens to ice and sand over time?* Discuss with students that both materials break down and change over time. Ice melts, and sand gets blown or washed away.

- Tell students that there are festivals and competitions all over the world where artists gather and create these types of sculpture. Ask *Why would someone spends hours, even days, creating a sculpture that won't last?* Discuss with students how any performing artist's work is fleeting – that is, it lasts for only a short time. Guide students to consider the idea that artists are driven by the desire to create something – something they feel is beautiful, important or that will bring pleasure to others, even if only briefly.



A musician plays a harp made from ice.

Winters in Norway can be long and dark, with very little sunlight. But winter can be one of the most exciting times to visit, especially for music lovers. The annual Ice Music Festival celebrates the sounds of winter. At the festival, held in the small mountain town of Geilo, world-class musicians play frozen instruments in an orchestra unlike any other.

The first Ice Music Festival took place in 2006, but its director, Terje Isungset, had been making instruments from ice since 1999. An innovative musician known for using natural elements in his instruments, Terje described discovering the capability to create sound with ice as 'art by accident'. Once he learnt of the different sounds produced with ice, he began experimenting with a variety of instruments, including harps, horns and xylophones. In 2005, he launched All Ice Records, a record label for ice-only music.

It's the instruments that make the Ice Music Festival unique. The process of creating them begins at a lake about 40 km. (25 mi.) from Geilo. Here the ice is clean and pure, perfect for making music. The ice must be natural. Man-made ice does not produce the same sound. Workers cut 272 kg. (600 lb.) blocks of ice from the lake and transport them back to town on snowmobiles. Next, ice sculptor Bill Covitz works alongside the musicians for hours to create instruments. Bill carves individual parts of each instrument, then uses water as glue to hold the parts together.

Working with ice creates new challenges for the musicians. The ice instruments are much more fragile than regular instruments. And performers can't play familiar songs because they don't know what sounds the ice instruments will make. 'You cannot go on stage and expect a certain sound. You have to play with the sound that instrument actually can make. And then try to create good music out of this,' says Terje. Perhaps the biggest challenge, though, is being sure that the instruments don't melt! The musicians' body heat is a threat to the instruments, especially for horn players who are blowing warm air right into the ice!

Despite the challenges, the festival brings people from around the world to hear this incredible tribute to winter, nature and music.

Before You Read 1 2

- 1 Say *Turn to pages 134 and 135. Look at the photo. Talk to a partner. Describe to each other what you see.* After a few minutes, read aloud the title and subtitle of the reading. Make sure students understand that *chilling out* and *cool* are used in a humorous way and are meant to convey both the basic meanings and the slang, or informal, meanings of the words. Read aloud the caption. Then tell partners to share their thoughts about the photo and what they think the reading will be about.
- 2 **LEARN NEW WORDS** Ask students to read aloud the words in the word box. Say *Find the words in the reading. Use context clues to try to work out their meanings.* When students are ready, ask individuals to say what they think the words mean.
- Ask *What are antonyms?* (words that have opposite meanings; *hot* and *cold* are antonyms) Draw students' attention to the word *freeze* in the Activity 2 text. Say *You need to find an antonym for freeze. You can use a thesaurus, but you're not always going to have a thesaurus handy when you want one.*

BE THE EXPERT

Reading Strategy

Draw conclusions Drawing conclusions is related to making inferences. Both skills help students create meaning when information is not directly stated in a text. When you draw a conclusion, you make a judgment or arrive at a belief based on text evidence, experience and reasoning. These skills will be needed for all sorts of school assignments, including reading, science and social studies. Emphasise that having support for your conclusions is the most important aspect of drawing conclusions.

Vocabulary Strategy

Context clues Context clues can take the form of definitions, which might be a synonym or an appositive, examples, restatements and antonyms. Students will benefit from extra practice recognising and using the less obvious types of clues, such as examples and restatements. You may want to research some passages that contain these types of clues or craft your own.

- Reading on in a text may reveal an example of an unfamiliar word or concept:
  Terje believes in innovation and experimentation. His instruments are novel combinations of natural elements, such as Arctic birch, sheep bells, granite and ice.
- Search the text for a restatement, a rewording that makes meaning clearer:
  Ice instruments are much more fragile than regular instruments. One day, a musician knocked over an ice horn and it easily broke into several chunks.

Teaching Tip

Asking students to read aloud is a valuable way to practise pronunciation. Listen to students as they read. When you hear students struggling to pronounce a word they find in a reading passage, take time to review that word with the class. Write the word on the board, and model saying it aloud for the students. Tell students to repeat the word back to you. Then ask students to re-read the sentence containing the word or words. Monitor students to verify that they are pronouncing the word correctly.



- Tell students to look at the sentence in paragraph 4 of the reading, beginning 'Perhaps the biggest challenge'. Say *The context of the reading, of this sentence and of the words in the following sentence about the musician's body heat being a threat to the instruments, helped you work out that the meaning of to melt is 'to change to a liquid, usually by heating'.* Ask *What are the instruments made of?* (ice) *How does water become ice?* (It freezes.) *So, what's the opposite of freeze?* (melt)

- Then tell pairs to use a thesaurus to find antonyms for *dirty*. Finally, play **Track 109**. Ask students to listen and repeat.

- **Vocabulary Strategy** Students should be familiar by now with using context clues to work out the meanings of unknown words as they read. Tell them that in addition to synonyms and definitions in the text around an unfamiliar word, antonyms can also provide clues to meaning. Write on the board:

> Outside the tent it was freezing, but inside, the ice instruments were melting.

- Circle the word *melting*. Say *If you don't know what melting means, but you know about antonyms, they can provide a clue to the word's meaning.* Underline *Outside* and *but inside*. Say *Notice the antonyms outside and inside and the word but. Together, they tell you a contrast is being made in the sentence.*

- Ask *What's a contrast?* (a difference) *What's being contrasted?* (the situation outside the tent and the situation inside the tent) Say *You know what freezing means, so knowing a contrast is being made can help you work out that melting must mean the opposite of freezing, which is 'warm'. If it's warm inside, instruments made of ice would turn to liquid water. That must be what melting means.*

While You Read 3

- 3 Say *Now we'll listen to* Music for Chilling Out *and learn about some unusual instruments. Listen and read.* Play **Track 110** and tell students to follow along.

- Say *When you re-read the text, you're going to look for two conclusions you can draw about the Ice Music Festival.* Explain to students that a conclusion is a reasonable statement you can make about the topic of a text that you work out on your own by using evidence in the text and your own experience. Say *Let's draw a conclusion together.*

- Tell students to focus on paragraph 2 of the reading. Say *The text says Terje discovered that you could make sounds with ice by accident. But the text doesn't say exactly how he discovered it.* Ask *How do you think it happened?* Discuss students' responses.

- Then say *The text says that Terje is a musician who uses natural elements in his instruments. That's text evidence.* Explain that since ice is natural, one conclusion you could draw is that Terje was working with ice in some way, perhaps using a tool that created a sound when it came in contact with the ice. Say *Now read again and try to draw two conclusions about the festival.* Replay **Track 110** or allow students to read in silence.

After You Read 4 5 6

- 4 Put students into pairs to answer the Activity 4 questions. If partners disagree on an answer, tell them to read the text again and find information that supports their answers. Review the answers as a class.

- 5 Put students into pairs. Say *Now compare your conclusions from Activity 3 with a partner's.* Ask *Do you both agree that your conclusions are statements about things not directly stated in the text?* Ask students to share their conclusions. These may include how a musician can make an instrument melt, the musicians can't rehearse very much, and people enjoy the festival. Then tell partners to work together to find another conclusion. Say *Remember you have to be able to support your conclusions with text evidence!*

- 6 Put students into small groups. Read the Activity 6 questions. Say *For Question 1, think about what the reading says about the unique sounds the ice instruments make and the fact that you can't be sure what sounds you'll get from them.*

- For Question 2, if students haven't been to a live concert tell them to think of one they watched on TV or saw online. Say *Use that experience to draw conclusions about how it was organised.* For Question 3, say *Look at the photo again. Think about how it would feel to be surrounded by blue, icy light and unique sounds – not to mention cold temperatures!*

Extend

- There are videos online of the Ice Music Festival and the making of the instruments. If possible, find some and tell students to watch them. Then ask students to discuss their reactions. Finally, ask *Have the videos caused you to change your mind about whether or not you'd like to attend the festival? In what way?* Ask students to respond.

- **Worksheet** If time allows, you may want to hand out **Worksheet 3.8.4** in class. Students will use the worksheet to practise the new vocabulary words.

Consolidate

- Give students a choice of either writing a paragraph describing their reactions to one of the videos they watched; drawing a picture of their impression of an ice music concert; or acting out a pantomime, either alone or with others, depicting one or more musicians preparing for and then performing in an ice orchestra. Students who write a paragraph should use the new vocabulary, and those who draw a picture should label parts of their drawings with the new vocabulary words. Those who do a pantomime should act out as many new words as they can, such as *melt, orchestra* and *stage*. Set aside time for students to present their work.

BE THE EXPERT

Teaching Tip

Make reasonable accommodations for students' different learning styles. For example, some students learn best when information is presented visually. Some students need information verbally, while others may need to write it down. Still others may benefit from performing hands-on activities, or activities involving physical movement. Make sure you include a variety of visual, verbal, written and movement activities in your class to support different learning styles.

Answer Key

Comprehension 4

1. the director of the first Ice Music Festival, a musician and maker of ice instruments, and a record producer
2. discovering that you can create sound with ice
3. Bill Covitz and musicians
4. The individual parts of the instruments are carved from blocks of pure, natural ice. Water is used as glue to hold the parts together.
5. The instruments are fragile; they don't sound like regular instruments; they can melt.

Formative Assessment

Can students

- describe a music festival where all the instruments are made of ice?

  Ask students to describe how ice instruments are made.

- use new words from the reading?

  Ask students to complete this sentence with the correct word in brackets:

  The Ice Music Festival is _____ *to nature, winter, and the creativity of artists and musicians.* (an orchestra, a tribute)

- draw conclusions from a text?

  Ask students what conclusion they can draw from *Music for Chilling Out* about how the musicians can cause their instruments to melt.

Workbook For additional practice, assign Workbook pages 82–83.

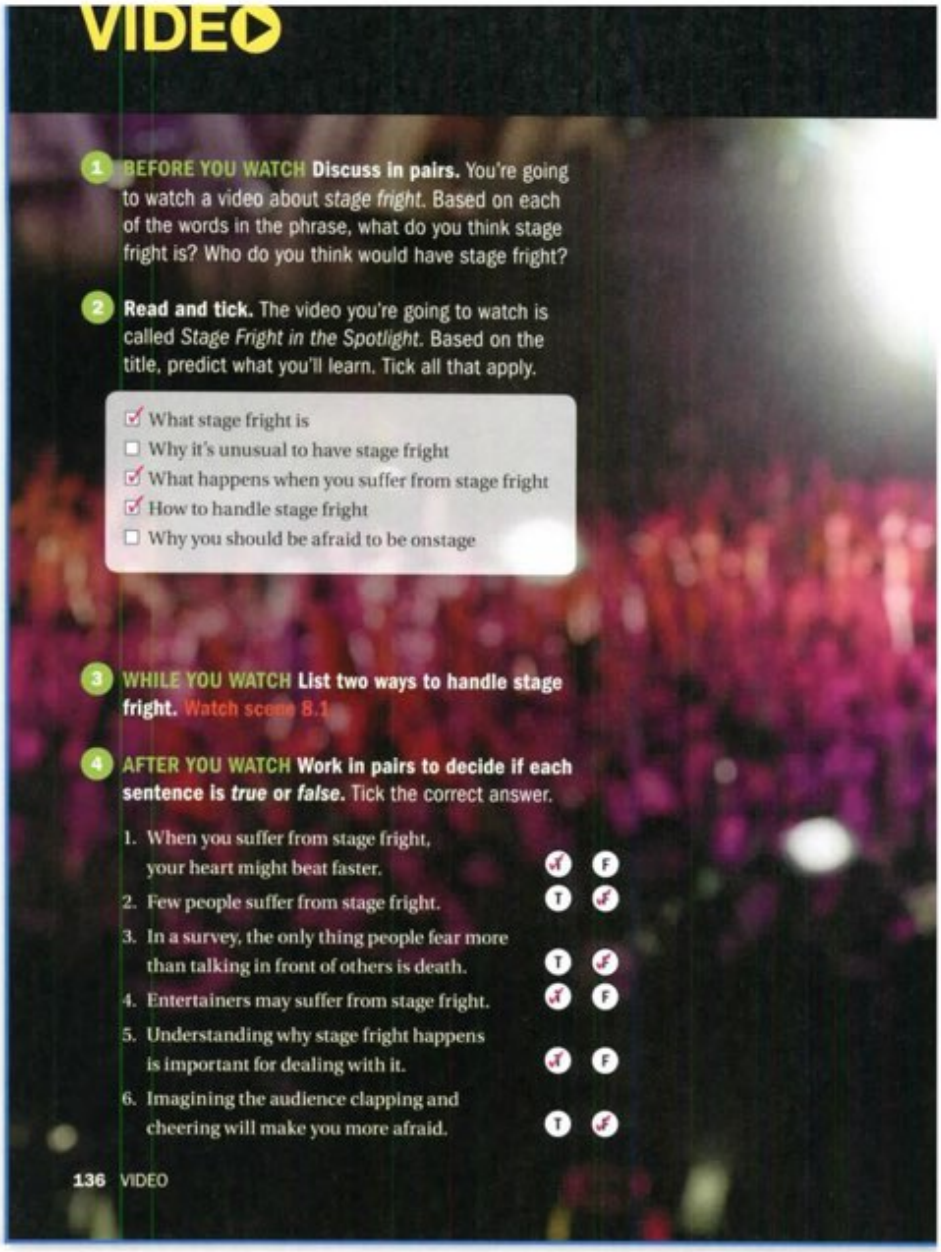
Online Workbook Reading

VIDEO

Objectives
Students will
- discuss stage fright and how to deal with it.
- apply the message of the video to their personal lives.

Content Vocabulary *deal with, handle, perspective, spotlight*

Resources Video scene 8.1 (DVD/Website/CPT); Online Workbook; CPT: Video



Before You Watch 1 2

- Say *The title of this unit is* Perform and Create. *To perform is to do something in front of an audience. Of course, first you have to create something you think is worth presenting to an audience.* Ask *Which is the more difficult part?* Discuss with students how some people are bursting with creativity; others struggle to make their art live up to their own expectations. Some people are natural performers; others dislike being the centre of attention.

- 1 Tell students to open their books at pages 136–137. Ask *From whose perspective, or view, is this photo taken?* (a performer's) Ask *Why might the photographer have taken a close-up of the microphone?* Say *Think about how you'd feel in that position.* Put students into pairs to discuss Activity 1.

- 2 Ask *Does everyone know what* stage fright *is?* If not, ask students to share their definitions. Then read aloud the video title. Ask *What two compound words are in this title?* (*stage fright, spotlight*) Explain, if necessary, what a *spotlight* is. Then tell students to do Activity 2.

While You Watch 3

- 3 Read Activity 3 aloud. Ask *What does* handle *mean in this context?* (to deal with, to control) Say *Take notes as you watch and listen. Everyone gets nervous sometimes in front of a crowd. You'll hear some helpful information.* Play **Video scene 8.1**.

- If students have trouble following the video or understanding the text, play the video with captions, or pause it and allow them to ask questions. Try replaying the video with and without sound, and ask students to describe and comment on what they see.



5 **Work in pairs.** Think about your answer for Activity 1. Were you correct? Do you ever suffer from stage fright? If so, when? Explain what happens to you when you have to talk or perform in front of others. If not, explain how you handle speaking or performing in front of others.

6 **Discuss in groups.**

1. What do you fear most: flying, heights or speaking in front of other people? Explain your answer.
2. Talk about a time when you had to perform alone on a stage. When was it? How did you feel?
3. Think of at least two additional ways to deal with stage fright.

7 YOU DECIDE **Choose an activity.**

1. **Work independently.** Imagine you went to a performance in which the performer froze with stage fright. Write a review of the performance, including advice for the performer's next show.
2. **Work in pairs.** Role-play a dialogue between a performer and a choreographer or other trainer at a rehearsal. The performer is nervous that he will get stage fright during the performance. The trainer offers advice on what to do.
3. **Work in groups.** Find a video online of a performance where someone suffered from stage fright. Show the video to the class. Explain what happened and what the performer could have done differently.

BE THE EXPERT

Teaching Tip

When students work in groups, assign specific tasks to individual students to make sure everyone is working. For example, one student can be the recorder and write the group's ideas. Another student can be the reader, in charge of reading questions aloud or of reading sections of a text to the group. Another student can be the captain, who makes sure everyone does his or her job. Rotate the tasks from activity to activity so students get to perform different tasks.

Related Words

mic, microphone

Formative Assessment

Can students

- discuss stage fright and how to deal with it?

Ask *Of all the advice you've heard about how to deal with stage fright, what makes the most sense to you? What would work best for you? Explain.*

Online Workbook Video

After You Watch 4 5 6 7

- 4 5 Put students into pairs to do Activity 4. If necessary, replay the video. Review the answers. Then discuss the video. Ask *Did anything surprise you?* Students might cite the idea that people fear talking in front of an audience more than death, or the fact that professional performers get stage fright. Then tell partners to do Activity 5. When they have finished, tell them to summarise their discussion to each other. Say *You should each make a written summary. It will help you with the next discussion.*

- 6 Put students into small groups to discuss the Activity 6 questions. If possible, assign the partners from the previous activity to different groups. Ask students to volunteer to be secretaries for each group. Say *The secretaries will be in charge. They'll take notes and decide when it's time to move on to the next question.* You may want to set a time limit for each question. Say *Use the notes from your previous discussion.*

- 7 YOU DECIDE Ask different students to read the activity options aloud. Point out that they all involve giving advice on how to handle stage fright. Say *Think about the advice in the video and all the information shared in your discussions.*

- Say *If you choose the first option, imagine you're writing for an entertainment magazine or blog. Your tone should be formal.* For students who choose option 2, suggest that those who've had an experience with stage fright choose a partner who's dealt with it successfully. Say *Decide which role you'll each take. Show what good actors you are!*

- Put students who choose the third option into groups. Help them find videos to review. Remind them they have to deliver a presentation to the class. Tell them to decide on a role for each group member. Then say *In your writing, your dialogues and your presentations, remember to use the new vocabulary, as well as gerunds and infinitives when you can.*

GRAMMAR 2

Objective
Students will
- use sense verbs + infinitives to describe what they see, hear and feel.

Grammar Sense verbs + infinitive: Describing what you see, hear and feel

Content Vocabulary *juggle, modify*

Pronunciation Rhythm and stress

Resources Online Workbook/Workbook pages 84–85; Worksheet 3.8.5, Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); Tracks 111–112, 131–133 (Audio CD/Website/CPT); CPT: Grammar 2 and Pronunciation

GRAMMAR 111

Sense verbs + infinitive: Describing what you see, hear and feel

Did you **see the band perform** in concert?
No, but I **heard them sing** on the radio.
Come on! Let's **watch the DJ spin** records.
We'd **been hearing them practise** for days before their performance.



1 **Listen.** Write sentences in the table about what the people did. 112

	See	Hear	Feel	Watch
Jian	He saw the WagakkiBand play.	He had never heard them perform.	He could feel the floor move.	
Mei	She saw a woman eat fire.	She heard poets read their poems.		She watched a ballerina dance.

2 **Work independently.** Write sentences about your own experiences using the verbs below.

1. hear / play I've never heard the WagakkiBand play before.
2. see / dance _____
3. feel / move _____
4. watch / juggle _____

3 **Work in pairs.** Cut out the cards and take turns selecting one. Then discuss your own experiences.





Go to page 175.

Warm Up

- **Activate prior knowledge** Say *You've learnt about infinitives and how they're sometimes used with* to *and sometimes without* to. Write examples on the board: *I want to buy a guitar. My father won't let me buy one.* Say *There are rules about when to use* to *and when not to use it. You learnt some of them in Unit 2. Now we're going to focus on one of those rules.*

Present

- Tell students to open their books at page 138. Read the grammar skill aloud. Play **Track 111** and tell students to read along silently. Then ask individuals to read aloud the example sentences. Tell students to point to each main verb as you read it aloud. Say *see, heard, watch, hearing.* Ask *What do these verbs have in common?* (They relate to either seeing or hearing.)

- Remind students that an infinitive is a verb form. Say *An infinitive looks like a verb, but acts like a noun, an adjective or an adverb.* Ask students to identify the infinitives in the example sentences. (*perform, sing, spin, practise*) Ask *What do these infinitives have in common?* (They don't include *to*.) Say *These sentences are all examples of the rule that says 'when an infinitive follows a verb that refers to the senses, you don't use* to.'

- Students may realise that using a gerund instead of an infinitive would also sound correct in the example sentences. Tell them that for this lesson, the focus is on learning the rule about not using *to* in infinitives that follow sense verbs.

Practise 1 2

- 1 Point out the photo of the woman. Explain that she's a fire-eater, a specially trained performer who appears to 'eat' fire by putting flaming torches in her mouth. Read aloud the Activity 1 instructions. Say *Let's just listen first. Then I'll play the audio track again*

and you can write your sentences. Play **Track 112.** Then ask *What are the people talking about?* (what they did at the weekend)

- Say *Now look at the activity table. Read the column headings. What will you be writing in the boxes?* (what Jian and Mei saw, heard, felt and watched) Say *When I play the track again, listen for the verbs and write your sentences in the matching boxes.* Tell students not to expect to write something in every box. Then replay **Track 112,** but stop it after Jian says *I saw the WagakkiBand play.* Say *The first sentence is written for you.* Then restart the track and tell students to write. Say *Remember to include the infinitives.* Review the answers.
- 2 Read the Activity 2 instructions aloud. Say *You'll use each verb and infinitive pair in a sentence.* Go over the first sentence together. Point out the past tense form of *hear* and the infinitive *play*. Say *Write about your own experiences with music, dances, performances or street festivals.* Ask a student to demonstrate what *juggle* means and to say where you might see someone juggle. Then tell students to write. Ask some of them to share their sentences with the class.

Apply 3

- 3 Put students into pairs. Tell them to cut out the cards on page 175. Read the activity instructions and tell partners to read the model dialogue. Say *Take turns picking a card and reading it aloud. Then think of a sentence that's true for you, using the words on the card.*

Extend

- Tell students to look back at Activity 1. Say *Now you get to fill in the blank boxes left in the table. I'll replay the track. Listen and make a guess about something Jian watched at the concert and something Mei felt at the street festival. Try to use an infinitive. There is no right answer. Use your imaginations.* Play **Track 112.** When students have finished, tell them to read their sentences to a partner. Say *Check each other's sentences for sense and the use of infinitives. If your partner didn't use an infinitive, see if you can help him or her add one.*
- Hand out **Worksheet 3.8.5** for further practice with infinitives.

Consolidate

- Display the following groups of words. Say *Work with a partner to use the groups of words to write sentences with infinitives. You can add other words to the sentences. You can write questions as well as statements, and a statement can be positive or negative. Here's an example:* Do you like to perform in front of an audience? *Let's see how many partners can use all six word groups!* Tell students to put their hands up when they have finished.

watch / ballet dancer / perform	it's important / breakdancer / flip and spin
like / you / perform	hear / DJ / manipulate
see / choreographer / work	get / ice / carve

BE THE EXPERT

Grammar in Depth

See Unit 2 Grammar in Depth (LP page 83) to review the rules for when to use *to* with an infinitive and when not to use it. Verbs referring to the senses can be followed by an infinitive without *to* (bare infinitive) or by a present participle (*-ing* verb form), as in *I saw the band perform/performing at the music festival.* When a present participle is used, there's more of a focus on the action in progress. Most people, however, use the two patterns interchangeably.

Pronunciation

Go to Student's Book page 147. Use Audio Tracks 131–133.

Rhythm and stress English moves in regular, rhythmic beats, no matter how many unstressed syllables fall between the stressed ones. The students' first language may stress all syllables more equally (for example, Spanish and Japanese). In English, however, equal stress on all syllables can make the speaker sound angry or rude. Songs, chants and repetition of audio recordings from the Student's Book are useful activities for students to practise rhythm.

Related Words

fire-eater, flame, torch

Formative Assessment

Can students

- use sense verbs + infinitives to describe what they see, hear and feel?

Ask students to identify any infinitives and gerunds in the following sentence:

Jian texted Mei to tell her about seeing the WagakkiBand perform. (infinitives: *to tell, perform*; gerund: *seeing*)

Ask students to choose the correct infinitive in brackets to fill in the blank below and then say why it's the correct one.

Mei couldn't wait to describe to Jian how she saw a woman _____ a flaming torch in her mouth on purpose! (to put, put; The rule is not to use *to* with an infinitive that follows a sense verb.)

Workbook For additional practice, assign Workbook pages 84–85.

Online Workbook Grammar 2

WRITING

Objectives

Students will

- identify elements of explanatory writing.
- analyse a model of explanatory writing.
- use facts, details and examples to help explain a topic.
- produce a piece of explanatory writing.

Writing Explanatory essay

Content Vocabulary *puppeteer, puppetry*

Resources Online Workbook/Workbook page 86; Process Writing Worksheets 1–5 (Teacher's Resource CD-ROM/ Website); CPT: Writing



WRITING

When we write an explanatory essay, we want to teach our reader about a topic. We must identify the topic in the first paragraph. Then we must provide additional facts, details and examples to help the reader better understand the topic. An explanatory essay does not include the writer's opinion.

1 **Read the model.** The writer is teaching us about a type of puppet show. Cross out the two sentences that don't belong in the explanatory essay.

Thai puppet performances are a unique form of cultural expression. ~~I saw a Thai puppet show and it was amazing!~~ In a performance, three puppeteers work together to move one beautiful, lifelike puppet to traditional music. Puppeteers must know Thai classical dance. As they dance, each puppeteer holds a wooden rod with a string attached to control different parts of the puppet.

There were different sizes and types of puppets used in Thai puppet performances throughout history, but the puppets used in modern performances are about 60 cm. (2 ft.) high and made of bamboo. Their heads are very realistic, and they wear detailed, elegant costumes. In fact, the costumes are often decorated with gold and jewels. On the inside, puppets have around 16 strings that connect their body parts to one another. Moving these strings allows the puppets to move smoothly and naturally.

Puppets have been a form of entertainment in Thailand for around 300 years, but the traditional Thai puppet performances gained popularity in the early 20th century. Master puppeteer Krae Saptawanit, who first created the small puppet in 1901, travelled around the country doing performances. However, interest in the shows decreased in the mid-20th century after Saptawanit's death. In 1985, a group of puppeteers formed to reintroduce the traditional art. ~~I think this group is really good – probably better at performing the shows than the original artists.~~ Today, these puppet shows are popular with local people and tourists alike.

2 **Work in pairs.** What did you learn about the art of Thai puppetry? Would you like to see a performance? Why or why not?

3 **Write.** Write an essay to explain a type of artistic expression. Remember to provide facts, details and examples to teach your reader about the topic.

WRITING 139

Warm Up

- **Build background** Remind students that they've written several essays that involved presenting information such as describing a process and types of animal flight. Say *The purpose was to convey information about something your readers were already familiar with.* Ask *What if you had to write to inform your readers about something they have no knowledge of at all?* Discuss with students how they would have to explain the topic very carefully, with lots of details and examples. Say *It might be like explaining stage fright to a four-year-old.*

- Say *How would you explain stage fright to your younger sister? Let's list some ideas. First, I think I'd explain what the two words stage and fright mean.* Ask *How could I do that?* Write students' ideas on the board. Discuss step 1. Then have pairs work together to come up with ideas for other steps. Write the best ideas on the board or use these steps.

1. Explain the word *fright*: use an example, such as when your sister gets scared going to the doctor or dentist; provide details – how she gets a stomach ache or feels dizzy. Then show a drawing or photo of a stage; point out details – the curtain, spotlight, audience.
2. Tell her it's a fact: lots of people, even famous stars, think performing on a stage is scarier than going to the dentist. That's called *stage fright*. Use your own experiences with stage fright as an example. Describe the symptoms (details).
3. Explain that stage fright, like your sister's fear of the doctor, can be controlled. Explain how: recognise what's happening, think about something happy or about being somewhere else.
4. Conclude by telling your sister that her next trip to the doctor will be easier now that she understands her own kind of stage fright.

Present

- Tell students to open their books at page 139. Read aloud the text in the green box. Say *We talked about including facts, details and examples when you explain something to someone.* Explain that, unlike persuasive writing, you don't include your opinions in explanatory writing. Say *The purpose of explanatory writing is to convey information – to teach, not to persuade.* Ask *Do you think it would help your sister understand stage fright if you said 'I think stage fright is really silly' or 'I think it's the worst thing ever'?*

Read the Model 1 2

- 1 Say *Now we're going to look at an example of explanatory writing.* First, tell students to examine the photo. Ask *What do you see?* (people and two puppets) Explain that the people are from Thailand, a country in Southeast Asia with a tradition of puppet performance going back hundreds of years. Say *Look closely at the photo. Can you tell how the puppets are manipulated?* (with sticks) *Let's learn more about this type of performance.* Read the Activity 1 instructions. Tell students to read the essay.

- When students have finished, ask individuals to read aloud the sentences they crossed out. Ask them why they crossed them out. Make sure all students understand that the sentences express the writer's opinions and, therefore, they don't belong in an explanatory essay. Ask *In what kind of informational writing is it OK to include your opinions?* (persuasive or opinion writing, reviews)

- 2 Ask *Did you find anything in the essay particularly surprising? I didn't know the puppeteers had to know classical Thai dance. Imagine manipulating a puppet and remembering dance steps at the same time!* If possible, ask students to watch an online video of a Thai puppet performance. Then put students into pairs to discuss the writing. Tell them to re-read the essay together. Say *Point out what you found interesting. Ask each other questions about things that might be confusing to you. Remember to give reasons why you do or don't want to see a puppet performance.*

- **Worksheet** If your students need a reminder of how to go about writing a first draft, you may want to hand out **Process Writing Worksheet 2 (Writing a First Draft)** and review it together.

Plan 3

- 3 Say *It's time to plan your own writing. Read the Activity 3 instructions.* Then say *Take a moment to review all the forms of artistic expression we've learnt about – you can explain a visual or a performing art, so you might want to review Unit 7, too.*

BE THE EXPERT

Writing Support

Potential explanatory writing problems Apart from reminding students to avoid the temptation to express opinions when writing to explain, students should realise that they're probably not going to be an expert on what they're explaining. Even if they know a fair amount about the topic, their writing will be stronger and more authoritative if they include facts, details and examples from reliable sources and direct quotes from actual experts.

Teaching Tip

When you have time after group or pair work, share writing as a class. Read examples of good writing to the class without naming the students who wrote them. After each reading, praise the writer by saying *That's good writing. It has a lot of detail!* or *I like reading that explanation. It's very clear – and interesting, too!*

Workbook For scaffolded Writing support, assign Workbook page 86.

Online Workbook Writing



WRITING

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2 **Work in pairs.** What did you learn about the art of Thai puppetry? Would you like to see a performance? Why or why not?

3 **Write.** Write an essay to explain a type of artistic expression. Remember to provide facts, details and examples to teach your reader about the topic.

WRITING 139

- Say *Your next step is pre-writing. Let's review. What are some ways we do pre-writing?* (brainstorm, freewrite, make lists, use a graphic organiser, use sentence starters) Say *Now decide what you want to use for pre-writing.* 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 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 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 organisation. Tell them to quietly read their drafts aloud to themselves. Ask each student to consider the following: *Did I organise my essay in a logical way? Did I include appropriate facts, details and examples to make my explanation clearer? Did I avoid expressing any opinions? What seems good? What needs more work?* If time permits, they could read their drafts to a classmate for feedback.

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 Rubric

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

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

	1	2	3	4
Writing Student organises the writing in a logical way and includes informative facts, details and examples, but not opinions.				
Grammar Student uses infinitives and gerunds correctly.				
Vocabulary Student uses a variety of word choices, including words taught in this unit.				



MISSION

Objective
Students will
- discuss how doing your own thing helps you to define yourself.

Resources Video scene 8.2 (DVD/Website/CPT); Worksheet 3.8.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

The best way to get students to speak in class is to create a risk-free environment. Help students understand that mistakes are not only accepted, but also expected. If classmates laugh at an error, gently remind them that making fun of people's mistakes is not acceptable.

Explain that everyone is there to practise and learn – which always involves making errors. By reinforcing this message, you'll see students become more willing to take chances and improve their ability to learn.

Online Workbook Meet the Explorer

Mission

- Say *Turn to page 140.* Read aloud the Mission and the quote from Paul D. Miller. Ask *What does it mean to let the world define you?* Discuss that it might mean just accepting the labels others may put on you, such as *genius, maths geek, arty* or *cool*. Say *Paul Miller would say you shouldn't be afraid to let people see the real you. You can love science and maths – and ballet, too.*
- **Activity 1** Say *Now let's watch a video about Paul D. Miller.* Play **Video scene 8.2**. Think about what he means when he says that art, music, science and technology are not separate things.
- **Activity 2** Put students into pairs or small groups to consider the Activity 2 questions. Provide prompts such as the following to guide students' discussions. Ask, for example, *Is doing your own thing a little like telling your own story? How can that bring you closer to other people?*
- **Activity 3** Read Activity 3 aloud. Say *Take a few minutes to think. Chances are we've all let the world define us at one time or another. Can you think of any of those times? On the other hand, every time you ask a question, you are defining yourself. Being willing to learn something new takes courage – especially when you're learning about it in a new language!*
- **Worksheet** Hand out **Worksheet 3.8.6.** Explain that students will use the worksheet to think and write about Paul D. Miller and his ideas about doing your own thing.
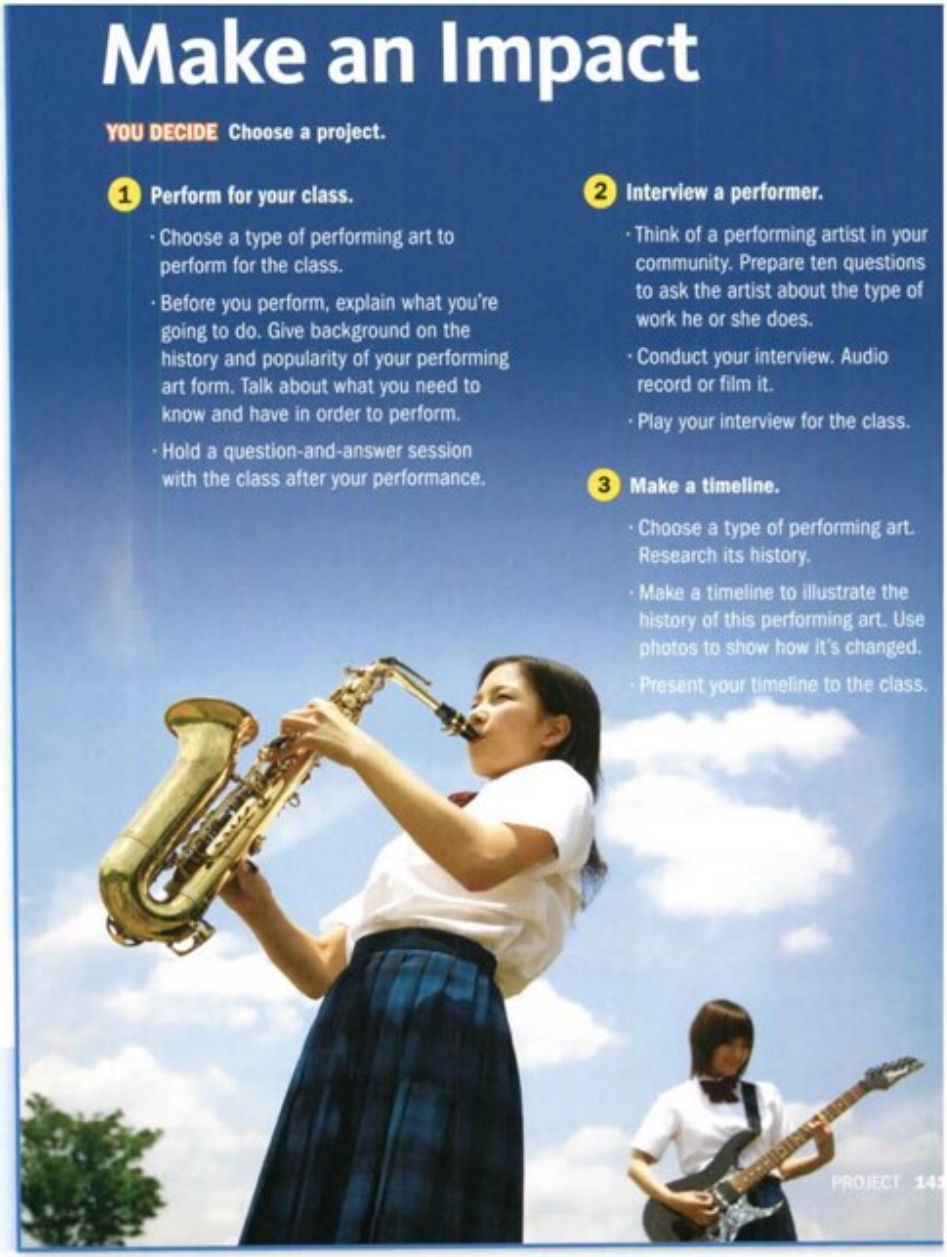
PROJECT

Objective
Students will
- choose and complete a project related to the performing arts.

Content Vocabulary *organ grinder*

Resources Assessment: Unit 8 Quiz, Units 5–8 Mastery Test, Final Test; Workbook pages 87 and 96; Worksheet 3.8.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Materials audio recorder or video camera



Assessment Go to pages 262–264.

Unit Review Assign Worksheet 3.8.7
Workbook Assign pages 87 and 96.
Online Workbook Now I can

Prepare

- YOU DECIDE Ask students to choose a project.
- **Activity 1** Say *Here's a chance to display your talent in the performing arts! Do you sing? play an instrument? dance? act? juggle?* Tell students if they play with other students in a band or want to perform a dance routine or act out a scene with a classmate, that's fine. Make sure they understand they have to do more than perform. If they choose a group performance with classmates, everyone has to contribute to the presentation and question-and-answer session.
- **Activity 2** Ask *Do you know a performer? Ask the person if you can interview him or her – and record the interview. You'll have to get permission first.* Tell students they can also work in pairs to do a fake interview. They'll have to research a real performer and write questions that relate to the person's life and art. Then they'll take the roles of performer and interviewer and perform the interview for the class.
- **Activity 3** Say *You know what a timeline is. This would be interesting to do for a type of performing art that's changed a lot over time. Drama, perhaps, DJ-ing or street performing – from organ grinders to breakdancers and living statues. You'll have to find photos, though, to include in your timeline.*

Share

- Schedule time for students to present their final performances, interviews and presentations. You may want to invite professional performers, and parents and relatives to the presentation. Allow time for the student audience to ask questions about their classmates' work.
- **Modify** Help students simplify a project by eliminating one of the options or steps. You might want to help students with their research or put them in touch with performers you know.

STUDENT'S BOOK AUDIO SCRIPT

Track 100 1 **Listen and read.** See Student's Book pages 128–129.

Track 101 2 LEARN NEW WORDS **beat** / The strong beats that DJs play keep everyone dancing. **composer** / Composers write traditional and modern music. **entertainment** / Music is a source of entertainment for many people. **expose** / DJs expose their listeners to a variety of songs. **fame** / People upload videos to the Internet in search of fame. **gain** / Some DJs gain popularity when they upload their work to the Internet. **influential** / Celebrities can be very influential in making people believe something. **lyrics** / Lyrics are the words in a song. **manipulate** / DJs usually manipulate pre-recorded music to create special effects. **means** / The Internet is a popular means of sharing music. **performer** / Who's your favourite performer? **recognition** / Artists gain recognition when their songs are played on the radio. **satisfaction** / Doing your best brings a feeling of satisfaction. **self-expression** / Music, acting and dance are forms of self-expression. **vary** / Popular music styles can vary from country to country.

Track 102 5 DJ Spooky sees music as information, and he wants his audience to do the same. He realises that most people listen to music for enjoyment, but he's mixing music to inform people about social and environmental issues. *Terra Nova/Sinfonia Antarctica* is an example of how DJ Spooky gets creative to connect music with issues. Although he works with classical musicians on this multimedia show, he doesn't view the music just as a symphony, but rather as a portrait of the changing landscape of Antarctica. This change is a direct result of climate change, and it's essential that people change their behaviour to reduce the threat. As an indication of his concern for these threats, he visited Antarctica to directly interact with and record the landscape. He mixes this recording with the live performance and images from the continent for an experience that will certainly change his audience's views on the effects of climate change.

Track 103 5 LEARN NEW WORDS **enjoyment** / Listening to music is a form of enjoyment for most people. **essential** / Music is an essential part of many cultures. **indication** / Many online views are an indication that a video is interesting. **symphony** / Horns, drums and string instruments can be heard in a symphony.

Track 104 SPEAKING STRATEGY See Student's Book page 131.

Track 105 1 **S1**: Hey, Alice. What do you think about going to a jazz concert on Saturday afternoon? I've got two tickets. **S2**: Well, I'm not wild about jazz.

S1: Really? That's a shame. I thought it would be fun.
S2: It's all right, I guess. It's just not my favourite.

S1: Well, what is your favourite? **S2**: I'm crazy about hip-hop because I love dancing.

S1: Yeah, I'm a big fan of hip-hop, too! **S2**: Do you have a lot of hip-hop music?

S1: Yeah. In fact, I have some vinyl records with hip-hop. My uncle's a DJ, so he gets them for me. What are your thoughts on mixing up some songs on his turntable?
S2: Sounds like fun!

Track 106 GRAMMAR See Student's Book page 132.

Track 107 4 Dancing is a popular means of both individual and group expression. Almost every culture has a wide variety of dances. Folk dancing has its origin in the traditional life of a certain country or region. The steps to folk dances are typically passed down from generation to generation. Folk dances rarely change. However, many other types of dancing require a choreographer – a person who creates dance steps and their sequence in a performance. The choreographer works with groups of dancers to make sure they move together, creating an artistic group expression. Dancers work together in rehearsals to perfect this movement before performing. This is true for all types of group dance performances, from traditional ballet to modern jazz and hip-hop dance.

Track 108 4 LEARN NEW WORDS **ballet** / Classical ballet began in Italy in the 15th century. **choreographer** / A choreographer leads dancers through their movements. **folk** / Folk dancing reflects the traditional life of a group of people. **rehearsal** / All performers have many rehearsals before putting on a show.

Track 109 2 LEARN NEW WORDS **melt** / Musicians must be careful that their ice instruments don't melt while they play them. **orchestra** / Many musicians make up an orchestra. **pure** / The ice used to make instruments must come from pure water. **stage** / In a concert, musicians play on a stage. **tribute** / Musicians play ice instruments as a tribute to nature.

Track 110 3 WHILE YOU READ See Student's Book pages 134–135.

Track 111 GRAMMAR See Student's Book page 138.

Track 112 1 **S1**: Hi, Jian, how are you? Did you have a good weekend? **S2**: Yeah, it was incredible. I went to a concert. I saw WagakkiBand play. I had never heard them perform.

S1: Wow! I've never seen them perform either, but I've heard their songs. It's really awesome how they mix music styles.
S2: It is ... It was a great show. The fans cheered so loudly that we could feel the floor move. It was really exciting. So what about you? What did you do this weekend?

S1: Well, I went to a festival with my sister. It was really fun. There were performers everywhere! We watched a ballerina dance. We heard poets read their poems. We even saw a woman eat fire! **S2**: Wow! Fire? That must have been really cool to see.

Track 113 1 **Express Yourself** See Student's Book pages 142–143.

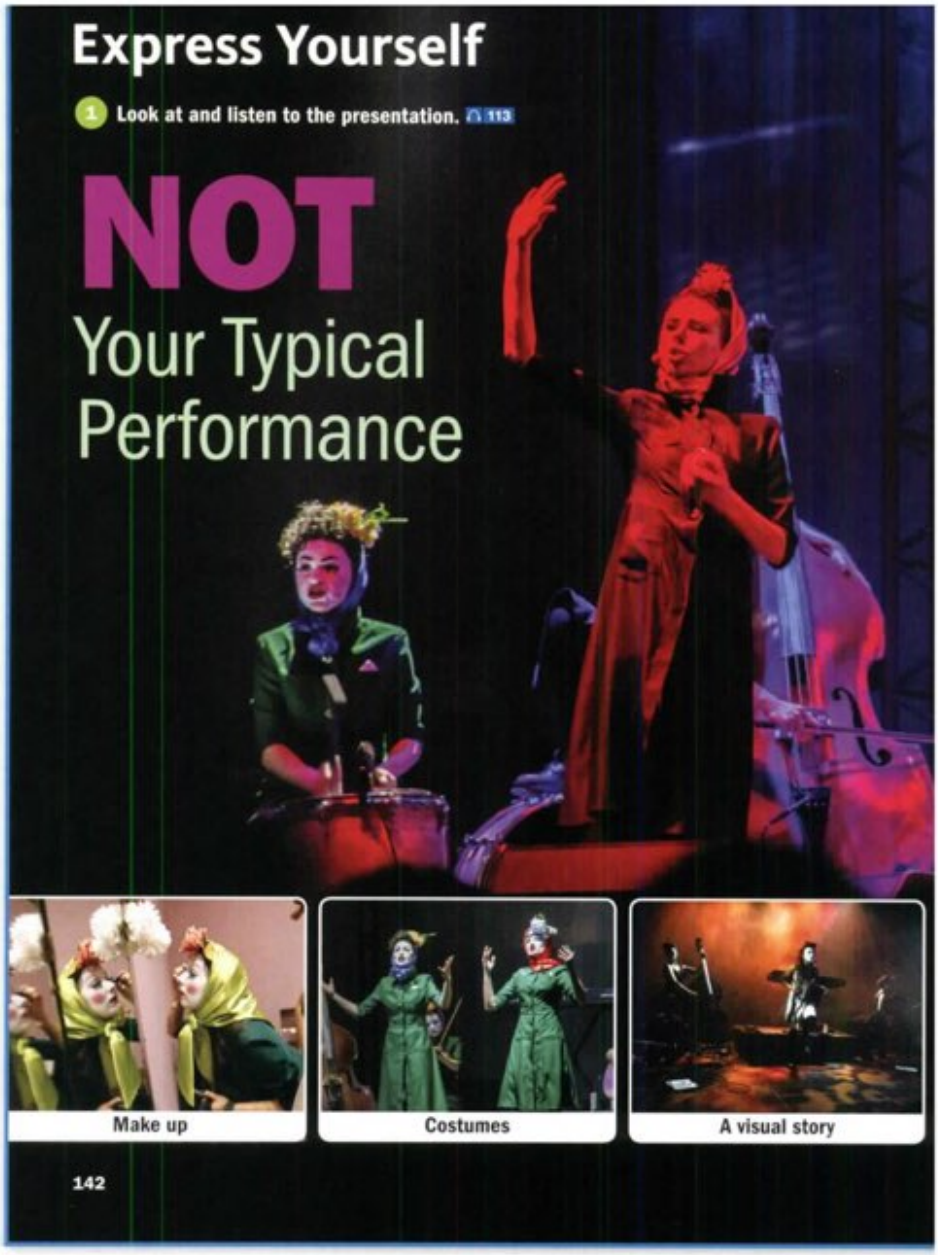
Express Yourself

Objectives
Students will
- identify the purpose and features of a slide presentation.
- connect ideas about the visual and performing arts.

Academic Language *slide presentation*

Content Vocabulary *accordion, elaborate, mash-up, typical*

Resources Workbook pages 88–89/ Online Workbook (Units 7–8 Review); Worksheet 3.8.8 (Teacher's Resource CD-ROM/Website); Track 113 (Audio CD/Website/CPT); CPT: Express Yourself Units 7–8



Present 1

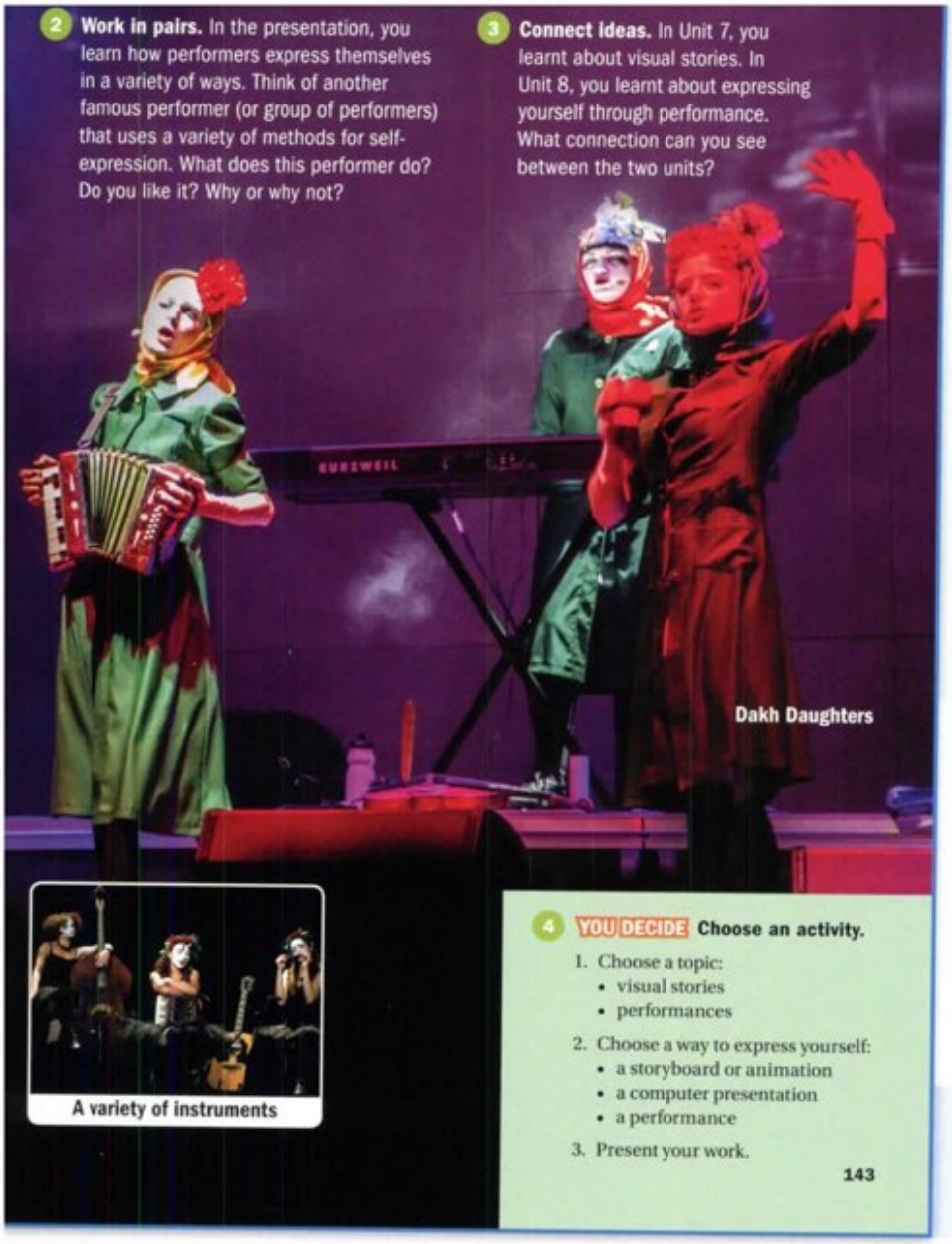
- **Preview** Tell students they're going to look at a series of photos as they listen to an audio track. The combination is meant to represent a slide presentation, or a series of images projected onto a screen for the purpose of showing to an audience. The images are arranged in a specific sequence and may include text or be accompanied by recorded or live narration.

- Tell students to turn to pages 142–143. Say *Look at the large background photo. What do you think is going on?* Students will probably say it's a performance or a play with music and singing. Say *That's right.* Then read aloud the title. Ask *What does typical mean?* (usual, ordinary) *If something is not typical, how would it be described?* (different, unusual, unique) Tell students the presentation is about a unique group of performers from the city of Kiev in Ukraine, a country in Eastern Europe.

- 1 **Listen together** Tell students to focus on the small photos at the bottom of pages 142–143. Point out the accordion. Tell students it's an instrument with a keyboard and a folding bellows that you squeeze to make organ-like music. Say *These photos are the presentation slides. Look at them as you listen to the audio.* Play **Track 113.**

Practise 2

- 2 **Discuss** Talk about how the Dakh Daughters' performances are a mash-up of different performing arts. Then take a minute to discuss performers who combine different methods of self-expression in their acts. Say *Paul D. Miller is a good example. Can you think of anyone else?* Students may mention several performers who combine dancing and singing in their concerts. Many comedians also incorporate singing, dancing, playing instruments, even juggling, into their performances. Put students into pairs to discuss the questions.



BE THE EXPERT

Genre in Depth

Slide presentation Students may be familiar with Microsoft PowerPoint®, which allows a user to create customised presentations. Slides can include images, text, graphs and charts, and animations. Some presenters include handouts of the presentation, and sometimes presentations end with a question-and-answer session.

Cumulative Review

Hand out Cumulative Review Worksheet 3.8.8.

Formative Assessment

Can students

- identify the purpose and features of a slide presentation?

  Ask students to explain what a slide presentation is.
- connect ideas about the visual and performing arts?

  Ask *How would you sum up the connection between the visual and performing arts?*

Workbook Assign pages 88–89.

Online Workbook Cumulative Review

Connect 3

- 3 **Critical thinking** Read aloud the Activity 3 text. Provide prompts as necessary: Say *Remember some of the visual arts we talked about in Unit 7 – the paintings and photos that tell stories, the art of animation, sculptures and body art. Think about how these and the performing arts are connected.* Ask students to share their thoughts.

Prepare 4

- 4 YOU DECIDE Review Activity 4. Allow students to choose their own topics. You may want to assign this activity in advance so that students have more time to review each step.
- Say *The main thing is to decide first what story you want to tell or what information you want to convey. That will help you decide which form of expression to use.* Tell students to think of the different forms of art they learnt about in the past two units. Ask *Which one really got your attention? Did any of them make a connection to one of your special interests?*
- Tell students who choose to create a storyboard or an animation to review the Unit 7 video *Animation Creation.* Help them, along with students who choose to create a computer presentation, to find someone with computer graphics experience to give them advice. Perhaps a colleague could conduct a workshop for these students. For those who choose to perform, say *Remember, you, too, have to have a purpose for your performance.*

Share

- Set aside time for sharing students' work with the class. Remind students to listen politely to all the presentations and performances and to wait until they're over before asking any questions.

ASSESSMENT

Resources Unit 1 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Help students become comfortable with assessments by treating tests as part of the course. For example, create review sheets 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 skills in these four areas: *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 tell 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:

  How would you describe your personality in five or six words?

  Are you the oldest, middle, youngest or an only child? Do you think your birth order affects your personality?

  How does it make you feel when you try to do something and you're unsuccessful?

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 skills in these four areas: *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 tell 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:

  What are your favourite animals? Which are you afraid of and why?

  Give some examples of misunderstood animals. How can you help people understand them better?

ASSESSMENT

Resources Unit 2 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Create a comfortable seating environment in the classroom for test taking. 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 further apart so there is less opportunity for students to look at a classmate's answers. Creating more space between desks will also make it easier for you to walk around the room and check on individual students without disturbing others.

ASSESSMENT

Resources Unit 3 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Before a test, think about what will be needed. For example, have extra pencils, paper and rubbers on hand. Be prepared with an activity for students who are early finishers, or have on hand copies of student magazines or other reading materials in English. Before the testing session begins, write all of the instructions on the board and read them aloud. Make sure students have a clear understanding of the testing procedure. Remember to check your notice boards, word walls and chalkboards, and remove or cover any information that might give away answers.

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 skills in these four areas: *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 tell 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:

  Why do some animals prefer to live and travel in large groups?

  What are some of the factors that make up a person's identity?

  How can belonging to a group be beneficial for humans?

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 skills in these four areas: *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 tell 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:

  What is one of your favourite articles of clothing? Why do you like it?

  What is a fashion footprint?

  What are some social or psychological reasons for wearing uniforms? for not wearing uniforms?

ASSESSMENT

Resources Unit 4 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Prepare for assessments with a question-and-answer session. Ask students to go through the unit, and address any questions they have. 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.
- 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.

ASSESSMENT

Resources Units 1–4 Mastery Test *(ExamView®)*

BE THE EXPERT

Testing Tip

Tell students to look over the entire test before beginning. Remind them to focus on the easier questions first and come back to difficult questions at the end. Teach students to pace themselves based on how long the test should take to complete. If needed, write the time on the board and remind students when they should be moving on to a different section. Explain that it's OK if they're unable to answer a question. They'll have time for review after the test.

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 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 tell 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:

What are three personality traits that you share with a member of your family?

Why are some animals misunderstood by humans? Give at least two examples.

What are three advantages of belonging to a group?

What are three ways to reduce your fashion footprint?

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 skills in these four areas: *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 tell 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 one adaptation that helped birds develop flight?

  How are bats and colugos alike? How are they different?

  How are aeroplanes and helicopters alike? How are they different?

ASSESSMENT

Resources Unit 5 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Remind students to read all the instructions carefully before answering a question. Tell them to note any special words in the instructions, such as 'choose the best answer' or 'use a *form* (of a word).' Emphasise that they should always write complete sentences when they answer questions or complete a writing task, restating the question in their response, if appropriate. For speaking tasks, also remind students to answer with complete sentences.

ASSESSMENT

Resources Unit 6 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

Create a positive classroom atmosphere by encouraging students to give their best effort, reminding them that they should not be afraid to make mistakes. Point out that mistakes are part of the learning process. As students take tests, walk around the room to ensure that they are on task. If you notice that a student is distracted, approach his or her desk and quietly re-direct attention back to the test. If you see anyone hunched over or tensing up, help the student assume a more relaxed posture.

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 skills in these four areas: *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 tell students to read the instructions. Clarify instructions if necessary.
- For the listening comprehension activities, you can play **Track 007** 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:

Would you want to explore Mars if you knew you would spend years away from Earth? Why or why not?

What are three personality traits an explorer should have? Why?

Do you think scientists will ever find life on Mars? Why or why not?

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 skills in these four areas: *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 tell students to read the instructions. Clarify instructions if necessary.

- For the listening comprehension activities, you can play **Track 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 is a visual storyteller?

  Do you prefer abstract or realistic art? Why?

  Do you have a favourite animated film? What is it about?

ASSESSMENT

Resources Unit 7 Quiz *(ExamView®)*

BE THE EXPERT

Testing Tip

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, write a word or phrase next to incorrect answers to help the student identify the problem (e.g., *preposition*, *spelling*, *etc.*).

If possible, schedule time to discuss the results of each assessment with students. Re-teach information as necessary, and offer tips on how to handle problem questions on subsequent tests.

ASSESSMENT

Resources Unit 8 Quiz *(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. 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.

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 skills in these four areas: *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 tell 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:

  What kind of music do you like? Why do you like it?

  Is there a performer you especially admire? Why do you like him or her?

  What would you say your 'own thing' is?

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 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 tell 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:

  Compare and contrast two different types of flight. How are they different? How are they similar?

  Would you enjoy being an explorer in space? Why or why not?

  What are two differences between abstract and realistic art?

  Do you enjoy attending concerts and performances? Why or why not?

ASSESSMENT

Resources Unit 5–8 Mastery Test *(ExamView®)*

BE THE EXPERT

Testing Tip

Encourage 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 and to determine whether the response fully answers the question.

ASSESSMENT

Resources Final Test *(ExamView®)*

BE THE EXPERT

Testing Tip

Review content regularly to help reinforce learning and to better prepare students for assessments. Periodically recognise and reward successful students. Encourage students to take 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 tell 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:

What three traits can be used to describe your personality? Why?

Why do you think some people like to express themselves through their fashion choices?

Do you think you would be a good explorer? Why or why not?

How are performing and storytelling similar? How are they different?

Unit 1

Who Am I?

1 Unscramble these words that describe personality. Complete the sentence under the picture with one of the words.

1. sienthaustic enthusiastic
2. engeretic energetic
3. regesosu generous
4. otimpicsit optimistic
5. nopsibleres responsible
6. asmbiouti ambitious
7. ermindeted determined
8. goutineg outgoing
9. itpaute patient
10. gasidoren organised
11. fidconeut confident
12. bborstun stubborn



Look at his desk!
He's so organised.

2 Write. Complete each sentence with a word from Activity 1.

1. She believes that good things will happen. She's optimistic.
2. They won't allow anyone or anything to stop them. They're determined.
3. Janet makes friends easily. She's outgoing.
4. He shows great passion for cooking. He's enthusiastic.
5. You can trust him to take care of things. He's responsible.
6. Mario worked hard. He's confident he will do well in his final exams.
7. You are always very calm. You're so patient.
8. She does a lot of things in one day! She's energetic.
9. Gina is so stubborn. She never listens to anyone's advice.
10. She wants to be successful and famous. She's ambitious.
11. They are very kind and share what they have. They're generous.

3 Listen. Complete the dialogue with the missing words. Then listen again to check your answers. In class, take turns reading the dialogue with a classmate. V 0001

Lucy: Sorry I couldn't go to the cinema with you. I had to look after my little brother, Mike.
Sam: I look after my little brother sometimes. But it's like Tommy isn't even there. He's very quiet and not too outgoing.
Lucy: You're lucky. Unlike Tommy, Mike is loud and noisy. He's always running through the house. He's too energetic. And he's so messy. He's not organised at all.
Sam: Tommy isn't that way at all. He isn't as energetic as Mike. He likes to read, play video games and draw.
Lucy: Well, they're alike in that they are both enthusiastic about video games.
Sam: I love video games, just like they do. Don't you?
Lucy: Not me!



4 Write. List four words that describe your personality. Write a sentence about your personality for each word.

shy	I find it difficult to talk to people because I'm shy.
1. Answers will vary.	
2.	
3.	
4.	

GRAMMAR

Question tags: Confirming information or seeking agreement

Cookery programmes **are** competitive, **aren't they**?	**Yes, they are.** My friends love them.
They **couldn't** go on holiday, **could they**?	**No,** their flight was cancelled.
Tom **didn't** like the party, **did he**?	**No, he didn't.** He is too shy.
Carla and Luke **will** help me prepare dinner, **won't they**?	**No, they won't.** They're not very enthusiastic about cooking.

Question tags are short questions at the end of statements. A positive statement has a negative tag. The expected answer is positive. A negative statement has a positive tag. The expected answer is negative.

A listener can disagree or answer differently to what's expected. In this case, there is often some explanation.

1 Listen. Circle the correct tag. Then listen and check your answers. V 0002

1. Jack Andraka's idea won at the competition, **didn't he** / **didn't it**?
2. Sugar on cauliflower is odd, **isn't it** / **aren't they**?
3. You have to be ambitious to do well, **don't you** / **haven't you**?
4. Children shouldn't ride bicycles without helmets, **don't they** / **should they**?
5. Your mum can speak three languages, **doesn't she** / **can't she**?
6. Young people won't spend time cooking, **will they** / **don't they**?
7. Fast food is good for you, **isn't it** / **doesn't it**?
8. He couldn't find all the ingredients, **didn't he** / **could he**?

2 Match each response with the correct question in Activity 1. Write the number of the question on the line. Then listen again and check your answers. V 0003

5 a. No, she can only speak two.
2 b. Yes, it's very strange!
8 c. No, he couldn't. It's a shame.
1 d. Yes, it did. He's going to be on TV.
3 e. Yes, it's important if you want to do well.
7 f. No, it isn't. It's not healthy.
4 g. No, it's dangerous!
6 h. No. They like spending their time with friends.

3 Read. Complete each sentence with a word from the box. Then add a question tag.

competitive **confident** **co-operative** **helpful** **jealous** **open-minded** **outgoing**

1. Lisa doesn't like working in groups. She isn't very co-operative, is she?
2. Athletes focus a lot on their training and diet so they can be the best. They can be very competitive, can't they?
3. Children are stubborn and don't listen to suggestions. They won't always be open-minded, will they?
4. Tim is very funny but he's also shy. He should be more outgoing, shouldn't he?
5. Mr Larkins knows where to find interesting information. He could be very helpful, couldn't he?
6. The players weren't confident that they would win, were they?



4 Write. Answer the questions and give additional information.

1. You live very near your school, don't you? Possible answers:
Yes, I do. I live just ten minutes away.
2. You haven't been to Italy, have you?
No, I haven't. But I'd like to visit someday.
3. You would like to be a scientist, wouldn't you?
Yes, but I need to study hard.
4. You're an only child, aren't you?
No, I'm not. I've got a younger sister.
5. You didn't play any sports last week, did you?
No, I didn't. I wasn't feeling well.

1 Listen and read. As you read the article, notice the descriptive words and expressions that describe an only child. V2.03

SUPER FIRSTBORNS

What makes us who we are? Is it the environment we grow up in? Is it the people we live with? Some experts tell us that half of our personality is genetics – our natural make-up, or the way we are born. Gender – whether you're a boy or a girl – is also a consideration. Age is another factor. In families with more than one child, birth order is sometimes thought to be important. But some families have only one child.

Another name for only children is 'onlies', though experts sometimes refer to an only child as a 'super firstborn'. This is because an only child has many of the advantages of the firstborn child but doesn't experience the changes of a new baby arriving in the family. There is no competition from a sibling – a brother or sister – so onlies have their parents' full attention. Some onlies are mature and responsible because they spend a lot of time with adults. They learn to be self-entertainers and can be creative and imaginative when the adults around them are busy.

On the other hand, some only children can become jealous of their parents' adult friends. They can be self-centred and selfish if these friends ignore them and take too much attention away from them. They may be used to feeling important and can appear spoilt when things don't go their way. Some onlies who aren't used to sharing can be bossy around other children.

What happens when there is only a birth order of one? As we've seen, birth order is just one of many factors that can influence our personalities and affect the way we are.



2 Look for words and phrases that describe an only child in the article. List them in one of the categories.

Positive Qualities	Negative Qualities
mature responsible creative imaginative	jealous self-centred selfish feeling important spoilt not used to sharing bossy

3 Read and answer the questions.

1. Why are only children referred to as 'super firstborns'?
   Because being a firstborn, they don't have to compete with siblings.
2. Why can only children sometimes be more imaginative?
   Because they play a lot on their own.
3. Why do some onlies find it difficult to play with other children?
   Because they are not used to sharing.

4 Read 'Super Firstborns' again. Complete the idea web with factors that influence personality. Can you think of any other factors to add? Write them on the lines.

5 In your own words, describe two of the factors that you feel most influenced you.
Personality self-study

GRAMMAR

Using *it* to talk about weather, time and distance, and for emphasis

It's a sunny day. Let's go out.	**It**'s great that she won.
It's 11 o'clock at night. **It**'s time to go home.	**It** upsets me when my brother is bossy.
It's the 22nd today. **It**'s my birthday!	I love **it** when she smiles.
It was five miles to Robert's house.	I don't like **it** when I'm late for class.

We use *it* to talk about the weather and to express time, dates and distance. *It* does not refer to any specific person, thing or place. *It* is the subject of the sentence.

We also use *it* to introduce a sentence that expresses an opinion or to provide emphasis. (In 'it's great that she won', *it* has the same meaning as the words *that she won*.)

1 Listen. Write the number of the sentence you hear next to the correct picture. V2.04

a. 5



b. 4



c. 6



d. 1



e. 3



f. 2



2 Complete the sentences with your own ideas. Possible answers

1. It annoys me when my brother and I argue.
2. It's great that I passed my exams.
3. It's weird that my phone doesn't work.
4. It's not fair that I have to get up early.
5. It makes me happy when I get good marks.

3 Read. Circle the uses of *it*. Then answer the questions using *it*.

(It)'s my birthday tomorrow and I don't know what to do!

I looked at the weather forecast for tomorrow and (it) will be cold and windy on the beach. I hate (it) when (it)'s too cold on the beach; you can't go for a swim.

My friends and I could go to my favourite restaurant. But (it) would take 45 minutes to get there.

Or, we could go to the cinema. There's a popular film I'd like to see. But (it)'s Friday and I can't buy the tickets today. Then tomorrow the cinema will be crowded and we won't be able to get tickets.

(It)'s a shame that I can't have a party at home. My mum and dad hate (it) when there is a mess and a lot of noise.

(It) just drives me crazy when I can't decide what to do!



1. What day of the week is Tanya's birthday?
   It's on Saturday.
2. Why doesn't Tanya want to go to the beach?
   It will be cold and windy.
3. Why doesn't she want to go to her favourite restaurant?
   It's 45 minutes away.
4. Why can't she go to the cinema?
   It's Friday, and she can't get tickets for Saturday.
5. Why can't she have a party at home?
   Her mum and dad hate it when there is a mess and a lot of noise.

WRITING

We use certain expressions when we want to **compare** (write about similarities) or **contrast** (write about differences). We use words such as the following examples to compare or contrast two people, places or things.

- Compare: alike both in the same way too
- Contrast: although but on the other hand unlike

1 Organise.

1. Your task is to compare and contrast your personality with that of a family member or friend. Think about how you are similar to and different from the person you chose. Make notes in the Venn diagram about your personalities and also about your hobbies and interests.

2. Think about how you will introduce your family member or friend. Write a possible topic sentence here.

_____

Next, you'll need a paragraph describing how you and your family member or friend are similar and a paragraph about how you're different. Use the words from the Writing box.

Finally, write a concluding paragraph saying whether you and your family member or friend are more similar than different, or more different than similar.

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 personality and character traits.** Answers will vary.

  What three words describe you? I'm _____, _____ and _____.

  What makes you special? I'm _____, _____ and _____.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

- **use question tags to confirm information or seek agreement.**

  Jack Andraka is an inventor, _____isn't he_____?

  Brothers and sisters don't always agree, _____do they_____?

  Only children can be more imaginative, _____can't they_____?

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

- **use *it* to talk about weather, time and distance and for emphasis.**

Wednesday  five thirty 

It's Wednesday. It's five thirty.

raining  my birthday 

It's raining. It's my birthday.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

- **write about similarities and differences between two people.**

  Choose two of your friends and describe them. How are they similar? How are they different?

  Answers will vary.

☐ Yes, I can!
☐ I think I can.
☐ I need more practice.

YOU DECIDE Choose an activity. Go to page 90.

Unit 2

Misunderstood Animals

1 Play Bingo. Use the words below to fill in the blank after each item. Cross out each word as you use it. Write a definition of the word that's left.



slimy	aggressive	crucial
ecosystem	pest	disgusting
poisonous	sting	filthy

1. Cross out the word that means very dirty. _____filthy_____
2. Cross out the word that describes an animal that might attack you. _____aggressive_____
3. Cross out the word that describes a snail or a fish. _____slimy_____
4. Cross out the word that means absolutely necessary. _____crucial_____
5. Cross out the word that describes what a wasp will do if attacked. _____sting_____
6. Cross out the word for something that can cause sickness or death. _____poisonous_____
7. Cross out the word that means very unpleasant. _____disgusting_____
8. Cross out the word that describes everything that exists in a particular environment. _____ecosystem_____

The word that is left is _____pest_____.

A _____pest_____ is _____an animal or insect that:_____

_____bothers people and other animals or ruins food_____



2 Read. Circle the correct word to complete each statement.

1. **Pests** /(**Bees**) are beneficial to humans.
2. Some snakes are **filthy** /(**poisonous**).
3. We **conserve** /(**destroy**) the environment when we cut down trees.
4. The rubbish smells terrible. It's **crucial** /(**disgusting**).
5. Crocodiles can be (**aggressive**) / **crucial** if their babies are in danger.
6. Cities try to (**control**) / **decay** the number of pigeons living there.
7. **Stings** /(**Germs**) are all around us. We must try to be clean.
8. Cats and dogs are (**popular**) / **unpopular** pets in many places.



3 Listen. Then match the first part of each sentence with its ending. Write the letter on the line. CD07

f 1. In some parts of India, snakes are valued	a. because they help farmers protect their crops from pests.
i 2. Pigmy rattlesnake venom is used	b. to make biodegradable bottles, bandages and bulletproof jackets.
e 3. Experts use spider silk	c. to create a new heart medicine.
g 4. Experts have copied sharkskin	d. but birds and other animals like to eat them.
a 5. Wasps play a crucial part in the ecosystem	e. because they control the rat population.
d 6. Slimy snails are garden pests,	f. and created a plastic that stops germs spreading in hospitals.



4 Choose a misunderstood animal. Write two interesting facts about it. Use words from the box.

aggressive beneficial crucial ecosystem germs pest poisonous sting

Answers will vary.

GRAMMAR

Modals: Speculating about the past

Lorrie is afraid of the water. (fact)
She **could have fallen** into a swimming pool when she was a child. (not sure)
She **might have seen** a shark. (not sure)
She **may have been stung** by a jellyfish. (fairly sure)
She **must have had** a bad experience involving the water. (very sure)

We use ***could have***, ***might have***, ***may have***, ***must have*** + participle to show how sure or certain we are about past situations.

1 Read and match. There are two responses for each statement. Write the letters.

Statements

1. Eric came back from the jungle covered in red spots.
2. They decided never to go on safari again.
3. Maya changed her mind about becoming a zoologist.
4. The crowd looked scared.
5. Julia and Anna don't want to go into the water.
6. Jenny couldn't sleep last night.

Responses

a. They may have seen jellyfish.
b. She must have realised she'd have to experiment with animals.
c. They might have seen some vampire bats.
d. She might have heard wolves howling outside her window.
e. She may have seen a cockroach on her bedroom wall.
f. A tropical insect must have stung him.
g. They must have heard strange noises.
h. They must have encountered a dangerous animal.
i. They must have heard about the shark attack last week.
j. Mosquitoes may have bitten him.
k. She may have decided she'll make more money as a vet.
l. They may have seen lions killing another animal.



2 Listen. First, complete the sentences. Then, think about how certain the speaker is about the boy's situation. Write *not sure*, *fairly sure* or *very sure* on the line after each answer. 2.008



1. He must have been scared of the dark. very sure
2. He might have walked into a spider's web. not sure
3. He may have fallen and hurt himself. fairly sure
4. He could have felt the slimy cave walls. not sure
5. He could have heard the myth about the poisonous cave snake. not sure

3 Complete. Use the words from the box and *could have*, *may have*, *might have* or *must have* with the verb given in brackets.

beneficial **bite** **cockroach** **decay** **disgusting** **slimy** **upset**

1. She saw something run under the rubbish bin.
   She could have seen (see) a cockroach. (not sure)
2. He felt something slimy.
   He must have touched (touch) a snail. (very sure)
3. The students said that the snake's bite was poisonous.
   They may have misunderstood (misunderstand) the teacher. (fairly sure)
4. The kitten was getting upset.
   It could/might have wanted (want) more milk. (not sure)
5. He thinks that bees are not beneficial to people.
   He may have read (read) the wrong information. (fairly sure)
6. The rubbish smelt disgusting.
   They must have forgotten (forget) to collect it. (very sure)

1 Listen and read. As you read, notice the similarities between crocodiles and birds. 2.009

CROCODILES:
THE TRUTH EXPOSED

Crocodiles aren't slimy or poisonous. They don't sting or suck your blood like some insects do. They do have a lot of sharp teeth, but no poisonous fangs. So why are people scared of crocodiles? Well, crocodiles are very big and very strong. They have a reputation for being aggressive. They're not pleasant to look at and their scales are rough.



Although crocodiles are reptiles and may look like big lizards, they are in fact more closely related to birds. They also share some behaviours with birds. Like some birds, crocodiles guard their nests and protect their young for up to two years, until they're old enough to survive on their own. Some crocodiles actually hold the food in their mouths when they feed their young just like birds do.

Crocodiles are caring parents. Crocodile mums will carry their babies in their mouths to protect them from harm. They teach them to swim just like mother ducks teach their ducklings. If an adult crocodile believes that a baby croc is in danger, it will go to that baby to protect it, even if they are not related.

These images paint a different picture of crocodiles. What is more, some cultures actually value and respect them because they are believed to represent the spirit of ancestors. In Australia, where there is a huge population of saltwater crocodiles, people learn how to behave safely. For example, people don't go back repeatedly to the same place on riverbanks to wash their clothes. They know that crocodiles *recognise* patterns and routines.

Experts tell us that crocodiles are sensitive, clever and even emotional creatures. Their huge size and their teeth may be threatening, but it's a misconception that all crocodiles kill and eat people. Most crocodiles aren't aggressive towards people and, like snakes, will avoid human contact when they can.

2 Read. Tick **T** for *True* or **F** for *False*. Rewrite the false statements to make them true.

	T	F
1. Crocodiles are big and strong reptiles.	☑	☐
2. Crocodiles eat their babies.	☐	☑
3. Crocodiles look after their young.	☑	☐
4. Crocodiles help only their own young when they're in danger.	☐	☑
5. All crocodiles kill people.	☐	☑
6. Education is important in understanding crocodile behaviour.	☑	☐
7. Crocodiles are not intelligent animals.	☐	☑

2. They look after their young carefully.
4. Crocodiles protect baby crocodiles even if they are not related.
5. Most are not aggressive towards people.
7. Crocodiles are clever.

3 Complete the table with details about birds and crocodiles. Use your own knowledge, information from the text or other sources.

	Appearance	Habitat	Behaviour
Birds	beak, small feathers, wings, tail	seashore, trees, bushes	build nests, lay hard eggs in a nest, look after and feed young, ducks teach ducklings to swim
Crocodiles	scales, long body, tail, many teeth	rivers, estuaries	lay hard eggs in a nest, look after and feed young, carry babies in mouth, teach babies to swim

4 Answer the questions in your own words. Possible answers

1. What is one misconception you had about crocodiles?
   One misconception I had is that crocodiles are aggressive and attack people.
2. What are some interesting facts you learnt about crocodiles? List at least two.
   Crocodiles and birds have similar behaviours.
3. How can we change the way we think about crocodiles?
   We have to learn more about them to understand them.

GRAMMAR

Infinitives with *to*	Infinitives without *to*
I like **to look** at insects. My brother hopes **to get** a snake for his birthday. That parrot is beginning **to annoy** me! Why did you agree **to take** care of Mica's rat? You don't like rats!	My mum won't let me **have** a pet spider. Please help your sister **feed** her rat. We will **visit** the spider sanctuary on Saturday. Every morning, we hear the birds **sing**.

We use the infinitive with **to** after some common verbs: *agree, ask, begin, decide, like, need, plan, want.*

There is no **to** after: modals (*can, will, might, could*), verbs describing the senses (*see, hear, feel*) and certain other verbs such as *let, watch* and *make*.

The verb *help* can be used with or without **to**: *Can you help me **(to) feed** the spiders?*

1 Read. To complete each sentence, circle the verb with *to* or without *to*.

1. She felt something (**crawl**) / **to crawl** up her leg.
2. My brother made me (**touch**) / **to touch** a hairy spider!
3. We asked them **leave** / (**to leave**) their pet snake at home.
4. You might (**want**) / **to want** to see what your pet spider is eating!
5. Are you really planning **get** / (**to get**) a pet tarantula?

2 Listen. Complete the sentences with an infinitive with *to* or without *to*. CD2 00

choose eat get hope pack take

1. He's not planning ___to take___ his rat to the vet.
2. He didn't remember ___to pack___ the mosquito net.
3. I didn't let my sister ___choose___ our pet snake.
4. She saw a spider ___eat___ a very big insect.
5. I want ___to get___ help to control my fear of spiders.

3 Read the e-mail. Add *to* where it is needed. If *to* is not needed, write *X*.

Dear Miyako,

Thank you for your interest in Big Heart Animal Rehabilitation Centre.

My name is Rebecca Nkosi and I'm in charge of the volunteer programme. Here's some information about what we do.

Every summer we recruit young volunteers ___to___ come and work at our centre. We have many animals that we need ___to___ take care of. We try ___to___ rescue exotic pets that shouldn't ___X___ be pets in the first place!

People ask whether we can ___X___ return rescued animals to the wild. Unfortunately, we can't ___X___ let these animals ___X___ go back to the wild because they're too sick or weak and most were born in captivity. We use these animals ___to___ teach visitors about the difficulties they would ___X___ face in the wild. We want people ___to___ learn ___to___ choose the right pets!

We're looking for volunteers to help us ___to / X___ feed, clean and provide exercise for our animals. If you want ___to___ become a volunteer, visit our website and explain why you would like ___to___ join our team. We hope ___to___ hear from you soon!

Rebecca



4 Write. Why should Rebecca choose you? Complete the sentences and questions you might send to her. *Possible answers*

1. I would love ___to volunteer / work / help at your centre___.
2. I'm very good with animals. I learnt ___to walk my dog / look after my friend's cats___.
3. I can ___learn to look after sick or injured animals / feed wild animals___.
4. At the centre, will I ___cook my own food / get up early / work every day___?
5. Would I need ___to bring my own towels / buy my own food___?
6. I'm planning ___to work in a zoo / to become a vet someday___.

WRITING

A process description explains a purpose through a sequence of steps in the order in which they happen.

Purpose: I went to the zoo | **in order to** control / **so that** I could control | my fear of snakes.

Sequence:
Before *I went to the zoo, I was scared of snakes.* **During** *my visit, I became familiar with the snakes.* **After** *I left the zoo, I felt more comfortable about snakes.*

First, *I saw the snakes behind the glass.* **Then,** *I watched them as they moved around.* **Next,** *I held one for a few minutes.* **Finally,** *I relaxed!*

1 Organise.

1. Your task is to describe the process of training a pit bull puppy to help people better understand your dog. Find out about this breed of dog. Research what type of training you will need to do. Write the main ideas in the table below.

How to Train a Pit Bull Puppy

2. Look at your notes. Number the steps you would need to follow to train your dog.
Think about the purpose of your description. Write a possible topic sentence to tell your reader the purpose of your description.

___

Now write the different steps here:

Step 1: ___

Step 2: ___

Step 3: ___

Step 4: ___

Finally, think about your expected results. This will be your summary.

2 Write.

1. Go to page 37 in your book. Re-read the model and the writing prompt.
2. Write your first draft. Check for organisation, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I can ...



· talk about misunderstood animals and their role in the environment. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Describe why or how snakes and vampire bats are misunderstood.

Snakes are misunderstood because people think that they are all poisonous.

Vampire bats are misunderstood because people think that they suck people's blood.



· use modals to speculate about the past. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Say what happened. *Possible answers*

The children couldn't stop laughing! They ___may have heard a joke___.

She woke up very late. She ___must have been tired___.

· use infinitives with *to* or without *to*. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Finish the sentences. *Possible answers*

I like ___to watch documentaries about animals___.

My friend plans ___to visit a wildlife reserve next year___.

Our family will ___visit the zoo next Sunday___.

Let me ___look after your pet snake while you're on holiday___.

· write a process description showing purpose and sequence. ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Complete the sentences with sequencing words.

___First___, she told the dog to sit. ___Then___, she gave the dog a reward. ___Little by little / Over time___, the dog understood that it would get a reward for good behaviour.



YOU DECIDE **Choose an activity.** Go to page 91.

Units 1–2 Review

1 Read. Then choose the correct word to complete each sentence.

1. When Marc decides he doesn't want to do something, he doesn't! He's so ____.
   a. self-confident (b.) stubborn c. ambitious
2. Petra doesn't like speaking in front of the class, does she? She's too ____.
   (a.) self-conscious b. self-confident c. outgoing
3. Clara's parents have always given her everything she asks for. She's very ____.
   a. determined b. generous (c.) posh
4. Ben's dream is to sail alone around the world. He has spent the last three years training. He's also saving to buy a better boat. He's definitely ____.
   (a.) determined b. organised c. fair
5. Gabi loves cooking. She invites friends to lunch every weekend so she can cook for them and try out new recipes. She's very ____.
   a. co-operative b. competitive (c.) enthusiastic

2 Read. First, match each word with its definition. Then, use the words to complete the text about salamanders.

h 1. A strong and forceful way to do something	a. poison
e 2. A story told in ancient culture to explain a belief	b. misconception
f 3. So unpleasant that it makes you feel slightly ill	c. slimy
d 4. Everything that exists in a particular environment	d. ecosystem
c 5. Covered in a thick, slippery liquid	e. myth
g 6. Producing good or helpful results	f. disgusting
b 7. A wrong idea or belief	g. beneficial
a 8. A substance causing people to die or become very ill	h. aggressive



Salamanders have a moist slimy body that we find disgusting to touch. Most salamanders produce a milky poison to protect themselves. They can also leave their tail behind to distract an aggressive predator. Fortunately, it only takes salamanders a few weeks to grow back lost tails. Scientists are investigating this ability to see how it might be beneficial to human medicine.

Long ago, people believed that salamanders were born from fire because they often crawled out quickly when a log was thrown on a fire. The misconception that clothes made from salamander skin can protect you from fire is another myth.

Salamanders can live up to 20 years. However, changes in the ecosystem are threatening their existence.

3 Read. Then choose the best answer to fill in each blank.

Have Pets Got Personalities?

We are all very different. (1) c ? No two people are exactly alike. No two humans have exactly the same personality. (2) b ?

Personality is something that we associate with human beings, but animals have personalities, too. Some pets make themselves at home very easily. We love (3) a when we find that our new pet has become another member of the family! Of course, we are very happy to let these animals (4) a be part of our lives.

It may be difficult to notice the personality of a goldfish, but cats and dogs certainly show you when they're happy, sad or upset. We can (5) c notice their body language: a wagging tail, an arched back or no eye contact. Some dogs can be very protective of their owners. If a dog doesn't stop barking, you know that something (6) b happened.

Scientists hope (7) a find out more about animal personalities so that they can identify a way to help people who are ill or are living on their own. Until then, be aware that your pet can be sensitive. If your goldfish is swimming around in circles, or your hamster is being aggressive, they (8) c had a bad day!

1. a. isn't it	b. are we	c. aren't we	5. a. to	b. it	c. –
2. a. don't they	b. have they	c. haven't they	6. a. must	b. must have	c. could
3. a. it	b. one	c. to	7. a. to	b. in	c. –
4. a. –	b. to	c. they	8. a. can have	b. may	c. might have

4 Write. Complete the last sentence in each item so that the meaning is the same as in the first sentence or sentences.

1. I become upset when I see another person cry.
   It upsets me when I see another person cry.
2. We were worried at first. We thought someone had stolen her handbag.
   We thought that someone might have stolen her handbag.
3. It's true that you need to be ambitious to succeed.
   You have to be ambitious to succeed, haven't you ?
4. She cooks amazing meals. I'm fairly sure she took a cookery course.
   She cooks amazing meals. She must have taken a cookery course.
5. Their dream is to travel around the world.
   They want to travel around the world.
6. The time has come for us to leave.
   It's time for us to leave.

Unit 3

Everybody's Doing It!

1 Find nine more vocabulary words in the word search. Look at the **bold** words in the reading on pages 44–45 of your book. You can look for words in any direction in the word search. The first one is done for you.





2 Match some of the words from Activity 1 to the definitions.

1. leader — A person who directs and leads others
2. potential — Something that can become a real possibility
3. consensus — An agreement or opinion that everyone shares
4. migrate — To move from one place to another at different times of year
5. assume — To think that something is true without really knowing
6. belong — To be part of or be a member of a group or organisation
7. efficient — Working in a well-organised and productive way
8. co-ordinated — Organised so that people work together efficiently and well

3 Listen to the information about humpback whales. Then read the sentences and tick **T** for *True* or **F** for *False*. **CD1 11**

	T	F
1. Humpback whales have teeth.	☐	☑
2. Whales hunt in collective groups. Two whales attack while other whales wait and chase the fish.	☐	☑
3. Many whales migrate from colder waters to warmer waters.	☑	☐
4. Breaching is another name for whale migration.	☐	☑
5. Whales can communicate efficiently through songs.	☑	☐
6. Scientists still aren't sure if whale songs are meant to attract potential partners.	☑	☐



4 Complete each sentence with a verb from the box. Make any necessary changes so the verb's tense fits the sentence.

assemble | assume | belong | co-ordinate | lead | migrate | mimic | realise | remain

1. Fifty elephants have migrated across the forest towards the east.
2. A bear usually remains in its habitat and sleeps during the winter.
3. Stop mimicking me! You're always copying me.
4. One goose leads the others as they fly in a flock.
5. The crowd assembled outside the football stadium, ready to go in.
6. He belongs to the young explorers club. He goes there every Friday.
7. The owners assumed that their dog wouldn't attack the chickens. But they were wrong!
8. Next year, various wildlife organisations will co-ordinate activities to protect the Amazon rain forest.

GRAMMAR

Two-word verbs

Separable	Inseparable
The scientists **handed in** *their report.*	They **thought about** *collective behaviour.*
The scientists **handed** *their report* **in.**	They **thought about** *it.*
The scientists **handed** *it* **in.**	We **looked at** *the migrating birds.*
	We **looked at** *them.*

Some two-word verbs can be separated. Others cannot.

With **separable** verbs, the object can go either between the two parts or after: *They picked* **the rubbish** *up.* OR *They picked up* **the rubbish**.

If the object is a pronoun, it must always come between the two parts: *They picked* **it** *up.*

With **inseparable** verbs, the object and object pronoun can only go after the two parts: *He flew over* **the rain forest**. *He flew over* **it**.

1 Circle the word that completes each sentence.

1. The scientists wondered **about** / **with** the collective behaviour of the geese.
2. The children drew and cut **out** / **to** circular shapes.
3. The team worked **up** / **out** the answer and reached a consensus of what to do next.
4. The journalist asked the crowd to point **across** / **out** their leader.
5. I prefer to remain here and wait **for** / **at** the bus stop.
6. The teacher talked **with** / **about** a more efficient system of studying.

2 Listen. Write the sentences. Then underline the two-word verbs and circle the objects. 2.03

1. Ants work the problem out together.
2. The elephants knocked over some trees.
3. The guide pointed out the gorillas.
4. I cut out the article.
5. The students put away their books.
6. They put their 3D glasses on.

3 Choose three sentences from Activity 2. Re-write them. First, move the position of the object. Then, replace the object with a pronoun.

1. Ants work out the problem together.
   Ants work it out together.
2. The elephants knocked over some trees.
   The elephants knocked them over.
3. The guide pointed the gorillas out.
   The guide pointed them out.
4. I cut the article out.
   I cut it out.

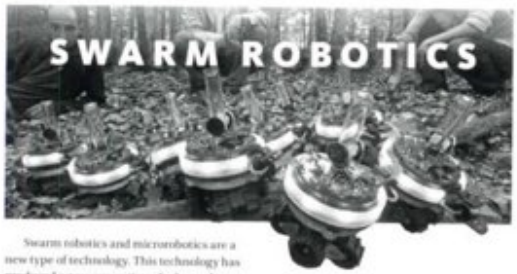
4 Look at the pictures. Then choose a verb to complete each sentence. Make any necessary changes.

1. 
2. 
3. 
4. 
5. 

come across	look after	put on	talk about	wait for	wonder about

1. Does a pack of wolves have a leader that looks after the others?
2. The farmer came across a swarm of bees at the entrance to the field.
3. She watched and wondered about the flock of migrating birds.
4. They waited for the herd of elephants to cross the road.
5. She talked about the behaviour of a troop of gorillas.

1 Listen and read. As you read, notice how the word example is used. 2.03



Swarm robotics and microrobotics are a new type of technology. This technology has produced a new generation of robots whose design is directly influenced and inspired by nature. Experts have realised that there is a lot to learn from the animal kingdom's efficient system of co-operation.



Scientists studied the collective behaviour of ants. Ants join together to solve problems and they do this for the benefit of their community. Ants have been on the planet for much longer than humans and have had millions of years of practice living in large groups.

The interesting thing is that an ant doesn't stand out as an individual. It has poor eyesight and little ability to think on its own. Together, however, ants show off higher-order intelligence. This is also true of bees, flocks of birds and schools of fish.

Following examples from nature, robotics designers have tried to mimic collective and swarm behaviour. They've found ways to divide technology and capabilities among different robots. The intention is to build a group of robots that is able to swarm, or join together, to solve problems. One robot on its own won't be able to work out a problem, but it won't need to!

Swarm robotics has many potential uses. Robotic bees, for example, can help farmers with crop pollination. Flying robots can search through a building during disasters to look for and locate survivors. They have also been used to map the environment in Kenya. This has allowed environmentalists to observe the behaviour of animals such as baboons, and the impact of pests such as locusts, on vegetation for hundreds of miles.

Right now, teams of biologists, scientists and engineers are trying to work out how to make space and ocean floor exploration possible using this new technology. What's more, all this expert teamwork shows that, although insects have been co-operating for millions of years, humans can do it, too! Ants are an example to us all!

2 Read the article in Activity 1 and then answer the questions.

1. Highlight the word *example* in the text.
   a. Circle any use of *example* that means *a model that we should follow or imitate.*
   b. Underline any use of *example* that means *something that helps to explain or confirm that something is true.*
2. Underline the explanation of *collective behaviour* that is correct.
   a. A group of people, a crowd, a mob or a fashion trend.
   b. A group of people who spontaneously or in a temporary way respond to the same event or situation.
3. Choose the best explanation for the statement: 'One robot on its own won't be able to work out the problem.'
   a. A robot will need to work and collaborate with other robots to solve a problem.
   b. No robot will be able to understand the problem.

3 In what areas can swarm robotics benefit us? Complete the idea web. Write one idea in each circle. Then choose one of the areas. Write two sentences describing how swarm robotics actually benefits us in that area. Include some of your own ideas.



Possible answer: Search and rescue robots can take water to people trapped in buildings that can't be reached by humans.

4 The text suggests that humans can be good at working together the way ants and robots do. List four ways you are co-operative and work well with others.

Possible answers: helping with housework at home; in project work in class; playing in the local football team; helping a friend find his/her lost pet.

GRAMMAR

***Enough, too much, too many*: Talking about amount**

There are **not enough** volunteer groups to visit people in hospitals.
We have **enough** music for the party.
There were **too many** people at the concert. I couldn't dance!
You spend **too much** time on your own. Come and join us.

We use **enough** before uncountable nouns (nouns with no plural forms: *money, music, advice*) or plural countable nouns (*chairs*) to describe the right amount.

We use ***not enough*** before uncountable nouns (*time*) or plural countable nouns (*chairs*) to describe less than the amount needed.

We use ***too many*** before plural countable nouns (*bags*) and ***too much*** before uncountable nouns (*rubbish*) to describe that there is more of something than needed.

1 Listen. Circle the correct word. Complete the sentences with *enough, not enough, too much* or *too many*. CD 44

1. The neighbours were making ___too much___ **pasta** / **noise**.
2. We'll have ___enough___ **time** / **space** to join the flash mob if we hurry.
3. You won't sleep if you drink ___too much___ **coffee** / **tea**.
4. There were ___too many___ **security guards** / **people** outside the stadium.
5. There was ___not enough___ **work** / **water** for the volunteers.
6. There was ___enough___ **light** / **time** to take a photo of the flock of birds.
7. ___Too much___ **traffic** / **pollution** in our cities is not healthy.
8. My daughter spends ___too many___ **minutes** / **hours** on her mobile phone.

2 Look back at Activity 1. Write the number of the sentence next to the correct description to indicate its meaning.

a. Less than needed: ___5___
b. More than needed: ___1,3,4,7,8___
c. The right amount: ___2,6___

3 Read the letter of complaint. Underline the uses of *enough, too much* and *too many*. Then, complete the manager's reply using these words and the appropriate noun from the text.

Dear Sir/Madam,

I am writing to complain about what happened yesterday at your supermarket.

It started when I couldn't find a parking space. Normally, there are enough parking spaces, but yesterday the car park was full. I had to pay to leave my car on the street!

Next, when I tried to enter the supermarket, there were just too many people around the entrance. Because of the crowd, I couldn't get in for almost 15 minutes. When I finally got inside the shop, I saw that you were giving customers a free bar of chocolate.

I also saw that some people took too many bars. One lady, for example, took ten bars, and then five other people copied her! This sort of behaviour meant that there weren't enough chocolate bars for everybody. Obviously, if you want to do this type of activity, you should have enough staff to control the crowd.

I got the last bar but when I tried it, I found that it had too much sugar! At least I was able to do my shopping, but I didn't enjoy the experience.

Yours faithfully,

Mrs Ranier

Dear Mrs Ranier,

I'm sorry that you had a bad experience at our shop. I apologise that there weren't ___enough parking spaces___. We will refund what you paid on the street. I'm sorry that there were ___too many people___ outside and that it took you a long time to get into the shop. We'll try to do better next time, so this won't happen again. I realise that we didn't have ___enough staff___ to control this type of group behaviour. We have apologised to all our customers because there weren't ___enough chocolate bars___.

I'm sorry that you didn't like the chocolate because it had ___too much sugar___.

We hope that you come back to our shop and that your next visit will be more pleasant.

Kind regards,

The Management

WRITING

We use examples to explain and support the main idea of a piece of writing. We can introduce examples with the following phrases:

for example *for instance* *in other words* *such as*

Some pets, ***such as*** *dogs and cats, like to mimic their owners.* ***In other words****, they copy their owners' behaviour.* ***For instance****, when I start singing, my dog starts howling!* ***In other words****, my dog likes to do the same things that I do.*

1 Organise.

1. Your topic is *Group Behaviour*. Choose a human or an animal group behaviour and write a description of it. Try to include several examples to explain and support your description. Look through the unit for ideas on human and animal group behaviour.

Group Behaviour:
Examples

2. Start by describing the context. (*Every Saturday I go to the shopping centre; In the afternoons, I take my dog out to the park; The other day I watched an interesting documentary on meerkats.*) Write your introductory sentence here:

Think about what phrases you will use to give examples of the group behaviour you observed or heard about. Can you use the phrase *in other words* to conclude or finish your description? Can you add another group behaviour you have observed that links to your previous description?

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. Check your final draft. Share it with your teacher and classmates.

Now I can ...

· talk about human and animal group behaviour.

☐ Yes, I can! ☐ I think I can. ☐ I need more practice.



What's one reason you would join a group?

Possible answer: To make new friends and get to know people who like the same things I do.

What are some advantages and disadvantages of animals being in groups?

Possible answer: In groups, animals can hunt more efficiently. But sometimes, being in groups can make it difficult to escape from predators.

· use two-word verbs.

☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Choose one separable and one inseparable two-word verb. Write two sentences with each. First, use an object and then replace it with an object pronoun.

Possible answers:

1. I will look up (someone). / I will look (someone) up in the dictionary.
   I will look it up.
2. I can see my best friend at the zoo.
   I can see him at the zoo.

· use *enough, too much* and *too many* to talk about amounts.

☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

There were ___too many___ boats on the river. We couldn't move!

I took ___enough___ water to last me three days.

___Too much___ sun isn't good for you. You can get burnt.

· write a descriptive essay about a group behaviour.

☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Underline the appropriate phrase to introduce an example.

Fish, *in other words* / *such as* tuna, swim in schools for protection.

Crowds at a football match or a concert, *for example* / *such as*, have no leaders.

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

Unit 4

Fashion Footprints

1 Read the clues. Then complete the puzzle.



Across

1. Each of us should shop wisely in order to reduce our fashion _____.
2. It is important for all of us to _____ our clothing decisions.
3. Many people choose their clothes for psychological or _____ reasons.
4. The clothing choices we make _____ our environment.
5. _____ clothes are very popular for a short time, but don't last over the years.

Down

6. The _____ of nylon creates a powerful toxic greenhouse gas.
7. _____, such as cotton, use enormous amounts of water and pesticides.
8. _____ of clothing can be modern or traditional.
9. A person may wear different kinds of clothing to express his or her _____.
10. Many people like wearing the latest _____, because it's popular.

2 Look at the photos. Write one sentence about each. Use two words from the box in each sentence.

chemicals	cotton	crop	footprint	leather	material	synthetic





1. Answers will vary.
2. _____

3 Listen. Think about what you have read in this unit. Circle **T** for *True* or **F** for *False*. CD1

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. CD1

2. No, we also need to take responsibility for the clothes we buy.
4. Cotton is a natural material. Nylon is a synthetic material.
5. No, all materials have an impact on the environment.
6. They contain many toxic chemicals.

5 Look at labels on four pieces of your own clothing. Write down what they're made of. Then classify the materials as natural, synthetic or both. Use your dictionary as needed. Share your answers with a partner.

Item of clothing	Material(s)	Natural	Synthetic	Both
shoes	leather, rubber			✓

GRAMMAR

Present passive: Describing actions and processes

Active sentences	Passive sentences
Farmers grow cotton in warm climates.	Cotton is grown in warm climates.
Designers make many clothes from cotton.	Many clothes are made from cotton.
object	subject

The objects in the active sentences become the subjects of the passive sentences.

When we use the passive, we focus on the action performed, not on the person performing it. Most of the time, the person who performs the action is not important, or is not known. In some cases, when we want to mention who or what did the action, we use *by*.

The cotton ***was picked by*** *young volunteers. The cotton* ***was picked by*** *special machines.*

1 Change the active sentences to the present passive.

Cotton: From Plant to Thread

1. Workers pick the cotton from the fields.
   The cotton is picked from the fields.
2. Machines remove the seeds from the cotton.
   Seeds are removed from the cotton.
3. People ship the cotton to textile mills.
   The cotton is shipped to textile mills.
4. Textile machines clean the cotton and separate it into smaller pieces.
   The cotton is cleaned and it is separated into smaller pieces.
5. People use special machines to separate the fibres.
   Special machines are used to separate the fibres.
6. These machines work the cotton into a kind of soft, untwisted rope.
   The cotton is worked into a kind of soft, untwisted rope.
7. More machines pull and twist the rope until it's thin.
   The rope is pulled and twisted until it's thin.
8. Machines twist the fibres to make cotton thread.
   The fibres are twisted to make cotton thread.

2 Write. What happens to cotton after it becomes thread? Use the passive voice.

Thread is used to make cloth.
The cloth is cut to make clothes.

3 Read and complete the sentences. Use the appropriate verb form. Then listen and check. CD2

apply	check	cut off	own	glaze	spray	use
attach	cover	make	paint	ship	require	work

In many shops, mannequins are used to show clothes. The best, most expensive mannequins are made in many different steps. Here are some of them.

1. A structure that supports clay _____ (is placed) in the correct pose.
2. Wet clay _____ (is worked) into the correct shape on the structure.
3. The clay head, hands and feet _____ (are attached), or connected.
4. The arms and legs _____ (are cut off) where the joints will be on the final mannequin.
5. All of the pieces _____ (are sprayed) with plaster to make a mould.
6. When the plaster mould is ready, it _____ (is checked) for any imperfections.
7. Next, the plaster mould _____ (is used) to make a new resin mould.
8. A mannequin _____ (is made) by adding a layer of gel to the new mould.
9. The gel _____ (is covered) with fibre-glass resin.
10. Next, the mannequin's skin _____ (is painted).
11. After the paint is dry, make-up _____ (is applied) to the face.
12. As a final step, the mannequin _____ (is shipped) to the retailer.



A mannequin

1 Listen and read. As you read, notice similarities and differences between the two designers. VIDEO

AMAZING ACCESSORIES



As a young girl, Madison Nicole Robinson spent a lot of time on the beaches where she grew up. At the age of eight, she drew a flip flop on paper and added sea characters that she created. When she showed her dad saying, 'Look Dad, FishFlops'!' he knew they would be a success.

Madison wrote to a big fashion retailer, who was very interested in selling her product. Madison's FishFlops® became immediately popular. The young entrepreneur soon appeared in online media and was interviewed on major news channels and in well-known business magazines.

Madison gives talks to inspire others to be creative, have a positive attitude and to never give up. She also believes in giving back. She has donated 20,000 pairs of FishFlops® to charities and children's hospitals. Part of the sales of her footwear at zoos and aquariums goes directly to protecting wildlife in danger.

Moziah Bridges ('Mo' for short) is another young entrepreneur with big ideas. When he was only nine years old, his grandmother gave him a sewing machine. It inspired him to design and sew colourful, eco-friendly bow ties from old fabrics.

Moziah's bow tie styles became trendy very quickly. With his mother's strong support, he started his own company called Mo's Bows. Since then, he has appeared in fashion and business magazines and on TV. Now a teenager, he has plans to design more than bow ties. He is currently developing a line of skinny ties and socks. In the future, he even hopes to design furniture for the home.

Mo's mother always told him to 'dream big now', and he is. He also helps others with their dreams. Moziah donates part of his profits from the sale of a special bow tie to fund a summer camp scholarship for children.

2 Read and tick T for *True* or F for *False*. Rewrite any false sentences as true.

	T	F
1. Mo's bow ties are eco-friendly because they're made of old fabrics.	☑	☐
2. Entrepreneurs aren't interested in business opportunities.	☐	☑
3. People who donate items expect to be paid for them.	☐	☑
4. Madison's company benefits children and animals.	☑	☐

2. Entrepreneurs are always thinking of new ideas and of ways to expand their businesses.

3. People donate to help others or to support a special cause or charity.

3 Read 'Amazing Accessories' again. How are Madison and Mo similar? Different? Fill in the Venn diagram.



4 You have now read about four young designers: Santana Draper, Maya Penn, Madison Robinson and Moziah Bridges. Imagine you could work with one of them. Who would you choose to work with, and why?

Possible answer: I would choose to work with Maya because she creates original clothes and accessories. She uses lots of different types of fabric which suits her personality. I am also passionate about protecting the environment and it's great that some of the profits go to charities.

GRAMMAR

Modals: Making suggestions and giving advice about present and past actions

PRESENT

could + verb	should + verb
We **could dry** these clothes in the sun. We **could save** on electricity.	You **should reduce** your fashion footprint. You **should recycle** your clothes.

PAST

Could have + past participle	*Should have* + past participle
You **could have saved** those jeans. You **could have made** them into shorts.	We **should have returned** that leather jacket. We **should have bought** the cotton jacket.

could + verb and *could have* + past participle are usually used to make suggestions.
should + verb and *should have* + past participle are usually used to give advice.

1 Read and match the sentences. Write the letter on the line.

f 1. Last year's clothes are too small for me now.	a. You shouldn't wear that. It's too casual for a party.
d 2. I'm going to dye this white shirt a nice bright red.	b. Maybe you could return it to the shop and exchange it.
f 3. Look! I bought four T-shirts and got another one for free!	c. You could have given it to me. I know how to mend jewellery.
a 4. How does this outfit look for the party?	d. You should use a natural dye, not toxic chemicals.
e 5. My green necklace broke, so I threw it away.	e. You could give them to a smaller friend or family member.
b 6. I don't like this shirt, but it was a birthday gift.	f. You shouldn't have bought them. You have too many already!

2 Listen. Write a comment for each situation. VIDEO Possible answers

1. You should buy the plain one.
2. You could have given them to a charity or friends with children.
3. You shouldn't have bought the expensive coat.
4. He should have bought just one pair.
5. You should have dried it on the clothes line.
6. You could recycle them and use them as cleaning cloths.

3 Read Lola's blog. Write back to her and comment on her problems. Make suggestions and give advice.



Disaster day! I came home from football practice to find my room a total mess! My 7-year old sister and 10-year-old brother looked through all my things, including my wardrobe. You won't believe what they did. My brother took the blanket from my bed and made a kind of tent-castle. Then he took my scarf collection and made a huge, long 'snake' with my scarves. My sister took all my clothes out of my wardrobe to make a princess outfit. Then my brother 'rescued' the princess from the snake that was attacking the castle. What a mess!

And that's not all. They brought their snacks with them. Now I have breadcrumbs everywhere and chocolate stains on my white skirt. And I still can't find one of my trainers. Now I want to go into their rooms and make a mess. Then they'll understand how it feels!


You should relax. They're only young. Be patient!


Your brother and sister seem creative! You should just have fun with them.

You could have told your brother and sister to stay out of your room.

Possible answer:
Dear Lola,
You shouldn't get angry with your brother and sister. They are only young and just enjoying themselves. You should have locked your bedroom door. Why was looking after the children? He or she could have made sure the children stay in the kitchen. At least, no serious damage was done!

WRITING

We use persuasive writing when we want to convince readers to adopt our opinion about an issue. Using facts and statistics helps make an argument stronger. Remember to use phrases such as these:

- according to ...
- ... points out that
- research shows that ...
- the facts show that ...
- recent studies support ...
- ... states that

1 Organise.

1. Your topic is *Reducing Our Fashion Footprint*. Look through Student's Book Unit 4 and find examples of facts and statistics that can support your position. Do some research on the Internet to find additional information. Make a list of your important facts and statistics here.

2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence will state your main idea. Write your topic sentence here.

You'll need two to three body paragraphs. Explain your position. Support it with facts and statistics.

Finally, you'll need a concluding paragraph. It will summarise your main idea and include a 'call to action' on the part of your readers.

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 fashion and my fashion footprint.** Possible answers ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Why do you wear the clothes you wear?
I wear brightly coloured clothes because they make me feel energetic!

What's one thing you could do to reduce your fashion footprint?
I'm going to buy clothes from companies that use natural ways of dyeing fabric.

- **use the present passive voice to describe processes.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.



First, the jeans are assembled.

Then, the jeans are sewn together.

After that, the jeans are pre-washed. Sometimes acid is used.

Finally, the jeans are purchased.

- **use *could* and *could have* to make suggestions; use *should* and *should have* to give advice.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Read and respond to the comment below. Use a form of *could* or *should*.

I threw away all my old coats.
You could have given them to a charity.
You shouldn't have thrown the coats away.

- **present and support my opinion.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Wearing fur is (right / wrong) wrong because animals shouldn't be killed for fashion. There are many different types of fabrics that can be used instead. Wool, for example, can be used for making warm winter coats. Using wool does not harm the sheep and helps farmers.

YOU DECIDE **Choose an activity.** Go to page 93.

Units 3–4 Review

1 Read. Choose the correct word to complete the sentences.

Working Together Like Geese



Every year, (1) b of geese (2) a to look for food and nesting locations. They fly in a V-shaped (3) b.

Scientists have studied the (4) b behaviour of geese and realised what an (5) c it is. Geese can reach their destination more quickly and use less energy if they (6) a and fly together in this formation.

When geese fly together, each goose provides an extra upward lift for the goose flying behind it. This means that flying together in a V-formation (7) b the whole flock to fly 70 per cent further with the same amount of energy than if each goose flew alone.

When the goose in front of the formation (who uses the most energy) gets tired, it moves to the back of the group. Another goose then becomes the (8) b at the front.

If a goose becomes sick or injured during (9) a, two geese will (10) b behind to look after the weak goose until it can fly.

It seems that geese can teach us a lot about teamwork and also about caring for each other's well-being.

1. a. herds	b. flocks	c. swarms	6. a. assemble	b. mimic	c. prefer
2. a. migrate	b. breed	c. hunt	7. a. assembles	b. allows	c. assumes
3. a. circle	b. formation	c. crowd	8. a. flock	b. leader	c. crowd
4. a. crowd	b. potential	c. collective	9. a. migration	b. formation	c. collection
5. a. energy	b. area	c. efficient system	10. a. wait for	b. stand out	c. remain

2 Read the article. Fill in each blank with the correct word. The first letter of each word is given.

Fleece jackets have become very (1) t trendy. They have traditionally been (2) w worn more by climbers, but now they are (3) p popular in cities too as they are warm and (4) a attractive.

Sadly, though, this outdoor jacket is not eco-(5) f friendly and leaves a very negative (6) f footprint on the environment.

The fleece jacket is full of tiny pieces of plastic that flow into our waterways and then into our rivers and oceans every time we wash it. These tiny pieces absorb dangerous (7) c chemicals like a sponge.

Fish think the microplastics are food and eat them. This eventually has an (8) i impact on our own food when the fish ends up on our dinner tables.

However, it's not just (9) s synthetic material that contains these plastics. They are also present in (10) m many food products, soups and toothpastes. Manufacturers need to take greater (11) r responsibility, and we should also do our (12) p part by choosing our food carefully.

3 Listen. Choose the best ending for each sentence. VIDEO

1. When people heard the popular music, they b.
   a. assembled and started singing
   b. assembled and started dancing
2. It looked like the dancers were a.
   a. mimicking each other
   b. choosing a leader
3. There didn't seem to be a.
   a. a leader
   b. a co-ordinated formation
4. At first, there weren't b.
   a. enough people
   b. many people
5. More and more people b.
   a. stood up
   b. joined in
6. There was b.
   a. too much space
   b. not enough space
7. Carla b.
   a. got on the bus
   b. got off the bus
8. The friends a.
   a. joined the flash mob
   b. went off to talk

4 Write. Change each sentence so that the meaning is the same. Use the present passive for 1-4 and *could*, *should*, *could have* or *should have* for 5-8.

1. People use smartphones to scan barcodes.
   Smartphones are used to scan barcodes.
2. Textile mills make half of all cotton collected into clothes.
   Half of all cotton collected is made into clothes.
3. Machines pull long pieces of dry cloth through a container of hot dye.
   Long pieces of dry cloth are pulled through a container of hot dye.
4. They advise farmers to use fewer toxic chemicals.
   Farmers are advised to use fewer toxic chemicals.
5. One possibility is to buy your clothes without synthetic dyes.
   You could buy your clothes without synthetic dyes.
6. Why didn't you buy clothes without polyester and nylon?
   You should have bought clothes without polyester and nylon.
7. It would be nice if she asked to borrow my hat.
   She could ask to borrow my hat.
8. Why did you wash your woollen jumper in the machine? You ruined it!
   You shouldn't have washed your woollen jumper in the machine.

Unit 5

Flying High



1 Read the clues. Unscramble the words. Then decode the sentence and decide if it's true or false.

1. ighwet	w e i g h t (1)	Measured in pounds or kilos
2. degli	g l i d e (8)	Float in the air
3. sapwnnig	w i n g s p a n (7)	Distance between wing tips
4. tghifl	f l i g h t (12)	The action of flying
5. wolofh	h o l l o w (4)	Empty
6. leray	e a r l y (9)	Not late
7. oras	s o a r (3)	Fly upward
8. tfuresea	f e a t u r e s (5)	Characteristics
9. falp	f l a p (11)	The movement of wings up and down
10. itmiled	l i m i t e d (10)	Not great or high in size or number
11. tatpadanio	a d a p t a t i o n (2)	A change to improve life in an environment
12. ytilibapac	c a p a b i l i t y (13)	The ability to do something
13. vevole	e v o l v e (6)	Develop and improve over time

Write the letters according to the numbers to answer this question: *What is the only mammal to fly?*

A	B	A	T	I	A	T	H	E	A	T	H	E	R	I	S
11	13	11	2	1	3	2	4	5	6	7	8	9	10	11	10	10	11	8
T	A	T	A	S											
2	6	12	8	9											

Is this statement *true* or *false*? true

2 Complete the sentences with words from the box. Then decide if the sentences are true or false based on the information on page 79 of your book.

adaptation capability evolved features hollow limited soar weight wingspan

	T	F
1. Animals haven't always had the capability to fly.	☑	☐
2. Wings probably evolved from body features of insects' aquatic ancestors.	☑	☐
3. Mammals had an earlier adaptation to flight than reptiles.	☐	☑
4. Bats developed features to help them fly.	☑	☐
5. Mammals learnt to fly because of their light, hollow wings.	☐	☑
6. The wingspan of the first reptiles was over 10 metres (32 feet).	☑	☐
7. The wind helped reptiles soar and stay up in the air.	☑	☐
8. Adaptations over millions of years meant that mammals became lighter in weight.	☐	☑

3 Listen. Write the animal group and name of the animal being described. Complete the information. 2.024

1. **Animal group:** insect **Name:** fruit fly
   a. It can flap 150 times per second.
   b. The features of its flight mechanism are among the most complex in the world.
   c. It is skilled at controlling its flight.
2. **Animal group:** reptile **Name:** flying dragon
   a. It has the capability of flying across half a football field.
   b. Its flight isn't powered by flapping wings but by skin on its side.
   c. The loose skin forms a cape and allows a safe landing.
3. **Animal group:** bird **Name:** chicken
   a. It's a myth that chickens aren't capable of flight.
   b. They can fly for a limited distance to escape predators.
   c. Farmers fatten up this bird. Its wings can't support its body weight.

GRAMMAR

Past perfect: Distinguishing the first of two actions in the past

Marco Polo described man-carrying kites.	Marco Polo **had already described** man-carrying kites by the time Fausto Veranzio designed a parachute.
Fausto Veranzio designed a parachute in 1595. Da Vinci drew a sketch of a parachute in 1485.	Long before Veranzio designed his parachute in 1595, Da Vinci **had drawn** a sketch of one.

We use the past perfect tense (**had**/**hadn't** + past participle) to talk about a completed action that happened before another action in the past.

We can use certain time expressions with the past perfect, such as *long before, before, by the time* and *until that time*.

1 Complete the sentences. Pay attention to which activity happened first.

1. By the time the Chinese had experimented (experiment) with kites 2,500 years ago, animal flight had evolved (exist) for millions of years.
2. Long before the Chinese had started (start) flying kites, early humans had tried (try) to imitate birds.
3. The Chinese had used (use) kites for measuring and signalling before people had tried (try) to use them for transportation.
4. Although originally the Chinese had designed (design) kites for military uses, they later used (use) them for fun and entertainment.
5. Before paper had made (make) kites cheaper, the Chinese royal family had flown (fly) silk kites.



2 Listen to the ancient Greek myth. Number the events in order. 2.025

10 a. He and his son were imprisoned in a tower.	10 f. The sea is named after Daedalus's son.
11 b. His son flew too close to the sun.	11 g. Daedalus designed wings.
2 c. Daedalus was exiled to Crete.	4 h. Daedalus designed a labyrinth.
5 d. He had a son and named him Icarus.	9 i. Icarus fell into the sea.
1 e. Daedalus committed a crime.	7 j. They escaped.

3 Listen again. Complete the sentences. Use the past perfect forms of the verbs from the box. 2.025

allow ascend commit design forget jump observe



1. Daedalus was exiled to Crete because he had committed a crime.
2. He had designed a labyrinth so King Minos could imprison the Minotaur.
3. Although Daedalus and his son had been imprisoned in a tower, wings had allowed them to escape.
4. Before they took flight, they had jumped out of the tower.
5. Icarus fell into the sea because he had forgotten his father's words and he had ascended too close to the sun.

4 Complete the story. Circle the correct word and write the verbs in the past perfect tense.

Daedalus was a (1) **skilled** / **stable** architect who (2) had designed (design) many great works. He was imprisoned with his son in a tower for showing his (3) **drawings** / **weight** and (4) **forces** / **features** of a labyrinth. From the tower, Daedalus observed how birds were adapted to (5) **weight** / **flight** with the help of wings. Daedalus and his son (6) had flown (fly) like birds and escaped. Daedalus warned his son not to (7) **descend** / **ascend** too close to the sea or to (8) **ascend** / **descend** too close to the sun. However, Icarus powered himself towards the sun by (9) **supporting** / **flapping** his wings. The wings weren't (10) **stable** / **skilled** because the wax melted and the (11) **force** / **weight** of gravity gradually pulled him down. Poor Icarus! Things might have been different if his father (12) had designed (design) a (13) **wingspan** / **parachute** instead!

1 Listen and read. As you read, notice how aerial vehicles have evolved. V024



Reach *for the* Remote Control

Even before 1903, when the Wright Brothers' dream of human flight had finally come true, remotely controlled aircraft were being tested mainly by the military. For example, during the American Civil War (1861–1865), the military used unmanned (no pilot) hot-air balloons to carry bombs. This wasn't successful partly because of weather conditions. Later, in 1883, the first photo from the air was taken using a kite, a camera and a very long piece of string.

People have been piloting planes for over 100 years, so it makes sense that flight is now evolving into machines that don't need pilots, such as Unmanned Aerial Vehicles (UAVs), or drones. These machines with no pilots are becoming more and more popular.

UAVs mainly come in three sizes. There are large vehicles that might one day carry passengers without pilots and medium-sized ones that are very similar to those used by the military. Then there are much smaller ones, such as quadcopters, that can fit in the palm of your hand.

Many people are nervous about the idea of a plane without a human. But there are already driverless trains between airport terminals and robo-trains in the subways of many cities. We're slowly adapting to automation.

Medium-sized UAVs, or drones, are very useful. They act like cameras in the sky. They're used for observing wildlife, monitoring protected areas and mapping ecosystems and farmland.

Advances in technology mean that smaller drones have greater capabilities. Quadcopters have four rotors that allow them to ascend, descend and do many different movements. People are only now beginning to realise their full potential. They can be sent into disaster areas or damaged buildings to look for people who are injured or trapped. They can search for chemical leaks, or check pollution levels and they can also be used in new construction.

UAVs have been described as flying smartphones. Maybe one day we'll see them everywhere, like pigeons in a city!

2 Write. Answer the questions.

1. How is this article different from the article on page 89 of your book?
   This article talks about flying vehicles without human pilots.
   The article in the book describes how humans tried to fly.
2. What is a remotely controlled aircraft?
   An aircraft that flies without a pilot on board.
3. What was the first remotely controlled aircraft used for?
   It was used for carrying bombs.
4. Are UAVs now used more in the military or in everyday life?
   They're now used more in everyday life.
5. Why are some people nervous about the future of airlines?
   Because some day aeroplanes and UAVs will have no pilots.
6. How can UAVs help the environment?
   They are even in the sky over huge areas and can observe changes to forests and wildlife quickly from above.
7. How do you think a quadcopter might be useful in a damaged building?
   It would fly through the building, sending back images of damage and the injured. Rescue workers would know the conditions inside and exactly where trapped people would be. Their response would be faster and more efficient.



3 On the timeline, show the evolution of the UAV before and after the Wright Brothers' first flight.

1903

Wright Brothers' first flight

4 Write. Imagine that you had your own drone. How would you use it?

Answers will vary.

GRAMMAR

Past perfect continuous: Describing the first of two actions in the past

Animals **had been gliding** long before they learnt to fly.
Before they designed a powered plane, the Wright Brothers **had been designing** gliders.
He **had been controlling** the plane with a remote control before it crashed.

We use the past perfect continuous (**had**/**hadn't** + **been** + past participle) to describe a continuous action (something that had been happening), before another action in the past.

1 Listen. Complete the sentences using the past perfect continuous. V025



1. Before Ryan was seven, he had been drawing pictures of how birds fly.
2. Before modern-day flight existed, Leonardo da Vinci had been thinking and writing on the same topic.
3. Before Ryan became inspired by the capabilities of new technologies, he had been studying how dinosaurs may have moved.
4. Eight years before his research into the colour of the *Archaeopteryx* feather, Ryan had been playing in a band called Icarus.
5. While Ryan had been getting a tattoo, the tattoo artist identified the *Archaeopteryx* feather.

2 Answer the questions about yourself. Use the past perfect continuous.

1. Before this school year, how long had you been going to your school?
   Answers will vary.
2. Before you started this year, how many years had you been studying English?
3. Before you started this activity, how long had you been sitting at your desk?
4. Before you started this activity, what had you been doing?

3 Read the letter of complaint. Underline words connected to flight. Then answer the questions.

Is my neighbour allowed to fly his UAV over my garden?

Yesterday, I was watching a documentary for a school assignment when I noticed something flying by the window. I thought it was my neighbour's football.

And then, when I went to the kitchen to get some water, I heard an engine and saw something soaring over the fence. It was a remote-controlled quadcopter! It descended quickly and I saw the 'pilot' as it landed in my neighbour's garden. I went out and he explained that he is allergic to cats and, for months, had been trying to scare a cat away. He'd tried putting hot pepper on the grass and plastic forks in the flowerbeds, but nothing worked!

The day before, he'd been using the quadcopter at work to take aerial photos of traffic. That's when he got the idea of using it to scare the cat away.

As I returned to my assignment, I heard the quadcopter take off again. I saw the cat come out of a flowerbed and jump over the fence into my garden. The UAV followed from above. Can my neighbour keep doing this?

Jonas



1. What had Jonas been doing when he saw something outside the window?
   He had been watching a documentary for a school assignment.
2. What had he been doing when he heard the sound of an engine?
   He had been getting some water from the kitchen.
3. What had his neighbour been doing for months?
   His neighbour had been trying to scare a cat away.
4. How had his neighbour been using the quadcopter before flying it above Jonas's garden?
   He had been using it to take aerial photos of traffic.

WRITING

When we write a classification essay, we first introduce the topic (e.g., restaurant) in an introductory paragraph. Then, we divide the topic into categories (fast-food, vegetarian, seafood and so on). Each category gets its own paragraph. In each paragraph, we describe the shared characteristics that make up the category. Finally, we include a conclusion in which we bring the categories back together again to talk about the main topic.

1 Organise.

1. Your task is to describe two types of animal flight. Look back at the descriptions of flight in different animals in Unit 5 of your book. If you prefer, do some research on the Internet to find other examples. Choose two animals and make notes about their flight characteristics in the table.

Animal 1	Animal 2

2. Plan your writing. You'll need an introductory paragraph. Here you will state which two animals you are going to describe. Include your topic sentence in the introductory paragraph. Write your topic sentence here:

_____

You'll need one body paragraph describing the flight of one animal and a second body paragraph describing the flight of the second animal. Support your description with facts.

Finally, you'll need a concluding paragraph. You'll need to make a statement about the two animals you've chosen and about the topic in general.

2 Write.

1. Go to page 89 in your book. Re-read the model.
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 the evolution of flying animals and machines.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

How did flight evolve in animals? Possible answers:

Insects developed wings about 350 million years ago that helped them to flee the water.

Reptiles started like an glider, and later developed stronger muscles to flap wings.

How did flying machines evolve?

Flying machines evolved from simple kites to gliders that could carry humans.

The Wright Brothers then designed a plane with light wings and an engine.

- **use the past perfect to distinguish the first of two actions in the past.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Rewrite the sentences to show which action came first.

Dinosaurs became extinct. Birds became skilled fliers.

By the time birds became skilled fliers, dinosaurs had already become extinct.

Fausto Veranizio designed a man-carrying parachute in 1595. George Cayley designed the first stable glider to carry a human.

Fausto Veranizio had already designed a man-carrying parachute before George Cayley designed his glider.

- **use the past perfect continuous to describe the first of two actions in the past.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write two sentences using the past perfect continuous. Use the words in the box.

drive drone rain slippery

Paula had been driving for just a few minutes when suddenly she saw a drone.

The roads were all slippery. It had been raining heavily for many hours.

- **write a classification essay to describe two types of animal flight.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

How is flight in bats different from flight in birds?

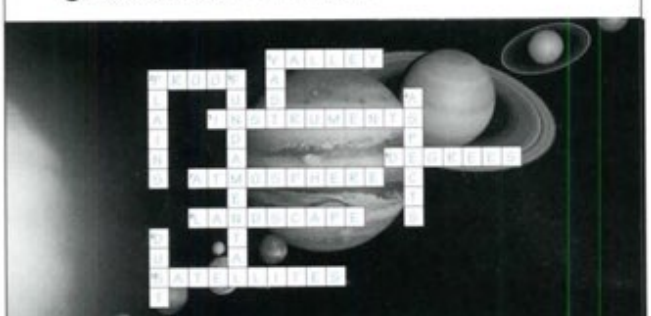
Bats' wings have many joints. An elastic membrane covers the wings to help them ascend quickly. Birds have hollow bones but more rigid wing structures. Feathers help control their flight, but they move less efficiently than bats.

YOU DECIDE Choose an activity. Go to page 94.

Unit 6

New Frontiers

1 Complete the sentences. Then fill in the crossword.



Down

1. The desert seems to have no end. It's so vast.
2. Many cereal crops are grown on plains because they are flat.
3. Water and oxygen are fundamentals to life.
4. Life and water are aspects that fascinate scientists.
9. After the dust storm, they had to clean their roofs and windows.

Across

1. The river ran along the valley between the mountains.
2. There is now proof that water really does exist on Mars.
5. Instruments are tools or devices that help scientists do their work.
6. Temperatures reach 70 degrees Fahrenheit in the summer on Mars.
7. Earth is surrounded by an atmosphere made up of different gases.
8. The moon's landscape is full of craters.
10. Satellites orbit the Earth and send back information.

2 What aspects of Earth and Mars are similar? What aspects are different? Re-read pages 94 and 95 in your book and use your own knowledge to fill in the Venn diagram.



3 Listen to the information. Answer the questions. VIDEO

1. Who was Clyde Tombaugh?

He was the astronomer who discovered Pluto.

2. What did the New Horizons spacecraft detect?

It detected volcanoes on Pluto.

3. What was the Mars rover, Curiosity, equipped with?

It was equipped with ten different types of instruments.

4. What were Sputnik and Explorer 1?

They were satellites.

5. How much oxygen is there in Mars's atmosphere?

There is less than one per cent of oxygen.

6. What might stop tourists from visiting Mars in future?

It is very cold on Mars and there are enormous dust storms.

7. What is the temperature at the equator on Mars at midday in summer?

The temperature is about 70 degrees F (20 degrees C).

GRAMMAR

Present and past conditionals: Talking about unlikely (but possible) or impossible situations

Unlikely but possible	Impossible
If there **were** life on Mars, we **would know** about it by now.	If it **had been** less hazy, we **would have seen** the eclipse.
If we **visited** Mars, we **would find** some aspects similar to those on Earth.	Rovers **might have landed** on Mars sooner if space exploration **had received** more money.

We use ***if*** + past simple, **would/could/might** + infinitive (without *to*) to talk about events and situations that are unlikely to happen in the present or future. *After I, he, she or it, use were: If I were an astronaut, I would travel to the International Space Station.*

We use ***if*** + past perfect, **would/could/might have** + past participle to talk about impossible or hypothetical events and situations in the past.

The if-clause can come first or second in the sentence. When it comes second, no comma is needed: I would travel to Mars if it were possible.

1 Match the sentence halves. Write the letter on the line.

c	1. If there were tours into space,	a. I would build my own spacecraft and satellite.
b	2. If I had had a good telescope,	b. I might have seen Pluto.
e	3. If I had been more curious at school,	c. I would visit Pluto.
f	4. If I lived in the United States,	d. I would have asked for proof.
a	5. If I were a millionaire,	e. I could have become an astronomer.
d	6. If scientists had discovered life on Mars,	f. I would definitely visit one of NASA's visitor centres.



2 Listen to the film summary. Complete the sentences with a conditional. Then choose words from the box to complete the remaining blanks. Circle the two sentences that are false and explain how you know. CD1

astronomy | geysers | habitable | hazy | satellite | seasonal dust

1. If the team had known (know) about the seasonal dust storms, they probably would have stayed (stay) inside the base camp.
2. If the weather had been (be) less hazy, the team would have continued (continue) their search.
3. The mission control centre would have rescued (rescue) the scientist if they had had (have) a satellite ready to put into space.
4. If the scientist had studied (study) botany, he would have planted (plant) vegetables.
5. If Mars were (be) habitable, the potatoes would grow (grow) outside.
6. He would have had (have) a shower, if Mars had had (have) geysers or rivers.
7. The reviewer says that if teenagers saw (see) the film, they would work (want) to study chemistry, geology and astronomy.

Number 7 is false. It's a spacecraft they would have put into space, not a satellite. Number 4 is false. He is already a botanist and would have studied botany.





3 Write an appropriate ending for each sentence. Possible answers

1. If more planets had been habitable, I would have built an Outpost.
2. If the temperature were 30 degrees C (87°F), I would go to the beach.
3. If the diameter of Earth were greater, there might be more continents.
4. If I lived on a plain, I would miss the mountains.
5. If a dust storm had suddenly hit my town, I would have closed all the windows.
6. If my car had been equipped with the technology to travel into the past, I would have travelled back to Ancient Rome.

1 Listen and read. As you read, notice the sequence of different things that need to happen to make the rover move. CD1

Driving on Mars

A high-tech rover with a vast, red, rocky landscape in the background is now a familiar image. Curiosity is the latest rover on Mars. It cost over US$2 billion to build and it is equipped with highly advanced instruments. This technology and the actual voyage to Mars are already incredible. But have you ever wondered how you actually drive a rover on a planet several million miles away?

Well, a sequence of things needs to happen during the Martian night, while the rover is 'asleep'. A team of about 200 scientists on Earth analyses information that the rover sends back. They discuss what needs to be done next and which instruments will be used. The work is complicated because the scientists need to calculate how much power each instrument will use. Because there are so many instruments, this takes time.

The team writes thousands of lines of computer code to instruct the rover. They map out the best, smoothest route to the next destination. They include where the rover will stop to take pictures or operate an instrument.

Fortunately, the scientists' laboratory has an outside area called the Mars Yard. It's full of sand, dust and rocks of different sizes. Engineers use this area to test software and movements on two Curiosity models and solve any problems they may have.

Every day, a signal is sent to 'wake up' the rover and upload its instructions. This is also complex. The Mars day is 40 minutes longer than an Earth day, which means the working day and the time when the information is sent are continually changing.

Distance is another challenge. Signals between Earth and Mars have to cross up to 250 million miles (401 million kilometres) of space. What is more, the signal isn't direct. It has to go through communication satellites, which takes time.

There's a lot of pressure to get things right on Mars, but the one easy thing about driving on an empty planet is that you don't have any traffic coming from the other direction!



2 Read. Choose each conect answer.

1. The text is about b.
   a. how the rover's instruments work
   b. how the rover knows what to do
2. While the rover 'sleeps', a.
   a. scientists prepare the next day's instructions
   b. scientists also sleep
3. The team of scientists a.
   a. programme every movement and task
   b. let the rover make its own decisions
4. Scientists have a.
   a. a virtual landscape to practise the rover's movements
   b. a physical space to practise the rover's movements
5. An Earth day is b.
   a. longer than a day on Mars
   b. shorter than a day on Mars
6. Signals to the rover a.
   a. go through satellites
   b. are direct

3 Use the organiser below to complete the sequence of how instructions are given to the rover. Possible answers

scientists analyse data and have meetings → computer code is written → movements are software are tested → instructions are sent through satellites → the rover wakes up and follows instructions

4 Write. If you were one of the scientists, what would be the greatest challenge for you? Give your reasons.

Possible answers: The greatest challenge would be the planning because there are so many scientists to work and co-ordinate with. / The greatest challenge is time and distance. I would need to be patient because Mars is very far away and all the instructions take a long time to reach it through satellites.

GRAMMAR

Adverbs: Comparing how things are done

The instruments detected water **accurately**.	Curiosity has travelled **far** on the plains of the red planet.
The instruments worked **as accurately as** scientists had hoped.	Curiosity goes **as far as** scientists want it to.
The instruments detected water **more accurately than** before.	The rover Endeavor has travelled **further than** Curiosity.
The instruments on Curiosity detected water **the most accurately**.	Endeavor has travelled **the furthest** of all rovers so far.

With comparative adverbs, use ***more ... than***, with superlative adverbs, use ***the most***. With adverbs that have the same form as the adjectives, use ***-er*** and ***-est***. ***fast, faster, fastest; hard, harder, hardest; near, nearer, nearest***.

There are some irregular forms: ***well, better, best; badly, worse, worst; far, further, furthest***.

1 Listen to each pair of sentences. Then make changes to the adjective to complete each sentence with the correct use of the adverb. AUDIO

1. Astronauts eat _____ more healthily _____ than I do. (healthy)
2. I think astronauts sleep _____ better _____ at home. (good)
3. Do dust storms happen on Mars _____ as seasonally as _____ hurricanes on Earth? (seasonal)
4. Voyager 1 and 2 have travelled _____ the furthest _____ in the solar system. (far)
5. The rovers Spirit and Curiosity found water _____ more quickly than _____ scientists expected. (quick)
6. Scientists prepare the rover's movements _____ as carefully as _____ they can. (careful)

2 Write. Use adverbs to describe how you do things compared to your friends or other members of your family. Answers will vary.

When I go cycling with friends I can go the fastest.

I normally sleep the longest in my family. I eat more quickly than my brother.

3 Read. Underline all the uses of adverbs comparing how things are done. Then answer the questions.



If I could go anywhere in space, I would go to Pluto. We haven't known much about Pluto until now. Even the Hubble Space Telescope couldn't take pictures of Pluto as clearly as the latest space probe, New Horizons.

New Horizons was launched in 2006. It took nine and a half years to reach Pluto. New Horizons travels faster than any other spacecraft. It can travel a million miles a day! Although the probes Voyager 1 and 2 have travelled the furthest in space, they didn't travel to Pluto as closely as New Horizons.

A team of scientists on Earth produced the most accurately planned sequence of instructions available so that the probe could make hundreds of observations as it flew by Pluto. It sent back the most incredibly amazing photos. Although New Horizons is now further away than Pluto, the small planet is starting to share its secrets.

1. What took the best pictures of Pluto, the Hubble Space Telescope or New Horizons?
   New Horizons.
2. How does the speed of New Horizons compare with other spacecraft?
   New Horizons travels faster than other spacecraft.
3. What didn't Voyager 1 and 2 do as well as New Horizons?
   They didn't travel by Pluto as closely as New Horizons.
4. How did a team of scientists on Earth make sure the probe could make good observations as it flew by Pluto?
   They produced the most accurately planned sequence of instructions.
5. Where is New Horizons now?
   It is further away than Pluto.

WRITING

We use persuasive writing when we want to persuade, or convince, our readers to agree with our opinion. One way to organise this type of essay is by presenting both sides of the argument, point by point. Present one argument and then present your counter-argument in the same paragraph.

In the next paragraph, do the same. Present another argument and then present your counter-argument. Remember to use conjunctions such as *but, however, although* and *in contrast* to link your ideas.

1 Organise.

1. Your task is to write about the argument that it's better to explore the ocean than outer space. To persuade your readers, research facts to support your argument.

	Ocean Exploration	Space Exploration
Argument		
Counter-argument		

2. In your first paragraph, introduce the two arguments you're going to discuss. Write a topic sentence to lead your reader into your essay. Write your topic sentence here.

   You'll need at least two paragraphs. In each, present the argument and then your counter-argument.

   The last line of your essay should make it clear which argument you support.

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.

Now I can ...



- **talk about space exploration.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

  What do you think makes space exploration so exciting?

  Possible answer: Space exploration is exciting because we still know so little about other planets. Anything is possible!

  Would you like to be a space explorer? Why or why not?

  Possible answer: I would like to be a space explorer if the journey were shorter. Planets are so far away that I would miss my friends and family too much!

- **use present and past conditionals to talk about unlikely (but possible) or impossible situations.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

  1. Write a conditional sentence about something that is unlikely to happen in the present.

     If I had the money, I would buy my own spaceship.

  2. Write a conditional sentence that expresses an unlikely situation in the past.

     I would have travelled to Mars if there had been a tourist space bus.

- **use adverbs to compare how things are done.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

  1. Scientists can drive a rover in space _____ more easily than _____ (easily) a car on Earth.
  2. New Horizons has taken _____ the most amazingly _____ (amazingly) detailed photos of Pluto.
  3. We know our solar system _____ better than _____ (better) ever before.

- **write a persuasive essay about space and ocean exploration.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

  Present a counter-argument for each statement.

  Space exploration is important because we can learn a lot about the universe.

  Discovering what is on new planets is very exciting, but sending space probes is extremely expensive and takes years to prepare.

  Ocean exploration can help us find new minerals.

  New ocean discoveries may help scientists find cures for diseases, but deep-sea exploration could harm the delicate ecosystems which exists there.

YOU DECIDE **Choose an activity.** Go to page 95.

Units 5–6 Review



1 Read. Choose words from the box to complete the sentences.

allow	capability	descend	engines	evolve	flap
flight	limited	skilled	soaring	stable	support

The day when we can all have our own jet packs to ascend and (1) descend wherever we want may be closer than we think.

Up until now, jet packs only had the (2) capability of remaining in the air for a few seconds. Now that jet packs have improved features and smaller (3) engines, companies are racing to bring a practical jet pack out onto the market. Of course, the first jet packs won't be cheap. They'll cost around $150,000, so their use will be (4) limited by price.

So it may still be some time before our airways are full of (5) soaring jet packs. It's predicted that the first public use of jet packs will be at special (6) flight 'clubs' where people can rent them and be taught how to use them by (7) skilled trainers.

Businesses will probably be the first to use jet packs commercially, possibly for flying to meetings or delivering products. Jet packs could also (8) allow people who work in emergency services, including paramedics and firefighters, to travel across cities and provide help and (9) support quickly.

As the possibilities (10) evolve, it's good to know that whatever happens, there are no wings to (11) flap. That would be exhausting!

2 Listen. Circle each best answer. V 020

1. In 2015, we discovered that our solar system is *full of dust* / *not such a cold, dark place*.
2. Pluto has a landscape with *plains of solid nitrogen* / *salt lakes*.
3. For 85 years, we only had *a hazy picture of Pluto* / *an artist's impression of Pluto*.
4. One of Saturn's moons has *seasonal dust storms* / *geysers*.
5. Thanks to a lander's solar panels, we saw *the planet Neptune* / *aspects of a comet*.
6. Scientists now have proof that there was once *a vast ancient ocean* / *life* on Mars.

3 Read the situations. Write sentences using the past perfect or past perfect continuous with the words in brackets.

1. Voyager 1 and 2 did not get as close to Pluto as New Horizons. (travel/furthest/space)
   They had travelled the furthest in space.
2. Bats learnt to fly 55 million years ago. (insects/fly/for millions of years before that)
   Insects had been flying for millions of years before that.
3. Pterosaur were flying reptiles. (learn/fly/before birds)
   They had learnt to fly before birds.
4. A small probe landed on a comet. (travel/through space/many years)
   It had been travelling through space for many years.
5. Scientists were excited. (discover/water/Mars)
   They had discovered water on Mars.

4 Read. Use forms of the words in brackets to complete the sentences.

1. If I had lived (live) 6,000 years ago, I would have seen (see) different species of animals.
2. We wouldn't have seen (not, see) photos of Pluto if the space mission had failed (fail).
3. The New Horizons probe is going further than (far) any spacecraft before it.
4. Scientists have been waiting more patiently than (patient) anyone for results.
5. The Rosetta probe had to go as fast as (fast) the comet to travel beside it.



Unit 7

Visual Stories

1 Complete each sentence with a word from the box. Then match each picture to the correct sentence. Write the number.

audience	meaningful	oral	shock	subject	visual	witness



4 a. The student gave an oral presentation with images on a screen.

5 b. The witness saw the thief stealing the canvas.

6 c. The painting was meaningful to her.

1 d. The audience showed their anger when the artist didn't appear.

2 e. The image portrayed a man who was in shock.

3 f. Her dogs were the subject of her portraits.

2 Read each definition and write the word. Then use the letters in the circles to spell the name of a famous artist.

1. An image, usually of somebody's head and shoulders — P O R T R A I T
2. Something that is very important and significant — M E A N I N G F U L
3. Special cloth to paint on — C A N V A S
4. The people who watch, read or listen to something — A U D I E N C E
5. Someone who sees something happen — W I T N E S S
6. Spoken, not written — O R A L

The famous artist is F I E L D O .

3 Listen. Complete the notes with a vocabulary word. Tick **T** for *True* or **F** for *False* for each sentence. Then, in your notebook, rewrite the false statements to make them true. V 021

	T	F
1. To capture scenes of rainy weather, change your lenses outdoors.	☐	☑
2. After you have the image you want, walk further away from the subject and take the picture again.	☐	☑
3. Help people's understanding of the size of 'big' landscapes by including a person, a car or animals in your photo.	☑	☐
4. Include an animal's habitat to help the visual representation of that animal.	☑	☐
5. Use the flash on your camera to portray buildings when there is little light.	☐	☑
6. Water can cause permanent damage to your camera. You need to carry certain things with you.	☑	☐
7. Make portraits of people meaningful by getting to know them first.	☑	☐
8. Help your memories of photos last by keeping a record of when, where and of whom the photos were taken.	☑	☐

GRAMMAR

Past passive: Describing past actions and processes

Thieves stole a Gauguin painting 40 years ago.	A Gauguin painting **was stolen** by thieves 40 years ago.
Picasso revolutionised art.	Art **was revolutionised** by Picasso.
Art dealers sold paintings for millions of dollars.	Paintings **were sold** by art dealers for millions of dollars.

When we use the passive, we usually focus on the action performed, not on the person performing it. However, when we use the past passive, it's more common to focus on the thing or person performing the action. We do this by using *by*. This is especially true when we talk about artwork and important discoveries.

The passive is more common in formal writing and less frequent in conversation.

To form the past passive, use **was/were** + past participle.

1 Rewrite each sentence in the past passive so that the meaning is the same.

1. Researchers found simply painted rocks from 10,000 years ago.
   Simply painted rocks from thousands of years ago were found by researchers.
2. Our ancestors recorded history in a permanent way through paintings.
   History was recorded in a permanent way by our ancestors through paintings.
3. Paintings told stories about the past before cameras.
   Before cameras, stories about the past were told by paintings.
4. Ancient civilizations painted and decorated their ceramic pottery with stories.
   Ceramic pottery was painted and decorated with stories by ancient civilizations.
5. In the past, people made things to last.
   In the past, things were made to last.



2 Listen. Complete the sentences with words from the box and the past passive of the verbs in brackets. T 033

abstract	canvas	landscape	masterpiece	permanent	quality	shock	witnesses

1. The masterpiece Guernica was painted (paint) by Pablo Picasso.
2. The town of Guernica was bombed (bomb) by the German air force.
3. The shock of war was portrayed (portray) in the painting.
4. More than 1,600 people were killed (kill).
5. The town and landscape were destroyed (destroy).
6. Reports by witnesses were printed (print) in the newspapers.
7. A mural-size canvas was used (use) for the painting.
8. The subjects were shown (show) in a new abstract style.
9. The painting was returned (return) to Spain in 1981 where it now has a permanent home.

3 Write. Choose a painting by an artist you admire. Find out more about it. Use the past passive and the vocabulary in the box in Activity 2 to write about the painting.

Answers will vary.

My painting is _____ by _____.



1 Listen and read. Are you familiar with all the different ways stories can be portrayed? T 033

THE WORLD IS A SCREEN



People have always illustrated stories on some sort of screen. First, we had cave walls. Now, we have tablets, smartphones, televisions and cinema screens almost everywhere we go. More than ever, our world is becoming one big canvas of sophisticated, high-resolution images – a modern collection of visual stories.

Digital screens are on our computers and play stations and in headsets or helmets with screens inside. They show us a virtual reality, a 3D world that allows us to interact with it. Digital screens are on our wrists; they're in our hands on smartphones and tablets; they're in shopping centres selling products; they're in cars and aeroplane seats; they're in photo frames and even on our fridges at home.

Screens are everywhere, and most are connected to 'the cloud'. We can control the stories we see on our screens with our fingertips, with our voices or with gestures. What's more, screens are becoming an extension of ourselves, a part of our own personal story. Screens tell us our heart rates, our stress levels, our exercise levels and what we're eating. Companies can even identify what we like and then make certain information or products appear on our screens when we shop on the Internet.

We can take 360-degree images with a smartphone. Social network sites have introduced the possibility of allowing 360-degree videos. These videos allow our friends and fans to see the scenes and stories happening all around us. We can already experience smells and movement in 4D cinemas. Soon 360-degree cinemas will be an experience, too. Audiences will feel like they're right in the middle of a scene, watching the action taking place around them. As Shakespeare said, 'All the world's a stage.' Now that stage is on a screen!



2 Read and answer the questions.

1. What were the first 'screens' ever used?
   The first 'screens' were cave walls.
2. How are modern images different from images from the past?
   Modern images are more sophisticated and high-resolution.
3. What digital screen can you wear on your body?
   A headset, helmet and watch.
4. What types of information can a screen tell us about ourselves?
   A screen can tell us about our health and diet.
5. How can we tell our friends stories about ourselves?
   360-degree video allows our friends to see our stories and everything around us.
6. Why do you think the stories are more about how we see things through technology rather than what we see?
   The article talks more about the technology of screens and innovations in that area rather than the type of information we see on the screens.

3 List five different places we find screens. Write notes for each and describe one way we use that screen. Possible answers

Screen	Use
1. Play station	1. To play video games
2. Smart watch	2. To see how much exercise I've done
3. Fridge	3. To control the temperature of the food
4. Aeroplane seat	4. To watch a film during the flight
5. 360-degree cinema	5. To experience being inside a film

4 Write questions. Find out how your friends or classmates use their screens. Answers will vary.

What time of the day do you look at your first screen? Do you ever look at two screens at the same time (for example, computer screen and smartphone)? What screens do you play games on? Do your parents have a screen in their car? How many screens are there in your home?

GRAMMAR

Reported speech: Describing what others say

She says, 'I can't draw!'	She says (that) she can't draw.
He said, 'I think I will join an art class.'	He said he would join an art class.
'Put the tops on my pens.'	The illustrator tells/is telling/told them to put the tops on his pens.
'Will you help me?' she asked.	She asked (me) if I would help her.

We use reported speech to tell someone else what another person said. (This is different from direct or quoted speech when we quote the speaker's exact words between quotation marks.)

When the reporting verb – say, tell, ask – is in the present, there is no tense change to the verb. When the reporting verb is in the past – said, told, asked – the verb tenses change as follows:

present → past will, can → would, could

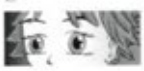
Remember to change the pronouns in the reported speech to represent the speaker's point of view. She said, 'My friend likes landscape paintings.' *She said* ***her friend*** *liked landscape paintings.*

To report a command, use *told* + person + the infinitive with *to*.

1 Listen. Which picture do the speakers talk about? Write A, B or C. Then report what they said. Complete the sentences. Remember to change the pronoun where necessary. V 034

A. 

B. 

C. 

B 1. She said landscapes were her favourite paintings.

C 2. He says the subject could be a boy or a girl.

A 3. She said she loved abstract art.

B 4. She said the painting made her want to walk in the country.

C 5. He asked if he could learn to draw Manga.

A 6. He told me to read about abstract art online.

C 7. She asked if Manga drawings were always black and white.

2 Read Sol's message to his friend. Underline the reported speech. Write the actual words people say.



Hi Esme,

I'm looking for ideas for my end-of-year art project. The teacher told us to take a photo of the town that would tell a story. My mum laughed and said that was impossible because the town was so modern! My dad told me to take a photo of the river. He said that before people built roads, they travelled on the river. My uncle says that you can see parts of an old bridge over the river. Serge told me to forget the old stuff and take photos of the modern shopping centre. My grandma says that my grandad was a shipbuilder, so I should visit the port.

I think my sister had the best idea. She asked me if there was one thing that visually represented the town. I couldn't think of one. So she told me to take a lot of photos of the town and use a method called collage!

What do you think? Let me know.

Thanks,

Sol

1. The teacher said, 'Take a photo of the town that will tell a story.'
2. My mum said, 'That's impossible because the town is so modern!'
3. My dad said, 'Take a photo of the river.'
4. He said, 'Before people built roads, they travelled on the river.'
5. My uncle says, 'You can see parts of an old bridge over the river.'
6. Serge said, 'I forget the old stuff and take photos of the modern shopping centre.'
7. Grandma says, 'Your grandad was a shipbuilder so you should visit the port.'
8. My sister asked, 'Is there one thing that visually represents the town?'
9. She said, 'Take a lot of photos of the town and use a method called collage!'

WRITING

We use reported speech and quoted speech (when we use quotation marks to surround the exact words a person said) to make what somebody says part of our story. In reported speech, changes of pronoun and tense may be necessary.

As he left, he said, 'I'll be back.'
As he left, he said that he would be back.

'Sit down and have a slice of cake,' my aunt tells me each time I visit.
My aunt tells me to sit down and have a slice of cake each time I visit.

'Do you really like climbing?' my dad asked when I showed him the photo.
My dad asked if I really liked climbing when I showed him the photo.

3 Organise.

1. Your task is to choose a photo of a friend or family member and write the story that the photo tells. Try to remember conversations you had when the photo was taken. Include reported speech and quotations. On the lines below, write some of what was said.

2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence will explain why you chose this particular photo. Write your topic sentence here.

You'll need two to three body paragraphs. Describe the context in which the photo was taken, why it was a memorable occasion and what people said, asked or told you.

Finally, you'll need a short concluding paragraph. Try to summarise what effect the person in the photo and the place or moment has had on your life.

4 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. Write your final draft. Share it with your teacher and classmates.

Now I can ...



- **talk about images to tell important stories.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

'A picture can paint a thousand words.' Do you agree? Why or why not?

Answers will vary.

- **use the past passive to describe past actions and processes.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Rewrite the sentences using the past passive.

1. The magic lantern used candles to create a moving image.
Candles were used to create a moving image.
2. Thomas Edison invented a machine to watch cartoons.
A machine to watch cartoons was invented by Thomas Edison.
3. Robert Capa took meaningful pictures of the Spanish Civil War.
Pictures of the Spanish Civil War were taken by Robert Capa.



- **use reported speech to describe what others said.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

1. What did a friend say or ask you yesterday? Possible answers:
My friend asked me if I had a healthy snack in my bag.
2. What did a teacher or parent tell you to do last week?
My/Our teacher told me/us to visit an art gallery.

- **write a narrative essay about the story that a photo tells.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.
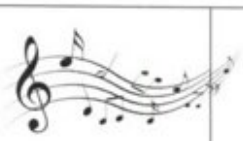
If you could choose one photo to frame tomorrow, which one would it be? Why? Remember a conversation connected to the photo.

Answers will vary.

YOU DECIDE **Choose an activity.** Go to page 96.

Unit 8

Perform and Create



1 In each group, cross out the word that doesn't belong. Write a reason. Then read each definition and write the word. Who is the famous composer?

1. lyrics | ~~composer~~ | beats | fame
   Composer refers to a person, the others refer to things.
2. composer | performer | lyrics | disc jockey
   Lyrics refer to a thing, the other nouns refer to people.
3. influential | vary | manipulate | expose
   Influential is an adjective, the rest are verbs.
4. entertainment | recognition | self-expression | performer
   All are nouns but performer refers to a person.
5. satisfaction | beats | manipulation | recognition
   Plural in plural, the other nouns are singular.

1. A person who entertains by singing or acting — P E R F O R M E R
2. To cause people to experience something — E X P O S E
3. To be or make something different — V A R Y
4. The words to a song — L Y R I C S
5. Having the power to cause changes — I N F L U E N T I A L

The composer is M O Z A R T.

2 Match the statement halves. Write the letter.

1 1. Composers only write music
F 2. Music isn't only enjoyment;
C 3. Once some DJs gain fame and recognition,
H 4. When you see a symphony orchestra play together,
A 5. Applause is the only indication
B 6. Children should be exposed to music
E 7. Anyone can manipulate music

a. with just a smartphone.
b. from birth.
c. their music is no longer interesting.
d. that the audience is satisfied with the entertainment.
e. it can be influential in the way we think.
f. as a form of self-expression.
g. you realise teamwork between performers is essential.

3 Listen. Does the speaker agree or disagree with the statements? Tick *Agree* (A) or *Disagree* (D). 1.08

	A	D		A	D
1.	☐	☑	5.	☐	☑
2.	☐	☑	6.	☑	☐
3.	☑	☐	7.	☐	☑
4.	☑	☐			



4 Listen again. Write your own response for each statement you hear. 1.08

1. Answers will vary.
2.
3.
4.
5.
6.
7.

GRAMMAR

Gerunds and infinitives

Learning music is important. (subject)

I like **listening** to pop music. (object)

I'm interested **in learning** about jazz. (object of preposition)

I love **seeing / to see** live performances.

It's sad **to miss** their performance.

I turned up the volume **to listen** to the lyrics.

A gerund is a verb that acts like a noun. It can be used where nouns are used. Some verbs, such as *like* and *hate*, can be followed by gerunds and/or infinitives with *to*. The infinitive with *to* can follow adjectives such as *sad*, *happy* and *important*. The infinitive can also be used to express purpose and why we do/did something.

1 Read. Circle the correct answers. (Sometimes both answers are possible.)

1. Some people only like **listening / to listen** to one type of music. I think it's good **varying / to vary**.
2. **Co-ordinating / To co-ordinate** dance movements in a ballet must be very difficult.
3. I'm bored with **hearing / to hear** the same beats over and over again.
4. He used his fame and music **informing / to inform** others about climate change.
5. It's essential **buying / to buy** tickets early **seeing / to see** the band's performance.
6. My friend hates **dancing / to dance** to hip-hop music.
7. I'm interested in **adding / to add** electronic effects to my music.
8. I prefer **playing / to play** an instrument. **Dancing / To dance** is too tiring!
9. What do you think about **to listen / listening** to folk music?
10. We forgot **buying / to buy** tickets for tonight's concert.

2 Listen to the radio programme. Answer the questions in full sentences. 1.09



1. Who writes Taylor Swift's lyrics?
   She writes her own lyrics.
2. Why did her parents move to Nashville when Taylor was young?
   They moved to Nashville because they felt it was important for Taylor's career.
3. What are some reasons young people love listening to her songs?
   Young people love listening to her songs because she sings about things that they understand and identify with.
4. Who was excited about Taylor's talent? Why?
   A big music company was excited about signing a contract with her.
5. What's one reason Taylor may have stopped playing her guitar in public?
   Maybe she got bored with sitting behind her instrument, or she wanted to show what a performer she could be.
6. What indications were there of the success of her first pop album?
   Her first pop album sold more than a million copies in the first week.
7. Why did she open the Taylor Swift Education Center?
   She opened the Taylor Swift Education Center to support young children in music. She feels that she was lucky to discover music when she was young and wants to do the same for others.

3 Read the answers. Write the questions. Then answer the same question about yourself.

1. I prefer to listen to mixes by my favourite DJs when I'm on my own.
   What do you prefer to do when you are on your own?
   (You)
2. I get bored with listening to folk music.
   What do you get bored with?
   (You)
3. I'm excited about starting dance rehearsals with a professional choreographer!
   What are you excited about?
   (You)

1 Listen and read. As you read, think about what conclusions you can draw about the importance of music. 2.039



The Sound of Glue

* In front of huge stages where singers, bands and orchestras perform, people do things together: they sing, wave their arms in the air, hold hands and dance. Thousands of people attend music performances and melt into one big co-ordinated group. They become one big group member.

* Researchers have theories about this. Many believe that music is a type of social glue. If you think of concerts, military music, music played at sporting events and national anthems, they all seem to unite us through emotions. Music is influential in the way people feel and behave all together at once.

* Researchers tell us that as humans, our main motivation in life is to be good group members. They believe that some people feel best when they lose their individual identities. Even when we listen to music on our own, we're connecting to others through the rhythms, beats or lyrics we hear and the thoughts they bring.

* Researchers believe that music brought and kept early humans close together thousands of years ago. Even before the earliest musical instruments and the invention of language, our ancestors probably used music to communicate. Researchers suggest that sound and music were the 'glue' for the first human societies and were very important in helping early modern humans create a sense of group identity and trust. This was important for successful living, hunting and migrating.

* The first music was probably just sounds. As we know, even music without lyrics can make us feel happy or sad. The tone of a voice can tell us how someone is feeling emotionally. It's possible that music and language both evolved because early humans needed to communicate their emotions to others in a group. As groups became larger, humans needed to find better and more efficient ways to express themselves.

* Of course, the first sounds were not that musical! They were probably more like grunts than the pure sound of an opera singer! What seems to be clear is that music brought people together thousands of years ago and it still does.



2 Match each summary with a paragraph. Write the letter.



___ 1. It's human nature to want to be part of a group.
___ 2. Music has a strong influence on us.
___ 3. Sounds have changed, but the purpose is still the same.
___ 4. Communicating emotions became important.
___ 5. In concerts, we become one.
___ 6. For early humans, music helped to give a group identity.

3 Make a list of the researchers' conclusions from the article. Do you agree that music is like 'glue'? Give your reasons.

Conclusions
Music is like glue. It brings people together.
Being a good group member is the main motivation for humans.
Music was a way of communicating thousands of years ago.
Music brought and kept societies together.
The first sounds were the first music, but they were probably just grunts.

4 Answer the questions and explain your own experience about being in a group.

1. How do you feel when you listen to music in a group?

Answers will vary.

2. What difference do you find between listening to music in a group and listening to it on your own?

GRAMMAR

Sense verbs + infinitive: Describing what you see, hear and feel



I **saw** the lights **flash** with the beat of the music.
Can you **hear** the ice **break** in parts of their song?
It's strange to **feel** the floor **move** when everybody dances!
We **watched** the couple **dance** the tango.
We **had watched** the flash mob **come** together.

When we use sense verbs, we follow this structure: sense verb + object + infinitive (without to).

1 Complete each sentence with a verb from the box.

come on	open	pick up	read	start	walk

1. I felt my mouth ___open___ as I picked up the microphone to sing!
2. I saw the lights ___come on___ behind me on the stage.
3. I heard the audience ___start___ to applaud.
4. I watched the band ___walk___ onto the stage and ___pick up___ their instruments.

2 Listen. Answer the questions. Use a sense verb and an infinitive in each answer. 2.039

1. What did the writer hear?

He heard an orchestra play everything from Mozart to the Beatles.

2. What things did he see become saxophones?

He saw actor pipes become saxophones.

3. What did he see dustbins and X-rays transform into?

He saw dustbins and X-rays transform into violins and drums.

4. How did he feel about the way the instruments played?

He felt the instruments played in a magic trance.

5. What has he watched?

He has watched the orchestra gain recognition as they travel around the world.

3 Read the poem. Underline the sense verbs and infinitives. Then use the sentence starters to write your own poem. Make sure you use the infinitive form.

This week we had to write about what we hear, see and feel. We didn't have to write a poem, but that's what I wanted to do. I thought I would upload it to see what you all think.

Mixed Emotions



When I see masterpieces on a wall before me,
I feel how the past and the present connect.
When I hear violins soar like clouds in the sky,
I feel my heart soar, too.
When I hear ice crack and break,
I know what a fragile world we live in.
When I see plastic float on rivers to the sea,
I am sad for the living things in the way.
When I feel the sun shine on my face,
I remember our place in the universe.
When I watch a small child take its first steps,
I am excited about what the future will bring.
Life is a symphony of sights, sounds and feelings.

When I see Answers will vary. ,
,
When I hear ,
,
When I hear ,
,
When I see ,
,
When I feel ,
,
When I watch ,
,

WRITING

In an explanatory essay, we teach our reader about a topic. We don't include our opinion. In the first paragraph, we should identify the topic we're going to write about. Then, we provide additional facts, details and examples to help the reader understand the topic better.

1 Organise.

1. Your task is to write an essay to explain a type of artistic expression. Look through your book for examples of artistic expression and then choose a type you're interested in. Remember that artistic expression can include painting, sculpting, writing, composing and performing. Choose your topic and then research facts, details and examples. Make notes about what you want your reader to know about your topic.

Form of artistic expression:	
Facts	**Details and examples**

2. Plan your writing. You'll need an introductory paragraph with a topic sentence to introduce the form of artistic expression you're going to explain. Think about a topic sentence that will draw your audience in.

You'll need two or three body paragraphs. Think about what aspect of artistic expression you're going to describe in each paragraph. Support it with interesting and unusual facts and details.

Finally, you'll need to finish with a general statement that concludes your explanation. Remember not to give your own opinion.

2 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. Write your final draft. Share it with your teacher and classmates.

Now I can ...



- **talk about music and performing arts.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

What music or performing art appeals to you the most? Give reasons.

Possible answer: I love dance me. I love the energy and the co-ordination of the movements.

Why do you think we listen to music? We listen to music to help us relax, to put us into a better mood and to distract us when we're exercising.

- **use gerunds and infinitives.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Write four sentences using a gerund or infinitive. Use the clues.

1. (as a subject) Painting is a great hobby.
2. (as an object) I like to watch/watching ballet performances.
3. (as an object of a preposition) I'm excited about performing on stage.
4. (to express purpose) I saved money to buy tickets for the music festival.

- **use sense verbs + infinitive to describe what you see, hear and feel.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Choose an appropriate sense verb and finish each sentence. Possible answers:

1. Sometimes, my family hears me sing when I'm in the shower.
2. If I saw my favourite singer walk towards me, I would be extremely happy.
3. I felt the floor move when my sister was jumping around.

- **write an explanatory essay about a type of artistic expression.** ☐ Yes, I can! ☐ I think I can. ☐ I need more practice.

Explain one way you express or would like to express yourself artistically. Use facts and examples.

Answers will vary.

YOU DECIDE **Choose an activity.** Go to page 96.

Units 7–8 Review

1 Read. Fill in each blank with a word from the box.

abstract	**canvas**	**images**	**masterpieces**	**meaningful**
method	**permanent**	**represents**	**scene**	**shocking**
sophisticated	**symphony**	**traditional**	**understanding**	**visual**

The Sounds of Visual Stories

Neil Harbisson is an artist who can't see colour. However, thanks to a special device, he now has an (1) understanding of what colour could look like. He wears a (2) sophisticated device that changes all the colours in a (3) scene into sound waves so that each colour (4) represents a musical note. This means he can hear a (5) symphony of colour instead of seeing everything in greys. He feels that this (6) method of hearing colour has made him into a human robot because the device has become a (7) permanent part of him and his senses.

When he goes to an art gallery, Neil listens to the (8) masterpieces of famous artists and understands the colours of the (9) images. At first, he found it (10) shocking because everything was so noisy.

Later, Neil started to paint sound portraits by changing the sounds into colour on a (11) canvas. His subjects may be a piece of music, a speech by a famous person or an everyday object. The results are bright, (12) abstract paintings of colourful rectangles. In this way, Neil creates a (13) visual story through the sounds that are so (14) meaningful to him.

2 Listen. Underline each correct answer. VHS

1. The group first started as *animal trainers* / *street performers*.
2. The name Cirque du Soleil is a tribute to *Quebec* / *the Sun*.
3. The performers are from *many different countries* / *Canada*.
4. Costume designers and composers *play an essential part* / *are robotic*.
5. Each show *has 1,300 performers* / *is very visual*.
6. Their audiences *prefer realistic performances* / *are exposed to imaginary worlds*.

3 Complete the sentences. Use the *gerund* or *infinitive* of the words in brackets.

1. I can feel my voice becoming (become) quieter as I walk into a theatre.
2. It's essential for a musician to practise (practise) music every day.
3. In rehearsal, I watched ballet dancers working (work) with the choreographer. I was amazed!
4. She ran back to get (get) her camera.
5. The teens were excited about forming (form) a folk dancing group.
6. Creating (create) animations for TV has various stages.
7. We heard the symphony orchestra start (start) to play.

4 Write. Change each sentence so that the meaning is the same. Use reported speech for 1–4 and the past passive for 5–8.

1. 'Music makes the brain work better.'
   The researcher says that music makes the brain work better.
2. 'There's a lot of new research on exposing children to music.'
   She told me (that) there was a lot of new research on exposing children to music.
3. 'Musical training can keep your brain sharp.'
   They said (that) musical training could keep your/my brain sharp.
4. 'Will you play an instrument at school?'
   My friend asked me if I would play an instrument at school.
5. Early people made primitive instruments from tree trunks and animal skins.
   Instruments were made from tree trunks and animal skins (by early people).
6. They exposed the audience to an amazing light show.
   The audience was exposed to an amazing light show.
7. A computer designed the costumes for their performance.
   The costumes for their performance were designed (by a computer).
8. They used recycled material to make the instruments.
   Recycled materials were used to make the instruments.

YOU DECIDE Choose an activity. Unit 1

1 Brainstorm as many different jobs as you can in one minute. Then, with a classmate, discuss the different skills and qualities you would need for each job. Which job would you be the best at? Explain why. Use as many words from the box as possible.

co-operative	determined	energetic
enthusiastic	generous	helpful
open-minded	outgoing	patient
responsible	self-confident	

2 Use question tags to make statements about the following topics.

Life as an only child
Life as a teenager
Being competitive
Following a recipe
Fast food

Example: *I'm an only child. That doesn't mean I'm spoilt, does it?*

3 Respond to each sentence with the special use of *it*.

I did really well in my exam!
I need to get up!
My bananas are all soft!
The journey takes six hours by car!
The sun is out!

4 Work in pairs. It's your birthday. With your best friend, make plans about the different things you can do to celebrate. Decide exactly what you will do. Then discuss.

- Assign roles.
- Practise the conversation.
- Act out the conversation in class, or use a phone or tablet to make a video.

5 Write. Choose two superheroes. Write about the ways they are similar and different. Explain which of the two is your favourite and why.

- To plan your writing, follow the steps on page 10 of your workbook.
- Share your writing with your teacher and classmates.

6 You saw this announcement in a local newspaper.

A part-time babysitter is needed for a friendly family in the city. We have two boys, ages 5 and 8. Experience with children is essential. Duties include preparing lunch and taking children outside to play.

Write to the family explaining your experience and why you would be a good candidate for the job. Ask questions about your hours of work and additional duties.

Write approximately 150 words.

YOU DECIDE Choose an activity. Unit 2

1 If you had to choose any animal as a pet, which would you choose? Give your reasons. Compare your choice of pet with a classmate's. Use the following words to help you.

aggressive	filthy	poisonous
bite	hurt	unpopular
destroy	misunderstood	untrue
disgusting	myth	upset
fangs	pest	venom

2 Read the statements. Use the following four expressions to speculate on each situation in the past: *could have, might have, may have* and *must have*.

- The girl was shaking.
- The farmer was angry.
- The family didn't answer when he knocked on the door.

3 Answer the questions in full sentences. Notice if the verbs are followed by infinitives with or without *to*.

- What did you help somebody do recently?
- What things don't your parents let you do at home?
- What chores do your parents ask you to do?
- What do you plan to do next weekend?

4 Work in pairs. You want a pet snake. Your mum and dad are against this idea.

Role-play the dialogue between you and one of your parents. Come to a final decision.

- Assign roles.
- Think about the arguments for and against having a pet snake.
- Practise the dialogue.
- Act out the dialogue in class, or use a phone or tablet to make a video.

5 Write. You have asked a friend to look after your pet rat while you are on holiday. Describe how he/she must look after your pet every day. Make sure you explain what kind of exercise it needs and what to do if it becomes aggressive.

- Research how to look after rats.
- To plan your writing, follow the steps on page 20 in your workbook.
- Share your writing with your teacher and classmates.

6 Your pet tarantula has escaped! Write a flyer to hand out to neighbours and to put in shop windows. Describe the tarantula and its behaviour so that people are not scared and know what to do when they find it.

Use no more than 100 words to write your flyer.

YOU DECIDE Choose an activity. Unit 3

1 Do you prefer working in a group in class or working on your own? What are the advantages and disadvantages of each? Does your classmate share the same ideas as you? Try to include at least four of the following words in your conversation.

assume	co-ordinated	leader
belong to	efficient	realised
consensus		

2 Write each of the following 12 verbs on a strip of paper. Shuffle the strips and place them face down on a table. Turn the strips over one at a time and race your partner to write a sentence using the verb.

be associated with	point out
come across	respond to
deal with	talk over
work out	think about
go through	turn out
look at	wonder about

3 You are part of a group that wants to make changes to improve your town. To get ready for your meeting, rewrite your notes. Use (not) *enough, too much* and *too many*. Add some more ideas to the list.

- Cars in the town centre
- Need more trees and plants
- Only one sports facility
- Dance clubs are noisy and neighbours can't sleep.
- Dog owners want more green spaces to walk their dogs.

4 Work in pairs. You and your partner have just watched a documentary on animal group behaviour. Choose an animal group. Talk about what amazed you about the animals and how group behaviour helps these animals survive.

flock of birds	school of fish
herd of elephants	swarm of ants
pack of wolves	

- Take notes on the two groups of animals.
- Practise the conversation.
- Act out the conversation in class, or use a phone or tablet to make a video.

5 Write. Prepare a speech to give to parents whose children are new at your school. Explain why playing a team sport is the best way for students to learn to work together. Give examples of how team sports can be beneficial.

- To plan your writing, follow the steps on page 32 in your workbook.
- Share your writing with your teacher and classmates.

6 A friend has written to you asking for advice.

From: Joe To: Gloria
Subject: My sister's party

Help! My little sister is going to have her 8th birthday party at home. My mum has asked me to help out with the entertainment. Have you got any ideas for fun group activities I can do with the children? Thank you!

Write to your friend with your ideas. Use no more than 100 words.

YOU DECIDE Choose an activity. Unit 4

1 Describe a piece of clothing you see someone wearing without saying what it is. Use at least five words from the list below. Ask a classmate to guess!

attractive	leather	style
designer	material	synthetic
eco-friendly	popular	trendy
fashion		

2 Read the steps to dye a T-shirt using a natural dye.

How to dye a T-shirt using beetroot!

1. Wash the T-shirt.
2. Cut the beetroot, put it in water in a pot and simmer for an hour.
3. Remove the beetroot, put the T-shirt in the red liquid and simmer for one hour.
4. Rinse very well and dry.

Always wash with dark clothes ... unless you want some red on all your clothes!

Describe the process using the passive voice.

3 You received this text message from a friend.

My mum says I spent too much money during the summer and I can't buy new clothes for the next three months. ☹ What do I do now? I need to get something cool for the school party!!

Respond with three short text messages. Comment on your friend's problem using *could, should, could have* or *should have*.

4 Work in pairs. Interview a young designer.

- Research a young designer.
- Prepare five questions.
- Assign the roles of interviewer and designer.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 Write. Persuade your readers to wear or not to wear a certain type of clothing. Support your point of view with facts and statistics.

- To plan your writing, follow the steps on page 42 in your workbook.
- Share your writing with your teacher and classmates.

6 This is part of an e-mail you received from a friend in the United States.

For my homework project I have to write about what children my age in another country like to wear these days. What's the latest fashion where you live? Do you and your friends like it? Why?

Respond to the e-mail. Write at least 100 words.

YOU DECIDE Choose an activity. Unit 5

1 If you were an animal that could fly, which animal would you be? Why? Explain your reasons to a partner. How are your animals similar and different? Use the following words to help you.

adaptation	**glide**	**skilled**
allow	**hollow**	**support**
capability	**land**	**take off**
evolve	**limited**	**weight**
flight	**powered**	

2 Your friend, who is studying English, isn't sure how to use the past and past perfect tenses to distinguish the first of two actions. Can you help your friend?

I _____ (to be) very scared the first time I _____ (to fly) in an aeroplane when I _____ (to be) four. I _____ (to scream) for an hour before a flight attendant _____ (to give) me a toy! Apparently, all the passengers _____ (to complain). But amazingly, last year I _____ (to learn) to paraglide. My mum can't believe it!

3 Look at the time line of Ana's activities. What had she been doing the hour before?

6 p.m. ____ Watch a documentary
7 p.m. ____ Write an essay on the history of flight
8 p.m. ____ Eat dinner
9 p.m. ____ Message friends
10 p.m. ____ Read in bed
____ Go to sleep

Example: *Before 6 p.m., Ana had been watching a documentary. Before 7 p.m., ...*

4 Work in pairs. Read the following statement.

A jet pack will be the best way to travel in the future.

Do you agree or disagree with this statement? Give your reasons. Make notes about what you and your partner will discuss.

- Practise your dialogue.
- Act out the dialogue in class, or use a phone or tablet to make a video.

5 Write. Write a classification essay to describe the different flying experiences of hang gliding, skydiving and using a jet pack.

- To plan your writing, follow the steps on page 54 in your workbook.
- Share your writing with your teacher and classmates.

6 Your family wants to plan something special for your mum and dad's wedding anniversary. In a travel magazine, you see this advertisement for helicopter rides.

From the moment you take off, you will feel the excitement of soaring above this amazing waterfall. Come and experience the flight of a lifetime!

Write to the company. Find out more information and ask questions about the helicopter ride.

Write at least 100 words.

YOU DECIDE Choose an activity. Unit 6

1 If you could choose, which place would you explore: space or the depths of the ocean? Talk to a classmate who wants to explore a different place to you. Share reasons for your choices. Use the following words to help you.

aspects	**fundamental**	**proof**
chance	**instruments**	**vast**
detect	**lead to**	

2 Use present and past conditionals to answer the question about the following situation.

What would you have done if planet Earth had been invaded by visitors from other planets?

3 Write a report to compare how these sets of devices have been working. Use the following adverbs: *fast, accurately, efficiently, precisely.*

Printer X / Printer Y
Smartphone camera / Tablet camera
Mars Rover I / Mars Rover II
Quadcopter D5 / Quadcopter D10

4 Work in pairs. Interview the first astronaut to travel to Mars.

- Re-read information about Mars.
- Prepare five questions.
- Assign the roles of astronaut and interviewer.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 Write. Write about the argument that it's better to focus on looking after our own planet than to send missions to other worlds.

- To plan your writing, follow the steps on page 64 of your workbook.
- Share your writing with your teacher and classmates.

6 Imagine that you're an astronaut on the International Space Station. You are keeping a blog of what your life is like there. Write today's blog.

Write at least 100 words.

YOU DECIDE Choose an activity. Units 7–8

1 Observe a painter painting. Write about the process in the past passive.

The painter drew an outline of the subject.
She mixed the colours.
She applied the paint to the canvas.
She cleaned her brushes.
She left the portrait to dry.

2 Rewrite the sentences in reported speech. Indicate who is speaking.

'You can't take photos inside the gallery.'
'Stand in the light to the left of the tree.'
'Can you take my photo next to the statue?'

Use *say, tell* and *ask*.

3 Write. Observe a group of people in your town, outside your window or at school. Invent a story about what the scene tells you. Use reported speech and quotations to tell what you think people are saying.

- To plan your writing, follow the steps on page 76 in your workbook.
- Share your writing with your teacher and classmates.

4 You see this announcement for new after-school clubs in your school magazine.

New Clubs Wanted After School

Table tennis, guitar playing and cooking have been suggested. Make a suggestion and we will publish your article in next month's magazine.

Make a suggestion for an art and photography club. Explain why it would be a good idea. Write about 100 words.

1 Imagine that you are going to interview your favourite musical artist for a local cultural magazine. Use each of the expressions in the box to form your questions before the interview.

bored with	**excited about**	**like/love/hate**
difficult to	**important to**	**prefer**

2 You have just given your first performance in front of the whole school. Write down your impressions about the experience. Use the sentence starters below and an infinitive.

I saw ... *I watched ...*
I heard ... *I felt ...*

3 Write. Choose a topic that you are passionate about that isn't related to music. Share your passion by writing an explanatory essay that includes facts, details and examples to help others understand the topic.

- To plan your writing, follow the steps on page 86 in your workbook.
- Share your writing with your teacher and classmates.

4 Your friend has sent you this e-mail.

From: Damah To: Sofia
Subject: Summer concert

Hi! I have just seen that there will be a big summer festival near where I live. There will be some great artists and DJs playing. I wondered if you'd like to come and go to a few outdoor concerts with me?

What do you think? Let me know and I'll buy tickets.

Write your answer in about 100 words.