

Oxford Discover Futures



Classroom Presentation Tool

- On-screen Student Book and Workbook
- Additional Activities
- Class Videos: Factflix and Reflect
- Class Audio



Teacher's Guide

- Course Overview
- Teaching Notes
- Audio and Video Scripts
- Workbook Answer Key



Teacher's Resource Center

- Teacher's Access to Online Practice
- Test Materials
- Additional Teaching Resources
- Class Audio and Video
- Teacher's Guide
- Teacher's Support Materials



Oxford Discover Futures

Teacher's Guide

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1 What is the value of time? page 4 How much time do we waste? Discover vocabulary <i>Talking about time</i> Key phrases <i>Talking about how you spend your time</i>		Why is sleep important? Reading strategy <i>Identifying text types</i> Discover vocabulary <i>Uses of get</i>	How do we use our free time? Discover grammar <i>Talking about facts, routines, and actions in progress; Talking about frequency</i>
2 What do we remember? page 14 What do we remember best? Discover vocabulary <i>Memories</i> Key phrases <i>Talking about memories</i>		How do we store memories? Reading strategy <i>Previewing</i> Discover vocabulary <i>Technology</i>	How reliable is our memory? Discover grammar <i>Talking about past events</i>
Project How much exercise is good for our health? Doing a class survey page 24			
3 How do we know what's the best? page 26 What prizes do we give and why? Discover vocabulary <i>Prizes</i> Key phrases <i>Giving opinions</i>		How can we judge things fairly? Reading strategy <i>Reading online texts</i> Discover vocabulary <i>Suffixes: people</i>	Can we always say what's the best? Discover grammar <i>Making comparisons</i>
4 How do groups work together? page 36 Why do we join groups? Discover vocabulary <i>Groups</i> Key phrases <i>Talking about group activities</i>		How do groups behave? Reading strategy <i>Reading for gist</i> Discover vocabulary <i>Negative prefixes</i>	Why are fans important? Discover grammar <i>Talking about when things happen; Talking about experiences</i>
Project How can we advertise a club? Designing a poster page 46			
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9 Why do we tell stories? page 92 Why do we read fiction? Discover vocabulary <i>Literary genres</i> Key phrases <i>Talking about preferences</i>		What can we learn from stories? Reading strategy <i>Understanding the theme of a story</i> Discover vocabulary <i>Descriptive adverbs</i>	What makes a good story? Discover grammar <i>Using non-defining relative clauses</i>
10 What makes a good place to live? page 102 What makes the perfect city? Discover vocabulary <i>Features of a city</i> Key phrases <i>Agreeing and disagreeing</i>		Why do people live in remote places? Reading strategy <i>Identifying the author's purpose</i> Discover vocabulary <i>Multi-word verbs</i>	Where will we live in the future? Discover grammar <i>Talking about actions in the passive</i>
Discover vocabulary and grammar page 112		Writing workshop page 132	

Life skills

How can we manage our time?

Life skills strategy *Managing your time*
 Listening strategy *Understanding the context*
 Discover vocabulary *Planner events*
 Key phrases *Talking about plans*

How can you improve your memory?

Life skills strategy *Learning to learn: using memory techniques*
 Listening strategy *Listening for gist*
 Discover vocabulary *Study and learning*
 Key phrases *Checking vocabulary*

How can we choose the best products?

Life skills strategy *Being a smart shopper: using information*
 Speaking strategy *Engaging the listener*
 Discover vocabulary *Consumer information*
 Key phrases *Product reviews*

What is good teamwork?

Life skills strategy *Cooperation: organizing group work*
 Speaking strategy *Taking turns*
 Discover vocabulary *Organizing a group trip or event*
 Key phrases *Organizing an event*

Why is it important to be adaptable?

Life skills strategy *Adapting to new situations*
 Listening strategy *Previewing*
 Discover vocabulary *Positive qualities*
 Key phrases *Adapting to new situations*

What can we do with waste?

Life skills strategy *Creative thinking*
 Listening strategy *Listening for specific information*
 Discover vocabulary *Making things*
 Key phrases *Sharing ideas*

What different kinds of intelligence are there?

Life skills strategy *Self-awareness: knowing your skills and abilities*
 Speaking strategy *Giving reasons*
 Discover vocabulary *Skills: nouns and adjectives*
 Key phrases *Talking about skills and preferences*

How can we learn about health?

Life skills strategy *Effective communication*
 Speaking strategy *Effective speaking*
 Discover vocabulary *Describing advertising*
 Key phrases *Persuading*

How do we tell a news story?

Life skills strategy *Comparing online sources*
 Listening strategy *Understanding sequencing*
 Discover vocabulary *Describing news stories*
 Key phrases *Comparing online sources*

What problems do we have when we move?

Life skills strategy *Thinking about others*
 Speaking strategy *Showing empathy*
 Discover vocabulary *Feelings*
 Key phrases *Empathy*

Writing

Reflect videos



How much time do we spend studying?

TASK *A forum post about school life*
 Writing strategy *Thinking about your audience*
 Language point *Explaining cause and effect*
 Reflect

Which days do we remember best?

TASK *A description of a memorable event*
 Writing strategy *Creative thinking: using a mind map*
 Language point *Sequencing words*
 Reflect

How do we explain what's the best?

TASK *A comparison*
 Writing strategy *Thinking of ideas: a comparison diagram*
 Language point *Introducing opinions*
 Reflect

What good work can groups do?

TASK *A description of a charity group*
 Writing strategy *Research: selecting information*
 Language point *Avoiding repetition*
 Reflect

Why do we need to protect nature?

TASK *An information leaflet*
 Writing strategy *Writing a factual text*
 Language point *Introducing examples*
 Reflect

Why is waste a problem?

TASK *A factual article*
 Writing strategy *Planning paragraphs*
 Language point *Introducing information from different sources*
 Reflect

How can intelligence change the world?

TASK *A description of a work of genius*
 Writing strategy *Reviewing your first draft*
 Language point *Time references*
 Reflect

Who is responsible for our health?

TASK *An opinion essay*
 Writing strategy *Reviewing: checking language and punctuation*
 Language point *Introducing opinions*
 Reflect

How can we write a good story?

TASK *A narrative*
 Writing strategy *Engaging the reader*
 Language point *Similes*
 Reflect

Where can I stay during summer vacation?

TASK *A formal letter*
 Writing strategy *Writing a formal letter*
 Language point *Using the correct register*
 Reflect



Introduction

Welcome to *Oxford Discover Futures*

Oxford Discover Futures is a six-level course, created to address the evolving needs of secondary-level learners of English in the 21st century. Second language acquisition is now much more than an academic pursuit. It has become an essential skill for global cooperation and problem solving. *Oxford Discover Futures* is centered on the belief that language and literacy skills are best taught within a framework of critical thinking and global awareness, and it aims to guide students toward the broader goals of communication.

Oxford Discover Futures creates a positive and motivating learning environment by:

- providing content that is relevant, informative, and educational
- allowing students to consider key concept questions that they revisit as they gain more information

- challenging students to think critically about topics, issues, and questions
- fostering competence in reading and writing
- developing strategies that help students perform well in academic study and examinations.

Lifelong Learning with the *Oxford Discover Family*

Oxford Discover Futures belongs to a family of Oxford courses that share the same inquiry-based methodology, with a focus on 21st Century Skills. These courses offer schools a continuous inquiry-based learning path, which evolves with students as they grow. Each course provides the right level of cognitive challenge to support lifelong learning and success. For more information about the other courses available, please talk to your local Oxford representative.



The *Oxford Discover Futures* Team

Young people today have better access to information than ever before. As educators, one of our tasks is to ensure that our students have the tools to assimilate, interpret, and react to this information effectively and responsibly, so that they are better equipped to voice their opinions in local and global discussions about the world. The challenge we face as authors is to provide teaching materials that will enable this generation of learners to channel their inquisitive nature and knowledge.

This challenge is what first attracted us to the concept of *Oxford Discover Futures*. The material is driven by inquiry-based learning and critical thinking. Each unit begins with a question, such as “What is intelligence?”, “Why do people travel?”, and “What makes a hero?” Students think about and react to these big questions. We encourage them to dig deeper and consider the topics from different, less familiar perspectives.

We have learned a lot from writing *Oxford Discover Futures*. We have aimed to both challenge students and encourage them to question the world around them. And we hope that they enjoy using the course as much as we have enjoyed working on it!

Ben Wetz and **Jayne Wildman** are consultants for *Oxford Discover Futures* and have both been involved in ELT for over 30 years.

Ben started teaching English in 1987. Since 1998, he has been a freelance teacher trainer and author. He has written several successful coursebooks for teenagers including *Adventures*, *English Plus*, and *Scope*. As a teacher trainer, he has traveled and given talks in numerous countries around the world.

Jayne first started teaching children and teenagers in 1988. After teaching in Spain, Italy, and the UK, Jayne spent several years in Oxford as an editor, before she began authoring her own books. Her first book was published in 2002, and since then she has written successful courses for Secondary students in countries all over the world. One of her most recent publications is *Insight*.

The Key Principles of *Oxford Discover Futures*

I. Inquiry-based Learning

Inquiry-based learning maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. Students employ the four skills of listening, speaking, reading, and writing as they identify and answer questions about themselves and the world around them.

Oxford Discover Futures supports an inquiry-based approach to learning English. Each unit in *Oxford Discover Futures* revolves around a unifying question, which is broad, open-ended, and thought-provoking, appealing to students' natural curiosity. Throughout the process of inquiry-based learning, students play an active role in their own education. Teachers facilitate this learning by guiding students to ask questions, gather information, and find answers. As students work together and share information, they build essential skills in communication and collaboration.

The following guidelines will help teachers create the most effective classroom environment for *Oxford Discover Futures*, ensuring maximum student participation and learning.

1 Facilitate student-centered learning

Student-centered learning gives students an active role in shaping their own learning paths, fostering their confidence and autonomy. The teacher acts as facilitator, guiding the learning and ensuring that everyone has a voice. Students work both individually and with each other to achieve the goals they have set for the lessons. As a result, student participation and dialogue are maximized in the classroom. But learning should not begin and end in the classroom. The "Discover more: search online" feature in the Student Book prompts students to independently research a topic on the internet, representing one of the ways in which *Oxford Discover Futures* sets out to develop students into autonomous lifelong learners.

2 Wonder out loud

Curious students are inquirers, ready to look beyond the information on a page. Curiosity can be developed in your students if you are curious, too. As new ideas, stories, or topics are encountered, encourage students to think out loud:

- *I wonder why / how ...*
- *I wonder what happens when / if ...*

3 Let student inquiry lead the lesson

When students are presented with a topic, invite them to ask their own questions about it. In doing so, they are more motivated to seek answers to those questions. In addition, as students find answers, they take on the added role of teacher to inform others in the class.

4 Explore global values

Students need to understand the importance of values from an early age. Taking an inquiry-based approach means that they are encouraged to think about different situations and the effect that particular behavior has within those situations. In doing so, students nurture and become more aware of their own values and the importance of contributing in a positive way to the community, society, and the world around them. *Oxford Discover Futures*

promotes global values throughout the series, with texts and activities prompting students to examine values from an outside and a personal perspective.

5 Focus on thinking, not memorizing

Oxford Discover Futures is based on the belief that critical thinking is the key to better learning. While retention of words and structures is important for language development, allowing students to access knowledge on a deeper level is equally important and will further encourage effective learning in the classroom. The critical thinking activities in *Oxford Discover Futures* help students make sense of the information presented to them, ultimately leading to greater understanding and retention.

6 Build strong student–teacher relationships

While maintaining class discipline, it is important to develop a mutual relationship of trust and open communication with students. In this way, students begin to look at themselves as partners in learning with their teacher. This gives them a sense of shared responsibility, creating a dynamic and highly motivating learning environment.

7 Take time to reflect

Oxford Discover Futures actively promotes student reflection by incorporating "Reflect" activities into the page content, but reflection does not have to be limited to these waypoints. Lessons can begin by asking students to recall key points from the previous lesson or from the unit so far. End lessons by facilitating a student-led recap of the main learning points from the day. The answers can encompass not only content, but reflections on classroom dynamics and methodologies. For example:

- *How was teamwork organized today?*
- *Could it be improved?*
- *Which activity was the most successful or beneficial?*

As students become more aware of how they learn, they become more confident and efficient in their learning.

8 Make connections

Deep learning occurs when students can connect new knowledge with prior knowledge and personal experiences. Give your students opportunities to make connections. For example:

- *We learned about why sleep is important for our health.*
- *Do you find it easy to sleep well?*
- *What stops you from sleeping well?*
- *What other things do you think are important for good health?*

By making such connections, students will be able to understand new vocabulary and grammar input in a contextualized way and retain language and content knowledge.

9 Cooperate instead of compete

Competitive activities may create temporary motivation, but often leave some students feeling less confident or valued. By contrast, cooperative activities build teamwork and class unity while boosting communication skills. Confident students serve as a support to those who need extra help. All students learn the value of working together. Cooperative activities provide win–win opportunities for the entire class.

II. 21st Century Skills and Global Skills

We live in an age of rapid change. Advances in communication and information technology continue to create new opportunities and challenges for the future.

As our world becomes increasingly interconnected, today's students must develop strong skills in critical thinking, global communication, collaboration, and creativity. In addition, students must develop life and career skills, information, media, and technology skills, as well as an appreciation and concern for the health of our planet and cross-cultural understanding. *Oxford Discover Futures* strives to help students build each of these skills in order to succeed in the 21st century. Students' performance in these skills is assessed through the Project lessons. Rubrics for these assessments are available on the Teacher's Resource Center.

1 Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to make sense of the information by thinking about it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and more. *Oxford Discover Futures* encourages students to think deeply and assess information comprehensively. Students are invited to be curious and questioning, and to think beyond their normal perspectives. Throughout every unit, discussion questions encourage students to apply their own experience and opinions.

2 Communication

As a global course for English in the 21st century, *Oxford Discover Futures* has a skills focus and each unit offers students plentiful opportunities to become effective listeners, speakers, readers, and writers. In addition, the *Oxford Discover Futures* Online Practice promotes online communication and computer literacy, preparing students for the demands of the new information age.

3 Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Oxford Discover Futures* offers opportunities for collaboration in every lesson, with students working together in pairs, small groups, or as an entire class. In addition, students are required to complete a project after every pair of units, which encourages them to work together to fulfill specific objectives.

4 Creativity

Creativity is an essential 21st Century Skill. Students who are able to exercise their creativity are better at making changes, solving new problems, expressing themselves, and more. *Oxford Discover Futures* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgment. Students focus on producing creative outcomes in the Writing, Project, and Literature lessons.

5 Global Skills

Global Skills encompass a broad selection of skills necessary for success in a globalized world. They embrace the skills needed for lifelong learning and well-being, and help students develop as well-rounded citizens. In addition to 21st Century Skills, Global Skills also include:

- intercultural competence and citizenship
- emotional self-regulation and well-being
- digital literacies.

The digital materials, Life skills lessons, Project lessons, and other activities throughout *Oxford Discover Futures*, support Global Skills.

III. Integrated Language Support

1 Vocabulary

- *Oxford Discover Futures* presents a rich and challenging vocabulary. Words are introduced in context with video, audio, and reading texts in each unit. Activities requiring students to then produce the vocabulary, in the Student Book and Workbook, promote understanding and retention.
- *Oxford Discover Futures* also teaches vocabulary through the use of word-building strategies. These encourage students to recognize connections between words, e.g., by exploring derived forms, collocating words, or relationships of meaning between words. Making associations between words instils a deeper understanding of the language and makes the process of acquiring new vocabulary far less daunting. Rather than memorizing lists of vocabulary, students focus on learning *about* vocabulary.
- Further practice with the vocabulary can be found in the *Discover vocabulary* section of the Student Book and in the Workbook. The Workbook also contains wordlists of all the key vocabulary from the level, organized by unit. Words from the Oxford 3000™ list are highlighted. This is a list of the most useful words to learn in English.

2 Grammar

- *Oxford Discover Futures'* grammar syllabus is fast-paced and high-level. The target grammar is presented in an authentic context in each unit of the Student Book. Activities then focus on the usage and meaning of the grammar rather than its form. With this approach, students relate to it in an engaging and meaningful way. Optional support on the form of the grammar can be found in the *Discover grammar* section at the back of the Student Book. Further grammar practice is provided in the Workbook.

3 Literacy

- *Oxford Discover Futures* teaches higher-level literacy skills through the introduction of reading and writing strategies in each unit. These practical strategies encourage students to read critically and efficiently through a broad range of text types and genres. There is a variety of texts and genre types in each level, which helps students to become familiar with different types of language and language use.

Component Overview

FOR THE STUDENT



Student Book

The Student Book contains ten units. Each unit presents students with a unit question, and five lesson questions, encouraging students to examine the world more critically within an inquiry-based learning environment. The Student Book also includes Vocabulary and Grammar reference and practice, Project lessons, Literature lessons, and a Writing workshop.

Workbook

The Workbook provides students with extra practice of the language and strategies taught in class, as well as offering exam preparation material. The wordlist for the level is at the end of the Workbook.



e-Books

The Student Book and Workbook e-Books allow students to complete activities on the page, make notes, record themselves, and play the audio and video materials in context.



Online Practice

The Online Practice offers interactive content that is automatically graded and suitable for self-study.



FOR THE TEACHER



Teacher's Guide

The Teacher's Guide is a clear guide for the teacher in all aspects of the course.



Online Practice

Go online to access the Online Practice using the details contained in the Access Card in the back of the Teacher's Guide. The Online Practice enables teachers to create online classes and track their students' progress. The platform also offers access to the Teacher's Resource Center for a wealth of tests and extra teaching resources.



Classroom Presentation Tools

The *Student Book Classroom Presentation Tool* is an interactive Student Book with autocorrect functionality, keys for suggested answers, audio, videos, and additional activities to support the Student Book content.

The *Workbook Classroom Presentation Tool* is an interactive Workbook with autocorrect functionality, keys for suggested answers, and audio.

The Classroom Presentation Tools can be downloaded from Oxford Learner's Bookshelf and used offline, online, or via a web browser.

Factflix videos

The Factflix videos offer an introduction to each unit.

Reflect videos

The Reflect videos cover each unit question and review all of the lesson questions. The version without narration is to stimulate students' own thinking about the topic and the unit questions before they hear the second version with narration.



Teacher's Resource Center

The Teacher's Resource Center contains additional materials to supplement the course content:

- tests
- worksheets
- videos
- audio
- audio and video scripts, answer keys, wordlists
- professional development support.

Class Audio CDs

The Class Audio CDs support teaching in class and contain recordings for all the Reading to learn texts, listening exercises, and tests.



Supplementary Resources

Here you will find a range of titles which best complement *Oxford Discover Futures*, whether you want additional resources for your students, or to expand your own knowledge of teaching and learning.

Readers

Oxford Bookworms Library

Classics, modern fiction, and non-fiction – the *Oxford Bookworms Library* has something for all your students. Over 260 original and adapted texts, graded to ensure comfortable reading at every level.

- Illustrations, photos, and diagrams support comprehension.
- Activities check comprehension and build language skills.
- Audio helps build reading and listening skills.
- Glossaries teach difficult vocabulary.

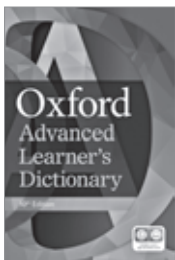
www.oup.com/elt/gradedreading



Dictionary

OALD 10th edition

Oxford Advanced Learner's Dictionary builds English vocabulary better than ever before and leads the way to more confident, successful communication in English.



- Use the dictionary as a teaching tool to enhance your students' learning in the classroom.
- Build learners' vocabulary – and help them to use it.
- Expand on the core vocabulary from your coursebook with the Oxford 3000 and Oxford 5000.

Oxford 3000™ and Oxford 5000™

Aligned to the Common European Framework of Reference for Languages (CEFR), the word lists have been carefully researched and developed together with vocabulary experts.

The **Oxford 3000™** is a list of 3000 core words and it covers up to 75% of words that learners at A1 to B2 level need to know.

The **Oxford 5000™** is an expanded core word list for advanced learners of English. As well as the Oxford 3000 core word list, it includes an additional 2000 words that are aligned to the CEFR, guiding advanced learners at B2 to C1 level on the most useful high-level words to expand their vocabulary.

Find out more at www.oxford3000.com

Professional development

Focus on Assessment

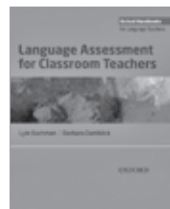
By Eunice Eunhee Jang



Referencing classroom-based research and classroom vignettes, *Focus on Assessment* helps you to understand research evidence in language assessment for students aged 6–16. It develops your ability to design, implement, and critically evaluate language assessment.

Language Assessment for Classroom Teachers

By Lyle Bachman and Barbara Damböck



This book provides teachers with an entirely new approach to developing and using classroom-based language assessments. This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers.

English Medium Instruction

By Ernesto Macaro



Against a backdrop of theory, policy documents, and examples of practice, this book weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students.

Position Papers

Get expert advice to power your teaching

Our mission is to empower the global ELT community to teach and learn in the most successful way. To achieve this goal, we work with leading researchers and practitioners advising on the key issues shaping language education today. We are proud to share with you a wealth of insights informed by research and classroom practice to power your teaching.

Download our position papers to access evidence-based guidance, exclusive training, and resources for your classroom at www.oup.com/elt/expert

Effective feedback: the key to successful assessment for learning

Get practical recommendations from our experts on giving empowering feedback to learners.

The role of the first language in English Medium Instruction

Learn the benefits for your students in using their first language as well as English, and get practical recommendations from our experts for effective EMI and CLIL programs.

Global Skills: Creating empowered 21st century citizens

Get practical recommendations from our experts on teaching Global Skills in the classroom.

Student Book Guided Tour

Unit openers

These pages introduce the unit topic through a unit question. This question is then explored from multiple perspectives over the course of the unit through the lesson questions. The opening picture acts as a powerful visual representation of the unit topic.



Classroom Presentation Tool

View the unit opener picture on an Interactive Whiteboard and use the additional activity to support students' analysis of the picture and the unit topic.

Unit summary

Students can preview the themes, skills, and strategies that they will learn about over the course of the unit.

Unit question

The unit question provides a thought-provoking introduction to the topic of the unit.

Lesson question

The lesson question prompts students to consider the unit question from a different, more focused, perspective.

The image shows a composite of two pages. On the left is the unit opener page from the Student Book, which includes a large photo of a family taking a selfie on a beach, the title 'What do we REMEMBER?', and a unit question 'What do we remember best?'. On the right is a Classroom Presentation Tool interface, which displays the same content but with additional activities like 'Discover more' and 'Factflix video'.

Opening photo and caption

Students are encouraged to reflect on their existing knowledge of the unit topic and form a personal response to the photo and accompanying caption. These features can be used to elicit familiar vocabulary, motivate students, or determine what students already know or want to know about the topic.



Discover more

Students either **SEARCH ONLINE** or **ASK FRIENDS** in order to explore the unit topic in greater depth, away from the Student Book pages. This promotes independent learning and helps students to form meaningful connections between the unit topic and the outside world.



Factflix video

Two hosts lead students through a fun and informative episode of *Factflix*. Each video equips students with useful facts and information for the unit ahead, while also challenging assumptions and stimulating inquiring minds.

Icons



speaking activity



writing activity



listening activity



video activity



additional activity (Classroom Presentation Tool only)

Students learn and practice a reading strategy with the unit's main text, followed by analysis of the text.



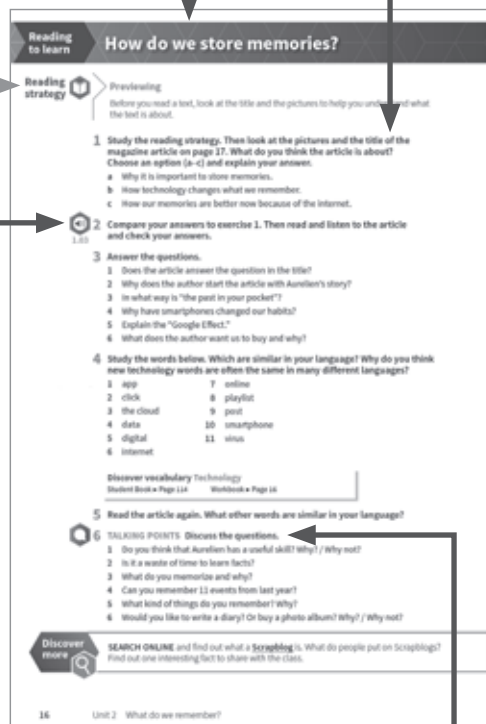
Before reading

Students engage in a pre-reading activity to help familiarize themselves with the reading text before they read it. In some cases, practice of the reading strategy serves as a pre-reading activity, e.g., “previewing,” and in other cases pre-reading is separate to the strategy.

Reading to learn opens with a new lesson question, prompting students to consider the unit question from a different perspective.



Students explore a reading strategy that they will apply to the text on the facing page. It is a strategy that students can apply to any text, whether in L1 or L2, at class or at home. The description of the strategy is supported by a practice activity immediately afterwards.



The reading texts are designed to expose students to different subject areas. They are information-rich and thought-provoking, while appealing to the interests of the age group. Multiple authentic text types are represented across the course, helping to bridge the gap between the classroom and its real-world application.

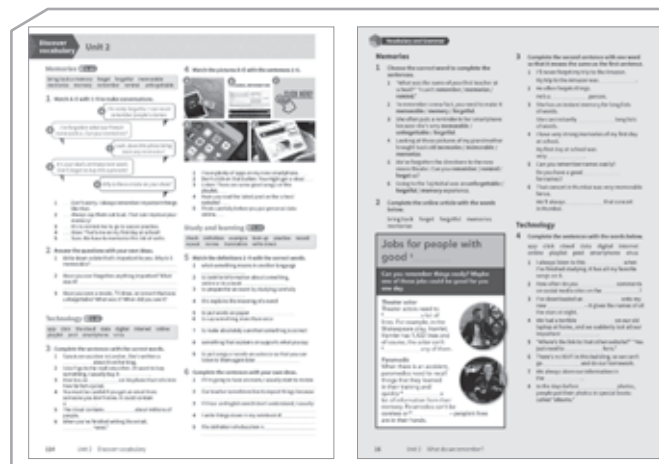
The reading comprehension activities require students to analyze the text using a range of higher-level reading skills, including the ability to think critically.

The vocabulary activity encourages students to explore connections between words from the text and other words, in terms of meaning or formation. This helps students to build strategies for learning and using vocabulary.

Think questions are designed to promote higher-level reading skills. Students may be encouraged to focus in on a particular word from the reading text, study a chunk of text and infer its meaning, or take a step back from the text and consider the tools and tactics of the author.



Personal response questions allow students to discuss their opinions about the reading text and the topic of the unit question in pairs.



Students are directed to further practice with the vocabulary at the back of the Student Book. Further practice with the vocabulary is provided in the Workbook.

Students are presented with one or two grammar points in context, followed by activities that encourage a deeper understanding of its usage, allowing students to implement the grammar in a productive task.



An additional activity provides further support with the target grammar.

Language in use opens with a new lesson question, prompting students to consider the unit question from a different perspective.

A key grammar point is contextualized through a presentation text. The aim is to present and reinforce students' understanding of the grammar through its usage, and to encourage students to develop more natural communication skills.

Language
in use

How reliable is our memory?

1 Read the article. Why did people have different memories of this event?

The Titanic – One event, different memories

Was the band really playing when the ship sank?

On April 14, 1912, the Titanic was crossing the Atlantic on a journey from England to America. At 11:40 p.m., as the ship was travelling through icy waters 100 kilometres from land, it hit an iceberg. Three hours later the Titanic sank to the bottom of the ocean. While the ship was sinking, the crew were trying to help passengers onto lifeboats, but there weren't enough boats. Tragically, more than 1,500 people died.

The facts about this historic event are well known. However, the stories that survivors later told were not always the same. Some said that the ship's band didn't stop playing until the ship sank. Others said that the band wasn't playing at the end. The crew were trying to save women and children first. Some passengers said that at least one man was treating women's clothes because he wanted to escape, but other passengers said that this didn't happen. Stories of the crew tried to shoot violent passengers are also doubtful.

When a very dramatic event occurs, people are stressed and they can't remember details. So stories about terrible events and crimes are often unclear. That's why we will never know all of the facts about the Titanic tragedy.

Discover grammar Talking about past events

Student's A page 118 Student's B page 119

We use the simple past form to talk about completed actions in the past, and we use the past continuous form to talk about actions in progress in the past.

2 Study the examples from the article. Which examples describe completed actions in the past? Which examples describe actions in progress?

- a As the ship was travelling through icy waters, it hit an iceberg.
- b While the ship was sinking, the crew were trying to help passengers.
- c Three hours later, the Titanic sank.

3 Work in pairs. Read Memory Experiment 1 on page 15. Ask and answer the questions. How far back in time can you remember? What was the best memory?

4 Close your book and write a video about a girl called Hannah in a cafe. Then answer the questions in Memory Experiment 2. Which questions were easier to answer? Why?

5 Follow the instructions in Memory Experiment 3.

MEMORY EXPERIMENTS

1 How does time affect our memory?

Can you remember?

- What did you do last weekend? Two weekends ago? Three / four / five weekends ago?
- What were you doing at night / o'clock last night? Two nights ago? Three / four / five nights ago?
- What were you wearing yesterday? Two days ago? Three / four / five days ago?
- What did you do for your summer vacation last year? Two years ago? Three / four / five years ago?

2 How good is our short-term memory? How much detail can we remember?

- Which of the pictures A-D did you see in the video?
- Describe what Hannah was wearing.
- How many people were sitting in the cafe?
- What was the girl in front of Hannah carrying?
- What did Hannah order?
- What was on the wall behind Hannah?
- How much was Hannah's order?

3 Do we remember better together?

- Study the puzzles for two minutes. Try to remember all of the details.
- Close your book and write out the puzzles from memory.
- Work in pairs and compare your answers. Can you remember better together?
- Open your books and check your answers.

When I was six years old, my brother was half my age. How old was my brother when I was twelve years old?

Gina baked some cookies and gave half of them to a friend. While she was walking home, she dropped half of the cookies she was carrying. When she got home she only had six cookies. How many cookies did she have at the start?

6 Think about the memory experiments. What did you learn about your memory?

Discover
more

SEARCH ONLINE and find a good **job in English**. Memorize it and then tell the class.

18

Unit 2 What do we remember?

Unit 2 What do we remember?

19

Students put what they have learned into practice with a productive activity designed to elicit the target grammar. Often they are given the opportunity to do this in a collaborative situation.

[illegible]

Answers

Talking about past events

- Complete the text with the simple past form of the verbs listed.

Places to visit in Iceland
Northern Island



The museum is a major attraction in Reykjavik in the North Atlantic ocean, about 80 km from the capital, Reykjavik. It was built in 1974 and is one of the largest museums in Europe. The museum is a must-visit for anyone who is interested in the history of Iceland. It is a great place to learn about the country's past and present. The museum is open from 10 am to 6 pm, every day except on Mondays. The admission is free, but there is a small charge for the guided tour. The museum is a great place to spend a day, and it is a must-visit for anyone who is interested in the history of Iceland.

- Complete the sentences with the past simple or past continuous form of the verbs in parentheses.

- What was (be) you doing at 10 o'clock last night?
I was (watch) the TV.
- What was (be) you doing at 11 o'clock last night?
I was (go) to bed.
- What was (be) you doing at 12 o'clock last night?
I was (eat) dinner.
- What was (be) you doing at 1 o'clock last night?
I was (drink) tea.
- What was (be) you doing at 2 o'clock last night?
I was (read) a book.
- What was (be) you doing at 3 o'clock last night?
I was (listen) to the radio.
- What was (be) you doing at 4 o'clock last night?
I was (play) the guitar.
- What was (be) you doing at 5 o'clock last night?
I was (take) a shower.
- What was (be) you doing at 6 o'clock last night?
I was (go) to bed.

- Complete the text with the simple past form of the verbs in parentheses.

Dancer on Ice

The young man from New Zealand, who is a professional ice skater, was born in 1974. He is a very talented skater and has won many competitions. He is a very popular skater and has a large following of fans. He is a very hardworking skater and practices every day. He is a very dedicated skater and is always striving to be the best. He is a very successful skater and has won many awards. He is a very famous skater and is known all over the world. He is a very talented skater and has a lot of fans. He is a very hardworking skater and practices every day. He is a very dedicated skater and is always striving to be the best. He is a very successful skater and has won many awards. He is a very famous skater and is known all over the world.

- Complete the questions with the simple past form of the verbs in parentheses.

- What was (be) the question on the television last night?
The question was about the weather.
- What was (be) the answer to the question?
The answer was that it was a good question.
- What was (be) the result of the competition?
The result was that the winner was the young man from New Zealand.
- What was (be) the name of the skater?
The name of the skater was the young man from New Zealand.
- What was (be) the year of the competition?
The year of the competition was 1974.
- What was (be) the place of the competition?
The place of the competition was in New Zealand.
- What was (be) the reason for the competition?
The reason for the competition was to celebrate the 10th anniversary of the skater's career.
- What was (be) the winner of the competition?
The winner of the competition was the young man from New Zealand.
- What was (be) the prize of the competition?
The prize of the competition was a large sum of money.

Students are directed to the back of the Student Book for a more technical look at the grammar point, including explanations and additional guidance on the form. Further practice with the grammar is provided in the Workbook.

Life skills

Students learn and practice a life skill, and develop their communication skills with a focus on listening and speaking strategies.



Classroom Presentation Tool

An additional activity provides further support with the key phrases.

Lesson question

Life skills opens with a new lesson question, prompting students to consider the unit question from a different perspective.

Key phrases

Activities on this page are supported by a set of key phrases for students to use either in conversation or in writing. Further practice with these is provided in the Workbook.

Life skills strategy

How can you improve your memory?

Learning to learn: using memory techniques
You can learn more and learn faster if you use techniques to help you remember. Practice different techniques to see which ones work best for you.

- 1 Study the life skills strategy. How do you usually remember things that you want to learn?
- 2 Read the study tips for remembering vocabulary. Then copy and complete the chart in your notebook. Compare your answers with your partner.

Study tip

Do you use it?	What do you think of it?
1	
2	

Study tips: Remembering vocabulary

- 1 Make connections between words. Try to learn words in groups.
- 2 Use your phone. Record words on your phone. Listen to the words and repeat them. Find apps to review and practice vocabulary. Use online dictionaries to look up words and check pronunciation.
- 3 Make vocabulary cards. Write down new words on cards and write the translation or definition on the other side. Look at different words every few days and test yourself.
- 4 Make example sentences or stories. If you want to remember a list or a group of words, make sentences or stories with them.

Discover vocabulary Study and learning
Student Book • Page 114 Workbook • Page 115

Listening strategy

Listening for gist
When we listen to something in another language, we might not understand every word, but we can listen to understand the main ideas. Speakers usually emphasize the parts of their message which are important, so listen for the words and ideas that they stress or repeat. Don't worry about the parts that you don't understand.

5 Study the listening strategy. Then listen to the podcast. What are the main ideas? Choose the correct words in the summary.
The podcast is mainly about a 'memory master' / memory technique. Sally Hall describes how we can remember 'a shopping list' / the rooms in our house. The technique works because our brain makes 'connections' / lists.

6 Listen again. Which words and places can you remember from Sally's memory journey? Write these down.

7 Invent a memory journey using all of the words in the shopping list. Use your imagination.

8 Work in pairs. Compare your memory journeys from exercise 7. Who has the most memorable journey?

9 REFLECT Think again about the memory techniques from exercise 2. Which will you try using? Why?

Discover more
SEARCH ONLINE and find out more about memory competitions and Grand Masters of Memory. Write a factsheet with five interesting pieces of information.

Shopping List
Bananas
Oranges
T-shirt
Sneakers
Shopping
Water

Unit 2 What do we remember? 20 21

Life skills strategy

Students are introduced to a life skills strategy. The strategies foster a broad range of skills, from lifelong learning techniques, through dealing respectfully with others, to thinking critically in a 21st century world.

After reading the description, students put the strategy into practice by responding to real world examples. Often students are asked to reflect on the life skills strategy from within the context of their own lives and experience.

Listening / Speaking strategy

Students learn and apply either a listening or speaking strategy. These help students to develop communication skills that can be applied inside or outside of the classroom, in L1 or L2 environments. They are designed to complement the life skills strategy.

Reflect

Students take time to reflect on the life skills strategy and what they have learned in this spread. This helps to reinforce the connection between the strategy and students' own lives.

Writing

Students focus on completing a writing task in order to build accuracy, fluency, and confidence in their writing. A writing strategy supports their creativity, and step-by-step guidance through the process ensures the final output is a polished piece of work.



Classroom Presentation Tool

An additional activity offers further support to students with the writing task.

Lesson question

Writing opens with a new lesson question, prompting students to consider the unit question from a different perspective.



Writing task

The overall objective for the Writing lesson is displayed clearly at the top of the first page. Students complete this task by following the step-by-step process that follows. Clearly-defined signposts give students a methodical approach to follow when writing – one that they can use time and again.



Writing strategy

Students learn and practice a writing strategy, supporting different steps in the writing process.

Which days do we remember best?

Writing task

A description of a memorable event

Your school magazine is holding a competition to write a short article with the title: A Day to Remember. Write about an event that you enjoyed and that you remember well.

Understand the task

1 Look at the photos and describe them. Do you remember any events like these?

2 Study the writing task. Which days do you remember best? Which day would make an interesting article?

Think and plan

3 Creative thinking: using a mind map

A mind map is a good way to help you think of ideas when you are starting to write. Use the categories to help you to remember details about an event or a topic.

3 Study the writing strategy. Then look at Maria's mind map and read her article. Does she use all of the ideas from the mind map?

4 Make your own mind map for your article. Follow the instructions.

- Read the writing task again. Choose a memorable day that you want to write about.
- Write the event in the center of your mind map. Copy the headings from Maria's mind map.
- Think of words and phrases that help you to remember the event and write them in your mind map.

5 Look again at your mind map. Choose the best ideas for each of your paragraphs.

Make a paragraph plan in your notebook.

Paragraph 1 - Introduction - What is the event? When did it happen?

Paragraph 2 - The main action - What happened first? What happened after that?

Paragraph 3 - The end of the day - What happened later on? How did the day end?

Write a first draft

6 LANGUAGE POINT Study the highlighted phrases in Maria's article on page 22. Find three more sequencing words that Maria uses to order the events.

7 Write the first draft of your article. Follow your paragraph plan from exercise 5 and use sequencing words to order the events.

Review and edit

8 Read through your first draft. Check it and revise it. Then write your final draft.

- Content Does your article include details to explain why the event was enjoyable and memorable?
- Content Does your article include ideas from your mind map?
- Organisation Is your article organized into three paragraphs?
- Style Did you include sequencing words to order the events in your article?

Reflect What do we remember?

- What do we remember best?
- How do we stay remembered?
- How can you improve your memory?
- Which days do we remember best?

Writing model

Students are provided with a model text. This text is designed to show how the task can be approached, but also how paragraph organization, punctuation, and grammatical or lexical linking are used to bind a text together. They also serve to model the conventions of style and text layout that characterize their particular text type. A range of text types are represented across the Student Book.

Step-by-step approach

The structured approach to writing consistently prompts students to plan or make notes of their ideas before writing a first draft, then to review it and produce an edited final draft.

Language point

Attention is drawn to a language point contextualized within the model text. Students engage with it and demonstrate an understanding of it before activating it in their own written work.

Reflect

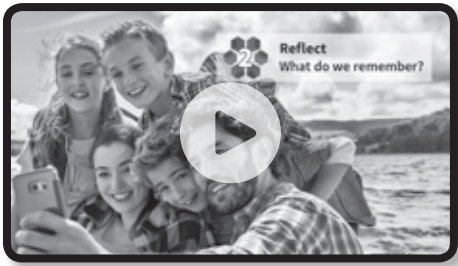
The Reflect panel encourages students to think about all five lesson questions in light of everything they have learned over the course of the unit.

Reflect video (without narration)

Students first watch a version of the Reflect video that does not contain any narration. They are encouraged to respond individually to the clips, images, and captions, making predictions about the content, not unlike previewing a text before reading it in detail. Students then compare their ideas in pairs and ask each other or the teacher questions, fostering an inquiry-based environment. The teacher can use this opportunity to determine if and where additional support is needed, before playing the full narrated version.

Reflect video (with narration)

Students watch the full narrated version of the Reflect video. The content provides input on all five of the lesson questions, refreshing students' minds on the themes and ideas presented over the unit. Students can compare their predictions with the actual narration. They are also prompted to comment on anything new that they learned from it.



Reflect

What do we remember?

What do we remember best?

How do we store memories?

How reliable is our memory?

How can you improve your memory?

Which days do we remember best?

1 Think about your answers to the lesson questions. Make notes.

2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.

4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Shopping list:
brown bread
cream cheese
smoked salmon
orange juice
pineapple

I learned that our best memories are of times when we were very happy, sad, scared, or excited.

Unit 2 What do we remember?

23

Reflect

What do we remember?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what do we remember?

What is the most interesting thing you learned in the unit?

Unit 2 What do we remember?

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Students are directed to the Workbook to personalize their answer to the overarching unit question and comment on the most interesting thing that they learned.

xiv Student Book Guided Tour

Projects

Students complete the projects by following a consistent step-by-step format. Clearly identified stages guide students through independent and collaborative work towards a productive output. There are four Project lessons in the Student Book.

Project task

Students are introduced to the project task. Each task has a cross-curricular focus that links to one of the topics from the previous two units. The tasks guide students towards a variety of outcomes across the level, and develop skills in critical thinking, creativity, communication, and collaboration.

Project How much exercise is good for our health?

Project task Doing a class survey

Work in groups and do a class survey about exercise and health. Write multiple-choice questions. Ask your survey questions and collect the results. Prepare a chart and discuss your results with the class.

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Read the Do Young People Do Enough Exercise? survey results below. Answer the questions.
- 3 What questions do you think were in the survey?
- 4 Choose the correct answers (1-4) to complete the captions.
- 5 Write a conclusion for the report. Do you think young people are doing enough exercise? Explain your answer.

Project Subject link Physical and health education

COLLABORATE AND PLAN

3 Katie, Ben, Emily, and Oliver are discussing the tasks they need to do for their project. Listen and complete the What? column in the project planner with the items below. Choose topics for questions. Discuss results with class. Do the survey. Prepare a chart. Write questions and answers.

Task	What?	When?	Where?
1			
2			
3			
4			
5			

4 Listen to the same four students planning task 1 of the project. Complete the top row of the What? and When? columns.

5 Work in groups. Discuss and plan the tasks you need to do for your class survey. Create and complete a project planner like the one from exercise 3. Use the key phrases during your planning.

Key phrases Planning

What?	When?
What do we need to do?	(Katie), why don't you ...?
Which is the first / second / third / fourth / next / last task?	Should we ... individually / in pairs / as a group?
How?	When?
How should we do that?	We need to ... before / after we ...
I think it's better to ...	When do we need to do it by?
	We need to ... by tomorrow / Thursday.

6 Write four multiple-choice questions about exercise and health for your group's class survey. For example:

How much exercise do you do per day?
a. Less than 20 minutes b. From 30 to 59 minutes c. at least 60 minutes

7 Do the survey and record the answers.

SHARE

8 Choose one of the questions and prepare a chart to present the results of your survey.

PRESENT

9 Present your chart to the class. Which group has the most interesting results?

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- Which survey questions produced the most interesting results?
- How effective was your group's presentation of your results?

Project Subject link Physical and health education

Key phrases

Activities on this page are supported by a set of key phrases for students to use.

Reflect

Students are asked to reflect on which elements of their project were successful and which could be improved upon, from planning through to presentation.

Structured project work

The Project lessons follow a four-stage structure:

Understand: Students analyze the task and define their objectives. They then engage with a text or audio recording. This provides a model for the productive output ahead.

Collaborate and plan: Students collaborate to organize and plan the project. They decide on tasks, assign roles, set deadlines, gather information, and get the output underway.

Share: Students get ready to present their work. They are encouraged to share feedback and hone what they have produced so far.

Present: Students present their finished project to the rest of the class.

21st Century Skills Assessment

Evaluate students' performance in the areas of communication, collaboration, creativity, and critical thinking based on the Project lessons. Four 21st Century Skills assessment grids ("rubrics"), relating to the Project lessons, are available on the Teacher's Resource Center. They can be used to help assess the students' performance in each of the 21st Century Skills on a scale of 1 to 10, ranging from "Poor" to "Excellent."

21st Century Skills Assessment Project: How much exercise is good for our health?

	Excellent (scores 9-10)	Good (scores 6-7)	Fair (scores 3-4)	Poor (scores 1-2)
Collaboration	Listened attentively and contributed effectively with peers to plan the task. Made many valuable suggestions to make a project planner. Participated enthusiastically during the presentation.	Listened well and contributed to the discussion and planning of the task. Made helpful suggestions as to how to make the project planner. Contributed to the presentation.	Needed reminders to stay on task. Made some attempt to contribute to the planning of the task. Contributed briefly to the presentation.	Struggled to work with peers. Made limited contribution to the planning of the survey. Was reluctant to participate in the presentation.
Communication	Worked enthusiastically in the group to ask survey questions and make clear notes of the results.	Worked in the group to ask survey questions, and made some notes of the results.	Asked some of the survey questions and wrote down some answers.	Was reluctant to ask survey questions and write down survey answers.
Creativity	Put a lot of thought into the chart so that the survey results were interesting to look at.	Contributed to the creation of the chart showing the survey results.	Contributed to the chart when requested by other members of the group.	Made little contribution to the creation of the chart.
Critical Thinking	Could identify the most interesting results from the survey and give reasons why they were interesting. Considered how the presentation could have been more effective.	Could identify most of the results from the survey. Discussed whether the presentation was effective.	Could identify some of the results of the survey.	Could not identify survey results, did not reflect on the results or the effectiveness of the presentation.

A six-page workshop offers students extensive support and development with their writing skills. It can be used flexibly for individual self-study or group work at the end of term. The workshop is clearly structured, with the stages echoing those of the Writing lessons in the main unit: Think and plan, Drafting, and Review and edit. These are designed to guide students towards a well-crafted written output.

The Writing workshop at the end of each level of *Oxford Discover Futures* focuses on a particular genre of academic text, though many of the skills and strategies learned in each workshop can be transferred to multiple academic genres.

Tips help students to understand the target genre of the workshop in more depth, but also offer support with students' written style and accuracy. These appear throughout the workshop.

Students learn new writing strategies throughout the workshop. They learn and apply them as part of the process of developing their own writing.

The writing process follows a three-stage structure:

Drafting: The drafting stage in the writing process is designed to develop students' sentence and paragraph building skills as well as higher-level writing skills such as giving examples and evidence. Key phrases provide language input, examples of which students will know from the context of the model text at the beginning of the workshop. During this stage, students produce the first draft of their written output.

Review and edit: The review and edit stage prompts students to systematically appraise their first draft and identify where it could be improved. Students then produce their final draft.

Writing workshop

An opinion essay

Writing task → **An opinion essay**
Write an essay to give your opinion about the topic, "Should we exercise more at school?"

→ **Think and plan** ←

Writing tip
The aim of an opinion essay is to present your opinion about an essay topic and give reasons to support it.

1 Study the tip. Then read the opinion essay below and answer the questions.

- What is the writer's opinion about the essay topic?
- How many reasons does the writer give to support his/her opinion?
- What are the reasons?
- Where in the essay does the writer explain each of these reasons?
- How does the writer begin the essay?
- How does he/she end the essay?

Essay title
Is it a good idea to join a sports team?

Introduction
Many students I know are members of a sports team. In my opinion, this is a good idea. There are several reasons why I believe this.

Body paragraph (Opinion / reason 1)
First, people on sports teams get a lot of exercise. Most teams practice two or three times a week and have games on weekends. Exercising helps you get fit. This means that joining a sports club is good for your health.

Body paragraph (Opinion / reason 2)
Second, if you are a member of a sports team, you learn how to work with other people. Every time you play a game, you are working together to try to win. You also learn what to say to other players when things don't go so well. In this way, joining a sports team gives you valuable experience of teamwork.

Conclusion
In conclusion, I think it is an excellent idea to join a sports team. I believe it adds two very positive elements to our lives: good health, and experience of teamwork. For these reasons, it could change your life forever.

Writing strategy → **Generating ideas**
Before you begin writing, list all the ideas you can think of about the essay topic. You can do this on your own or in a small group.

2 Read the writing task and study the strategy. Use the questions below to start thinking of ideas.

- How much exercise do you get at home?
- How much exercise do you get at school?
- Do you think you should get more exercise? Why? / Why not?
- Would you like to get more exercise at home? Or at school? What kind?

Writing strategy → **Selecting ideas**
You don't need to use all your reasons in your writing. Choose your two best ideas. Use these questions to help you decide which reasons to use:

- Is the reason relevant?
- Can you say more about it?
- Is it easy to explain?

5 Study the strategy and your mind map in exercise 4. Choose your two best reasons that support your opinion about the essay topic.

Organizing your ideas into paragraphs
An opinion essay usually has four paragraphs. It starts with an Introduction. There are usually two main body paragraphs, and finally there's a conclusion. Each body paragraph will contain one of your reasons. You can use details such as examples, causes, results, advantages, and disadvantages to explain your reasons.

6 Study the strategy. Complete the paragraph plan below.

Paragraph plan: (Should we exercise more at school?)

My opinion: _____

Introduction

reason 1: _____
 detail: _____
 detail: _____

reason 2: _____
 detail: _____
 detail: _____

Conclusion

132 Writing workshop An opinion essay

Writing workshop An opinion essay 133

Literature

These pages offer reading practice with a variety of literary genres and the opportunity for deeper literary analysis to develop students' study skills. The four Literature lessons can be used flexibly for self-study or group work at any point during the course.



Classroom Presentation Tool

There are two additional activities for each Literature lesson available on the Classroom Presentation Tool. One activity offers pre-reading support for the reading text. The other activity offers support in completing the Respond stage.

Before you read

Students are given background to the text they are about to study.

Literature A poem

Before you read

About the Author
Robert Louis Stevenson (1850-94) was a Scottish poet, novelist, and travel writer. As a young man he travelled in Europe, and later lived in other parts of the world. He wrote a lot of famous poetry and novels, including *Treasure Island* (1883). *From a Railway Carriage* was published in 1888 at a time when train travel was changing everyday life, and a train journey was still an amazing experience for many people.

1 Read About the Author. Then answer the questions.

- What is the most famous novel that Robert Louis Stevenson wrote? Do you know this story?
- When did Robert Louis Stevenson write *From a Railway Carriage*?
- Look at the picture of Robert Louis Stevenson. What can you see in the picture?

Recall

2 Read and listen to the poem. Find things in the picture that are mentioned in the poem.

3 Read and listen to the poem again. Number a-f in the order they appear in the poem.

- a young person out alone
- places to cross a river and places to live
- some green fields with animals in them
- a building next to some water
- some high land and then flat land
- a person who isn't moving

From a Railway Carriage
Faster than fairs, faster than wishes,
Bridges and houses, bridges and ditches,
And changing along like troops in a battle,
All through the meadows the horses and cattle,
All of the signs of the hill and the plain
Fly as thick as 'Moring rain,
And ever again, as the wheel of an eye,
Painted stations 'neath its eye,
Here is a child who 'scambers and 'scambles,
All by himself and gathering 'scrambles;
Here is a 'strange who stands and gazes,
And there is the 'space for strapping the daisies!
Here is a cart on a track in the road,
'Mopping along with man and load,
And here is a mill and there is a river,
Each a 'glimpse and gone forever!

Glossary
'Mopping along - moving forward quickly and steadily
'scambers - run down by the wind that felt very hard
'scambling - move quickly past
'strange - climb up a hill using both feet and hands
'scrambles - climb up a hill quickly, but with difficulty
'scrambles - (the last of a scramble)
'strange - a person with no home or job who travels from place to place
'space for strapping the daisies - a small area of grass where you can sit and make cushions from daisy flowers
'Mopping along - mopping up and down
'glimpse - when you are something for a very short time

Literature

Interpret

4 Answer the questions.

- Which three verbs in the first verse give the idea of speed?
- The second verse is like a series of photos taken from the train. Which three people are in the photos? What are they doing?
- What does the poet mean when he says, "Each a glimpse and gone forever"? Why is this a good end to the poem?

5 Listen to the poem again. Clap along to the rhythm. What feeling does it give?

Literary strategy

Identifying rhyming words
A rhyme scheme is the pattern of end rhymes. The rhymes can affect the feeling of a poem.
• Read and listen to the poem. Listen carefully to the sounds in the words at the end of each line. Remember that rhymes come from sounds, not spelling.
• Consider how the rhyming words can affect the feeling of the poem.

6 Study the literary strategy. Work in pairs. Study the poem and answer the questions.

- Underline the words that rhyme. Where are they on the lines? Which lines rhyme together?
- Say the eight pairs of rhyming words with your partner. Which pair doesn't rhyme very well?
- Which pairs of words are spelled very differently?

7 Read and listen to a different poem by Robert Louis Stevenson, "The Swing."

Answer the questions.

- Underline the words that rhyme. Which lines rhyme together?
- How do the rhymes affect the feeling of "The Swing"?
- "The Swing" and "The Railway Carriage" are about movement and looking at the world in a different way. How is the child in "The Swing" seeing the world? What can the child see?

The Swing
How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasant thing
Ever a child can do!
Up in the air and over the wall,
Till I can see so wide,
Broom and barn and cattle and all
Over the county-side -
Till I look down on the garden green,
Down on the roof and fence -
Up in the air I go flying again,
Up in the air and down!

Respond

8 Work in pairs. Write a new verse for "From a Railway Carriage." Try to keep the rhythm and rhyme pattern of the original poem. Use an online rhyming dictionary to help you.

Literary strategy

A strategy box is included to present a skill relating to literary analysis. This is followed by one or two activities offering practice with the strategy.

Text analysis

Students read and listen to the literary text, then analyze it. The text analysis takes the form of three stages, requiring progressively higher levels of cognitive processing: recall, interpret, and respond. They represent three important orders of thinking needed for full and successful reading comprehension.

Recall: The activities at this stage check and reinforce students' comprehension of the basic elements of the text, ensuring they have a literal understanding of it.

Interpret: At this stage, students are required to read the text critically and comprehend it on a higher level, often by responding with personal opinion. To develop students' skills beyond simply locating specific information, this stage may involve inferring meaning, summarizing, comparing information, or exploring the underlying mechanics of the text and the intentions of the author.

Respond: The final stage requires a creative response from the students. This may be written, oral, or a combination of both. It requires an overall understanding of the literary text and everything they have learned through completing the Recall and Interpret stages.

Multiple literary genres

The course presents a range of literary genres, including poetry, extracts from classic stories, short stories, and playscripts. Usually these are longer in length than the texts students are used to from the main units, helping to develop their reading stamina.

Literature A short story

About the Author
The author of the short story "The Hound of the Baskin Family" is Lewis Carroll. He is best known for his children's books, *Alice's Adventures Under Ground* and *Alice's Adventures in Wonderland*. He also wrote many short stories and poems.

1 Read the short story "The Hound of the Baskin Family." Then answer the questions.

- What is the name of the hound?
- What is the name of the man who owns the hound?
- What is the name of the woman who owns the hound?
- What is the name of the child who owns the hound?
- What is the name of the dog who owns the hound?
- What is the name of the cat who owns the hound?

2 Read the short story "The Hound of the Baskin Family." Then answer the questions.

- What is the name of the hound?
- What is the name of the man who owns the hound?
- What is the name of the woman who owns the hound?
- What is the name of the child who owns the hound?
- What is the name of the dog who owns the hound?
- What is the name of the cat who owns the hound?

Literature A play

About the Author
The author of the play "The Hound of the Baskin Family" is Lewis Carroll. He is best known for his children's books, *Alice's Adventures Under Ground* and *Alice's Adventures in Wonderland*. He also wrote many short stories and poems.

1 Read the play "The Hound of the Baskin Family." Then answer the questions.

- What is the name of the hound?
- What is the name of the man who owns the hound?
- What is the name of the woman who owns the hound?
- What is the name of the child who owns the hound?
- What is the name of the dog who owns the hound?
- What is the name of the cat who owns the hound?

2 Read the play "The Hound of the Baskin Family." Then answer the questions.

- What is the name of the hound?
- What is the name of the man who owns the hound?
- What is the name of the woman who owns the hound?
- What is the name of the child who owns the hound?
- What is the name of the dog who owns the hound?
- What is the name of the cat who owns the hound?



Workbook Guided Tour

Reading to learn

Reading

Students read a text that relates to the unit question. It also recycles some of the target vocabulary and grammar. Students are reminded of the reading strategy from the Student Book before they are asked to apply it to the reading text, helping them to gain confidence in using it in different contexts.

Reading comprehension

Comprehension activities to accompany the reading text increase in cognitive challenge as they progress. Initially, students are tested on their literal understanding of the reading text and their ability to retrieve specific information. This progresses towards interpretation of the text, including testing students on their ability to infer meaning. The final activity requires a creative response, drawing on students' prior knowledge and experience.

2 What do we remember?

1 Study the reading strategy. Look at the pictures and title of the article on page 15 and decide what you think the article is about. Then read to check your ideas.

Reading strategy
(Before you read a text, look at the title and the pictures to help you understand what the text is about.)

The article is about a group of...

- teachers who made an app to keep students happy
- teenagers who made an app to keep teachers happy
- young children who won a prize for a new app
- teenagers who won a competition for a new app

2 Match the headings 1-5 to the paragraphs A-D. There is one extra heading.

- A prize-winning app for different ages
- An app to share memories with friends
- An idea for an app that started at home
- A new memory app for teenagers
- Keeping happy memories just for you

3 Answer the questions.

- What idea did the teenagers base their app on?
- What are the two examples of things to put on Memory Star? Give an example of another thing a teenager could put on it.
- When can the Memory Star app help you?

4 How is the app different from other things in the world of digital technology?

5 How is a memory jar different from Memory Star?

6 When do some people look through their memory jar? Why?

7 What two things show that Memory Star is a success?

8 Why is the Memory Star app good for all ages?

4 Imagine you want to save some good memories. What would you put on your app or in your memory jar? Why?

Reading to learn

Keeping happy with the latest app

A Do you feel happy when you see a photo of smiling friends or a funny text message? The answer to this is probably "yes." Looking at personal photos and positive messages can often improve our mood. Based on this idea, five British students have created an app called Memory Star. It helps teenagers to save happy digital photos and messages – for example, a nice comment from a teacher or a funny photo with a friend. When you open the app, all the different memories appear on the screen in front of you. You can look at these at any time if you are feeling unhappy or "down."

B The app is different from many other things in the world of digital technology. The photos and messages aren't for sharing with other people or posting on social media; they are only for you to see. One of the makers of the app, Zuzi O'Donoghue, explained, "With Memory Star, you just look over all your memories without worrying... about whether people... think you look great or not. This is just to make you happy. You keep it for yourself, and no one else ever has to see it."

C The idea for Memory Star came from one of the teenagers, Sacha Bennett. She had a glass "memory jar" in the kitchen at her house. She wrote down happy memories, put them in the jar, then looked at them at a later date if she felt down or stressed. Some people put things like old tickets or seashells in memory jars. Other people start making these jars in January. Then at the end of the year, they look at the jars and remember what they were doing at certain moments in the previous 12 months.

D Memory Star has been a big success. The students won a national competition with it, and the app was put online for people to download for free. One positive thing about the app is that it is very simple and useful for all ages. Gemma Kelly, who helped to make the app, said, "It really could be applicable to everyone. We teenagers forget we're not the only people who have stress, my ten-year-old sister loves the idea, and I'm sure adults will find a use for it, too."

Vocabulary and Grammar

These pages can be used before class, as preparation in a flipped classroom, during class, or after class, as homework. Answers can be checked with the whole class using the Workbook Classroom Presentation Tool.

Vocabulary

A variety of activities give students further practice with the *Discover vocabulary* sets from the Student Book.

Grammar

Students receive further practice with the *Discover grammar* points from the Student Book. These activities practice the meaning, usage, and form of the grammar, helping students to internalize the rules.

Discovering and Remembering

Memories

- Choose the correct word to complete the sentences.
 - "What was the name of your first teacher at school?" "I can't remember / memorise / remind."
 - To remember a new fact, you need to make it memorable / memory / forgetful.
 - She often puts a reminder in her smartphone because she's very memorable / forgettable / forgetful.
 - Looking at these pictures of my grandmother brought back old memories / memorable / memories.
 - We've forgotten the directions to the new movie theater. Can you remember / remind / forget us?
 - Going to the Taj Mahal was an unforgettable / forgetful / memory experience.
- Complete the online article with the words below: bring back / forget / forgetful / memories / memories

Jobs for people with good

Can you remember things easily? Maybe one of these jobs could be good for you one day.

Theater actor
Theater actors need to be a lot of lives. For example, in the Shakespeare play Hamlet, Hamlet has 1,422 lines and, of course, the actor can't be any of them.

Paramedic
When there is an accident, paramedics need to recall things that they learned in their training and quickly a lot of information from their memory. Paramedics can't be careless or people's lives are in their hands.

Technology

- Complete the sentences with the words below: app / click / cloud / data / digital / internet / online / playlist / post / smartphone / virus
- I always listen to this when I've finished studying. It has all my favorite songs on it.
- We often do this on social media sites on the internet.
- I've downloaded an app on my phone.
- It gives the names of all the stars at night.
- We had a terrible virus on our old laptop at home, and we suddenly lost all our important data.
- "Where's the link to that other website?" "You just need to be here."
- There's no Wi-Fi in this building, so we can't go on the internet and do our homework.
- We always store our information in the cloud.
- In the days before smartphones, people put their photos in special books called "albums."

Vocabulary and Grammar

Talking about past events

- Complete the text with the simple past form of the verbs below: build / come / eat / live / open / sell / survive / write

Places to visit in Belfast, Northern Ireland

The most popular visitor attraction in Belfast is the Titanic museum, which first opened in 2012. The museum is in the exact place where the ship was built. The museum has many important things that the Titanic. These include the menu showing the food that the passengers ate for their last meal and the last letter that a passenger wrote on board. The museum also has memories from the 706 people who were on the Titanic and also the ship's story.

7 Complete the text with the simple past or past continuous form of the verbs in parentheses.

Danger on Ice

Two young men from New York described an unforgettable cold evening in Central Park. Ethan Bennett, 24, and his friend Bennett Jones, 23, when they suddenly a lot of noise. They saw some teenage boys on the ice on the pond there. The teenagers were together. They were talking with their phones, and they were just looking at the ice. Suddenly, the ice broke, and seven of the boys fell into the freezing water. Ethan and Bennett were surprised at once to the pond. Then Ethan jumped into the water. There was a lot of noise because the boys were shouting "Help!" Ethan built the boys out of the freezing water. Paramedics soon arrived with an ambulance to take the teenagers to the hospital.

8 Complete the questions with the simple past or the past continuous. Then try to answer the questions without looking back at the text in exercise 7. How much can you remember?

- What were they doing in the park?
- What kind of photos were they taking?
- What were they doing when the ice broke?
- How many boys fell into the water?
- What were the boys shouting?
- What were the teenagers in the end?

Life skills

Listening

Students listen to an audio recording related to the life skill and complete activities. The recordings take on a variety of forms across the level, e.g., announcements, interviews, dialogues, or monologues. There is an audio recording in every unit of the Workbook.

Where a listening strategy is taught in the Life skills lesson of the Student Book, it is recalled and further practiced here through a variety of activities.

Speaking

Students develop their speaking skills by practicing the key phrases from the Life skills lesson of the Student Book.

Where a speaking strategy is taught in the Student Book, it is repeated here and accompanied by practice activities.

The activities lead towards a productive outcome. The final activity in the Speaking section involves students writing a dialogue that incorporates the key phrases.

Listening

1 **Q** Study the listening strategy. Then listen to the general ideas in the radio program. Choose the correct answers.

Listening strategy

Listening for gist

When we listen to something in another language, we might not understand every word, but we can listen to understand the main ideas.

1 Hermann Ebbinghaus was one of the first people to study ...
a. ideas. b. modern history.
c. memory.

2 Ebbinghaus studied how people learned ...
a. numbers. b. words. c. names.

3 Ebbinghaus found two things that are interesting for ...
a. students. b. fathers. c. writers.

The World's First ...

In the program The World's First, Adam March and Tereza Kasper look at Hermann Ebbinghaus and the important things that he studied.



2 **Q** Listen again and check (✓) the things that we learn about Ebbinghaus.

a. He never studied at a university. ☐

b. He tried to learn short words. ☐

c. He learned words and remembered most of them. ☐

d. He understood that it's good to learn a lot of words. ☐

e. He discovered things that are important today. ☐

3 **Q** Listen again and complete the sentences with numbers.

1. Hermann Ebbinghaus was born in ...

2. He first started to study memory in ...

3. He memorized words with ... letters.

4. After an hour, he remembered ... % of the words.

5. After one day, he could remember ... % of the words.

Speaking

4 Choose the correct words to complete the sentences.

1 What's the opposite of / on / off unforgettable?
2 What's another word for / to / at about?
3 What adjective can you make on / from / to memory?
4 What's the definition of / about / by forgetful?
5 How do you say this word to / for / in English?

5 Complete the dialogue about making vocabulary cards with the phrases below. What adjective can you make? How do you say what's another word? What's the opposite? What noun can you make?

Paula: I can't make a vocabulary card for a really useful word. What about decide?

Sam: That? ...

Paula: Decision, of course.

Paula: Oh, yes!

Sam: That? ...

Paula: I don't know. I'll look at the online dictionary ... it's decide.

Paula: I'll write that down.

Sam: ... for decide?

Paula: The dictionary says determine is very similar to decide.

Paula: Oh, I'll record that. Yes ... of decide?

Paula: I'm not sure. Oh, it's decide.

Paula: Yes - I decide! That's not a noun. I can never decide anything! That's not ...

Paula: Good question! Here ... it's decide.

Paula: Oh, it's the same as I decide.

Paula: Now, what word should we do next?

Paula: I can't choose. I'm very indecisive - you know that!

6 Choose one of these situations and write a dialogue. Use phrases from exercises 4 and 5. Use the word family of success or another word family.

Situations

- You have a new app to record word families, and you're putting some words in it with a dictionary.
- You're giving your friend a test on a word family and the connections between the words.

Unit 2 What do we remember? 19

Writing

Writing task and model text

This section provides further practice of the Writing task presented in the Student Book. Each unit opens with a model text.

Writing strategy

Students practice the writing strategy from the Student Book in a different context.

A description of a memorable event

A memorable day

In September, I went to the Great North Run in Newcastle with my family. It's the biggest half-marathon in the world with over 50,000 runners.

We arrived at 8:00 and went to the starting line. There weren't many people waiting there, although more families soon came along. There were different vendors, so I had a cup of coffee and I bought a T-shirt. Two hours, the race began. Some of them were wearing funny colorful costumes. I was taking a photo when a man in a dinosaur suit fell over!

Then, we went to the finish line and watched the winners cross the line. We saw the winners get their medals - there was a lot of music and cheering.

1 Read the description. Complete a-e with the sentences.

It was an exciting end to an unforgettable day. There were thousands of runners waiting to their friends and families. It was raining a little, but everybody in the crowd was happy and excited. It was a memorable day that I'll never forget. I helped him to stand up and he ran off.

2 Read the description again, then complete 2-6 in the description with the words below.

after at first finally later suddenly then

3 Imagine you went to watch a sports event like a race with your family. Complete the sentences with your own ideas.

1 At first, we ...

2 Then I ...

3 After about ...

4 I read when a ...

5 Later on, we ...

6 Finally, we ...

LANGUAGE POINT Sequencing words

4 Study the writing strategy. Then complete the mind map with information from the text on page 20.

Writing strategy

Creative thinking: using a mind map

A mind map is a good way to help you think of ideas when you are starting to write. Use the categories to help you to remember details about an event or a topic.

weather / mood of people things to keep activities

event

sound and color places and people

exciting things that happened

Task A description of a memorable event

5 You are going to write an essay about a memorable event. Choose one of these events.

- a big public event like New Year celebrations
- an exciting concert or show
- a sports game or other event
- a special day at a modern museum

Think and plan

6 Think of a memorable event for your essay. Copy the mind map from exercise 4 and complete it with your own ideas.

Write a first draft

7 Write a first draft of your essay. Write 120-150 words. Look back at your mind map and make notes about what you are going to include in three main paragraphs.

1 a short introduction explaining what the event was

2 a paragraph with the main details of the event

3 a short paragraph about the end of the day

Review and edit

8 Read through your first draft. How can you improve it? Use the checklist to help you.

Writing checklist

Content

- Does your essay include details and information to show why the event was enjoyable and memorable?
- Does your essay include all the important details from your mind map?

Organization

- Is your essay organized into three clear paragraphs?
- Did you include sequencing words to order the different events in your essay?

Language

- Is your spelling correct?
- Is your grammar correct?

9 Now write a final draft of your essay.

Unit 2 What do we remember? 21

Language point

The language point introduced in the Student Book is contextualized in the model text. Students receive reinforcement on the point by first engaging with it, then activating it in their own written work.

Step-by-step approach

Students follow a structured approach to writing that will be familiar to them from the Student Book: Think and plan; Write a first draft; Review and edit. This leads them towards producing a well-crafted written outcome.

Self-assessment

Reflect on language and strategies

Students are asked to reflect on what they have learned over the course of the unit by answering questions. Headings and sub-headings signpost which section from the unit the questions refer to. Students are tested on vocabulary, grammar, and their understanding of the strategies.

Reflect on the unit question

This is an opportunity for students to reflect on and formulate an answer to the overarching unit question, channeling everything they have thought of and learned about the topic. They are also asked to think about the most interesting thing they have learned in the unit.

Self-assessment

Reading to learn

1 What do you look at when you preview a text?

2 Why is it a good idea to preview a text?

3 When you are previewing a text, it's helpful to think what the text is about. What is the text on page 15 about?

Vocabulary and Grammar

Memories

4 Write the words for these definitions.

1 make somebody remember something

2 when a person easily forgets things

3 when you learn something so that you can remember it exactly

5 Write three true sentences using each of the words from exercise 4.

1

2

3

Technology

6 Give three examples of data and technology words that are the same in your language.

7 Why are data and technology words often similar in different languages?

8 Replace the underlined words with a data and technology word.

1 My cousin often sends photos and comments on social media.

2 We had a chat on our laptop last year, and we texted all our important communications.

3 Was that your favorite [but of songs] that you were listening to?

Talking about the past

9 Complete the sentence.

We use the present tense to talk about the actions in progress in the past, and we use the past tense to talk about completed actions.

10 Can you remember what was happening at these times yesterday?

1 At seven o'clock yesterday morning, I _____.

2 When we arrived at our first class yesterday, our teacher _____.

3 At four o'clock yesterday afternoon, my friends and I _____.

4 Just before dinner last night, I _____.

11 Complete these sentences with your own ideas.

1 While we were looking at some old photos, we suddenly _____.

2 I found my old smartphone while I _____.

3 The students were all concentrating on the exam when _____.

4 My friend quickly checked something on his favorite app while he _____.

Self-assessment

Study and learning

12 Answer the questions with study and learning words.

1 How can you find the meaning of a word you don't know?

2 How can you record the meaning of a word?

3 How can you remember the pronunciation of a word?

13 What three things do you do to remember new vocabulary?

1

2

3

Listening

14 What do you listen to someone speaking in another language, what is important to try and understand?

15 Which things can help you to understand the general meaning of what someone is saying?

Writing

16 Why is it good to use a mind map when you are planning an essay?

17 Give three examples of sequencing words.

Reflect What do we remember?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what do we remember?

What is the most interesting thing you learned in the unit?

Exam preparation

Exam task

There are five Exam preparation spreads (A–E) in the Workbook, designed to be used after each pair of units, and linked thematically to those units. They can be used in class or for self-study. The aim of these pages is to familiarize students with task types found in the Cambridge exams (see **Assessment** on page xxv for details of the level-by-level correlation). Exam-style tasks are clearly labeled on the spread by the heading "Exam task." Each spread includes a Reading, Listening, Speaking, and Writing task.

Exam strategy

Exam strategies are presented and practiced throughout the spread, helping to equip students with the tools and techniques they need for success on the exams.

Exam preparation A

Reading

Exam task missing sentences

1 Study the exam strategy. Then read the text and fill in the blanks 1–5 with the missing sentences a–e.

Exam strategy

When a text has missing sentences, skim the text first to understand the main idea, ignoring the blanks.

a Now they're using it to give healthy people new skills, like drawing and solving math problems.

b No device can help you to understand another culture.

c These old books the user's not like a hearing aid, and transfer speech for them.

d The internet is replacing our memory, and this is only the beginning.

e Then something amazing happened.

New technologies are changing how and what we learn. With Google in our pockets, we don't need to memorize facts anymore. "Technology will soon change the way that we learn skills, too."

At the University of Sydney, scientists are using technology to help people learn in a different way. In one experiment, a volunteer with no artistic talent drew a picture of a cat. It wasn't good. Later, the researchers put electromagnets around his head. These gave his brain small magnetic shocks. "The young man drew another picture, and it was much better! Originally the team designed this device to help patients with psychological problems. But can these devices turn people into talented experts without years of study?"

In the future, maybe we won't need some skills – if machines can do things for us. Millions of people already use Google Translate to communicate when they don't speak the other person's language. New online companies are developing tiny translating devices. "So, it is time to give up language classes completely?"

Right now, machines can only help us with one aspect of language learning. When you learn someone's language, you are also learning about how other people think and what is important to them. "Can a machine show you how to behave at dinner in Japan – or tell you to take off your shoes when you enter a Turkish house? And what happens to the conversation when your batteries run out?"

Listening

2 Study the exam strategy. Then look at the exam task in exercise 1. Choose two of the words below to predict what you might hear in each recording.

Exam strategy

Sometimes you have to listen to a recording and choose the correct picture. Look carefully at each of the pictures before the task begins. Try to predict the topic of each recording.

hand bag (x 2) game locker miss soap opera social media

1

2

3

4

Exam preparation B

Exam task multiple choice

3 **Question** For each question, there are three pictures and a short recording. Listen to the recordings and choose the correct answers.

1 Why did Henry miss the school trip?

2 What does Sally call "a waste of time"?

3 Where is Helen's bag?

4 What doesn't Megan want to do?

Speaking

Exam task personal questions

4 Study the exam strategy. Then answer the questions. Remember to give complete answers.

Exam strategy

When someone asks you personal questions, try to give complete answers. However, any information that you give must be relevant to the question.

1 What do you like doing in your free time?

2 What is your favorite school subject?

3 Do you have any plans for this weekend? What?

4 Tell us about your hometown.

Writing

5 Study the exam strategy. Then look at the exam task below and write notes.

Exam strategy

Before you write an article, always make notes. What are the main points and what are you going to say about them? Remember to have a separate paragraph for each main point.

Exam task article

6 Write an article. Use this message as an online forum.

Can anyone help me?

I'm doing a project about how people spend their free time around the world. Can you write a short article and tell me what you do in your free time? Please mention:

- hobbies and sports, and how much time you spend on them
- time in front of the TV and on the internet / social media
- anything else you spend time on (e.g., reading or listening to music)

Thanks very much.

Write your article in 80–100 words. Remember to check your spelling and punctuation.

Key phrases bank

All the sets of key phrases from the Student Book can be found here, compiled for students' ease of reference. They are organized according to their location in the Student Book, by Units, Projects, and the Writing workshop.

Wordlist

Vocabulary from the level is compiled in a list at the back of the Workbook, each word with its part of speech and International Phonetic Alphabet spelling noted beside. Words in bold are from the *Discover vocabulary* sets. The remainder have been selected based on their importance to students in understanding the main texts. Words from the Oxford 3000™ list – a list of the most useful words to learn in the English language – are denoted by a key symbol.

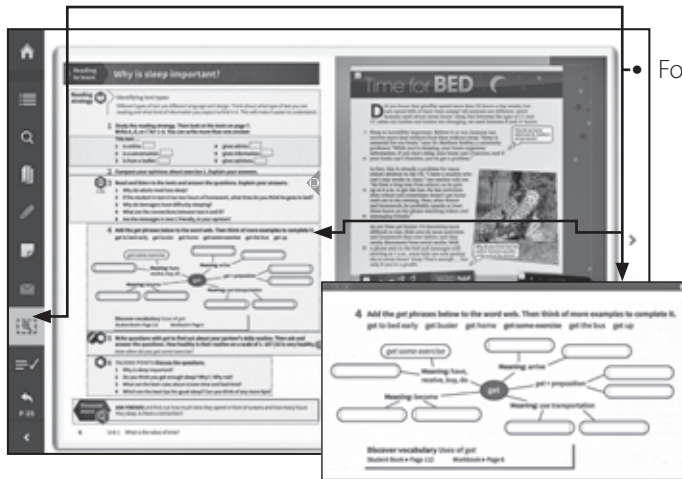
Oxford Discover Futures Classroom Presentation Tool

Deliver heads-up lessons

Engage your students in your blended learning classroom with the easy-to-use digital features. Download to your tablet or computer, connect to an interactive whiteboard, projector, or screen, and teach lessons that run smoothly – every time.

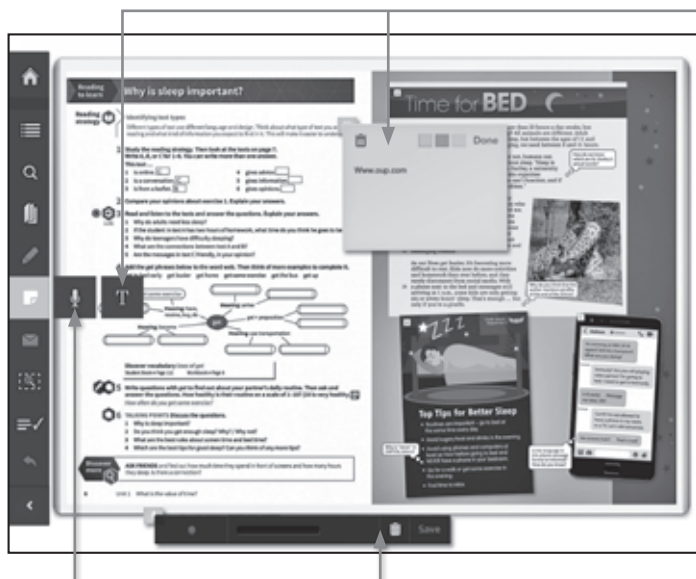
Play audio and video at the touch of a button and launch activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool: activities fill the screen so that everyone can participate, even large classes.

Take your Classroom Presentation Tool with you and plan your lessons online or offline, across your devices. Save your weblinks and make notes directly on the page – all with one account.



- Focus your students' attention on a single activity.
- Play audio and video at the touch of a button.
- Speed up or slow down the audio to tailor lessons to your students' listening level.

- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.

- Save your weblinks and other notes for quick access while teaching.
- Save your notes, and use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Oxford Discover Futures audio.

Online Practice with Teacher's Resource Center

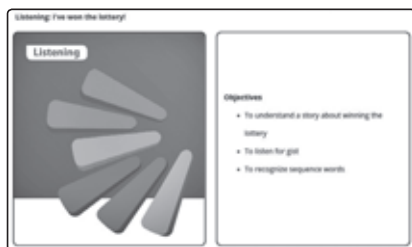
All students with the *Oxford Discover Futures* print Workbook have access to the Online Practice via a code supplied inside the back cover of the book. Students with the Workbook e-Book must purchase the Online Practice separately.

Students and teachers can access the *Oxford Discover Futures* Online Practice at:

<https://oxforddiscoverfutures.oxfordonlinepractice.com>

It can be accessed on smartphones, tablets, or personal computers. Scan the QR code on the Access Card for speedier access to the platform.

- Each Online Practice contains the following sequences of activities:
 - ten **Vocabulary**
 - ten **Grammar**
 - ten **Reading**
 - ten **Writing**
 - five **Speaking**
 - five **Listening**
 - ten **Factflix** (video)
 - ten **Reflect** (video)
- Each sequence starts with a screen outlining the objectives.



Skills practice

- The Online Practice provides your students with engaging, systematic, and well-developed skills practice, aligned to the CEFR.
- Reading** and **listening** sequences are based around a main text or audio recording. Each sequence presents and practices a strategy that learners will use in their own language, e.g., listening for important words. There is also a sub-skill that teaches the learner to understand the text or audio recording by looking at individual meanings or grammatical characteristics, e.g., listening for sentence stress.
- Writing** and **speaking** sequences both present students with a model (text, audio recording, or video) and a sub-skill, and lead them towards a productive task. The students are given step-by-step instructions, with additional support, such as key phrases, provided in the *Quick tips* boxes.



- Strategies, sub-skills, and key phrases are all given through the *Quick tips* boxes. These boxes may also contain glossaries, offering guidance on differences between American and British English vocabulary and spellings.

Managing the Online Practice

All activities, except for speaking and writing, are automatically graded, helping students to identify their strengths and empowering them to focus on areas for improvement. Scores are recorded in a progress report for the teacher. Teachers are able to create online classes for their courses, assign content by unlocking it, and track their students' progress. Teachers can easily view and compare student and class progress.

The "Discussions" tool enables teachers and students to post and reply to questions for further written practice. The "Messages" functionality allows teachers and students to message anyone in their online class, giving students the opportunity to practice their language skills in a secure, real-world environment.

Teacher's Resource Center

Teachers can select "TRC" from the menu to access the Teacher's Resource Center and download the following supplementary course materials:

Tests

- one **Entry checker** test
- ten **Unit** tests (Vocabulary, Grammar, Listening, Reading, Writing)
- two **Cumulative** tests (Listening, Reading, Writing)
- five **Exam practice** tests (Listening, Reading, Writing)
- five **Exam practice speaking** tests
- four **21st Century Skills assessment** grids
- tests answer key
- tests audio
- tests audio script

Worksheets

- ten **Vocabulary practice** worksheets
- ten **Grammar practice** worksheets
- thirty **Reading practice** worksheets (graded at three levels)
- worksheets answer key

Videos

- ten Factflix videos
- ten Reflect videos (without narration)
- ten Reflect videos (with narration)
- video audio

Other resources

- Student Book audio
- Student Book audio and video scripts
- Workbook audio
- Workbook audio script
- Teacher's Guide pdf
- wordlist
- Oxford 3000 wordlist
- Oxford 5000 wordlist

Professional development

- "How to" guides
- support materials



Speaking and Listening

Oxford Discover Futures utilizes an inquiry-led approach to learning English. This means that students are encouraged to ask questions and explore answers for themselves. To do this, they need to develop good oral skills that help them formulate discussions and express opinions confidently, and strong listening skills that help them to understand language of discussion and participate effectively.

Promoting Successful Classroom Discussions

Discussions in the classroom can involve student pairs, small groups, or the entire class. What makes these class discussions successful? First of all, the questions should be interesting and engaging for students. They should relate to their personal experiences.

The teacher needs to act as a moderator, keeping the discussions on track and ensuring that each student is given an opportunity to speak.

There are two kinds of questions that are commonly used in the classroom: close-ended and open-ended questions.

Close-ended questions can be answered with one word or with a few words. Yes/No questions and multiple-choice questions are examples of this type of question.

Open-ended questions usually require a longer response to answer the question. They prompt more discussion time, allow students to apply new vocabulary, and often lead to more questions.

Here are some possible open-ended questions you could ask about the topic of healthy eating:

- 1 *What was the last thing you ate? Describe it.*
- 2 *Does something have to taste good to be good for you?*
- 3 *Why is pizza popular?*

The above questions not only generate strong discussions, but encourage students to ask their own questions and think critically as well.

Here are some discussion starters that can be used to introduce a variety of topics. Don't hesitate to bring in hands-on materials to get students thinking.

What do you think this is, and how would it be used?

What do you think would happen if _____?

How are _____ and _____ the same? Different?

How is _____ similar to something that happened in the past?

How do we know this is true?

Setting up Pairs and Groups

Many activities in *Oxford Discover Futures* encourage students to work in pairs or small groups (three or four students). These structures maximize speaking time in a classroom. Students are encouraged to be active rather than passive learners. In groups, they develop collaborative and cooperative skills.

At the beginning of the class year, consider several ways of setting up pairs such as side-by-side pairs, front and back partners, diagonal partners, or small groups. Use one type

of grouping for a few classes before changing to a new one. Change groupings throughout the year, so that students interact with many different classmates and have a chance to listen to different vocabulary and structures in different contexts.

Setting up Small Groups

Double partner groups

Using the partner groups established in pair work above, students form groups of four.

Random groups

Create random groups of four students by dividing the class size by four, and then having students count off up to that number. For example, if there are 24 students in the class, $24 \div 4 = 6$. Students count off from 1 to 6, and then begin again until all have counted off. Point out where each group will have their discussion in the classroom.

Level groups

Grouping students of similar ability level to work together is a strategy for differentiation. Leveled groups can be created based on teacher assessments and class observations. There are differentiated tasks in the teacher's notes to allow all students to work at their appropriate level.

Teacher's Role in Setting up Pairs and Groups

- 1 Explain the task and form groupings. Write the amount of time students will have to complete this task on the board, or set a timer.
- 2 As students are involved in the activity, walk around the classroom. First of all, be aware of any groups that may have difficulties. If there are personality conflicts or difficulties, deal with this immediately. Secondly, assess students' work. Stop and listen to each group. Are students on task? Can errors be corrected individually? Are there any points that need to be reviewed with the entire class?
- 3 Take note of points for discussion with the entire class.
- 4 Keep track of the time. Use a signal, such as a raised hand "quiet signal," to stop small group discussion.
- 5 Check in with the entire class. Some questions to use:
What was the most interesting thing your partner shared with you?
What was difficult for you, and did you find a solution?
What new questions do you have?

Functional Language

Students need to learn how to discuss issues and express opinions, but they also need to learn the different elements of functional language. Functional language includes areas such as apologizing, offering and receiving help, transactions, and clarification and explanation.

Learning functional language helps students to understand language "chunks" and that language often has a very specific purpose. The main function of language is to help students interact and communicate.

Reading

Literacy is the ability to read and write and think critically about the written word. *Oxford Discover Futures* promotes higher-level literacy skills through a focus on interesting and engaging texts, both fiction, nonfiction and literature, about a variety of subjects.

Text Types

Students need to be exposed to different types of texts. In its broadest form this means introducing them to both fiction and nonfiction.

The nonfiction texts are presented through different text types such as a leaflet, magazine article, or web page. This helps students understand that tone and register (formal and informal language) change depending on the way the information is presented.

The fiction texts come from a variety of genres. This includes classics, poems, and plays. These genres reflect the types of stories that students are exposed to reading in their native language and provide variety throughout the course.

Reading Strategies

Reading strategies help students approach a text, improve their comprehension of the text, and learn how to read for specific and detailed information. Reading strategies tie in closely to critical thinking as they encourage students to reflect on what they are reading. As students grow more comfortable using a variety of reading strategies, they learn to make conscious decisions about their own learning process.

Intensive Reading

Intensive reading generally occurs in the classroom and focuses not only upon meaning and strategies used to deduce meaning, but language acquisition in the form of understanding new vocabulary or new grammatical structures. Texts need to be at the correct level and long enough to convey enough information or plot to be interesting, but not so long as to tire the student.

Extensive Reading

Extensive reading generally occurs outside the classroom and is all about reading for pleasure. Students are encouraged to choose to read about topics that interest them and to employ reading strategies explicitly taught through intensive reading, to help them understand the text more effectively.

Extensive reading is often most effective when students are reading at a level that is appropriate and comfortable for them. If students are reading a book that is too high in level, they quickly lose interest. It can be helpful to provide students with access to a collection of graded readers that they can read at their own pace.

Writing

Oxford Discover Futures provides many opportunities for students to write. The Writing sections in the Student Book and Workbook present strategies and language points that will help students become more successful writers. They provide a three-step writing process (Think and plan, Write a first draft, and Review and edit) that guides students towards creating their own written output. It is a process approach with clear and definable product outcomes that can easily be marked against established criteria.

Modeling the Writing Process

Students are provided with a model text for every writing task. This text is designed to show how topics can be approached, but also how discourse markers, paragraph organization, punctuation, and general textual layout can help to sew a text together.

Personalization

As much as possible, students should be asked to write about things that are of personal relevance to them. This means that although the model in the Student Book or the Workbook may relate to something that is outside their everyday world, the writing task itself will be flexible enough for students to respond using their own ideas and experience. In this way it becomes authentically communicative and a more interesting experience overall.

Differentiation

Differentiation helps to ensure that all students find success in the classroom. To help teachers meet the needs of students with varying ability levels, differentiation strategies are found consistently throughout the following strands of *Oxford Discover Futures*:

- Throughout the course, students have opportunities to work alone, in pairs, and in small groups to support differentiated instruction.
- Regular Reflect activities can be used as checking stages to assess students' progress.
- The Project lessons invite students to express their ideas through different learning styles (visual, auditory, kinesthetic).
- The Teacher's Guide provides differentiation strategies for each lesson of every Student Book unit. These are found in the teaching notes.
- An Entry checker test, taken at the start of the year and useful for diagnostic and placement testing, will result in a level diagnosis (below-level, at-level, and above-level).
- Reading practice worksheets are provided at three levels to cater to mixed ability and neurodiversity in the classroom.



Assessment for Learning

Assessment *for* learning involves informally monitoring progress and gathering evidence of student performance in order to help learners understand where they have been successful in their learning and what they need to work towards in achieving their goals. This distinguishes it from assessment *of* learning, which sums up where a learner is at a given moment in time.

Oxford Discover Futures has many opportunities to gather evidence of student performance through dialogues, discussions, and other informal interactions. The inquiry-based methodology of the course promotes higher-level questions that probe a deeper level of understanding, asking students to make comparisons, speculate, and offer and justify opinions – all of which give evidence of students' learning. For example, the speaking activity at the end of the opening lesson, the Talking points activity at the end of the Reading to learn lessons, the Reflect lessons at the end of each unit, and the Project lessons are all opportunities to get evidence of students' understanding of the topic and ability to articulate their own ideas. There are other productive tasks throughout the unit which can be used to assess students' communicative ability and language proficiency. The self-assessment exercises at the end of each unit in the Workbook lead students to a better personal understanding of where they are in their learning, helping them to become more independent and effective learners.

Classroom Practices for Assessment for Learning

- **Wrong answers:** looking into what lies behind an error can be very revealing and useful
- **Higher-level questions:** ask questions that go beyond recall or procedure
- **Wait time:** do not rush students into giving answers, but allow them time to reflect and think
- **Inquiry:** encourage students to ask questions
- **Peer review:** encourage students to comment on each other's answers, and to suggest corrections or improvements

Productive Feedback

Good quality feedback is a key aspect of assessment for learning and is a powerful contributor to learning. This relies on finding out where students are in their learning, making clear what is being learned and why (learning intentions), and having clear success criteria so students know what good performance looks like. Effective feedback should:

- be specific and clear
- be given at the right time
- focus on the learning intention and the success criteria
- focus on the task, not on the learner
- be appropriate to the level that the student has reached
- offer strategies rather than specific solutions
- be challenging but achievable.

Assessment of Learning

The assessment package on the Teacher's Resource Center includes five categories of tests for each level.

1 Entry checker test

- The Entry checker can be administered at the beginning of each level as a diagnostic placement test.
- The test assesses mastery of key level-appropriate grammar topics and vocabulary. Testing these points on entry can help identify each student's readiness for the new level and thus serve as a baseline for individual student performance as well as class performance.

2 Unit tests

The Unit tests are language and skills progress tests.

3 Cumulative tests

Cumulative test 1 assesses the language and skills taught in units 1–5. Cumulative test 2 assesses the language and skills taught in units 6–10. The skills assessed are listening, reading, and writing.

4 21st Century Skills assessments

- The 21st Century Skills assessments measure students' achievement in the areas of communication, collaboration, creativity, and critical thinking.
- There is one 21st Century Skills assessment grid for each Project lesson.

5 Exam practice tests

- The Exam practice tests assess Listening, Reading, Speaking, and Writing skills.
- There are five Exam practice tests, to be administered after every two units.
- The assessments are based on the task types found in the corresponding Cambridge English Qualification exams (see the correlation table below).
- The Exam practice speaking tests are information gap tasks that reflect the Cambridge speaking exam task type. They are two pages long: one page per student.

Oxford Discover Futures Correlation Table

Level	CEFR level	Cambridge English Qualification
1	A2	A2 Key for Schools (KET)
2	B1	B1 Preliminary for School (PET)
3	B1+	B1 Preliminary for School (PET) and preparation for B2 First (FCE)
4	B2	B2 First (FCE)
5	B2+	B2 First (FCE) and preparation for C1 Advanced (CAE)
6	C1	C1 Advanced (CAE)

1

VIDEO Learning about how we spend and waste time
READING Identifying text types
LANGUAGE IN USE Talking about facts, routines, actions in progress, and frequency
LIFE SKILLS Managing your time
LISTENING Understanding the context
WRITING Thinking about your audience

What is the value of TIME?

In a lifetime of 80 years there are 29,220 days or 42,016,800 minutes.
 How much time do we waste?

How much time do we waste?

- 1 Look at the photo and read the caption. Why is time important to us?
- 2 Complete the sentences. Which do you agree with?
 1 You don't always _____ time when you do things quickly.
 2 Time is precious, so _____ it with the right people.
 3 When you lose time, it's difficult to _____ it again.
 4 Do it before you _____ time. Don't wait until it's too late.
 5 When people need some of your time, try to _____ it.
 6 Time is like money. If you _____ a lot of it, you're lucky.

Discover vocabulary Talking about time
 Student Book • Page 112 Workbook • Page 6

- 3 Guess the answers to the quiz below. Then compare your answers.

How much time does the average teenager spend ... ?

• at school	4 / 6 / 8	hours a day
• in bed	8 / 9 / 10	hours a day
• on cell phones	2 / 3 / 4	hours a day
• looking for things	20 / 30 / 60	minutes a week
• helping at home	0 / 20 / 40	minutes a week
• doing homework	5 / 10 / 15	hours a week

- 4 Watch the Factfile video and check your answers to the questions in exercise 3. Which facts surprise you?



- 5 Watch the video again. What do Max and Amy think is a waste of time?

- 6 Work in pairs. Ask and answer the questions.

- 1 How do you spend most of your free time?
- 2 What do you find difficult to make time for in life, e.g., friends, hobbies, exercise?
- 3 Do you ever waste time? Explain your answer.

Key phrases Talking about how you spend your time

How much time do you spend ... ?

How long does it take you to ... ?

It takes me ... to ...

Do you spend / waste much time ... ?

... is / isn't a waste of time.



Discover more **SEARCH ONLINE** and find out more facts about how much time students spend on homework. Which countries spend the most time?

5

Vocabulary

- Talking about time
- Uses of *get*
- Planner events

Further practice

Discover vocabulary, Student Book, page 112

Workbook, pages 6 to 8

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Identifying text types
- Reading an article, a leaflet, and a message conversation about sleep

Further practice

Workbook, pages 4 to 5

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about facts, routines, and actions in progress
- Talking about frequency

Further practice

Discover grammar, Student Book, page 113

Workbook, pages 6 to 8

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Managing your time

Listening

- Understanding the context

Further practice

Workbook, page 9

Speaking

- Talking about how you spend your time
- Talking about plans

Further practice

Workbook, page 9

Writing

- A forum post about school life
- Thinking about your audience
- Explaining cause and effect (*because* and *so*)

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 10 to 11

Assessment

- Self-assessment, Workbook, pages 12 to 13
- Unit test, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

How much time do we waste?

Learning objectives

FACTFLIX VIDEO Learning about how we spend time

VOCABULARY Talking about time

SPEAKING Talking about how you spend your time

Introducing the topic

- With books closed, write these sentences on the board:
I never seem to have enough.
Homework takes too much.
It sometimes goes too quickly.
It goes slowly when you're waiting.
- Ask: *What do you think the sentences are about?* Elicit the answer (time). Ask: *Which sentences are true for you? What other things can you say about time? Do you know any sayings about time?* Students discuss the questions in pairs or small groups. Elicit some answers, and add any additional sentences or sayings that students come up with to the board.
- Ask students the *Discover* question, *What is the value of time?* and encourage them to give their opinions. Students then open their books and look at the opening photo, caption, and lesson question.

1

- Focus on the photo and ask: *What does it show? What do you think it means?* Students discuss the questions in pairs or small groups. Refer them to the ideas on the board to help if necessary, or ask more questions to get them thinking, e.g., *Does it show that we have plenty of time? Does it show that time goes slowly?*
- Ask students to read the caption. Ask: *Which activities are a good use of time, and which are wasting time? Why?* Elicit some ideas, and ask more questions to get students to think about what it means to "waste time," e.g., *Is sleeping a waste of time? Why? What about computer games?*

Discover vocabulary Student Book page 112 Workbook page 6

- With weaker classes, do this vocabulary practice in class, before students move on to discussing the quotes in exercise 2. With stronger classes, students can do it for homework, as consolidation.

2

- Students complete the sentences. Check answers. Students then discuss, in pairs, which quotes they agree with and why.
- Ask pairs of students with different opinions about each sentence to explain why they agree or disagree. Encourage other students to express their opinions.

ANSWERS

1 save 2 spend / share 3 find 4 run out of
5 share 6 have

3

- Students read the questionnaire and guess the answers, then compare in pairs. Wait to check answers in the video in exercise 4.

4

- Play the video for students to check their answers. Ask students which facts surprise them. Note that if you are unable to play the video in the classroom, an audio-only version is available from the Teacher's Resource Center.

ANSWERS

6 hours a day, 9 hours a day, 4 hours a day, 60 minutes a week, 40 minutes a week, 15 hours a week

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 4. Pause as each answer is discussed and elicit what the speakers say to confirm each answer.

5

- Read the question aloud and ask students if they can remember some of the answers. Play the video again for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Check answers, and ask: *Which things do you think are a waste of time? Why?*

ANSWERS

Max: being in bed, looking for things, helping at home
Amy: using (cell) phones

6

- Read the key phrases aloud, giving an example of each phrase in use, e.g., *How much time do you spend on your cell phone?* Elicit one or two more examples from the class, encouraging students to use their own ideas as well as the ideas from the quiz in exercise 3.

COMMUNICATION

- Students ask and answer the questions in pairs. Ask some students to tell the class in what ways they and their partner are similar and different.
- Alternatively, students could do a mini survey. In groups, they prepare six questions to ask their classmates. Make sure they all have a copy of their group's questions. You can then put groups together to ask and answer their questions, or allow students to move freely around the classroom, each asking their group's questions to three classmates. Each group then studies its results and prepares a report of its findings to present to the class.

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion.
How much time do you think you waste each day?
Why is it so easy to waste time?
Is wasting time always a bad idea? Is it ever useful? Why?

Discover more

- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to find three facts to bring to the next class.

Further practice

Discover vocabulary, Student Book, page 112 (answers on TG page 112)
Workbook, page 6
Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn Why is sleep important?

Reading strategy Identifying text types

Different types of text use different language and design. Think about what type of text you are reading and what kind of information you expect to find in it. This will make it easier to understand.

1 Study the reading strategy. Then look at the texts on page 7. Write A, B, or C for 1-6. You can write more than one answer.

This text ...

1 is online. 4 gives advice. 5 gives information. 6 gives opinions.

2 is a conversation. 3 is from a leaflet.

2 Compare your opinions about exercise 1. Explain your answers.

3 Read and listen to the texts and answer the questions. Explain your answers.

1.01

1 Why do adults need less sleep?

2 If the student in text A has two hours of homework, what time do you think he goes to bed?

3 Why do teenagers have difficulty sleeping?

4 What are the connections between text A and B?

5 Are the messages in text C friendly, in your opinion?

4 Add the *get* phrases below to the word web. Then think of more examples to complete it.

get to bed early get busier get home get some exercise get the bus get up

Meaning: have, receive, buy, do

Meaning: arrive

Meaning: become

Meaning: use transportation

Discover vocabulary Uses of *get*

Student Book • Page 112 Workbook • Page 6

5 Write questions with *get* to find out about your partner's daily routine. Then ask and answer the questions. How healthy is their routine on a scale of 1-10? (10 is very healthy.)

How often do you get some exercise?

6 TALKING POINTS Discuss the questions.

1 Why is sleep important?

2 Do you think you get enough sleep? Why? / Why not?

3 What are the best rules about screen time and bed time?

4 Which are the best tips for good sleep? Can you think of any more tips?

Discover more ASK FRIENDS and find out how much time they spend in front of screens and how many hours they sleep. Is there a connection?

Unit 1 What is the value of time?

Time for BED

Did you know that giraffes spend more than 23 hours a day asleep, but cats spend 66% of their lives asleep? All animals are different. Adult humans need about seven hours' sleep, but between the ages of 11 and 17, when our bodies and brains are changing, we need between 9 and 11 hours.

5 Sleep is incredibly important. Believe it or not, humans can survive more time without food than without sleep. "Sleep is essential for our brains," says Dr. Madeline Radley, a university professor. "While you're sleeping, your brain organises information. If you don't sleep, your brain can't function, and if your brain can't function, you've got a problem."

How do we know which are Dr. Radley's actual words?

In fact, this is already a problem for many school children in the UK. "I have a student who can't stay awake in class," one teacher told me. "He lives a long way from school, so he gets up at 6 a.m. to get the bus. He has activities after school and sometimes doesn't get home until six in the evening. Then, after dinner and homework, he probably spends at least three hours on his phone watching videos and messaging friends."

As our lives get busier, it's becoming more difficult to rest. Kids now do more activities and homework than ever before, and they rarely disconnect from social media. With a phone next to the bed and messages still arriving at 1 a.m., some kids are only getting six or seven hours' sleep. That's enough ... but only if you're a giraffe.

Why do you think that the author mentions giraffes at the end of the article?

Top Tips for Better Sleep

- Routines are important – go to bed at the same time every day.
- Avoid sugary food and drinks in the evening.
- Avoid using phones and computers at least an hour before going to bed and NEVER have a phone in your bedroom.
- Go for a walk or get some exercise in the evening.
- Find time to relax.

Why is "never" in CAPITAL letters?

Is the language in this phone message formal or informal? How do you know?

Text C: Ashton

I'm winning at NBA 2K18 against Sid the Champ! What are you doing?

Seriously? Are you still playing video games? I'm going to bed. I need to get to bed early.

It's early! Message me later, OK?

Can't I'm not allowed to have a phone in my room, or a TV. Let's talk tomorrow.

No screens huh? ... That's cool!

Reading to learn

Why is sleep important?

Learning objectives

READING Reading an article, a leaflet, and a message conversation about sleep

READING Identifying text types

VOCABULARY Uses of *get*

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to close their eyes. Tell them you are going to say a word to them, and they should write down the first word or idea that comes into their head when you say it. Tell them not to think too much, but just write their first idea. Say the word *sleep*, and ask students to open their eyes and write down their first word or thought.
- Write students' ideas on the board into a word cloud, writing some words bigger if more students wrote them. Point to the word cloud on the board and ask: *What does this tell us about how you feel about sleep? Why is sleep important?* Elicit a few ideas, then ask: *What would you like to know about sleep?* Elicit a few ideas, e.g., *How much sleep do people need? Why do we sleep?*

1

- Students open their books. Point to the three texts on page 7 and ask: *What do you notice about them?* Elicit that the three texts look different.
- Ask students to read the reading strategy, or read it aloud to the class. Elicit some different text types, e.g., novel, article, email, advertisement. Discuss how different text types are different in layout and style.
- Read aloud the first item in the exercise and elicit which text is probably online (C), and why.
- Students then look at the texts and complete the remaining answers. Make sure they know that they can write more than one answer, and explain that they shouldn't read the texts in detail, but should just look at the layout and skim them.

2

- Put students in pairs to compare their opinions. Make sure they know that they must explain their answers.
- Elicit a range of opinions about each answer before you give the correct one, to encourage more students to express their opinions and reasons.

ANSWERS

1 C 2 C 3 B 4 B 5 A, B 6 A, C

3 1.01

- Ask students to read the questions. Point out that to answer the questions, students need to read the texts carefully and think about what they have read.
- Play the audio for students to listen and read, and answer the questions. Remind them to explain their answers.
- Check answers.

ANSWERS

- 1 Adults need less sleep because their bodies and brains are not changing.
- 2 after 11 p.m.
- 3 because they are still receiving messages at 1 a.m., so this will disturb them
- 4 Text A points out that many teenagers have a problem with not getting enough sleep, and Text B offers practical advice that can help teenagers get more sleep.
- 5 students' own answers.

READING TEXT QUESTIONS

- Point to the questions next to the texts on page 7. Encourage students to scan the texts to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the texts to justify their answers.

SUGGESTED ANSWERS

- We know which are Dr. Radley's actual words because they are in quotation marks.
- The author mentions giraffes at the end of the article in order to add a bit of humor, and to reinforce the point that a lot of young people do not get enough sleep.
- "Never" is in capital letters to emphasize this point.
- The language in the phone message is informal. We know this because it uses double exclamation points and emojis. It also leaves words out, e.g., "Still the champion" instead of "I'm still the champion." It uses some informal words, e.g., "huh?"

4

- Read aloud the first definition and example, and point out how the expression *get some exercise* matches the meaning "do." Refer students to the expressions and ask: Which other use of "get" fits this definition? Elicit the answer (*get to bed early*).
- Students then complete the word web.
- Check answers and copy the word web onto the board. Elicit other expressions that fit each definition, e.g., *get something to eat, get to school, get richer, get a taxi, get down*. Invite individual students to come and add these to the word web on the board.

ANSWERS

have, receive, buy, do: *get some exercise*, *get to bed early*
arrive: *get home*, students' own answers
get + preposition: *get up*, students' own answers
use transportation: *get the bus*, students' own answers
become: *get busier*, students' own answers

Discover vocabulary

Student Book page 112 Workbook page 6

- With weaker classes, do the exercises in class, before students move on with the lesson. With stronger classes, students can do the exercises for homework, as consolidation.

5

- Read aloud the task and check that students understand everything.
- Read aloud the example question and elicit a few more questions that students could ask, e.g., *When do you get some exercise?*

- Allow students time to prepare some questions. They could work in pairs for this.

DIFFERENTIATION

- With weaker classes, ask pairs in turn to read aloud some of their questions. Check that they are formed correctly.
- Put students in new pairs to ask and answer their questions, and give their partner a score.
- Ask some students to tell the class what score they gave their partner and why.

6 Talking points

CRITICAL THINKING

- Students can discuss the questions in pairs or small groups. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.

Extra activity: Critical thinking

- Teach the word *nap* (= a short sleep during the day).
- Ask: *Do you ever have a nap during the day? Do you feel better or worse after it? Why?* Elicit a few ideas.
- Ask: *What do you think a "power nap" is?* (= a short nap that people sometimes take at work, to help them work better).
- Ask: *What are the advantages and disadvantages of power naps?* Students could discuss this now, or do some research for homework and discuss in the next lesson.

Discover more

- Draw two columns on the board, for *screen time* and *sleep*. Ask students how many hours they spend on each, and note down the answers on the board.
- Discuss as a class whether there is a connection between the two sets of figures.
- Alternatively, assign the task for homework. Encourage students to ask as many friends as possible (at least six). Bring students' findings together and discuss them in the next lesson.

Preview

- Ask students to look at the *Discover grammar* presentation on page 113 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 112 (answers on TG page 112)

Workbook, pages 4 to 6

Reading practice worksheet, Teacher's Resource Center

1 Read the information leaflet. How is Sameer's day different from yours?

Sameer's Day
When no time is free time

Ten-year-old Sameer is working in a hot, noisy factory. A few feet away, his boss is watching him and is checking that Sameer isn't wasting time. Sameer works nine hours a day, six days a week. In the factory, he doesn't go to school and he doesn't see his family very often because he usually eats and sleeps in the factory. Time goes slowly for Sameer. He gets bored, so while he's working he sometimes daydreams of playing soccer, but when he finishes work he is too tired for games. Sameer is not the only young person in this situation. More than 100 million children work on farms and in factories around the world. Our organization is trying to help kids like Sameer because every child needs education, free time, and a chance in life.

Discover grammar Talking about facts, routines, and actions in progress
Student Book • Page 113 Workbook • Page 7

We use the simple present form to talk about facts and routines. We use the present continuous to talk about actions in progress.

2 Study the examples from the information leaflet. Which talk about facts and routines? Which talk about actions in progress?

- Someone works nine hours a day.
- His boss is watching him.
- He usually eats and sleeps in the factory.
- Our organization is trying to help kids like Sameer.

3 Study the photos of people at work (A) and in their free time (B). Answer the questions.

- What do you think the people do every day at work? (A)
- How are their jobs similar and different? (A)
- What are the people doing in the photos of their free time? (B)
- How do you think they're feeling in each photo? (A and B)



Discover grammar Talking about frequency

Student Book • Page 113 Workbook • Page 7

We can use adverbs or time phrases to talk about frequency.

4 Study the examples from the information leaflet and answer the questions.

- Sameer works nine hours every day.
 - He usually eats and sleeps in the factory.
- Which highlighted word or time phrase is an adverb of frequency?
 - What other adverbs of frequency can replace usually?

5 Look at the ideas for free-time activities. Then think of more activities for each category.



6 Work in pairs. Find out how your partner prefers to spend their free time. Use ideas from exercise 5.

How often do you ...? Do you ever ...?

7 Write a short summary describing how your partner spends their free time. Tell the class.

Lisa enjoys spending time with people. She meets friends every day and she often visits her cousins on weekends. She likes to be active, too. She goes to dance class once a week and she sometimes plays soccer after school.



SEARCH ONLINE and find out more about how people spend their free time. What unusual hobbies do people have?

Language in use

How do we use our free time?

Learning objectives

GRAMMAR Talking about facts, routines, and actions in progress

GRAMMAR Talking about frequency

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, write their findings on the board and discuss them as a class. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to think about the previous week and figure out how much time in total they spent ...
 - in class
 - traveling to and from school
 - doing homework
 - helping at home
 - eating
 - sleeping
- Ask students to add up their total and subtract it from 168 (the number of hours in a week). Elicit their answers, and ask: *How much free time did you have last week? Do you think it's a lot of free time? Do you think you have enough free time?* Elicit a few answers, encouraging students to give reasons for their answers.

1

- Students open their books. Ask them to look at the photo of Sameer and read the title of the leaflet. Ask: *How do you think Sameer's day is different from yours?* Elicit a few ideas.
- Students then read the leaflet and answer the question.
- Elicit answers from students. Then, ask: *What do you think Sameer would think about your life?* Elicit a few answers.

2

- Read aloud the information about talking about facts, routines, and actions in progress.
- Ask students to find the examples (a–d) in the text, then decide which refer to facts and routines, and which to actions in progress.
- Check answers and elicit which verb form each example uses. Then ask students to look at the leaflet again and find more examples of facts and routines and actions in progress.

ANSWERS

- facts and routines (simple present)
- actions in progress (present continuous)
- facts and routines (simple present)
- actions in progress (present continuous)

Discover grammar Student Book page 113 Workbook page 7

- With weaker classes, go through the main points in the *Discover grammar* presentation with the class before they continue with the lesson.

Extra activity

- To reinforce the grammar, focus on the photo of Sameer and ask questions using the simple present and present continuous, e.g., *Where does Sameer work? How many hours does he work every day? How do you think he feels every morning? What does he usually do when he gets home? What's he wearing today? Is he smiling? Is he sitting down? What do you think he's thinking about right now in the photo?* Use students' answers to reinforce the use of the simple present for facts and routines and the present continuous for things happening now.

3

- Allow students time to prepare their answers to the questions, then put them in pairs to compare their ideas. Alternatively, students could write the answers.
- Elicit some possible answers from the class, encouraging students to give reasons for their answers.

SUGGESTED ANSWERS

1 1A The sales clerk tidies the store, puts out clothes, and deals with customers.

2A The police officer patrols the streets, responds to calls, and helps people if there is trouble.

3A The office worker speaks to people on the phone, sends e-mails, and conducts business on her laptop.

2 Similarities: The sales clerk and the office worker both work indoors.

The police officer and the sales clerk work face-to-face with the public.

Differences: The office worker works all day at a desk, but the police officer and the sales clerk don't.

The police officer wears a uniform but the sales clerk and the office worker don't.

3 1B The sales clerk is horse riding.

2B The police officer is fishing.

3B The office worker is running.

4 1A The sales clerk is feeling happy.

1B The sales clerk is feeling excited.

2A The police officer is feeling a bit nervous.

2B The police officer is feeling relaxed.

3A The office worker is feeling happy and interested in her work.

3B The office worker is enjoying the run but she is also feeling a bit tired.

Discover grammar

Student Book page 113 Workbook page 7

- With weaker classes, go through the main points in the *Discover grammar* presentation with the class before they continue with the lesson.
- Ask students to do the two exercises on page 113 for homework.

4

- Read aloud the information about talking about frequency.
- Students study the examples and answer the questions.
- Check answers. Ask students to find more examples of adverbs of frequency in the leaflet in exercise 1.

ANSWERS

1 usually 2 normally, sometimes, never, etc.

5

- Set a time limit of two or three minutes for students to think of as many more activities for each category as they can.
- Write the categories on the board and write students' answers under the appropriate category.
- You could make this competitive by seeing which students thought of the most activities.

6

- To demonstrate the task, ask individual students a few questions, e.g., *How often do you watch videos? How much time do you spend playing sport?* Elicit their answers.

DIFFERENTIATION

- With weaker classes, allow students time to prepare some questions individually and elicit a few questions from individual students to check the form.
- Put students in pairs to ask and answer questions. Point out that they are going to write about how their partner spends their free time, so they should note down their partner's answers.
- Alternatively, students could prepare their questions and write their own answers first. They could then ask and answer their questions in groups and find the student in their group whose answers are most similar to their own.

7

- Read aloud the example summary and point out that it refers to the categories in exercise 5 (spending time with people, active time, etc.) and then gives examples of what activities the person does.
- Ask students to write their summary.
- Ask some students to tell the class about their partner.

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion:
Who in your family has the most free time? Why?
Is it possible to have too much free time? Why? / Why not?
Which do you think is worse – to be too busy or not to have enough to do? Why?

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what unusual hobbies they learned about.
- Students can discuss in pairs which hobbies they would like to try and why.

Preview

- Ask students to do the *Discover vocabulary* exercises on planner events on page 112 before the next lesson.

Further practice

Discover grammar, Student Book, page 113 (answers on TG page 112)

Workbook, page 7

Grammar practice worksheet, Teacher's Resource Center

Life skills

How can we manage our time?

Life skills strategy Managing your time
If you organize your time and plan how to use it, you can do more and still have time to relax.

1 Study the life skills strategy. Then look at the Time Management Checklist. Which of these things do you do?

Time Management Checklist

- Make to-do lists.
- Make a note of your homework.
- Write down important times and dates in a calendar.
- Set alarms on your phone.
- Do important tasks before less important tasks.
- Don't leave things until the last minute.
- Leave home early so that you don't arrive late.
- Keep things where you can find them easily.

2 Look at the reminders. Match each one (A-C) with an item (1-8) from the Time Management Checklist in exercise 1.

A

Olivia's to-do list

clean bedroom

study for history exam on Friday

buy cat food

B

Liam's Calendar

doctor's appointment

math test

C

October

12 Mon

13 Tues

14 Weds

15 Thurs

16 Fri

17 Sat

18 Sun

3 Answer the questions about the reminders above.

- Who has a doctor's appointment on October 16th?
- Who needs to buy cat food?
- Who has a dentist's appointment?
- Who has a math test at 2:00 p.m. on a Tuesday?

Discover vocabulary Planner events
Student Book • Page 112 Workbook • Page 8

Life skills

Listening strategy

Understanding the context
The first time you listen, try to figure out who the speakers are and what the situation is. This will help you understand the context of what is happening.

4 Study the listening strategy. Then listen and match the conversations 1-4 with the situations a-e. There is one extra situation.

a a dentist's office d a film festival
b a conversation between friends e a school class
c a radio program

5 Listen again. Write down the days and times for the activities 1-6.

- the Yankees baseball game
- the history exam
- the science project
- the dentist's appointment
- Mark's soccer practice
- Lucas's piano lesson

6 Think about your week ahead. Make a list of tasks and events. Include these things:

- events with family and friends
- school exams, tests, and projects
- appointments
- sports practice and games, music practice

7 Work in pairs. Find out about your partner's plans. Use the key phrases and ask about:

- this evening
- the weekend
- the rest of the week
- next week

Key phrases Talking about plans
Do you have any plans for ...?
Are you busy / free on ...?
I'm busy / free ... on Monday morning / afternoon / evening.
I have ... today / tomorrow / the day after tomorrow.
There's ... this / next Wednesday.
It's ... next week / next Tuesday.

8 Work in pairs. Discuss how you can organize your plans for the week. Answer the questions and compare your ideas.

- What can you put on a to-do list?
- What homework do you need to do first?
- Do you need to set alarms for anything?
- Are there any important dates to put in your calendar?
- What are your busiest days? When do you have time to relax?

9 REFLECT Which time management tips do you think you will use? Why? Compare your opinions.

Discover more SEARCH ONLINE and find out about **productivity apps for high school students**. These are apps that help people to study and to organize their lives. Choose one you like. Tell the class about it. What is it called? What does it do? Why do you like it?

10 Unit 1 What is the value of time?
Unit 1 What is the value of time? 11

Life skills

How can we manage our time?

Learning objectives

LIFE SKILLS Managing your time

LISTENING Understanding the context

LISTENING Listening to four conversations in different situations

VOCABULARY Planner events

SPEAKING Talking about plans

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their responses now. See the notes on the previous page.

Introducing the topic

- With books closed, write on the board:
I control time.
Time controls me.
- Put students in pairs to discuss what the sentences mean, and which is true for them. Discuss their ideas briefly as a class, then ask: *How can we manage our time?* Elicit a few ideas, e.g., by planning how long you will spend on things.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything.

- Ask students to read the time management checklist and think about which things they do, and examples of when or how they do them.
- Put students in pairs to discuss and compare what they do.
- Ask some students to tell the class what they learned about their partner.
- Ask more questions to encourage students to tell the class about techniques and tips that work for them, e.g., *Which of these tips work well for you? How do you remember what homework you have to do? How do you make sure you don't lose things?*
- Remind students that they had the *Discover grammar* exercises to do for homework.
- If anyone has forgotten to do the homework, ask them: *How can you remember next time?* Refer them back to the tips on page 10 for ideas.

2

- Students look at the reminders and match them to the items in the Time Management Checklist. Check answers.

ANSWERS

A 1 B 4 C 3

DIFFERENTIATION

- With stronger classes, ask students to read the reminders in exercise 2 and ask questions to check their understanding of the new vocabulary in context. Ask:
Which word means you ... ?
have agreed to meet to someone (appointment)
play against another person or team (game)
answer questions to see how well you understand something (exam / test)
learn how to do something (lesson)

3

- Students answer the questions about the reminders.

ANSWERS

1 Rosa 2 Olivia 3 Jason 4 Liam

Discover vocabulary Student Book page 112 Workbook page 8

- With weaker classes, go over the answers to exercise 5 on page 112 as a class, to make sure students understand all the vocabulary.

4 1.02

- Ask students to read the listening strategy. Ask: *Should you listen for details the first time you listen?* (No, you should try to understand the context.)
- Ask students to read the five situations. Ask: *What do you think you might hear in each situation, to help you understand the context?* Elicit a few ideas. Encourage students to think about background sounds as well as the things people say, and the way they speak to each other.
- Play the audio for students to listen and identify the situations.
- Check answers, and ask: *What helped you identify each situation?* Discuss the clues in each conversation, e.g., in conversation 1 (a radio program) we hear music, then the host introduces another speaker.

ANSWERS

a 3 b 4 c 1 d – e 2

5 1.02

- Ask students to read the activities and note down any days or times they can remember from the first listening.

DIFFERENTIATION

- With weaker classes, briefly review how to say times, covering *a.m.* / *p.m.* and the different ways of saying 2:30 (two thirty / half past two).
- Play the audio again for students to listen and note down the times. Check answers.

ANSWERS

1 Saturday, 7:05 p.m. 2 Thursday, 2 p.m.
3 next Friday morning 4 Monday, 4:30 p.m.
5 Friday evening 6 Saturday morning

6

- Students work individually to make a list of tasks and events for their week ahead.
- Monitor and help while they are working, and help with vocabulary as necessary.

7

- Read the key phrases with the class and elicit a few examples of how they are used in context, e.g., *Do you have any plans for Saturday morning? I'm busy on Sunday morning, but I'm free on Sunday afternoon.*

DIFFERENTIATION

- With weaker classes, allow students time to prepare some questions to ask their partner. Stronger students can go straight into the pair work.
- Ask some students to tell the class about their partner's plans.

- Alternatively, think of a few questions with the class and write them on the board. Students could then write the answers, or you could ask individual students the questions.

8

- Ask students to read the questions.
- Demonstrate the task by referring students back to their notes in exercise 6 and elicit some of their ideas. Make notes on the board, e.g., *math test, Monday morning; guitar lesson; guitar practice; Dad's birthday.*
- Point to the notes on the board, then ask: *What can this person put on a to-do list? What homework do they need to do first? Do they need to set any alarms?* Elicit a few ideas, encouraging students to give reasons for their answers.
- Put students in pairs to ask and answer the questions about their own plans.

9 Reflect

CRITICAL THINKING

- Read aloud the questions and point out to students that each person is different, and different methods work well for different people. Ask them to think about their own situation, and which methods can help them the most. Ask them to think also about which methods don't work for them and why. Give students a few minutes to reflect and note down their ideas.
- Put students in pairs or small groups to compare their opinions, or ask some students to tell the class their ideas, then ask other students: *Do the same methods work for you, or do different methods work better? Why?*

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion:
What are the advantages of managing your time?
Can other people manage your time for you, or do you have to do it yourself? Are there any disadvantages?
What are they?

Discover more

- Explain the meaning of *productivity* if necessary (= using your time well, to get more done).
- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to look at three different apps at least and choose one to tell the class about.
- After the research or at the beginning of the next lesson, ask students to tell the class about an app they liked, asking other students to add their ideas if they chose the same one.

Further practice

Discover vocabulary, Student Book, page 112 (answers on TG page 112)
Workbook, pages 8 to 9

Writing How much time do we spend studying?

Writing task A forum post about school life
Mason has posted about school and study time on an internet forum and you want to write a reply. Read the post and answer Mason's questions about life at your school.

Understand the task

- 1 Study the writing task. Why do people use internet forums, chatrooms, and message boards? Do you know or use any?

Writing strategy Thinking about your audience
Before you write, always think about who you are writing for. This will help you to decide what to write and how to write it.

- 2 Study the writing strategy. Then look at *Your World Forum* and answer the questions. Explain your answers.
 - 1 Is this forum for teachers, students, or both?
 - 2 What age do you think the readers of the forum are?
 - 3 Is the forum for one country or is it international?
 - 4 Is Sophie's reply formal or informal? How do you know?
- 5 Does she answer all of Mason's questions?

Writing

3 LANGUAGE POINT Study the **highlighted** words in the forum post on page 12. Check (✓) the correct answer.
We use *because* and *so* ...
a to give examples ☐
b to explain why things happen ☐
c to give answers for problems ☐

Think and plan

- 4 Read Mason's post again. What information does he want to know?
- 5 Think about your school and study time. Make notes for each of Mason's questions. Think of examples to support your answers. Use *because* and *so*.

Write a first draft

- 6 Write the first draft of your post. Use your notes from exercise 5.

Review and edit

- 7 Read through your first draft. Check it and revise it. Then write your final draft.
 - Content Does your post answer all of Mason's questions? Do you explain your opinions?
 - Organization Are your answers to Mason's questions in the same order as in the forum?
 - Style Do you think that your writing style is appropriate for the audience of the forum?

12 Unit 1 What is the value of time?

Reflect What is the value of time?

How much time do we waste? **How can we manage our time?**
Why is sleep important? **How much time do we spend studying?**
How do we use our free time?

- 1 Think about your answers to the lesson questions. Make notes.
- 2 Watch the Reflect video without narration. Can you guess what information the narrator gives?
- 3 Work together and compare your ideas.
- 4 Watch the same video with narration. Make notes. Did you learn anything new?
- 5 Discuss the lesson questions in pairs.
- 6 Now go to the Reflect box in the Workbook and write your answers to the questions.
Workbook • Page 13

Unit 1 What is the value of time? 13

Writing

How much time do we spend studying?

Learning objectives

WRITING Writing a forum post about school life

WRITING Thinking about your audience

WRITING Explaining cause and effect: *because* and *so*

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their ideas now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *How long is your school day? How many lessons do you have? How much time do you get for lunch? How much time do you spend studying?* Elicit answers, then ask: *What would you like to know about school life in other countries?* Elicit a few ideas, e.g., *What time do lessons start? What time do students go home? How much homework do they get?*
- Discuss the information in the culture note. Ask: *How would you feel about having a longer / shorter school day or longer / shorter school vacation?*

Culture note

China has one of the longest school days in the world. Students are often at school from 7:30 a.m. until 5 p.m., and many stay to do their homework at school, too. In the U.K., on the other hand, most students start school at 9 a.m. and finish at 4:00 or 4:30 p.m.

Some countries have longer holidays than others, too. Students in Italy and Greece have 13 weeks off of school in the summer, compared to only 6 weeks in the U.K. and Germany, and 6 to 8 weeks in China.

Understand the task

1

- Students open their books. Read aloud the writing task and point out Mason's post.
- Ask questions to check that students understand the task, e.g., *Who wrote this post?* (Mason) *What do you have to write?* (a reply to his post) *What should you write about?* (your school day)
- If students use some forums, chatrooms, and message boards, ask them which ones, and why they use them. If they don't use any, ask them why they think other people use them and what they gain from them.

2

- Ask: *How would your writing be different if you were writing for a teacher or another student?* Elicit a few answers.
- Ask students to read *Your World Forum* and Sophie's reply, and answer the questions. Check answers.
- Point out to students that thinking about who you are writing for is an important part of any writing task.

ANSWERS

- 1 students 2 teenagers 3 international
4 informal: she uses informal language such as "OK"
5 No, she doesn't say how many classes she has.

3 Language point

- Students study the words and choose the correct answer.
- Check the answer and write a pair of sentences with blanks on the board to demonstrate the difference between the two words, e.g.,
Mondays seem long ____ I have difficult subjects. (because)
I have difficult subjects on Mondays, ____ they seem long. (so)
- Elicit the missing word in each sentence, and elicit which is the reason or cause in each sentence (*I have difficult subjects*).

ANSWER

b

Think and plan

4

- Point out to students that with any writing task, especially in an exam, the most important thing is to complete all parts of the task and answer all the questions in the task.
- Students read Mason's post again and note down the information he wants to know. Check answers.

ANSWERS

when your school day starts and ends, how many classes and breaks you have, which is your favorite day and why, how much homework you get and how you feel about that, how you get to school and how long it takes

5

- Students make notes about their school and study time to answer Mason's questions.

Extra activity: Creativity

- Before students write their first draft, ask them to read Sophie's post again and note down any useful vocabulary or expressions that they could use, e.g., *We get a 20-minute break . . . , Tuesday's my favorite day because . . .* Encourage them to see Sophie's post as a resource that they can use to help with their own writing.

Write a first draft

6

CREATIVITY

- Point out to students that they will revise their work, so they don't need to worry about it being perfect at this stage.

Review and edit

7

- Students read the questions in the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good score they should be able to answer "yes" to all the questions.
- Students revise their post individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

Reflect What is the value of time?

1

- Read aloud the question, *What is the value of time?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues. Explain that there are no incorrect answers, as long as their ideas relate to things they have seen in the video.

3

COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 126 for the ideas contained in the video.

4 

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and make notes. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, an audio-only version is available on the Teacher's Resource Center.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

DIFFERENTIATION

- With stronger classes, in pairs, ask students to prepare their own commentary to one part of the video. Play the first version of the video (without narration) again, inviting pairs to give their commentary for each section.

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132
Workbook, pages 10 to 11

2

VIDEO Learning about memories
READING Previewing
LANGUAGE IN USE Talking about past events
LIFE SKILLS Learning to learn: using memory techniques
LISTENING Listening for gist
WRITING Creative thinking: using a mind map

What do we REMEMBER?

We like to look back and share our memories, but what do we remember best?

What do we remember best?

1 Look at the photo. Read the caption. What kind of past events do we remember?

2 Work in pairs. Ask and answer the questions.

Do you remember ... ?

- Do you have a good memory?
- What kind of things do you remember and forget?
- Do you think people always remember the same things?
- What's your earliest memory? How old were you?
- What reminds us about the past?
- Can a smell bring back memories?
- Do you think we remember more of what we hear, see, say, or do?
- How can we help our memory so that we are less forgetful?

Discover vocabulary Memories

Student Book • Page 114 Workbook • Page 16

3 Watch the Factfile video. What personal memories do Max and Amy mention?



4 Watch the video again. Which questions in exercise 2 do Max and Amy answer?

5 Work in pairs. Talk about the events below. Which do you remember most clearly? Why?

Tell me about ...

- a time when you were very happy
- a memorable meal that you really enjoyed
- a time when you lost something important
- a time when you were sick or hurt
- an important and unforgettable news story

Key phrases Talking about memories

Do you remember ... ?

What do you remember about ... ?

I (don't) remember ... very clearly.

I remember feeling ...

That brings back memories.

That reminds me of ...



ASK FRIENDS Print an old photo that has a lot of memories for you. Write the event, place, and the date and put the photo on the wall. Can your classmates guess which is your photo?

15

Vocabulary

- Memories
- Technology
- Study and learning

Further practice

Discover vocabulary, Student Book, page 114

Workbook, pages 16 to 18

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Previewing
- Reading a magazine article about memories

Further practice

Workbook, pages 14 to 15

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about past events

Further practice

Discover grammar, Student Book, page 115

Workbook, pages 16 to 18

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Learning to learn: using memory techniques

Listening

- Listening for gist

Further practice

Workbook, page 19

Speaking

- Talking about memories
- Checking vocabulary

Further practice

Workbook, page 19

Writing

- A description of a memorable event
- Creative thinking: using a mind map
- Sequencing words

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 20 to 21

Assessment

- Self-assessment, Workbook, pages 22 to 23
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- 21st century skills assessment, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

What do we remember best?

Learning objectives

FACTFLIX VIDEO Learning about memories

VOCABULARY Memories

SPEAKING Talking about memories

Introducing the topic

- With books closed, say: *Tell me something you remember about yesterday. What about last weekend? What about last summer?* Encourage students to talk about individual memories that they have, and ask more questions to encourage them to talk about the details of their memories, e.g., *What was the weather like?*
- Ask students the *Discover* question, *What do we remember?* Encourage students to think about the kinds of events we remember, e.g., happy, sad, exciting, funny.
- Students then open their books and start to look at the opening photo, caption, and lesson question.

1

- Focus on the photo and elicit that it is a family taking a photo together on their phone.
- Ask students to read the caption and then the question in exercise 1. Ask: *When you look at old photos, what do you remember? Can you remember being there / what you were doing / what the weather was like / how you felt? Do you ever look at an old photo and not remember anything about it?* Elicit a range of answers from individual students.

2

- Students can ask and answer the questions in pairs, or they can write their answers individually first, then discuss in pairs or groups.
- Ask each question to the class in a way that involves all students, e.g., *Who has a good memory? Who has a bad memory? What kinds of things do we all remember? Who has the earliest memory in the class? What is it?*

Discover vocabulary Student Book page 114 Workbook page 16

- With weaker classes, do this vocabulary practice in class, before students move on to watching the video in exercise 3. With stronger classes, students can do it for homework, as consolidation.

3 

- Ask students to read the question. Note that the British English *primary school* is *elementary school* in American English. Then play the video for them to note down the answers. Check answers. (If you are unable to play the video in the classroom, use the audio-only version instead.)

ANSWERS

They mention moving to a new house, playing with a sister in the garden, feeling scared at the dentist's, a birthday, primary school.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each memory is mentioned, and confirm what Max and Amy have said.

4 

- Allow students time to read the questions in exercise 2 again and think about how the presenters answer them. They could do this in pairs.
- Play the video again for students to check and complete their answers. Pause the video as necessary to allow them time to write. Check answers with the class.

ANSWERS

What kind of things do you remember and forget?

What's your earliest memory? How old were you?

What reminds us about the past?

Can a smell bring back memories?

Do you think we remember more of what we hear, see, say, or do?

How can we help our memory so that we are less forgetful?

5

CRITICAL THINKING

- Allow students time to think about their memories and make notes.
- Read aloud the key phrases, giving an example of each phrase in use, e.g., *Do you remember a time when you were very happy?* Point out that we can also use the *-ing* form of a verb after *remember* and *remind*: *I remember going on vacation. / That reminds me of going on vacation.*
- Students ask and answer questions in pairs. Ask some students to tell the class about one of their partner's memories.

Discover more

- For homework, ask students to print out an old photo of themselves and write the event, place, and date on it.
- In the next class, collect all the photos and pin them on the wall, adding a number next to each photo.
- Allow students to look at all the photos and try to guess who each one shows. They could do this in pairs.
- Elicit some possible ideas about each photo, then ask the "correct" student to raise their hand and tell the class about the photo. You could see which pair guessed the most of their classmates correctly.

Further practice

Discover vocabulary, Student Book, page 114 (answers on TG page 112)

Workbook, page 16

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn **How do we store memories?**

Reading strategy **Previewing**
Before you read a text, look at the title and the pictures to help you understand what the text is about.

1 Study the reading strategy. Then look at the pictures and the title of the magazine article on page 17. What do you think the article is about? Choose an option (a-c) and explain your answer.

- Why it is important to store memories.
- How technology changes what we remember.
- How our memories are better now because of the internet.

2 Compare your answers to exercise 1. Then read and listen to the article and check your answers.

3 Answer the questions.

- Does the article answer the question in the title?
- Why does the author start the article with Aurelien's story?
- In what way is "the past in your pocket"?
- Why have smartphones changed our habits?
- Explain the "Google Effect."
- What does the author want us to buy and why?

4 Study the words below. Which are similar in your language? Why do you think new technology words are often the same in many different languages?

1 app	7 online
2 click	8 playlist
3 the cloud	9 post
4 data	10 smartphone
5 digital	11 virus
6 internet	

Discover vocabulary Technology
Student Book • Page 114 Workbook • Page 16

5 Read the article again. What other words are similar in your language?

6 TALKING POINTS Discuss the questions.

- Do you think that Aurelien has a useful skill? Why? / Why not?
- Is it a waste of time to learn facts?
- What do you memorize and why?
- Can you remember 11 events from last year?
- What kind of things do you remember? Why?
- Would you like to write a diary? Or buy a photo album? Why? / Why not?

Discover more **SEARCH ONLINE** and find out what a **Scrapblog** is. What do people put on Scrapblogs? Find out one interesting fact to share with the class.

Why memorize anything when it's all on the internet?

Can you remember exactly what you were doing on this day two years ago? Probably not. But Aurelien Hayman can. Say any date to Aurelien – four, five, six years ago – and he can remember what he was wearing, what music he listened to, who he talked to, and if the sun was shining. Most of us can only remember about 11 events from each year of our lives, but Aurelien has a condition called **hyperthymesia**, which means he can remember almost everything. "It's like the dates have pictures," he says.

Unlike Aurelien, most of us don't have a perfect memory. How do you remember what you did last year? Well, you probably look for the past in your pocket, on your phone. That's where a lot of our memories are now – in photos, posts, and playlists. It's all online.

Our smartphones also give us instant mobile access to all kinds of information 24/7. In the pre-digital past, things were different. People memorized numbers, names, addresses, times, dates, and directions because it wasn't practical to carry around address books, maps, and diaries. Nowadays, there's an app for everything. We are storing more and more information online, so we remember less and less. Think about it: when did you last memorize a telephone number? Do you know your own number?

If most information that we need is now online in the cloud, why do we need to remember anything? Why fill our heads with facts and figures when they are a couple of clicks away? Why learn things when you can look them up? Some people say that this "Google Effect" is making us stupid. But maybe the internet is making us smarter. Memorizing information takes time. Maybe it's more useful to learn how to find, compare, and use information.

Here's a problem though – imagine you look up one sunny day and the cloud disappears. If a virus eats our data, do we lose the records, memories, and knowledge of a whole generation? Perhaps it's time to memorize a few phone numbers and buy a photo album, diary, and a notebook, just in case ...

Why is it good to begin an article with a question?

What does "24/7" mean?

What does "a couple of clicks away" mean?

How does the author play with the word "cloud"?

Reading to learn

How do we store memories?

Learning objectives

READING Reading a magazine article about memories

READING Previewing

VOCABULARY Technology

Reporting back

- If students have brought in old photos of themselves, do the guessing activity with them now. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to put down their pens, and tell them you are going to give them a memory test. Write the following ten words on the board and ask students to study them for 30 seconds: *phone, memory, swim, cow, grass, travel, homework, sleep, soccer, water*. Remove the words, then ask students to write down as many of the words as they can remember.
- See who has remembered the most words correctly, then discuss which words were easier to remember, and how students remembered them, e.g., *Did you remember "cow" and "grass" together? Was "memory" easy to remember because you have talked about it recently? Was "soccer" easy to remember because you like soccer? Which word was the most difficult? Why?* Try to elicit that if we can make a connection in our mind, it is easier to remember something.

1

- Students open their books. Ask them to read the reading strategy, or read it aloud to the class. Ask: *Why do you think doing this will help you to understand the text better?* Elicit a few answers. Remind students of the memory test they have just done. Elicit or explain that if we think about something before we read it, we will make more connections in our mind when we read it, so it will be easier to understand and remember.
- Students look at the pictures and the title of the article and think about what the article is about, choosing an option and explaining their reason why.

2 **1.03**

- Students can work in pairs to compare their ideas.
- Elicit a few ideas, but don't confirm them at this stage.
- Play the audio for students to listen and read, and check their answers.
- Check the answer with the class and ask: *How did previewing the article help you to understand it?*

ANSWER

b. The article is about whether we need to remember things now that everything is available for us online.

Culture note

The word "hyperthymesia" literally means "too much memory." There have only been a few studies of people with this condition worldwide, as it is extremely rare. It is thought that a healthy memory makes decisions for us about what to remember and what to forget.

3

- Ask students to read the questions.
- Point out that some of the questions refer to specific parts of the article, e.g., “the past in your pocket” or “Google Effect.” Remind students that they can scan the article to find specific words or phrases, and then read these parts of the article carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to support their answers.

ANSWERS

- 1 Yes, it does. It suggests that we should memorize things in case we lose our electronic memories.
- 2 The author uses Aurelien’s story to introduce the topic of memory and to engage the reader in the topic.
- 3 “The past is in your pocket” because it is on your phone, in your photos and other information.
- 4 Because we have smartphones, we no longer need to remember things.
- 5 The “Google Effect” is the fact that people don’t have to remember facts now because they can always check them quickly online, using search engine such as Google. This means we have become worse at remembering things.
- 6 The author wants us to buy a photo album, a diary, and a notebook, so that we have some memories on paper in case the internet fails.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 17. Encourage students to scan the text to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to justify their answers. Discuss with students how they managed to figure out the meanings of the words and phrases the questions ask about.

SUGGESTED ANSWERS

- It’s good to begin an article with a question because it engages the reader.
- “24/7” means 24 hours a day, 7 days a week – all the time.
- “A couple of clicks away” means that we can find out anything we need to know by using a computer mouse or pressing some buttons on our smartphone.
- The author plays with the word “cloud” by referring to the weather, saying that this cloud could disappear suddenly, like clouds in the sky do. “The cloud” is also a place on the internet where information is stored.

4

- Students study the words and think about which ones are similar in their own language. Explain any words that students don’t understand.
- If you have students from different countries, discuss which words are similar in all their languages.
- Discuss why new technology words are often the same in different languages.

ANSWERS

Students’ own answers. New technology words are often the same because when new technologies are developed, languages don’t have existing words for them,

so it’s easier just to use the word that is first given to the technology.

Discover vocabulary Student Book page 114 Workbook page 16

- With weaker classes, do the exercises in class, before students continue with the lesson. With stronger classes, students can do the exercises for homework.

5

- Read aloud the task and ask: *Should you just find words that look similar, or should you think about the meaning, too?* Elicit that students need to think about the meaning because some words are “false friends” and look similar but have different meanings.
- Students skim the article and note down words that are similar in their language.
- Write students’ ideas on the board. If you have students from different countries, see which words are similar in several different languages.

6 Talking points

CRITICAL THINKING

- Put students in pairs to discuss the questions and make notes on their opinions and experiences.
- Put students in new pairs to compare their notes. Ask: *What did you learn from the second discussion? Did you change your mind about anything?*
- Alternatively, students could write the answers individually.

Extra activity: Critical thinking

- Write *amnesia* on the board and elicit or explain the meaning (when someone loses all their memories). Say: *Imagine you have forgotten everything – who you are, where you live, everything about your past. What difficulties would you have if you couldn’t remember anything?* Discuss the question as a class, encouraging students to think about practical difficulties and also emotional ones.

Discover more

- Explain that students should use the exact search string in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what they found, and what interesting facts they learned.
- Ask: *Would you like to have a Scrapblog? Why?*

Preview

- Ask students to look at the *Discover grammar* presentation on page 115 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 114 (answers on TG page 112)

Workbook, pages 14 to 16

Reading practice worksheet, Teacher’s Resource Center

1 Read the article. Why did people have different memories of this event?

The Titanic – One event, different memories

Was the band really playing when the ship sank?



On April 14, 1912, the Titanic was crossing the Atlantic on a journey from England to America. At 11:40 p.m., as the ship was travelling through icy waters 600 kilometers from land, it hit an iceberg. Three hours later the Titanic sank to the bottom of the ocean. While the ship was sinking, the crew were trying to help passengers onto lifeboats, but there weren't enough boats. Tragically, more than 1,500 people died.

The facts about this historic event are well known. However, the stories that survivors later told were not always the same. Some said that the ship's band didn't stop playing until the ship sank. Others said that the band wasn't playing at the end. The crew were trying to save women and children first. Some passengers said that at least one man was wearing women's clothes because he wanted to escape, but other passengers said that this didn't happen. Stories that the crew tried to shoot violent passengers are also doubtful.

When a very dramatic event occurs, people are stressed and they can't remember details. So stories about terrible events and crimes are often unclear. That's why we will never know all of the facts about the Titanic tragedy.

Discover grammar Talking about past events

Student Book • Page 115

Workbook • Page 17

We use the simple past form to talk about completed actions in the past, and we use the past continuous form to talk about actions in progress in the past.

2 Study the examples from the article. Which examples describe completed actions in the past? Which examples describe actions in progress?

a As the ship was travelling through icy waters, it hit an iceberg.

b While the ship was sinking, the crew were trying to help passengers.

c Three hours later, the Titanic sank.



3 Work in pairs. Read Memory Experiment 1 on page 19. Ask and answer the questions. How far back in time can you remember? Who has the best memory?



4 Close your book and watch a video about a girl called Hannah in a cafe. Then answer the questions in Memory Experiment 2. Which questions were easier to answer? Why?

5 Follow the instructions in Memory Experiment 3.

MEMORY EXPERIMENTS

1 How does time affect our memory?

Can you remember?

- 1 What did you do last weekend? Two weekends ago? Three / four / five weekends ago?
- 2 What were you doing at eight o'clock last night? Two nights ago? Three / four / five nights ago?
- 3 What were you wearing yesterday? Two days ago? Three / four / five days ago?
- 4 What did you do for your summer vacation last year? Two years ago? Three / four / five years ago?

2 How good is our short-term memory? How much detail can we remember?



- 1 Which of the people in pictures A-D did you see in the video?
- 2 Describe what Hannah was wearing.
- 3 How many people were sitting in the cafe?
- 4 What was the girl in front of Hannah carrying?
- 5 What did Hannah order?
- 6 What was on the wall behind Hannah?
- 7 How much was Hannah's order?

3 Do we remember better together?

- 1 Study the puzzles for two minutes. Try to remember all of the details.
- 2 Close your book and write out the puzzles from memory.
- 3 Work in pairs and compare your answers. Can you remember better together?
- 4 Open your books and check your answers.

When I was six years old, my brother was half my age. How old was my brother when I was twelve years old?



Cora baked some cookies and gave half of them to a friend. While she was walking home, she dropped half of the cookies she was carrying. When she got home she only had six cookies. How many cookies did she have at the start?



6 Think about the memory experiments. What did you learn about your memory?



SEARCH ONLINE and find a good joke in English. Memorize it and then tell the class.

Language in use

How reliable is our memory?

Learning objective

GRAMMAR Talking about past events

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings as a class. See the notes on the previous page.

Introducing the topic

- With books closed, tell students you are going to ask them some questions and they should write down the answers. Ask five or six questions about the school and today's class that students should all know the answers to, e.g., *What was the weather like when you left school yesterday?* *What was the first thing I said in class today?* *What was the first word I wrote on the board?* *Who was the first student to answer a question in class today?*
- Put students in groups to compare their answers. Ask groups to report back on how many of the answers were the same, and how many were different. Ask: *Why do you think some of the answers were different?* Elicit a few answers.

1

- Students open their books. Ask them to look at the photo and elicit what they know about the story of the *Titanic*.
- Students then read the article and answer the question.

- Check the answer. Ask: *Are you surprised that people had different memories? What problems might it cause?* Elicit a few answers (e.g., it might cause problems for the police if people remember the events in a crime differently).

ANSWER

Because when a very dramatic event occurs, people are stressed and they can't remember details.

Discover grammar Student Book page 115 Workbook page 17

- With weaker classes, go through the main points in the *Discover grammar* presentation with the class before they continue with the lesson.

2

- Read aloud the information about talking about past events.
- Ask students to study the examples from the article, then decide which describe completed actions, and which describe actions in progress.
- Check answers.
- You could also ask students to look at the article again and find more examples of completed actions and actions in progress in the past.

ANSWERS

- a Describes two actions that happened at the same time. The first action was in progress when the second action was completed.
- b Describes actions in progress in the past.
- c Describes a completed action in the past.

3

- Explain to students that they are now going to do a series of memory experiments.
- Allow students time to prepare their answers to the questions in *Memory experiment 1*, then put them in pairs to compare their answers and decide who has the best memory.
- Alternatively, students could write the answers.

CRITICAL THINKING

- Ask: *Which were the easiest things to remember? Which were the most difficult? Why do you think this is? How does time affect our memory?*

4 

- Elicit or explain that our short-term memory is the part of our brain that stores memories for a short time, before they go into our long-term memory.
- Explain to students that you are going to play a video and they must watch very carefully, to remember as many details as they can.
- Ask students to close their books, then play the video.
- Students then open their books and answer the questions in *Memory experiment 2*. Put them in pairs to compare their ideas and decide who has the best short-term memory.
- Check answers, then discuss which questions were easier to answer and why this might be.

ANSWERS

- 1 A, D
- 2 a light pink jumper, black trousers, white trainers, a backpack
- 3 one
- 4 a cup of tea / coffee
- 5 a chicken sandwich with chips and an apple juice
- 6 a picture
- 7 £10.25

5

COLLABORATION

- Explain to students that they will have two minutes to study the two puzzles and they must try to remember them.
- After two minutes, tell students to close their books.
- Ask students individually to write out the puzzles from memory. Allow about a minute for this.
- Put students in pairs to compare their answers and rewrite the puzzles if necessary, based on their discussion.
- Students then open their books and check their answers. Ask who managed to write out the puzzles correctly as an individual, or as a pair. Ask: *Do we remember better together?*
- In their pairs, students try to answer the puzzles.

ANSWERS

Cora made 24 cookies.
The brother was nine years old.

6

- Allow students time to look back at the memory experiments and think about what they learned about their own memory. Ask more questions if necessary to get them thinking, e.g., *What things are you good at remembering? What do you find difficult to remember? What things help you to remember? What parts of your memory would it be useful to improve?*
- Students can then discuss their ideas in pairs or small groups.

Extra activity: Critical thinking

- Ask: *What else would you like to know about your memory?* Elicit a range of questions students would like to find answers to and write them on the board, e.g., *Is it possible to improve your short-term memory? How do memories move from your short-term memory to your long-term memory? Why do we remember some things and not others?*
- If students are interested, they can do some research for homework and tell the class in the next lesson what they learned.

Discover more

- Explain that students should use the exact search string in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- After the research or at the beginning of the next lesson, ask individual students to tell the class their jokes from memory.
- Discuss as a class what techniques students used to help them memorize the joke, e.g., *Did you keep repeating it out loud? Did you write it down? Did you memorize a few words first and then gradually add more?*

Preview

- Ask students to do the *Discover vocabulary* exercises on study and learning on page 114 before the next lesson.

Further practice

Discover grammar, Student Book, page 115 (answers on TG page 112)
Workbook, page 17
Grammar practice worksheet, Teacher's Resource Center

Life skills **How can you improve your memory?**

Life skills strategy Learning to learn: using memory techniques
You can learn more and learn faster if you use techniques to help you remember. Practice different techniques to see which ones work best for you.

- 1 Study the life skills strategy. How do you usually remember things that you want to learn?
- 2 Read the study tips for remembering vocabulary. Then copy and complete the chart in your notebook. Compare your answers with your partner.

Study tip	Do you use it?	What do you think of it?
1		
2		

Study tips: Remembering vocabulary

1 Make connections between words. Try to learn words in groups.

2 Use your phone. Record words on your phone. Listen to the words and repeat them. Find apps to review and practice vocabulary. Use online dictionaries to look up words and check pronunciation.

3 Make vocabulary cards. Write down new words on cards and write the translation or definition on the other side. Look at different cards every few days and test yourself.

4 Make example sentences or stories. If you want to remember a list or a group of words, create sentences or memorable short stories with them.

Opposites
Fantastic / terrible

Word families
happy, happiness, happily

Topics
Memory, memory, remember, memorise, forget, remind, memorise.

May list and a memorable day that I will always remember and never forget.

3 Practice remembering vocabulary. Find five words on page 20 and test your partner. Use the key phrases to help you.

Key phrases Checking vocabulary
What's the opposite of ...?
What's another word for ...?
What adjective / noun / verb / adverb can you make from ...?
What's the definition of ...?
How do you say ... in (English / Arabic / Turkish / Spanish)?

4 Read the preview of the Memory Masters podcast. Which methods do you think that the memory athletes use to help them remember?

MIND MATTERS Episode 10

MEMORY MASTERS Can you train your brain like an expert? Host Dan Stewart interviews a memory expert, Sally Hall.

Every year, people compete to become the World Memory Champion. The competitors are called memory athletes because the competition is a type of athletics for the brain. To win, an athlete must memorize a lot of information. One world champion memorized 520 numbers in five minutes! The memory athletes are normal people who train their brains and practice a lot. But what methods do they use? Can we all improve our memories in the same way?

Listening strategy **Listening for gist**
When we listen to something in another language, we might not understand every word, but we can listen to understand the main ideas. Speakers usually emphasize the parts of their message which are important, so listen for the words and ideas that they stress or repeat. Don't worry about the parts that you don't understand.

5 Study the listening strategy. Then listen to the podcast. What are the main ideas? Choose the correct words in the summary.

6 Listen again. Which words and places can you remember from Sally's memory journey? Write these down.

7 Invent a memory journey using all of the words in the shopping list. Use your imagination.

8 Work in pairs. Compare your memory journeys from exercise 7. Who has the most memorable journey?

9 REFLECT Think again about the memory techniques from exercise 2. Which will you try using? Why?

Shopping list
banana
orange
T-shirt
sneakers
shampoo
water

20 Unit 2 What do we remember?

Unit 2 What do we remember? 21

Life skills

How can you improve your memory?

Learning objectives

LIFE SKILLS Learning to learn: using memory techniques

VOCABULARY Study and learning

SPEAKING Checking vocabulary

LISTENING Listening for gist

LISTENING Listening to a podcast about a memory technique

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their jokes and discuss their memory techniques now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What were the three memory experiments you did in the last class?* Give students about a minute to write down as many details as they can remember.
- Check answers, then ask: *Who found it easy to remember? Who found it difficult? Do you think it is possible to improve your memory? How?* Elicit a few ideas.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything.
- Ask students to think about how they usually remember things they want to learn. Ask more questions, if necessary, to prompt them, e.g., *Do you write things down? Do you draw pictures or diagrams? Do you say things out loud?*
- Elicit a range of ideas and make notes on the board of techniques that students use.
- Point to the list on the board and ask: *Which techniques have you not tried yet?* Reinforce the point that it is a good idea to try lots of different memory techniques, to find what works best for you.

2

- Students read the study tips. Discuss which of the tips are similar to ones on the board from exercise 1, and which are new.
- Students then copy and complete the chart with their own ideas.
- Put students in pairs to compare their answers and discuss what they think of each tip and why.
- Discuss as a class which techniques students like.

Discover vocabulary Student Book page 114 Workbook page 18

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Go over the answers to the exercises now (TG page 112), and make sure students understand all the vocabulary.

3

- Read aloud the key phrases with the class and elicit a few examples of how they are used in context, e.g., *What's the opposite of "happy"? What adjective can you make from "memory"?*

DIFFERENTIATION

- With weaker classes, allow students time to prepare some questions to ask their partner. Stronger students can go straight into the pair work.
- Ask students if they think checking vocabulary with a partner is a good way to help them learn new vocabulary.

4

- Focus on the podcast preview and ask: *What do you think a memory master is?* Elicit that it is someone who has a very good memory.
- Students read the podcast preview and answer the question.
- Discuss their answers with the class, but don't confirm their ideas at this stage (students can check their ideas in the listening in exercise 5).

5 1.04

- Ask students to read the listening strategy. Ask questions to check that they have understood the strategy, e.g., *When you listen for gist, is it important to understand everything? (no) How can you recognize the important parts? (they may be stressed or repeated) When you listen to something for the first time, should you listen for details or for gist? (gist).*
- Ask students to read the podcast summary, then play the audio for students to listen and choose the correct answers.
- Check answers, and ask: *What important ideas did you hear stressed or repeated?* (journey, rooms, shopping list, connections).

ANSWERS

1 memory technique 2 a shopping list 3 connections

6 1.04

- Play the audio again and ask students to focus on the words and places from Sally's journey.
- Put students in pairs to compare their answers.
- Elicit answers and recreate Sally's memory journey.

ANSWERS

milk (living room), apples (hall), bread (bedroom)

7

- Students work individually to invent a memory journey. Encourage them to do this without writing, but just to picture the places in their heads. Tell them their memory journey could be in their home, at school, or in another place that they know well.

8

COMMUNICATION

- Students work in pairs to tell each other their memory journeys from exercise 7. Ask some students to tell the class, and discuss as a class whose journeys are the most memorable, and why.

- Alternatively, students could work in pairs to tell each other their memory journeys and then see if they can repeat their partner's memory journey back to them. Ask who managed to repeat their partner's journey back, and point out that the more memorable the journey is, the easier it is to remember and repeat.

9 Reflect

- Read aloud the questions and point out to students that each person is different, and different techniques work well for different people. Ask them to think about their own memory, and which techniques they think will help them the most. Ask them to think also about which techniques work less well for them and why. Give students a few minutes to reflect and note down their ideas.
- Put students in pairs or small groups to compare their ideas, or ask some students to tell the class their ideas, then ask other students: *Who else thinks this technique would work for them? Why? Who thinks this technique wouldn't work for them? Why not?*

Extra activity: Critical thinking

- Hold up a pencil or book and ask: *What's this?* Elicit the English word. Then ask: *What's the word meaning "a meeting with a dentist or doctor"?* (appointment). Remind students that they learned the word *appointment* in the last unit. Ask: *Why is the first word easier to remember than the second word?* Elicit that students have known it for longer and have seen it more times. Ask: *What does this tell you about how to learn new vocabulary?* Elicit that you have to see and use words as many times as possible, so that they go into your longer-term memory. Discuss ways that students could do this, e.g., reviewing vocabulary regularly, using new vocabulary when they speak or write.

Discover more

- Explain that students should use the exact search strings in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to write a factsheet with five pieces of information.
- After the research or at the beginning of the next lesson, ask students to tell the class some of the facts they found. Ask who found similar facts.

Further practice

Discover vocabulary, Student Book, page 114 (answers on TG page 112)
Workbook, pages 18 to 19

Writing Which days do we remember best?

Writing task A description of a memorable event
Your school magazine is holding a competition to write a short article with the title, *A Day to Remember*. Write about an event that you enjoyed and that you remember well.

Understand the task

- Look at the photos and describe them. Do you remember any events like these?





- Study the writing task. Which days do you remember best? Which day would make an interesting article?

Think and plan

Writing strategy Creative thinking: using a mind map
A mind map is a good way to help you think of ideas when you are starting to write. Use the categories to help you to remember details about an event or a topic.

- Study the writing strategy. Then look at Maria's mind map and read her article. Does she use all of the ideas from the mind map?



A day to remember

Last year I went to a local carnival. It was a fantastic day and I remember every minute. We arrived at about midday. ~~At first~~ there weren't many people. After about an hour everyone arrived and there were crowds of people. It was hot and sunny and everyone was in a good mood. There were some food stalls, so we had a couple of tasty snacks. ~~Then~~ the carnival procession came past. There were hundreds of people marching, singing and dancing, and there were a lot of bands playing music. They were all wearing amazing costumes. Suddenly a girl in crazy clothes pulled me out from the crowd and started dancing with me. My friends and family were all laughing. It was very funny.

~~Later on~~ there was more music in the streets, and finally there were some awesome fireworks. It was a loud and colorful end to a memorable day.

By Maria

- Make your own mind map for your article. Follow the instructions.
 - Read the writing task again. Choose a memorable day that you want to write about.
 - Write the event in the center of your mind map. Copy the headings from Maria's mind map.
 - Think of words and phrases that help you to remember the event and write them in your mind map.
- Look again at your mind map. Choose the best ideas for each of your paragraphs. Make a paragraph plan in your notebook.

Paragraph 1 – Introduction – What is the event? When did it happen?

Paragraph 2 – The main action – What happened first? What happened after that?

Paragraph 3 – The end of the day – What happened later on? How did the day end?

Write a first draft

- LANGUAGE POINT** Study the highlighted phrases in Maria's article on page 22. Find three more sequencing words that Maria uses to order the events.
- Write the first draft of your article. Follow your paragraph plan from exercise 5 and use sequencing words to order the events.

Review and edit

- Read through your first draft. Check it and revise it. Then write your final draft.
 - Content Does your article include details to explain why the event was enjoyable and memorable?
 - Content Does your article include ideas from your mind map?
 - Organization Is your article organized into three paragraphs?
 - Style Did you include sequencing words to order the events in your article?

22 Unit 2 What do we remember?

Reflect What do we remember?

What do we remember best?

How do we store memories?

How reliable is our memory?

How can you improve your memory?

Which days do we remember best?

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video without narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video with narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.
- Now go to the Reflect box in the Workbook and write your answers to the questions.



Shopping list:
brown bread
crushed walnuts
orange juice
pineapple



I learned that our best memories are of times when we were very happy, sad, scared, or excited.

Unit 2 What do we remember? 23

Writing Which days do we remember best?

Learning objectives

WRITING Writing a description of a memorable event

WRITING Creative thinking: using a mind map

WRITING Sequencing words

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What can you remember about last Wednesday? Can you remember anything about May 15? Why not?* If students cannot remember anything, elicit that it is because the days were (probably) not special in any way. If any students had their birthdays on those days, elicit that they remember the day because it was a special day. Ask: *What other special days do you remember?*

Understand the task

1

- Students open their books. Elicit a description of each photo, then ask some students to tell the class about similar events that they remember. Encourage them to talk about the details that they remember (e.g., what the weather was like, who they were with, how they felt).

2

- Ask students to read the writing task.
- Ask questions to check understanding of the writing task, e.g., *What do you have to write – a blog, an email, etc.?* (a magazine article) *Where can people read it?* (in the school magazine) *Who will read it?* (students and teachers) *What do you have to write about?* (a memorable day).

COLLABORATION

- Ask students to think about three days they remember well, then decide which would make an interesting story. In pairs, they tell their partner about their three ideas and discuss which would make an interesting story.

Think and plan

3

- Students read the writing strategy and Maria's mind map and article, then answer the question. Check the answer. Ask students to provide evidence from Maria's article to support their answers.
- Refer students to the Writing workshop on page 132 and suggest they read the section on *Generating ideas* for homework.

ANSWER

Yes, she includes all the ideas.

4

- Students use their own ideas to make their own mind map for their article.

DIFFERENTIATION

- With weaker classes, write the mind map headings onto the board. Invite a student to tell you about their memorable day, and add their ideas to the mind map on the board to demonstrate.

5

- Refer students back to Maria's article and ask: *How many paragraphs are there?* (three)
- Read the paragraph plan with the class and point out how it matches with Maria's article. Students write their own paragraph plan.

DIFFERENTIATION

- With weaker classes, refer back to the mind map on the board and elicit a paragraph plan from the class, based on the ideas in the mind map.

Write a first draft

6 Language point

- Point out the highlighted phrases and explain that sequencing words and phrases that tell us about the order in which things happened.
- Students read Maria's article again and find three more sequencing words. Check answers.

ANSWERS

After, Suddenly, finally

7

CREATIVITY

- Students write their first draft. Point out to students that they will revise their work, so they don't need to worry about it being perfect at this stage.

Extra activity: Critical thinking

- Before students write their first draft, ask them to read Maria's article again and note down any adjectives that Maria uses to make her writing interesting, e.g., *fantastic, tasty, crazy, funny, loud, colorful*. Generate ideas for some more adjectives that students could use to describe a memorable day, e.g., *sunny, exciting, busy, amazing*. Encourage them to use a range of different adjectives to make their writing more interesting to read.

Review and edit

8

- Ask students to read the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good score they should be able to answer "yes" to all the questions.
- Students revise their work individually or in pairs. They then revise their article individually, either in class or for homework.
- When grading students' work, refer to the four items in the checklist. You could give a score out of ten for each item, giving a total out of 40 for the task.

Reflect What do we remember?

1

- Read aloud the question, *What do we remember?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues. Explain that there are no incorrect answers, as long as their ideas relate to things they have seen in the video.

3

COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 128 for the ideas contained in the video.

4 

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and make notes. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

DIFFERENTIATION

- With stronger classes, you could put students in pairs and ask them to prepare their own commentary to one part of the video. Play the first version of the video (without narration) again, inviting pairs to give their commentary to each section.

6

- Ask students to complete the questions in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 20 to 21

Project

How much exercise is good for our health?

Project task

Doing a class survey

Work in groups and do a class survey about exercise and health. Write multiple-choice questions. Ask your survey questions and collect the results. Prepare a chart and discuss your results with the class.

UNDERSTAND

- Read the instructions for the project task above. What is the main aim of the project?
- Read the *Do Young People Do Enough Exercise?* survey results below. Answer the questions.
 - What questions do you think were in the survey?
 - Choose the correct answers (1-4) to complete the captions.
 - Write a conclusion for the report. Do you think young people are doing enough exercise? Explain your answer.

COLLABORATE AND PLAN

3 Katie, Ben, Emily, and Oliver are discussing the tasks they need to do for their project. Listen and complete the *What?* column in the project planner with the items below.

choose topics for questions discuss results with class do the survey prepare a chart write questions and answers

Task	What?	Who?	When?
1			
2			
3			
4			
5			

4 Listen to the same four students planning task 1 of the project. Complete the top row of the *Who?* and *When?* columns.

5 Work in groups. Discuss and plan the tasks you need to do for your class survey. Create and complete a project planner like the one from exercise 3. Use the key phrases during your planning.

Key phrases Planning

What? What do we need to do? What's the first / second / third / fourth / next / last task? How? How should we do that? I think it's better to	Who? (Katie), why don't you ...? Should we ... individually / in pairs / as a group? When? We need to ... before / after we ... When do we need to do it by? We need to ... by tomorrow / Thursday.
---	--

6 Write four multiple-choice questions about exercise and health for your group's class survey. For example:

How much exercise do you do per day?

a less than 29 minutes b from 30 to 59 minutes c at least 60 minutes

7 Do the survey and record the answers.

SHARE

8 Choose one of the questions and prepare a chart to present the results of your survey.

PRESENT

9 Present your chart to the class. Which group has the most interesting results?

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which survey questions produced the most interesting results?
- Which tasks were you not able to complete on time? Why?
- How effective was your group's presentation of your results?
- Which research was the most useful?

Project

How much exercise is good for our health? Doing a class survey

Learning objectives

Do a class survey

COLLABORATION Work collaboratively on a class survey

CREATIVITY Think creatively to plan the survey

COMMUNICATION Present a survey report to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, ask: *How often do you do exercise? Every day? Once a week? Twice a week?* Elicit a few answers, then ask: *How often should you do exercise? How much exercise is good for you? Is it possible to do too much exercise? Why? / Why not?* Elicit a range of answers.

Understand

1

- Students open their books. Ask them to read the instructions for the project task and answer the question.

ANSWERS

The main aim of the project is to find out how much exercise your classmates do. Students will need to do some research online, choose four topics for their survey, write multiple-choice questions for their survey, carry out

their survey, collect the results and write a report, then present their results to the class.

CRITICAL THINKING

2

- Focus on the survey report and explain to students that this is the kind of report they will produce to present their own survey results. Ask students to read the report.
- Students can answer the questions individually or in pairs.
- Discuss the answers with the class and ask more questions to check that students understand the details of what they will do, e.g., *What kind of questions should you write for your survey?* (multiple-choice questions) *What will you do with the information from your survey?* (write a report) *What will you discuss with the class?* (your results).

ANSWERS

1 How much exercise do you do each day?

How many days do you walk to or from school each week?

How much time do you spend watching TV each day?

Which of these activity types do you do outside school?

2 1 Less than a quarter 2 never walk to school

3 less than 4 Less than half

3 students' own answers

Collaborate and plan

3 1.05

- Focus on the project planner and ask: *What tasks do you think they will discuss?* Elicit a few ideas, but don't confirm them.
- Play the audio for students to listen and complete the *What?* column with the correct tasks.

- Allow students to compare their answers, then play the audio again for them to check and complete their answers.
- Check answers. Ask: *Why is it important to plan your survey carefully? What can go wrong if you don't plan carefully?* Elicit a range of ideas (e.g., you might do tasks that are not relevant to the objective).

ANSWERS

1 choose topics for questions **2** write questions and answers **3** do the survey **4** prepare a chart **5** discuss results with class

4 1.06

- Read aloud the instructions, then play the audio for students to listen and complete the information.
- Check answers.

ANSWERS

Who? everyone **When?** by Thursday

5

COLLABORATION

- Students copy the project planner, then work in their groups to discuss and plan the tasks for their own survey and complete the planner. Tell them to think about which tasks they can do in class and which it would be better to do at home.
- Encourage students to use the key phrases to discuss and plan the tasks.
- Ask some groups to present their plans to the class and explain why they planned the work in this way. Discuss as a class which plans are realistic and which allow too much time or not enough time. Allow students time in their groups to amend their plans.

6

COLLABORATION CREATIVITY

- Before students start, discuss what rules they should follow when discussing ideas as a group (e.g., they shouldn't dismiss anyone's ideas, they should allow everyone to speak).
- Ask students to note down the topic about health and exercise that they choose.
- Elicit one or two ideas from the class and, as a class, generate ideas for questions and multiple-choice answers. You could either specify a number of options students should give, or leave it up to groups to decide.
- Students write their questions and multiple-choice answers.
- Ask groups to tell the class the topics they chose, and the questions they are going to use. Discuss any problems with the questions or multiple-choice answers, and how they can be improved.

7

COMMUNICATION

- Make sure all students have a copy of their questions and multiple-choice answers in order to do their surveys.
- Agree as a class how many people students should ask their questions to, so how many people each individual group member needs to interview. e.g., If the group wants

to question 15 people in total and there are five group members, each member needs to question three people.

- Allow students to move around the classroom to ask their questions. Point out that they should only answer each set of questions once. Remind students to note down the answers they receive.

Share

8

COLLABORATION CREATIVITY

- Students work in their groups to bring their results together.
- Refer students back to the report in exercise 2 and focus on each type of chart in turn. Ask: *Which questions would this kind of chart work well for?* Elicit a few ideas, then ask students to look at their own results again and decide in their groups which kind of chart would work for which question.
- Point out to students that writing the report involves writing the introduction and conclusion, and also preparing the chart. Discuss how students will present their reports to the class (e.g., in digital form or on paper). Also tell students at this stage that they will present only one chart to the class, and their presentation should last one or two minutes.
- Allow students time to discuss how each person in their group will contribute to the report (e.g., who will do the writing and who will do the chart).
- Students then work in their groups to write their reports.

Present

9

COMMUNICATION

- Ask groups to present their reports to the class. They can use visuals to support their report if this is possible.
- Allow one or two minutes for each presentation, so there is time to hear all the presentations and give feedback.
- Ask other students to listen and note down one or two good points about each presentation, and one or two questions they would like to ask about it.
- Allow time for feedback and questions at the end. Discuss as a class whose results were the most interesting and why.

Reflect

CRITICAL THINKING

- Point out to students that reflecting in an honest way on what went well and what went less well during a project task will help them to learn and improve next time. Remind them that evaluating in this way should not involve blaming themselves or individuals, but should focus on what they can learn from their experience of doing the task.
- Put students in groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions.

Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.

VIDEO Learning about prizes
READING Reading online texts
LANGUAGE IN USE Making comparisons
LIFE SKILLS Being a smart shopper: using information
SPEAKING Engaging the listener
WRITING Thinking of ideas: a comparison diagram

How do we know what's THE BEST?

"A winner is a dreamer who never gives up." Nelson Mandela

What prizes do we give and why?

1 Look at the photo and read the quote. Do you agree? Why do people like to win?

2 Work in groups. Ask and answer the questions.

Awards and prizes

- Should we only give prizes to people who come first?
- Why do schools give certificates and prizes?
- Do prizes and awards make people work harder?
- Which sports give the most prize money?
- Do you think that people prefer to get prize money or trophies?
- How much money do you think these trophies are worth?
 - a an Olympic gold medal
 - b an Oscar

Discover vocabulary Prizes

Student Book • Page 116 Workbook • Page 26

3 Watch the Factfix video. Which of the questions from exercise 2 do Max and Amy answer? Were your answers correct?



4 Watch the video again. Why do we give prizes? What are Max and Amy's opinions?

5 Study the ideas below and think of nominations for prizes.

Most interesting video game – Minecraft



6 Work in pairs. Compare your ideas from exercise 5. Explain your choices.

Key phrases Giving opinions

What do you think? In my opinion,
 Let me think. That's interesting.
 I don't think I'm not sure.
 Well, for me, I have no idea, really.



Discover more **SEARCH ONLINE** and find out about a famous trophy. Who won it first? When? Which person or team has won it the most times?

Vocabulary

- Prizes
- Suffixes: people
- Consumer information

Further practice

Discover vocabulary, Student Book, page 116

Workbook, pages 26 to 28

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading online texts
- Reading an online article about the fairness of awards

Further practice

Workbook, pages 24 to 25

Reading practice worksheet, Teacher's Resource Center

Grammar

- Making comparisons

Further practice

Discover grammar, Student Book, page 117

Workbook, pages 26 to 28

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Being a smart shopper: using information

Further practice

Workbook, page 29

Speaking

- Engaging the listener
- Giving opinions
- Product reviews

Further practice

Workbook, page 29

Writing

- A comparison
- Thinking of ideas: a comparison diagram
- Phrases for introducing opinions

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 30 to 31

Assessment

- Self-assessment, Workbook, pages 32 to 33
- Unit test, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

What prizes do we give and why?

Learning objectives

FACTFLIX VIDEO Learning about prizes

VOCABULARY Prizes

SPEAKING Giving opinions

Introducing the topic

- With books closed, ask students the *Discover* question, *How do we know what's the best?* Elicit ideas (e.g., it gets the best reviews, it's the best seller, it wins a prize).
- Ask: *Have you ever won something? What was it? How did you receive your prize? Was it in a special ceremony? How did you feel?* Elicit a few ideas, then put students in small groups. Ask them to compare their experiences of winning and choose one story to tell the class.
- Ask groups in turn to tell the class their chosen story. Ask: *Why does it feel so good when you win something?* Elicit a few ideas.
- Students then open their books and start to look at the opening photo and lesson question.

1

- Put students in pairs and give them two minutes to make a list of as many different kinds of prizes as they can. Write their ideas on the board. Ask: *Which prizes are the most difficult to win? Why?* Elicit a range of opinions.
- Ask students to read the caption. Ask: *Do you agree with Nelson Mandela? Why?* Elicit some ideas, and ask more questions to get students to think about what it means to be a winner. Ask: *Why do people like to win?* Elicit a range of opinions.

Discover vocabulary Student Book page 116 Workbook page 26

- With weaker classes, do this vocabulary practice in class, before students move on to discussing the questions in exercise 2. With stronger classes, students can do it for homework.

2

- Put students in small groups to ask and answer the questions.
- Read aloud each question and ask an individual student for an answer. Ask: *Who agrees? Who disagrees?* Ask a student who disagrees to give their opinion and reasons. Invite other students to give their response to the different arguments.

3 

- Ask students to read the questions in exercise 2 again. Then play the video for them to note down which questions Max and Amy answer.
- Check answers. (If you are unable to play the video in the classroom, use the audio-only version instead.)

ANSWERS

They answer all the questions in exercise 2, apart from "Should we only give prizes to people who come first?" and "Do you think that people prefer to get prize money or trophies?"

DIFFERENTIATION

- With weaker classes, play the video again to check answers. Pause as each question is answered, and confirm what Max and Amy said.

4 

- Elicit what students can remember about Max and Amy's opinions, then play the video again for students to check their answers.
- Check the answers with the class and ask: *Do you agree with Max and Amy? Why? / Why not?* Elicit a range of answers.

ANSWERS

Prizes make us feel good, they are a reward, they make people work harder, they are a way to pay people, and they are a way to show who or what is the best.

5

- Focusing on the mind map and give one or two examples of nominations, e.g., for the most exciting movie or most talented athlete.
- Allow students time to think about their nominations and make notes.

6

- Read aloud the key phrases and check that students understand them all.

COMMUNICATION

- Students compare their ideas in pairs or small groups. If there are different nominations for the same prize, encourage them to discuss the different nominations and agree on the winner. Ask some students to tell the class about one of their nominations and why they chose it.

Discover more

- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what they found, and what interesting facts they learned.
- Ask: *Which winners do you admire the most? Why?*

Further practice

Discover vocabulary, Student Book, page 116 (answers on TG pages 112 to 113)

Workbook, page 26

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn **How can we judge things fairly?**

Reading strategy **1** Reading online texts

Understanding the layout of a web page can help us to navigate and find the information we are looking for. Read the title and headings to get an idea of the content and decide which sections you want to read. Remember, you may need to scroll down or click on a link to another page to find more information.

1 Study the reading strategy. Then look at the web page on page 29. Answer the questions.

- What kind of website is this?
 - an online magazine
 - an online store
 - a blog
- What question does the web page try to answer?
 - Who wins prizes?
 - Who judges awards?
 - Are prizes fair?
- Where can you read about the latest music?
- How can you find out more about the FIFA Ballon D'Or award?
- Who judges the Nobel Prize?
- How many comments are there in total?

2 Read and listen to the web page and the comments. Are sentences 1-5 true (T) or false (F)? Explain your answers.

- All of the awards have expert judges.
- All of the awards select winners in different ways.
- The article shows that the judges usually give the prizes to similar people every year.
- There aren't any comments about the Nobel Prize award.
- All of the comments say that the awards are unfair.

3 Complete the chart with nouns from the web page. What are the suffixes? Can you think of any more words with the same suffixes?

Verb / Noun	Person (noun)
play	player
judge	
win	
art	
music	

Discover vocabulary Suffixes: people
Student Book • Page 116 Workbook • Page 26

4 Make job nouns for 1-5 using the suffixes from exercise 3. Do you think that there are awards for these jobs?

- novel
- photograph
- magic
- soccer
- cook

5 TALKING POINTS Discuss the questions.

- What is your vote for each of the awards?
- Which award do you think is the fairest? Why?
- Which comments do you agree or disagree with? Why?
- What comment would you make about the article?

Discover more **SEARCH ONLINE** and find out about famous **competition TV shows**. What shows are popular in your country? Who judges them? Are they fair?

28 Unit 3 How do we know what's the best?

Entertainment exchange

Search ...

Home Music News TV and Movies Sport Awards Follow

TRENDING The top 10 movies this summer Next year's biggest celebrities 7 shows to binge this month And the winner is ... Really?

AND THE WINNER IS ... REALLY?

Your opinion: Which awards are fair?

AWARD The Happiest Country in the World
JUDGE The United Nations
CRITERIA They look at statistics about health, money, crime, and jobs. They also ask 1,000 people in each country how happy they are.
WINNERS Usually rich countries, like Iceland, Norway, and Switzerland

AWARD The FIFA Ballon D'Or
JUDGE Journalists and the captains and coaches of every national team
CRITERIA FIFA make a list of 25 players and then everybody votes. The award is for both skill and behavior.
WINNERS Usually attacking players, like Lionel Messi and Cristiano Ronaldo

AWARD The Nobel Prize
JUDGE Groups of experts
CRITERIA There are different experts for each prize: peace, physics, chemistry, physiology, medicine, and literature, but nobody knows how they decide.
WINNERS Usually men, but with some exceptions

AWARD Billboard music awards
JUDGE There are no judges.
CRITERIA There are more than 50 categories and prizes. Normally, if you sell the most, you win the prize, but fans vote to decide the winners of two of the awards.
WINNERS Taylor Swift has won more than 20 times. All of the most successful artists are from the USA.

Comments (22)

Kasper (1)
The Korean Kpop band BTS got 300 MILLION votes from fans when they won - so it isn't always American musicians who win. 12 10
10h 11h Reply 11

Mia (1)
Another fact: From more than 200 Nobel prizewinners for physics, only two were women. Where's the fairness there? 10h 11h Reply 11

CRISTIAN (1)
Attacking players win awards because they get the goals, NOT because they're the best. 10h 11h Reply 11

Disagree! (1)
Messi and Ronaldo won many times because they're the best EVER. No question. 10h 11h Reply 11

MISSISSIPPI (1)
Why can't the public vote for these awards? 10h 11h Reply 11

Because we aren't all experts in physics or soccer. These aren't popularity contests. 10h 11h Reply 11

Jim (1)
If the wealthy, healthy countries always win, then maybe it's true that money is the key to happiness. 10h 11h Reply 11

Money isn't everything. Those "happy" countries are so cold! Come to sunny Colombia and meet the happiest people in the universe!! 10h 11h Reply 11

How do people give emphasis to their comments?

What do the people "say"?

Which of the comments are about other comments?

READ MORE

Reading to learn

How can we judge things fairly?

Learning objectives

READING Reading an online article about the fairness of awards

READING Reading online texts

VOCABULARY Suffixes: people

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask: *Who's your favorite soccer player?* Elicit four or five names and write them on the board. Ask: *What's your favorite movie that you've seen recently?* Elicit four or five movie titles and write them on the board.
- Put students in small groups. Ask them to look at the lists on the board and agree on the best one in each category. Tell them they must give reasons for their choices. Allow about three minutes, then ask students for their answers and reasons. Ask: *Was it easy or difficult to choose the best? Why? What did you disagree about?*

1

- Ask students to read the reading strategy, or read it aloud to the class. Check students understand *scroll down* and *click on a link*. Focus on the web page and use it to check

that students understand *layout*. Elicit what the title and headings are on the page.

- Ask: *How is a text in a magazine or book different from an online text?* Elicit that in a magazine or book, you usually have to read a text from beginning to end, rather than just choosing sections to read, and all the information you need is included in the text, rather than in separate links. Students look at the web page and answer the questions. Check answers.

ANSWERS

- a
- c
- on the *Music News* tab
- by clicking on the link (blue underlined text)
- groups of experts
- There are 22 comments in total, according to the count at the top of the comments section. Not all of them are shown, but users have the option to "Read more" by clicking the button.

2 1.07

- Allow students time to read the sentences.
- Play the audio for students to listen and read, and decide if the sentences are true or false.
- Check answers, eliciting evidence from the web page to support the answers.

ANSWERS

- F (Billboard Music Awards has no judges, prizes are based on who sells the most and fans decide the winner for two awards.)
- T
- T

- 4 F (The second comment is about the Nobel Prize.)
 5 F (The first and fifth comment don't say the awards are unfair.)

READING TEXT QUESTIONS

- Point to the questions next to the web page on page 29. Encourage students to scan the text to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the web page to justify their answers.
- Use the first two questions to stimulate more discussion about the fairness of awards, asking: *Is it fair that only some people vote for the best player? Is this the best way to judge the best music?*
- Use the last two questions to discuss politeness in online comments, asking: *Is it polite to emphasize your own opinions too much? How might it make other people feel? What should your attitude be when you disagree with someone?* (respectful)

ANSWERS

- "everybody" means journalists, captains, and coaches of every national team.
- The people sell their albums.
- The people give emphasis to their comments by using capital letters and exclamation points.
- The comments which are about other comments are: *Disagree!! Messi and Ronaldo won many times ... / Because we aren't all experts in physics or soccer. ... / Money isn't everything. ...*

3

- Focus on the first noun in the chart and ask: *What do you call someone who plays a game?* (a player) Point out that we can add a suffix to the verb to make the noun.
- Ask students to look at the web page again and find nouns to complete the chart.
- Check answers. Think of other nouns with the same suffixes, and elicit that *-er* and *-or* are the most common.

ANSWERS

player, judge, winner, artist, musician

Other possible answers: singer, dancer, teacher, actor, scientist, tourist, comedian

Discover vocabulary Student Book page 116 Workbook page 26

- With weaker classes, do the exercise in class, before students continue with the lesson. With stronger classes, students can do the exercise for homework.

4

- Students make job nouns from the words, using a dictionary to help if necessary. Check answers. Discuss whether there are awards for these jobs. See the Culture note below.

ANSWERS

1 novelist 2 photographer 3 magician

4 soccer player 5 cook

Culture note

Novelists can win lots of international prizes; e.g., the Man Booker Prize. Magicians can win a Merlin Award. Professional cooks can win the Chef's Choice Award, which is judged by professional chefs. There are International

Photography Awards each year for the best photographers in the world. Soccer players can win awards from their team, or they can win national or international awards such as Player of the Year.

5 Talking points

CRITICAL THINKING

- Allow students time to prepare their answers individually. You could generate a few ideas for each award first, to give students some ideas. Ask them to write their answer to question 4 on a piece of paper, leaving plenty of space below their comment.
- Put students in small groups to discuss the questions. Ask them to note down things they all agree on. Elicit some of these ideas from each group in turn.
- For question 4, ask students to pass their comments around within their group and add their responses to each other's comments. Remind them that they can use capital letters and exclamation points to emphasize their opinions, but they must be polite and respectful.
- Ask groups in turn which comments provoked the most disagreement and why.
- Alternatively, students could write the answers individually.

Extra activity: Critical thinking

- Write these three quotes on the board:
Winning isn't everything, but wanting to win is.
Winning isn't always finishing first. Sometimes winning is just finishing.
You learn more from losing than winning. You learn how to keep going.
- Put students in pairs to discuss the quotes and decide which one they like best, and why. Ask pairs to tell the class their ideas, and discuss the best attitude to have towards winning and losing. Ask more questions, if necessary, to give students ideas, e.g., *How important is it to want to win? How do you measure your own success? What can you learn by losing?*

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the shows, and think about how fair they are.
- After the research or at the beginning of the next lesson, discuss the shows as a class. Discuss who judges them and how the winners are chosen, and discuss how fair they are.
- Ask: *Would you like to enter a TV competition show? Which one? Why?*

Preview

- Ask students to look at the *Discover grammar* presentation on page 117 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 116 (answers on TG page 112)

Workbook, pages 24 to 26

Reading practice worksheet, Teacher's Resource Center

1 Read the article and answer the questions.

- How was Jesse Owens's experience different from modern runners? Think of three things.
- Why isn't it a good idea to compare apples and oranges?
- Do you agree with the conclusion of the article?

THE BEST EVER?

Can we compare today's athletes with winners from the past?



The Olympic motto is *Citius, altius, fortius*, or "Faster, higher, stronger." It does seem that as time passes, athletes are becoming better and better. In 1936, Jesse Owens's 100-meter record was 10.2 seconds. Nowadays, the fastest times are around 0.72 seconds faster. That's a big difference. Are runners now really much better than Owens?

Well, actually, it was a lot more difficult to run on the tracks in those days. Sports scientists say that modern tracks are probably 1.5% faster. Also, athletes in the past weren't as prepared as modern runners. Today's athletes train more professionally, they think much more carefully about diet, and they have more sophisticated science and equipment to help them.

2009	Usain Bolt	9.58 seconds
1991	Carl Lewis	9.86 seconds
1968	Jim Hines	9.95 seconds
1936	Jesse Owens	10.2 seconds
1912	Donald Lippincott	10.6 seconds

So things are very different now, and trying to compare Owens's times with more recent records is like comparing apples and oranges. We need to compare apples with apples. So maybe it's impossible to say who's the best, ever, at anything.

Discover grammar Making comparisons

Student Book • Page 117 Workbook • Page 27

We use comparative and superlative adjectives and adverbs to compare two or more people, places, or things.

2 Study the examples from the article and answer the questions.

- Athletes are becoming better and better.
- Nowadays, the fastest times are around 0.72 seconds faster.
- Are runners now really much better than Owens?
- It was a lot more difficult to run on the tracks in those days.
- Athletes in the past weren't as prepared as modern runners.
- Today's athletes train more professionally.
- Maybe it's impossible to say who's the best.

1 Which examples are ...?

- comparatives
- superlatives

2 Which example is the comparative form of an adverb? ...

3 When do we add much and a lot?

4 When do we use as ... as?

5 Which example repeats a comparative for emphasis? ...

3 Complete the text with the correct form of the adjectives below.

comfortable difficult frequent heavy long skillful slow



IN 1908, CHARLOTTE COOPER WON THE FIRST OLYMPIC GOLD MEDAL IN WOMEN'S TENNIS.

In the past, women played less ... than men in tennis competitions. The women's clothes were less ... than now. Their skirts were a lot ... and their arms were completely covered, so they probably ran more ... and got very hot. Also, the rackets were a lot ... We can't say, though, if they played less ... Winning an Olympic medal was as ... as it is today. However, the prize money was a lot less than it is today.



4 Study the facts about the Tour de France cycling race. Make comparisons using the adjectives below.

big comfortable dangerous heavy long slow

In 1903, the bikes were more dangerous than modern bikes.

TOUR DE FRANCE facts		
	1903	NOW
Brakes on the bikes?	no	yes
Weight of bike	18 kg	7 kg
Length of the race	2,426 km	3,000 km+
Clothes	wool	Lycra
Average speed	26 km/h approx	40 km/h approx
Prize money	\$35,000	\$500,000

5 Complete the sentences with your own opinions. Use the superlative form of the words in parentheses.

- (skillful) sports are ...
- (important) sports competition is ...
- (famous) athlete in my country is ...
- (good) soccer team in the world is ...



6 Work in pairs. Compare your ideas from exercise 5. Are your answers the same?

Discover
more

SEARCH ONLINE and find out about the history of a sport of your choice. Find three interesting comparisons between your chosen sport in its present-day form and your sport as it was in the past, e.g., 50–100 years ago. Share your comparisons with the class.

Language in use

Can we always say what's the best?

Learning objective

GRAMMAR Making comparisons

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings and opinions now. See the notes on the previous page.

Introducing the topic

- With books closed, generate ideas for some different kinds of fruit and write them on the board, e.g., *apple, orange, grape, banana, lemon, peach*. Ask questions about the different fruits, e.g., *Which ones are the biggest? Which are the sweetest? Which are the most expensive? Which make the best juice? Which have the strongest flavor?*
- As students answer the questions, try to get across the idea that it is difficult to compare things that are very different, and different things have different good and bad points.

1

- Students open their books. Ask them to look at the photo and elicit which people they recognize.
- Students then read the article and answer the questions.
- Check answers. For the final question ask: *Who agrees with the conclusion of the article?* Ask these students to give

their reasons. Then ask: *Who disagrees with the conclusion?*

Ask these students to give their reasons, and ask the students who agree with the conclusion to respond to the arguments. At the end, ask: *Has anyone changed their mind now? Why?*

SUGGESTED ANSWERS

- The track wasn't as fast, he didn't have good running shoes, he didn't have good advice on nutrition, he wasn't a professional runner.
- It isn't a good idea because they are completely different, so they are both good and bad in different ways.
- students' own answers

2

- Read aloud the information about making comparisons.
- Ask students to read the examples, then answer the questions. They could work in pairs for this.
- Check answers. Ask more questions if necessary to check the meanings, e.g., *He's taller than me. / He's much taller than me – what's the difference? He's as tall as me – does that mean he's taller than me?*

ANSWERS

- comparatives: a, b, c, d, e, f
superlatives: b, g
- f
- We add *much* and *a lot* with comparatives, for emphasis.
- We use *as ... as* to say that things are equal or not equal in some way.
- a

Discover grammar Student Book page 117 Workbook page 27

- With weaker classes, go over the main points in the *Discover grammar* presentation with the class before they continue with the lesson.

3

- Focus on the photo and elicit that it shows a tennis player from the past. Ask: *What things were different in the past?* Elicit a few ideas (e.g., the clothes, the shoes, the rackets).
- Students read the text and complete it with the correct comparative forms. Remind students that there are two ways of forming comparatives, with *-er* or *more*.

DIFFERENTIATION

- With weaker classes, read aloud the adjectives first, and elicit which adjectives will use *-er* and which will use *more*. Point out to students that for three answers they will have to form adverbs from the adjectives.
- Check answers.

ANSWERS

1 frequently 2 comfortable 3 longer 4 slowly
5 heavier 6 skillfully 7 difficult

4

- Focus on the photos and ask students what they know about the *Tour de France* race. Ask if there is a similar cycling race in their country.
- Focus on the facts and check that students understand *brakes* and *average speed*.
- Elicit one or two examples of comparisons using some of the adjectives. Students then write comparisons. Encourage them to use *as ... as*, as well as comparatives with *-er* and *more*. Also encourage them to write one sentence using an adverb rather than an adjective.
- Check answers by asking individual students to read one of their sentences to the class. Ask other students: *Do you agree? How can you say this using as ... as / more?*

SUGGESTED ANSWERS

Bikes in 1903 were more dangerous because they didn't have brakes.

Modern bikes aren't as heavy as bikes in 1903.

In 1903, the race wasn't as long as it is now.

Modern clothes aren't as heavy as they were in the past, and they're more comfortable.

The bikes in 1903 were much slower / went much more slowly than now.

The amount of prize money is bigger now.

Culture note

The *Tour de France* is a cycle race that takes place each year in July. There are 21 stages to the race, and it takes place over 23 days, with two rest days. Each year the race takes a different route around France, although it always goes through the two mountain chains the Pyrenees and the Alps, and it always ends in Paris. The stages are timed, and throughout the race, the leader each day wears a yellow shirt (or jersey).

5

- Allow students time to read the task and the prompts, then elicit one or two examples of opinions.

DIFFERENTIATION

- With weaker classes, remind students to think about how to form each superlative, with *-est* or *most*, and remind them that *good* is an irregular adjective. Elicit the superlative form for *good* (best), if necessary.
- Check the form of the superlatives before students compare their sentences in exercise 6.

ANSWERS

1 The most skillful 2 The most famous
3 The most important 4 The best

6**COMMUNICATION**

- Put students in pairs to compare their ideas and discuss when it is and isn't possible to say what or who is best.
- Discuss as a class which of the students' answers were the same, and which were different, and why this is.

Extra activity: Critical thinking

- Write two headings on the board: *Possible to compare / Not possible to compare*.
- As a class, come up with ideas of qualities that it is possible to compare, e.g., how tall, fast, old, heavy, loud something is.
- Elicit ideas of things that it is more difficult to compare, e.g., how attractive, tasty, good, exciting something is. Elicit that it is possible to compare things that are based on facts, but not things that are based on opinions.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what interesting things they learned about soccer. Elicit some comparisons between soccer in the past and now. Try to elicit sentences using a range of different comparative forms.

Preview

- Ask students to do the *Discover vocabulary* exercises on consumer information on page 116 before the next lesson.

Further practice

Discover grammar, Student Book, page 117 (answers on TG pages 112 to 113)

Workbook, page 27

Grammar practice worksheet, Teacher's Resource Center

Life skills

How can we choose the best products?

Life skills strategy Being a smart shopper: using information

Finding and comparing information can help you to make better choices when you want to choose the best products or services. When you shop online, think about whether the information you find is reliable.

- Study the life skills strategy and read the Smart Shopper guide. Then ask and answer the questions.
 - Do you like shopping?
 - Where do you buy things?
 - How do you decide which is the best product to buy?
 - Which is the most useful tip in the guide?

SMART SHOPPER: comparing products

If you're looking for the best product, it makes sense to compare.

- Look at comparison websites, but remember to compare like with like.
- Think about the quality, price, and value of the products that you are comparing.
- Look at reviews or review videos. Do you think that they are fair and reliable?
- Are the reviewers positive? If people complain, does the company respond to the complaints?
- Are there any special offers?
- What does the price include and not include? For example, is delivery included? Is there a guarantee?

Discover vocabulary Consumer information
Student Book • Page 116 Workbook • Page 28

- Study the information about activity trackers. Which tracker do you prefer? Why?

Appliances	The Loop	Pacesetter	Zoom3
Price	\$1280	\$1180	\$39
Battery life	10 days	6 days	4 days
Water resistant	10 meters	1 meter	no
GPS	yes	yes	no
Music player	yes	yes	no
Sleep monitor	yes	yes	yes
Heart monitor	yes	yes	no

Life skills

- Listen to three reviews of the activity trackers in exercise 2. Which of the reviewers (1-3) do you think is ... ?
 - the most enthusiastic
 - the easiest to understand
 - the most boring
 - the most difficult to understand
- Listen again and answer the questions for each review.
 - Is the review positive or not? 1 yes / no 2 yes / no 3 yes / no
 - What does the reviewer like about the activity tracker?

Reviewer 1 _____
 Reviewer 2 _____
 Reviewer 3 _____
 - What does the reviewer dislike?

Reviewer 1 _____
 Reviewer 2 _____
 Reviewer 3 _____

Speaking strategy Engaging the listener

If we want people to listen to us, it's a good idea to sound enthusiastic and not boring. We can do this by being positive when we speak and by using different tones of voice.

- Study the speaking strategy. Then listen to some sentences from the reviews. Do they sound engaging? If not, why not? What would you change to make them more engaging?
- Choose one of the products A-D. Study the key phrases and use them to write a short review of the product.

Key phrases Product reviews

Today I'm reviewing

The best / worst thing about it is

I'm (not too) happy about

This is / isn't great if you want

What I really like / don't like about it is

I really like the fact that

So all in all, I can / can't recommend this (for)

- Practice reading your review aloud. Think about how to engage the listener with your tone of voice.
- REFLECT Work in pairs. Read your review to your partner. Give feedback.

Discover more SEARCH ONLINE and find video reviews for the best toys. Which is best for a young child? Which is best for an older child? Why?

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Unit 3 How do we know what's the best? 33

Life skills

How can we choose the best products?

Learning objectives

LIFE SKILLS Being a smart shopper: using information

VOCABULARY Consumer information

LISTENING Listening to three reviews of activity trackers

SPEAKING Engaging the listener

SPEAKING Product reviews

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their comparisons now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What kind of phone do you have? What do you like about it? Are there any problems with it? Is there a different phone that you would prefer? Why?* Elicit a few ideas, then ask: *Why are some phones a lot more expensive than others?* Elicit a range of answers, and introduce the idea that there are a lot of different products available, and it can be difficult to choose which one is best for you.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything. Ask: *Which information might not be reliable?* Elicit that some

reviews of products might be written by the companies that sell them, so they might be trying to persuade you to buy something rather than giving you information.

- Ask students to read the advice. Check they understand *compare like with like* and *guarantee*.
- Put students in pairs to ask and answer the questions. Encourage them to talk about different kinds of products, e.g., clothes, shoes, computer games, phones.
- Elicit a range of answers from students and, as they answer, ask other students: *How about you? Do you agree? Why? / Why not?*

Discover vocabulary Student Book page 116 Workbook page 28

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Go over the answers to the exercises now, and make sure students understand all the vocabulary.

2

- Focus on the pictures and elicit that they are activity trackers. Ask: *What do activity trackers do?* (They record a person's daily physical activity and other data such as calories burned and heart rate, etc.) *Do you have an activity tracker like this? Would you like one? Why?*
- Read aloud the different categories of information with the class (*price, battery life, water resistant*, etc.) and make sure students understand them all.
- Ask students to read the information about each activity tracker and decide which they prefer and why.
- Ask questions about each tracker, e.g., *Who thinks the Zoom3 is the best? Why? What are the good things about it?*

What are the bad things? Elicit students' reasons for preferring each product.

3 1.08

- Allow students time to read the questions. Play the audio.
- Students listen and answer the questions.
- Check answers.

ANSWERS

a 3 b 2 c 1 d 3

4 1.08

- Ask students to read the questions, then play the audio again. Pause the audio after each review, to allow students time to write their answers.

DIFFERENTIATION

- With weaker classes, students could compare their answers, then listen again to check and complete them.
- Check answers.

ANSWERS

1 1 no 2 yes 3 yes

2 **Reviewer 1** the design, it's waterproof

Reviewer 2 the design, the colors, good value

Reviewer 3 good value, it plays music

3 **Reviewer 1** the weight and size

Reviewer 2 it's not waterproof

Reviewer 3 battery life

5 1.09

- Ask students to read the speaking strategy.
- Demonstrate different tones of voice by saying the same sentence (e.g., *It's a really good product*) using a very flat tone, showing your hand to indicate how the tone stays the same. Then repeat the sentence using a range of tones, using your hand to indicate how your voice goes up and down.
- Read aloud the questions and explain the meaning of *engaging*, if necessary (= making people feel interested).
- Play the first sentence and ask: *Does it sound engaging? How does it sound? (boring) What would you change to make it more engaging?*
- Play the remaining sentences, pausing after each one for students to write their answers.
- Discuss the answers with the class.

ANSWERS

1 Not engaging. It is too flat. It needs to use more changes in tone.

2 Not engaging. It is too flat. It needs to use more changes in tone.

3 Engaging. It uses a lot of changes in tone.

4 Not engaging. It is too fast and not clear enough. It needs to use more changes in tone.

6

COMMUNICATION

- Read aloud the key phrases and elicit an example of each completed phrase, e.g., *Today I'm reviewing the Zoom3 activity tracker. The best thing about it is the price.*

- Ask students to choose a product and write a short review. Encourage them to use fairly short, simple sentences which they can feel confident reading out.

7

- Students practice reading aloud their review. If they have their phones with them, they could record their review and listen back to it, to get an idea of how engaging it is.

8 Reflect

COLLABORATION

- Put students in pairs to read their reviews to each other. Their partner should listen and note down two good things about the review, and two things that could be improved. Students then give each other feedback.
- If there is time, students could read their reviews to each other again, taking on board their partner's feedback.
- Ask: *How easy or difficult did you find it to sound enthusiastic? Why?* Elicit that it is more difficult to sound enthusiastic in another language, then ask: *What can help you with this?* Elicit that practicing is the best way to improve.

Extra activity: Communication

- Refer students back to the information about the three activity trackers.
- Divide the class in groups of three, and, in each group, ask students to each choose one of the trackers.
- Ask students to prepare a short, very positive review about their tracker. Explain that they need to try to persuade their classmates that their tracker is the best.
- Ask groups of three in turn to stand up and each read their review to the class in the most positive, enthusiastic way that they can.
- The class listens and decides in each group who persuaded them that their activity tracker is the best.
- At the end, discuss as a class what helped make a review enthusiastic and persuasive. Ask questions if necessary to get students thinking, e.g., *What about the way the person stands? What about their body language?*

Discover more

- Remind students to use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the best toys and their reasons for choosing them.
- After the research or at the beginning of the next lesson, ask individual students to tell the class their ideas and reasons. Ask: *Who else chose this toy? Why?*

Further practice

Discover vocabulary, Student Book, page 116 (answers on TG page 112)
Workbook, pages 28 to 29

Writing **How do we explain what's the best?**

Writing task **A comparison**
You have read an article on an online health forum which discusses the best kind of exercise. Compare two kinds of exercise and say which you think is better. Write a comment for the forum.

Understand the task
1 Study the writing task and answer the questions.
1 How many kinds of exercise do you need to discuss?
2 Which kind of exercise do you think is best?
3 Which kind of exercise do you not enjoy?
4 What are the positive and negative things about the different kinds of exercise?

Think and plan
Writing strategy **Thinking of ideas: a comparison diagram**
When we are comparing two options, we think about the positive (+) and negative (-) things about each. A diagram which shows positives and negatives can help us to organize our ideas when we plan our writing.

2 Study the writing strategy and read Kelly's notes below. Do you think she prefers walking or swimming? How do you know?
3 Read Kelly's comment below and check your answer to exercise 2. Which ideas from her diagram does she use?

Notes:

Walking	Swimming
Positive + enjoying nature no equipment convenient can do it anywhere and any time Negative - bad weather	Positive + relaxing good for your heart and lungs Negative - finding a pool nearby chemicals in the pool expensive pools can be crowded and dirty

New posts
Swimming is better exercise than walking. Do you agree?
Both walking and swimming are great ways to exercise. They're both healthy and fun, but for several reasons I think that walking is the best exercise. Walking is great because you can do it anywhere at any time. On the other hand, you need to find a pool to go swimming and sometimes it can be crowded and dirty. I also like walking because you get a lot of fresh air and you can enjoy nature. Finally, you don't need any equipment, so it doesn't cost any money. **At the end,** I think that walking is the best form of exercise. **In my opinion,** it's more convenient and more interesting than swimming.
Kelly Davis (14)

34 Unit 3 How do we know what's the best?

Writing **How do we explain what's the best?**

4 Read the writing task again. Choose the kind of exercise which you think is best. Compare this with another kind of exercise. Think of the positive and negative points of each and make a comparison diagram to organize your ideas.
5 Look again at your comparison diagram. Choose the best ideas for your comment. Make a paragraph plan in your notebook.
Paragraph 1 - What are the similarities between the two activities? Which do you prefer?
Paragraph 2 - What are the differences between the two activities. What are the positive and negative points?
Paragraph 3 - All in all, which do you prefer and why?

Write a first draft
6 **LANGUAGE POINT** Study the highlighted phrases for introducing opinions in Kelly's comment on page 34. Answer the questions.
1 Which phrase introduces a contrast?
2 Which introduces a summary of Kelly's opinions?
7 Write the first draft of your comment. Follow your paragraph plan from exercise 5. Use phrases for introducing opinions.
Review and edit
8 Read through your first draft. Check it and revise it. Then write your final draft.
• Content Did you mention the positive and negative points for each activity?
• Organisation Did you organize your comment into paragraphs?
• Style Did you use different phrases to introduce and contrast your opinions?

Reflect **How do we know what's the best?**

- What prizes do we give and why?
- How can we judge things fairly?
- Can we always say what's the best?
- How can we choose the best products?
- How do we explain what's the best?

1 Think about your answers to the lesson questions. Make notes.
2 Watch the Reflect video without narration. Can you guess what information the narrator gives?
3 Work together and compare your ideas.
4 Watch the same video with narration. Make notes. Did you learn anything new?
5 Discuss the lesson questions in pairs.
6 Now go to the Reflect box in the Workbook and write your answers to the questions.
Workbook • Page 33

Unit 3 How do we know what's the best? 35

Writing

How do we explain what's the best?

Learning objectives

WRITING Writing a comparison

WRITING Thinking of ideas: a comparison diagram

WRITING Phrases for introducing opinions

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their ideas and reasons now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What kinds of exercise do you do?* Elicit a few ideas and write the different forms of exercise on the board. Think of some other forms of exercise, including gentle activities such as walking and yoga, and more energetic activities such as running and soccer.
- Focus on the activities on the board and ask questions to elicit comparisons, e.g., *How is (walking) different from (soccer)? What's a good thing about soccer? What's good about walking? What's not so good about walking?* Elicit some ideas and get across the point that there are good things and bad things about each form of exercise.
- Ask: *Is it possible to say for definite that one form of exercise is better than another?* (no) *Is it possible to have an opinion on which is better?* (yes)

Understand the task

1

- Students open their books and read the writing task and answer the questions. Point out that they have to write about their own opinions. Check answers.

ANSWERS

1 two 2-4 students' own answers

Think and plan

2

- Students read the writing strategy. Ask: *Do you ever use a diagram like this? When? What do we know about the ideas in the middle part of the diagram?* (they are true for both kinds of exercise).
- Students read Kelly's notes in her comparison diagram and answer the questions. Discuss possible answers, but don't confirm the answer at this stage.
- Point out to students that a comparison diagram is another way of generating ideas before you start writing. Elicit other ways of coming up with ideas, e.g., making a list, or using a mind map. Point out that using a comparison diagram is especially useful when you are comparing two things because you can show similarities and differences.
- Remind students that they can refer to the Writing workshop on page 132 for more information on *Generating ideas*.

3

- Confirm the answer to exercise 2 (below), then ask who agrees and disagrees with Kelly's opinions and why.

ANSWER

She prefers walking because she includes a lot more positives ideas about walking, and a lot more negative ideas about swimming.

She uses these ideas: healthy (both), can do it anywhere and any time (walking), finding a pool nearby (swimming), pools can be crowded and dirty (swimming), no equipment – free, convenient (walking)

4

- Students look at the writing task again and make their comparison diagrams.

COLLABORATION

- Students could compare their diagrams in pairs and suggest extra ideas that could be added.

5

- Refer students back to Kelly's comment and ask: *How many paragraphs are there?* (3) Read the paragraph plan and point out how it matches with Kelly's comment.
- Students choose the best ideas from their comparison diagram and write their own paragraph plan.

Write a first draft

6 Language point

- Students read the highlighted phrases in context and answer the questions. Check answers.
- Point out the use of commas after all the phrases when they are used at the beginning of a sentence.

ANSWERS

1 On the other hand 2 All in all

Extra activity: Differentiation

- With stronger classes, ask students to cover Kelly's comment. Write on the board: *Swimming and walking are a lot of fun.* Ask: *Can you add the word "both" to this sentence? Where can you add it?* Elicit a few ideas. Students look at Kelly's comment again to check their ideas.
- Point out the two different positions where you can use *both*. Point out that *both* is a useful word to use when comparing two things.

ANSWERS

Both swimming and walking are a lot of fun.
Swimming and walking are both a lot of fun.

7

CREATIVITY

- Students write their first draft. Explain that at this stage they should focus on getting their ideas into the right order, rather than producing their final sentences.

Review and edit

8

- Students read the notes and questions they should use for checking their work. Point out that these are similar to the checks that examiners use when grading exam writing tasks.

- Students could check their work individually. They then revise their comments, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

Reflect How do we know what's the best?

1

- Read aloud the question, *How do we know what's the best?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 ▶

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues. Explain that there are no incorrect answers, as long as their ideas relate to things they have seen in the video.

3

COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 129 for the ideas contained in the video.

4 ▶

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and take notes. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 30 to 31



VIDEO Learning about groups
READING Reading for gist: unknown words
LANGUAGE IN USE Talking about when things happen and experiences
LIFE SKILLS Cooperation: organizing group work
SPEAKING Taking turns
WRITING Research: selecting information

Why do we join groups?

1 Look at the photo and read the caption. Do you think that we are stronger together? Why? / Why not?

2 Work in pairs. Ask and answer the questions.

Groups and followers

- o Which people have the most followers on social media?
- o What's the most popular group messaging app in the world?
- o What kind of work do volunteer groups do?
- o Why do people like being part of a group?
- o Why do some animals live in groups?

Discover vocabulary Groups
 Student Book • Page 118 Workbook • Page 36

3 Watch the Factfile video and check your answers to the questions in exercise 2.



4 Watch the video again. Why do people join groups?

5 Work in pairs. Ask and answer the questions.

- 1 Are you a fan or supporter of any team or group?
- 2 Who or what do you follow on social media? Why?
- 3 What groups or clubs are you in and why did you become a member?
- 4 What clubs and societies are there in your school and in your town or city?

Key phrases Talking about group activities

I'm / I was a member of
 I follow / support ... because
 I'm a (big) ... fan of
 I joined ... to
 I'm thinking of joining

Discover more **ASK FRIENDS** which groups and teams they support or follow: which groups and teams have the most followers?

Vocabulary

- Groups
- Negative prefixes
- Organizing a group trip or event

Further practice

Discover vocabulary, Student Book, page 118

Workbook, pages 36 to 38

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading for gist
- Reading an interview about crowd behavior

Further practice

Workbook, pages 34 to 35

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about when things happen
- Talking about experiences

Further practice

Discover grammar, Student Book, page 119

Workbook, pages 36 to 38

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Cooperation: organizing group work

Speaking

- Taking turns
- Talking about group activities
- Organizing group tasks

Further practice

Workbook, page 39

Writing

- A description of a charity group
- Research: selecting information
- Avoiding repetition

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 40 to 41

Assessment

- Self-assessment, Workbook, pages 42 to 43
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- 21st century skills assessment, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

Why do we join groups?

Learning objectives

FACTFLIX VIDEO Learning about groups

VOCABULARY Groups

SPEAKING Talking about group activities

Introducing the topic

- With books closed, ask: *What groups or teams do you belong to?* As a class, generate ideas of different groups and teams that students belong to, e.g., sports teams, clubs, their school class, their family group, their friendship groups, their groups on social media. Point out to students that they all belong to a lot of different groups, and a lot of things they do each day are in groups.
- Ask students the *Discover* question, *How do groups work together?* and encourage them to give their opinions. Students then open their books and look at the opening photo, caption, and lesson question.

1

- Put students in groups to discuss the question. Ask them to think of three reasons why we are stronger together, and three reasons why we are better alone.
- Discuss the question as a class and ask more questions to encourage students to say more, e.g., *What kinds of things can you do better together? What kinds of things can you do better alone? What are the advantages of working on a team? What are the advantages of working alone?*

2

- Check that students understand *group messaging app* and *volunteer group*.
- Put them in pairs to ask and answer the questions. Read aloud each question and elicit a few ideas, encouraging students to give reasons for their answers. Don't confirm the answers, but tell students they are going to watch a video that will give them the answers.

Discover vocabulary Student Book page 118 Workbook page 36

- Focus on the questions in exercise 2 again. Ask: *Is a fan the same as a supporter? (yes) What do you think a fan club is? What do you think it means to join a club? What does a follower do on social media?* (reads things that a person writes) If students answer the questions easily, refer them to the practice exercise on page 118 for homework. If they struggle to answer, do the vocabulary practice exercise in class.

3 

- Note that the British English *football* means *soccer* in American English. Play the video for students to note down the answers to the questions in exercise 2. Check answers and ask: *Which answers surprised you the most? Why?* (If you are unable to play the video in the classroom, use the audio-only version instead.)

ANSWERS

Singers and football players have got the most followers on social media.

The most popular group messaging app is WhatsApp. Volunteer groups do work to help other people and communities.

People like being in a group because they feel stronger in a group.

Some animals live in groups because they're stronger in a group and it's better to hunt or fight in a group.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what the people have said.

4 

- Read aloud the question and ask if students can remember the answer from the video.
- Play the video again for students to confirm the answer. Discuss the answer with the class and ask: *Can you think of any more reasons why people join groups?* (e.g., to make friends, meet new people)

ANSWERS

People join groups to communicate and share interests, and also because they can achieve more together, or because they have the same interests.

5

- Read aloud the key phrases and check that students understand them all. Elicit a complete example with each phrase, e.g., *I was a member of a tennis club when I was younger.*

COMMUNICATION

- Students discuss the questions in pairs. Ask some students to tell the class about their partner's answers. You could ask who most of them follow on social media and find out who is the most followed by the class and why.

Discover more

- Students could ask friends and family members for homework, and report back in the next class, or they could work in groups in class to discuss which groups and teams the people in their group follow.
- Find out as a class which are the most popular groups and teams. Ask: *Why are these groups / teams so popular? Do people only like successful teams, or do they continue to follow them when they are not successful? Why? / Why not?*

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)

Workbook, page 36

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn **How do groups behave?**

- Look at the photos and the title of the text. What are the good things and the bad things about big groups of people?
- Read the interview with psychologist Dave Walker on page 39. Then study the statements below. Which is the most true for you?
 - I didn't understand a lot of the text because there were too many difficult words.
 - I read the text slowly because I had to stop every time I saw a difficult word.
 - I didn't understand every word, but I understood the general ideas easily.

Reading strategy **Reading for gist**
When you're reading a text for the first time, try to read through it quickly, without stopping. In most texts there will be words that you don't know, but it isn't necessary to understand every word. Focus on the parts of the text which you do understand and not on the parts that you don't understand.

- Study the reading strategy. How can you improve your reading? Discuss with your partner.
- 1.10** Read and listen to the interview. Answer the questions. Use your own words.
 - Can you explain the title of the article?
 - According to the psychologist, what are the good and bad things about being in a crowd?
 - What happened to people with "Liszt fever"?
 - Why do people feel less responsible when they're in a crowd, according to the text?
 - How is social media good for groups?
 - Why is it easy to behave badly in an online group?
- Find the negative forms of words 1-5 in the interview. What other words can you think of with the same prefixes?
 - behave _____
 - social _____
 - polite _____
 - responsible _____
 - fortunately _____

Discover vocabulary Negative prefixes
Student Book • Page 118 Workbook • Page 36
- Look again at the negative words in exercise 5. Use some of the words to write sentences that give examples of the good and bad things about people in crowds.
People sometimes misbehave and do bad things when they are in crowds.
- TALKING POINTS** Discuss the questions.
 - Are you ever in a big group or crowd of people?
 - In what ways is it a good experience?
 - Is it ever a bad experience? Why?
 - Do you think you behave differently when you are in a group or crowd?

Discover more **SEARCH ONLINE** Find out about the world's most crowded concerts. How many people were at the concerts?

Many People, One Mind:
The Crazy of Crowds

Psychologist Dave Walker has studied groups and crowds for years. In this interview he talks about how they behave, and sometimes misbehave.

Why do people like to be part of the crowd?

1 You know the saying *Birds of a feather flock together*? Well, we usually get together with a crowd of people when we have the same interests or share the same passion for something. It's usually a good feeling because being in a big group can make you feel stronger and more confident.

Is this a new thing?

2 Not at all. In Roman times, some of the gladiators had fans who really adored them. And in the 19th century, admirers of pianist Franz Liszt became very emotional at his concerts. People sometimes called it "Liszt fever" because it almost seemed like an illness. In a crowd, excitement can be contagious. Experts call this "collective behavior."

Do people behave differently when they're in a crowd?

3 Sometimes, yes. We've all seen images of groups of screaming fans, for example. Maybe you aren't the kind of person who normally screams, but when there are 5,000, or even 50,000 people together, emotions can spread quickly. People who are usually quiet can become very noisy. Sometimes when we're in a big group, we don't think. We copy instead. But it isn't always a good idea to follow the crowd. If 1,000 people around you do something silly, do you do it, too?

Does this explain antisocial behavior, too?

4 Yes, bad behavior can also be contagious. If one person in a crowd shouts something horrible, for example, then others might think it's OK to do the same. Sometimes people can become impolite and irresponsible when they know that they can hide in a crowd.

Has social media changed the way that groups behave?

5 Yes, because now anyone can start a group. There are online communities with millions of followers around the world. It's great because we have instant contact with people who share our interests. Now you can be part of a crowd without leaving your room.

And do people in social media groups also behave badly?

6 Unfortunately, yes. When people are part of an online group, they can misbehave in the same way as any crowd. So people copy the bad behavior of other people in the group, and they often hide their identities because it's so easy to do. It's a pity.

What do you think the psychologist thinks is a pity?

Reading to learn

How do groups behave?

Learning objectives

READING Reading an interview about crowd behavior

READING Reading for gist

VOCABULARY Negative prefixes

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Say: *Imagine you're at a sports event, watching your favorite team or sport. What can you hear around you? What can you see? How do you feel? How would you behave?* Elicit a few ideas, e.g., they can hear the crowds cheering, they can see the supporters waving flags or scarves, they feel excited and would probably cheer with the crowd.
- Then say: *Now imagine you are in the same place, but you are the only supporter there. What can you hear now? What can you see? How do you feel? How would you behave? Why?* Elicit that they probably wouldn't feel so excited without the crowd, and they probably wouldn't cheer in the same way.

1

- Discuss the question as a class. Ask more questions, if necessary, to help students: *Does a big group help everyone to enjoy the experience? Can crowds help players to play better? How? What happens if the group gets angry?*

2

- Ask students to read the interview, and note down how long it took them to read it. This will encourage them to read quickly. Then ask them to read the statements and decide which is true for them.
- Ask for a show of hands to see how many students chose each answer. Ask: *Did you read the text more quickly than normally? Did you manage to understand the main meaning?*

3

- Ask students to read the reading strategy, or read it aloud to the class.
- Put students in pairs to discuss their experience of reading the text in exercise 2, and how they can improve their reading.
- Discuss their ideas as a class. Point out that using the right reading strategies is very important, especially when you are reading under pressure, in an exam.

4 **1.10**

- Play the audio for students to listen and read.
- Students answer the questions, using their own words as much as possible.
- Check answers, eliciting evidence from the interview to support the answers.

ANSWERS

- 1 The title shows that when people are in a big crowd, they all think and behave in the same way, and this can sometimes cause bad behavior.
- 2 The good thing is that being part of a crowd can help you feel stronger and more confident. The bad thing is that you stop thinking for yourself when you are in a crowd.
- 3 They became very emotional at concerts.
- 4 They feel less responsible because they can hide in the crowd, so they don't feel the consequences of their actions.
- 5 It's good because anyone can start a group and find people who share the same interests.
- 6 It's easy because you can hide your identity.

READING TEXT QUESTIONS

- Read aloud each question, next to the text, on page 39 in turn and get students to race to answer it. When a student gives the correct answer, ask another student: *Do you agree? What evidence is there in the interview to show this?*
- Ask: *Have you ever seen examples of crowds behaving in these ways on TV? When was it? What happened?*

ANSWERS

- The saying means that people who are similar to each other form groups. Answers will vary for whether there's a similar saying in the students' own language.
- We sometimes "follow the crowd" when it isn't a good idea because we stop thinking for ourselves.
- "Contagious" means that something passes from one person to another, like an illness.
- The psychologist thinks it's a pity that people can hide their identities and behave badly online.

5

- Ask students to read the first paragraph and find the first negative word. Elicit the meaning (*behave badly*) and point out how the prefix has changed the meaning to make it negative.
- Students find the remaining words and think of more words with the same prefixes.
- Check answers, and check that students understand all the negative words.
- Write each prefix on the board and elicit other words that students can think of with each prefix. Add the words to the board, and check that students understand them all.

ANSWERS AND SUGGESTED ANSWERS

- 1 misbehave (misunderstand, misread, mishear)
- 2 antisocial (anti-democratic, anti-war)
- 3 impolite (immature, imperfect)
- 4 irresponsible (irregular, irrelevant)
- 5 unfortunately (unhappy, uncertain, untidy)

Discover vocabulary

Student Book page 118 Workbook page 36

- Elicit or explain that we can add a prefix to the beginning of some words, to change the meaning. Ask: *What do you think a negative prefix is? Can you think of any examples?* Tell students they are going to study some negative prefixes now. Refer them to the vocabulary practice exercise on page 118 for homework.

6

- Students write sentences using the words in exercise 5. They could work in pairs for this.
- Ask some students to read their sentences to the class.

7 Talking points

CRITICAL THINKING

- Allow students time to think about their own experiences and prepare their answers individually.
- Put students in small groups and ask them to give each person in their group a number from 1–5 (depending on the number of students in their group). Tell them that you will choose a number at the end of the activity, and this person will report back to the class.
- Ask students to discuss the questions and note down interesting experiences people in their group have had.
- Say a number, and ask this student in each group to tell the class about experiences people in their group have had.

Extra activity: Critical thinking

- Say: *Imagine you are with a group of friends and they all start to bully someone. What can you do?* Elicit a few ideas, and encourage students to see that they always have a choice, and they don't have to follow the crowd.

Discover more

- Remind students to use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the concerts, and find out any more information they can about them.
- After the research or at the beginning of the next lesson, discuss the concerts as a class. Ask: *How do you think the people in the crowd felt? Why?*

Preview

- Ask students to look at the *Discover grammar* presentation on page 119 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)

Workbook, pages 34 to 36

Reading practice worksheet, Teacher's Resource Center

- 1 Read the interview with superfans and answer the questions.
 - 1 Why is the support of fans important?
 - 2 What's the difference between a fan and a superfan?
 - 3 Who has been a fan the longest, Angie, Curtis, or Peter?
 - 4 Who has spent the most money and what did they spend it on?

FANS AND SUPERFANS

Imagine a concert or game without fans, a movie theater with empty seats, a video game without players, Facebook without followers. Fans are important. Without their money and support, pop stars, sports teams, movie studios and games companies couldn't exist. Most fans spend some money supporting their favorite group or team. Some fans spend a lot of money: 15% of fans spend 65% of all the money spent on merchandise and tickets. These are the superfans.



Angie and Curtis, age 13 and 14
Minecraft superfans



Peter, age 12
Manchester United superfan

How long have you been a fan?	We've been fans for about five years.	I've been a fan since I was three.
Have you ever met other fans or been to an event?	Yes, we've been to two games conventions. We were at one last year.	Yes, I'm in a fan club, based here in New York City. We've watched some great games together. We recently traveled to England to watch United play live against Chelsea!
Tell us about the photo. Where are you?	At the last convention. We've already made costumes for the next one.	In my room. My brother decorated it in the team colors for me.
What have you spent money on recently?	I've just spent all my allowance on some "coin packs" which I bought online.	I've just ordered a new Manchester United shirt, but it hasn't arrived yet. It cost \$80.
	Total spent this year: \$415	Total spent this year: \$340

Discover grammar Talking about when things happen
Student Book • Page 119 Workbook • Page 37

We use the present perfect to talk about actions in the past when we don't know the exact time, or it isn't important.

- 2 Study the examples from the interview and answer the questions.
 - a I've been a fan since I was three.
 - b We've been fans for about five years.
 - c We've already made costumes.
 - d I've just spent all my allowance.
 - e It hasn't arrived yet.
 - 1 Which sentence says when something started?
 - 2 Which sentence describes something that finished a short time ago?
 - 3 Which sentence describes something that we expect will happen soon?
- 3 Work in pairs. Imagine you are a superfan. Ask and answer the questions in the Fans and Superfans interview. Use the ideas below or your own ideas.
 - a sports team
 - a singer or band
 - a movie or TV show

Discover grammar Talking about experiences

Student Book • Page 119 Workbook • Page 37

We often use the present perfect to talk about experiences we have had at some time in the past. When we want to say exactly when something happened, we use the simple past.

- 4 Study the examples from the interview and answer the questions. Find more examples.
 - a We've watched some great games together.
 - b We recently traveled to England to watch United play live against Chelsea!
 - c We've been to two games conventions.
 - d We were at one last year.
 - 1 Which sentences tell us when things happened?
 - 2 Which sentences describe experiences, but don't say exactly when they happened?
- 5 Complete the questions in the Are you a Superfan? questionnaire below using the present perfect form of the verbs below.
decorate follow go join read spend search watch
- 6 Work in groups. Are you a superfan? Ask and answer the questions in the questionnaire. Explain your answers. Then check the answer key.
Have you ever joined a fan club?
Yes, I have. I joined the Spiderman fan club last year.

Are you a SUPERFAN?

Have you ever ...?

- 1 a fan club
- 2 to a big event, like a concert, game, or convention
- 3 a video of a famous person again and again
- 4 money on merchandise for fans
- 5 a famous person on social media
- 6 magazines about your favorite groups or teams
- 7 online for biographies or pictures of famous people
- 8 your room with posters of your favorite stars or heroes

Answer key

1-3 Yes answers = Superfan 1-3 Yes answers = Fan or follower

4-6 Yes answers = Big fan 6 Yes answers = Not a fan

- 7 Are you a superfan? Tell the class.

I'm definitely a big fan of the Boston Celtics basketball team. I've put a lot of posters on my walls and I've joined their fan club. I also went to see them play last year.

Discover more

SEARCH ONLINE and find out more about fan club merchandise. Are there any products that you would like to buy?

Language in use

Why are fans important?

Learning objectives

GRAMMAR Talking about when things happen

GRAMMAR Talking about experiences

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings and opinions now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What's the difference between someone who likes watching soccer and a soccer fan?* Elicit a range of ideas, e.g., a fan goes to every game their team plays, might buy a team shirt, always wants their team to win, knows all about the players, etc.
- Ask: *What other people or things can you be a fan of?* Elicit other ideas, e.g., singers and bands, computer games, TV shows, movies. Elicit in each case what fans typically do, e.g., read information about the person or thing they support, buy related clothes or merchandise, go to events.

1

- Students open their books, read the interview and answer the questions.
- Check answers. Ask: *Do you find anything in the interview surprising? Why?*

ANSWERS

- 1 The support of fans is important because they create the atmosphere at events, and their money pays for things.
- 2 A superfan is someone who supports someone or something very strongly, and spends a lot of money on their passion.
- 3 Peter
- 4 Angie and Curtis. They have just bought some "coin packs."

Discover grammar

Student Book page 119 Workbook page 37

- Go over the main points in the *Discover grammar* presentation with the class before they continue with the lesson.

Language note

Students often find the present perfect with *for* and *since* difficult. Point out the common error of using the simple present for things that started in the past and still continue, e.g., *I am at this school since 2016*. Point out also the difference in use between *since* (+ a point in time) and *for* (+ a period of time). Students often tend to overuse *since*, e.g., *I've known him since five years*.

2

- Read aloud the information on talking about when things happen.
- Students study the examples and answer the questions. They could work in pairs for this.
- Check answers and use the answers to reinforce the meaning of the examples with *just*, *already*, and *yet*.

ANSWERS

1 a 2 d 3 e

3

- Read aloud the task and allow students time to think about their answers to the questions in the interview. Encourage them to use their imagination and imagine they are a real superfan!
- Students ask and answer the questions in pairs. Ask some pairs which of them was the biggest superfan and why.

Discover grammar Student Book page 119 Workbook page 37

- Go over the main points in the *Discover grammar* presentation with the class before they continue with the lesson.

4

- Read aloud the information on talking about experiences with the class.
- Students study the examples and answer the questions, then find more examples in the interview. They could work in pairs for this.
- Check answers.
- Use the examples to reinforce the point that we use the present perfect when we don't say when something happened, and we use the simple past when we *do* say when something happened.
- Point out that when we are talking about experiences, the present perfect form of *go* is *have / has been*.

ANSWERS

1 b, d 2 a, c

Other examples: We've already made costumes for the next one. I've just spent all my allowance. I've just ordered a new Manchester United shirt.

5

- Focus on the questionnaire *Are you a superfan?* and explain to students that they are now going to discover if they or any of their classmates are superfans.
- Explain the meaning of *merchandise* and *biography*, if necessary.
- Ask students to complete the questions, using the correct present perfect form of the verbs. Point out that some of the verbs have irregular forms.

DIFFERENTIATION

- With weaker classes, you could elicit the past participles of the verbs first.
- Check the questions, and allow students time to prepare their answers individually.

ANSWERS

1 joined 2 been 3 watched 4 spent
5 followed 6 read 7 searched 8 decorated

6

- Put students in groups to ask and answer the questions. Remind them that they should give more details to explain their answers.
- Ask students to add up their scores and read the key to find out if they are superfans.

7

- Ask if anyone would like to tell the class who they are a fan or superfan of and why. Ask other students to tell the class why they are only a fan, and not a superfan. Encourage them to use negative verbs, e.g., *I haven't spent any money on merchandise*.

Extra activity: Critical thinking

- Focus on the photos on page 39 again. Ask: *What do you notice about the fans?* Elicit that they are all wearing or carrying merchandise.
- Remind students of the interview they read about crowds on page 39 and ask: *How do you think dressing in similar clothes affects people's behavior in a crowd? Does it make people feel more part of the crowd? Does it make them feel more confident? Why? Does it encourage people to copy others in the crowd? Does it help them to "hide" in the crowd? Would crowds be less likely to behave badly if they were all wearing their own normal clothes? Why?* Discuss the questions as a class.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what interesting products they saw and would like to buy.
- Ask: *Do you think fan club merchandise is a good purchase? Why? / Why not?*

Preview

- Ask students to do the *Discover vocabulary* exercises on organizing a group trip or event on page 118 before the next lesson.

Further practice

Discover grammar, Student Book, page 119 (answers on TG page 113)

Workbook, page 37

Grammar practice worksheet, Teacher's Resource Center

Life skills What is good teamwork?

Life skills strategy

Cooperation: organizing group work

If we work together we can do things more quickly and make the most of different peoples' skills. To work efficiently as a team, first decide what tasks you need to do and then agree how to share the tasks between the people on the team.

1 Study the life skills strategy. Then look at Kylie's messages. What does Kylie want to do?

2 Look at Kylie's list of jobs for her and her friends. Work in groups and decide which three things they need to do first.
First, they need to Then, ...

Basketball marathon

List of jobs

- Get help from teachers - Make posters and send them out - Organize food and drink - Find sponsors – contact local businesses - Get permission from school principal	- Organize teams for the marathon - Book the school gym - Plan the games - Figure out the best date for the tournament
---	---

Discover vocabulary Organizing a group trip or event
Student Book • Page 118 Workbook • Page 18

Life skills

3 Listen to a conversation between Kylie and her friends. What has Kylie already done?

4 Listen again. Match the people 1–4 with the tasks (a–d).

1 Kylie	a find sponsors – contact local businesses
2 Tom	b make posters
3 Owen	c post details of the event on Facebook
4 Ella	d book the school gym

Speaking strategy

Taking turns

When you have a conversation in a group of people:

- make sure that everybody has a turn speaking
- listen to what people say
- give people time to talk
- don't interrupt – wait until one person has finished speaking before you speak.

5 Study the speaking strategy. Do you think that Kylie and her friends were all good at taking turns speaking and listening?

6 Work in groups. Follow the instructions.

- Get into groups of four or more and choose activity A or B. - Work together and plan how to organize the event.	- Make a list of jobs that need to be completed. - Decide who can do each task and when. - Use the key phrases and take turns speaking and listening.
--	---

A school trip to the theater, a museum, or a historic place

a celebration at your school for a special day

Key phrases Organizing an event

The first thing we need to do is Who can ...?

After that we need to I could ...

What else do we need to do? I don't mind ...ing

Does anyone want to ...?

7 Compare your plan with the other groups. Which group has made the best plan?

8 REFLECT In your experience, what are the positive and negative things about working in groups?

Discover more

SEARCH ONLINE and find out about **tips for successful teamwork**. Which are the best three tips?

Life skills What is good teamwork?

Learning objectives

LIFE SKILLS Cooperation: organizing group work

VOCABULARY Organizing a group trip or event

LISTENING Listening to a conversation about organizing an event

SPEAKING Taking turns

SPEAKING Organizing an event

Reporting back

If students did the research activity from the previous lesson for homework, ask students to share their responses now. See the notes on the previous page.

Introducing the topic

With books closed, write on the board: *crowd, gang, group, team*. Put students in pairs or small groups and ask them to discuss the difference in meaning between the different words. Elicit ideas from different pairs or groups, and ask: *What's different about a team? How do people behave in a team?* Elicit a range of ideas.

SUGGESTED ANSWERS

A crowd is any large number of people who are in the same place together. A gang is a group of people who work together to do something bad, e.g., commit crimes. A group is just a few people who do something together. A team is a group of people who all work together and support each other to achieve something.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything.
- Ask students to read Kylie's messages and answer the question.
- Check the answer and ask: *What do you think a basketball marathon is?* (a very long game of basketball, in which people take turns playing) *What does it mean to get sponsors?* (encourage people to give money to support the event) *How will this event help them to get new equipment?* (they will raise money to pay for the equipment)

ANSWER

Kylie wants to do a basketball marathon to raise money for some new equipment for the basketball team.

2

- Ask students to read the list of jobs. Check students understand *school principal* and *tournament*.
- Ask: *Which three things do they need to do first?*
- Put students in small groups to discuss the list of jobs. They choose the three they need to do first and discuss why.
- Discuss their ideas as a class.

SUGGESTED ANSWERS

Get permission from school principal
Get help from teachers
Figure out the best date for the tournament

42 Unit 4

Unit 4 How do groups work together? 43

Discover vocabulary Student Book page 118 Workbook page 38

- Remind students that they had the *Discover vocabulary* exercises to do for homework.
- Go over the answers to the exercises now (on TG page 113), and make sure students understand all the vocabulary.

3 **1.11**

- Read aloud the question. Then play the audio.
- Students listen and answer the question.
- Check the answer.

ANSWERS

Kylie already has permission from the school principal and has figured out a date.

4 **1.11**

- Ask students if they can remember who is going to do any of the jobs. Elicit a few ideas. Then play the audio again. Pause the audio if necessary to allow students time to write their answers.

DIFFERENTIATION

- With weaker classes, students could compare their answers and then listen again to check and complete them.
- Check answers.

ANSWERS

1 d (Kylie) 2 a (Tom) 3 b (Owen) 4 c (Ella)

5

- Ask students to read the speaking strategy. Ask: *What do you think might happen if you don't give everyone time to talk? How might people feel if you interrupt them?* Elicit that people might feel less involved, and so less committed to the task.
- Read aloud the question. You could play the audio again for students to listen and decide if Kylie and her friends were good at taking turns.
- Check the answer.

ANSWER

Yes, they were all good at taking turns.

6**COLLABORATION**

- Ask students to read the task. Make sure they understand what they have to do.
- Ask: *How did Kylie and her friends decide who should do each task?* Elicit that they asked who wanted to do that job. Ask: *Is it better to ask who wants to do each job, or tell people which job they should do? Why?* Elicit that it is better if people choose which job they do because then they can choose a job that they will enjoy.
- Read the key phrases with the class and elicit an example of each completed phrase, e.g., *The first thing we need to do is decide on a date. After that we need to advertise the event.*
- Put students in groups to follow the instructions.

DIFFERENTIATION

- With weaker classes, you could come up with ideas for a to-do list for each event with the class first, to give students ideas.
- Encourage all students to use at least two of the key phrases during their discussions.
- Ask some groups to tell the class what they decided and agreed on.

Extra activity: Critical thinking

- Ask students in their groups to look back at the speaking strategy and discuss how well they did each of the things in the strategy. Ask groups in turn to tell the class what things they did well and what they found more difficult.
- Ask students individually to write down one thing they did well, and one thing they could try to do better next time. Remind students that everyone can always improve, and it is important to think about how well you have done something, and what you can do better next time.

7

- Invite groups to tell the class about their plans. The class could suggest extra ideas that could be added to each plan. Then have a class vote for the best plan.

8 Reflect

- Put students in pairs to discuss the question and note down the positive and negative things about working in a group.
- Write the headings *Positive* and *Negative* on the board and write students' ideas. Discuss as a class which are the most important advantages of working in a group.

Extra activity: Critical thinking

- Write on the board: *There is no "I" in team.* Explain the play on words, that the "I" refers to the letter "i" and also the pronoun "I" (meaning "me").
- Ask: *What do you think the saying means? When is it a good thing to be different and to be an individual? When is it not useful? What's the most important quality you need to be a good teamworker?* Hold a brief class discussion. Students could end by thinking of their own saying about team work.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to note down the three best tips and think about why they are the best.
- After the research or at the beginning of the next lesson, ask individual students to tell the class their ideas and reasons. Ask: *Who else chose this tip? Why?*
- See if the class can agree on the top three tips overall.

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)
Workbook, pages 38 to 39

Writing What good work can groups do?

Writing task A description of a charity group
You are interested in the work of a charity group and you want to post some information on social media. Write a description of the charity group. Explain what they do and why you think that people should support them.

Understand the task
1 Study the writing task. Then look at the list of charity organizations a-d. What do they do? Can you think of any other charities?
a Doctors Without Borders b The World Wide Fund for Nature c Greenpeace d UNICEF

Writing strategy Research: selecting information
When you look for information on the internet, you will usually find more than you need. Decide which are the most interesting and important points to include. What is essential information and what are unnecessary details?

2 Study the writing strategy. Then read the writing task again. What information do you need to include in your description?

Think and plan
3 Study the list of questions. Then read the description of the Make-a-Wish charity below. Which questions does the description answer?

- Where was the organization started? ☐
- When did it start? ☐
- Who started it? ☐
- What is the aim of the organization? ☐
- How much money does it make? ☐
- What work does it do? ☐
- When was it last in the news? Why? ☐

Make wishes come true!

In my opinion, the Make-a-Wish foundation is a charity that does really great work. This organization has been active since 1980. It started in Phoenix, in the United States, and it is very popular there. There are also similar organizations in 45 other countries. Its aim is to help children who are sick. They try to make the children happy. Young people between the ages of three and 18 can ask the foundation for a wish, and they will try to organize it. There are five kinds of wishes: I wish to be, I wish to have, I wish to meet, I wish to go or I wish to give. So, for example, some children ask to meet people they admire. This boy asked to meet the famous soccer player, Dante. Justin Bieber has agreed to make a wish come true for more than 250 kids. I really admire the Make-a-Wish organization because it has helped thousands of very sick children over the years. I think it's a very worthwhile aim that we should support.

44 Unit 4 How do groups work together?

Writing What good work can groups do?

4 Research online and find out information about a charity that you are interested in. Use the questions from exercise 3 to help you.

5 Organize your notes and make a paragraph plan. Look at the description of the Make-a-Wish charity on page 44 to help you.

- What information do you need to include in the introduction?
- What information do you need to include in the main paragraph?
- What information do you need to include in the conclusion?

Write a first draft
6 LANGUAGE POINT Study the **highlighted** pronouns in the description of the Make-a-Wish charity. Which words do the pronouns replace?

7 Write the first draft of your description. Follow your paragraph plan from exercise 5.

Review and edit
8 Read through your first draft. Check it and revise it. Then write your final draft.

- Content Have you included only essential information?
- Organization Have you included an introduction and conclusion?
- Style Have you used pronouns to avoid repetition?

Reflect How do groups work together?

- Why do we join groups?
- How do groups behave?
- Why are fans important?
- What is good teamwork?
- What good work can groups do?

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video without narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video with narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.
- Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook • Page 63

Unit 4 How do groups work together? 45

Writing

What good work can groups do?

Learning objectives

WRITING Writing a description of a charity group

WRITING Research: selecting information

WRITING Avoiding repetition

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their ideas and reasons now. See the notes on the previous page.

Introducing the topic

- With books closed, write the word *charity* on the board. As a class, create a mind map around the word. Ask questions to give students ideas, e.g., *Where do charities get money from?* (donate, donation) *What kind of work do they do?* (worthwhile, help people).
- Point to the words in the mind map and elicit example sentences, e.g., *A lot of people work as volunteers for charities, People donate money to charities,* etc. Tell students they are going to write a description of a charity.

Understand the task

1

- Students open their books and read the writing task.
- Discuss what the charities in the list do, then elicit ideas for some more charities. If students are struggling, ask

questions, e.g., *What about health charities? What about charities that protect animals?*

ANSWERS

- Doctors Without Borders is a medical charity that provides medical care to people in emergency situations, for example during a war or after a natural disaster.
- The World Wide Fund for Nature campaigns to protect endangered animals around the world.
- Greenpeace works to protect the environment, so campaigns on global environmental issues such as climate change and deforestation.
- UNICEF is the United Nations International Children's Emergency Fund that provides emergency aid to children and families during wars and natural disasters, and works to help children and mothers in poor countries.

Culture note

The International Red Cross and Red Crescent Movement is an international charity that provides humanitarian relief to people during wars and natural disasters.

WaterAid is an international charity that works to provide fresh, clean drinking water to people all over the world.

2

- Students read the writing strategy. Ask: *Do you usually find too much information when you do research online? How do you choose which information to use?*
- Students read the writing task again and answer the question. Discuss the answer. If students suggest ideas that are not really essential, ask: *Is that essential information, or is it a detail? Why?*
- Students can refer to the Writing workshop on page 133 and read the section on *Selecting ideas* for homework.

ANSWERS

You need to say what the charity does, and say why people should support it.

Think and plan

3

- Students read the list of questions. Then ask them to read the description.
- Discuss which questions the description answers, eliciting evidence from the description for each answer.

ANSWERS

1, 2, 4, and 6

4

- Students can do their research in class or for homework.
- If students do not have the facilities to do the research, write this information about UNICEF on the board:
 - an international organization, linked to the United Nations
 - was formed in 1946, is now based in New York City
 - works in 190 countries
 - aim is to help children around the world
 - provides emergency food and medicines to children in danger, e.g., during wars or natural disasters
 - runs projects to improve children's lives in poor countries, e.g., providing clean water, helping children to attend school

5

- Students look at the description on page 44 again, then read and answer the questions about each paragraph.
- Check answers, then ask students to write their own paragraph plan, using this one as a model.

ANSWERS

- 1 **Introduction:** give the name of the charity and give your opinion of it
- 2 **Main paragraph:** when the organization started, its aim, the kind of work it does, something it has done recently
- 3 **Conclusion:** your opinion of the charity, and the reason you think that people should support it

Write a first draft

6 Language point

- Elicit that pronouns are words such as *it, he/she*, etc., that are used instead of nouns, to avoid repeating the same noun.
- Students look at the highlighted pronouns, then read the text around them to see which nouns they replace.
- Point out that we can either use a singular pronoun *it*, or a plural pronoun *they* with the name of an organization.

ANSWERS

It: this organization **Their:** the charity's
they: the foundation **they:** children
that: helping sick children

7

CREATIVITY

- Students write their first draft. Explain that at this stage they should focus on getting their ideas into the right order, rather than producing their final sentences.

Review and edit

8

- Students read the notes and questions they should use for checking their work.
- Put students in pairs to check their work together and find examples of what they have done well, and what they could improve. They revise their comments individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

Reflect How do groups work together?

1

- Read aloud the question, *How do groups work together?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give.

3

COMMUNICATION

- Put students in pairs and small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 130 for the ideas contained in the video.

4 

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and take notes. (If you are unable to play the video, use the audio-only version.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to answer the questions in their Workbook individually.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 133

Workbook, pages 40 to 41

Project

How can we advertise a club?

Project task

Designing a poster

Work in groups and create a poster advertising an after-school club. First, choose a club for your poster and research *design tips for posters* on the internet. Then make rough drafts of your poster and discuss them in your group. Create your final poster and present it to the class.

UNDERSTAND

- Read the instructions for the project task above. What is the main aim of the project?
- Read the Design tip below and study the posters (A–C). Answer the questions.
 - Which poster makes the best use of color? Explain your answer.
 - What else do you like or dislike about the designs? Think about:
 - the use of space
 - the use of pictures
 - the amount of information
 - the text (size, type, color)
 - Which poster design do you like the most? Why?

Discover more

SEARCH ONLINE and find out about *design tips for posters*. How could you use the tips to improve the posters (A–C) above?

46 Project Subject link: Design

COLLABORATE AND PLAN

3 Work in groups. Add two more tasks to the project planner. Then complete the *Who?* and *When?* columns for your group.

Task	What?	Who?	When?
1	choose an after-school club		
2	make a rough draft of the poster		
3	give feedback and choose the best one		
4			
5			

4 Now work in pairs. Choose the after-school club to advertise in your poster. Use one of the ideas below or your own idea.
book Chinese computer cycling drama math movie rock climbing science

5 In your pairs, make a rough draft of your poster. Use your analysis of the posters from exercise 1 to help you.

6 Listen to Ava, Holly, Owen, and Jake discussing the rough drafts of their posters. What do they like best about each? How do they decide to improve their posters?

SHARE

7 Go back into your groups again. Give feedback on each other's rough drafts. Use the key phrases. Then choose your favorite.

8 Work together as a group to design your final poster.

PRESENT

9 Present your poster to the class. Which poster has the most effective design? Why?

Reflect

Work in your groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which design tips were the most useful?
- Which feedback did you find most useful?
- Which tasks were you not able to complete on time? Why?
- How effective was your group's presentation of your poster?

Project Subject link: Design 47

Project

How can we advertise a club? Designing a poster

Learning objectives

Make a poster

COLLABORATION Work collaboratively on a poster

CREATIVITY Think creatively to plan and design a poster

COMMUNICATION Present a poster to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, ask: *Are there any after-school clubs at your school? What are they? Are they popular? What other after-school clubs would you like to go to? Why?* Elicit a range of answers from individual students.

Understand

1

CRITICAL THINKING

- Students open their books and read the instructions for the project task, then answer the question.

ANSWERS

The main aim of the project is to make a poster advertising an after-school club and present it to the class.

2

- Ask students to read the *Design Tip* and look at the posters. Check students' understanding of the text before they answer the questions. For example, ask: *Why is it important to make your poster bright and attractive? (to catch people's attention) Why are colors that contrast useful? (they make pictures and text stand out).*
- Students then answer the questions individually or in pairs or groups.

ANSWERS

1 C. The designer has used eye-catching, contrasting colors.

2–3 students' own answers

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to note down the three best tips and think about why they are the best.
- After the research or at the beginning of the next lesson, ask individual students to tell the class about their design tips.

Collaborate and plan

COLLABORATION

3

- Students copy the project planner, then work in groups to discuss and plan the steps for their own poster and complete the planner. Encourage them to think about how much work they can practically do on their project in

each lesson, which things they can do in class and which it would be better to do at home. Encourage them to think also about individual strengths that group members have, e.g., who in their group is good at drawing.

- Monitor and help while students are working.
- Ask some groups to present their plans to the class and explain why they planned the work in this way. Discuss as a class which plans are realistic and which allow too much time or not enough time. Ask questions to make sure students understand the importance of all the steps, e.g., *Why is it important to share your research? Why do you think it's a good idea to have a feedback session when you have a rough draft?*
- Allow students time in their groups to amend their plans following this feedback.

ANSWERS

4 create your final poster

5 present your poster to the class

4

COLLABORATION

- Put students in pairs and tell them to choose the club they want to advertise. Encourage them to consider different options and choose one that they are both happy with.
- Remind them that when they are sharing ideas in pairs or a group, it is important to listen to everyone and treat everyone's ideas with respect.

5

COLLABORATION CREATIVITY

- Discuss with the class what a rough draft needs to show and what it doesn't have to include, e.g., it should show the layout, colors and overall appearance of the poster, but doesn't need to show detailed drawings or text.
- Students work in pairs to make a rough draft of their poster.
- Monitor while students are working, to make sure they are communicating in English while they work.

6  1.12

- Read aloud the questions then play the audio. Students listen and note down the answers to the questions.
- Check answers.

ANSWERS

They like the image on Owen's chess club poster, and they like the text on Holly's poster. They think there should be more color on Owen's poster and less empty space on both posters. They think a different image would work well on Holly's poster. She should use fewer colors and also have a different background color.

Share

7

COLLABORATION CREATIVITY

- Read aloud the key phrases with the class and make sure students understand them all. You could play the audio again for students to hear the phrases in context.
- Students work in groups to look at their posters and give feedback. Remind them that all feedback should

be constructive, and they should comment on positive aspects of each poster as well as things that could be improved.

- Monitor while they are working and encourage them to use a range of the key phrases.

8

COLLABORATION CREATIVITY

- Tell students that they must now reach agreement in their groups on which poster to choose. Encourage them to consider all the posters in their group and discuss the advantages and disadvantages of each one before they make a decision.
- They then work together to design their final poster. Students can do this on paper or on computer, depending on the facilities available.

Present

9

COLLABORATION COMMUNICATION

- Ask groups to prepare a short presentation in which they show their poster to the class and explain why they think the design is effective. Tell them their presentation should last about two minutes.
- Remind them that when they are preparing a presentation they should think about how each person in the group can contribute.
- Monitor and help while they are working.
- Ask groups in turn to present their posters to the class.
- Ask other students to listen and look at the posters and note down one thing they like about each poster and one good design decision that each group made.
- Allow time for feedback at the end of each presentation.
- Discuss as a class which posters were the most effective and why.

Reflect

CRITICAL THINKING

- Before students evaluate this task, ask them if they can remember the lessons they learned from the previous project evaluation. Encourage them to think about this when they evaluate this project and focus on things they did better this time, as well as things they could improve next time.
- Put students in groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions with the class.
- Ask students individually to make a note of three things they did well this time, and three things they can try to improve the next time they do a project task in a group.

Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.



What do we need to SURVIVE?

A diver swims next to a great white shark - one of the scariest creatures on Earth. But which is more dangerous, a shark or a human?

What's dangerous?

- Look at the photo and read the caption. Do you think sharks are dangerous? Why? / Why not?
- Work in pairs. Ask and answer the questions. Explain and compare your answers.

What are the biggest dangers in modern life?

 - Do more people have accidents on mountains or in kitchens?
 - Which do more harm, sharks or mosquitoes?
 - Whose job is more risky, a fisherman's or an astronaut's?
 - Which is more dangerous, lightning or icicles?
 - Do more people get injured skiing or swimming?
 - Which is safer, a rollercoaster ride or a bike ride?
- Watch the Factfix video. Which of the questions from exercise 2 do Max and Amy answer? Were your answers correct?
 
- Watch the video again. Why do we sometimes worry that things are dangerous when in fact they are safe?
- Work in pairs. Discuss what you think are the real dangers in life. Think about the topics below.
animals jobs sports transportation

Key phrases Talking about risk and danger
Which are the most dangerous (jobs)?
... is a little / very risky.
How can you get hurt by ...?
How can ... hurt you?
Are you scared of ...?
... scare(s) me.

Discover more

SEARCH ONLINE and find out which are the most dangerous animals, jobs, sports, or transportation. Choose the topic which interests you most. Why are they dangerous?

Vocabulary

- Risk and danger
- Extreme adjectives
- Positive qualities

Further practice

Discover vocabulary, Student Book, page 136

Workbook, pages 46 to 48

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Identifying paragraph topics
- Reading a magazine article about why animals are useful to us

Further practice

Workbook, pages 44 to 45

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about possibility and probability
- Talking about consequences

Further practice

Discover grammar, Student Book, page 146

Workbook, pages 46 to 48

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Adapting to new situations

Listening

- Previewing

Further practice

Workbook, page 49

Speaking

- Talking about risk and danger
- Adapting to new situations

Further practice

Workbook, page 49

Writing

- An information leaflet
- Writing a factual text
- Introducing examples

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 50 to 51

Assessment

- Self-assessment, Workbook, pages 52 to 53
- Unit test, Teacher's Resource Center
- Cumulative test, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

What's dangerous?

Learning objectives

FACTFLIX VIDEO Learning about risk and danger

VOCABULARY Risk and danger

SPEAKING Talking about risk and danger

Introducing the topic

- With books closed, ask students the *Discover* question, *What do we need to survive?* As a class, come up with ideas, e.g., food, water, shelter, clothes. Ask more questions to give students ideas, e.g., *What about if you're sick?* (medicine) *What about if the weather's very cold?* (heat) *What do you need to get food?* (money) Explain that this unit will be all about surviving.
- Ask students to imagine themselves on a mountain. Tell them they are with three other people. Ask: *What dangers are there?* Elicit a few ideas, e.g., someone might fall, there might be bad weather or wild animals, they might run out of food. Ask: *What do you need to do to stay safe?* Elicit a few ideas. Then ask students to imagine themselves in a big city that they don't know. Ask: *What are the dangers here?* Elicit a few ideas, e.g., busy roads, crime, pollution. Ask: *What can you do to stay safe here?* Elicit a few ideas.
- Tell students they are going to talk about risks and dangers in this lesson. Students then open their books and look at the opening photo, and lesson question.

1

- Put students in groups to discuss the question. Elicit a range of answers, encouraging students to give reasons for their answers.
- Ask students to read the caption. Elicit a few initial responses, then ask students, in their groups, to think of three ways in which sharks are dangerous, and three ways in which humans are dangerous. Write students' ideas on the board and ask students which they now think is more dangerous and why.

2

- Ask students to read the questions. Check they understand everything. Ask them to prepare their answers individually, then compare and explain their answers in pairs.
- Read aloud each question and elicit a few ideas, encouraging students to give reasons for their answers. Don't confirm the answers, but tell students they are going to watch a video that will give them some of the answers.

Discover vocabulary Student Book page 120 Workbook page 46

- Focus on the sentences in exercise 2 again, and ask students to note down all the vocabulary to do with danger. Ask a few questions to check understanding, e.g., *Does "risky" mean the same as "dangerous"? What happens to you if you have an injury?*
- Turn to page 120 and do the vocabulary practice in class, before students watch the video in exercise 3.

3

- Play the video for students to note down which questions in exercise 2 it answers. Check answers. Ask: *Were your answers correct? Which answers surprised you? Why?* (If you are unable to play the video in the classroom, use the audio-only version instead.)

ANSWERS

There are more accidents in kitchens than on mountains.
Mosquitoes do more harm than sharks.
Icicles are more dangerous than lightning.
A rollercoaster is safer than a bike ride.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what Max and Amy said.

4

- Read aloud the question and ask students if they can remember the answer from the video.
- Play the video again for students to confirm the answer. Discuss the answer with the class.
- Ask students to look at the remaining questions in exercise 2 again and think about why the real answers might be different to their first ideas. Discuss this as a class.

ANSWERS

We worry about things that look more dangerous, and we worry more about things that are reported in the news.

5

- Read aloud the key phrases and check that students understand them all. Elicit a complete example with each phrase, e.g., *Soccer is a little risky.*
- Students discuss the topics in pairs.

DIFFERENTIATION

- With weaker classes, you could elicit some ideas for each category first as a class, thinking of things that look dangerous and things that look safe.

COMMUNICATION

- Put pairs together in groups of four to compare their ideas and discuss which things in each category they all agree are dangerous.
- Ask groups in turn to tell the class their ideas and reasons.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to think about the topic first and note down the three things they *think* will be most dangerous, then make notes on the real dangers and note down the reasons why their initial ideas were right or wrong.
- After the research or at the beginning of the next lesson, discuss each topic as a class. Ask: *Which facts do you find the most surprising? Why?*

Further practice

Discover vocabulary, Student Book, page 120 (answers on TG page 113)

Workbook, page 46

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn **How can animals help us to survive?**

1 Look at the photos of animals on page 51. Which do you think help humans? Which harm humans? How?

Reading strategy 1 Identifying paragraph topics
Longer texts are organized into paragraphs. Each paragraph focuses on a different topic. As you read, try to understand what is the most important idea in each paragraph.

2 Study the reading strategy. Then read and listen to the magazine article on page 51. Match paragraphs 1-3 with the topics a-d. There is one extra topic.

a Animals can help us to develop new medicines.
b Dangerous animals are the most interesting.
c Many animals are disappearing.
d Tardigrades are interesting because they are so tough.

3 Study the facts below. Why are they important?
1 Tardigrades have been on Earth for more than 500 million years.
2 Water bears can survive in space.
3 Frogs have clean and shiny skin.
4 Snake venom can be deadly.
5 The bee population is getting smaller.
6 Some of the greatest dangers to animal survival come from humans.

4 Match adjectives 1-7 with extreme adjectives from the article.
1 small 5 interesting
2 hot 6 sad
3 cold 7 big
4 dangerous

Discover vocabulary Extreme adjectives
Student Book • Page 120 Workbook • Page 46

5 Think of five animals that are in danger. Write sentences about their problems using extreme adjectives from exercise 4.
It's tragic that people kill elephants.

6 TALKING POINTS Discuss the questions.
1 Why do we need animals for our own survival?
2 How can we help animals to survive?
3 Do you think that we should farm and eat animals?
4 What animals do you think will become extinct in the future?
How will this affect humans?
5 Do you think that humans could become extinct in the future? Why? / Why not?

Discover more **SEARCH ONLINE** and find out about an **extinct animal** which has become extinct in recent years. What were the main causes of its extinction?

Who Needs Animals?

1 You'll probably never see a tardigrade unless you're a biologist with a microscope. They are about one millimeter long and their common name is the water bear. They live in or near water and they have been around on Earth for more than 500 million years. The amazing thing about these tiny animals is that they are incredibly tough. They can survive in boiling hot water and also in freezing temperatures of -270°C. They can even survive in space. They have the ability to become dormant and then become active again after many years. All of this makes them very interesting for scientists, who are investigating how we might survive on other planets in the future.

2 Water bears are probably the toughest creatures on Earth, but many other animals have their own survival secrets. Look at frogs, for example. Why are they always so clean and shiny? Well, scientists have found that there are chemicals on a frog's skin that protect it from bacteria, and that we can use the same chemicals to make strong antibiotics. Researchers have also found useful chemicals in the venom of some very deadly animals, such as the Brazilian pit viper. However, small quantities of the venom can be very good for blood and heart problems, and more than 40 million people around the world take medicines that come from this snake. So, while about 100,000 people die from snake bites each year, their venom also saves millions of lives.

3 We are finding more and more fascinating things in nature's pharmacy, but at the same time, many species are disappearing. Between 200 and 2,000 species become extinct every year. This is a dramatic and tragic statistic, and the effects on humans could also be dramatic. Many species of animal are important for our own survival. Bees, for example, are essential for the cultivation of many fruits. But there has been a huge decrease in the bee population in recent years. This is because of disease, but also because of chemicals that farmers are using on the land. Unfortunately, some of the greatest threats to animal survival come from human activity.

4 From medicines to cultivation, the link between animals and human survival is clear. We must choose to protect them and to protect the environment we live in. If not, it'll be a very lonely world for the water bears.

Why do you think they are called "water bears"?

What do you think "dormant" means?

What is "nature's pharmacy"?

Why is the statistic dramatic?

Reading to learn

How can animals help us to survive?

Learning objectives

READING Reading a magazine article about why animals are useful to us

READING Identifying paragraph topics

VOCABULARY Extreme adjectives

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, write on the board: *We need animals. Animals need us.*
- Put students in small groups and ask them to think of three reasons why each statement is true. Ask groups in turn to tell the class their ideas, and encourage other students to respond by asking: *Do you agree? Did you have a similar idea?* End by asking: *Do we need animals more than they need us, or is it the other way around? Why?* Elicit a few ideas.

1

- Students open their books. Focus on the photos and elicit the names of the animals. Explain that the inset photo

shows a small animal called a tardigrade, which is also called a "water bear."

- Put students in pairs to look at the photos and discuss the questions. Discuss the questions as a class. Ask more questions if necessary to help students, e.g., *How do they help humans? Do they help us as individuals, or as a group? What do they have that we can use?*

2 1.13

- Ask students to read the reading strategy, or read it aloud to the class.
- Ask students to read the four topics. Make sure they understand everything.
- Play the audio for students to listen and read, and match the topics with the paragraphs.
- Check answers, eliciting evidence from the article to support the answers.
- Ask: *Why can it help you to identify the topic of each paragraph?* Elicit that it can help you to answer questions about the text more quickly if you know which paragraph to look at for the information you need.

ANSWERS

a 2 b - c 3 d 1

3

- Ask students to read the facts first and think about which paragraph might have each answer. Discuss their ideas as a class.
- Students find the information and decide why each fact is important.
- Check answers as a class, eliciting evidence from the article to support the answers.

ANSWERS

- 1 This fact shows that they are very tough and good at surviving different conditions.
- 2 This might help us understand how we can survive in space.
- 3 This is important because it shows they produce a chemical which keeps their skin clean, which might also be useful to us.
- 4 This shows that their venom is very strong, which means it might be useful to us.
- 5 We need bees to help us grow crops, so it is dangerous for us if they become less common.
- 6 This shows that it is up to us to make changes to help animals survive.

READING TEXT QUESTIONS

- Put students in pairs to answer the questions next to the article on page 51. Encourage them to scan each paragraph to find the relevant part, then read that part carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to explain their answers.

SUGGESTED ANSWERS

- They might be called “water bears” because they live in or near water and they look very strong, like bears.
- “Dormant” means the opposite of “active” – not awake or moving around.
- “Nature’s pharmacy” is all the chemicals that we can find in the natural world, which we might be able to use as medicines.
- The statistic is dramatic because the number is very high and surprising.

4

- Introduce the idea of extreme adjectives by writing the adjectives *good* and *amazing* on the board. Ask: *What’s the difference between them?* Elicit that *amazing* has a stronger meaning than *good*. Explain that *amazing* is an extreme adjective, and there are other extreme adjectives that have a stronger meaning than normal adjectives.
- Students find the extreme adjectives in the article.
- Check answers, and check that students understand all the extreme adjectives.

ANSWERS

- 1 tiny 2 boiling 3 freezing 4 deadly
5 fascinating 6 tragic 7 huge

Discover vocabulary

Student Book page 120 Workbook page 46

- The exercise provides more practice of the adjectives presented in exercise 4. Students can do this exercise in class or for homework

5

- Elicit the names of some animals in danger, e.g., elephant, polar bear, gorilla. Read aloud the example in the Student Book and elicit some more sentences about elephants using some of the adjectives from exercise 4, e.g., *Elephants are huge animals. They are fascinating because they live in family groups.* Students write sentences about five more animals. They could work in pairs for this.

- Ask some students to read their sentences to the class. Ask other students if they have any more sentences about each animal that is mentioned.

6 Talking points

CRITICAL THINKING

- Allow students time to think about their own opinions and prepare their answers individually.
- Put students in small groups to discuss the questions. Ask them to think of specific examples to support their arguments, and ask them to make notes that one person in their group can use to report back to the class.
- For reporting back, choose one person in each group to use their notes to tell the class their ideas. As each group reports back, ask: *Who agrees with this point of view? Why? Who has a different point of view? Why?*

Extra activity: Communication

- Put students in groups and allocate an animal in danger from exercise 5 to each group. Say that an organization has promised a large amount of money to help save one animal, and they must prepare a one-minute speech to persuade the organization that it should be their animal.
- Monitor and help while students are working.
- Ask groups in turn to choose one person to give their speech to the class. Ask other students to listen and give each speech a score out of ten for how persuasive it is.
- End with a vote on the most persuasive speech (students cannot vote for their own group’s speech!) Discuss as a class why that speech was so persuasive.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the animal and the causes of its extinction.
- After the research or at the beginning of the next lesson, ask students to tell the class what they found. For each animal, ask: *Did anyone else find out about this animal? What else did you learn?*

Preview

- Ask students to look at the *Discover grammar* presentation on page 121 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 120 (answers on TG page 113)

Workbook, page 44 to 46

Reading practice worksheet, Teacher’s Resource Center

1 Read the article about survivalists and answer the questions.

- 1 What are survivalists worried about?
- 2 Do you agree with the survivalists? Why? / Why not?

WILL YOU SURVIVE?

These days there are many websites and online stores for survivalists. Survivalists believe that a disaster will definitely happen in the future and they believe that we need to prepare. Here, some survivalists explain how they have prepared.

You never know what could happen in the future, so it's best to be prepared. Then, if a disaster comes, you'll be ready and you'll survive.

We always keep a lot of useful survival stuff in backpacks. We may need to leave in a hurry if we leave quickly, we won't have time to prepare. So we've hidden money in envelopes and our backpacks are ready. They'll be useful if we need to survive out in the wild. We'll be safer in the countryside if there's a disaster. It could be dangerous in the city.

We've learned how to hunt animals and how to find food and water in the forest. We might need to survive in the wild. We've hidden some food and water in a forest near here, but we might not have enough food if we're there for a long time.

Discover grammar Talking about possibility and probability

Student Book • Page 121

Workbook • Page 47

We use the modals *will*, *may*, *might*, and *could* to express possibility and probability.

2 Study the examples from the article and answer the questions.

- | | |
|--|--------------------------------------|
| a Survivalists believe that a disaster will definitely happen. | c We won't have time to prepare. |
| b We may need to leave in a hurry. | d It could be dangerous in the city. |
| | e We might not have enough food. |

- 1 In which examples does the speaker predict something that could possibly happen, but it is not certain?
- 2 In which examples is the speaker certain about their prediction?

3 Look at the posters for three disaster movies. Explain what you think happens in each movie. Is this event possible or probable?

I think this movie is about
This definitely won't / could happen because

Discover grammar Talking about consequences

Student Book • Page 121

Workbook • Page 47

We use the first conditional to talk about things which might possibly happen and their consequences.

4 Study the examples from the article. Underline the part of each sentence which describes the consequence of an action. Which consequences in the examples are possible and which are certain?

- a If we leave quickly, we won't have time to prepare.
- b We'll be safer in the countryside if there's a disaster in the city.
- c We might not have enough food if we're there for a long time.

5 Read the survival tips below. Which do you think are good ideas? Why?

Write your answers using *will*, *might*, *could*, and the first conditional.
If you make a fire during the day, people might see it and come to rescue you.

LOST IN THE WILDERNESS?

- 01 Make a fire at night and during the day.
- 02 Wear boots and clothes with long sleeves, even when it's very hot.
- 03 Look for water before you look for food.
- 04 Don't eat mushrooms!
- 05 Learn where the North Star is.
- 06 Always walk in one direction.
- 07 If you're lost and you find a river, follow it.
- 08 Don't wash wounds in a river.
- 09 If you come across a snake, make a lot of noise.

6 Work in pairs. Study the situations below. Choose one of the situations and think of survival tips. Explain the reasons for your tips and the consequences.

- 1 an earthquake
- 2 a tornado
- 3 a shark attack
- 4 a snakebite

Discover
more

SEARCH ONLINE and find out five more survival tips for the situation you chose in exercise 6.

Language in use

How can we survive in the wild?

Learning objectives

GRAMMAR Talking about possibility and probability

GRAMMAR Talking about consequences

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, say: *Imagine you and three friends are lost in a forest. You need to survive. How can you do this?* Elicit a few ideas from the class, then put students in small groups to discuss the question and make notes on things they would need to do. Ask groups to tell the class their ideas. Discuss as a class which group has the best ideas and which would be the most likely to survive.
- Write the nouns *survival* and *survivor* on the board and elicit or teach the meanings. Write the noun *survivalist* on the board and say: *A survivalist is a person. What do you think a survivalist is?* Elicit a few ideas, then tell students they are going to find out in this lesson.

1

- Students then open their books and read the article and answer the questions.
- Check answers and discuss as a class who agrees with the survivalists and why, and who disagrees and why.

ANSWERS

- 1 They are worried that a disaster will definitely happen, and they will need to survive on their own.
- 2 students' own answers

Discover grammar Student Book page 121 Workbook page 47

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go through the main points in the presentation now before they move on with the lesson.

2

- Students study the examples and answer the questions. They could work in pairs for this.
- Check answers and, if necessary, focus on the negative forms *won't* and *might not*.
- Then read aloud the information on talking about possibility and probability. Ask: *Which verbs talk about possibility?* (may, might, could) *Which talk about probability?* (will)

ANSWERS

- 1 b, d, e
- 2 a, c

3

- Focus on the posters and elicit that they are all movie posters. Explain the words *asteroid*, *apocalypse*, and *alien*, if necessary.
- Read aloud the task, then read aloud the example sentence beginnings. Elicit some possible complete sentences about the first movie poster, e.g., *I think this movie is about a huge asteroid. This could happen because there are a lot of asteroids in space.*
- Students could work individually or in pairs to decide what happens in each movie and decide how possible or probable it is. Ask them to write sentences with their ideas, using some of the verbs from exercise 2.
- Elicit what each movie is about, then ask: *Who thinks this is possible? Why? Who thinks it is probable? Why?* Elicit a range of ideas.

Discover grammar Student Book page 121 Workbook page 47

- Go over the main points in the *Discover* grammar presentation with the class after you have done exercise 4.
- Ask students to do the two exercises on page 121 for homework.

4

- Write on the board: *disaster + be prepared = survive.*
- Ask: *Is this what the survivalists believe? (yes) What's the thing that might happen? (a disaster) What's the action? (be prepared) What's the consequence? (survive)*
- Students study the examples, identify the consequence in each one, and answer the question. They could work in pairs for this.
- Check answers and ask students to read the information on talking about consequence.
- Use the examples to elicit more examples using different verbs. You could ask: *Can you change the first example so it is possible, not certain? Can you change the third example to make it certain?*

ANSWERS

- a we won't have time to prepare (certain)
- b We'll be safer in the countryside (certain)
- c We might not have enough food (possible)

5

- Ask students to read the tips first and check they understand everything.
- Focus on the first tip and ask: *Is this a good idea? What will happen if you make a fire at night and during the day? What might happen?* Elicit a few sentences using the first conditional and *will*, *might*, and *could*.
- Ask students, in pairs, to choose the three best tips and the three worst ones and write sentences about them using the first conditional.
- Put pairs together in groups of four to compare their ideas and see which tips they agree and disagree about.
- Ask pairs to tell the class one tip they agreed about, and one they disagreed about, and why. Ask other students: *Do you agree with their ideas? Why? / Why not?* When they answer, encourage them to use *will*, *might*, *could*, and the first conditional.

6

- Make sure students understand all the situations. As a class, come up with a few survival tips for each situation, and a few sentences about the consequences for each tip.
- Put students in pairs to write tips for one situation. Remind them to think about the consequences using *will*, *might*, *could*, and the first conditional.
- Write the four situations on the board and elicit all the tips students have written for each one. Ask them to explain the consequences for each tip.
- Focus on each situation in turn and ask: *What's the most important tip? Why?* Elicit a few answers.

Extra activity: Critical thinking

- Put students in small groups. Tell them they are going to pack their survivalist backpack, but they can only fit in ten things. Ask them to decide what they will include, and what the consequences of including or not including each thing will be, e.g., *If we don't have clean water, we'll die.*
- Ask groups in turn to tell the class their ideas and reasons. See if, as a class, you can decide on the best ten things overall.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what good survival tips they found, and why they are good.

Preview

- Ask students to do the *Discover vocabulary* exercises on positive qualities on page 120 before the next lesson.

Further practice

Discover grammar, Student Book, page 121 (answers on TG page 113)

Workbook, page 47

Grammar practice worksheet, Teacher's Resource Center

Life skills Why is it important to be adaptable?

Life skills strategy 1 Adapting to new situations

In life, things can change unexpectedly. When this happens, you can still make the best of a situation if you stay positive and adapt quickly to the new circumstances.

1 Study the life skills strategy. Then read the Adapt and Survive tips. Think of situations when these tips would be useful.

ADAPT AND SURVIVE

When things don't go as expected, here's what to do.

BE CALM	Don't panic! Panic doesn't help any situation.
BE SMART	Consider your options carefully. What will happen if you do A, B, or C?
BE FLEXIBLE	If plan A fails, try plan B.
BE IMAGINATIVE	Sometimes an alternative plan isn't obvious.
BE POSITIVE	Think of a happy ending. Things usually work out fine.
BE COOPERATIVE	Work together: two heads are usually better than one.

Discover vocabulary Positive qualities
Student Book • Page 120 Workbook • Page 48

2 Find six positive qualities in the tips in exercise 1. Think of more positive qualities. How can they help you in life?
If you are hardworking, you'll do well in school.

Listening strategy 1 Previewing

It is useful to prepare before you start listening so that you can predict what you might hear. You can use information like the title and pictures to help you guess the main ideas.

3 Study the listening strategy. Then read about the Real Stories podcast and answer the questions.

Real Stories: Adapt and Survive

Ada Blackjack

Ada was part of an expedition to an island in the Arctic. When three men left the expedition, she was alone with a sick companion, no food, no fuel, and no experience of surviving in the Arctic.

4 Listen to the podcast. Did you hear any of your ideas from exercise 3?

5 Listen again. Explain how Ada showed each of the qualities below. How adaptable was she?
1 positive 2 smart 3 tough

6 Work in groups. Follow the instructions in The Bike Trip Test. Use the key phrases and some of the tips from exercise 1 to help you make your decisions.

The Bike Trip Test

How adaptable are you?

You and some friends decide to go on a cycling vacation in the countryside. You decide to take your bikes on the train, but there are some problems. Imagine that you are in each of the situations and decide the best action plan.

1 While you are waiting at the station for the train, your friend calls. He's going to be ten minutes late. If you wait for him, you'll miss the train. This is the last train today.

2 You arrive in the countryside. After two hours, you're lost.

3 After cycling for three hours, you have a problem with your bike. You check on your phone and there's a bike shop in a town five kilometers away.

4 You stay at a nice campsite, but it rains all night and everything is very, very wet.

5 You're very hungry, and you want to buy some food at the campsite cafe. A burger is \$7 and french fries are \$2. Your friend has \$6, and you have got \$3.

6 You miss the train home. You need to call your parents, but there's no cell phone signal.

Key phrases Adapting to new situations

If that happens, we could

What should we do if ... ?

What about if ... ?

I don't think that's a problem because

What's our plan B?

If that doesn't work, we could

7 Compare your answers with other groups. Is it easy to adapt your plans to new situations? Who has the best action plan for each situation?

8 REFLECT Have you ever adapted to an unexpected problem? How do you think you might need to adapt in the future?

Discover more SEARCH ONLINE and find out about the survival story of Juliane Koepcke. Find five interesting facts to tell the class.

54 Unit 5 What do we need to survive?

Unit 5 What do we need to survive? 55

Life skills

Why is it important to be adaptable?

Learning objectives

LIFE SKILLS Adapting to new situations

VOCABULARY Positive qualities

LISTENING Previewing

LISTENING Listening to a podcast about a survivor

SPEAKING Adapting to new situations

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, remind students of the survival tips they thought about in the previous lesson. Ask: *What personal qualities do you think you need to survive?* Elicit a few ideas, asking more questions if necessary to give students ideas, e.g., *Do you need to be strong? Why? Do you need to be smart? Why? Do you need to be a good teamworker? Why?* Elicit a range of ideas, then ask: *Do you need to be adaptable?* Check that students understand the meaning (= able to change quickly in different situations) and discuss why this would be a useful quality.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything.
- Ask students to read the tips. Check they understand everything, then put them in pairs and ask them to think of situations where the tips would be useful. Ask them to think about extreme situations, where someone needs to survive, and also everyday situations, when things go wrong, for example, if someone misses the last bus home.
- Discuss their ideas as a class.

Discover vocabulary Student Book page 120 Workbook page 48

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Go over the answers to the exercises now, and make sure students understand all the vocabulary.

2

- Students find the adjectives in the tips, then think of more and compare with a partner. Elicit their ideas (the others from *Discover vocabulary* and any others they think of) and write them on the board.

ANSWERS

calm, smart, flexible, imaginative, positive, cooperative
Other possible answers: hardworking, patient, tough, adaptable, considerate, adventurous, polite, generous, persistent, practical, honest, sensible

3

- Ask students to read the listening strategy. Ask questions to check that they have understood the strategy, e.g., *What should you look at before you listen?* (the title and pictures) *What should you think about?* (what you might hear).
- Ask students to read about the podcast and look at the photo, then answer the questions.
- Discuss their ideas as a class and make notes on the board. Ask more questions if necessary, to help students think of ideas, e.g., *How do you think she found food? What do you think she used for fuel?*
- Focus on the ideas on the board and point out how much it is possible to think about before you listen.

4 1.14

- Play the audio. Students listen to hear which of the ideas on the board are mentioned.
- Discuss as a class which ideas are mentioned, and ask: *Did previewing help you to with the listening? Why?* Elicit a range of answers.

5 1.14

- Students listen again and make notes. Pause the audio if necessary after each section, to allow students time to make notes of the main points.
- Put students in groups to discuss how Ada showed each of the qualities. Discuss students' ideas as a class. Alternatively, students could write the answers.
- Ask: *What other qualities did Ada have?* Refer students back to the tips on page 54 and elicit a few ideas and reasons, e.g., *She was calm because she didn't panic when she lost her boat.*

SUGGESTED ANSWERS

positive: She stayed positive when she had difficulty learning how to fire a gun, when she made a second boat after her boat disappeared, and when she continued trying to survive after her companion died.

smart: She was smart because she learned the skills she needed to survive, e.g., how to chop wood, how to fire a gun, and how to make a boat.

tough: She was physically tough because she had to work hard, chopping wood, going out in very cold conditions to shoot animals, and going in a boat in bad weather. She was also mentally tough because she stayed positive.

6

- Ask students to read the task. Make sure they understand what they have to do. Tell them they should discuss two or three different possibilities before they decide on their plan of action for each situation.
- Read the key phrases with the class and use the first situation to elicit an example of each completed phrase, e.g., *If that happens, we could wait for our friend and then wait at the station together until the first train in the morning.*
- Put students in groups to follow the instructions. Encourage all students to use at least two of the key phrases during their discussions.
- Ask them to note down their plan of action for each situation.

7

- Focus on each situation and ask groups to tell the class what their plan of action is, and why. Ask them also to tell the class what other possibilities they thought about, and why they didn't choose these.
- Discuss as a class who has the best plan of action for each situation and why.
- When you have discussed all the situations, ask: *Is it easy or difficult to adapt to new situations? Why?*

8 Reflect

CRITICAL THINKING

- Allow students time to think about their own experiences individually, and how they might have to adapt in the future. Ask more questions if necessary to give them ideas, e.g., *What about when you leave school? What about if you don't do well on your exams? What about when you start work?*
- Put students in pairs to talk about how they have adapted, and how they might have to adapt in the future.
- Discuss as a class what situations might happen in the future, and how they might have to adapt. For each situation, ask: *What qualities can you use to help you adapt to this? How?*

Extra activity: Critical thinking

- Write on the board: *Learn to surf whatever life throws at you.* Check that students understand *surf*, then ask: *What do you think the quote means? Does it mean you should adapt? Why does it say "surf"?* Elicit that it means that you should adapt to different situations in life, and learn to enjoy them. Ask: *Do you agree with the quote? Why? / Why not?* Elicit a few ideas.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to note down five interesting facts that they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class their facts and why they are interesting. Ask: *What personal qualities did Julianne have that helped her to survive?*

Further practice

Discover vocabulary, Student Book, page 120 (answers on TG page 113)
Workbook, pages 48 to 49

Writing Why do we need to protect nature?

Writing task An information leaflet

You are doing a project at school about nature conservation. Write a leaflet that gives information about the conservation of rainforests. Why are they important for our survival?

Understand the task

- Study the writing task and answer the questions.
 - Where can you find information leaflets?
 - What kind of topics are they about?
 - Can you think of any information leaflets you have read recently?
- Read the information leaflet below about the conservation of fish. Do you think that it is effective? Why? / Why not?

Think and plan

Writing strategy Writing a factual text

The purpose of a factual text, such as an information leaflet, is to inform the reader. The facts should be supported by examples. Texts may be organized in different ways and use different types of language. Look at different types of factual texts so that you know what features to include in your own writing.

3 Study the writing strategy. Then look again at the information leaflet below. Check (✓) the features a-g that the text includes.

a facts ☐	e guesses ☐
b headings to organize the content ☐	f predictions from experts ☐
c personal opinions which begin with "I..." ☐	g bullet points ☐
d examples from real life ☐	

Are We Emptying Our Oceans?

The Importance of Marine Conservation

What is the problem?
The biggest problem for our oceans is overfishing. Overfishing is when people take fish from the oceans faster than the fish can breed and replace their numbers. When people take too many fish, some species become rare or can disappear completely.

Why does this happen?
In the past, people used smaller boats and caught fewer fish. These days, enormous "factory" ships can catch 300,000 kg of fish every day. They use huge nets and lines, which are sometimes 30 km long. They often kill sea creatures that they don't want, like sharks and dolphins, and then throw them away.

What are the consequences for the planet and for our survival?
If we don't stop overfishing, we will cause the extinction of many types of fish. Some species, such as tuna and cod, are already in danger. Scientists predict that if we continue, we will have no fish to eat by the year 2050. Also, millions of people in smaller communities rely on fishing to survive because they have no alternative jobs or food.

What can you do? If the world consumes less fish for the next few years, there will be enough for future generations. So ...
 • find out more about which fish are in danger and do not buy them.
 • see if there are other foods that you can eat instead of fish, for example, vegetarian food.

4 Research online and find out information about the deforestation of rainforests. Organize the information using this paragraph plan.

- What is the problem?
- Why does it happen?
- What are the consequences of the problem?
- What are the solutions to the problem?

Write a first draft

5 LANGUAGE POINT Look again at the information leaflet about overfishing on page 56. Find three words or phrases that we can use to introduce examples.

6 Write the first draft of your information leaflet using your paragraph plan from exercise 4. Use the words and phrases from exercise 5 to introduce examples.

Review and edit

7 Read through your first draft. Check it and revise it. Then write your final draft.

- Content Does your writing answer the questions in your headings?
- Content Does it include examples to provide more information?
- Style Does it have the correct features for an information leaflet?

Reflect What do we need to survive?

What's dangerous? ☐ **Why is it important to be adaptable?** ☐

How can animals help us to survive? ☐ **Why do we need to protect nature?** ☐

How can we survive in the wild? ☐

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video without narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video with narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.
- Now go to the Reflect box in the Workbook and write your answers to the questions. Workbook • Page 53



I learned that humans are much more dangerous than sharks.

Writing

Why do we need to protect nature?

Learning objectives

WRITING Writing an information leaflet

WRITING Writing a factual text

WRITING Introducing examples

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What do you know about rainforests? Where are they? What can you find there? Why are they important? What's happening to them?* Elicit a few ideas, then put students in pairs and give them two minutes to write as many facts about rainforests as they can.
- Ask pairs to tell the class their ideas. Add to their ideas if necessary (see Culture note). Tell students they are going to write an information leaflet about the conservation of rainforests.

Culture note

Rainforests are forests with a very high rainfall. The biggest rainforest is the Amazon Rainforest in South America

(over 400 million hectares), but there are also rainforests in Africa and Asia. They are very rich in wildlife. Up to 70% of all animal and plant species live in rainforests. They are important because they have a lot of plants and animals that are useful to humans, e.g., to make medicines. They also help reduce climate change by taking carbon dioxide out of the air and adding oxygen back in. They are sometimes called the "lungs of the world", because they produce 20% of all the oxygen on Earth. Rainforests are being destroyed. They once covered 14% of the world's surface, but this is now only 6%.

Understand the task

1

- Students open their books. Ask them to read the writing task. Ask questions to check understanding, e.g., *Why are you writing this leaflet?* (for a school project) *What question should your leaflet answer?* (Why are rainforests important for our survival?)
- Read aloud each of the questions and elicit answers.

SUGGESTED ANSWERS

- You can find them in all kinds of places, e.g., health information leaflets at the doctor's, leaflets about problems such as conservation in a library or sometimes given out in the street.
- They can be about any factual topic.
- students' own answers

2

- Students read the information leaflet and decide if it is effective or not, and why. Put students in pairs to compare their ideas.

SUGGESTED ANSWER

Yes, it is effective because it uses facts to explain a problem, then gives practical advice about how people can help solve the problem.

Think and plan

3

- If you have internet access, encourage students to look for examples of different factual texts.
- Students read the writing strategy, then look at the leaflet again and answer the questions.
- Check answers, eliciting evidence from the information leaflet to support the answers. For each of the features, also ask: *Why is this included / not included?*
- Students can refer to the Writing workshop on page 133 for more information on *Selecting ideas* and *Organizing your ideas into paragraphs*. Explain that although these sections are about an opinion essay, the principles are the same for all pieces of writing – to think about why you are writing and who will read what you write, to organize your ideas so they are clear and easy to read, and to select ideas that are important and relevant.

ANSWERS

a, b, d, f, g

4

- Students can do their research in class or for homework and organize their notes. They could then compare their notes in pairs and suggest ways they could be improved.
- If you are short of time, students can use the information in the Culture note.
- Discuss as a class how to organize the notes under headings, and which facts and examples to include and why.

Write a first draft

5 Language point

- Point out to students that when we write a factual text, it is important to give examples to support the facts.
- Ask students to find the words to introduce examples in the text. Check answers and point out the use of commas or semi-colons before the words and phrases.
- Read aloud the three sentences in the text with the examples and without the examples and ask: *Is the fact or argument more persuasive with or without the example?* (with)

ANSWERS

They often kill sea creatures that they don't want, *like* sharks and dolphins ...

Some species, *such as* tuna and cod, ...

See if there are other foods that you can eat instead of fish; *for example*, vegetarian food.

6

CREATIVITY

- Students write their first draft. Point out that they will revise their work, so they will have a chance to check and correct language mistakes.

Review and edit

7

- Students check their work individually, then revise their leaflets individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

Reflect What do we need to survive?

1

- Read aloud the question, *What do we need to survive?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from students.

2 

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues. Explain that there are no incorrect answers, as long as their ideas relate to things they have seen in the video.

3

COMMUNICATION

- Put students in pairs and small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 132 for the ideas contained in the video.

4 

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and take notes. (If you are unable to play the video, use the audio-only version.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 133

Workbook, pages 50 to 51

6

VIDEO Learning about waste and recycling
READING Understanding pronoun references
LANGUAGE IN USE Talking about quantity and the future
LIFE SKILLS Creative thinking
LISTENING Listening for specific information
WRITING Planning paragraphs

How can we LIVE WITH LESS?

Why is the world's waste becoming a big problem?

What do we throw away?

1 Look at the photo and read the caption. Describe what you see. Do you think that waste is a problem?

2 Work in groups. Ask and answer the questions.

The problem of waste

- How many kilograms of trash does each person on the planet produce every day?
- Why do we waste food?
- What can we recycle?
- What percentage of waste do we recycle?
- How many plastic bottles do we use every minute of every day?
- Why is plastic bad for the environment?

Discover vocabulary Waste and recycling
 Student Book • Page 122 Workbook • Page 56

3 Watch the Factfix video and check your answers to the questions in exercise 2.

4 Watch the video again. What suggestion does Amy make to reduce the use of plastic bottles?



5 Work in pairs. Ask and answer the questions.

- 1 What kind of things do you throw away and why?
- 2 What kind of things do you recycle?
- 3 Is it easy to recycle things where you live?
- 4 Do you wait until your phone is broken before you replace it?
- 5 Does your family compost fruit and vegetables that have gone bad?
- 6 How can we waste less?

Key phrases Talking about waste and recycling

Do you throw away much / many ... ?
 How much of your trash do you recycle?
 Do you ever reuse ... ?
 What can we do with ... ?
 Maybe we need to ...
 We can waste less by ... -ing.



Discover more SEARCH ONLINE and find out about the Great Pacific Garbage Patch. How big is it and why is it there?

Vocabulary

- Waste and recycling
- Adjective suffixes
- Making things

Further practice

Discover vocabulary, Student Book, page 122

Workbook, pages 56 to 58

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Understanding pronoun references
- Reading an online blog about living with less

Further practice

Workbook, pages 54 to 55

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about quantity
- Talking about the future

Further practice

Discover grammar, Student Book, page 123

Workbook, pages 46 to 48

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Creative thinking

Listening

- Listening for specific information

Further practice

Workbook, page 59

Speaking

- Talking about waste and recycling
- Sharing ideas

Writing

- A factual article
- Planning paragraphs
- Introducing information from different sources

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 60 to 61

Assessment

- Self-assessment, Workbook, pages 62 to 63
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- 21st century skills assessment, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

What do we throw away?

Learning objectives

FACTFLIX VIDEO Learning about waste and recycling

VOCABULARY Waste and recycling

SPEAKING Talking about waste and recycling

Introducing the topic

- With books closed, ask: *What new things have you bought or been given recently?* Elicit a few ideas, e.g., clothes, games, books. Ask students individually to write down five new things they bought or received recently. Ask them to look at their lists and think about how much they needed each thing, by ranking them from 1 (most needed) to 5 (least needed). Put students in groups to compare their lists. Ask groups to tell the class some of the items numbered 1 in their groups, and some of the items numbered 5. Point out that we consume a lot of new things each year, and we don't need a lot of the things we consume.
- Ask: *When you get new things, what do you do with your old ones?* Elicit the idea of throwing things away. In their groups, give students two minutes to think of all the things they have thrown away over the last two weeks, e.g., food wrappers, paper, old pens, water bottles. Write their ideas in a word cloud on the board, writing items that are mentioned several times in bigger letters. Focus on the word cloud and ask: *Are you surprised at how much the class throws away? What do you find the most surprising or most shocking? Why?*
- Ask students the *Discover* question, *How can we live with less?* and encourage them to give their opinions.

1

- Students then open their books and look at the opening photo, caption, and lesson question.
- Put students in pairs to describe the photo. Elicit a description from the class. You could refer to the word cloud on the board and discuss which things from the word cloud are in the photo. Elicit what materials the things in the photo are made of (mostly plastics).
- Ask students to read the caption. Discuss as a class why waste is becoming a problem for the world. Encourage students to share what they know about this issue.
- Ask: *What do we do with our waste?* Elicit what students do with their waste at home and at school.

Discover vocabulary Student Book page 122 Workbook page 56

- If you think your students will struggle with the vocabulary in exercise 2, turn to page 122 now and do the vocabulary practice in class, before students continue with the lesson.
- With stronger classes, students can do the exercises on page 122 for homework.

2

- Put students in groups to discuss the questions and try to guess the answers.
- Read aloud each question and elicit a few ideas, encouraging students to give reasons for their answers. Don't confirm the answers, but tell students they are going to watch a video that will give them the answers.

3

- Note that the British English *rubbish* is *trash* in American English. Play the video for students to note down the answers to the questions in exercise 2. Check answers. Ask: *Were your guesses correct? Which answers surprised you? Why?* (If you are unable to play the video in the classroom, use the audio-only version instead.)

ANSWERS

On average, in cities, each person produces 1.4 kilograms of rubbish (trash) every day.

We buy too much food and it goes off (goes bad), so we throw it away.

In the U.S., 34% of waste is recycled.

We use one million plastic bottles every minute.

Plastic is bad for the environment, because it takes 400 years to go away.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what the people have said.

4

- Read aloud the question and ask if students can remember the answer from the video.
- Play the video again for students to confirm the answer.

ANSWER

She suggests that people use reusable cups to help reduce the use of plastic bottles.

5

- Read aloud the key phrases and check that students understand them all. Elicit a complete example with each phrase, e.g., *Do you throw away many clothes? Do you ever reuse plastic bottles?*
- Students discuss the questions in pairs. Ask them to note down their ideas for how we can waste less.

COMMUNICATION

- Put pairs together in groups of four to compare their ideas about how we can waste less and choose two ideas to tell the class.
- Ask groups in turn to tell the class their ideas and reasons.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the information they find.
- After the research or at the beginning of the next lesson, discuss the topic as a class. Ask: *Which facts and information do you find the most surprising? Why?*

Further practice

Discover vocabulary, Student Book, page 122 (answers on TG page 113)

Workbook, page 56

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn **What can we live without?**

- Look at the paragraph headings in the blog on page 61. In which paragraphs (2-4) do you expect to see the items below? Why?
bank account packaging possession recyclable solar panels stuff
- Read and listen to the blog. Check your answers to exercise 1.
- Answer the questions. Use your own words.
 - Do you think the author usually writes his blog about the same topic? Why? / Why not?
 - How did the author get the idea for this blog and where did he find information?
 - What did the people do to change their lives?
 - Which of the ideas do you think the author might try? How do you know?
 - How can each of the different lifestyles make people happier, healthier, or wealthier?

Reading strategy **Understanding pronoun references**
Pronouns can replace nouns. We often use a pronoun to avoid repeating the noun. When you read a pronoun, try to understand what it refers to. This will help you to understand the text.
Lauren Singer doesn't use disposable products. She never buys them.

- Study the reading strategy. Then study the sentences 1-5 from the blog. Explain what the highlighted words refer to.
 - He looked in his closet and dresser drawers one day. (line 7)
 - So, he sold some of it and gave away the rest. (line 8)
 - It seems like a nice idea. (line 22)
 - When you grow food, you don't waste it. (line 31)
 - He says he's never been happier or healthier. (line 34)
- Read the definitions 1-6. Then look at the blog and find adjectives with the same meaning. What are the suffixes that make adjectives?
 - helpful for you to achieve something (paragraph 1)
 - wasting something that could be used (paragraph 3)
 - made to be thrown away (paragraph 3)
 - made to be recycled (paragraph 3)
 - not careful about something (paragraph 3)
 - not having any money (paragraph 4)

Discover vocabulary Adjective suffixes
Student book • Page 122 Workbook • Page 56

- Write five tips for people who want to waste less. Use adjectives from exercise 5.
Don't use disposable coffee cups.
- TALKING POINTS** Discuss the questions.
 - Would you like to try any of the ideas from the text? Why? / Why not?
 - Do you think we have too many possessions?
 - Are there any things that you think you can live without?
 - What do you think less is more means?

Discover more **SEARCH ONLINE** and make a list of the most wasteful products. Do you think we can avoid using any of them? How?

60 Unit 6 How can we live with less?

ABOUT RECYCLE PLASTIC GREEN LIVING BLOG CONTACT

LESS IS MORE

Why don't the text start with "Hello again?"
WRITTEN BY JOSH BECKER

1 Hello again! I'm sitting here surrounded by piles of things, most of which I probably don't need. So today I'm asking the question "How can we live with less?" I've looked around on the internet and found a few useful and interesting ideas in blogs and articles. Take a look and see what you think ...

2 **Possess less**
I was really interested to read some blogs written by "minimalists." Minimalists are people who live with very few possessions. I read about one teenager who can fit all of his things into one suitcase (except his surfboard). He looked in his closet and dresser drawers one day and realized that they were full of stuff that he didn't use or need. So he sold some of it and gave away the rest. Now, his life is simpler - his room is always clean and he spends less money. "The less you buy, the less you want," he says. Sounds good to me.

3 **Zero waste**
Lauren Singer decided to live a "zero-waste" lifestyle because she was shocked that people are so wasteful. Since then, she hasn't used any disposable products. She never uses plastic cups, bags, or bottles, for example. She either reuses containers or buys products without packaging. She also found that most things are recyclable. So now she produces very little waste. Incredibly, she can fit all of her trash from the last two years into one small glass jar. Amazing, huh? Her blog gives advice for people who don't want to be part of a careless, throw-away society. It seems like a nice idea - I've already got my jar!

4 **Moneyless living**
Mark Boyle has been living without money since 2008. Before starting his moneyless life, he bought a few useful things, like solar panels, so that he could live independently. Then, he closed his bank account and started to live differently. He now lives in a trailer in a field. He grows all of his own food and never goes to the store. He says that when you grow food, you don't waste it. He's written about his experiences and he gives talks about "the freeconomy." He says he's never been happier or healthier. It's good to know that we can be happy without money. Not so easy, this one, but I'm going to try growing a few vegetables.

Find two other words in this paragraph that mean "things".
What's the "throw away society"?
Which words make up the invented word "freeconomy"? Can you guess the meaning?

Leave a Reply
18 comments

Sort by **Oldest**

Reading to learn

What can we live without?

Learning objectives

READING Reading an online blog about living with less

READING Understanding pronoun references

VOCABULARY Adjective suffixes

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to imagine their bedroom at home and picture everything in it. Talk them through the room and ask them to picture each part, e.g., *Think about what's on the bed and under the bed. Is there a desk? What's on that? Are there any shelves? What's on them? Is there a closet? What's inside?* Then ask students to think about all the things in their room and write five things that they definitely need, and five things they don't need.
- Put students in groups to compare their lists and create a list of all the things they have that they don't really need.
- Ask groups to read their lists to the class. Ask: *Why do we have so many things that we don't really need?*

1

- Students open their books and focus on the headings in the blog. Check they understand the word *possess*.

- Put students in pairs to discuss where they expect to see the words and why. Elicit some possible answers, encouraging students to give reasons for their answers.
- Focus on each heading and ask: *What other words would you expect to find in this section? Why?* Elicit a range of answers and reasons.

2 1.15

- Play the audio for students to listen and read, and check their ideas.
- Check answers. Ask: *How did thinking about the words help you to understand the text?* Elicit a few ideas. Remind students, if necessary, that predicting what a text is about before they read it will help them to understand it better.

ANSWERS

2 possession, stuff

3 packaging, recyclable

4 bank account, solar panel

Culture note

The minimalist movement encourages people to reduce the number of things they possess. In the U.S., the "100 Things Challenge" has become popular, in which people try to reduce their total number of possessions to 100 things.

A zero-waste lifestyle tries to eliminate waste that will go into a landfill. People avoid plastic, and do not buy anything with packaging that can't be recycled. A lot of alternative zero-waste products are available to buy, e.g., bamboo toothbrushes that can be composted.

Mark Boyle is an Irish writer. He has written several books on his experiences, including *The Moneyless Man: A Year of Freeconomy Living*, published in 2010.

3

- Ask students to answer the questions, referring back to the blog to look for the information they need. Allow them to compare their answers in pairs before checking as a class.
- Check answers, eliciting evidence from the blog to support the answers.

SUGGESTED ANSWERS

- 1 No, he probably writes on different topics each time because in the introduction he says: "Today I'm asking the question ..."
- 2 He got the idea because he was looking around his room and thinking about all the things he has that he doesn't really need.
He found information about the topic online.
- 3 Each person tried to change their life by consuming less.
- 4 He might try possessing less because he says: "Sounds good to me." He might try producing less waste because he says: "It seems like a nice idea." He might also grow his own vegetables.
- 5 Possessing less can make people happier by making their lives simpler. It can also make them wealthier because they won't buy as much. Trying zero waste can make people healthier because they will eat more natural food. Moneyless living can make people happier and healthier because they will live a more natural life, spending time outside and eating fresh food.

READING TEXT QUESTIONS

- Ask students to answer the questions next to the blog on page 61 individually. Allow them to compare their answers, then discuss the answers as a class, encouraging students to refer back to the blog to explain their answers.

SUGGESTED ANSWERS

- The writer says "Hello again!" because he writes the blog regularly.
- Two other words that mean "things" are *possessions* and *stuff*.
- The words *incredibly* and *amazing* show that the author is surprised by Lauren's lifestyle.
- The "throw-away society" is one in which it is normal to use things only a few times and then throw them away.
- The words *free* and *economy* are joined together to make *freeconomy*. The word means a way of living without buying things.

4

- Ask students to read the reading strategy, or read it aloud to the class. Elicit that pronouns are words like *he*, *she*, and *it*, that replace nouns.
- Ask students to read the sentences in context in the blog to discover what the highlighted pronouns refer to.
- Discuss the answers with the class, referring back to the blog to explain the answers.

ANSWERS

- 1 a teenager 2 his stuff 3 her advice / living a zero-waste lifestyle 4 food 5 Mark Boyle

5

- Introduce the idea of adjective suffixes by writing the words *colorful* and *colorless* on the board. Ask: *What do they mean? How are they formed? Are they nouns, verbs, or adjectives?* Elicit that they are adjectives formed from *color* + *ful* and *less*.

- Students find the adjectives in the blog.
- Check answers, and elicit which three suffixes are used to form the adjectives. As a class, think of other adjectives that use these suffixes (see ideas in answer key).

ANSWERS

- 1 useful 2 wasteful 3 disposable 4 recyclable 5 careless 6 moneyless

other adjectives that use these suffixes: careful, joyful, helpful, useless, sleeveless, painless, enjoyable, washable

Discover vocabulary

Student Book page 122 Workbook page 56

- The exercise on page 122 provides more practice of the adjective suffixes presented in exercise 5. Students can do the exercise for homework, as consolidation.

6

- Elicit a few example tips from the class, e.g., *Don't buy drinks in disposable cups*.
- Ask students to write their tips individually, then put them in pairs to compare their ideas and choose the best five tips. Put pairs together in groups of four to compare and choose the five best again.
- Ask groups to tell the class their best five tips and why they chose them.

7 Talking points

CRITICAL THINKING

- Allow students time to prepare their ideas individually.
- Put students in small groups to discuss the questions. Ask them to think of specific examples to support their arguments, and ask them to make notes that one person in their group can use to report back to the class.
- As each group reports back, ask: *Who agrees with this? Why? Who disagrees? Why?*

Extra activity: Communication

- Tell students that minimalists try to limit themselves to having very few possessions. Ask: *If you decided to become a minimalist, what would be your top ten things to keep? Why?* Students can make their lists individually, then compare in groups.
- Elicit ideas from groups in turn and see what are the most common things and reasons for keeping them.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on their ideas.
- After the research or at the beginning of the next lesson, discuss their findings as a class. Ask: *Will you try to avoid these products in the future? Why? / Why not?*

Preview

- Ask students to look at the *Discover grammar* presentation on page 123 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 122 (answers on TG page 113)

Workbook, pages 54 to 56

Reading practice worksheet, Teacher's Resource Center

Language in use

How can we live without money?

1 Read the online article. What are the advantages and disadvantages of the Swapshop app?

Join the Swapshoppers

What did people do before there was money? The answer is they swapped things. Now, thanks to technology, swapping is becoming popular once again. A lot of people are now using apps to swap things instead of paying money for them. I recently found a swap app that people in my town use. Here's how it works: I don't have enough money to buy a new tennis racket, but I have a few video games that I don't need. So, I'm going to put the video games onto the swap app and I'm going to say that I'm looking for a tennis racket. Then maybe someone will want to exchange a racket for my games.

The app is great if you don't have much money, but you have things that you don't use anymore. There's also another app for people who simply want to give away things instead of throwing them away. Right now, there aren't many things on the site, but it's a nice idea. I'm sure that apps like this will become more and more popular in the future. Swapping and giving things away is great because it saves money, and people throw away fewer things, so we create less waste. Who knows, maybe one day we won't use money.

Discover grammar Talking about quantity
Student Book • Page 123 Workbook • Page 57

We use a lot of, much, many, few, and enough to talk about quantities.

2 Study the examples from the article. Which ones talk about count nouns? Which ones talk about noncount nouns?

- A lot of people are now using apps.
- I don't have enough money.
- You don't have much money.
- There aren't many things on the site.
- People throw away fewer things.
- We create less waste.

3 What possessions do you have that you do not use or need? Think of things that you would like to swap or give away. Use the quantity phrases below.

I have a few old video games that I'd like to swap.

4 Complete the sentences with your own ideas. Think about money, possessions, and the environment. Then work in pairs and compare your answers.

- People need to spend less money on ... and more on ...
- There are a lot of ...
- There are too few ...
- There's too much ... in our town.
- We need to use fewer ...
- There isn't enough ... in the world and there are too many ...

Discover grammar Talking about the future
Student Book • Page 123 Workbook • Page 57

We use *will* or *be going to* to talk about the future.

5 Study the examples from the article. Which one talks about a plan and which one makes a prediction?

- Maybe one day we won't use money.
- I'm going to put the video games onto the swap app.

6 Read and listen to the description of life on Bunia Island. Then work in pairs and play the Bunia Island Trading Game. Answer the questions about your plans and predictions.

Bunia Island Trading Game

There isn't any money on Bunia Island, so you will need to swap with the other villages to get the things that you need. There are three villages on the island:

MEISTER

Meister is far away in the mountains, a dangerous journey from Flader. They don't have much land to grow their own food, but it's the only place on the island where you can get salt and metal. The people are very smart, but they are not very friendly and it isn't easy to exchange things with them.

FLADER

You live here. Your people are farmers. You have cows, hens, vegetables, and seeds, which you can swap, but it is difficult to take them a long distance. To survive this year, your people will need tools to work with, firewood for cooking, and salt for the animals.

ASTER

Aster is near Flader, in the forest. The people cut down trees and make tools, but they don't have any land to keep animals or grow food. They have wood and tools, which they can swap. To survive this year, the people will need food to eat and metal to make the tools.

Plan

What are you going to do? Answer the questions.

- Which villages are you going to visit?
- What are you going to ask for?
- What are you going to offer as a swap?

Predict

What do you think will happen? Why? Use some of the phrases.

It's possible that ...
Maybe they'll / we'll ...
I think they'll / we'll probably / definitely ...
I don't think they'll / we'll ...

7 In groups, compare your ideas from exercise 6. Is it easy to live without money?

Discover more SEARCH ONLINE and find out when people first used money. What was the first money like?

Language in use

How can we live without money?

Learning objectives

GRAMMAR Talking about quantity

GRAMMAR Talking about the future

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, write their findings on the board and discuss them as a class. See the notes on the previous page.

Introducing the topic

- With books closed, write these quotes on the board:
Money can't buy you happiness.
It's easy to say you don't care about money when you have plenty of it.
- Put students in groups to discuss which of the quotes they agree with the most and why.
- Discuss the quotes with the class and ask: *How important do you think money is? Can you imagine living without money? How could you get the things you need without money?* Elicit a range of ideas.

1

- Students open their books. Check that they understand *swap* (= to give something to someone in exchange for something else).
- Students read the article and answer the question.
- Check answers and discuss as a class who likes the idea and why, and who has swapped something.

ANSWERS

Advantages: it's local, you don't need money; people throw away fewer things

Disadvantages: the person who has the item you want might not want your item; there aren't many items on the site

Discover grammar

Student Book page 123 Workbook page 57

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation now with the class before you move on to exercise 2.

2

- Students study the examples and answer the questions. They could work in pairs for this.
- Check answers, then read aloud the information about talking about quantity.
- Ask questions to check understanding of the language, e.g., *If I don't have enough money, do I need more?* (yes) *"I don't have much friends" or "I don't have many friends"? Why?* (many, because friends is count). *"You should spend less money" or "You should spend fewer money"? Why?* (less, because money is noncount).

ANSWERS

a count b noncount c noncount
d count e count f noncount

3

- As a class, generate ideas of the kinds of things students could swap or give away, e.g., toys from when they were younger, old clothes, games, books.
- Ask students to write their sentences individually.
- Ask some students to read their sentences to the class.

Extra activity: Collaboration

- Ask students to add more detail to their lists of things for swapping, e.g., the names of video games or books.
- Set a time limit of a few minutes for students to move around the classroom and try to find people who are interested in swapping with them. If they find a match, they write down the name of the person and the thing they would swap for.
- Monitor while they are working, and note down any language errors to correct at the end. See who managed to agree to some successful swaps!

4

- Read aloud the sentence beginnings and elicit a few example endings, e.g., *There are a lot of cars in this city.*
- Ask students to complete the sentences with their own ideas, then put them in pairs to compare their answers.
- Ask some students to read some of their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

5

- Read aloud the information about talking about the future.
- Check that students understand the word *prediction* (= something that you think will happen in the future).
- Read aloud the examples and elicit which one refers to a plan and which one refers to a prediction. Ask students to find more examples of plans and predictions in the online article about Swapshoppers (*I'm going to say ... , Maybe someone will want ...*).

ANSWERS

a prediction b plan

Discover grammar Student Book page 123 Workbook page 57

- Ask students if they read the *Discover grammar* presentation before the class. With weaker students, you could go over the presentation now with the class before you continue with the lesson.

6  1.16

- Explain to students that they are going to imagine a world without money.
- Play the audio for students to listen and read. Ask questions to check understanding of the task, e.g., *Which village do you live in?* (Flader) *What do you have in your village?* (cows, hens, vegetables, and seeds) *What do you need?* (tools, wood, and salt) *How can you get these things?*

- Focus on the questions about plans and predictions. Elicit or give a few examples, e.g., *We're going to visit Aster because we need wood. I think they'll probably swap with us because they need food to eat.*
- Students work in pairs to prepare their ideas. Ask them to think about at least five plans and five predictions. Encourage them to use different phrases when they discuss their predictions.
- Alternatively, students could write their sentences.

7

- Ask a pair to tell the class some of their plans. Ask other students: *What do you think will happen with this plan? Why?* Elicit some predictions, and encourage students to use a range of different phrases for predictions in their answers.
- Put pairs in groups to compare and discuss their ideas from exercise 6 and to discuss the question.

Extra activity: Critical thinking

- Ask: *Would it be a good idea to have a swap shop at your school / on the school website / on a bulletin board? What kinds of things might people swap? How would it work?*
- Put students in small groups to think about how a swap shop could work at their school. Encourage them to think about practical questions such as who would organize it and where it would take place.
- Ask groups in turn to tell the class their ideas. If students are enthusiastic about the idea, encourage them to take it further and talk to other students and teachers about their ideas.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they learn.
- After the research or at the beginning of the next lesson, discuss their findings as a class. Ask: *Which facts did you find the most interesting? Why? What would you like to learn more about? Why?*

Preview

- Ask students to do the *Discover vocabulary* exercises on making things on page 122 before the next lesson.

Further practice

Discover grammar, Student Book, page 123 (answers on TG pages 113 to 114)

Workbook, page 57

Grammar practice worksheet, Teacher's Resource Center

Life skills What can we do with waste?

Life skills strategy **1** **Creative thinking**

When you are trying to think creatively, give yourself a short amount of time and think of ten different ideas. The first few ideas might be obvious, but usually more creative ideas will come later. It's best to work alone at first before sharing your ideas in a group.

- 1 Study the life skills strategy. Why do you think it is best to work alone before you work in a group?
- 2 Look at The Waste-free Zone website. Choose two of the objects (A-E) and describe how you could make them. Which do you think are the most creative ideas?

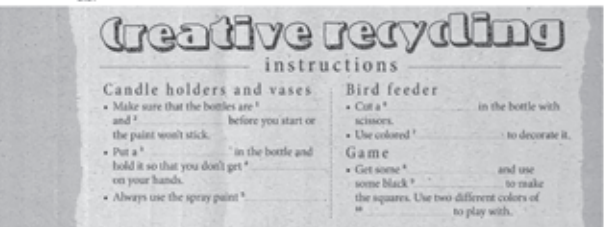


1.17 **3** Listen to The Waste-free Zone podcast. Which three objects from exercise 2 do they describe?

Listening strategy **4** **Listening for specific information**

Sometimes you need to listen for specific details, such as a place, a time, or important instructions. Listen carefully for the details, focusing on key words or phrases, and ignore any irrelevant information.

1.17 **4** Study the listening strategy. Then listen again and complete the instructions.



- 5 Study the life skills strategy again. Then think of five creative ideas for recycling that you could send to The Waste-free Zone website. Use the objects below or your own ideas.
- 6 Work in groups. Use the key phrases. Share your ideas from exercise 5 and decide which is the best.
- 7 REFLECT Share your group's idea with the class. Which is the best idea from the whole class? Does thinking creatively work best as an individual activity, a group activity, or a mixture of both?

Discover more **SEARCH ONLINE** for **images of recycling in art**. Choose your favorite examples and share them with the class.

Life skills

What can we do with waste?

Learning objectives

LIFE SKILLS Creative thinking

VOCABULARY Making things

LISTENING Listening for specific information

LISTENING Listening to a podcast about creative ways of recycling

SPEAKING Sharing ideas

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, remind students of the discussion they had about all the things that people throw away. Ask: *What can you do with things instead of throwing them away?* Elicit that you can recycle things.
- Ask: *Have you ever bought anything or seen anything that is made from recycled materials? What was it?* Elicit students' answers. Ask: *What could you use old car tires for? Could you use them in your home or garden? What about old plastic bottles?* Elicit a few ideas, and encourage students to use their imagination.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything.
- Discuss as a class why it might be best to work alone first.

SUGGESTED ANSWER

It's best to work alone first so that you can focus on your own ideas and encourage your own creativity. If you listen to other people's ideas first, it might then be difficult to think of something different yourself.

2

- Focus on the website and elicit or explain that it is a website that offers advice and ideas on how to recycle things yourself.
- Focus on the photos and labels. Ask students individually to choose two objects and think about how they could be made. Point out that they should use the vocabulary in the *You will need* part of the website to help them.
- Put students in pairs to describe to each other the objects they have chosen.
- Elicit a description of each object from the class, then ask: *Which object do you like the most? Which do you think is the most creative? Why?*

Discover vocabulary Student Book page 122 Workbook page 58

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Go over the answers to the exercises now (on TG page 113), and make sure students understand all the vocabulary.

3 1.17

- Read aloud the question, then play the audio. Students listen to hear which of the objects are described.
- Check answers, playing the audio again if necessary for students to hear the answers.

ANSWERS

The candle holders and vases, bird feeder, and tic-tac-toe game are described.

4 1.17

- Ask students to read the listening strategy, or read it aloud to the class.
- Focus on the instructions and ask students to read them quickly.
- Focus on the first two blanks and ask: *What kind of words might fit here? Nouns? Verbs? Adjectives?* Elicit that the missing words are probably adjectives, then elicit a few ideas for what the missing adjectives might be.
- Put students in pairs to look at the remaining blanks and discuss what kinds of words might be missing in each, and what the missing words might be. Discuss their ideas as a class, but don't confirm them.
- Play the audio again for students to listen and complete the instructions.
- Check answers, playing the audio again and pausing for students to hear the correct answers. As you check each answer, ask: *What irrelevant information did you hear about this answer?* Elicit what extra, irrelevant information was given around each answer, e.g., *make sure that they're clean and dry or the paint won't stick.*

ANSWERS

1 clean 2 dry 3 piece of wood 4 paint 5 outside
6 hole 7 paper 8 cardboard 9 tape 10 bottle tops

5

- Ask students to read the task. Make sure they understand what they have to do.
- Ask them to read the life skills strategy again, then give them a few minutes to think individually of five ideas for recycling each of the objects. Remind them that they shouldn't worry about whether their ideas are good or not, especially the first few ideas, but should just write down all the ideas they have.

6

- Put students in groups. Remind them that in group activities it is important that everyone gets a chance to share their ideas, and everyone is listened to. You could briefly discuss some rules for their discussions, e.g., *No interrupting, no criticizing.*
- Read the key phrases with the class and elicit a completed example of each one, e.g., *Another thing we can do is make pencil holders.*
- Students work in their groups to share their ideas and choose the best idea for one of the objects. Encourage them to do a rough drawing of their idea, and think in detail about how they could make it.
- Monitor and help while students are working, encouraging them to use a range of key phrases for sharing ideas.

7 Reflect

CRITICAL THINKING

- Ask groups to choose someone to present their idea to the class.
- Ask each group in turn to present their idea. Encourage students in other groups to respond and ask questions to find out more information.
- After each presentation, ask other groups to give the idea a score out of ten, with a reason for their decision.
- When all the ideas have been presented, ask students in their groups to look at all the scores they gave and discuss which of the ideas (excluding their own) they would vote for and why.
- Ask groups to tell the class which idea they like best and why. See which idea is the most popular overall.
- Discuss with the class whether thinking creatively works best as an individual activity, a group activity, or a mixture. Ask more questions if necessary to give students ideas, e.g., *What can you do best on your own? How does it help being in a group? What's more difficult when you're in a group? Would it work better to start in a group and then work on your own? Why? / Why not?*

Extra activity: Critical thinking

- Write on the board: *You can't use up creativity. The more you use, the more you have.*
- Ask: *Do you agree that you can get better at creative thinking if you practice more? Is creative thinking a natural talent or a skill you can learn? How can you practice your creative thinking skills?* Elicit a range of ideas.
- Point out that being able to think creatively is a very important skill that students will need through their lives, so they should try to develop it as much as possible, in their school work and in their everyday life.

Discover more

- Remind students that they should use the exact search term in the task, and look for images. Students can do the research in class if they have internet access, or for homework. Ask them to print out their favourite examples, or write descriptions of them.
- After the research or at the beginning of the next lesson, ask individual students to show or describe to the class their favourite examples and explain why they like them.

Further practice

Discover vocabulary, Student Book, page 122 (answers on TG page 113)
Workbook, pages 58 to 59

Writing Why is waste a problem?

Writing task

A factual article

A school's science forum is publishing a series of articles about the problem of waste, called *Why worry about ... space junk?* Write a short article for the forum about the problem of plastic waste. Explain why plastic bags and bottles are a problem and what we can do about it.

Understand the task

1 Study the writing task and answer the questions.

1 Where will people read your article? 2 What kind of people will read it?

Think and plan

2 Read the writing task again and answer the questions.

1 What's the problem? 3 What are the future consequences?
2 What are the solutions? 4 How or why does the problem happen?

Writing strategy

Planning paragraphs

We use paragraphs to divide our writing into sections. Each section or paragraph usually has a different purpose or a different topic. When we write, we need to think about what information goes into each paragraph. Remember to start a new paragraph when you change topic.

3 Study the writing strategy. Then read the article about space junk and answer the questions.

1 How many paragraphs are there? _____

2 Look again at the questions from exercise 2. Which paragraph answers each of the questions?

Paragraph 1: _____ Paragraph 3: _____
Paragraph 2: _____

3 What is the main topic of each paragraph?

Paragraph 1: _____
Paragraph 2: _____
Paragraph 3: _____

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Eva Gonzalez
748 posts

Why worry about ... space junk?

Humans create a lot of waste, which is already polluting the planet. Unfortunately, since we started to explore space, we have started to leave trash there, too.

Space debris, or space junk, consists of parts of old rockets and satellites that are in orbit above the Earth. According to NASA, there are now more than 150 million pieces of debris in orbit. Some of them are only a few millimeters in size, but some of them are more than one meter wide. These objects are moving at a speed of seven kilometers per second, or 25,000 kilometers per hour. This means that if they hit something, they will cause a lot of damage. Valuable equipment and the lives of astronauts are in danger. When pieces of space debris hit other pieces, this creates more fragments. So the problem will get much worse in the future if we don't do something now.

Clearly we need a solution to this problem. The European Space Agency says that we need to start removing the debris. In my opinion, we also need to stop sending satellites and rockets to space before a disaster occurs. We need to stop making the problem worse before we do anything else.

4 Research online and find out about plastic waste. Remember to make a note of your sources. Make a paragraph plan for your article.

Paragraph 1 – What's the problem?
Paragraph 2 – How / Why does the problem happen? What are the future consequences?
Paragraph 3 – What are the solutions?

Write a first draft

5 **LANGUAGE POINT** Look again at the article about space junk on page 66. Study the highlighted phrases for introducing information from different sources. Which sources did the writer use?

6 Write the first draft of your article. Follow your paragraph plan from exercise 4. Use phrases for introducing information sources.

Review and edit

7 Read through your first draft. Check it and revise it. Then write your final draft.

- Content Did you provide all the information in the description of the task?
- Organization Did you organize your writing into clear paragraphs?
- Style Did you use According to ... and ... says that ... to introduce your information sources?

Reflect How can we live with less?

What do we throw away?

What can we live without?

How can we live without money?

What can we do with waste?

Why is waste a problem?

1 Think about your answers to the lesson questions. Make notes.

2 Watch the Reflect video without narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.

4 Watch the same video with narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

I learned that, before money, people used a system called "barter."

Workbook • Page 63

Writing

Why is waste a problem?

Learning objectives

WRITING Writing a factual article

WRITING Planning paragraphs

WRITING Introducing information from different sources

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their examples now. See the notes on the previous page.

Introducing the topic

- Refer students back to page 59. Ask: *Can you remember any of the facts about things we throw away?* Elicit a few ideas, then ask: *Why is plastic waste a problem?* Generate ideas as a class. Ask more questions if necessary to give students ideas, e.g., *How long does it take to go away? Where does it often end up? What effects does it have on the environment? What problems can it cause for animals and people?*

Understand the task

- 1
- Students read the writing task and answer the questions.
 - Check answers, then ask more questions to check understanding, e.g., *Should your article be based on facts or opinions? (facts) What information should you include?* (information about why plastic bags and bottles are a problem, and what we can do about it).

ANSWERS

- They will read it on a school's science forum.
- Students and teachers will read it.

Think and plan

- 2
- Put students in pairs to read the writing task again and think of ideas to answer the questions.
 - Bring their ideas together on the board. Students plan and develop their ideas, using the Culture note, if necessary.

ANSWERS

See Culture note below for ideas.

Culture note

It is estimated that around 12 million tonnes of plastic waste end up in the oceans each year. This waste will not break down and disappear for hundreds of years. Plastic waste is very harmful to sea creatures. They can become tangled in plastic bags or can eat small pieces of plastic from bottles, etc. This fills their stomach, so they can't eat, and they can starve to death. Plastics also contain chemicals that are harmful to animals and could be harmful to humans.

Some kinds of sea creatures could die out in the future, and dangerous chemicals could find their way back into the human food chain. The problem happens because manufacturers use unnecessary plastic when they make and package their products, and people are not careful enough about recycling.

One solution is for manufacturers to use less plastic in products and packaging, and for people to avoid buying plastic wherever possible and recycle as much as possible.

3

- Focus on the article about space junk and elicit or explain that space junk is trash that is floating around in space, such as old satellites and parts of rockets.
- Students read the writing strategy. Then they read the article and answer the questions.
- Check answers, then ask students to read the first sentence of each paragraph again. Ask: *What does the first sentence tell us?* Elicit that the first sentence of each paragraph gives the topic of that paragraph. Point out to students that when they write their own article, they should make sure the first sentence of each paragraph gives the topic of the paragraph.
- Refer students to the Writing workshop on pages 132 to 137 for more help with all aspects of writing.

ANSWERS

1 three

2 paragraph 1 = question 1

paragraph 2 = questions 3 and 4

paragraph 3 = question 2

3 paragraph 1 = a description of the problem

paragraph 2 = how and why the problem happens and the future consequences

paragraph 3 = the solutions

4

- Read the paragraph plan with the class and point out how it matches with the article about space junk.
- Students can do their research in class or for homework.
- Students make their paragraph plan. They could then compare their plans in pairs and suggest improvements.

Write a first draft

5 Language point

- Point out to students that when they write a factual article, they might want to introduce information from different sources, e.g., organizations or experts. Elicit or explain that this makes their article more convincing.
- Ask students to find the phrases in the article and answer the question.
- Check the answer. Explain if necessary that NASA is the National Aeronautics and Space Administration (the U.S. space agency).

ANSWER

The writer used NASA and the European Space Agency as sources.

6

- Students write their first draft. Point out that they will revise their work, so they will have a chance to check and correct language mistakes.

Review and edit

7

- Students read the checklist. Remind students that to get a good score their work needs to be strong in each of these categories.
- Students could check their work individually. They then revise their articles individually, either in class or for homework.

- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

Reflect How can we live with less?

1

- Remind students that this unit was all about living with less and creating less waste.
- Read aloud the question, *How can we live with less?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 ▶

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues. Explain that there are no incorrect answers, as long as their ideas relate to things they have seen in the video.

3

COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 133 for the ideas contained in the video.

4 ▶

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and take notes. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 60 to 61

Project What happens to our waste?

Project task Giving a presentation

Work in groups and give a presentation about recycling household waste. Research recycling household waste and recycling in the future on the internet. Prepare slides and a script for your presentation. Give your presentation to the class.

UNDERSTAND

- Read the instructions for the project task above. What is the main aim of the project?
- Study the presentation slides A-D about recycling in Bristol, U.K. Then match the statements (1-5) with the slides (A-D). There is one extra statement.

A GLASS BOTTLES AND JARS
80% → new glass containers



B TONNES OF WASTE RECYCLED

- Metal 1,600 tonnes
- Plastic 4,000 tonnes
- Paper 6,000 tonnes
- Cardboard 9,000 tonnes
- Food 10,000 tonnes
- Glass 10,000 tonnes

C WHAT BRISTOL FAMILIES DO WITH THEIR WASTE

recycle 33% throw away 50%

compost 17%



D FOOD WASTE
→ biofuel for Bristol's new bio-buses



3 Listen to the students' presentation about recycling in Bristol. What is the correct order for the slides in exercise 2? Number them 1-4.

Discover more **SEARCH ONLINE** and find out about recycling household waste and recycling in the future. How much waste is recycled in your area? How is waste recycled? Are there plans for new ways of recycling? If so, what?

COLLABORATE AND PLAN

4 Work in groups. Make a list of five tasks using the steps in exercises 5-9 to help. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			

5 Choose four topics for your group's presentation. Then discuss them and decide on the best order to present them.

6 Prepare your slides and write a script for your presentation. Use the key phrases to help you.

SHARE

7 Practice your group's presentation.

8 Give feedback and make any necessary changes to your slides or your script.

PRESENT

9 Give your group presentation to the class. Listen to the other presentations. Which presentation is the most successful? Why?

Key phrases Giving presentations

Starting presentations
Hello, I'm ... and I'm here to ...
First, we're going to ... and then we'll ...

Introducing another speaker
Now I'm going to hand over to (Jason).
Over to (Jason).

Talking about slides
On this slide we can see ...
As you can see, ...
The next slide gives us an idea of ...
Let's have a look at the chart / graph.
This slide shows ...

Finishing presentations
In conclusion, ...
To sum up, ...
Thank you for listening.

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- Which feedback did you find most useful?
- How effective was your group's presentation?



Project

What happens to our waste? Giving a presentation

Learning objectives

Give a presentation

COLLABORATION Work collaboratively on a presentation

CREATIVITY Think creatively to plan and design a presentation

COMMUNICATION Give a presentation to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, ask: *What things can you recycle in your area? Paper? Glass? Plastic? Other things?* Elicit a few answers from individual students, then ask: *Why is recycling important? Do you think it is easy enough to recycle things, or could it be easier? How?* Elicit a range of ideas.

Understand

1

CRITICAL THINKING

- Students open their books. Ask them to read the instructions for the project task.
- Discuss the question with the class. Encourage students to think in a logical way about all the different things they need to do, and the order in which they will need

to do them (e.g., find information online about what is happening, think of ideas for future programs, choose the best ideas to present).

ANSWER

The main aim of the project is to give a presentation on recycling household waste, focusing on what is already happening in the area and what recycling could be done in the future.

2

- Ask students to look at the slides and match each one with a statement.
- Check answers, then ask: *Which programs do you think are a good idea? Why?*

ANSWERS

1 D 2 B 3 A 4 C 5 -

3  1.18

- Play the audio and ask students to listen to the presentation and number the slides in exercise 2.
- Check answers with the class and discuss which of the activities happen in the students' area and which they think would be possible.

ANSWERS

1 C 2 B 3 A 4 D

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.

- After the research or at the beginning of the next lesson, ask some students to tell the class what they found about recycling in their area.

Collaborate and plan

4

COLLABORATION

- Students copy the project planner, then work in their groups to discuss and plan the steps for their own presentation and complete the planner.
- Encourage them to think about how long each task might take, using their experience from previous tasks, and what they can do in class and what it would be better done at home. Encourage them to think also about individual strengths that group members have, e.g., who is good at making slides. Point out that sometimes it is useful to take on a task that you are not comfortable with, in order to improve your skills.
- Monitor and help while students are working.
- Ask some groups to present their plans to the class and explain why they planned the work in this way. Ask questions to encourage students to engage with the different steps, e.g., *How will you choose the topics for the slides? Do you think you can prepare the script before you make the slides? Why? / Why not? What will you gain by practicing the presentation?*
- Discuss as a class which plans are realistic and which allow too much time or not enough time. Encourage students to share their experience from previous projects to help their classmates with their planning.
- Allow students time to amend their plans following this feedback.

SUGGESTED ANSWERS

1 choose topics for slides 2 prepare slides and write script 3 practice presentation 4 give feedback and make changes 5 give presentation

5

COLLABORATION CRITICAL THINKING

- Discuss with the class first what they should think about when deciding which ideas to use, e.g., ideas they have a lot of information about, ideas that are new or interesting, ideas that show a broad range of different projects, etc.
- Discuss why the order of the ideas is important in a presentation. Ask questions if necessary to prompt them, e.g., *Should you talk about present projects first, or future ideas? Why? Should your most interesting idea come first? Why? / Why not?*
- Students share their ideas in their groups, choose four for their presentation, and discuss how to order their presentation. Monitor while students are working, to make sure they are communicating in English while they work.

6

COLLABORATION CREATIVITY

- Read the key phrases with the class and make sure students understand them all. You could play the audio

from exercise 3 again for students to hear the phrases in context.

- In their groups, students prepare their slides and scripts.
- Remind them that their presentation should last around two or three minutes, so they only have around 30 seconds for each slide. Monitor and help while they are working.
- Students work in their groups to decide on who will give the different parts of the presentation. Point out that when discussing this, they should take into account the personal preferences of individuals and also what will help them to give the best presentation they can as a group. Encourage them to discuss different options before they agree on a decision.

Share

7

- In their groups, students practice their presentations.

8

COLLABORATION COMMUNICATION

- In their groups, students give feedback. Discuss the kind of feedback that is useful at this stage, e.g., advice on the volume or speed someone speaks at, help with pronunciation.
- Encourage them to use a range of the key phrases.

Present

9

COMMUNICATION

- Ask groups in turn to give their presentations to the class.
- Allow two or three minutes for each presentation, to make sure there is time to hear all the presentations and give feedback.
- Ask the rest of the class to listen and look at the slides. Ask them to note down one positive thing about each presentation, and one thing that could be improved.
- Allow time for feedback at the end of each presentation.
- Discuss as a class which presentations were the most interesting and why. Ask: *Which ideas would you like to learn more about? Why?*

Reflect

CRITICAL THINKING

- Before students evaluate this task, ask which parts of project tasks they are now becoming confident with, and which parts they still find difficult. Discuss their ideas.
- Put students in groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions.
- Ask students individually to make a note of one thing they now feel confident they can do well, and one lesson they learned from doing this project.

Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.

7

What is INTELLIGENCE?

VIDEO Learning about intelligence
READING Scanning for specific information
LANGUAGE IN USE Talking about ability and possibility
LIFE SKILLS Self-awareness: knowing your skills and abilities
SPEAKING Giving reasons
WRITING Reviewing your first draft

I know that I am intelligent because I know that I know nothing. — Socrates
Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself. — Jalāl ad-Dīn Muḥammad Rūmī
The man who invented the hamburger was smart; the man who invented the cheeseburger was a genius. — Matthew McConaughey

How do we use intelligence?

1 Look at the photo and study the quotes. Which quote do you prefer? Why?

2 Work in pairs. Ask and answer the questions.

Intelligence, genius, or wisdom?

- Can you think of anyone who is a genius? What did they do?
- Do humans have skills that animals don't have?
- At what age do most children learn to read and write?
- What is a prodigy?
- If your IQ (Intelligence Quotient) is 100, is it good, bad, or average?
- What is the most languages that one person has learned to speak fluently?
- What makes a person wise?

Discover vocabulary Intelligence

Student Book • Page 124 Workbook • Page 66

3 Watch the Factfile video and compare your answers to the questions in exercise 2.



4 Watch the video again. Which people and skills do Amy and Max admire?

5 Work in pairs. Ask and answer the questions.

- 1 Which skills and abilities do you most admire?
- 2 Who do you think is skillful and why?
- 3 Do you know anyone who is wise?
- 4 What are the most intelligent things that people do?
- 5 What is the difference between intelligence and common sense?

Key phrases Talking about intelligence

It takes / doesn't take a genius to

You need real skill to

I really admire people who can

I'd like to learn how to

I think it's great to be able to

... is the wisest / smartest person I know.

SEARCH ONLINE and find out about a **child prodigy**.

What special talents did he or she have?

Vocabulary

- Intelligence
- Noun suffixes
- Skills: nouns and adjectives

Further practice

Discover vocabulary, Student Book, page 124

Workbook, pages 66 to 68

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Scanning for specific information
- Reading a science magazine article about the human brain

Further practice

Workbook, pages 64 to 65

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about ability
- Talking about possibility

Further practice

Discover grammar, Student Book, page 125

Workbook, pages 66 to 68

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Self-awareness: knowing your skills and abilities

Further practice

Workbook, page 69

Speaking

- Giving reasons
- Talking about intelligence
- Talking about skills and preferences

Further practice

Workbook, page 69

Writing

- A description of a work of genius
- Reviewing your first draft
- Time references

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 70 to 71

Assessment

- Self-assessment, Workbook, pages 72 to 73
- Unit test, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

How do we use intelligence?

Learning objectives

FACTFLIX VIDEO Learning about intelligence

VOCABULARY Intelligence

SPEAKING Talking about intelligence

Introducing the topic

- With books closed, ask the *Discover* question: *What is intelligence? How do you know if someone is intelligent?* Elicit a few ideas, e.g., someone who is intelligent can think quickly or can remember things easily. Put students in pairs to think of more ideas. Elicit ideas from pairs in turn and make notes on the board. Ask other students which ideas they agree and disagree with, and see if you can reach agreement as a class.
- Ask: *Do only humans have intelligence? What about animals? What about machines? Can they be intelligent, too?* Elicit ideas about which animals are intelligent and why, and discuss whether machines such as robots and driverless cars can be intelligent, and in what ways.

Discover vocabulary

Student Book page 124 Workbook page 66

- If you think your students will struggle with some of the vocabulary in the quotes (e.g., *clever*, *smart*, *wise*, *genius*), turn to page 124 now and do the vocabulary practice in class, before students do exercise 1.
- With stronger classes, students can do the exercises for homework.

1

- Students open their books. Put them in small groups to look at the photo and discuss which quote they prefer and why. Read aloud each quote and ask: *Who prefers this quote? Why?* Ask students who chose it to explain to the class what it means and why they like it.

2

- Put students in pairs to discuss the questions and try to guess the answers.
- Read aloud each question in turn and elicit a few ideas, encouraging students to give reasons for their answers. Don't confirm the answers, but tell students they are going to watch a video that will give them the answers.

Culture note

IQ tests have been used since the early 20th century to try to measure people's intelligence. The tests focus on skills such as problem-solving, recognizing patterns, and being able to think in a logical way. The average IQ score is from 85–114, with 115–129 being above average, 130–144 gifted, and 145–159 genius.

3 

- Play the video for students to note down the answers to the questions in exercise 2. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Check answers. Ask: *Were your guesses correct? Which answers surprised you? Why?*

ANSWERS

Humans can read and write, which animals can't do. Most children start learning to read and write at around four or five years old. A prodigy is a young person with amazing intelligence or skills. If your IQ is 100, it is average. Sir John Bowring, the Governor of Hong Kong from 1854 to 1859, could speak 100 different languages. Having intelligence *and* experience makes someone wise.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what the people have said.

4 

- Read aloud the question and ask if students can remember the answers from the video.
- Play the video again for students to confirm the answers.
- Check answers and ask: *Do you agree with Amy and Max? Why? / Why not?*

ANSWERS

Amy and Max admire Mr. Rubik because he invented the Rubik's cube.

They admire Tanishq Abraham, a child prodigy who started to read when he was only four months old and started college when he was seven.

Max admires people who can play music.

They both admire people who can speak a lot of languages, like Sir John Bowring.

Amy admires her granny because she is wise.

Max admires his granny because she gives him the best food.

5

- Read aloud the key phrases and check that students understand them all. Elicit a complete example with each phrase, e.g., *It takes a genius to invent the computer. You really need skill to play a musical instrument well.*

COMMUNICATION

- Allow students time to prepare their ideas individually, then put them in pairs to ask and answer the questions.
- Ask pairs to tell the class one person or skill they agreed on, and one that they disagreed on and why.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the child prodigy they find.
- After the research or at the beginning of the next lesson, ask some students to tell the class about the prodigy they researched. Discuss as a class which prodigy is the most amazing and why.

Further practice

Discover vocabulary, Student Book, page 124 (answers on TG page 114)

Workbook, page 66

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn **How does the human brain work?**

- You are going to read an article from a science magazine that gives information about the human brain. What do you already know about the topic? Choose the answers that you think are correct.
 - The average brain is 75% / 25% water.
 - The left / right side of the brain is connected with creativity.
 - The brain stops developing at the age of 52 / 22.
 - Eating meat / fish is good for your brain.

Reading strategy **Scanning for specific information**
When we scan a text, we look through it quickly to find specific information, such as names, numbers, and dates. When you scan, you do not read every word. Look for keywords or phrases that will help you find the information quickly.

- Study the reading strategy. Underline the key words or phrases in the questions below.
 - What percentage of the brain is water?
 - How long does it take for the brain to process an image?
 - Which side of your brain is more creative?
 - How was Einstein's brain unusual?
 - When do we start losing brain cells?
 - Which five activities are good for training your brain?
 - What kind of foods are good for your brain?
- Scan the article and find the keywords or phrases that you underlined in exercise 2. Then find the answers to the questions.
- Study the words 1–6. Then scan the article and find nouns for the words.

1 hear _____	4 intelligent _____
2 move _____	5 connect _____
3 creative _____	6 maintain _____

Discover vocabulary Noun suffixes
Student book • Page 124 Workbook • Page 66
- Make nouns from the words in parentheses. What does the article say about each of the topics 1–5?
 - The type of _____ (active) that the brain controls
 - The _____ (different) between the hemispheres
 - The _____ (develop) of the brain until the age of 22
 - Why _____ (brain) is good for the brain
 - The _____ (important) of _____ (drink) water
- Read and listen to the article. Make a note of three new pieces of information which you have learned about the brain.
- Compare your notes from exercise 6. Which information do you think is the most interesting? Think of other facts that you want to find out about the brain.

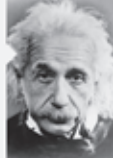
Discover more **SEARCH ONLINE** and find out about **animal brains**. Which animals have the smallest and largest brains? Which are most similar to the human brain?

72 Unit 7 What is intelligence?

INSIGHT

A Guide to the Human Brain

What's going on inside your head? Let's have a look ...



What's in it?
The average brain weighs 1.35 kilograms, and 75% of that is water. A human brain contains about 100 billion cells and approximately 160,000 kilometres of blood vessels. Your brain uses 20% of the oxygen and blood in your body.

What does it do?
The brain sends messages that tell your body what to do. Different sections control or process different things such as sight, hearing, memory, movement, language, and problem-solving. Your brain can process an image in as little as 13 milliseconds. This means that your brain can understand what it's looking at approximately 30 times faster than you can blink your eye.

Left and right sides
The cerebrum is divided into two sections called hemispheres. The left hemisphere controls the right side of our body and performs tasks connected with math, science, and logic. The right part controls the left side of the body and performs tasks connected with creativity and the arts.

Intelligence
Intelligence doesn't come from one part of your brain. Several sections at the front of the brain do a lot of the important thinking. Intelligence depends mainly on how well and how fast these sections of the brain communicate with each other. When doctors analyzed Einstein's brain, they found that the left and right sides had more connections than normal.

Age and change
Even before a baby is born, 250,000 new brain cells form every minute. The brain continues to develop until the age of about 22, but from that age we lose small numbers of brain cells every year. Studies show that as we get older, we get smarter, but we process information more slowly. Most people also remember less.

Training
Tests suggest that the more you use your brain, the better it works. Reading, doing crosswords, and doing number puzzles like sudoku can help your memory and thinking speed. Playing a musical instrument and speaking in a foreign language also help to make new connections in your brain.

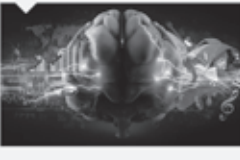
Care and maintenance
The best things for your brain are sleep, exercise, a lot of water, and "brain food" like fish, fruit, vegetables, and nuts. In a study of one million students, those who had healthier lunches did 14% better in IQ tests. Some of the worst things for the brain are sugar, alcohol, and chemicals such as food additives.

Are any of the scientific words in the text similar to your language?

Why do you think doctors analyzed Einstein's brain?

Why do you think we get smarter as we get older?

Which words introduce examples in this paragraph?



Reading to learn

How does the human brain work?

Learning objectives

READING Reading a science magazine article about the human brain

READING Scanning for specific information

VOCABULARY Noun suffixes

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to close their eyes and sit completely still. After about 30 seconds, ask them to open their eyes. Ask: *Which parts of your body were still working while you were sitting still?* Elicit a few ideas, e.g., your heart, then ask: *What about your brain? What was your brain doing? Were you still listening for instructions? Did you notice sounds or movements? Were you thinking about things?* Elicit a few answers, then ask: *Does your brain ever stop working? Why not?*

1

- Students open their books. Put them in pairs to read the questions and choose the answers that they think are correct.

- Elicit a few possible answers, but don't confirm them. Explain to students that they will learn the answers when they read the article.

2

- Ask students to read the reading strategy. Elicit the difference between skimming and scanning (when you skim a text, you read the whole text quickly, to understand the general ideas).
- Read aloud the first question and elicit the key words (*percentage, brain, water*). Ask students to read the remaining questions and underline the key words.
- Check answers. Ask: *Who was Einstein?* Elicit what students know about him (see Culture note below).

ANSWERS

- percentage, brain, water
- How long, brain, process, image
- side, brain, creative
- Einstein, brain, unusual
- start, losing, brain cells
- five activities, good, training, brain
- foods, good, brain

Culture note

Albert Einstein (1879–1955) was a German physicist, known for developing the theory of relativity, which helped explain the workings of the universe. He is considered to be one of the most intelligent people ever to have lived, and when he died, his brain was studied by scientists who wanted to discover what made him so intelligent.

3

- Read aloud the task and ask: *What can you do to help you find each answer quickly? Do you need to scan the whole text for each set of keywords?* Elicit or explain that you can use the headings to predict which part of a text the information for each question will be in. Ask students to do this first, and discuss their ideas as a class. Students can then scan the article to find the keywords, and find the answers to the questions.
- Check answers, then ask: *Did scanning the article help you find the answers more quickly? Why?*

ANSWERS

- 1 75%
- 2 13 milliseconds
- 3 the right side
- 4 there were more connections between the left and right sides than normal
- 5 at the age of 22
- 6 reading, doing crosswords, doing number puzzles like sudoku, playing a musical instrument, and speaking a foreign language
- 7 fish, fruit, vegetables, and nuts

READING TEXT QUESTIONS

- Ask students to answer the questions next to the article on page 73 individually. Allow them to compare their answers, then discuss the answers with the class.

SUGGESTED ANSWERS

- Answers will vary for whether any of the scientific words in the text are similar in the students' own language.
- Doctors analyzed Einstein's brain to try to understand what made him so intelligent.
- We get smarter as we get older because we gain more experience, so we understand things better.
- The words *like* and *such as* introduce examples.

4

- Introduce the idea of noun suffixes by writing the words *happiness* and *suggestion* on the board. Ask: *What do they mean? Are they nouns, verbs, or adjectives? How are they formed?* Elicit that they are nouns, and they are formed from an adjective (*happy*) and a verb (*suggest*).
- Students find the nouns in the article.
- Check answers, and elicit which suffixes are used to form the nouns. As a class, think of other nouns that use these suffixes.

ANSWERS

- 1 hearing 2 movement 3 creativity
- 4 intelligence 5 connection 6 maintenance

Discover vocabulary Student Book page 124 Workbook page 66

- The exercise provides more practice of the noun suffixes presented in exercise 5. Students can do this exercise for homework.

5

- Ask students to complete the sentences. Check answers.
- Students then find the information about the topics in the article.
- Discuss the answers with the class. Ask: *Do any of these facts surprise you? Why?*

ANSWERS

- 1 **activity** - The brain controls sight, hearing, memory, movement, language, and problem-solving.
- 2 **difference** - The left hemisphere controls the right side of the body and performs tasks connected with maths, science, and logic. The right hemisphere controls the left side of the brain and performs tasks connected with creativity.
- 3 **development** - The brain stops developing at the age of 22.
- 4 **training** - It helps memory, thinking speed, and making new connections in the brain.
- 5 **importance, drinking** - People who drink water and eat healthy food get better results in IQ tests.

6 2.01

- Play the audio. Students read and listen, and note down three new things they have learned. Pause the audio after each section if necessary, to allow students time to write.
- Refer students back to the sentences in exercise 1. Elicit the correct answers.

ANSWERS

students' own answers

answers to exercise 1: 1 75% 2 right 3 22 4 fish

7

CRITICAL THINKING

- In small groups, students discuss which information is the most interesting and why. Ask them also to discuss and note down one more thing they would like to know about the brain and why.
- Choose one person in each group to use their notes to tell the class their ideas. Ask: *Does anyone know anything about this? Can anyone answer their question?*

Extra activity: Communication

- Tell students they are going to test each other on how much they can remember about the brain. Put them in teams and ask them to use the information in the article to write three quiz questions.
- When all teams have asked their questions, ask teams in turn to give the answers to their questions. Ask teams to add up their scores, and see which team got the most answers correct overall.

Discover more

- Students can do the research in class or for homework.
- After the research or at the beginning of the next lesson, discuss their findings as a class, and discuss the answers to the two questions.

Preview

- Ask students to look at the *Discover grammar* presentations on page 125 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 124 (answers on TG page 114)

Workbook, pages 64 to 66

Reading practice worksheet, Teacher's Resource Center

Language in use

What is machine intelligence?

1 Read the timeline of artificial intelligence and answer the questions.

- What do the photos show?
- Which of the AI applications in the text do you think are the most useful?

Discover grammar Talking about ability
Student Book • Page 125 Workbook • Page 67
We use the modals *can, can't, could, and couldn't* and *was, are, will, and won't* to talk about ability.

2 Study the examples from the timeline and answer the questions.

- A driverless car was able to pass a driving test.
- Computers will be able to survive without humans.
- Virtual assistants are able to understand human speech.

- Which talks about ability in the past? _____
- Which talks about ability in the present? _____
- Which talks about ability in the future? _____

3 Read the timeline again. Find more sentences that describe ability.

4 Work in pairs. Talk about your own intelligence and abilities. Think about:

- things that you could and couldn't do when you were younger
- things that you are able to do now that you couldn't do two years ago
- things that you think you will and won't be able to do in the future

Language in use

5 Look at the photos A-F. How has each of the inventions changed our lives? What can we do now that we could not do before? Which invention has helped us most?

In the past we couldn't ..., but with ... we can now ...

Discover grammar Talking about possibility
Student Book • Page 125 Workbook • Page 67
We use *can, could, may, and might* to say that something is possible now and in the future.

6 Study the examples from the timeline. Which express ability and which express possibility?

- Machines might do most of the jobs.
- WABOT2 could communicate.
- Robots could be more intelligent than humans one day.

7 Look at the photos A-E. What do you think these machines might do in the future? Write sentences.

8 Work in pairs. Compare your ideas from exercise 7. What other things might machines be able to do in the future?

Discover more SEARCH ONLINE and find out about smart home devices. Which new device would you like to have in your home?

Language in use

What is machine intelligence?

Learning objectives

GRAMMAR Talking about ability

GRAMMAR Talking about possibility

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What machines do you have in your home?* As a class, generate ideas for the different machines students have in their homes, e.g., an oven, a TV, a computer, a printer. Ask: *Which of the machines are intelligent? Why?* Elicit a range of answers, then ask: *What is artificial intelligence?* Elicit that it refers to machines that can understand instructions and make decisions for themselves.
- Ask: *What examples of artificial intelligence do you know?* Elicit a few ideas, and prompt students if necessary, e.g., *What about driverless cars? What about robots? What about virtual assistants in the home?*

1

- Students open their books. Check that they understand *android* (= a machine that looks and behaves like a human). Students read the timeline and answer the questions individually.
- Allow students to compare their answers in pairs before you discuss the answers with the class.

ANSWERS

- The photos show different types of robots.
- students' own answers

Discover grammar

Student Book page 125 Workbook page 67

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation now with the class before you continue with the lesson.

2

- Students study the examples and answer the questions. They could work in pairs for this.
- Check answers, then read aloud the information about talking about ability.
- Ask questions to check understanding of the language, e.g., *These computers were able to do translations: Does that mean in the past or the present? (the past) How can you say the same thing using a modal? (These computers could do translations.) Can you change the sentence so it is about the future? (These computers will be able to do translations.)*

ANSWERS

- a 2 c 3 b

Language note

We can use *am / is / are able to* to talk about ability in the present, but it is very formal, and *can* is much more common in informal English.

3

- Students read the timeline again and find more sentences that describe ability. Ask them to think about whether they refer to the past, present, or future.
- Discuss the examples as a class and point out the *-ing* form after the phrase *be capable of*.

ANSWERS

could move and follow basic instructions, could communicate with a person, were able to do translations, was able to pass a driving test, could walk as fast as a human, was capable of showing emotions, are able to understand human speech, can now score higher marks, will be able to survive without humans

Language note

The phrase *be capable of* is used in the same way as *be able to* to talk about ability in the past, present, or future. It is followed by an *-ing* form, not an infinitive: *They are capable of showing emotions*.

4

- Read aloud the instructions and say a few things about your own abilities in the past, present, and future. Elicit a few examples from students, then allow students time to prepare their ideas individually.

COMMUNICATION

- Put students in pairs to talk about their own intelligence and abilities.
- Ask some students to tell the class something they learned about their partner.

5

- Focus on each photo. Ask questions to encourage students to think about what life was like before the technology was invented, e.g., *How do you think people found information before we had computers and the internet? How do you think people contacted their friends before cell phones? Why was it difficult?* (e.g., they weren't always near a public phone) *How do you think people got money from the bank before ATMs? What problems were there?* (e.g., banks were closed on weekends).
- Students can work individually or in pairs to look at the photos and write sentences about what we can do now that we couldn't do before.
- Discuss students' ideas as a class, then discuss which invention has helped us most and why. You could hold a class vote to decide.

ANSWERS

students' own answers

Discover grammar

Student Book page 125 Work page 67

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation now with the class before you continue with the lesson.

6

- Students study the examples and decide which express ability and which express possibility. They could work in pairs for this.
- Check answers, then read aloud the information about talking about possibility.
- Ask questions to check understanding of the language, e.g., *Robots might do more jobs for us one day: Do I feel sure about this? Do I think it will definitely happen?* (no, it's possible) *Robots could do more jobs for us one day – same meaning?* (yes) *Deep Blue could play chess: Does this refer to possibility?* (no, it refers to ability in the past).

ANSWERS

a possibility b ability c possibility

7

- Read aloud the question, then focus on the first photo and elicit a few examples of what it might be able to do.
- Students write sentences individually. Ask them to write at least two sentences for each photo, and encourage them to use all three modals (*might*, *may*, and *could*).

ANSWERS

students' own answers

Language note

We can combine *might* or *may* with *be able to* to talk about a possible ability in the future: *Robots might be able to do the job of doctors. They may be able to do operations in hospitals.* We can't use *could* in this way: ~~*Robots could be able to do the job of doctors.*~~

8

- Put students in small groups to discuss their ideas about the machines in exercise 7, and think about what other things machines might be able to do in the future. Ask groups to write four sentences about other things that machines might be able to do.
- Ask groups in turn to read their sentences to the class. Ask other students: *Do you agree that this is possible? Why? / Why not?*

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they learn. After the research or at the beginning of the next lesson, discuss their findings as a class. Ask: *Which devices would you like to have in your home? Why? What do you think our homes might be like in 20 years?*

Preview

- Ask students to do the *Discover vocabulary* exercises on skills on page 124 before the next lesson.

Further practice

Discover grammar, Student Book, page 125 (answers on TG page 114)

Workbook, page 67

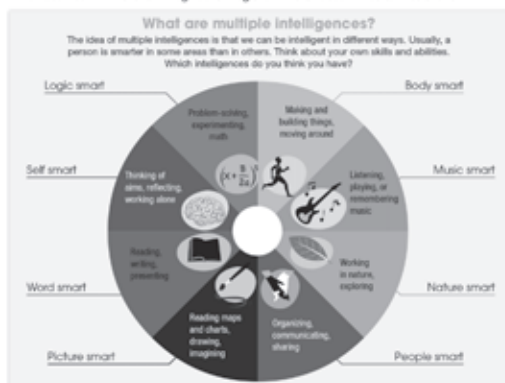
Grammar practice worksheet, Teacher's Resource Center

Life skills strategy

Self-awareness: knowing your skills and abilities

It is important to understand what your skills are. When you know your strengths, you can say what you are good at and what you find more difficult. This can help you to choose the best tasks when you work in a team. It can also help you to make decisions about your future.

- 1 Study the life skills strategy. Think of one thing that you are good at and one thing that you find difficult.
- 2 Read the description of multiple intelligences. Then study the adjectives below. Which adjectives describe the different kinds of intelligence?
artistic communicative imaginative logical mathematical musical scientific



Discover vocabulary Skills: nouns and adjectives
Student Book • Page 124 Workbook • Page 68

- 3 Think about the multiple intelligences in exercise 2. Then read the opinions a–c below. Which do you agree with? Compare your answers.
a I agree that we find some skills easier than others. We are all different. It's important to focus on the things that we do best.
b I disagree. I think that we can all be good at everything if we take the time to learn.
c I'm not sure. It's true that we find some things easier, but we can improve all of our skills if we practice.
- 4 Look again at exercise 2. Which adjectives and intelligences describe you best?
I think I'm very ... and ... I'm not very ...
I'm definitely ... smart and maybe I'm ... smart, too.

76

Unit 7 What is intelligence?

2.02

- 5 Read the list of tasks for a presentation about animal intelligence. Then listen to four students talking about their project. Match the students 1–4 with some of the tasks.

- | | |
|----------|----------|
| 1 Peter | 3 Andy |
| 2 Sophie | 4 Hannah |

Presentation: Are animals intelligent?

- 1 organize the group and plan the tasks
- 2 research information
- 3 write the script for the presentation
- 4 prepare the slides
- 5 choose the best pictures
- 6 draw a graph or make an infographic showing the size of different animals' brains
- 7 give the presentation



- 6 Listen again and check your answers to exercise 5. Which kinds of intelligence do you think each of the students has?

- | | |
|----------|----------|
| 1 Peter | 3 Andy |
| 2 Sophie | 4 Hannah |

- 7 Look again at the presentation tasks in exercise 5. Which task or tasks do you think you could do best? Why? Which task or tasks would you prefer not to do? Why?

Speaking strategy

Giving reasons

When we are speaking to people, we should try to explain our views. When we can give reasons for things, it is easier for other people to understand our opinions and they are more likely to agree.

8

- 8 Study the speaking strategy. Then work in groups. Say which tasks from exercise 5 you would like to do. Remember to explain your reasons. Use the key phrases.

Key phrases Talking about skills and preferences

I think that ... is a good job for me.
I'm pretty / very / not very good at
I'm probably best at
I know / don't know how to
I'd like to / prefer to

- 9 REFLECT Discuss the questions.

- 1 Do you think it's useful to discuss people's skills and preferences before you start a project? Why? / Why not?
- 2 Were different people in your group suited to different tasks?
- 3 Do you think that we all have different skills and intelligences?

Discover more

SEARCH ONLINE and find out about **the most intelligent animals**. Which information surprised you? Find one interesting fact to share with the class.

Unit 7 What is intelligence?

77

Life skills

What different kinds of intelligence are there?

Learning objectives

LIFE SKILLS Self-awareness: knowing your skills and abilities

VOCABULARY Skills: nouns and adjectives

LISTENING Listening to four students deciding what tasks to do

SPEAKING Giving reasons

SPEAKING Talking about skills and preferences

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask students to share their responses now. See the notes on the previous page.

Introducing the topic

- With books closed, remind students that this unit has been all about intelligence. Ask: *Can people be intelligent in different ways? Is everyone who is intelligent good at math or science, like Einstein? What other ways can people be intelligent?* Elicit a few ideas from the class, e.g., people can be very good at music or art, or learning other languages.
- Put students in pairs and give them one minute to think of as many different kinds of intelligence as they can. Write their ideas on the board and see how many ideas the class can come up with. Reinforce the point that there are lots of different kinds of intelligence.

1

- Students open their books. Read aloud the life skills strategy and check they understand everything. Elicit some examples of the kinds of tasks people might choose on a team, depending on their abilities (e.g., someone who is good with words might choose to do a presentation). Elicit an example of how knowing your abilities might help you make decisions about your future (e.g., if you are very good at languages you might decide to study these at university and use them in your job).
- Students think about one thing they are good at and one thing they find difficult. You could put them in pairs to compare their ideas.

Discover vocabulary Student Book page 124 Workbook page 68

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Go over the answers to the exercises now (on TG page 114), and make sure students understand all the vocabulary.

2

- Focus on the text and check that students understand the term *multiple intelligences* (= lots of different kinds of intelligence).
- Students read the text and match the adjectives with the different kinds of intelligence. Point out that they can use the adjectives more than once, and more than one adjective might match each kind of intelligence.
- Discuss the answers as a class.

SUGGESTED ANSWERS

Body smart: artistic, imaginative

Music smart: musical

Nature smart: imaginative

People smart: communicative, imaginative

Picture smart: mathematical, imaginative, artistic

Word smart: communicative, imaginative

Self smart: imaginative, logical

Logic smart: logical, mathematical, scientific

Culture note

The idea of multiple intelligences was first put forward by Howard Gardner in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. He wanted to challenge the idea that intelligence is just one thing, traditionally seen as mathematical or logical intelligence. The idea has been widely used in education since then, to help young people feel confident in all their different abilities.

3

- Students read the opinions and decide which they agree with and why.
- Put students in pairs to compare their answers and reasons, then discuss as a class which opinions students agree with and why.

4

- Read aloud the task, then say some sentences about yourself, using the sentence stems, e.g., *I think I'm very imaginative and artistic. I'm not very mathematical. I'm definitely Word smart and maybe I'm Self smart, too.*
- Students think about their own abilities and write some sentences about themselves. They can compare their ideas in small groups.

5  2.02

- Refer students back to the life skills strategy in exercise 1, and remind them that knowing what you are good at and not so good at can help you choose the best tasks when you work on a team.
- Explain to students that they will hear four students who are working on a team talking about the tasks they will do for a project. Read the tasks with the class and make sure they understand everything.
- Play the audio for students to listen and note down the tasks that each person will do.
- Allow students to compare their answers in pairs, but don't check answers with the class at this stage.

ANSWERS

1 write the script, research 2 prepare the slides

3 give the presentation 4 organize the group

6  2.02

- Play the audio again for students to check their answers.
- Check answers with the class.
- Refer students back to the multiple intelligences on page 76. Students think about which kinds of intelligence each of the students has. Discuss their answers and reasons as a class.

SUGGESTED ANSWERS

1 logic, self, word 2 picture, logic 3 people, word

4 people, logic

7

- Point out to students that they can use the ideas from exercise 5 to help them decide which tasks they would be good at.
- Students look at the tasks again and decide which they could do best and which they would prefer not to do. Ask them to think of reasons for their answers. Encourage them to make notes on their ideas, but not to write full sentences because they will use their ideas for a discussion.

8

- Ask students to read the speaking strategy. Then read the key phrases with the class and check that students understand them all. Ask: *Which phrases need an -ing form, and which need an infinitive to complete them?* Elicit that the first three phrases need an -ing form, and the last two need an infinitive. Elicit an example with each phrase. You could play the audio from exercise 5 again for students to hear the phrases in context.
- Put students in groups to discuss which of the tasks they would like to do and why.
- Ask some students to tell the class their ideas and reasons.

Extra activity: Communication

- In their groups, students could imagine that they are going to do the project in exercise 5. Ask them to discuss the tasks again and see if they can decide who in their group would do each task and why, based on everyone's skills and abilities. Remind them that in this kind of task it is important to be polite and respectful to each other, and to listen to everyone's wishes and opinions.
- Students can use this task to inform their discussions in the next exercise.

9 Reflect

CRITICAL THINKING

- Ask students to work in their groups to ask and answer the questions.
- Discuss the questions with the class, encouraging students to give reasons for their answers. Ask: *Were there any tasks that no one in your group wanted to do? Were there any tasks that a lot of people wanted to do? Why do you think this is?*

Discover more

- Students can do the research in class or for homework. Ask them to note down one interesting fact to share with the class.
- After the research or at the beginning of the next lesson, ask individual students to tell the class the facts they found. Ask other students: *Does this surprise you? Why? / Why not?*

Further practice

Discover vocabulary, Student Book, page 124 (answers on TG page 114)
Workbook, pages 68 to 69

Writing

How can intelligence change the world?

Writing task

A description of a work of genius

Your history teacher has asked you to write a short article called *A Work of Genius*. Write a description of an invention or discovery that you think has changed the world.

Understand the task

- Study the writing task. Which kinds of information a-e could you include in your article?
 - the date of an invention or discovery
 - details about your life and interests
 - the name of an inventor
 - examples of prizes that an inventor has won
 - details about an invention or discovery
- Which of the ideas 1-4 do you think are "works of genius"?
 - the invention of the microscope
 - the discovery of penicillin
 - the discovery of electricity
 - the invention of the toothbrush

Think and plan

- Think of inventions or discoveries that have changed the world. Choose one to write about in your article.
- Research online and find out information about the invention or discovery that you chose in exercise 3. Make notes.
- Read the paragraph topics a-c below. Which is the best order? Then read the first draft of *A Work of Genius* below and check your answers.
 - The effects - how was it new and how did it change our lives?
 - The discovery or invention - how did it happen?
 - The person - who, where, when?
- Make a paragraph plan. Use your notes from exercise 4 and the paragraph topics from exercise 5.

A Work of Genius

John Logie Baird and the invention of television

John Logie Baird was an engineer who lived and worked in Scotland. His work of genius was the invention of television in the 1920s. The 1920s was a time when there were a lot of amazing inventions. Baird first started working on his invention in 1920. He didn't have much money, so he used very basic materials. He tested the first version of his "television" in 1924, and three years later he was able to transmit a moving image over 440 kilometers. The following year he sent the first television pictures across the Atlantic from London to New York. People thought this was really amazing. Before Baird started working on his invention, it was only possible to send sound, not images. People could only see moving pictures if they went to the movie theater. So television changed the world of news, information, and entertainment forever.



Writing

Write a first draft

- LANGUAGE POINT** Look again at the first draft of *A Work of Genius* on page 78. Find four words or phrases that the writer uses to give time references.
- Write the first draft of your article. Follow your paragraph plan from exercise 6. Use phrases to give time references.

Review and edit

Writing strategy

Reviewing your first draft

When you review your first draft, think about these points:

- Have you answered the question in the task?
- Is your writing organized into paragraphs?
- Does each paragraph have one clear topic?
- Is there any information that is missing?
- Is there any information that is repeated or that isn't relevant?
- Is there too much or too little content? (Is there a word count?)

- Study the writing strategy. Then look again at the first draft of *A Work of Genius*. What has the writer taken out and why?
- Study the writing strategy again and review your own article. Do you need to change anything? Write your final draft.

Reflect

What is intelligence?

- How do we use intelligence?
- How does the human brain work?
- What is machine intelligence?

- What different kinds of intelligence are there?
- How can intelligence change the world?

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video without narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video with narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.
- Now go to the Reflect box in the Workbook and write your answers to the questions. Workbook • Page 73



I learned that a bigger brain is not always a better brain.



Writing

How can intelligence change the world?

Learning objectives

WRITING Writing a description of a work of genius

WRITING Reviewing your first draft

WRITING Time references

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their fact now. See the notes on the previous page.

Introducing the topic

- Remind students of the inventions they discussed on page 75. They can look back at the top of the page if necessary to remind themselves what they were (computer, cell phone, 3D printer, ATM, satellite navigation, and voice and face recognition).
- Ask: *Do you know who invented these things? What talents or skills do you think the inventors share?* Elicit that you need to be very intelligent to invent something new, and elicit the word *genius*. Ask: *Do you think that people who invent things like these can change the world? Why?* Elicit a range of ideas.

Understand the task

1

- Ask students to read the writing task and decide which kinds of information they could include in their article. Check answers.

ANSWERS

a, c, e

2

- Focus on each idea and ask: *What do we use this for? When do you think it was invented or discovered? How has it changed our lives? Is it a work of genius? Why?* See the Culture note below and discuss the ideas with the class.

ANSWERS

students' own answers

Culture note

Penicillin was discovered by the Scottish scientist Alexander Fleming in 1928. It is believed that he discovered it by accident when he left some scientific samples unattended in his lab, and returned to find that a mold (penicillin) had grown on some bacteria and destroyed it. Before penicillin, people often died from simple infections such as tooth infections. Medical operations were dangerous because of the risk of infections. A lot of lives have been saved and modern treatments, e.g., heart surgery, have been made possible by penicillin.

Electricity was discovered by the American scientist Benjamin Franklin in the 18th century. He discovered it by tying a key to a kite and flying it during a thunderstorm.

After a lightning flash, sparks flew from the key onto his hand, which proved the existence of electricity. Electricity brought light and heat into people's homes, and also led to the development of many modern machines, including computers and communications systems.

Think and plan

3

- Put students in pairs or small groups to make a list of inventions or discoveries that have changed the world.
- Write their ideas on the board. Elicit what students know about how each one was invented or discovered, and discuss how each one has changed the world.
- Students then choose what they will write about.

4

- Students can do their research in class if they have access to the internet, or they can do it for homework.
- Alternatively, share the information in the Culture note above with the class and allow students to choose one of these inventions or discoveries to write about.

5

- Students read the writing task again, then read the paragraph topics and decide on the best order for them.
- Ask students to read the article on John Logie Baird to check their ideas, ignoring the parts that are crossed out. Check answers.

ANSWERS

1 c 2 b 3 a

6

- Students write their own paragraph plans. They can compare their plans in pairs and suggest improvements.

Write a first draft

7 Language point

- Students read the article again and find the words or phrases that give time references. Check answers.

ANSWERS

In the 1920s, first, in 1920, in 1924, three years later, the following year, Before

8

CREATIVITY

- Students write their first draft. Point out that they will review their work, so they will have a chance to check and correct language mistakes.

Review and edit

9

- Ask students to read the writing strategy. Then tell them to look at the article again, and answer the question.
- Students can refer to the Writing workshop on pages 132–137 for help with all aspects of writing.

ANSWERS

The writer has deleted two sentences because the information in them was not relevant.

10

- Ask students to read the writing strategy again, then use the questions to check and revise their own work.
- When grading students' work, refer to the questions in the checklist. You could give a score out of five for each item, giving a total out of 35 for the task.

Reflect What is intelligence?

1

- Read aloud the question, *What is intelligence?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues.

3

COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 134 for the ideas contained in the video.

4 

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and take notes. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 70 to 71

8

VIDEO Learning about health
READING Summarizing a text
LANGUAGE IN USE Giving instructions and advice; Making nouns from verbs
LIFE SKILLS Effective communication
SPEAKING Effective speaking
WRITING Reviewing: checking language and punctuation



How can we STAY HEALTHY?

People are leading longer, healthier lives, but why?

80

What's good for you?

1 Look at the photo and read the caption. Why do you think people are living longer?

2 Work in pairs. Read the statements about healthy living. Guess the answers.

Healthy living

- o 451,000 / 3.7 million / 10.4 million people will be 100 or more years old by 2050.
- o The average life expectancy 5,000 years ago was about 25 / 56 / 76 years.
- o Working for one hour / three hours / four hours burns 800 calories – the same amount of calories as a pizza.
- o Young people between five and 18 need 30 / 60 / 90 minutes of physical activity every day to stay healthy.
- o In the USA, approximately 30% / 60% / 90% of high school students don't get enough exercise.
- o A teenager needs 7 / 9 / 10 hours' sleep every night.

Discover vocabulary Health

Student Book • Page 126 Workbook • Page 76

3 Watch the Factfix video and compare your answers to the questions in exercise 2.

4 Watch the video again. What do Max and Amy think are the three most important ways to stay healthy?

5 Work in pairs. Ask and answer the questions.

- 1 Do you eat a nutritious diet?
- 2 What kind of exercise do you do to stay in shape?
- 3 How can you have a healthier lifestyle?

Key phrases Talking about health

... is / isn't good for you.
 It's healthy / unhealthy to (lose weight / put on weight).
 I try to avoid
 I do / don't do enough
 The best way to ... is to



SEARCH ONLINE and find tips about **how to be a healthy teenager**. Choose three that you think are the most useful. Then share and compare them in class.

81

Vocabulary

- Health
- Noun and verb forms
- Describing advertising

Further practice

Discover vocabulary, Student Book, page 126

Workbook, pages 76 to 78

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Summarizing a text
- Reading an article about the connection between laughter and health

Further practice

Workbook, pages 76 to 78

Reading practice worksheet, Teacher's Resource Center

Grammar

- Giving instructions and advice
- Making nouns from verbs

Further practice

Discover grammar, Student Book, page 127

Workbook, pages 76 to 78

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Effective communication

Speaking

- Effective speaking
- Talking about health
- Persuading

Further practice

Workbook, page 79

Writing

- An opinion essay
- Reviewing: checking language and punctuation
- Introducing opinions

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 80 to 81

Assessment

- Self-assessment, Workbook, pages 82 to 83
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- 21st century skills assessment, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

What's good for you?

Learning objectives

FACTFLIX VIDEO Learning about health

VOCABULARY Health

SPEAKING Talking about health

Introducing the topic

- With books closed, ask: *How healthy do you think you are?* Ask students to give themselves a score out of ten, with ten being the healthiest they can possibly be.
- Put students in groups to compare their scores and explain why they gave themselves that score. When they have finished discussing their scores, ask them the *Discover* question, *How can we stay healthy?* Encourage them to generate ideas together and note down all the things that help you to be healthier, and all the things that prevent you from being healthy.
- Choose someone from each group to report back to the class. Discuss as a class what helps people stay healthy.

1

- Students open their books and start to look at the opening photo, caption, and lesson question.
- Focus on the photo and caption. Ask: *Do you know any older people who are still very healthy? What do they do to stay healthy?*
- Put students in pairs to look at the photo and discuss the questions. Elicit a range of ideas from the class.

Discover vocabulary Student Book page 126 Workbook page 76

- If you think your students will struggle with the vocabulary in exercise 2 and the video (e.g., *nutritious, unfit, put on weight*), do the vocabulary practice in class now.
- With stronger classes, students can do the exercise for homework.

2

- Check that students understand *life expectancy* and *calories*.
- Put students in pairs to discuss the statements and try to guess which options are correct.
- Read aloud each statement and elicit a few ideas, encouraging students to give reasons for their answers. Don't confirm the answers, but tell students they are going to watch a video that will give them the answers.

3

- Play the video for students to note down the correct options in exercise 2.
- Check answers. Ask: *Were your guesses correct? Which answers surprised you? Why?*

ANSWERS

Scientists say that 3.7 million people will be 100 or more years old by 2050.

The average life expectancy 5,000 years ago was 25 years.

Walking for four hours burns 800 calories – the same amount of calories as are in a pizza.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what the people have said.

4

- Read aloud the question and ask if students can remember the answer from the video.
- Play the video again for students to note down the answer. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Check the answer and ask: *Do you agree that these are the three most important ways to stay healthy? What other ways can you think of?*

ANSWERS

They say that doing enough physical activity, getting enough sleep, and eating healthy food are the three most important ways to stay healthy.

5

- Read aloud the questions. You could elicit ideas for some vocabulary for different kinds of food and drink that are healthy or unhealthy, e.g., *fatty foods, fast food, processed foods, low-fat foods, soda*.
- Read the key phrases and check that students understand them all. Elicit a complete example with each phrase, e.g., *Chocolate isn't good for you. I try to avoid fatty foods.*

COMMUNICATION

- Students discuss the questions in pairs. Ask them to note down their ideas for how they can have a healthier lifestyle.
- Put pairs together in groups of four to compare their ideas about how they can have a healthier lifestyle and choose two ideas to tell the class.
- Ask groups to tell the class their ideas and reasons.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to note down the three most useful tips that they find.
- After the research or at the beginning of the next lesson, elicit all the tips and write them on the board. Discuss as a class which are the best tips overall.

Further practice

Discover vocabulary, Student Book, page 126 (answers on TG page 114)

Workbook, page 76

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn Why is happiness good for our health?

- 1 Work in pairs. Look at the title of the magazine article on page 83. Why do we smile?
- 2 Skim read the article. Check your answers to exercise 1.
- 3 Study the reading strategy. Then read and listen to the article. What are the main ideas?

Reading strategy

Summarizing a text
When we summarize, we briefly describe the main ideas.
• Read through the text and make a note of the main ideas.
• Start your summary by saying what the text is about in general.
• Think of a sentence to summarize each idea.
• Do not include your opinions, or a lot of details and examples.
• Do not copy long parts of the text. Try to use your own words.

Choose the best summary sentences, a or b. Explain your answers.

- 1 General a The text is interesting, in my opinion, because it explains smiles and laughter.
b The text is about the importance of smiles and laughter, especially for health.
- 2 Paragraphs 1 and 2 a They explain that they are important for relationships and communication.
b They say that a smile or a laugh can be strangely contagious.
- 3 Paragraph 3 a It also explains how both laughter and smiling are good for our health.
b It also talks about health - there's an amazing thing called laughter therapy.
- 4 Paragraph 4 a It describes things like laughter yoga, which an Indian doctor started in 1995.
b It describes how therapists and doctors use smiles and laughter in their work.
- 5 Paragraph 5 a Finally, it concludes by suggesting that we should smile more often.
b Finally, it says that smiles and laughter are free, so be generous with them!

Write a summary of the article (50-100 words). You can use statements from exercise 4.

Complete the sentences 1-6 with the nouns below. Then study paragraph 2 of the article and find the verb forms of the nouns. What do you notice about the noun and verb forms?
help interest laugh smile start study
1 I need some _____ with this. It's very difficult.
2 The _____ of the race is always exciting.
3 The _____ of animals is called zoology.
4 You have a very beautiful _____.
5 I don't have any _____ in soccer.
6 His _____ doesn't sound real. It sounds fake.

Discover vocabulary Noun and verb forms
Student Book • Page 126 Workbook • Page 76

TALKING POINTS Discuss the questions.
1 What things make you feel happy? Why?
2 Do you feel healthier when you are happy? Explain your answer.

Discover more **SEARCH ONLINE** and find tips about **how to be a happy teenager**. Choose three that you think are the most useful. Then share and compare them in class.

Health

You'll feel a lot better if you ... Smile



- 1 Humans can recognize a smile from a distance of 90 meters. It's one of the oldest and most basic forms of communication. Smiles and laughs mean the same thing in all cultures. It doesn't matter if you are in London or Lisbon, New York or New Delhi, we all understand what they mean. They express joy without words. They are signs of peace and happiness. *What does "they" refer to in this paragraph?*
- 2 A smile or a laugh can be contagious. Maybe you have noticed that when people around us smile or laugh, we usually do the same. This type of phenomenon interests geolinguists: specialists who study the origins and effects of smiles and laughter. They believe that millions of years ago, before languages started to develop, these gestures helped humans to form relationships. Nowadays, the same gestures can help us in our stressful lives. Studies show that people live longer when they spend more time with groups of happy friends. *What other gestures do you think we used before we used language?*
- 3 But why exactly are smiling and laughing good for our health? Is there a scientific explanation? Well, according to experts, there is. Studies have shown that laughs and smiles both cause the brain to release "happy" chemicals into the body. These chemicals reduce stress and help to strengthen the body's defences. The same chemicals can also reduce pain. Laughing is also good for your heart and lungs, and 20 seconds of laughter has the same health benefits as three minutes of exercise.
- 4 Because of these healthy effects, laughter therapy has become more and more popular. Laughter yoga, for example, was started by an Indian doctor in Mumbai in 1995 and there are now more than 8,000 groups around the world. At laughter yoga sessions, people meet, play, and laugh. As a result, they feel happier and healthier. Laughter therapy is also common in hospitals now. The idea of "crown care" started in New York in 1978, when a doctor named Patch Adams started to dress as a clown and make sick children laugh. Patients in a hospital are usually worried and often bored, but hospital clowns can help them to be happier and more positive, and this helps people to get better faster.
- 5 So, if we smile more, we might all be a lot happier and healthier. Strangely, it seems that if we fake or force a smile, it can have exactly the same effects as a real smile. So if you're unhappy, just smile or try to laugh and you should feel better. A smile makes the world a warmer place, and because smiles and laughter are free, maybe we should be more generous with them. *Which word in this paragraph shows that the author thinks a fact is surprising?*



Reading to learn

Why is happiness good for our health?

Learning objectives

READING Reading an article about the connection between laughter and health

READING Summarizing a text

VOCABULARY Noun and verb forms

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What makes you laugh?* Elicit a few ideas, then ask: *How often do you laugh?* Ask students to think about how many times they have laughed today so far, and why. Put them in small groups to compare their ideas. Ask: *How do you feel when you laugh? Do you think it's healthy to laugh? Why?* Elicit a few ideas.

1

- Students open their books and focus on the title of the magazine article. Ask students the question. Elicit a range of answers and reasons, but don't confirm them.

2

- Elicit that to skim read is to read something quickly to get the general idea. Ask students to skim read the article to find the answer to exercise 1. Check answers.

ANSWERS

We smile to show we are happy in a non-verbal way.

Culture note

Laughter therapy and laughter yoga are ways of helping people enjoy the physical and psychological effects of laughter. In the group sessions, people start by laughing in a controlled, fake way. Because laughter is contagious, the group laughter soon becomes genuine, and people leave the sessions feeling happier and more relaxed.

3  2.03

- Ask students to read the reading strategy, or read it aloud to the class. Reinforce the point that a summary should be brief, and should include only the main ideas.
- Play the audio for students to read and listen, and make notes of the main ideas. Pause the audio after each paragraph if necessary to allow students time to write.

ANSWERS

Smiling and laughter mean the same all over the world. Smiling and laughter are contagious and good for our health as they help reduce stress and strengthen our immune system.

READING TEXT QUESTIONS

- Ask students to answer the questions in the margin of the article on page 83 individually. You may need to explain

that a noun combination is a combination of two nouns together, e.g., *school teacher*.

- Allow students to compare their answers, then discuss the answers with the class, encouraging students to refer back to the article to explain their answers.

SUGGESTED ANSWERS

- “They” in paragraph 1 refers to “Smiles and laughs.”
- Other possible gestures that people may have used before we used languages are nodding, shaking your head, hugging, and waving.
- The noun combinations in paragraph four are: laughter therapy, laughter yoga, laughter yoga sessions, clown care, hospital clowns.
- The word “strangely” shows that the author thinks a fact is surprising.”

4

- Students choose the best summary sentences. Point out that they need to explain their choices.
- Check answers, discussing why each correct sentence is the right choice, and why the incorrect sentence is not as good.

ANSWERS

- 1 b (a gives an opinion, so it not suitable)
- 2 a (b focuses on a detail, rather than the general idea)
- 3 a (b focuses on a detail and also gives an opinion)
- 4 b (a gives too much detail about laughter yoga, and doesn't focus on the general meaning)
- 5 a (b gives an opinion)

5

- Students write a summary of the article, using the statements from exercise 4. Point out that they will need to link the ideas in the correct statements together to form a complete summary.
- When checking answers, elicit evidence from the article to support the answers.

SUGGESTED ANSWER

The text is about the importance of smiles and laughter, especially for health. It explains that smiles and laughter are important for relationships and communication, and also good for our health. It describes how therapists and doctors use smiles and laughter in their work, and concludes by suggesting that we should smile more often.

6

- Introduce the idea of noun and verb forms suffixes by writing on the board: *I usually walk to school. It isn't a long walk.* Ask: *What's the difference between “walk” in the two sentences?* Elicit that the first one is a verb and the second one is a noun, but they look the same.
- Students complete the sentences with the nouns, then find the verb forms in the article. Remind students of the reading strategy from Unit 7 and that they should scan to find the words, rather than reading the whole article.
- Check answers and elicit that the noun and verb forms are all the same. Point out that not all noun and verb forms are the same (e.g., *decision / decide, choice / choose*), so students need to learn which are the same and which are different.

ANSWERS

- 1 help 2 start 3 study 4 smile 5 interest 6 laugh

Discover vocabulary

Student Book page 126 Workbook page 76

- The exercises provide more practice of the noun and verb forms presented in exercise 6. Students can do them for homework.

7 Talking points

CRITICAL THINKING

- Allow students time to prepare their ideas individually.
- Put students in small groups to discuss the questions. Ask them to make notes on things that they all share; for example, things that make all of them feel happy, and things they all think you can do to make someone happy if they aren't feeling good.
- Choose one person in each group to use their notes to tell the class their ideas. As each group reports back, ask who else in the class shares the same opinion or experience, e.g., *Who else agrees that this makes you feel happy? Why?*

Extra activity: Collaboration

- If students are interested in the ideas in this article, they could try out their own laughter therapy session.
- Put them in small groups and ask them to choose a session leader. Tell them they have two or three minutes for their session. Tell them they must not speak to each other during this time, but the session leader should start a “group laugh.” Explain that this may feel strange at first, but they should just go with the experiment and try it out. If the laugh dies out, the group leader will start it again and the others should follow.
- Tell the leaders they can either start the group laugh with a “1 cm laugh” (a short “ha”) that they repeat until others join in, or they can play “animal laughter” and say the names of different animals, e.g., dog, cat, mouse, monkey. The people in their group must laugh as they imagine this animal would laugh.
- Go around the class monitoring as students are working, and join in with some of the laughter, or restart it if groups are struggling. Don't worry if some groups giggle or start laughing in a more genuine way.
- At the end of the time, ask students to discuss in their groups how they feel after the session. Ask: *Did your fake laughter become real laughter? Do you feel happier now than you did before the session?*

Discover more

- Students can do the research in class or for homework. Ask them to note down the three most useful tips that they find.
- After the research or at the beginning of the next lesson, elicit all the tips and write them on the board. Discuss as a class which are the most useful and why.

Preview

- Ask students to look at the *Discover grammar* presentations on page 127 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 126 (answers on TG page 114)

Workbook, pages 74 to 76

Reading practice worksheet, Teacher's Resource Center

Language in use **How can we stay safe?**

1 Read the advice on road safety in the information leaflet. Which advice refers to laws? Which advice can save the most lives?



Discover grammar Giving instructions and advice
Student Book • Page 127 Workbook • Page 77
We use the imperative to give instructions and we can use *must* and *must not* when we talk about rules. We can use *should* and *shouldn't* to give and ask for advice.

2 Study the examples from the information leaflet and answer the questions. Then find more examples.

- Stop, look, listen.
- Don't cross between parked cars.
- You should always wear something bright at night.
- You must wear a helmet.

- Which example is a recommendation or piece of advice?
- Which is an instruction, order, or command?
- Which is a strong obligation, a rule, or a law?

3 Study the information on the sign. Then prepare a list of six health and safety tips for people going to the beach this summer. Use *should*, *shouldn't*, *must*, *must not*. You must not light fires on the beach.

BEACH RULES

No glass containers

No fires

Put litter in bins

SWIMMING SAFETY

REMEMBER: a red flag means no swimming

TWO FLAGS: safe to swim, but please only swim between the flags

BE SAFE IN THE SUN

Wear sunscreen

Wear a hat

AVOID LONG PERIODS IN THE SUN

4 Compare your tips from exercise 3. Which do you think are the most important? Why?

Discover grammar Making nouns from verbs
Student Book • Page 127 Workbook • Page 77
We can use the present participle of a verb to make a noun. This is called a *gerund*. We often use *gerunds* at the beginning of a sentence.

5 Study the examples from the information leaflet. Which word is the subject in each sentence?

- Following some simple rules can save lives.
- Wearing headphones is dangerous.

6 Work in groups. Read the Safe Kids Competition and complete the list of tips.



7 Look at other groups' competition entries and compare the tips. Which group has the best advice? Have a class vote for the winner of the competition.

Discover more SEARCH ONLINE and find out about the most common household accidents. What causes most accidents in the home?

Language in use

How can we stay safe?

Learning objectives

GRAMMAR Giving instructions and advice

GRAMMAR Making nouns from verbs

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, remind students that in this unit they have been thinking about ways to stay healthy, like exercising, eating healthy food, and laughing.
- Ask: *What things can have a bad effect on your health?* Elicit a few ideas, then ask: *What about accidents? Is it important to stay safe?* Elicit that this is important, then ask: *In what situations is it important to stay safe?* Elicit a few ideas, e.g., crossing busy roads, cycling, cooking.

1

- Check that students understand *buckle up* (= put on a seat belt in a car).
- Students open their books, read the information leaflet, and answer the questions.
- Check answers and discuss as a class what the law says about cycle helmets and seat belts in the students' own country.

ANSWERS

The advice which refers to laws: you must wear a helmet when you cycle, all car drivers and passengers must wear a seat belt, drivers must not use cell phones.
Advice that can save the most lives: students' own answers

2

- Students study the examples and answer the questions. They could work in pairs for this.
- Check answers, then read aloud the information about giving instructions and advice.
- Ask questions to check understanding of the language, e.g., *You should drive more slowly – is that advice or is it the law?* (advice) *Young children shouldn't drive cars – is this correct?* (no – young children must not drive cars).
- Students find more examples of instructions and advice in the leaflet in exercise 1. Discuss the examples and ask for each one: *Is this an instruction, a piece of advice, or a law?*

ANSWERS

1 b 2 a, d 3 c

More examples: Be safe, be seen, You should always wear ..., Find a safe place, look carefully in both directions, You should try to find a crosswalk, You shouldn't look at your phone, Buckle up! All car drivers and passengers must wear a seat belt, Drivers must not use cell phones.

Discover grammar

Student Book page 127 Workbook page 77

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation now with the class before you continue with the lesson.

Language note

Elicit or explain that we use *don't* in negative instructions and commands, e.g., *Don't drive too fast.*

You could also point out that we don't use *you* in instructions and commands, e.g., *Slow down!* NOT *You slow down!*

3

- Ask students to read the signs. Check that they understand everything.
- Read aloud a few pieces of information from the signs and ask: *Is this a rule, advice, or an instruction?* Elicit a few examples of tips based on the information, e.g., *You must not take glass containers onto the beach. You should always wear sunscreen.*
- Put students in pairs to think about their tips. Remind them to think about whether each of their tips is an instruction, advice, or a rule.

SUGGESTED ANSWERS

You must not take glass containers onto the beach.

You must not light fires on the beach.

You must put litter in the bins.

You must not swim if the red flag is flying.

You can swim if there are two flags, but you should only swim between the flags.

You should wear sunscreen.

You should wear a hat.

You shouldn't stay in the sun for too long.

4

- Ask pairs in turn to read their tips to the class. Discuss as a class which tips are the most important and why.

Extra activity: Creativity

- As a class, think of another situation where there might be dangers, e.g., at a theme park or a swimming pool. Put students in small groups to think of what rules there might be in this place and think of four health and safety tips.
- Ask groups to tell the class their ideas. Discuss as a class which tips are the most important and why.

Discover grammar Student Book page 127 Workbook page 77

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation now with the class before you continue to exercise 5.

5

- Read aloud the examples and elicit which word is the subject in each sentence.
- Read aloud the information about making nouns from verbs.

ANSWERS

a Following b Wearing

6

- Focus on the photos and elicit what each one shows. Ask: *Why is this dangerous? What might happen? What other situations are dangerous around the home?*

- Ask students to read the *Safe Kids Competition*. Read aloud the example tip, and check they understand what they have to do.

CREATIVITY

- Put students in groups to write their list of tips. Instruct them to write their list neatly on a sheet of paper that can be pinned to the wall and ask them to choose one of their names to put on the list. Point out that this is a competition, and the class will choose the best set of tips.
- Monitor and help with vocabulary if necessary.

7

- Collect all the tips and pin them around the room.
- Put students in pairs and allow them to walk around and read all the tips. Ask them to note down the three best sets of tips (they cannot choose their own!)

COMMUNICATION

- Put students back in their original groups to discuss their ideas and agree on the three best sets of tips.
- Ask groups in turn to nominate their top three sets of tips. Write the names on the board, then hold a class vote to decide on the best.

Extra activity: Creativity

- For extra practice, students could work in pairs and think of four safety rules and tips for their school, using the language they have learned for giving instructions, advice, and rules, and also using gerunds.
- Ask pairs in turn to read their rules and tips to the class, then discuss as a class which are the most useful and why.

Discover more

- Students can do the research in class or for homework. Ask them to make notes on what they learn.
- After the research or at the beginning of the next lesson, discuss their findings as a class. Ask: *Which facts did you find the most interesting or surprising? Why? How can people avoid accidents in the home?*

Preview

- Ask students to do the *Discover vocabulary* exercises on describing advertising on page 126 before the next lesson.

Further practice

Discover grammar, Student Book, page 127 (answers on TG page 114)

Workbook, page 77

Grammar practice worksheet, Teacher's Resource Center

Life skills **How can we learn about health?**

Life skills strategy **Effective communication**

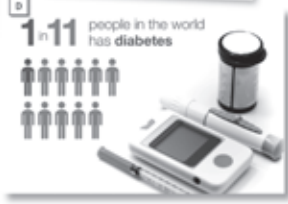
There are different ways to communicate a message using words and images. When we want to communicate any message effectively, we need to think carefully about:

- who the audience is
- what we want to say
- how we want to say it
- how our audience will feel about it

- 1 Study the life skills strategy and then look at posters A-D. Answer the questions.
 - 1 What message is each poster trying to communicate? Who to?
 - 2 How effective is each one and why?
- 2 Choose the adjectives below that best describe each of the posters. Explain your answers.
 boring clever complicated horrible memorable serious shocking simple upsetting







Discover vocabulary Describing advertising
Student Book • Page 126 Workbook • Page 78

Life skills

- 3 Listen to a presentation about a real health campaign. Answer the questions.
 - 1 Where and when did the campaign take place?
 - 2 What was the aim of the campaign?
 - 3 How effective was the campaign?
- 4 Read the tips for planning an effective campaign about good health. Then listen again. How does the presentation answer the questions from the tips?

Will they get the message?

Five tips for planning a health campaign

 - 1 What age group is it for? Who is at risk?
 - 2 Present the facts. What are the positive or negative effects that you want to emphasize?
 - 3 Think about the slogan and images you will use. What are they? Are they clear and memorable?
 - 4 What different types of media are best for the campaign? Why?
 - 5 Can you measure the effects of the campaign? How?
- 5 Work in groups. Plan your own health campaign.
 - Use ideas from the posters in exercise 2 or think of your own.
 - Discuss questions 1-5 from the tips in exercise 4 to plan your campaign.

Speaking strategy **Effective speaking**

Good speakers use different ways to communicate messages in a clear and interesting way.

- Intonation can engage an audience and keep people interested.
- Stress can emphasize different points the speaker wants to make.
- Changing how fast you speak can be interesting and dramatic.

- 6 Study the speaking strategy. Then listen to two versions of the same ad. Which is most effective? Why?
- 7 Work in pairs. Prepare a 30-second ad for the health campaign that you planned in exercise 5. Use the key phrases to help you.

Key phrases Persuading

Did you know that ...? Ask yourself this question

Just think It's your choice.

Do you really want to ...?
- 8 Take turns and read your ad aloud to your group. Remember to use intonation and stress to communicate your message effectively.
- 9 Choose the best ad. Then think of other ways to support your message. Present your health campaign and ad to the class.
- 10 REFLECT Which group do you think had the best ideas for communicating their message effectively? What did you like about them?

Discover more SEARCH ONLINE and find out about **healthy eating campaigns**. Which do you think are effective?

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Unit 8 How can we stay healthy? 87

Life skills

How can we learn about health?

Learning objectives

LIFE SKILLS Effective communication

VOCABULARY Describing advertising

LISTENING Listening to a presentation about a real health campaign

SPEAKING Effective speaking

SPEAKING Persuading

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Is it important to teach young people about how to stay healthy? Why?* Elicit a few answers, then ask: *What's the best way to give young people information about health? Why?* Elicit a range of answers, and prompt students with ideas if necessary, e.g., *What about posters? What about TV ads? What about social media? What about information in magazines?* Discuss as a class which ways of giving information are the best for young people and why.

1

- Students open their books and read the life skills strategy. Check they understand everything.

- Put students in pairs to look at the posters and answer the questions. Discuss the answers as a class and use the posters to teach the word *slogan*.

SUGGESTED ANSWERS

Poster A is trying to communicate ideas about healthy eating to young children. It's effective because it's simple and fun.

Poster B is trying to communicate the message that people shouldn't drink sweet drinks. It is effective because the image is shocking and the message is serious.

Poster C is trying to communicate a message about healthy eating. It is clever, but possibly not very effective because it is amusing.

Poster D is trying to communicate a message to teenagers and adults about diabetes and how common it is. It is a serious poster. It is also memorable because the statistic will surprise many people. Some people might find the medical equipment in the poster upsetting.

2

- Put students in pairs to look at the posters and match the adjectives to the posters.
- Discuss their answers as a class and encourage students to explain their reasons for selecting each adjective.

Discover vocabulary

Student Book page 126 Workbook page 78

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Go through the answers to the exercises now, and make sure students understand all the vocabulary.

3 2.04

- Read aloud the task, then play the audio for students to listen to the presentation.
- Students can discuss the questions in pairs, or they can write their answers. Check answers.

ANSWERS

- 1 The campaign took place in the USA in 2014 and 2015.
- 2 The aim of the campaign was to reduce the number of teenagers who start smoking.
- 3 It was effective because the number of teenagers who started smoking was less after the campaign.

4 2.04

- Ask students to read the questions. Make sure they understand everything.
- Play the audio. Students listen again, then answer the questions about the campaign.
- Check answers, playing the audio again if necessary for students to hear the answers.

ANSWERS

- 1 The campaign was for teenagers aged 12 to 17.
- 2 They wanted to emphasize the negative effects of smoking on your body.
- 3 The slogan was “the real cost”, to show that the price you pay when you buy cigarettes is not the real cost, because the real cost is the effect it has on your body.
- 4 It used ads in the streets, ads on the radio and TV, ads on social media and on mobile games.
- 5 They measured the effects of the campaign by doing interviews with 8,000 teenagers. They asked them if they remembered the ads and if the campaign had stopped them from starting smoking.

5

- Ask students to read the task. Then, as a class, think of some more ideas for health campaigns, e.g., to encourage young people to get more exercise, more sleep, or talk to someone if they have problems.
- Put students in groups and give them a few minutes to choose an idea for their campaign, then answer the questions in exercise 4. Ask groups to tell the class what they have decided and why.

6 2.05

- Students read the speaking strategy. Demonstrate the meaning of *intonation* by saying a simple phrase, e.g., *Hello everyone*, with different intonation patterns, using your hand to indicate how your voice rises and falls. Demonstrate the meaning of *stress* in a similar way, by saying a simple phrase and emphasizing different parts of it.
- Play the audio for students to listen to the ad and decide which is the best version. Discuss as a class which ad is best and why, playing the audio again if necessary for students to focus on the differences.

ANSWER

The first ad is better because the presenter uses a range of intonation to keep people interested, it uses stress to emphasize important words, and it uses different speeds to make it interesting and dramatic.

7

- Read the key phrases with the class and elicit some completed examples, e.g., *Did you know that everyone needs 60 minutes of exercise every day?*
- You could play the audio from exercise 6 again for students to hear the phrases in context. Pause the audio to focus on the stress and intonation in each phrase.

CREATIVITY

- Students work in their groups to prepare the ad for their health campaign. Monitor and help while they are working.

8

- Students work in their groups and take turns to read aloud their ad. Monitor while they are working and encourage them to use stress and intonation to communicate their message effectively.

9

- In their groups, students choose the best ad to present to the class.
- Each group presents their ad.

10 Reflect

CRITICAL THINKING

- When all the ads have been presented, discuss as a class which groups communicated their message effectively, and why their message was effective.

Extra activity: Creativity

- Ask: *Do you think the communication skills you use for advertising a health message are the same as the ones you use for selling a product?* (yes) As a class, generate some ideas for health-related products, e.g., a fitness tracker, drinks with reduced sugar, a range of healthy, low-fat pizzas.
- In their groups, students choose a healthy product and prepare and practice a 30-second ad for it. They can take turns to present their ads to the class, and other students can discuss whether they would be persuaded to buy the product, and why.

Discover more

- Students can do the research in class or for homework. Ask them to make notes on effective campaigns that they find.
- After the research or at the beginning of the next lesson, discuss as a class which healthy eating campaigns are effective and why.

Further practice

Discover vocabulary, Student Book, page 126 (answers on TG page 114)
Workbook, pages 78 to 79

Writing **Who is responsible for our health?**

Writing task **An opinion essay**
You have been learning about health at school. Your teacher has asked you to write an essay giving your opinion on the statement "We should ban candy and sugary drinks at school."

Understand the task

- 1 Study the writing task. What is the topic of the essay?
- 2 Read the opinion essay below. What is the writer's opinion?

Think and plan

- 3 Think about the statement in the writing task. Do you agree or disagree? Explain your opinion in one sentence.
I think that we should definitely (not) ban candy and sugary drinks because
I have mixed opinions about whether we should ban candy and sugary drinks because
- 4 Read the questions. Make notes about your answers.
 - 1 Is this an important topic? Why? / Why not?
 - 2 What's the situation right now?
 - 3 What might happen if we change the current situation?
 - 4 Why are these changes important?
- 5 Make a paragraph plan using your notes from exercise 4. Match the information in your notes with the topic of each paragraph.
Paragraph 1 – Introduction: a brief description of your opinion
Paragraph 2 – The main argument: an explanation of the current situation, your opinions about it and the reasons for your opinions
Paragraph 3 – Conclusion: a brief summary of your opinion



"Schools should teach students about health." Do you agree?

In my opinion, schools should definitely teach students about health.

In some countries there are special lessons about health and safety and there are exams for PE. Right now we don't have lessons about health and safety at our school, although we sometimes discuss health in our biology lessons. We have PE lessons once a week, but there are no exams on the subject. I think we should change that. There isn't anything more important than our health, so it's a good idea to make this a subject at school. We need to learn how to be fitter, healthier, and safer when we are young. This will have a very positive effect on our lives in the future.

So in all, I believe that this is something that we must do. For me, health is very important and students need to learn the facts about it.

88 Unit 8 How can we stay healthy?

Writing

Write a first draft

- 6 **LANGUAGE POINT** Read the opinion essay about health education on page 88. Underline five phrases that the writer uses to introduce opinions.
- 7 Write the first draft of your opinion essay. Follow your paragraph plan from exercise 5. Use the phrases to introduce opinions from exercise 6.

Review and edit

Writing strategy **Reviewing: checking language and punctuation**
When you're doing a final review of your work, think about these things:

- Spelling Are there any words you need to check?
- Grammar What type of mistakes do you usually make?
- Punctuation Have you used capital letters, commas, and question marks correctly?
- Style Is your language clear? Is there a simpler way to say something? Is your writing too formal or too informal?

- 8 Study the writing strategy. Then review your first draft. Check it for mistakes and edit the content.
- 9 Write your final draft and check it again.

Reflect **How can we stay healthy?**

- What's good for you?
- Why is happiness good for our health?
- How can we stay safe?
- How can we learn about health?
- Who is responsible for our health?

- 1 Think about your answers to the lesson questions. Make notes.
- 2 Watch the Reflect video without narration. Can you guess what information the narrator gives?
- 3 Work together and compare your ideas.
- 4 Watch the same video with narration. Make notes. Did you learn anything new?
- 5 Discuss the lesson questions in pairs.
- 6 Now go to the Reflect box in the Workbook and write your answers to the questions.
Workbook • Page 83



I learned that smiles and laughter are good for our mental and physical health.

Unit 8 How can we stay healthy? 89

Writing

Who is responsible for our health?

Learning objectives

WRITING Writing an opinion essay

WRITING Introducing opinions

WRITING Reviewing: checking language and punctuation

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask *Young people should eat less junk food like burgers – true or false? (true) Whose job is it to make that happen?* Elicit a range of ideas, asking more questions if necessary to prompt students, e.g., *Is it up to parents or schools? What about the government? Or is it up to young people themselves? Why?*

Understand the task

1

- Students open their books, read the writing task, and answer the question.
- Check the answer.

ANSWER

The topic is whether candy and sugary drinks should be banned at school.

2

- Students read the essay, and answer the question.
- Check the answer.

ANSWER

The writer thinks that schools should teach students about health because it is very important.

Think and plan

3

- Put students in pairs to read the writing task again and discuss the statement.
- Elicit opinions, then ask more questions to check understanding of the task, e.g., *Should you give different sides of the arguments or just develop your own opinions? (develop your own opinions) How do you want your reader to feel when they read your essay?* (you want them to agree with you, so you are trying to persuade them).
- Remind students that the example task used in the Writing workshop on page 132 is an opinion essay, so students might like to refer to it for tips as they plan and write their essay.
- Bring students' ideas together in a class discussion. Make notes on the board of the reasons students give in favour of banning or against banning.

SUGGESTED ANSWERS

Reasons for banning: They are bad for students' health. Schools need to set a good example. Schools can help

young people get into good habits that they will continue through their lives.

Reasons against banning: It's up to individuals to decide what they do with their lives. There's no point banning them at school because students can get them at home. Banning them might make students want them more.

4

- Students work individually to read the questions and make notes on their answers.
- Put students in pairs to compare their notes and suggest ideas that could be added or changed.
- Discuss answers as a class.

5

- Students use their ideas to make a paragraph plan. Remind them that organizing their ideas into paragraphs is an important part of the planning process because their essay will be much better if the ideas are clearly organized into paragraphs.
- You could come up with a paragraph plan for the essay with the class and make notes on the board.

Write a first draft

6 Language point

- Remind students that in an opinion essay it is important to express your own opinion, and they should use a range of different phrases to do this.
- Ask students to read the essay and find the five phrases.
- Check answers and discuss with the class which phrases sound the most formal (*In my opinion, I believe that*). Remind students that in an essay they should use formal language and avoid informal phrases.

ANSWERS

In my opinion, I think, it's a good idea to, I believe that, For me

7

CREATIVITY

- Students write their first draft. Point out that they will review their work, so they will have a chance to check and correct language mistakes.

Review and edit

8

- Remind students that there is a section on reviewing your writing in the Writing workshop on page 137. Suggest that students look at this before they review their own writing.
- Ask students to read the writing strategy. Point out that learning to check your own work successfully is a useful skill that they need to develop. Point out that each student is different and makes different mistakes, so they need to learn by experience what kinds of mistakes they typically make, so they can check for them and correct them. Point out that asking another student to review your work is also useful, as they may find mistakes that you have missed.

COLLABORATION

- Ask students to swap essays with a partner and read their partner's work for mistakes. After they have commented on each other's essays, discuss as a class how useful the peer review was and why.

9

- Students then revise their essays individually, either in class or for homework.
- When grading students' work, you could allocate a certain number of points for language and punctuation, so students can see how well they are able to check and correct their own work.

Reflect How can we stay healthy?

1

- Read aloud the question, *How can we stay healthy?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give.

3

COMMUNICATION

- Put students in pairs and small groups to compare their answers. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 135 for the ideas contained in the video.

4 

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and take notes. (If you are unable to play the video, use the audio-only version.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they enjoyed the most in the unit, and what they found the most interesting. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 137

Workbook, pages 80 to 81

Project

How can technology improve our lives?

Project task

Taking part in a class debate

Have a class debate on the following topic: "Technology will improve our lives." Research the advantages and disadvantages of modern technology on the internet. Write a speech and practice it. Give your speech in a debate.

UNDERSTAND

- Read the instructions for the project task. What is the aim of the project?
- Look at the examples of modern technology. Answer the questions.
 - Can you describe what these technologies do?
 - What are the advantages of these technologies?
 - Do these technologies have any disadvantages or bad points?



3 Listen to four students giving a speech in a debate. The topic is: "Robots will make our lives better." Answer the questions.

- Do the students (1-4) agree or disagree with the topic?
 - Robots could do hospital operations without getting tired.
 - Robots could do jobs that are boring for humans.
 - Most people hate doing housework. Robots could do housework.
 - Robots could do dangerous jobs.
- Listen again. What examples do the four students give to support their ideas?

Discover more

SEARCH ONLINE and find out about the advantages and disadvantages of modern technology. Make notes.

COLLABORATE AND PLAN

5 Work in groups. Make a list of six tasks using the steps in exercises 6-11 to help. Then complete the Who? and When? columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			

6 Make a list of the advantages and disadvantages of modern technology.

7 Decide if your group agrees or disagrees with the statement "Technology will improve our lives." Make a list of three ideas to support your opinion. Decide on the best order to present them.

8 Write your speech for the debate. Use the key phrases and give examples to support your points.

Key phrases Having a debate

Introducing arguments To begin / finish, we want to raise the point of First, / Second, / Finally, we'd like to talk about Our first / next / last point is about In addition to ..., we'd like to mention	Stating opinions We don't think that We believe that In our opinion, The way we see it,	Giving examples For example, For instance, Let me give you an example. To illustrate my point,
---	--	--

SHARE

9 Practice your speech.

10 Give feedback and make any necessary changes to your speech.

PRESENT

11 Listen to the speeches and have a class vote on the topic.

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- Which feedback did you find most useful?
- How effective was your speech?

Project

How can technology improve our lives? A class debate

Learning objectives

Take part in a class debate

COLLABORATION Work collaboratively on a speech

CREATIVITY Think creatively to develop arguments and prepare a speech

COMMUNICATION Give a speech to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, say: *Do you think robots will improve people's lives in the future or make them worse? Why?* Elicit a range of answers, asking more prompt questions if necessary, e.g., *What about robots in the home? What about at work? What about in hospitals?* Encourage students to share examples they have heard about of the kinds of work robots will be able to do in the future.

Understand

1

CRITICAL THINKING

- Put students in groups. They open their books to read the project task and answer the question.

ANSWER

The aim of the project is to have a class debate about whether technology will improve our lives.

2

- In their groups, students look at the examples of modern technology then discuss the questions and make notes on their answers. Discuss the questions with the class.

SUGGESTED ANSWERS

- Driverless cars can travel without a human driver controlling them. Fitness trackers tell you about your health, e.g. your heart rate and the number of steps you have taken in a day. Virtual reality takes you into a 3D digital world. The world surrounds the user and the user can usually interact with it.
- Driverless cars: Human drivers can make mistakes on the road, drive too fast, or get tired, so driverless cars are generally safer.
Fitness tracker: Users can see if they are healthy or not and getting enough exercise.
Virtual reality: It can be used for educational purposes, business meetings, or for entertainment.
- Driverless cars: Professional drivers could lose their jobs.
Fitness tracker: You have to wear them all the time for the most accurate results.
Virtual reality: Less face-to-face communication between people.

3 **2.06**

- Allow time for students to read the questions.
- Play the audio for students to listen to the speech. They then answer the questions individually or in pairs.

- Check answers, then ask: *Which arguments do you agree with? Why?* Elicit a few ideas.

ANSWERS

1 The students agree with the topic.

2 1 c 2 b 3 d 4 a

4 2.06

- Play the audio again, pausing to allow students time to write their answers. Discuss the answers with the class.
- Point out that it is important to give examples to support points you are making, and students should do this when they have their own debate.

ANSWERS

- a robots are more accurate than people and they don't get tired, so they could do more operations in a day
- b packing burgers in a meat factory
- c cooking and cleaning floors
- d working in a mine

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.

Collaborate and plan

5

COLLABORATION

- Students copy the project planner, then work in their groups to discuss and plan the steps for their own presentation and complete the planner. You could ask questions to encourage students to engage with the different steps, e.g., *How will you decide which points to include in your speech?*
- Encourage them to think about how long each step might take, using their experience from previous projects. They should consider which things they can do in class and which they should do at home. Point out that they may have different opinions about which points to include in their speech, so they will need to find a way to reach agreement.

ANSWERS

- 1 make list of advantages and disadvantages
- 2 decide on your opinion and list ideas to support it
- 3 write speech 4 practice speech 5 give feedback and make changes 6 give speech

6

- Students work individually to make notes on the advantages and disadvantages of modern technology.

7

COLLABORATION CRITICAL THINKING

- Discuss with the class how, as a group, they will decide if they agree or disagree with the statement (e.g., trying to persuade each other, taking a vote). Remind them that it is important to listen to everyone's opinion and give everyone a chance to speak.
- Students compare their notes in their groups and decide whether they agree with the statement and why.

- Discuss with the class how they will choose the best arguments to support their opinion. Point out that in a debate they are trying to persuade their classmates, so they should choose the three arguments which they think are the strongest.
- Students decide in their groups which points to include, what order to include them, and who will present them.

8

COLLABORATION CREATIVITY

- Students work in their groups to prepare their speech. Point out that their speech should last around two minutes, so they only have around 30 seconds for each point.
- Monitor and encourage them to use a range of key phrases.

Share

9

COMMUNICATION

- Students work in their groups to practice their speeches.

10

COLLABORATION COMMUNICATION

- Students give feedback in their groups (e.g., advice on the volume or speed someone speaks at, help with pronunciation, how to emphasize an important point).

Present

11

COMMUNICATION

- Ask groups in turn to give their speeches while other students listen and make notes.
- Make notes yourself of points to discuss and questions to ask during the question-and-answer session.
- When all the groups have spoken, invite students to make comments and ask questions about the speeches. Use your own notes to make comments and ask questions.
- Hold a class vote. Ask if anyone has changed their mind during the course of the debate, and ask which arguments they found the most convincing overall.

Reflect

CRITICAL THINKING

- Before students evaluate this task, ask which parts of project tasks they think they have improved on since the last project. Discuss their ideas as a class.
- Put students in groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions. Discuss as a class what makes a speech effective (e.g., good arguments, good examples to support the arguments, a clear speech spoken with enthusiasm and belief).
- Ask students individually to make a note of one thing they now feel confident they can do well, and one lesson they learned from doing this project.

Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.



Why do we read fiction?

1 Look at the picture and read the caption. Why do you think some authors tell stories about knights and dragons?

2 Work in groups. Ask and answer the questions.

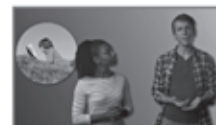
Literature and fiction

- What is fiction?
- How long do you think people have been reading fiction?
- What kinds of fiction are there?
- Which do you think is the most popular literary genre?
- Why do people read this genre?
- Who do you think is the most popular fiction writer?

Discover vocabulary Literary genres

Student Book • Page 128 Workbook • Page 86

3 Watch the Factfix video and check your answers to the questions in exercise 2.



4 Watch the video again. What reasons do Max and Amy give for reading fiction? Which kind of literature does each presenter prefer? Why?

5 Work in pairs. Ask and answer the questions.

- 1 Do you read fiction? Why? / Why not?
- 2 Which kind of literature do you prefer? Why?
- 3 Does your partner like the same kind of literature?

Key phrases Talking about preferences

I prefer ...to ...
 I'd (much) rather read (horror stories) than (historical fiction).
 I like ... better than ...
 Which (kind of story) would you rather read?
 Which (genre) do you like best?
 My favorite (genre) is ...



ASK FRIENDS and find out what kind of literature they prefer. Which is the most popular literary genre? Why?

Vocabulary

- Literary genres
- Descriptive adverbs
- Describing news stories

Further practice

Discover vocabulary, Student Book, page 128

Workbook, pages 86 to 88

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Understanding the theme of a story
- Reading a traditional folktale

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 84 to 85

Grammar

- Using non-defining relative clauses

Further practice

Discover grammar, Student Book, page 129

Workbook, pages 86 to 88

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Comparing online sources

Listening

- Understanding sequencing

Further practice

Workbook, page 89

Speaking

- Talking about preferences
- Comparing online sources

Further practice

Workbook, page 89

Writing

- A narrative
- Engaging the reader
- Similes

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 90 to 91

Assessment

- Self-assessment, Workbook, pages 92 to 93
- Unit test, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

Why do we read fiction?

Learning objectives

FACTFLIX VIDEO Learning about reading and fiction

VOCABULARY Literary genres

SPEAKING Talking about preferences

Introducing the topic

- With books closed, ask: *Who enjoys reading? What kinds of books do you read?* Elicit a few answers, then ask: *Who prefers watching movies? What kinds of movies do you enjoy?* Elicit a few ideas. Ask students to think about a book or movie they like, and think about how they can explain the story to their classmates. Put them in small groups to tell each other about the book or movie they chose, and say why they like it.
- Ask: *Whose book or movie was about real people? Whose was about imaginary people?* Teach the words *fiction* and *non-fiction*, then ask the *Discover* question, *Why do we tell stories?* Elicit a few possible answers.

1

- Students open their books and start to look at the opening picture, caption, and lesson question.
- Focus on the picture and use it to teach the words *knight* and *dragon*. Read aloud the question and discuss it with the class. Ask more questions if necessary to prompt students, e.g., *Is it because they can make the stories more exciting? What things can happen in these stories? Is it because people want to escape from real life? What do people like about these stories?*

Discover vocabulary

Student Book page 128 Workbook page 86

- If you think your students will need the vocabulary for literary genres in exercise 2 (e.g., *fantasy*, *historical fiction*, *horror*), do the vocabulary practice in class now.
- With stronger classes, students can do the exercises for homework.

2

- Check that students understand *genre*.
- Put students in groups to ask and answer the questions.
- Read aloud each question and ask a different group each time to tell the class what they talked about when they discussed this question. Don't confirm the answers, but tell students they are going to watch a video that will give them the answers.

3

- Play the video for students to note down the answers to the questions in exercise 2. Check answers. Ask: *Were your ideas correct? Which answers surprised you? Why?* (If you are unable to play the video in the classroom, use the audio-only version instead.)

ANSWERS

Fiction is stories that people make up.

We have been reading fiction for about 4,000 years.

The kinds of fiction mentioned in the video are: long poems, folktales, plays, science fiction, fantasy, mystery, and classic literature. Other genres include horror, romantic fiction and historical fiction.

The most popular literary genre is fantasy.

People read this genre to escape from their own world for a while.

The most popular fiction writer is Agatha Christie, who wrote mysteries.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what the people have said.

Culture note

Agatha Christie (1890–1976) was an English writer known for her mystery novels, especially those featuring her well-known fictional detectives Hercule Poirot and Miss Marple. She also wrote the play *The Mousetrap*, which first opened in London in 1952 and is still showing, making it the longest-running show in London.

Isaac Asimov (1920–1992) was an American science-fiction writer, who wrote adventures based in fictional galaxies or an imaginary future. He was also a scientist and wrote many popular non-fiction science books.

4

- Read aloud the questions and ask if students can remember the answers from the video.
- Play the video again for students to note down the answers.
- Check answers and ask: *Do you agree with Max and Amy? Why? / Why not?*

ANSWERS

Reasons for reading fiction: to escape your own world, to pass time, to relax, to have fun, to read about different characters and learn about how they behave and why. Max likes science fiction because it helps him escape from his own world. Amy likes classic fiction because it helps her understand people in real life.

5

- Read aloud the questions. You could elicit some adjectives for talking about literature, e.g., *scary*, *tense*, *romantic*, *amusing*, *realistic*.
- Read the key phrases and check that students understand them all. Elicit a complete example with each phrase, e.g., *I prefer mysteries to science fiction*.

COMMUNICATION

- Students discuss the questions in pairs. Ask them to note down things that they agree on and their reasons.
- Ask pairs in turn to tell the class their ideas and reasons.

Discover more

- Students can do the research in class, with their classmates, or for homework with friends outside school.
- Discuss their findings and see if, as a class, you can draw any conclusions about the most popular literary genres.

Further practice

Discover vocabulary, Student Book, page 128 (answers on TG pages 114 to 115)

Workbook, page 86

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn

What can we learn from stories?

1
What ingredients do you usually need to make soup?

2.07

Reading strategy

Understanding the theme of a story
The theme is the main idea in a piece of writing. Often the theme of a story is not clearly explained, so you have to figure out what the author is trying to tell you. When you are reading a story, try to read between the lines to get a deeper understanding of the theme.

2
Study the reading strategy. Then read and listen to the story on page 95. What is the theme of the story? Check (✓) the correct theme 1–4.

1
Never trust a stranger.

2
A stone gives extra flavor to a soup.

3
Working together gives the best results.

4
Some countries have very strange customs.

3
Answer the questions. Use your own words.

1
Why do the villagers hide from the travelers when they first see them?

2
What do we learn about the villagers from their reaction to the travelers?

3
Are the travelers surprised by the villagers' behavior? Why? / Why not?

4
Why do the travelers make comments about the soup as it is cooking?

5
What do the villagers think is the most important ingredient of the soup? Do you agree? Why? / Why not?

6
What do you think will happen to the villagers in the future? What will happen to the travelers in the future?

4
Find eight descriptive adverbs in the story. Then match them with the definitions 1–8.

1
in a way that is slow because you feel uncertain

2
very quickly because you are in a hurry

3
in a way that shows somebody is very tired

4
in a way that shows courage

5
in a way that shows you think there may be something wrong

6
in a way that shows that you know something that is supposed to be secret

7
with a lot of attention so that you avoid damaging something

8
in a way that shows you are not excited, nervous, or upset

Discover vocabulary

Descriptive adverbs
Student Book • Page 128 Workbook • Page 86

5
Think of a story that you and your partner both know. Make a list of the main characters. Then describe their actions in the story using the adverbs in exercise 4.

Aladdin watched the door to the cave suspiciously before he tried to open it.

6
TALKING POINTS Discuss the questions.

1
Do you think folktales are a good way to teach people lessons? Why? / Why not?

2
Can you think of another folktale which teaches a lesson?

3
Why do different cultures have different folktales?

Discover more

SEARCH ONLINE and find out about a folktale from your country. What lesson does it aim to teach?

94 Unit 9 Why do we tell stories?

Stone Soup
a folktale

Three travelers were walking through a foreign land. It was late afternoon, and they were tired and hungry. Suddenly, they saw a village ahead and decided to stop there for the night.

1
When the villagers saw the travelers coming, they hurried home, locked their doors and windows, and hastily hid any food they had.

The travelers entered the village wearily and knocked on the door of the first house.

2
"Good evening," they said. "Do you think you could give us some food?"

"I'm sorry," said the first villager. "I don't have any food to spare."

3
So the travelers called at the next house.

"Could we eat with you tonight?" they said.

4
"I'm afraid not," said the second villager. "I don't have any food to share."

The travelers got a similar response from every villager they called on.

5
"No problem," they said calmly. "We'll make some stone soup."

The villagers watched suspiciously as the travelers made a fire in the village square, filled a pot with water from the stream, and put it on the fire. Then, one of the travelers took a large stone out of a silk bag and placed it carefully in the pot. The villagers

6
were intrigued.

Why do the travelers keep the stone in a bag made of silk?

7
The children were the first to venture out of their houses to investigate. As they came nearer, the first traveler said, "This soup needs some salt and pepper."

Hearing these words, two sisters ran home to fetch some salt and pepper, and bravely handed it over for the soup.

8
Seeing the children with the travelers, an elderly villager hesitantly approached and heard the second traveler say, "What a pity. Stone soup usually has onions."

The old man returned home for the onions he had in a cupboard and gave them to the travelers for the soup.

9
Soon, another villager came along, and heard the third traveler say, "Stone soup is great with onions. But it's even better with meat."

So she fetched the piece of meat she had in her kitchen and gave it to the traveler for the soup.

10
After that, the rest of the villagers appeared, each carrying a different ingredient: carrots, a cabbage, potatoes, peas – everyone brought something for the soup.

A few hours later, the travelers said, "The stone soup is ready. Who wants to try it?"

11
Not one of the villagers refused. When they tasted it, they all agreed that it was the best soup they had ever eaten.

How clever these travelers are! they said. "They can make a delicious soup with only a stone!" The travelers smiled knowingly at each other.

12
The next morning, the travelers said goodbye and gave the villagers the stone from the soup.

"Now you know how," they said, "you can make stone soup when we've gone."

13
What do you think the villagers have learned from the travelers?

Can the stone make the soup delicious?

Reading to learn

What can we learn from stories?

Learning objectives

READING Reading a traditional folktale

READING Understanding the theme of a story

VOCABULARY Descriptive adverbs

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Can stories teach us anything about our own lives? What can you learn from reading or watching a story?* Elicit a few ideas, then ask students individually to think about a book or movie they know, and think about what people can learn from the story. Put them in groups to compare their ideas, then ask groups in turn to tell the class their ideas.

1

- Students open their books. Tell them they are going to read a story about making soup. Read aloud the question and elicit a few answers.

2 **2.07**

- Ask students to read the reading strategy, or read it aloud to the class.

- Pre-teach *silk*, then play the audio for students to read and listen to the story.
- Students then read the four themes and choose the correct one. Check the answer, asking students to give reasons for their choice.

ANSWER

3

3

- Students answer the questions. They can discuss the answers in pairs or groups, or write the answers individually and then compare with a partner. Remind them to use their own words wherever possible, rather than copying the answers from the story.
- Check answers.

SUGGESTED ANSWERS

- They hide because they don't want to share their food.
- We learn that the villagers are not friendly or welcoming to strangers. They are selfish.
- No, the travelers are not surprised because they already know what to do in this situation.
- They make comments about the soup to make the villagers curious, and to encourage them to bring ingredients.
- The villagers think that the stone is the most important ingredient of the soup, but this is not true because it is the other ingredients that give the soup flavor.
- The villagers will try to make stone soup again, but will realize that it was a trick and the stone isn't necessary – it is working together and sharing ingredients that makes the soup taste good. The travelers will do the same thing in other villages if the people are not willing to share their food.

Culture note

The story of stone soup is a very old folktale that has different versions in many different countries. In some versions, the stone is replaced by a different inedible object, e.g., a button, an axe, a nail, or a piece of wood.

READING TEXT QUESTIONS

- Ask students to answer the questions next to the story on page 95 individually.
- Allow students to compare their answers, then discuss the answers with the class, encouraging students to refer back to the story to explain their answers.

SUGGESTED ANSWERS

- The travelers keep the stone in a bag made of silk because they want people to believe that it is very special, valuable, or magical.
- The stone didn't make the soup delicious. It was the ingredients that the villagers shared that made it taste good.
- The villagers have learned from the travelers that working together and sharing gives the best results.

4

- Introduce the idea of descriptive adverbs by writing on the board: *I am a quick eater. I eat* Elicit the missing adverb (*quickly*) and elicit that we use adverbs to describe how someone does something. Point out that most adverbs end in *-ly*, and they are formed from adjectives.
- Students find the adverbs in the story and match them to the definitions.
- Check answers and check that students understand all the adverbs. Elicit or point out that descriptive adverbs make a story more interesting to read because they help give a clearer picture of what is happening.

ANSWERS

1 hesitantly 2 hastily 3 wearily 4 bravely
5 suspiciously 6 knowingly 7 carefully 8 calmly

Discover vocabulary

Student Book page 128 Workbook page 86

- The exercise provides more practice of the descriptive adverbs presented in exercise 4. Students can do this exercise for homework.

5

COMMUNICATION

- Students work in pairs to think of a story they both know. Point out that they can use a story from a movie rather than a book if they prefer. You could think of some ideas for stories with the class first, if necessary.
- Students then describe the story using the adverbs from exercise 4. Monitor and help while students are working, then ask some students to share some of their sentences with the class.

6 Talking points

CRITICAL THINKING

- As a class, think of some other examples of folktales that students know.

- Allow students time to read the questions and prepare their ideas individually.
- Put students in small groups to discuss the questions. Ask them to make notes on their ideas for each question.
- Choose one person in each group to use their notes to tell the class their ideas. As each group reports back, ask other students to respond, e.g., *Who else agrees with this idea? Why? Who can give another example of this? Who has a different point of view?*

Extra activity: Creativity and communication

- If your students enjoy role plays, you could put them in groups of six and ask them to act out the story of stone soup (with two travelers, three villagers and one narrator). Explain that the narrator should tell the story, and the actors should act out the scenes and provide the dialogue.
- Monitor and help while students are preparing their scripts and practicing, then get groups to act out the story for the class. The class could vote for their favorite performance.

Extra activity: Critical thinking

- Ask: *Does the story show the villagers as bad people, or as just being afraid? Can you understand the reaction of the villagers when the travelers first arrive? Why are they suspicious? Is it a natural reaction to be suspicious of strangers? Elicit a few ideas, then ask: Is this story still relevant today? Who might the travelers be now? Who might the villagers be? Would people still react in the same way? Elicit a few ideas.*

Discover more

- Students can do the research in class or for homework. Ask them to note down the basic details of the tale they find, and the lesson it aims to teach.
- After the research or at the beginning of the next lesson, discuss as a class what students learned.

Preview

- Ask students to look at the *Discover grammar* presentations on page 129 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 128 (answers on

TG pages 114 to 115)

Workbook, pages 84 to 86

Reading practice worksheet, Teacher's Resource Center

- 1 **Romeo and Juliet** was written by William Shakespeare 400 years ago. Why do you think people still enjoy the story today?

Factfile: *Romeo and Juliet*

Author: William Shakespeare
Date: Mid 1590s
Type of work: Play
Genre: Tragic drama

Setting: Verona, in Italy
Main characters: Romeo, Juliet
Theme: Impossible love

Plot: *Romeo and Juliet* is set in the city of Verona, where the Montague family and the Capulet family have been fighting for generations. Romeo, whose father is head of the Montagues, falls desperately in love with Juliet, who is a Capulet, loves Romeo, but her father wants her to marry Paris. Juliet's friend gives her some medicine so that she doesn't have to marry Paris. The medicine, which Juliet drinks the night before her wedding, makes her sleep for two days and she misses the wedding. However, Romeo doesn't know about the medicine, so he believes that Juliet is dead. The play ends in tragedy.



- 2 Read the factfile about *Romeo and Juliet*. Is there anything you can add to your answer from exercise 1?

Discover grammar Using non-defining relative clauses

Student Book • Page 129

Workbook • Page 87

We use non-defining relative clauses to add extra information or to give more details in a sentence. This helps to make our writing more interesting for the reader.

- 3 Study the factfile. Find four non-defining relative clauses and answer the questions.

Which non-defining relative pronoun adds extra information about ... ?

- 1 a person _____ 3 a place _____
2 a thing _____ 4 a possessive _____



2.08

- 4 Work in pairs. Study the sentences 1-5 about another of Shakespeare's plays, *The Tempest*. Match them with the relative clauses a-e. Then listen and check.

- 1 Twelve years ago, Prospero, ..., was sent away on a boat by the King of Naples.
2 He eventually landed on an island, ...
3 His daughter, ..., has grown up on the island.
4 A ship, ..., sinks in a storm.
5 Miranda falls in love with Ferdinand, ...

- a which is carrying Prospero's enemies
b whose name is Miranda
c who was saved from the ship
d who was Duke of Milan
e where no one lives



- 5 Work in pairs. Study the pictures below, which illustrate the story of Robinson Crusoe. What do you think happens in the story? Write sentences about the plot, using non-defining relative clauses to add extra information. Use the words below to help.

captain footprint island law books rescue Robinson Crusoe Robinson Crusoe's father
sand shelter ship storm voyage wreck



2.09

- 6 Work with another pair. Read aloud your plot from exercise 5 and answer the questions.

- 1 Is it a good story? Why? / Why not?
2 How could you improve it?



2.10

- 7 Work in pairs. Ask and answer the questions.

- 1 Which other good stories do you know ... ?
a in books b on TV c in movies

- 2 What makes these stories enjoyable? Think about:
• the characters • the genre • the plot • the setting • the theme

Discover
more

SEARCH ONLINE and find out more about one of the stories you discussed in exercise 7. Write a factfile about the story.

Language in use

What makes a good story?

Learning objective

GRAMMAR Using non-defining relative clauses

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, remind students that in this unit they have been talking about stories. Ask: *What do you need to make a good story?* Elicit a few ideas (e.g., it must be interesting and exciting). Then ask: *What do you know about the story of Romeo and Juliet? What kind of story is it? Is it old or modern? Do you know what happens?* Elicit what students know about the story and encourage them to share their knowledge with the class.

1

- Students open their books. Discuss the question as a class. Explain the basic story of the play if necessary, using some of the information in the factfile. Ask more questions if necessary to prompt students on why the story is still popular, e.g., *Can people still relate to the characters? Can you think of any situations where the story is still relevant today? Is it an interesting story? Why? Is it clear from the beginning what's going to happen?*

Culture note

William Shakespeare (1564–1616) was an English poet and playwright, who is generally considered to be the greatest writer in the English language. He wrote nearly 40 plays and about 150 poems. His plays include tragedies like *Romeo and Juliet* and *King Lear*, and also comedies like *A Midsummer Night's Dream*. The story of *Romeo and Juliet* has remained popular since it was first written in the 1590s. The basic story of forbidden and tragic love seems to be timeless, and has inspired many other stories, including the musical *West Side Story*.

2

- Check that students understand *generations* and *tragedy*.
- Students read the factfile. Ask students what they have learned that explains why people still enjoy the story today.

Discover grammar

Student Book page 129 Workbook page 87

- Read aloud the information on non-defining relative clauses in the *Discover grammar* presentation (that students looked at for homework) before you continue with exercise 3.

3

- Students find the non-defining relative clauses and answer the questions. They could work in pairs for this.
- Check answers.

ANSWERS

1 who 2 which 3 where 4 whose

Language note

Explain that using non-defining relative clauses is a way of including more information in a single sentence, rather than splitting it into two sentences. Using more complex sentences in this way makes writing more interesting to read, as it mixes the narrative up, rather than presenting it as a series of individual facts or events.

4 2.08

- Ask students if they know anything about Shakespeare's play *The Tempest*. Elicit what students know, then share the information in the Culture note below.
- Put students in pairs to read the sentences and match them with the relative clauses.
- Play the audio for students to listen and check.
- Check answers.

ANSWERS

1 d 2 e 3 b 4 a 5 c

Culture note

The Tempest is a play by William Shakespeare, written in about 1610. The main characters referred to in the sentences in exercise 4 are:

- Prospero, the Duke of Milan. He has been stranded on an otherwise uninhabited island for 12 years with his daughter, after he was left there by his enemies.
- Miranda, Prospero's daughter, who lives with him on the island and has never known any other life, as she was only a small child when they were first stranded there.
- Ferdinand, the son of the King of Naples. He arrives on the island following a storm, and he and Miranda fall in love.

5

- Focus on the pictures and ask students what they know about the story of *Robinson Crusoe*. Elicit what students know, and encourage them to guess parts of the story from the pictures. See the Culture note for information about the story.
- Use the pictures to teach any words that students might not know, e.g., *shelter*, *footprint*.
- Read aloud the task and point out to students that they can make up some details of the story and they should include some non-defining relative clauses. Encourage them to be creative and use their imagination.
- Focus on the first picture and elicit a sentence using a non-defining relative clause.

CREATIVITY

- Put students in pairs to write their plot.
- Monitor and help while they are working.

Culture note

Robinson Crusoe is a novel by the English writer Daniel Defoe, first published in 1719. The book is written as if it was a real autobiography by Robinson Crusoe, relating his adventures. In the story, Crusoe is shipwrecked alone on a desert island after a storm, and learns to look after himself, making a shelter, hunting for food, and growing crops. The footprints that Crusoe finds on the beach turn out to be his own – he follows them right around the island before he realizes his mistake. He does find a companion some time after this, and is eventually rescued from the island.

6

COLLABORATION

- Put pairs together in groups of four to tell their story plots to each other and discuss the questions.
- Ask some pairs to read their plot to the class and discuss with the class how they could be improved.

7

- Read the questions with the class to make sure they understand them all.
- You could elicit some ideas for good stories from recent books, TV shows, and movies with the class.
- Put students in pairs to discuss the questions.
- Ask some pairs to tell the class about one of the stories they discussed and why they think it is popular.

Extra activity: Critical thinking

- For extra practice, students could work in pairs and think of another popular story from a book, TV show, or movie. They could write three sentences about it, using non-defining relative clauses, but without saying the title of the story and without giving the characters' names.
- Ask pairs to read their sentences to the class. Other students can try to guess the stories.

Discover more

- Students can do the research and write their factfile in class or for homework.
- Put students in small groups to read their factfiles to each other, without saying the name of the story. Other students can guess the stories.
- Ask: *What was the most surprising or interesting thing you discovered about the story you researched?* Elicit a few answers.

Preview

- Ask students to do the *Discover vocabulary* exercise on describing news stories on page 128 before the next lesson.

Further practice

Discover grammar, Student Book, page 129 (answers on TG page 115)

Workbook, page 87

Grammar practice worksheet, Teacher's Resource Center

Life skills

How do we tell a news story?

Life skills strategy

Comparing online sources

People who tell news stories often see the same event differently and report events in a different way. They may exaggerate, leave things out, or give false information. To decide how reliable a news story is, ask yourself the following questions:

- **Who** is telling the story? (an eyewitness, a reporter, an advertiser)
- **Where** are they telling it? (on social media, in an interview, in a newspaper report)
- **When** are they telling it? (as the story is happening, a few moments later, a few hours later)
- **Why** are they telling it? (to inform, to persuade, to entertain)

1 Study the life skills strategy. Then look at the tweet. Answer the questions.

https://t.co/... There's a plane in the Hudson, it's on the ferry going to pick up people. Crazy.



- Who posted the story?
- Where were they at the time of posting it?
- When did they post it, e.g., was it as the story was happening or days / years later?
- Why did they post the story?
- What do you think happened?

2 Study the pairs of opposites below. Which adjectives could describe the tweet, or parts of the tweet, in exercise 1? Explain your answer.

authentic / fake objective / subjective neutral / dramatic reliable / unreliable
realistic / exaggerated

Discover vocabulary Describing news stories
Student Book • Page 128 Workbook • Page 88

Listening strategy

Understanding sequencing

When people tell a story, they often use sequencing words and phrases such as *first*, *then*, *next*, *later*, *after that*, and *in the end*. Try to identify these words when you listen to help you understand the order of the events in the story.

3 Study the listening strategy and read the list of events below. Then listen to an interview with an eyewitness who is giving an account of the Hudson River plane crash. Number the events a-h in the order they happened 1-8.

a The plane landed on the Hudson River.	e The city filled with noise.
b The first rescue boat arrived.	f The plane flew over a bridge.
c The pilot got out of the plane.	g The emergency exits opened.
d Some passengers jumped into the water.	h The first passengers got out of the plane.

4 Listen again to the eyewitness account and answer the questions.

- What was Jamie King doing when the accident happened?
- How close was the plane to the George Washington Bridge?
- How long did it take to open the emergency exits?
- What was the temperature of the water in the river?
- Who, or what, rescued all the passengers?
- Did all the passengers survive the emergency landing?

5 Read an online report about the same news story. Find four facts that are different from the eyewitness account.

Home World Business Science & Tech Entertainment More

Airplane Crash Lands in Hudson River

A US Airways airplane flying to Charlotte, North Carolina made an emergency landing on the Hudson River yesterday afternoon. All 150 passengers and five crew survived the incident.

The crash happened about three minutes after the Airbus A320 had taken off from New York's LaGuardia Airport. The plane hit a large group of birds and lost both of its engines, so pilot Chesley "Sully" Sullenberger had to find a place to land. He flew over the George Washington Bridge, at a comfortable distance of 300 meters, and landed on the Hudson.

Almost immediately, the passengers nearest the emergency exits calmly opened the doors. Only a few passengers panicked and jumped into the water, which was only 2°C at the time. Boats rescued the people on the plane and those in the river and took them to safety.

Captain Sullenberger, who walked up and down twice to check there was no one left on board, was the last to leave the plane. People are calling him a hero for saving the lives of everyone on board.

6 Work in pairs. Discuss the questions.

- Why do you think some of the facts are different in the eyewitness account?
- How is the language in the eyewitness account different from the online report? Why is it different?

7 Work in pairs. Read the life skills strategy on page 98 again. Then compare the news story as it was told in the tweet, the eyewitness account, and the online report. Which of the three news sources do you think is the most reliable? Why? Use the key phrases.

Key phrases Comparing online sources

The story is told by	The style of reporting is to
This kind of story appears on	The person reporting wants to
The incident is happening right now / happened (a while ago).	I think / don't think it's reliable because

8 REFLECT How do you usually find out about the news? Do you think your sources are reliable?

Discover more SEARCH ONLINE and find out about today's news. Look at the home page of three different sources. Is the main story the same for each one? Why? / Why not?

Life skills

How do we tell a news story?

Learning objectives

LIFE SKILLS Comparing online sources

VOCABULARY Describing news stories

LISTENING Listening to an eyewitness account of an event

LISTENING Understanding sequencing

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their factfiles now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What stories have you seen or read about in the news recently?* Elicit a few answers, and encourage students to share details of recent news stories they have seen or heard about. Then ask: *How do you know if a news story is real? How do you know if the details are correct? Have you ever read or heard about a news story that wasn't real?*

- Discuss as a class ways of knowing if a news story is real (e.g., if it is on an official TV channel).

1

- Students open their books. Read aloud the life skills strategy and check students understand everything.

- Focus on the photo and ask students if they recognize this news story. Elicit what they know about it.
- Students read the tweet and answer the questions. Check answers.

ANSWERS

- 1 an eye witness 2 on a ferry on the Hudson River
3 as the story was happening 4 to inform the reader
5 suggested answers: There was a plane crash. The people were saved.

2

- Students read their pairs of opposites. Ask questions to check if students understand the adjectives, e.g., *Which adjective means you can trust this news story?* (reliable) *Which adjective means it isn't real or true?* (fake)
- Students decide which adjectives could be used to describe the tweet in exercise 1. Check answers.

SUGGESTED ANSWERS

There is a photo of the plane in the Hudson, so the tweet can be described as **authentic**, **reliable**, and **realistic**. It is a **dramatic** story, but the reporting is **neutral**. The word "crazy" is **subjective**, but otherwise the report is **objective**.

Discover vocabulary

Student Book page 128 Workbook page 88

- Remind students that they had to do the *Discover vocabulary* exercise for homework.
- Go over the answers to the exercise now (on TG pages 114 to 115), and make sure students understand all the vocabulary.

3 2.09

- Ask students to read the listening strategy, or read it aloud to the class. Elicit or explain that sequencing words make clear the “sequence” or order of the events in a story.
- Teach the words *Airbus* (= a kind of passenger plane) and *minus* (= below zero).
- Allow students time to read the events, then play the audio. Students listen and order the events.
- Students compare their answers in pairs. Play the audio again for them to check and complete their answers.
- Check answers, playing the audio again if necessary.

ANSWERS

1 f 2 a 3 e 4 g 5 h 6 d 7 b 8 c

4 2.09

- Students read the questions and think about whether they can remember any of the answers.
- Play the audio again for them to listen and answer the questions. Check answers.

ANSWERS

- 1 He was sitting at his desk in a high-rise building (in Time Square).
- 2 It was about 50 meters away.
- 3 It seemed like it took a very long time.
- 4 It was about minus ten degrees.
- 5 The rescue boats and other boats rescued the passengers.
- 6 It wasn't clear, but he thinks some of the passengers died.

5

- Focus on the report and read aloud the task. Ask: *What facts do you think might be different? Why?*
- Students read the online report and find four facts that are different. If students find this difficult, tell them they can compare their answers to exercise 4 with the report in exercise 5 to find the differences. Check answers.

ANSWERS

- 1 Eyewitness account: the plane was only about 50 meters above the bridge; Online report: it was 300 meters above the bridge.
- 2 Eyewitness account: it was a long time before the doors opened; Online report: the passengers opened the doors almost immediately.
- 3 Eyewitness account: the water in the river is about minus ten degrees; Online report: the water was two degrees.
- 4 Eyewitness account: some people probably died in the crash; Online report: no one died.

6

- Students discuss the questions in pairs. Check answers.

SUGGESTED ANSWERS

- 1 Some of the facts are different because the eyewitness didn't know all the details of the crash, and didn't understand what was going on. The eyewitness was probably also upset and scared by what he was seeing, which might explain why it felt to him like it took a long time for the doors to open.

- 2 The language in the online report is neutral and objective. The language in the eyewitness account is dramatic and subjective, and perhaps slightly exaggerated. The language in the two accounts is different because it is written to appeal to different audiences.

7

- Read aloud the key phrases with the class and make sure students understand them all.
- Tell students to read the life skills strategy again.
- Put students in pairs to compare the three versions of the news story and answer the questions.

SUGGESTED ANSWERS

The tweet: an eyewitness, telling the story on social media, telling it as it is happening, to inform people

The eyewitness account: an eyewitness, telling the story in an interview, a few moments after it happened, to inform (and possibly entertain) people

The online report: a reporter, telling the story online, a few hours after it happened, to inform people

The online report is probably the most reliable because the journalist can be more objective, and has had time to check some of the facts, e.g., the temperature of the water.

8 Reflect

CRITICAL THINKING

- Put students in groups to discuss where they find out about the news and which sources are reliable.

Extra activity: Creativity

- In pairs, ask students to imagine they were an eyewitness to the plane crash, one of the passengers, the pilot, or a member of the emergency services. Ask them to write a tweet about the event, either while it is happening or soon after. Ask students to share their tweets with the class, without saying whose point of view it is written from. See if other students can guess who might have written the tweet, and how reliable it is on the facts of the event.

Discover more

- Students can do the research in class or for homework. Ask them to make notes on the differences they find between different sources and why this might be.
- After the research or at the beginning of the next lesson, ask: *Who found that the main stories were the same? Who found that they were different? Why do you think this is?* Discuss the answer as a class.

Further practice:

Discover vocabulary, Student Book, page 128 (answers on TG pages 114 to 115)

Workbook, pages 88 to 89

Writing

How can we write a good story?

Writing task

A narrative

Your teacher has asked you to write a mystery story. Write the opening paragraph, describing the setting, explaining the time and place, and introducing the main character(s).

Understand the task

- Study the writing task. Then answer the questions.
 - Which tenses do writers usually use in a story?
 - How do they make their writing more descriptive?
 - What is the aim of the opening paragraph of a story?
 - What information do you need to include in the opening paragraph of your story?
- Think and plan
- Look at the photo below. What do you think has happened?
- Read the opening paragraph to the mystery story below. Answer the questions.
 - Where and when did the action take place?
 - Who were the main characters?
 - What were they doing?
 - How does the writer get the reader's attention?

Engaging the reader

When we write a story, we can use a "plot hook" in the opening paragraph to get the reader's attention. This is something that interests the reader and hooks them into the story so that they want to continue reading.

- Study the writing strategy and the sentences below. Check (✓) the two best "plot hooks."
 - We arrived home and dinner was ready. ☐
 - We completely forgot about dinner as soon as we entered the house. ☐
 - We couldn't believe our eyes when we opened the door. ☐
 - We opened the door and went inside. ☐
- Look at the photo again. Think of a title and plan your own opening paragraph for a mystery story. Use the questions in exercise 3 to help you. Think of a "plot hook."

Break In!

It was a warm summer's evening in the middle of the school summer vacation. I was on my way home from the swimming pool with my cousin Leon, who was staying with us because his parents were working. We were running like the wind because it was dinner time and we were late. We were absolutely starving! When we got home, we threw open the front door hastily and ran inside. I went as white as a sheet as soon as I looked into the living room.



Write a first draft

6 LANGUAGE POINT Study the highlighted similes in the opening paragraph of the mystery story, *Break In!* on page 100. Choose the correct answers.

- We use similes to compare two / more than two things.
- Similes make a text more descriptive / formal.
- We use like / as ... as to make similes that compare an adjective with a noun.
- We use like / as ... as to make similes that compare a verb with a noun.

7 Complete the similes with the nouns below. Then think of your own simile.

baby	cats and dogs	elephant	horse	ice	mouse
1 eat like a _____	4 as big as an _____				
2 as quiet as a _____	5 fight like _____				
3 cry like a _____	6 as cold as _____				

8 Write the first draft of your story using your plan and "plot hook" from exercise 5. Include one or two similes.

Review and edit

9 Read through your first draft. Check it and revise it. Then write your final draft.

- Content Have you included all the information in the writing task?
- Style Have you included a "plot hook" at the end of your paragraph?
- Style Have you used similes to make your writing more descriptive?
- Language Have you checked spelling and punctuation?

100 Unit 9 Why do we tell stories?

Reflect

Why do we tell stories?

Why do we read fiction?

What can we learn from stories?

What makes a good story?

How do we tell a news story?

How can we write a good story?

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video without narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video with narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.
- Now go to the Reflect box in the Workbook and write your answers to the questions.

Reflect

1 I learned that folktales are stories that teach people a lesson.

100 Unit 9 Why do we tell stories?

Unit 9 Why do we tell stories? 101

Writing

How can we write a good story?

Learning objectives

WRITING Writing a narrative

WRITING Engaging the reader

WRITING Similes

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their ideas now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Have you ever tried to write a story? Did you find it easy or difficult? Why?* Elicit a few answers, then put students in groups to discuss their experiences of story writing and what they enjoy or find difficult about it.
- End the discussions after a minute or two and ask who in the class enjoys writing stories and why, and who finds it difficult and why. Encourage students to talk about their experiences.

Understand the task

1

- Students open their books, read the writing task and answer the questions.
- Check answers, then ask more questions to check understanding of the task, e.g., *In the opening paragraph,*

should you write about what happens in the story? (no) Should you give information about the characters and what they are like? (yes) Should you say where the story takes place? (yes)

ANSWERS

- simple past, past continuous
- by including adjectives and adverbs
- to get the reader's interest, so they want to read more
- a description of the setting (the time and the place) and the main characters

Think and plan

2

- Focus on the photo and elicit a description of what it shows.
- Put students in pairs to discuss what they think has happened. Discuss their ideas as a class.

3

- Students work individually to read the opening paragraph and answer the questions.
- You could put students in pairs to compare their ideas. Discuss the answers with the class.

ANSWERS

- The action took place on the way back to the narrator's home, during the summer vacation.
- The main characters were the narrator and his/her cousin Leon.
- They were running home from the swimming pool.
- The writer gets the reader's attention by suggesting that something dramatic has happened, but without saying what it is.

4

- Ask students to read the writing strategy. Refer them back to the opening paragraph and elicit the “plot hook” (*I went as white as a sheet as soon as I looked into the living room*).
- Students read the sentences and choose the two best plot hooks.
- Check answers, discussing why these are both good plot hooks.

ANSWERS

2 and 3

5

- Students work individually to think of a title, plan their own opening paragraph, and think of a good plot hook. Alternatively, you could come up with a few ideas with the class and make notes on the board for students to use.

Write a first draft

6 Language point

- Refer students to the highlighted similes in the story. Check that they understand the meanings.
- Students then read the sentences about similes and choose the correct answers.
- Check answers.

ANSWERS

1 two 2 descriptive 3 as ... as 4 like

7

- Students complete the similes with the correct nouns. Tell them that if they don't know the simile, they can try to guess the correct nouns.
- Check answers, and check that students understand all the similes. Ask them if they have similes like these in their own language.
- Put students in pairs to think of their own similes. Elicit their ideas.

ANSWERS

1 horse 2 mouse 3 baby 4 elephant
5 cats and dogs 6 ice

8

CREATIVITY

- Students write their first draft, including a plot hook and one or two similes. Point out that they will review their work, so they will have a chance to check and correct language mistakes.

Review and edit

9

- Remind students that the Writing workshop on pages 132 to 137 has tips and suggestions for all stages of planning, writing, and checking. Suggest that students look at this when they do any piece of writing.
- Ask students to read the notes and questions, and check their work.
- Students could check their work individually, or they could work in pairs to check each of their stories, using the checklist as a guide.

- They then revise their stories individually, either in class or for homework.
- When grading students' work, refer to the four items in the checklist. You could give a score out of eight for each item, giving a total out of 32 for the task.

Reflect Why do we tell stories?

1

- Remind students that this unit was all about stories.
- Read aloud the question, *Why do we tell stories?* and the five lesson questions at the top of the Reflect panel.

2 

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues. Explain that there are no incorrect answers, as long as their ideas relate to things they have seen in the video.

3

COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 137 for the ideas contained in the video.

4 

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and make notes. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to complete the chart in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 90 to 91



What makes the perfect city?

1 Look at the photo and read the caption. Do you think Tokyo would be a good place to live? Why? / Why not?

2 Guess the answers to the City Quiz. Then work in pairs and compare your answers.

City Quiz

- What's the population of Tokyo?
a 18 million b 28 million c 38 million
- What percentage of the world's population lives in cities?
a 25% b 55% c 85%
- How many cities have more than a million inhabitants?
a 512 b 612 c 712
- How many inhabitants does a megacity have?
a over a million b over two million c over ten million
- What's the best city in the world to live in?
a Melbourne, Australia b Tokyo, Japan c Bristol, England

Discover vocabulary Features of a city
 Student Book • Page 130 Workbook • Page 96

3 Watch the Factflix video and check your answers to the questions in exercise 2.



4 Watch the video again. Why is Bristol a good place to live? Which point do Max and Amy disagree about?

- 5 Work in pairs. Ask and answer the questions.
- Is your city a good place to live? Why? / Why not?
 - Does your nearest city have any of the following: skate parks, street art, or a music festival? Do you like these things?
 - What do you think makes the perfect city?

Key phrases Agreeing and disagreeing

Agreeing	Disagreeing
You're absolutely right!	I see your point, but
Exactly!	I can't say I agree with you there.
Yes, I agree.	Do you think so? I'm not so sure.

Discover more SEARCH ONLINE and find out about the best cities in the world to live in. Why is it a good city to live in?

103

Vocabulary

- Features of a city
- Multi-word verbs
- Feelings

Further practice

Discover vocabulary, Student Book, page 130

Workbook, pages 96 to 98

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Identifying the author's purpose
- Reading an online encyclopedia entry and a blog about a remote place in the Antarctic

Further practice

Workbook, pages 94 to 95

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about actions in the passive

Further practice

Discover grammar, Student Book, page 131

Workbook, pages 96 to 98

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Thinking about others

Speaking

- Showing empathy
- Agreeing and disagreeing

Further practice

Workbook, page 99

Writing

- A formal letter
- Writing a formal letter
- Using formal and informal language

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 100 to 101

Assessment

- Self-assessment, Workbook, pages 102 to 103
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- Cumulative test, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

What makes the perfect city?

Learning objectives

FACTFLIX VIDEO Learning about cities

VOCABULARY Features of a city

SPEAKING Agreeing and disagreeing

Introducing the topic

- With books closed, ask: *Where do you live? Is it a city, a town, or a village?* Elicit a few answers, then ask: *How can you describe your town / city?* Elicit a few ideas, e.g., *busy, friendly, there's lots to do.*
- Put students in pairs to come up with more words and phrases to describe their town or city. Write their ideas on the board. Focus on the ideas on the board and ask: *What are the advantages of living in a big city? What are the disadvantages?* Elicit a range of answers.
- Ask students the *Discover* question, *What makes a good place to live?* and encourage them to give their opinions.

1

- Students open their books and start to look at the opening photo, caption, and lesson question.
- Focus on the photo and ask: *What's the first thing you notice about this city?* Elicit a few ideas, e.g., *there are lots of signs and ads, it's very crowded and busy.*
- Explain that the photo shows Tokyo, and read aloud the question in the caption. Ask individual students to answer, encouraging them to give their first reaction, without thinking about it too much, then ask them for a reason.
- Read aloud the questions in exercise 1 and put students in pairs to discuss it. Ask them to note down three advantages and three disadvantages of living in Tokyo.
- Ask pairs to tell the class their ideas, and discuss them as a class.

2

- Check that students understand *inhabitants*. They will hear what a *megacity* is on the video, but you could elicit now that it is a very big city.
- Ask students to read the questions individually and guess the answers, then put them in pairs to compare.
- Ask pairs in turn to tell the class which of their answers were the same and which were different, but don't confirm the answers.

Discover vocabulary Student Book page 130 Workbook page 96

- If you think your students will need the vocabulary for city features to understand the video (e.g., *entertainment venue, green space, trendy stores*), do the vocabulary practice in class now, before students watch the video.
- With stronger classes, students can do the exercises for homework.

3

- Note that the British English *transport* is *transportation* in American English. Play the video for students to note down the answers to the questions in exercise 2. Check answers. Ask: *Were your ideas correct? How many answers*

did you guess correctly? Which answers surprised you? Why? (If you are unable to play the video in the classroom, use the audio-only version instead.)

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what the people have said.

ANSWERS

1 c 2 b 3 a 4 c 5 a

4

- Read aloud the questions and ask if students can remember the answers from the video.
- Play the video again for students to note down the answers. Check answers.

ANSWERS

Bristol is a good place to live because it has a harbor, green spaces, a lot of entertainment venues, different sports facilities, and street art.

Amy says that the public transportation isn't very good, because the streets are always busy, so the buses are slow. Max doesn't agree, because he says there is the new metrobus.

Culture note

Bristol is a city in the southwest of England. The population is around 500,000. It has a major port, and ships have come to and from Bristol from all over the world since the 15th century. It has a lot of beautiful buildings from the 17th and 18th centuries, and has two big universities.

Banksy is an anonymous British street artist, who is thought to be from Bristol. He is known for his distinctive street art, which he paints onto walls and bridges in public places, and which often has a strong political or social message. He has managed to keep his identity secret, perhaps because graffiti is a crime in the U.K. His works are very popular and have also become very valuable.

5

COMMUNICATION

- Read aloud the questions, then read the key phrases and check that students understand them all.
- Students discuss the questions in pairs. If they don't live in a city they could think about a nearby city instead. Ask them to note down things that they agree on and their reasons.
- Ask pairs in turn to tell the class their ideas and reasons.

Discover more

- Students can do the research in class or for homework. Ask them to note down three interesting things they learn about the cities, and three reasons why they are a good city to live in.
- Ask some students to tell the class what they learned about the city, then discuss why it is a good place to live.

Further practice

Discover vocabulary, Student Book, page 130 (answers on TG page 115)

Workbook, page 96

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn Why do people live in remote places?

Reading strategy Identifying the author's purpose

Identifying the author's purpose can help you to understand the text you are reading. As you read, look at the words the author uses and ask yourself questions to help you identify the purpose.

- Is the author expressing his or her opinion about something?
- Is the author trying to make me interested or excited about something?
- Is the author trying to give me information about something?
- Is the author describing a personal experience?

- Study the reading strategy. Discuss the author's purpose in each of these text types. a blog a forum post an online article an online encyclopedia entry a review a story
- Look at the texts on page 105. Match them with two of the text types in exercise 1.
- Read and listen to the texts on page 105. Identify the author's purpose and complete the sentences.
 - In text A, the author's purpose is to _____.
 - In text B, the author's purpose is to _____.
- Answer the questions. Use your own words.
 - What kind of people live on Halley VI?
 - How is Halley VI adapted for life in a remote place?
 - What was the writer's impression of the aurora?
 - What does the writer find hard about living on Halley VI?
 - Which other people have stayed behind for the winter?
- Study the highlighted verbs in text A. Find multi-word verbs in text B with the same meaning.
- Complete the sentences with the correct multi-word verbs from exercise 5. Then ask and answer the questions in pairs.
 - Who is at home when you _____ from school every day?
 - Do you think you'll _____ living in the same place in the future? Why? / Why not?
 - Does anybody _____ your house when you go on vacation? If so, who?
 - What time does the sun _____ in winter where you live?
 - When does the temperature _____ to below zero in your country?
 - When does the weather usually _____ in your country?

Discover more SEARCH ONLINE and find out about other remote places to live. Why do people live there?

104 Unit 10 What makes a good place to live?

Halley research station

Halley VI is a research station situated in the Antarctic. It is home to a team of scientists who do research into the weather and climate change. The base is over 5,000 km away from the nearest city, so it is extremely remote. During the winter, temperatures can fall to -55°C, and for 105 days of the year, the sun does not rise. During this time, travel is impossible: no ships can reach the station because the ocean freezes over, and strong winds and snow stop planes from flying there. Only a few staff stay behind to continue their research and maintain the base over the winter. Until the first plane arrives in the spring, they have no contact with any other people.

The current research station is the sixth building since the base opened in 1956. The earlier buildings broke under the weight of the snow or became too dangerous to live in. Engineers have worked hard to improve the design of Halley VI. It is composed of eight separate pieces or "pods," similar to train carriages. The pods are built on legs attached to giant metal disks, which are used to move the station to a safer location if the ice starts to break. The legs are raised in the winter so that the station stays above the deep snow. Inside, the pods have special colors and lighting to make them more pleasant for living and working in isolation.

WINTER AT THE BOTTOM OF THE WORLD

Halley research station

Last night was the best since I arrived here in Antarctica in January – I saw the aurora for the first time! It's Mark's turn to work nights this week, and he got us out of bed at 2 a.m. to see the green and white lights. We were outside for about 20 minutes watching them move across the sky – it was amazing! Here's a photo I took.

The aurora is about the only good thing that happens during the Antarctic winter – it isn't much fun living here. The temperature goes down to -50°C on average, so we spend as little time as possible outside. Also, it's dark for 24 hours a day. The sun disappeared on April 29th and it won't come up again until August 13th. I can't wait for the weather to get better!

There are only 13 of us at Halley right now, and we won't see anyone else until our colleagues come back at the end of October. For now, the only company we have is the penguins! I stayed behind because I have to keep going with my experiments. Most of the scientists have gone now. The others are here to take care of the base. And then there's the chef – his job is to take care of us!

Learning objectives

READING Reading an online encyclopedia entry and a blog about a remote place in the Antarctic

READING Identifying the author's purpose

VOCABULARY Multi-word verbs

Reading to learn

Why do people live in remote places?

Learning objectives

READING Reading an online encyclopedia entry and a blog about a remote place in the Antarctic

READING Identifying the author's purpose

VOCABULARY Multi-word verbs

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, teach the meaning of *remote* (= far away from towns and cities) and ask: *What's the most remote place you've ever been to? Have you been to a very small village, or the top of a mountain, a forest, a deserted beach? What was it like? How did you feel when you were there?* Put students in groups to talk about remote places they have been to. Ask a few students to tell the class about their experiences.

1

- Students open their books. Explain that they are going to read two different texts about the same topic. Ask them to read the reading strategy, or read it aloud to the class.

- Read aloud the exercise, then ask: *What is the author's purpose in a blog?* Elicit that it is to entertain people and share a personal experience.
- Put students in pairs to discuss the author's purpose in the other text types. Discuss the answers as a class.

SUGGESTED ANSWERS

a blog: to entertain and share a personal experience

a forum post: to share an opinion

an online article: to give information and an opinion about a topic

an online encyclopedia entry: to give factual information

a review: to give information and an opinion about a product

a story: to entertain

2

- Ask students to look at the text types (e.g., the style and layout, headings), rather than reading the text. Check answers. Ask students to give reasons for their choices.

ANSWERS

1 an online encyclopedia entry 2 a blog

3 2.10

- Pre-teach *colleagues* and *penguins*, and use the photos to teach *aurora (australis)* (= the Southern Lights). Check that students understand that *VI* is a roman numeral for the number six.
- Play the audio for students to read and listen to the texts. They then complete the sentences with the author's purpose. Check answers.

ANSWERS

1 give information 2 make the reader interested

4

- Students can work individually to write the answers to the questions. Encourage them to use their own words, rather than copying chunks from the texts.
- Check answers.

SUGGESTED ANSWERS

- 1 Research scientists live on Halley VI.
- 2 The base has eight separate parts, which are strong enough to stand the weight of the snow. It is also on giant skis, so it can be moved if the ice starts to break. Inside, there are special colors and lights to make them bright and nice to live in.
- 3 The writer thought that the aurora was amazing, and stayed outside for 20 minutes to watch it.
- 4 The writer finds it hard because it is extremely cold, and also dark all the time in winter, and it is also a bit lonely because they don't see any new people.
- 5 Most of the scientists have gone, but some people have stayed behind to look after the base, and the chef has stayed to look after everyone.

READING TEXT QUESTIONS

- Ask students to answer the questions to the right of the texts on page 105 individually.
- Allow students to compare their answers, then discuss the answers with the class, encouraging students to refer back to the texts to explain their answers.

SUGGESTED ANSWERS

- The use of full forms indicates that this is a formal text (an encyclopedia entry), not an informal one.
- "Current" means existing or happening now.
- The effect is to add humor to the text. This is a figure of speech and form of understatement called "litotes." The writer uses the negative "isn't much fun" to express a point about the extremely harsh living conditions in the Antarctic. To say "it is terrible living here" might be accurate, but it would be a literal and more serious way for the writer to express their point.
- The writer uses exclamation points at the end of paragraphs two and three for emphasis, to indicate a strong feeling or emotion.

5

- Ask students to read the highlighted verbs in context and try to figure out the meanings.
- Discuss the meanings with the class and make sure students understand all the verbs.
- Students then find multi-word verbs in text B with the same meanings.
- Allow students to compare in pairs, then check answers.

ANSWERS

fall – go down rise – come up continue – keep on
maintain – take care of return – come back
improve – get better

6

- Students complete the questions sentences with the correct multi-word verbs. Check answers.

ANSWERS

- 1 come back 2 keep on 3 take care of 4 come up
- 5 go down 6 get better

COMMUNICATION

- Put students in pairs to ask and answer the completed questions with their own ideas.
- Ask some pairs to tell the class some of their answers.

Discover vocabulary

Student Book page 130 Workbook page 96

- The exercise on page 130 provides more practice of the multi-word verbs presented in exercise 6. Students can do this exercise for homework.

7 Talking points

CRITICAL THINKING

- As a class, think of some other examples of very remote places (e.g., at the top of a high mountain or in the middle of a desert).
- Allow students time to read the questions and prepare their ideas individually.
- Put students in small groups to discuss the questions. Ask them to make notes on their ideas for each question.
- Choose one person in each group to use their notes to tell the class their ideas. As each group reports back, ask other students to respond, e.g., *Who agrees that this is an advantage? Why? What other advantages are there?*

Extra activity: Creativity

- Students could imagine they are on Halley VI and write their own blog entry, either in the middle of winter or when the first plane or ship arrives in the spring. Alternatively, they could prepare an audio or video diary entry and record it on their phone. Encourage them to use their imagination and talk about their feelings as well as giving information about the base.
- Monitor and help while students are preparing their blogs or diary entries.
- Students can share their blogs or diary entries with each other and choose one to present to the class. The class could vote for the one that best captures the feeling of being at Halley VI.

Extra activity: Critical thinking

- Ask: *Can people be lonely in a big city? How? Do you think you are more likely to be lonely in a big city or a remote place? Why?* Put students in pairs to discuss the questions, then discuss them briefly as a class.

Discover more

- Students can do the research in class or for homework. Ask them to note down what the place is like, why it is so remote, and why people live there.
- Discuss as a class what students learned and ask: *What do you think it would be like to live there? Why?*

Preview

- Ask students to look at the *Discover grammar* presentations on page 131 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 130 (answers on TG page 115)

Workbook, pages 94 to 96

Reading practice worksheet, Teacher's Resource Center

- 1 Study the photos. What is special about this house? Explain your answer.
- 2 Read the article from an environmental magazine. Compare your answer from exercise 1.



Earthships

Our homes for the future?

An Earthship is a house which is designed with the environment in mind. It provides everything the owner needs to live. Electricity is generated by solar panels and a wind turbine on the roof. Enough electricity is produced to power the lights, the TV, and all the other things that we have in ordinary homes. Water is collected on the roof when it rains. The rainwater is used first for the shower, then for watering plants, and finally to flush the toilet. Plants for food are grown both inside the house and in the large garden. Eggs and meat are provided by chickens that live in the garden.

Earthships are very cheap to build because they are made with recycled materials. The outside walls are made with old car tires filled with earth. Glass or plastic bottles are used for the inside walls, so that there's light in the rooms. An Earthship's location is chosen carefully. Most Earthships are built in front of a hill, facing south. The hill protects the back of the house, and the sun comes in through the big windows at the front. The Earthship is warmed by the sun during the day and the thick walls keep the heat inside at night.

Discover grammar Talking about actions in the passive

Student Book • Page 131

Workbook • Page 97

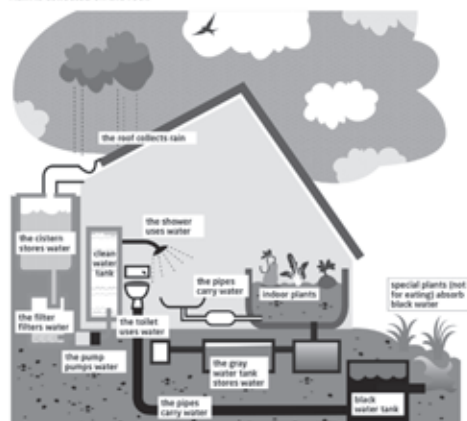
We use the passive to talk about an action when we are more interested in the result of the action than in the person or thing that does the action.

- 3 Study the sentences and answer the questions.
 - a The sun warms the Earthship.
 - b The Earthship is warmed by the sun.
 - 1 Do the sentences have the same meaning?
 - 2 Which sentence focuses on the person or thing doing the action?
 - 3 Which sentence focuses on the result of the action?
 - 4 Which of the two sentences is used in the article? Why?
 - 5 Which preposition is used in a passive sentence to show who or what does the action?
 - 6 Find more uses of the passive in the text. Why has the author used the passive in the article?

- 4 Work in pairs. Compare the house you live in with the Earthship described in the article on page 106. Answer the questions.
 - 1 How is your electricity produced? What is it used for?
 - 2 Where does your water come from? Is it used more than once?
 - 3 Is food grown at home or bought in a supermarket? Why?
 - 4 What building materials are used? Why?
 - 5 Where is your house located? Why?
 - 6 How is the house heated?

- 5 Study the diagram. How is water recycled in an Earthship? Use the words to help you describe the process. Write ten sentences.

Rain is collected on the roof.



- 6 Work in pairs. Design your own house for the future. Think about the features below. Write a description and draw a picture.

electricity heating inside walls location outside walls plants water windows

- 7 Present your design to the class. Explain why your house is good for the environment.



SEARCH ONLINE and find out more about Earthships. Make notes and tell the class about one of the Earthships.

Language in use

Where will we live in the future?

Learning objective

GRAMMAR Talking about actions in the passive

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, remind students that in this unit they have been talking about the places where people live. Ask: *How were people's homes different in the past?* Elicit a few ideas, and ask more questions if necessary to prompt them, e.g., *What about heating and lighting? What about how people cooked?* Then ask: *What do you think our homes will be like in the future? What things will be different?* Elicit a few ideas, then put students in pairs to generate ideas and write down three things that they think will be different in the future.
- Ask pairs to tell the class their ideas. Encourage other students to respond as they give their ideas.

1

- Students open their books. Put them in pairs to look at the photos and discuss the question. Encourage them to speculate based on the photos. You could review some language for speculating first, e.g., *It might / could be ... , Maybe it's ...*

- Discuss students' ideas as a class, and ask more questions if necessary to prompt them, e.g., *Is it a modern house? What do you think it's made of?* Don't confirm students' ideas.

2

- Check that students understand *solar panels* and *wind turbine*.
- Students read the article and compare their ideas from exercise 1. Ask some students to tell the class what they guessed correctly, and what they learned about the house from the article.

Discover grammar Student Book page 131 Workbook page 97

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation now before you continue with the lesson.

3

- Students study the examples and answer the questions in pairs.
- Check answers.
- Read aloud the information on talking about actions in the passive. Point out that we often use the passive when we are describing processes; for example, how something happens or how something is made.

ANSWERS

- 1 Yes, they have the same meaning.
- 2 a
- 3 b
- 4 b (because we are more interested in the result)
- 5 by
- 6 is designed, is generated, is produced, is collected, is used, are grown, are provided, are made, are used, is chosen, are built, is warmed

Language note

Point out that the form of *be* changes for singular and plural:
The Earthship is warmed ... , Most Earthships are built ...

4

- Read aloud the questions and elicit some possible answers about the students' own homes. Teach useful vocabulary, e.g., *bricks, concrete, glass*.

COMMUNICATION

- Allow students time to read the questions individually and prepare their answers, then put them in pairs. Ask them to note down five differences between their houses and the Earthship.
- Write students' ideas on the board, making a list of all the ways the students' homes are different from the Earthship.

5

- Focus on the diagram with the class and teach any words that are unfamiliar to students, e.g., *cistern, filter, absorb*. Explain that *gray water* is water that has been used once and is slightly dirty, and *black water* is very dirty water that may contain harmful substances.
- Focus on the roof and read aloud the passive sentence: *Rain is collected on the roof*. Put students in pairs to write the remaining sentences. Monitor and help while they are working.
- Ask pairs to each contribute one sentence to the explanation of how water is recycled.

SUGGESTED ANSWERS

Rain is collected on the roof.

It is stored in the cistern.

The water is filtered.

It is pumped to the clean water tank.

The water is used in the shower.

The used water is sent by a pipe to the indoor plants.

It is stored in the gray water tank.

The gray water is used in the toilet.

The toilet water is sent by pipes to the black water tank.

The black water is absorbed by some special plants.

Culture note

An average person in the U.K. uses around 150 liters of water per day. This compares with an average of only 20 liters per day in developing countries. As populations grow, water is becoming a much scarcer resource in many countries, and a lot of energy is used in treating water so that it is safe to drink. Therefore, people in western countries are now being encouraged to try to use less water.

6

CREATIVITY

- Read aloud the task, then read each feature in turn and elicit a few possible ideas with the class for what a house of the future could have. Ask questions about each feature if necessary to prompt students, e.g., *Where might your house be – in a city or in the countryside? Why? What could the outside walls be made of? Why is this a good material?*
- Put students in pairs to think of ideas and design their own house. Go around the class, monitoring and helping as necessary.

7

COMMUNICATION

- Before students give their presentations, refer them back to the *Discover grammar* notes and the examples in exercise 3. Point out that because they will describe processes, passive verb forms may be more suitable than active ones in their presentations.
- Allow students time in their pairs to plan their presentations.
- Ask pairs to present their designs to the class. After each presentation, encourage other students to ask questions about the design. Encourage them to use the passive in the questions and answers.
- When all students have presented their designs, ask: *Which designs did you like best? Why?* Elicit a range of answers.

Extra activity: Creativity and communication

- For extra practice, students could work in groups and redesign their school for the future, thinking about the features in exercise 6.
- Ask groups to present their ideas to the class, and discuss as a class the advantages of each one.

Discover more

- Students can do the research in class or for homework. Ask them to make notes about one of the Earthships.
- Put students in small groups to share their notes with each other and choose one Earthship to tell the class about.
- When groups have talked about the Earthship they chose, ask: *What do you like about the Earthships? Do you think more buildings will be like this in the future? Why? / Why not?* Elicit a few answers.

Preview

- Ask students to do the *Discover vocabulary* exercises on adjectives of feelings on page 130 before the next lesson.

Further practice

Discover grammar, Student Book, page 131 (answers on TG page 115)

Workbook, page 97

Grammar practice worksheet, Teacher's Resource Center

Life skills What problems do we have when we move?

Life skills strategy Thinking about others

Empathy is thinking about others and understanding how they are feeling. Showing empathy helps us to connect with other people. Think about your own experiences and try to imagine how you would feel in the same situation.

1 Study the life skills strategy. Then work in pairs. Do the quiz. Check your answers in the key at the bottom of the page.

How much do you THINK about others?

1 You're at school and it's break time. You see one of your classmates sitting alone in the cafeteria. She looks upset. What do you do?

Ⓐ Walk away and hope that she doesn't see you.
Ⓑ Smile and say hello as you walk past her.
Ⓒ Sit down with her and ask her what's wrong.

2 Your friend was annoying you and you had a big argument with him yesterday. You know that his father is sick. What do you do?

Ⓐ Stop talking to him - he said some bad things during the argument.
Ⓑ Wait for a few days and then invite him to your house to play video games.
Ⓒ Message him and ask him if everything is OK.

3 The school basketball coach has just told your friend that she won't be playing in the championship game. What do you do?

Ⓐ Nothing. Basketball is a boring sport.
Ⓑ Explain to her that it's an important game and the teacher needs to pick the best team.
Ⓒ Ask her to come and practice with you after school. Tell her she will be one of the best players next season!

4 You're walking to school with a friend. He's complaining that he has to move in a few weeks. What do you do?

Ⓐ Remind him that some people have bigger problems because they don't have a house at all!
Ⓑ Try to change the subject to last night's baseball game on TV.
Ⓒ Listen and ask questions to find out how he feels.

5 Your sister has passed all her exams. She's very happy and excited when she comes home from school. What do you do?

Ⓐ Go into your room - she's making a lot of noise.
Ⓑ Congratulate her, then get on with your homework.
Ⓒ Celebrate with her and your family.



KEY

1 You're at school and it's break time. You see one of your classmates sitting alone in the cafeteria. She looks upset. What do you do?

4 You're walking to school with a friend. He's complaining that he has to move in a few weeks. What do you do?

5 Your sister has passed all her exams. She's very happy and excited when she comes home from school. What do you do?

2 Your friend was annoying you and you had a big argument with him yesterday. You know that his father is sick. What do you do?

3 The school basketball coach has just told your friend that she won't be playing in the championship game. What do you do?

2 Work in pairs. Imagine you and your family are moving to a new town. What problems do you think you might have?

3 Listen to Kevin's phone conversation with Emma. What problems does he have?

2.11

4 Listen again. How does Emma show empathy?

5 Study the phrases 1-8. Check (✓) the phrases that show empathy.

Key phrases Empathy

1 Do you want to talk about it? ☐
2 That's a shame. ☐
3 Stop complaining! ☐
4 That doesn't sound good. ☐
5 I'm sorry to hear that. ☐
6 Don't be stupid. ☐
7 I know what you mean. ☐
8 I'm sure it will be OK in the end. ☐

Speaking strategy Showing empathy

Tone of voice is important when we are showing empathy. We use a gentle, reassuring tone to show that we understand. It is important to listen while the other person is speaking and not interrupt.

6 Study the speaking strategy. Work in pairs. Practice saying the phrases from exercise 5.

Discover vocabulary Feelings

Student Book • Page 130 Workbook • Page 98

7 Read the problems (1-6) and choose the correct adjectives.

1 I'm **depressed** / **depressing**. I miss my friends.
2 My new house is **disappointed** / **disappointing**. It's far from the center of town.
3 My new town is very big. I'm **frightened** / **frightening**. I'll get lost.
4 I'm **frustrated** / **frustrating**. I can't find any of my things.
5 Public transportation is **confused** / **confusing**. I don't know where the buses go.
6 This town's **bored** / **boring**. There aren't any skate parks.

8 Work in pairs. Give advice about the problems in exercise 7.

9 Read the situations and role play a conversation with a friend. Then swap roles.

Student A: You have recently moved to a new town. Tell your friend (Student B) how you are feeling. Use the problems in exercise 7 or your own ideas.

Student B: Listen and show empathy to your friend (Student A).

10 REFLECT Do you think about others? How do you show empathy?

Discover more SEARCH ONLINE and find out about a town or city where you'd like to live. What would be good about living there? What problems do you think you would have? Tell the class.

Unit 10 What makes a good place to live?
Unit 10 What makes a good place to live?

Life skills

What problems do we have when we move?

Learning objectives

LIFE SKILLS Thinking about others

VOCABULARY Feelings

SPEAKING Showing empathy

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Who has moved to a new town or city? Who knows someone who has moved?* Find out who in the class has experience of moving, and who knows someone who has moved. If quite a few students have moved, or know someone who has moved, put them in groups to talk about when they moved, and why, and what the experience was like. Ask some students who haven't moved themselves what they learned from their classmates.
- If not many of your students have moved to a new town or city, ask: *Why do you think people move? How would you feel if your parents said you were going to move? Why?* Elicit a few ideas from individual students.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything.
- Put students in pairs to do the quiz and check their answers.
- Ask who is an expert at empathy in the class. Explain to students that empathy is something you can work on and improve, and it is a useful skill in life, so they are going to practice it in this lesson.

2

- Put students in pairs to discuss problems they think they might have if they moved. Ask them to note down the three most important problems.
- Ask pairs to tell the class their ideas and make a list of possible problems on the board.

3 **2.11**

- Play the audio. Ask students to listen and note down Kevin's problems.
- Check answers, and refer to the list on the board to see if students thought of these problems in exercise 2.

ANSWERS

His room is too small, the neighborhood where he's living is boring, downtown is far and it's big and confusing. He's worried about starting school because he has a long trip to get to school.

4 **2.11**

- Read aloud the question, then play the audio again. Ask students to note down examples of when Emma shows empathy. Pause the audio if necessary to allow students time to write.

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- Discuss the answers as a class, then play the audio again, pausing to point out how Emma shows empathy.

ANSWERS

Emma is good at showing empathy. She encourages Kevin to talk about his problems, she says she is sorry about his problems, and she reassures him that things will be OK.

5

- Read the key phrases with the class and model pronunciation. Check that students understand all the phrases, and elicit which ones show empathy.
- Check answers.

ANSWERS

1, 2, 4, 5, 7, 8

6

- Ask students to read the speaking strategy, or read it aloud to the class.
- You could play the audio from exercise 4 again, pausing as necessary for students to focus on the tone of voice that Emma uses to show empathy.
- Students then work in pairs to practice saying the phrases in exercise 5 with empathy.
- Ask some students to say some of the phrases for the class.

Discover vocabulary

Student Book page 130 Workbook page 98

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Go over the answers to the exercises now, and make sure students understand all the adjectives.

Language note

Elicit or explain the difference between an *-ed* and an *-ing* adjective, e.g., *interested* / *interesting* (a situation, person or thing can be *interesting*, but the emotion you feel about something is *interested*).

7

- Ask students to read the problems and choose the correct adjectives.
- Check answers, and make sure students understand all the problems.

ANSWERS

1 depressed 2 disappointing 3 frightened
4 frustrated 5 confusing 6 boring

8

- Demonstrate the task with two confident students. Ask one student to say one of the problems. Ask the other student to show empathy, using one of the key phrases from exercise 5. Then elicit some advice from the class.
- Put students in pairs and ask them to take turns saying the problems and giving advice.

DIFFERENTIATION

- With less confident students, you could do this as a whole-class activity. Read aloud each problem and elicit advice.

- Say each of the problems and elicit empathy and advice from individual students. Encourage them to use a suitable tone of voice when they show empathy.

9

COMMUNICATION

- Divide the class in pairs, and ask pairs to decide who is Student A and who is Student B.
- Put students in AA and BB pairs first, to prepare their ideas for the first role-play. Ask the A students to think about their problems and what they might say, and ask the B students to think how they can show empathy, and what advice they can give.
- Put students in their original AB pairs for the role-play.
- Monitor and help while students are working, and encourage them to use a range of key phrases.
- Students then swap roles and practice again.
- Ask some pairs to perform their role-play for the class.

10 Reflect

CRITICAL THINKING

- Put students in groups to discuss the questions and think of examples of when they have thought about others and how they showed empathy in those situations.
- Hold a brief class discussion.

Extra activity: Creativity

- In pairs or groups, ask students to make a leaflet for new students who are moving to their area. As a class, you could come up with some headings first, e.g., *Meeting people*, *Getting around*, *Places to visit*, etc.
- Pin the leaflets around the class and allow students to move around and look at them. Ask: *Which leaflets do you think would be the most useful? Why?*
- If there are students in your class who have moved, ask them: *Would a leaflet like this be useful for people who move to a new place? Why?* Encourage them to share their ideas and experiences with the class.

Discover more

- Students can do the research in class or for homework. Ask them to make notes about the town or city where they would like to live, why they would like to live there, and any possible problems they might have.
- Ask some students to tell the class about the city they chose and why.

Further practice

Discover vocabulary, Student Book, page 130 (answers on TG page 115)
Workbook, pages 98 to 99

Writing Where can I stay during summer vacation?

Writing task

A formal letter

You are planning to go to a summer camp during the summer vacation. Read the ad below and write a letter to the organizer asking for more information.

Understand the task

- Study the writing task and answer the questions.
 - Who are you writing the letter to?
 - Why are you writing it?
 - Do you need to use a formal or an informal style? Why?
 - Which formal phrases for letters do you know?

Writing strategy

Writing a formal letter

There are rules for writing formal letters in English. You must:

- write a greeting and a sign-off. We use *Dear Sir or Madam*, and *Best regards*, when we don't know the name of the person we're writing to. We use *Dear [Mr. Phillips]*, and *Yours sincerely*, when we know the person's name.
- organize your letter into paragraphs.
- say why you are writing in the first paragraph.
- include a closing sentence before the sign-off.

- Study the writing strategy and Hannah's letter below. Answer the questions.
 - Which greeting and sign-off does Hannah use?
 - How many paragraphs does she write?
 - What reason does she give for writing the letter in paragraph 1?
 - How does she introduce the questions in paragraph 2?
 - What is her closing sentence?

Think and plan

- Study the ad for a summer camp below. Choose a course and accommodation. What further information would you like to know? Work in pairs and think of five questions.

Practise your English this summer at SUPER CAMP OXFORD

Courses: - Horse Riding Adventure - World of Water Sports - Tennis Masterclass	Accommodation: 50 places with local families 100 places in six-bed rooms at Super Camp Center 150 places in tents at Super Camp Campsite
--	--

Choose a course and accommodation and come and have fun!

Information: SuperCampOxford@gmail.com

Dear Sir or Madam,

I am 11 years old and I am interested in attending Super Camp Oxford this summer. I am writing to inquire about the Tennis Masterclass course and the accommodation.

First, I would like to ask about equipment. Do I need to bring my own tennis racket? Second, I would like to know about the tennis courts. Are there any indoor courts? Finally, I want to ask about the accommodation. If I stay with a local family, will they have children?

I would be grateful if you could give me this information as soon as possible, so that I can reserve my place at Super Camp Oxford.

I look forward to hearing from you.

Best regards,

Hannah Chapman

4 Make a paragraph plan. Think about the following:

- Which greeting will you use?
- What is your reason for writing?
- What questions will you ask?
- What will be the closing sentence?

Write a first draft

5 LANGUAGE POINT Look again at Hannah's letter on page 110. Find formal words and phrases for the informal words and phrases 1-6.

1 He ...!	4 I'd like to ...
2 I'm ...	5 Thank you for ...
3 ask about	6 Write soon!

6 Write the first draft of your letter. Follow your plan from exercise 4.

Review and edit

7 Read through your first draft. Check it and revise it. Then write your final draft.

- Content Does your letter include all the information in the task? Do you ask at least one question?
- Content Have you followed all the rules in the writing strategy?
- Organization Is your letter organized into paragraphs?
- Style Have you used the correct style of language for a formal letter?

Reflect What makes a good place to live?

What makes the perfect city?

Why do people live in remote places?

Where will we live in the future?

What problems do we have when we move?

Where can I stay during summer vacation?

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video without narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video with narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.
- Now go to the Reflect box in the Workbook and write your answers to the questions. Workbook • Page 103



Writing

Where can I stay during summer vacation?

Learning objective

WRITING Writing a formal letter

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Are summer camps popular in your country? What activities do people do at summer camps?* Elicit a few ideas and explain if necessary that summer camps are places where young people can spend time in the summer vacation without their parents, doing fun activities such as sports, outdoor games, and camping, and also learning things such as languages. Ask: *Have you ever been to a summer camp? Would you like to go? Why?*

Understand the task

1

- Students open their books. Ask them to read the writing task and look at the ad, then answer the questions.
- Check answers, then ask more questions to check understanding of the task, e.g., *Are you interested in going to the summer camp? What kinds of information might you ask for? Should you be polite, or informal and chatty?*

- Focus on the ad and make sure that students understand everything.

ANSWERS

- You are writing to the organizer of the summer camp.
- You are writing to ask for more information about the summer camp.
- You need to use a formal style because it is a formal letter to someone you don't know.
- students' own answers

2

- Ask students to read the writing strategy, or read it with the class. Make sure students understand what a *sign-off* is (= a phrase for ending a letter or email).
- Ask students to read Hannah's letter and answer the questions. Check answers, referring to Hannah's letter to confirm the answers.

ANSWERS

- Hannah uses the greeting *Dear Sir or Madam*, and the sign-off *Best regards*.
- She writes four paragraphs.
- She says she is writing to inquire about the Tennis Masterclass course and the accommodation.
- She uses the words *First*, *Second*, and *Finally*, to introduce the questions.
- Her closing sentence is: *I look forward to hearing from you.*

Think and plan

3

- Put students in pairs to look at the ad and choose a course, then think of five questions they would like to ask.

- Elicit ideas for questions for each of the courses, and make notes on the board. Tell students they can use these ideas to help them write their letters.

4

- Students work individually to plan their letters.
- Encourage students to look back at Hannah's letter to help with the greeting, closing sentence, and sign-off.

Write a first draft

5 Language point

- Refer students back to Hannah's letter and elicit the first formal phrase as an example. Students then find the remaining formal words and phrases.
- Check answers and explain that in a formal letter or email we don't use contractions or informal phrases, and we don't use exclamation points for emphasis.
- Refer students back to Hannah's letter and elicit other examples of formal language, e.g., *I am interested in attending ...*, *I would like to know about ...*, *so that I can reserve my place*.

ANSWERS

- 1 Dear ...
- 2 I am ...
- 3 inquire about
- 4 I would like to ...
- 5 I would be grateful if ...
- 6 I look forward to hearing from you.

6

CREATIVITY

- Students write their first draft. Point out that they will review their work, so they will have a chance to check and correct language mistakes.

Review and edit

7

- Remind students that the Writing workshop on pages 132 to 137 has tips and suggestions for all stages of planning, writing, and checking. Suggest that students look at this when they do any piece of writing.
- Remind students to use the notes and questions to review their work.
- Students could check their work individually, or they could work in pairs to check each of their letters, using the checklist as a guide.
- They then revise their letters individually, either in class or for homework.
- When grading students' work, refer to the four items in the checklist. You could give a score out of eight for each item, giving a total out of 32 for the task.

Reflect What makes a good place to live?

1

- Remind students that this unit was all about the different places where people live.
- Read aloud the question, *What makes a good place to live?* and the five lesson questions at the top of the Reflect panel.

- Check that students understand *Mars*, *floating*, and *dormitory*.

2

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues. Explain that there are no incorrect answers, as long as their ideas relate to things they have seen in the video.

3

COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 138 for the ideas contained in the video.

4

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and make notes. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to complete the chart in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132
Workbook, pages 100 to 101



Discover vocabulary and grammar answer key

Unit 1 Vocabulary page 112

Talking about time 1.19

1

1 spend, have 2 waste, make / find
3 take, save 4 run out of

2

students' own answers

Uses of *get* 1.20

3

1 E 2 A 3 C 4 F 5 B 6 D

4

1 get to bed early 2 got home 3 get up
4 get some exercise 5 get busier 6 get the bus

Planner events 1.21

5

1 e 2 c 3 a 4 g 5 d 6 f 7 b

6

students' own answers

Unit 1 Grammar page 113

1

1 'm doing 2 's snowing 3 snows 4 Do you know
5 'm not reading 6 doesn't often watch

2

Hi, Josh

I hope you ~~have~~ **'re having** a good time on your week off.

I ~~stay~~ **'m staying** with my aunt this week. She lives in

Portugal and she ~~is having~~ **has** a big house by the beach.

We ~~are usually visiting~~ **usually visit** her once a year. Right

now, my parents ~~walk~~ **are walking** along the beach, and

I'm reading a book in the sun! It's a detective novel.

I ~~'m not~~ **don't** usually enjoy crime stories, but this is

amazing. I'll call you later on to see what you ~~do~~ **'re doing**.

Take care,

Tim

Unit 2 Vocabulary page 114

Memories 1.22

1

1 D 2 A 3 E 4 C 5 B

2

students' own answers

Technology 1.23

3

1 post 2 online 3 app 4 virus 5 data 6 click

4

1 D 2 C 3 A 4 E 5 B

Study and learning 1.24

5

1 translation 2 look up 3 review
4 definition 5 write down 6 repeat
7 check 8 example 9 record

6

students' own answers

Unit 2 Grammar page 115

1

1 When 2 While 3 when 4 when 5 while

2

1 was 2 went 3 didn't work 4 woke up 5 missed
6 was running 7 fell 8 cut 9 arrived 10 was playing
11 couldn't 12 were walking 13 told

Unit 3 Vocabulary page 116

Prizes 1.25

1

1 competition 2 winner 3 trophy 4 prize
5 certificate 6 came

2

students' own answers

Suffixes: people 1.26

3

1 judge 2 artist 3 scientist 4 designer
5 comedian 6 writer 7 cyclist

Consumer information 1.27

4

1 reviewer 2 guarantee 3 complain
4 recommend 5 value 6 compare 7 quality

5

1 special offer 2 complaint 3 guarantee
4 comparison website 5 delivery 6 review

Unit 3 Grammar page 117

1

1 Basketball is the most exciting sport. (than)
2 Physics is less interesting than history. / History is less interesting than physics. (of)
3 Victor always arrives much later than me. (more)
4 I am a lot better at singing than Kerry. (well)
5 Henry passed his IT exam more easily than his history exam. / Henry passed his history exam more easily than his IT exam. (easy)

2

1 the tidiest 2 the most fluently 3 the most expensive
4 the most slowly 5 the least hard

Unit 4 Vocabulary page 118

Groups 1.28

1

1 team 2 member 3 fan 4 joined
5 supporter 6 part 7 social 8 follow

Negative prefixes 1.29

2

1 impolite 2 behave 3 irresponsible
4 antisocial 5 fortunately

3

1 impossible 2 uncertain 3 irregular
4 misunderstood 5 unable 6 impatient
7 anti-ageing

Organizing a group trip or event 1.30

4

1 Where can we find out about the event?
2 What time should I contact you?
3 Did they get permission from a teacher to use that room?
4 Let's figure out the best date for the party.
5 Can we book the gym for our basketball competition?
6 She looked up the hotel's number on her phone.

5

students' own answers

Unit 4 Grammar page 119

1

1 've never tried 2 haven't met 3 's gone
4 went 5 've never eaten 6 failed 7 beat
8 've won 9 went 10 've seen

2

1 've had 2 went 3 did 4 've never tasted
5 Have you ever been 6 Did you visit

Unit 5 Vocabulary page 120

Risk and danger 1.31

1

1 danger 2 scared 3 dangerous 4 accident
5 risky / dangerous 6 injured / hurt 7 scary 8 safe

2

1 b 2 a 3 b 4 c 5 b 6 a 7 c 8 a

Extreme adjectives 1.32

3

1 tragic 2 huge 3 deadly 4 boiling
5 fascinating 6 freezing 7 tiny

Positive qualities 1.33

4

1 positive 2 calm 3 cooperative
4 hardworking 5 tough 6 imaginative

5

1 flexible / adaptable 2 smart 3 cooperative
4 calm 5 positive 6 adaptable / flexible

Unit 5 Grammar page 121

1

1 might 2 won't 3 could 4 won't 5 may not 6 'll

2

1 have, might buy 2 rains, won't eat 3 might be, 're
4 might catch, don't feel 5 don't leave, 'll miss
6 won't get, don't do 7 go, 'll climb

Unit 6 Vocabulary page 122

Waste and recycling 1.34

1

1 T 2 students' own answers 3 F
4 Suggested answer: a coffee cup 5 T
6 Suggested answer: meat 7 T

2

students' own answers

Adjective suffixes 1.35

3

1 don't think enough 2 possible 3 often
4 throw it away 5 won't carry money 6 throw away

4

1 harmful 2 worthless 3 helpful 4 likable
5 homeless 6 enjoyable 7 skillful 8 driverless

Making things 1.36

5

1 string 2 spray paint 3 scissors
4 bottle tops 5 cardboard 6 glue

6

1 bottle tops 2 piece of wood 3 scissors

Unit 6 Grammar page 123

1

1 enough, many 2 much, a lot of 3 A lot of, A few
4 much, enough 5 a few, a lot of 6 enough, a few
7 less, a little 8 Fewer, More

2

1 too few 2 too many 3 too much 4 too little

3

1 're going to 2 will 3 'll 4 'm going to
5 will 6 's going to

- 4
1 'm going 2 'm going 3 'm going 4 're going
5 isn't going 6 won't 7 will 8 'll / will

Unit 7 Vocabulary page 124

Intelligence 2.12

- 1
1 c 2 a 3 c 4 b 5 b 6 b 7 c

2

SUGGESTED ANSWERS

- 1 intelligence, skill 2 intelligence, skill
3 common sense 4 skill, common sense
5 skill, wisdom 6 skill, common sense 7 skill, wisdom
8 skill, wisdom 9 wisdom, common sense
10 intelligence, skill

Noun suffixes 2.13

- 3
1 connection 2 movement 3 hearing
4 Creativity 5 maintenance 6 intelligence
7 development 8 activity

Skills: nouns and adjectives 2.14

- 4
1 mathematical 2 musical 3 artistic 4 scientific

- 5
1 suggested answers:
Enjoys communicating: teacher, store assistant / sales clerk;
Logical person: scientist, engineer;
Good imagination: designer, writer
2 students' own answers

Unit 7 Grammar page 125

- 1
1 could swim 2 won't be able to play
3 will be able to travel 4 can't sing 5 couldn't answer
6 can write

- 2
1 It could snow tomorrow. / Tomorrow it could snow. (can)
2 Use your GPS or you may get lost. (not)
3 Can you visit the museum on Sundays? (do)
4 Our team might not win the game. (to)
5 You can play a lot of different sports here. (might)
6 Maybe I'll see Sam at the barbecue. (might)

- 3
students' own answers

Unit 8 Vocabulary page 126

Health 2.15

- 1
1 unhealthy 2 put 3 in shape / healthy
4 exercise 5 took up 6 diet 7 gave up 8 healthy
9 weight

- 2
1 suggested answers: fruit, vegetables
2 suggested answers: running, swimming
3–5 students' own answers

Noun and verb forms 2.16

- 3
1 start 2 study 3 smile 4 laugh 5 interest
6 help

- 4
1 N 2 V 3 V 4 N 5 V 6 V 7 N 8 V

Describing advertising 2.17

- 5
1 e 2 a 3 d 4 f 5 c 6 b

6

SUGGESTED ANSWERS

- 1 simple, effective 2 simple, effective
3 boring, complicated 4 serious, boring
5 memorable, clever

Unit 8 Grammar page 127

- 1
1 Don't use a pencil, use a pen!
2 Don't turn left, turn right!
3 Listen carefully, don't chat!
4 Clean your room, don't play video games!

- 2
1 must not 2 must 3 must not 4 must not 5 must

- 3
1 should I behave 2 shouldn't call 3 should use
4 should say 5 shouldn't shake 6 should bow

- 4
1 Learning 2 Eating 3 Getting up 4 Using
5 Starting

Unit 9 Vocabulary page 128

Literary genres 2.18

- 1
1 horror 2 play 3 classic 4 science fiction
5 mystery 6 folktale 7 historical fiction 8 fantasy

- 2
1 science fiction 2 fantasy 3 historical fiction
4 mystery

Descriptive adverbs 2.19

- 3
1 wearily 2 hastily 3 bravely 4 hesitantly
5 calmly 6 suspiciously 7 carefully 8 knowingly

Describing news stories 2.20

4

SUGGESTED ANSWERS

- 1 exaggerated 2 objective 3 fake 4 dramatic
5 subjective

Unit 9 Grammar page 129

1

- 1 whose 2 which 3 who 4 when 5 that

2

- 1 b 2 a 3 b 4 a 5 a 6 b 7 b 8 a

3

- 1 David, who I've known since primary school, is my best friend. / David is my best friend, who I've known since primary school.
2 Jake got some new shoes, which were very expensive.
3 I'm meeting Charlotte Newton, whose brother Henry is a professional soccer player.
4 We went to a beach, where there's a cafe.
5 My mom recently bought herself an e-book reader, which is more convenient than paper books.
6 London, where I used to live, is an enormous city. / London is an enormous city, where I used to live.
7 My best friend, whose name is Anita, comes from Norway.
8 I gave my coat, which I've never worn, to my younger brother.

Unit 10 Vocabulary page 130

Features of a city 2.21

1

- A green space B street art C trendy stores
D sports facilities E sandy beach
F public transportation G entertainment venue
H music festival I skate park

2

students' own answers

Multi-word verbs 2.22

3

- 1 Keep on 2 go down 3 come back
4 take care of 5 come up 6 get better

Feelings 2.23

4

- 1 annoyed 2 excited 3 tired 4 bored
5 embarrassed 6 disappointed

5

- 1 tired 2 confused 3 embarrassing 4 boring
5 disappointed 6 worrying 7 annoyed

Unit 10 Grammar page 131

1

- 1 made 2 produced 3 spoken 4 worn
5 designed 6 thrown

2

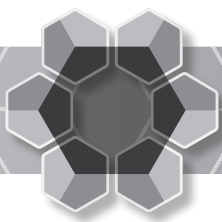
- 1 are 2 isn't 3 is 4 are 5 aren't 6 isn't

3

- 1 are made 2 is known 3 are used 4 are grown
5 is produced 6 are prepared 7 are cooked
8 are served

4

- 1 sometimes damage 2 is taught 3 are met
4 plays 5 doesn't work 6 isn't invited
7 often arrives 8 aren't made



Writing workshop An opinion essay

The Writing workshop provides a detailed guide to the different stages involved in planning, drafting, and checking a piece of written work. Although the focus is an opinion essay, many of the tips and strategies will also apply to other written tasks. The different stages in the writing process are focused on in more detail in individual units of the book, and it might be useful to refer students to individual sections of the Writing workshop as they do each unit. As students get to the end of the course, you can work through the Writing workshop with the class, bringing together all the stages of writing they have studied into one task.

Think and plan

1

- Read aloud the writing tip about opinion essays.
- Students read the essay and answer the questions.

ANSWERS

- 1 The writer agrees that it is a good idea to join a sports team.
- 2 two
- 3 Exercising is good for you and you learn to work as a team.
- 4 Reason 1 is in paragraph 2 and reason 2 is in paragraph 3.
- 5 The writer begins with a general introduction and his/her opinion.
- 6 He/She ends the essay with a conclusion.

2

- Read aloud the writing task at the top of the page, then read aloud the writing strategy on generating ideas.
- Students can come up with ideas individually or in pairs, or you could generate ideas as a class.

3

- Students think about the ideas from the generating ideas session and their answers from exercise 1, then decide on their own opinion.

4

- Students can work individually or in pairs to think of reasons. Encourage them to think of as many as possible (at least six to complete the mind map).

5

- Read aloud the writing strategy on selecting ideas. Students can work individually or in pairs to select their ideas.

6

- Read aloud the writing strategy on organizing your ideas into paragraphs. Use the model essay in exercise 1 to give an example of how an essay is structured.
- Students then complete their paragraph plans.

Drafting

1

- Read aloud the writing strategy on writing an introduction.
- Students complete the key phrases with the correct words.
- Check answers and check students understand the phrases.

ANSWERS

Many people I know

In my opinion / in my view

There are several reasons why I believe this.

2

- Read aloud the writing tip and the questions.
- Students plan their first sentence.
- Ask some students to read their first sentences. Suggest improvements if necessary.

3

- Students write their introduction.
- Go around monitoring, encouraging students to include the key phrases.
- Ask some students to read their introduction to the class.

4

- Read aloud the writing strategy on structuring paragraphs. Students then look at the essay on page 132 again and answer the questions.

SUGGESTED ANSWERS

- 1 Exercising is good for you, and it's good to learn team work.
- 2 Most teams practice two or three times a week. Every time you play a game you have to work together as a team.
- 3 Joining a sports club is good for your health, and it gives you valuable experience with teamwork.

5

- Read aloud the writing tip on expressing your opinion. Elicit the phrases for expressing opinions in the essay.
- Students complete the key phrases with the correct words.

ANSWERS

In my opinion, I believe

6

- Read aloud the writing tip about sequencing words. Elicit the missing key phrases. Point out the use of commas after sequencing words.
- Students complete the key phrases with the correct words.

ANSWERS

First, Second

7

- Students write the body paragraphs of their essay, using their paragraph plan from exercise 6 on page 133.
- Go around monitoring, helping as necessary.
- Ask some students to read their paragraphs to the class.

8

- Read aloud the writing strategy on writing a conclusion.
- Students look at the conclusion on page 132 again and answer the questions.

ANSWERS

- 1 "In conclusion, I think it is an excellent idea to join a sports team."
- 2 "I believe it adds two very positive elements to our lives: good health, and experience of teamwork."
- 3 No, the writer uses different words.
- 4 Joining a sports team could change your life forever.

9

- Students complete the key phrases.
- Check answers, and check that students understand all the phrases. Point out the comma after the phrases.

ANSWER

In conclusion

10

- Students write their conclusions.

Review and edit

1

- Read aloud the writing strategy about reviewing and editing, then read aloud the writing tip.
- Students review their work and check the boxes.

2

- Students check the grammar in their essays.

3

- Read aloud the writing tip about capitalization.
- Students check the spelling, punctuation, and style of language in their essays.
- Students check the boxes when they have finished their review.

4

- Read aloud the writing tip about asking someone else to review your work.
- Students can swap essays with a partner to repeat the checking steps and suggest corrections.
- Students then write their corrected essay.



Literature A classic story

Introducing the topic

- With books closed, ask: *What do you know about Sherlock Holmes? Have you read any books about him, or seen any movies? Which ones?* Elicit what students know about him, asking more questions to prompt them if necessary, e.g., *Is he a police officer? (no) Who helps him solve crimes? (Dr. Watson).*

Before you read

1

- Students open their books and read *About the Author* and answer the questions.
- Check answers, then ask: *What else would you like to know about Sir Arthur Conan Doyle? Do you think that being a doctor helped him write his stories? How?*

ANSWERS

- 1 He started writing when he was nine and went to boarding school.
- 2 He wrote the first Sherlock Holmes story in 1887.
- 3 He wrote *The Hound of the Baskervilles* in 1901.

Culture note

Sherlock Holmes is a fictional private detective in stories by Sir Arthur Conan Doyle. He is known for his ability to think logically and solve crimes that the police find impossible. He is helped by his assistant and friend, Dr. Watson. *The Hound of the Baskervilles* is one of the best known Sherlock Holmes novels. It is set in a wild part of southwest England and features a legendary fierce creature that is supposedly responsible for a series of murders.

2

- Focus on the heading and elicit or explain that a classic story is a well-known work of literature from the past that is still popular now.
- Check that students understand *hound* (= a dog), *hall* (= a large house), *evil*, and *creature*. Explain that *Baskerville* is the name of the owners of Baskerville Hall.
- Read the adjectives in question 6 and check that students understand them all.
- Put students in groups to answer the questions. Alternatively, answer the questions as a whole class.
- Check answers. When you check question 6, discuss why students think some adjectives will be used, and ask them what they might be used to describe.
- Ask: *Do you think the Hound of the Baskervilles is responsible for the deaths? What else might be the cause?*

ANSWERS

- 1 suggested answers: well-dressed, old-fashioned, middle-aged, intelligent
- 2 He wants to find out how Sir Charles Baskerville died.
- 3 It is a big animal that people think killed a relative of Sir Charles in the past.
- 4 He is worried that the Hound of the Baskervilles killed Sir Charles.
- 5 Dr. Mortimer, Dr. Watson, and Sir Henry
- 6 students' own answers

Recall

3 2.24

- Play the audio. Encourage students to try to enjoy the story, even if there are words and sentences that they don't understand.
- Students compare answers, then check with the class. Refer back to details in the story to confirm the answers.

ANSWERS

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

4

- Students complete the sentences with the correct words.
- Check answers, and make sure that students understand all the sentences.

ANSWERS

1 gun 2 criminal 3 welcoming 4 steps 5 lights
6 house 7 white 8 wife

5

CRITICAL THINKING

- Focus on the pictures and ask: *How do we learn about these characters in the story?* Elicit that we learn about them from what the narrator says about them, what they look like, what they do, what they say, and what other characters say about them.
- Put students in pairs to read the story again and make notes on what they learn about the different characters.
- Check answers. Encourage students to give reasons for their opinions and refer back to the story to support their ideas.

ANSWERS

- A Selden is a dangerous criminal, who has escaped from prison. He committed a cruel murder in London, and people are frightened of him. He is a bad character.
- B Sir Henry is quite a nervous person. He pulls his coat around himself when the wind blows and night falls, and his voice shakes when he sees that Baskerville Hall is not very welcoming. We learn that his family and family home are probably important to him, as he is pleased to see a fire in the hall. He is probably a good character.
- C Barrymore is tall, handsome, and has a beard. He takes his job seriously because he is there to welcome Sir Henry and he has got a fire ready to welcome the guests. He is not honest, though, as he doesn't say why his wife was crying. He seems afraid of something because he goes white when Sir Henry asks him about the crying. He may be a good or bad character.
- D We don't learn much about Barrymore's wife. She doesn't speak, but we know that she was crying during the night, so must have a secret sadness. She is probably a good character.

Interpret

6

- In pairs, students read the first four paragraphs again and answer the questions. Discuss the answers with the class.
- Ask: *What else could the author do to increase the feeling of danger?* Elicit a few ideas (e.g., the characters could hear a strange sound, the person doesn't arrive to meet them, the car could break down, there could be bad weather).

SUGGESTED ANSWERS

- 1 Holmes repeats his warning that Sir Henry should not go on the moor at night alone and he checks that Dr. Watson has his gun.
- 2 The description of the countryside increases the feeling of danger because there is a comparison between the beautiful countryside they travel through and the dark, frightening moor. Meeting the soldier also increases the feeling of danger because it suggests that a cruel, dangerous murderer is free and could attack or kill people.

7

- Read the literary strategy with the class. Ask more questions as you read to make sure students understand, e.g., *What might a place sound like?* (loud, silent) *What might it feel like?* (cold, wet, warm, sunny) *How might comparisons help with the setting?* (they give a contrast, which emphasizes how nice or unpleasant a setting is) *What effect might a setting have on the characters?* (it might make them feel relaxed and cheerful, or nervous and afraid).
- Students read the story again from paragraph five and answer the questions, working individually or in pairs.
- Discuss the answers with the class, encouraging students to refer back to the story in detail and think about the setting.

ANSWERS

- 1 At first, it is beautiful countryside. Nearer to Baskerville Hall, it becomes dark and frightening.
- 2 The moor is cold, gray, hard, and wild.
- 3 The hills looked sharp, like cruel teeth against the sky. This gives the effect of making them feel evil or dangerous.
- 4 The road is long and dark, with black shapes of old trees. It is frightening because it is dark, and the old trees make you think of death.
- 5 It makes him feel cold and afraid. He pulls his coat around himself, and his voice shakes.
- 6 The characters can see pictures of the Baskerville family from the past. The pictures seem to be watching the characters, and this makes them feel nervous.
- 7 Dr. Watson can hear the wind and a woman crying.
- 8 The mood of the story is dark, gloomy, and frightening. The setting helps to create the mood by making everything seem sinister – the landscape, the house, the sounds, and the things that people say, e.g., talking about an escaped murderer.

Extra activity: Critical thinking

- If students are struggling to understand how the setting creates the mood, focus on each of the questions in exercise 7 again and discuss how these could be changed to create a cheerful mood (e.g., the countryside could become bright and sunny as they get nearer to Baskerville Hall, the moor could be beautiful and gentle, the hills could look inspiring and inviting, Sir Henry could smile and take his jacket off, the road up to Baskerville Hall could have young trees and wild flowers, Dr. Watson might hear small birds singing, and music playing).

Respond

8

CREATIVITY

- Read the instructions with the class and elicit a brief description of each of the pictures.
- If students need help getting started, focus on one of the pictures, and generate ideas for a story based on it. Ask students to think of the type of story, the mood, the main characters, and some details of the setting. Elicit some sentences that could be used to describe the setting and write them on the board.
- Students then work in pairs. Monitor while students are working and help as necessary.
- Students could take turns to read their paragraphs to the class. Other students could listen and note down what the setting and mood are, and what helps to create the mood.

Extra activity: Creativity

- Put students in small groups and ask them to imagine the extract they have read as part of a movie. Ask: *How would you create the mood in a movie?* Elicit the kinds of techniques movie-makers use (e.g., the appearance of the characters, their clothes, the way they speak, the lighting, the music, the camera angle, special effects).
- Ask students in their groups to choose one scene from the story, e.g., arriving at Baskerville Hall or Dr. Watson hearing the crying. Ask them to decide how they could create the right mood in a movie adaptation and make notes.
- Groups in turn tell the class their ideas. Encourage other students to join in with extra suggestions.



Literature A short story

Introducing the topic

- With books closed, ask: *Do you ever read short stories? What's the difference between a short story and a novel?*
- Elicit or explain that a short story is a particular genre of literature that is different than a novel. As well as being shorter, a short story usually deals with just one important event or action, rather than following a character's life through a series of events, over a longer period of time.

Before you read

1

- Students open their books. Check that they understand *Middle Eastern* and *execution*. Ask them to read *One Thousand and One Nights*, then put them in pairs to answer the questions.
- Check answers and elicit what students know about the stories of Ali Baba, Sinbad, and Aladdin.
- Elicit students' ideas about the character of Aziz Bakir and their reasons for their opinions.

Culture note

A lot of the stories in the *One Thousand and One Nights* contain magical elements such as the magic door in the story of Ali Baba that opens and closes when a particular command is used, or the magic lamp in the story of Aladdin, which contains a genie who can grant wishes.

Recall

2  2.25

- Play the audio. Encourage students to try to enjoy the story, even if there are words and sentences that they don't understand.
- Ask students to complete the character descriptions with the correct names.
- Students compare answers, then check with the class. Refer back to details in the story to confirm the answers.

ANSWERS

1 Aziz 2 Fahad 3 Nasir 4 Samir 5 Fatima
6 Marian 7 Dixon

3

- Students correct the mistakes in the summary.
- Check answers, and make sure that students have a good understanding of the story.

ANSWERS

He began to repair a ~~window~~ radiator.

One of them cried, "Open ~~Now~~ Sesame!"

He took ~~two bars~~ one bar of it.

They tied him to a ~~table~~ chair.

Luckily, ~~Marian~~ Aziz rescued him.

One of the men followed Aziz to his ~~office~~ apartment.

The thieves hid in some ~~trees~~ pipes.

~~Fatima~~ Marian saw the men.

In the end, ~~Nasir~~ the police caught the thieves.

4

- Students answer the questions. Encourage them to use full sentences in their answers to the questions and to use their own words as much as possible.
- Check answers.

ANSWERS

1 The thieves think that no one will guess the code because it is so obvious.

2 Nasir dresses as a workman so that no one will look at him or notice what he is doing.

3 Nasir usually answers his phone, but Aziz keeps trying to call him and Nasir doesn't answer.

4 Marian closes the door because she sees Fahad's men hiding inside the pipes and wants to call the police.

5 The police chief is happy because he has wanted to catch Fahad and his men for some time.

Interpret

5

CRITICAL THINKING

- To get students thinking, ask: *How can you give an idea of what a character is like in a book? For example, if you want to create a kind character, how can you show that?* Elicit a few ideas (e.g., by things the character does, things they say, and maybe their appearance).
- Students could work individually or in pairs to find the quotations in the story, discover who said them, and decide what each quotation shows about the characters.
- Discuss the answers with the class.

SUGGESTED ANSWERS

1 Fahad: He is the leader and he tells everyone what to do.

2 Aziz: He cares about his family.

3 Nasir: He thinks he is better than his brother.

4 Fatima: She is kind and thinks about other people.

6

CRITICAL THINKING

- Students could work in pairs for this. Remind them that they can scan the story for the names of each character to find information about them.
- Discuss the answers with the class, discussing what each piece of evidence about the characters shows.
- Ask: *What else could the writer do to show how honest or dishonest the characters are?* Elicit a few ideas (e.g., Fatima could suggest going to the police when Aziz finds the gold, Fahad could keep some of the gold for himself and not share it with the other thieves).

SUGGESTED ANSWERS

Marian: very honest (she worries that Aziz has stolen the gold)

Aziz: honest (he tells his wife and daughter everything, he only takes one gold bar)

Nasir: not very honest (he wants to take all the gold bars and he disguises himself as a workman to get into the room where the gold is)

Fahad: very dishonest (he's a thief and he wants to use a trick to harm Aziz)

7

- Read the literary strategy with the class. Ask more questions as you read it, to make sure students understand, e.g., *What might a character say to show they are kind?* (Are you OK? Let me help you) *What might other characters say about them?* (I trust / don't trust him/her, he/she never thinks about anyone else) *How can a person's appearance show their character?* (a character could have large, bright eyes or small, mean eyes).
- Students think about the characters again and choose adjectives to describe them.
- Discuss the answers with the class and elicit ideas for more adjectives to describe each character.

ANSWERS AND SUGGESTED ANSWERS

Aziz: cheerful, curious, easygoing, loyal (kind, caring)

Fahad: aggressive, cruel, rude, ruthless (mean, violent)

8

CRITICAL THINKING COMMUNICATION

- Students complete the character chart individually, then compare their ideas in pairs.
- Write students' ideas on the board and discuss as a class what we know about Nasir and what evidence there is to support this.

SUGGESTED ANSWERS

What important things does he say? "Where did you get those from?" He is suspicious of his brother. "I'll go tomorrow and get that gold." He is greedy. "My brother was right for once." He has no respect for Aziz.

What does he do? He goes to get all the gold, forgets the code, tries to call Aziz, is terrified when Fahad finds him.

What do other people say about him? Fatima says he has only invited Aziz and his family around to show them his new car, and Aziz agrees.

What does he look like? His hair is short and fashionable, and he's wearing an expensive suit.

What's his personality? He's arrogant, thinks he's better than his brother. He's also greedy, but not very brave.

Extra activity: Critical thinking

- If students are struggling to understand how the writer builds up a picture of each character, try asking them what they would think of Nasir if some of the details were changed, e.g., *What would you think if he said to Aziz: "Oh, thank you for these chocolates – how lovely!"* *What would you think if he said: "I'll go and get some more gold and then Marian will be able to go to college."* *What would you think if he wore a pair of jeans and a shirt, rather than an expensive suit?* Discuss how these things could be changed to create a slightly different character.

Respond

9

CREATIVITY

- Put students in pairs to work through the steps to write their story.
- You could stop them after each step and write their ideas on the board. Monitor while students are working in their pairs and help as necessary.
- Students take turns reading their stories to the class. Other students could listen and note down what they like about each story and what they learn about the different characters.

Extra activity: Creativity

- You could put pairs together in groups of four. Ask them to choose one of their stories, or a combination of both, and decide how they can act it out. Point out that there are four characters in the story, so they can each have a role. Go around the class monitoring and helping while students are working.
- Allow students time to practice their play in their groups, then ask some groups to perform their play for the class.
- Discuss as a class different ways you can use to show a character's personality in a play (e.g., gestures, tone of voice, actions).



Literature A play

Introducing the topic

- With books closed, ask: *Do you ever watch plays? What's different about watching a play, compared to reading a novel or short story?* Elicit that in a play you can see the characters and the actions, whereas in a novel or short story they are only described in words.
- Ask: *Have you ever read a playscript? How do you think it is different to reading a novel or short story?* Elicit that a playscript only has the words that people say, with some brief descriptions of the actions.

Before you read

1

- Students open their books. Check that they understand *myth* (= an ancient story, often involving gods or magical events).
- Ask students to read about *Greek myths* and answer the questions in pairs.
- Check answers and elicit what students know about Greek myths and King Midas.

ANSWERS

1 students' own answers 2 a

Culture note

Students may be familiar with the movies *The Legend of Hercules* (2014) and *Troy* (2004), both of which are based on Greek myths.

Recall

2  2.26

- Before you play the audio, point out the four scenes in the playscript and the different settings for each scene.
- Play the audio. Encourage students to try to enjoy the story, even if there are words and sentences that they don't understand.
- Ask students to choose the sentence which best summarizes what we learn about King Midas.
- Students compare answers, then check with the class. Refer back to the playscript to confirm the answer.

ANSWER

3

3  2.26

- Students read the events. Play the audio again. Students read, listen, and check the events that happen.
- Students compare their answers, then check with the class. Refer back to the play to confirm the answers.

ANSWERS

1, 4, 5, 7, 8

4

- Students match the scenes with the summary sentences.

ANSWERS

1 scene two 3 scene four 4 scene one 5 scene three

5

- Students decide if the sentences are true, false, or not found.
- Students compare their answers before you check with the class. Refer back to the play to confirm the details.

ANSWERS

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

Interpret

6

CRITICAL THINKING

- To get students thinking, ask: *Why does Midas wish for everything he touches to turn to gold? What happens to him? Is he happy? Was the wish a good thing? Why? / Why not?* Elicit a range of ideas and try to elicit that the story shows the negative consequences of Midas's wish.
- Check the answer.

ANSWER

3

7

CRITICAL THINKING

- Students could answer the questions individually or work in pairs.
- Discuss the answers with the class, discussing what each piece of evidence tells us about the characters or the moral of the story. For question 7, encourage students to express their own opinions and give reasons for their opinions.

SUGGESTED ANSWERS

- 1 We learn that Midas is greedy and obsessed with gold.
- 2 a) Can't you see I'm working, Alexandra? (He has no time for his daughter.)
b) I've already given the city money this year. (He doesn't care about his subjects.)
- 3 It shows us that Midas is greedy and only interested in gold.
- 4 It makes us think that Dionysus knows it is a foolish wish.
- 5 His daughter Alexandra turns to gold.
- 6 Midas has learned that people, especially family, are more important than gold.
- 7 students' own answers

8

- Read the literary strategy with the class. Ask more questions to check comprehension, e.g., *What might Midas say to show he's happy to see Alexandra? What might he say to show that the people in the city are important to him?*
- Students find the pieces of dialogue in the playscript and analyze them for the feelings they show. They could work in pairs for this or work individually, and then compare their answers in pairs. Discuss the answers with the class.

ANSWERS

1 worried 2 impatient, annoyed 3 excited, impatient
4 worried, upset 5 happy 6 amazed, happy

Extra activity

- Put students in pairs and ask them to focus on the pieces of dialogue in exercise 8. Ask them to find the pieces of dialogue in the playscript. They take turns to read the line *before* the one in exercise 8. Their partner replies with the line in exercise 8, saying it in a way that shows the correct feeling. Encourage them to exaggerate the feeling slightly, to make sure they express it strongly enough.

Extra activity: Creativity

- For homework, ask students to rewrite the story of King Midas as a short story. Remind them of the work they did on short stories in the last Literature pages and elicit how they can show what the different characters are like in a short story, e.g., by what they say and do, and their physical descriptions.
- In the next lesson, students share their short stories in groups. You could also discuss how the playscript could be made into a movie, and what things could help to show the characters and create the mood (e.g. lighting, music, special effects).

Respond

9

CREATIVITY

- Put students in groups and allocate a scene for each group. You will need the following number of students for each scene:
Scene 1: six characters + director
Scene 2: four characters + director
Scene 3: three characters + director
Scene 4: four characters + director
- Read all the instructions with the class first, so students are clear what they have to do. Point out that the first read (step 2) is for them to become familiar with the script, and in the second read (step 3) they should add feeling to their voice.
- Encourage students to memorize their parts if possible, as this will allow them to speak with more feeling.
- Monitor and help as necessary.
- Groups take turns performing their scenes for the class. If more than one group is doing each scene, they can each do their scenes before you move on to the next scene.
- While students are watching, encourage them to write down one positive comment about each performance.

10

CRITICAL THINKING

- Students discuss the questions in their groups. Encourage them to be honest with each other during their discussions, but not too harsh. Remind them that when they are preparing feedback for their classmates, they should remember to be as positive and encouraging as they can in their comments.
- Discuss the answers with the class and elicit feedback on each performance.



Literature A poem

Introducing the topic

- With books closed, ask: *Do you ever read poems? What poems do you know? What are the features of poems?* Elicit a range of answers. Explain that a poem is written in verses and may or may not rhyme. Point out that a poem tries to build up a picture in words of an event, a place, or a person.

Before you read

1

- Students open their books. Ask them to read about Robert Louis Stevenson and discuss the questions in pairs.
- Discuss the answers with the class. Elicit what students know about *Treasure Island*. They may know the story of the novel, even if they don't know the novel itself.
- Focus on the title of the poem and elicit what it might be about. Ask more questions if necessary, e.g., *What might you see when you look out of a railway carriage (a train car)? How long do you see each scene for when you look out?*

ANSWERS

1 *Treasure Island* 2 1885 3 students' own answers

Culture note

The novel *Treasure Island* tells the story of Jim Hawkins and his adventures while looking for buried treasure on a remote island. The one-legged pirate Long John Silver is one of the most famous characters in English literature and is often depicted with a parrot on one shoulder.

Recall

2 2.27

- Before you play the audio, point out the glossary below the poem and allow students time to find the words and phrases in the poem and read the meanings.
- Play the audio for students to read and listen to the poem. Encourage them to try to enjoy the sound and rhythm of the poem.
- Elicit what things in the picture are mentioned in the poem. You can use the picture to teach the meaning of any items that students don't understand.

ANSWERS

bridges and houses, hedges and ditches, meadows with horses and cattle, the hill and the plain, a painted station, a cart run away in the road, a mill and a river

3 2.27

- Allow students time to read a–f, then play the audio again. Students read and listen and put the things in order.
- Check the answers with the class.

ANSWERS

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

Interpret

4

CRITICAL THINKING

- Students could work in pairs to answer the questions, or could work individually and then compare their ideas in pairs. Discuss the answers with the class.

ANSWERS

- 1 charging, fly, whistle by
- 2 a child, a tramp, a man on a cart – the child is climbing up a hill to pick blackberries, the tramp is standing and gazing, the man is on his runaway cart.
- 3 The poet means that when you are on the train, you see all these things for a very short time and then you can't see them any more. It is a good end because it sums up everything that has been described in the poem, and gives you a slight feeling of sadness that you can never know any more about any of the people or things because the train has now gone past.

5 2.27

- Play the audio again and start clapping along with the rhythm of the poem (the poem has a 'da-di-da' rhythm: 'faster-than-'fairies, 'faster-than-'witches, etc.). Encourage students to clap along with you.
- Discuss as a class what the rhythm sounds like and what feeling it gives to the poem. Ask more questions if necessary, e.g., *Is it a regular sound? Does it keep moving along?*

ANSWER

It feels like an old-fashioned train moving along the tracks.

6

- Read the literary strategy with the class. Make sure that students understand the difference between *rhyme* and *rhythm*. Elicit some simple examples of rhyming words if necessary, e.g., *cat, hat, bat*.
- Students work in pairs to look at the poem again and answer the questions. Discuss the answers with the class.

ANSWERS

- 1 witches, ditches; battle, cattle; plain, rain; eye, by; scrambles, brambles; gazes, daisies; road, load; river, forever. The words are at the end of each line, and each pair of lines rhyme.
- 2 river, forever
- 3 eye, by; gazes, daisies; river, forever

7 2.28

- Tell students they are going to read and listen to another poem by the same author.
- Use the photo to make sure students understand *swing*.
- Play the audio for students to read and listen to the poem. They then answer the questions individually or in pairs.

- Discuss the answers with the class. Point out the different length of the lines in the poem. Ask: *Why do you think this is?* Elicit that the longer lines give the feeling of the upward swing, and the shorter lines give the feeling of the downward swing.

ANSWERS

- 1 swing, thing; blue, do; wall, all; wide, countryside; green, again; brown, down. Every second line rhymes.
- 2 Having alternate lines rhyming reinforces the rhythmical, repetitive nature of the movement of a swing.
- 3 The child can see the world from above, and when they are at the high point of the swing, they can see over the garden wall to the countryside outside the garden.

Respond

8

CREATIVITY COLLABORATION

- If your students are able to work independently, put them in pairs to write their own verse for the poem.

DIFFERENTIATION

- If your students need more support, encourage them to imagine they are sitting on a train that is traveling through a modern city. Ask: *What type of things can you see from the window?* Students can discuss their ideas in pairs before you elicit them as a class. Make notes on the board. Students can then use the ideas and notes to help with writing their own verse.
- Monitor while students are working in their pairs and help as necessary.
- Pairs take turns to read their verse to the class. The class could vote for their favorite.



Student Book audio and video scripts

Unit 1, page 5, exercises 4 and 5 Factflix VIDEO

Amy Hi, everybody! And welcome to Factflix. My name's Amy.

Max And I'm Max!

Amy So today we're thinking about the value of time. Let's start by asking, "How do we waste time?" So Max, can you guess where we spend most of our time?

Max Um, yes. At school, probably.

Amy Well, no. Actually we spend most of our time ... in bed. Most teenagers spend six or seven hours at school each day, but on average, they spend nine hours every night in bed. That's about 30 years in a lifetime!

Max Thirty years in bed! What a waste of time!

Amy Sleeping isn't a waste of time. Maybe you didn't sleep last night? Maybe you were on your phone?

Max Er, no.

Amy Tell me, how much time do you think teenagers spend looking at their phone every day? How much time do you spend?

Max One hour ... maybe two?

Amy Teenagers spend *four* hours a day on their phones! *That* is a waste of time.

Max I don't agree! I only waste time when I'm *looking* for my phone. I'm always losing it!

Amy Ah. Did you know that most people spend an hour every week looking for things like phones, pens, keys, and shoes?

Max That's amazing! But do you know the biggest waste of time? Washing up.

Amy Do you spend much time washing the dishes? I don't think so! On average, teenagers only spend 40 minutes a week helping at home.

Max But we are very busy doing our homework.

Amy Really? How long does it take you to do your homework?

Max It usually takes me about 50 minutes. Is that normal?

Amy It depends which country you live in. The average amount of homework is around 15 hours per week. Here in the U.K., 50 minutes or an hour a day is probably normal. But if you live in China, then the average is nearly three hours' homework a day.

Max Ooof. I think I'll stay here!

Amy Yes, me too. Bye, everyone! See you again soon on Factflix.

Max Bye!

Unit 1, page 6, exercise 3 1.01

For script, see text on page 7 of the Student Book.

Unit 1, page 11, exercises 4 and 5 1.02

1

Host 1 There you are – a nice happy song for this Friday afternoon here on WKTP. I hope you're all looking forward to the weekend. Here's Gina Rodriguez to tell you a few things you can do around town. Gina, can you tell our listeners what's on?

Host 2 Hi there, Mike. Yes, well a few interesting things. For sports fans we have an exciting baseball game on Saturday night. The Yankees will be playing against the Red Sox here in New York City!

Host 1 I definitely want to see that. What time does it begin?

Host 2 That's at 7:05, Mike. Then, on Sunday, the summer film festival begins with a great old movie, *E.T.*

Host 1 Hey – sounds good. What are your plans? I hope you have a great weekend. And now let's hear the latest song ...

2

Teacher OK. Now listen carefully, please. I have a couple of announcements for you. These are important, so can you make a note, please? Two things: first of all, there is a change in the exam schedule. The history exam will now be on Thursday at 2 p.m., and not on Wednesday. And the second thing is the date for your science project. Can you give all projects to me next Friday morning, please? So that's next Friday for the science projects – no later.

Student Excuse me, Mrs. Field.

Teacher Yes, Ben?

Student What time will we get back from the geography trip tomorrow?

Teacher We will be back by the end of school. OK. That's all. You can go now. See you all tomorrow.

3

Girl Hello!

Receptionist Oh, hello. Is that Kirstie Randall?

Girl Yes, speaking.

Receptionist Oh hello, Kirstie. This is Millfield Dentist's Office. I'm just calling to remind you that you have an appointment with us on Monday afternoon at 4:30. Is that OK?

Girl Oh, yes. That's right. I have it on the calendar on Monday at 4:30.

Receptionist Oh, great. See you then. Thanks, Kirstie.

Girl Thank you. Bye!

4

Mark Hey, Lucas!

Lucas Hey, Mark. Are you free next Friday evening?

Mark Next Friday? Why?

Lucas I'm going to town with Andy. Do you want to come?

Mark Ah no, sorry. I'm busy on Friday evenings. I have soccer practice. How about Saturday morning?

Lucas No, I'm sorry, I can't go on Saturday. I have my piano lesson. And then we're going to my grandma's in the afternoon. I can't miss that because it's her eightieth birthday and the whole family is going. Never mind, we can go another time.

Unit 1, page 13, exercise 4 Reflect VIDEO

What is the value of time?

How much time do we waste?

Our time has value. We can think of it like money. We spend it, we save it, and sometimes, we waste it. Possibly the biggest waste of time is the time we spend in traffic. On average, people spend 50 hours every year sitting in traffic. But imagine in the future when we have driverless cars, people might even be able to sleep on the way to work.

Why is sleep important?

Without sleep, our brains can't work properly. And our brain needs extra sleep when it's growing or changing. So babies need to get around 20 hours of sleep a day. We are most sleepy at two o'clock in the afternoon and two o'clock at night.

How do we use our free time?

Unfortunately, some people get little or no free time. More than 150 million children have jobs before they reach the age of 16. For luckier kids, there are plenty of fun ways to relax. Sometimes, though, screens can take up too much of our time. The average teenager now spends six hours a day looking at screens. A good mix of free-time activities usually makes people happier.

How can we manage our time?

If we want to study well and enjoy our valuable free time, we need to learn how to manage our time. It helps if you make lists and use reminders and calendars on your phone. Some people think it's a good idea to do two or three things at the same time. This is called multitasking. But it's probably better to do something well – that can be difficult if you are doing two things at the same time.

How much time do we spend studying?

Our study time and holiday time is important, but these aren't the same in every country. In India, for example, students have 220 days of classes every year. In the USA, they have about 180. In the USA the summer holiday is nearly three months. In China it is one month.

So, we all value time in different ways, but one thing is true for all of us ... the clock never stops!

Unit 2, page 15, exercises 3 and 4

Amy Hi, there! And welcome to Factflix with me Amy ...

Max ... and me Max.

Amy And today's topic is memory. What do we remember and why? Now, the experts say that our earliest memories are from when we were about three and a half years old.

Max Three and a half? Really?

Amy What's your earliest memory, Max? What do you remember from about that time?

Max Ooh. I'm not sure ... I remember when we moved to a new house when I was small. I don't remember very clearly how old I was, but I remember playing with my sister in the garden.

Amy That's interesting. We often remember when things change. So, we remember if we changed house or we changed school. And people often remember playing games. Here look, your mum gave me this photo.

Max Oh, yes! I was sooo cute. Ha! Happy days!

Amy We also remember times when we were very happy, or very sad, or very excited, or scared.

Max Mmm. I remember feeling scared at the dentist's once.

Amy We remember strong feelings.

Max Happy Birthday to me! What a great photo.

Amy Photos and videos are great ways of reminding us about the past, but other things can bring back memories as well. Here, let's try an experiment. Close your eyes.

Max Seriously?

Amy Yes! Now smell this. What is it and what memories does it bring back?

Max Ah, it's a pencil, right? Oh wow! That reminds me of primary school. Incredible.

Amy Yes, our senses are important for memories – what you see, hear, smell, taste, and touch. But tell me this: what do you remember more – what you hear, see, say, or do?

Max Um, I remember more of what I ... do.

Amy Exactly. So look ...

Max Is this the serious part?

Amy Yes. We remember this much of what we hear, this much of what we see, this much of what we see AND hear, this much of what we say, this much of what we say AND write, and this much of what we do. So, if you're a bit forgetful and you want to remember or memorize something ...

Max Say it out loud, repeat it, and write it down.

Amy Yes, and do that a few times. Not just once. Then, it goes from your short-term to your long-term memory.

Max Cool! I must remember that.

Amy Well, write it down then.

Max Good idea. Hey, where's my pencil? Oh, I've lost my pencil!

Amy Bye, everyone!

Max Where is it?

Unit 2, page 16, exercise 2 1.03

For script, see text on page 17 of the Student Book.

Unit 2, page 18, exercise 4 1.03

Waitress Hello. What would you like?

Hannah I'd like a chicken sandwich, please.

Waitress Would you like some chips or salad with that?

Hannah I'd like some chips, please.

Waitress Certainly. Anything to drink?

Hannah Can I have an apple juice, please?

Waitress OK. Anything else?

Hannah No, thanks. How much is that?

Waitress That's £10.25, please.

Unit 2, page 21, exercises 5 and 6 1.04

Host Hi there! I'm Dan Stewart. And welcome to Mind Matters! Today's programme is all about memory masters. And we have in the studio a memory expert, Sally Hall. Hello, Sally.

Sally Hi.

Host So, these memory masters, Sally, it's amazing what they can remember. Are there any special methods and techniques that they use?

Sally Yes, of course. There is a science behind this kind of amazing memory. There's actually one method that I really like. You can try it yourself. It's called a memory journey or a memory palace.

Host A memory journey? How does that work?

Sally Well, very simply, you think of a place that you know well – your home for instance. Imagine you are walking around that place. You are taking a journey through all of the different rooms ...

Host Right ...

Sally And as you are walking around, you put things in the different rooms. These are the things you want to memorize.

Host I'm not sure that I understand. Can you give me an example?

Sally Yes, sure. Let's say you want to remember a shopping list.

Host A shopping list? OK, so ... bread, milk, apples, that kind of thing.

Sally Exactly. So you need to memorize your shopping list. Right. So think of your house ...

Host My house. OK ...

Sally You are walking through your house. You go into the living room and milk is coming out of the TV.

Host Milk coming out of the TV?

Sally Yes. And then in the hall, there are children playing football with some apples. And when you go into your bedroom, your bed is made of bread.

Host I see! Yes. OK.

Sally So you go from room to room and imagine things from your shopping list in each place.

Host That's fun! But how does it work though, Sally?

Sally Well, the brain loves connections. Your brain is always making connections. So with this method, we connect words on your shopping list with places that you know well and that helps your brain to remember the things on the list.

Host And your ideas are very imaginative. Is that important?

Sally Yes. You're right. It really helps if the ideas are strange or unusual.

Host So we go on a journey, we make connections, and we use our imagination.

Sally That's it. You've got it.

Host Great. Thanks, Sally. That was very interesting. I'm going to try that next time I go the supermarket! So are there some other methods that you can tell us about ...

Unit 2, page 23, exercise 4

What do we remember?

What do we remember best?

Can you remember what you ate three weeks ago? Probably not. Our strongest memories are of times when we were very happy or sad, scared or excited. And we remember things which were unusual. If you saw a dog last week, you probably don't remember it. If you saw an elephant, you probably do remember.

How do we store memories?

In the past a lot of people wrote diaries and letters about their daily lives and about major historical events. Nowadays, we store and share our memories online. These days, you don't need to remember numbers, dates, facts, and directions because they're all just a click away, on your phone.

How reliable is our memory?

Our memories are not perfect and, with time, we forget. And it's surprising how quickly this happens. Imagine you saw a film. After an hour, this is what you probably remember. It's about 44 %. After a day we remember 33%, and after six days we remember only 25% of the film.

How can you improve your memory?

People with amazing memories use techniques that we can all learn. One technique is to use pictures and rhymes. Say, for example, smoked salmon is number three on your list – you can imagine a tree with smoked salmon. "Tree" rhymes with "three" and it's a very unusual image so you remember it.

Which days do we remember best?

Most people only remember five or six events from each year of their lives. The colors, the sounds, the tastes, the smells, and all the emotions of those days stay with us forever.

So, our memories aren't always reliable, but the ones that stay with us are very important.

Project, page 25, exercise 3 1.05

Katie Right ... so, what do we need to do?

Ben Let's look at the instructions.

Emily Yes. Um ... our main aim is to do a class survey.

Oliver That's right, but we have to do a few different tasks.

Katie Hmm. Should we make a list of them?

Emily Good idea. Katie, why don't you write them down?

Katie OK, I don't mind. What's the first task, then?

Oliver Um ... first, we need to write four multiple-choice questions about exercise.

Katie Task 1: "Write questions." What's next?

Emily I think we need to think about topics first.

Katie Wait a minute! I'm lost. What do we need to do first?

Ben I agree with Emily. First, we need to choose some good topics for the questions.

Katie OK, Task 1: "Choose topics for questions."

Emily And then we need to write the questions ...

Oliver ... and the answers!

Katie OK. Task 2: "Write questions and answers." I have it. What's next?

Ben After that, I guess we have to do the survey. We have to ask other students our questions.

Emily Yes. We can discuss later exactly how we're going to do that.

Katie Task 3: "Do the survey."

Oliver After we ask our questions, we need to collect the results ...

Emily ... and we need to figure out the percentages. And then prepare a chart. Have you got that, Katie?

Katie Just a moment ... Task 4: "Prepare a chart."

Ben I think we're nearly there. What's the last task?

Oliver Um ... we have to discuss our results with the class.

Katie Task 5: "Discuss results with class." There we go – finished. I have five different tasks. Who's going to do what?

Project, page 25, exercise 4 1.06

Katie Here's our list. Now we need to plan each of the tasks.

Oliver Good idea, Katie. What's the first task?

Katie It's "Choose topics for questions." How should we go about that?

Ben Let's do it in class. It'll be fun!

Emily No. It'll take too long. I think it's better to do it after class. Ben OK. Shall we do it as a group?

Oliver Why don't we do it in pairs?

Emily I'm not sure. I think it's better to do it individually.

Katie Hmm. We'll get more ideas if we do it individually.

Ben That's true. Let's do it individually then.

Emily Yes, that's best. Then we can share our ideas in our group.

Oliver I agree, but what exactly do we have to do?

Katie We need to think of ideas for the questions that we are going to ask in the survey. We could do some research on the internet.

Oliver OK. That sounds easy enough. When do we have to do it by?

Ben The next class is on Thursday.

Katie So we need to do it by Thursday.

Emily Right. Let's look at the next task, then.

Unit 3, page 27, exercises 3 and 4 1.06

Amy Hello, everybody! And welcome to Factfile. I'm Amy.

Max And I'm Max.

Amy And today we're asking "What prizes do we give and why?" What do you reckon, Max?

Max Mmm. Let me think. There are prizes for sports, for music, for acting ... we even give prizes to animals. This is my auntie's dog. It came first in a dog show last year – he won a cup!

Amy Have you ever won any prizes?

Max Yup, look at this. It's a certificate which I won at school when I was seven.

Amy Congratulations! What was that for?

Max It was for progress and effort. I felt great when I won it.

Amy Well, for me, that's one reason we give prizes. Prizes make us feel good.

Max That's interesting. But what if you *don't* win? You don't feel good then.

Amy If you don't win, then you try harder. In my opinion, giving prizes can make people work harder.

Max I'm not sure.

Amy Anyway, here's a prize that I won. It's a tennis trophy. I came second in a competition.

Max Fantastic. Is that real gold?

Amy No, it's real plastic! But I won £10, too. Can you guess which sports give the *most* prize money? Here's a clue.

Max A belt? Hmm. I reckon it's probably boxing.

Amy Correct, you're right. But there are big prizes in tennis, too. Tennis champions can win millions of dollars. And that's another reason we give prizes – they're a way to pay the winners.

Max Hmm. I must play more tennis.

Amy Ha! Prizes are not all about money, though. Here's another question for you. Can you guess the value of this Olympic gold medal? Or this Oscar trophy?

Max I've got no idea, really. Is the medal real gold? I'd guess it's worth about a thousand dollars.

Amy That's not a bad guess. Actually, an Olympic gold medal is worth about \$500. And an Oscar is only worth about \$400.

Max That's not much. So why do people want to win them?

Amy Simple. Because it means you're the best in the world.

Max So, we give prizes for lots of reasons. They make us feel good, they are a reward, they make us work harder, they are a way to pay people, and they show who or what is the best.

Amy Exactly! So go and practice your tennis!

Max Good idea. Bye, everyone!

Unit 3, page 28, exercise 2 🎧 1.07

For script, see text on page 29 of the Student Book.

Unit 3, page 33, exercises 3 and 4 🎧 1.08

1 OK. Welcome to Ronnie's reviews. Today I want to talk about *The Loop*. As you can see, this is an activity tracker and, well ... it's OK I suppose – if you've got \$300 to spend on this kind of device. The best thing about it is the design, I guess. But though it's great to look at, I'm not too happy about the weight. It's really heavy, so this isn't great if you are a runner. It's great that it's waterproof, but again it's very big for swimmers, I think. So all in all, it's OK to wear like a watch in town, but not ideal for sports.

2 Hi, everyone! This is Jen and today I am reviewing the *Zoom3* activity tracker. This looks super cool and it comes in three colors. It's great if you want something cheap and basic. Sadly, I can't recommend this device for swimmers because it's not waterproof. But other than that, it's fantastic! All in all, if you want something basic and good value, then this is the one for you!

3 Hi there, folks. Today we are reviewing the *Pacesetter* activity tracker, which is on sale right now at \$160. That's a great value since it has a lot of the same things as the more expensive trackers, like text alerts and GPS. What I really like about this one is that you can use it to play music, so you don't need to carry your phone with you

when you run or exercise. Its battery life isn't the best, but it isn't bad either. So I can really recommend this to everyone.

Unit 3, page 33, exercise 5 🎧 1.09

1 Well, it's OK I suppose – if you've got \$300 to spend on this kind of device.

2 The best thing about it is the design, I guess.

3 This looks super cool and it comes in three colors.

4 Today we are reviewing the *Pacesetter* activity tracker, which is on sale right now at \$160.

Unit 3, page 35, exercise 4 🎥 Reflect VIDEO

How do we know what's the best?

What prizes do we give and why?

There are prizes for nearly everything, from the best cheese, to the best car, to the strongest person. Some awards are serious and some are less serious. Here is a winner of the Nobel Peace Prize ... and here is the winner of an international competition for the best mustache. We give prizes because we want to show who or what is the best. And we respect their achievement.

How can we judge things fairly?

When we decide what's the best we need to be fair. It's not always easy to judge competitions. For a competition to be fair we need rules. We need good judges. If somebody or something *always* wins, we need to ask why. Usually, awards and competitions are fair, but not always.

Can we always say what's the best?

Which is best, an apple or an orange? Well, apples and oranges are very different, so we can't answer the question. It is not a fair comparison. When we try to compare the past and present it's not always possible to say what is the best ever. Think of sport. Competitors in the past were slower than people today. But were they worse athletes? Or was their equipment worse?

How can we choose the best products?

When we buy things, we try to choose the best products for the money that we have. We compare price and quality and look for special offers. When you're in a shop that's quite easy, but when you shop online, it's important to read reviews of both the product *and* the website.

How do we explain what's the best?

When we need to explain what's best, it helps if we can explain different points of view. In English there is an expression "to weigh things up." That means that we think about the positive and negative points of something. When you want to explain what's best it's useful to try to balance your opinions. After all, we need to consider all points of view before we can truly decide who or what is the best.

Unit 4, page 37, exercises 3 and 4 🎥 Factflix VIDEO

Amy Hi, everyone! I am Amy and this is Factflix, and today's topic is groups. What groups do we join and why? **Max!** Hellooooo, Max! Are you in this conversation or not?

Max Sorry! Group chat ... Now, what are we talking about?

Amy Why we join groups. And obviously one reason is to communicate and share information, or in your case to share silly photos. What app do you use?

Max I'm on Snapchat at the moment.

Amy That's very popular here. But worldwide the most popular group messaging app is ... ?

Max WhatsApp?

Amy Correct.

Max OK. So we join groups to communicate and share information. What else?

Amy Well, in the past we lived in groups to survive. It was much better to hunt or fight in groups. And you can still see that now with animals. When they're in a group, they're stronger.

Max And humans?

Amy Well, we still form groups to make us stronger. Sometimes that's bad, like when people join gangs, but sometimes it's good, like when people volunteer to help out. So, people form groups because they are stronger together.

Max But there are also clubs, which people join because they've got the same interests.

Amy Right. We all like to be with people who like the same things. I'm a member of the chess club at our school.

Max And I'm in a band.

Amy Really? That's so cool! Have you got many followers? Many fans?

Max Yeah, loads. Um. Well ... a few.

Amy Maybe you need a fan club. You probably haven't got as many followers as these singers. Selena Gomez and Beyoncé have both got more than 12 million followers on social media.

Max I follow this guy. I think footballers have the most fans, don't they?

Amy Yes, that's true. When fans get together they're the biggest groups in the world. It's a good feeling to share your passion for a sport or a team.

Max I know. I'm a big Man City fan. Here – share the passion. We love City, la la la la, la la ...

Unit 4, page 38, exercise 4 🎧 1.10

For script, see text on page 39 of the Student Book.

Unit 4, page 43, exercises 3 and 4 🎧 1.11

Kylie Hi, everyone! Are we all here? Owen, Tom, Ella? Yep, that's great. Thanks for coming. So what do you think of my idea for a basketball marathon?

Owen We all think it's great, Kylie. We were just talking about it.

Kylie Good! I've already got permission from the principal. He's really happy about it. He says that he can get some of the teachers to help.

Tom That's brilliant.

Kylie Yeah. He says that Saturdays are best and we've got a date.

Ella When's that, Kylie?

Kylie The fifteenth of March. Is that OK with you guys?

Owen Sure.

Ella Yes, I think so.

Tom It's fine with me, Kylie.

Kylie OK. So I need to find out if the school gym is free on the fifteenth of March and then book it.

Ella Great. So what do we need to do next?

Kylie Well, what do you think Tom? You organized that marathon last year, I remember ...

Tom Yes, that's right. The first thing we need to do is to contact some local businesses. We need sponsors. I could do that if you like. I can look up the email addresses from last year.

Kylie That sounds good to me, Tom. Is that OK with everyone?

Owen / Ella Yes! Great!

Kylie Tell us if you need any help, OK? It's a big job. What else?

Owen After that we need to make some posters and advertise the event, I suppose.

Kylie Right! Thanks. Does anyone want to do that?

Owen I don't mind making a poster. We can make some copies and put them up around the school.

Kylie Great! Thanks, Owen. Does anyone else want to help with that?

Ella I'll help! I could make the copies.

Kylie Thanks, Ella. What else do we need to do?

Tom We need to organize the teams for the marathon. We probably need ten or twelve teams, I think. But each class can organize their own team. Let's post something on Facebook.

Kylie Yes! Good idea! Who can do that?

Ella I can do that.

Kylie Thanks, Ella. We can think about the rest later. We've got plenty to do now. Is that OK with everyone? This is great. I'm really looking forward to it already.

Unit 4, page 45, exercise 4 Reflect VIDEO ▶

How do groups work together?

Why do we join groups?

Humans and many other animals like to form groups. We join groups for different reasons. Sometimes it's to communicate and share ideas, sometimes we can work better in a group, and sometimes it's fun to be with people who share our passion for sport, or for music, or the activities that we enjoy.

How do groups behave?

People behave differently when they are alone and when they are in groups. When we are in a group, we sometimes copy other people. When two or three people laugh at the movies, we sometimes laugh, too. When a thousand people shout at a concert or a sports event, other people join in. Usually that's a good thing, but sometimes people hide in a crowd and behave badly.

Why are fans important?

Most people are fans of some kind of music, books, movies, or sports. Every year, for example, we spend over fifteen billion dollars on music. And the fans of some big soccer teams, such as Chelsea, spend millions of dollars just on shirts. The money fans spend on movies, or books, or music, or sport goes into the industries. Some fans spend more than others. Fifteen percent of fans spend 65% of the money.

What is good teamwork?

Teams are important when we want to work together and achieve things which are difficult to do alone. If we share tasks, a job becomes easier.

What good work can groups do?

Charities and volunteers help to make the world a better place. Here is a group of teenagers who help to make their town a brighter place. All around the world, groups are doing good.

We form groups for all kinds of reasons. But one thing is for sure: our ability to work together has shaped the world around us.

Project, page 47, exercise 6 🎧 1.12

Ava Which draft shall we look at first, then?

Holly We don't mind going first, do we, Owen?

Owen No, that's fine.

Ava OK, let's see the draft of your poster, then.

Owen Here it is.

Ava What do you think, Jake?

Jake Hmm. I like the image. The subject of the poster is really clear.

Ava Yes, and the background is nice, too. It's a chessboard!

Holly That was Owen's idea.

Jake I like it! Um ... what do you think about the color, Ava?

Ava Hmm ... I like the black and white contrast ... but in general, there isn't enough color.

Jake I agree. Perhaps have a different contrast, maybe yellow or red.

Ava Or you could have the chess piece in a different color.

Owen Yes, that might work.

Jake What about the text, Ava?

Ava Again, I like the contrast.

Jake Me, too. But there's too much empty space. It doesn't look right.

Ava That's true. I like having the text on the chess piece.

Jake Yes, but I think the chess piece needs to be bigger.

Holly OK. Thanks for that. Now it's our turn! Can you show us your draft? What do you think, Owen?

Owen I like the text – it's right in the middle of the poster.

Holly Yes, but they've got the same problem as us – there's too much empty space.

Jake Mmm. You're right.

Owen What about the image, Holly?

Holly Um ... I like the idea of a plant, but the plant pot doesn't really work. I think you need a different image to suggest gardening. Maybe a flower?

Owen How about a big sunflower?

Holly Yes, and you could have the text on the sunflower.

Ava Yes, I like that.

Holly What do you think about the colors, Owen?

Owen Hmm ... there are too many colors, so the contrast doesn't work.

Holly I agree. Perhaps have only three colors?

Owen Yes, you could have yellow for the flower and purple for the text.

Holly And a different color for the background.

Owen Maybe blue?

Jake Mmm ... that's nice. Thanks a lot.

Unit 5, page 49, exercises 3 and 4 🎧 Factflix VIDEO 🎥

Amy Hi and welcome to Factflix! My name is Amy ...

Max ... and my name is Max.

Amy And in today's Factflix the question is "What's dangerous?"

Max If we want to survive, we need to know what's dangerous, right?

Amy Right! So, I've got a few questions for you, Max.

Max OK.

Amy Firstly, which do you think are more dangerous, sharks or mosquitoes?

Max Sharks, definitely! They are very scary animals. Mosquitoes aren't dangerous. I know they bite, but they're not really harmful, are they?

Amy Well, look at this. In an average year, there are 82 shark attacks, but 212 million people get malaria from mosquito bites. And malaria is a really dangerous illness.

Max OK ... That's a surprise.

Amy Right. Let's compare lightning and icicles. Which do you think is more dangerous?

Max Well, lightning is definitely dangerous, but how can icicles hurt you?

Amy Well, you're right about lightning. It kills at least 6,000 people every year. But the surprise is that icicles are also really dangerous. When they fall from buildings they cause hundreds of deaths and injuries, every winter, in Russia alone.

Max Whoa! That's a lot!

Amy Right. Just two more questions.

Max Go on then.

Amy OK. Is it safer on a mountain or in your kitchen?

Max Um ... in my kitchen, I hope.

Amy Wrong! People actually have more accidents in kitchens than on mountains. Think about it – knives, cookers, hot water ...

Max True.

Amy And finally ... Are you scared of roller-coasters?

Max Rollercoasters can be a *bit* scary. Why?

Amy Well, the last question for today is ... Which is more risky, riding a rollercoaster or riding a bicycle?

Max Um, I'm going to guess ... riding a bicycle.

Amy Well, you're right. Riding a bicycle is *much* more risky. A lot of people get hurt riding bikes, but accidents on rollercoasters are *very* rare. They're quite safe really.

Max So why do people think that rollercoasters are more dangerous?

Amy People think that they're more dangerous because they *look* more dangerous. And when there's an accident it's always in the news.

Max I suppose that's the same with sharks and mosquitoes?

Amy Yes! Sharks look more dangerous than mosquitoes. And when someone gets injured in a shark attack, it's always in the news.

Max Right. So we don't think about the risks of things we do every day.

Amy No. And if you want to survive in life, it's always good to know what the real risks are.

Max Right. So guys, if you want to survive – be careful!

Amy That's all from Factflix today. Bye!

Max Bye!

Unit 5, page 50, exercise 2 🎧 1.13

For script, see text on page 51 of the Student Book.

Unit 5, page 55, exercises 4 and 5 🎧 1.14

Welcome to *Real Stories: Adapt and Survive*. And today we are hearing about Ada Blackjack.

In 1921, a group of five explorers went on an expedition to an uninhabited island in the Arctic. The Arctic is a cold and difficult place to survive ... And when winter came, they could not find enough food. One man became very sick and three of the others decided to leave the island and look for food and help. The sea was now ice and they walked away across it. They never came back.

Meanwhile, the expedition's cook – Ada Blackjack – stayed behind to look after the sick man. It was Ada's first expedition to the Arctic, so she needed to adapt and learn how to survive in these difficult conditions. Most importantly, Ada

needed fuel for the fire in the cabin. So she found wood and learned to chop it with an axe.

The search for food was more difficult. Ada needed to catch or shoot animals, but she had never used a gun before. In fact, she was very scared of them. But she needed to eat, so there was no alternative. At first, she was very bad at shooting – and still very scared of the gun. But she practiced and she practiced and she practiced. Bit by bit, she learned to how to use the gun. And day after day, she watched the animals to learn their habits and where to find them.

Ada also made a small boat for fishing. That wasn't easy, and after all of her efforts, one day the boat disappeared during a storm. But when she discovered that the boat was gone she only had one thought – to make another boat. She never gave up. She never stopped trying.

The winter was very hard, and although Ada tried to help her companion, he didn't survive. So Ada was alone and she didn't know if help was coming. But she knew that she wanted to live and that she now had the skills she needed. Her heart and mind were strong.

Another winter passed ... and then spring ... and with summer came the rescue boat, which finally took Ada from the island. After two long years, she was going home ...

Unit 5, page 57, exercise 4

What do we need to survive?

What's dangerous?

If we want to survive, we need to know where there are dangers and risks. Sometimes dangers are not obvious. People are scared of sharks because they look dangerous and because we read about shark attacks in the news. But in fact, more people have accidents while they are swimming or playing in the sea than get injured in shark attacks. And humans are much more dangerous – humans kill approximately 100 million sharks every year.

How can animals help us to survive?

Some species of animals have been on the planet for millions of years. Many can survive in difficult or extreme conditions. Scientists are learning about how they do this, because one day we might need to live in extreme conditions, too. We need to protect animals. Without animals we wouldn't have food to eat. Most plants can't survive without insects. And between 60 and 90% of our food is from plants.

How can we survive in the wild?

Our planet has places where it is difficult for us to survive. Only 30% of the Earth is land, and we live on small parts of it. To survive in the wild, we need food, water, and shelter. Humans can only live for 30 days without food and three days without water.

Why is it important to be adaptable?

Our world is always changing. So if we can adapt, that will help us to survive. Adapting means that we change when other things change. If you're in a new situation you sometimes need to change your plans or learn a new skill.

Why do we need to protect nature?

Nature gives us many of the things which we need to survive. Tiny organisms called phytoplankton produce 50% of the Earth's oxygen. Our forests also provide oxygen and plants which we use to make medicines. We get food from the land and from the sea. Sometimes, though, we do not

care for nature enough. Imagine an area the size of 30 soccer pitches. Every minute of every day, we destroy that much forest.

Our planet is our home, let's protect it.

Unit 6, page 59, exercises 3 and 4

Amy Hi, everybody! And welcome back to Factflix. I'm Amy.

Max And I'm Max.

Amy And today we're talking rubbish.

Max Hey, speak for yourself!

Amy We're talking *about* rubbish. What do we throw away? First question. How many kilograms of rubbish does each person on the planet produce every day?

Max No idea.

Amy Well, in cities, the average is 1.4 kilograms per person per day. This year the world will produce over one *trillion* kilograms of rubbish. That's the weight of 7,000 skyscrapers.

Max That's a lot of rubbish.

Amy Yes, and nearly half of it is organic waste!

Max So people buy too much food?

Amy Yes. And a lot of it goes off and then we throw it away. What a waste!

Max Maybe. But what can we do with it?

Amy Well, when it's rotten we can use it to grow more food. It's good for plants. Do you throw away much food, Max?

Max Me? No, I eat everything! My mum calls me the human dustbin. I hate waste!

Amy That's good because there are so many things we can recycle, like paper, plastic, tins, and bottles.

Max And how much of our waste do we recycle?

Amy It depends on the country, but in the United States it's about 34%.

Max That means that 66% of rubbish *isn't* recycled. That's a lot of rubbish.

Amy And we can waste less if we reuse things. Do you ever use disposable cups?

Max Yeah! All the coffee shops have them.

Amy Yes, they are everywhere. Here in Britain we use seven million disposable cups every day. And people think we can recycle them, but we can't.

Max What can we do? We need a cup for our coffee.

Amy Well, maybe we need to have *reusable* cups. That could also help reduce plastic bottles, too. Guess how many we use every day.

Max No idea. Thousands?

Amy *Much* more. Are you ready for a very big number?

Max Go on ...

Amy We use one *million* plastic bottles *every minute of every day*.

Max That's crazy! So waste plastic is a *big* problem.

Amy Plastic is really bad for the environment. Scientists think that it will take around 400 years before most of it goes away. Most of the plastic that we've ever made is still here on the planet.

Max Right, so it's time to clean up.

Amy It sure is. Bye bye!

Max Bye!

Unit 6, page 60, exercise 2 1.15

For script, see text on page 61 of the Student Book.

Unit 6, page 63, exercise 6 1.16

For script, see text on page 63 of the Student Book.

Unit 6, pages 64 and 65, exercises 3 and 4 1.17

Rose Hi, there! And welcome to the Waste-free Zone. Today the team is trying to think of creative ideas for recycling. We have these old bottles and we want to think of things that are both useful and easy to make. So, guys have you had any good ideas?

Cathy Well, yes. One thing we can do very easily is to make some candle holders or vases using the glass bottles. We just need to paint the bottles. You need to make sure that they're clean and dry or the paint won't stick. And there is a trick when you spray paint on the bottles ... Put a piece of wood in the bottle and hold it like this. Then you don't get any paint on your hands or fingers. Also, it's best to do this outside because your parents won't be happy if you get paint all over the kitchen!

John OK. Cool! If you don't want to paint the bottles, another idea is to use colored paper. Cut lots of pieces of paper and glue them onto the bottle.

Rose That's nice! What else? Mike, I think you have another great idea?

Mike Yes, I think we can make bird feeders with the big plastic bottles. First of all, cut a hole in the bottle with scissors so that you can put the bird food inside. Then use colored paper to decorate it.

Cathy Oh! I like that idea! And you could also have a place for the birds to stand. Just make two small holes and push a piece of wood through the bottle.

Rose That's great. Any more ideas?

John Yes, I thought of something we can do with the bottle tops. How about making a tic-tac-toe game? All we need to do is get some cardboard and use some black tape to make the squares where you play. Then use two different colors of bottle tops to play with, and there you are – you have a game.

Unit 6, page 67, exercise 4

How can we live with less?

What do we throw away?

This is a huge mountain of garbage outside a big city. We throw away a lot. A lot of food, paper, cardboard, plastic, material, metal, computers, and, well, everything. We bury it, burn it, compost it, and recycle it. Each person produces 1.4 kilograms of garbage every day.

What can we live without?

This is Zoe. She lives a different kind of life. She doesn't buy new clothes, for example. She makes all of her own from old waste material. She sells these clothes in her shop. Here, people can buy clothes that are recycled, so there is a lot less waste. A lot of people now shop this way, meaning that they not only recycle waste, they produce less waste, too.

How can we live without money?

Before people used money, they exchanged the things which they owned and grew. This system was called barter. Eight thousand years ago, the Phoenicians were experts at barter. They travelled to different countries and swapped their wood and textiles for metal and food. Now, there are a lot of websites which offer swaps. Swapping means that we waste less.

What can we do with waste?

These days, recycling and waste are big business. This enormous recycling plant sorts and then sells different recycled materials. And there are factories that convert waste

to energy. There are also some creative things which we can do with waste. If you use your imagination, your trash can become something useful, fun, or even fashionable.

Why is waste a problem?

Waste is a problem for the whole world. If we throw plastic into our oceans, it kills the animals which live there. If we burn too much trash, it contaminates our air. If we leave metal in space, we make space a dangerous place to travel in the future.

By learning to live with less we can all reduce the waste we produce. And by thinking creatively about this waste, who knows? Perhaps, someday, we could make waste a thing of the past.

Project, page 68, exercise 3 1.18

Lucy Hello, I'm Lucy, and I'm here to introduce my group's presentation. First, we're going to tell you about recycling in Bristol, and then we'll look at an idea for recycling in the future. Now, I'm going to hand you over to Ian.

Ian Thank you, Lucy. On our first slide we can see what we do with our rubbish here in Bristol. Let's have a look at the chart. Today, we throw away just over 50% of our waste. We're a bit more responsible about the other half: we compost around 17% of it, and we recycle the rest, about 33% of it. Alice is going to tell you more about what we recycle.

Alice That's right. This slide shows the kind of material that we recycle here in Bristol – and how much of it. The material we recycle most is glass and food waste: 10,000 tonnes of each. Next is cardboard: we recycle about 9,000 tonnes of it every year. After cardboard comes paper with 6,000 tonnes, and then plastic with 4,000 tonnes. Finally, we recycle around 1,600 tonnes of metal per year. Now Rob is going to take over.

Rob Thanks, Alice. On this slide we can see what happens to recycled glass. Alice told us that families in Bristol recycle 10,000 tonnes of glass every year. About 80% of all that glass becomes new glass containers, such as bottles or jars. Over to Ian for some exciting news about a recycling program for the future.

Ian Thanks, Rob. Let's look at our last slide. As you can see, we can use food waste to make biofuel. Scientists are doing research into biofuel and how we can use it. Bristol's bio-buses are already using biofuel. Maybe one day we will use biofuel for our cars. Now Lucy is going to finish our presentation.

Lucy Thank you, Ian. To sum up, Bristol already has some great recycling programs, and there are some exciting plans for the future. Why don't we all try to recycle a little more? We already recycle nearly 50% – let's make it 60% by 2025! Thank you for listening.

Unit 7, page 71, exercises 3 and 4

Amy Hi, everyone! And welcome to Factflix. My name's Amy.

Max And I'm ... finished!

Amy Wow, that's clever, Max.

Max Hey, I'm a genius!

Amy Um ... It doesn't take a genius to do a Rubik's cube.

Max No, probably not. It takes a genius to invent one though. It's the most popular toy in history!

Amy That's right, Mr. Rubik, the inventor, was a university professor. He made the first cube from wood, for his students to experiment with.

Max That's cool. You need real skill to invent something like that.

Amy And did you know that octopuses enjoy playing with them, too?

Max An octopus enjoys playing with a Rubik's cube?

Amy Yes! A lot of animals are very intelligent. And they communicate. This orca can even copy human speech. It can say "hello" and "goodbye."

Max So, is there anything we can do which animals *can't* do?

Amy Obviously. For a start we can read and write. We start learning those skills when we are around four or five years old.

Max I think I learned when I was younger than that. I was a child prodigy.

Amy Max, do you know what a child prodigy is?

Max Sure, it's a young person with amazing intelligence or skills, right?

Amy Right!

Max Just like me.

Amy I don't think so. But Tanishq Abraham is a real prodigy. He started to read when he was only four *months* old! And when he was *seven* he started studying at college.

Max Wow!

Amy His IQ score is between 140 and 160 – in the top one percent in the world.

Max So what's an average IQ?

Amy About 100. But you don't need a huge IQ to be a prodigy. There are art prodigies, music prodigies ...

Max I really admire people who can play music.

Amy Do you? I'd like to learn how to speak lots of different languages. I think it's great to be able to communicate with people. Like Sir John Bowring. He was Governor of Hong Kong from 1854 to 1859. Apparently, he could speak 100 different languages.

Max One hundred languages! That's incredible.

Amy Yes! But you know, humans are intelligent, but we're not always wise. When you're wise, you have experience *and* intelligence, and you use them in a sensible way. Like my granny. She's the wisest person I know. She always gives the best advice.

Max My granny always gives me the best food!

Amy That's it for now. Bye, everyone.

Max Bye!

Unit 7, page 72, exercise 6 🎧 2.01

For script, see text on page 73 of the Student Book.

Unit 7, page 77, exercises 5 and 6 🎧 2.02

Peter

Nobody wants to write the presentation, so I'm going to write it. I'm good at writing, so that's OK. I'm good at science, too. We learned about animal intelligence last year, but I'd like to look for some more information. I enjoy working alone, so I think that this is a good job for me.

Sophie

I'm going to prepare the slides. It's important to make them look good, with lots of pictures. I'm good at IT and I know how to use presentation software. I've found some great software – my favorite is called Prezi. You can do some really good stuff with pictures on it and it's really easy to add videos into your presentation.

Andy

I'd like to give the presentation. I'm probably best at presenting. I've done it lots of times before. First, I learn what I have to say and practice at home. Then I practice in front of my classmates and ask them for feedback.

Hannah

The teacher asked me to be group leader for this project. I'm OK with that because I'm good at organizing. I begin by writing a list of tasks and think about the best order to do them in. Sometimes there are problems, but I'm good at adapting and thinking of new solutions.

Unit 7, page 79, exercise 4 🎧 Reflect VIDEO ▶

What is intelligence?

How do we use intelligence?

Humans are able to learn many things. We can communicate, solve problems, and learn skills which help us to live better and more interesting lives. A wise person uses their intelligence in a good and sensible way. So it's good to be intelligent, but it's better to be wise.

How does the human brain work?

A bigger brain is not always a better brain. Connections between different parts of the brain are more important for intelligence. If you sleep well, eat well, and exercise, your brain has more oxygen and energy. And the more you use your brain, the easier it is for your brain to make connections.

What is machine intelligence?

A machine has artificial intelligence when we build it or program it so that it can do a task like a human. Machine intelligence is becoming more and more sophisticated. This is when a machine or computer can actually analyze data and learn new things. Computers and the personal assistants in our homes already learn new things about us every day, and will learn more and more in the future.

What different kinds of intelligence are there?

Humans can be intelligent in different ways. One person can be very good at math and find learning languages difficult. Another person can find math difficult and be very good at languages. So don't worry if you're not good at everything, because none of us are.

How can intelligence change the world?

Some works of genius have changed the way we live and think. It is hard to imagine life without computers. And for the idea of a computer we can thank two mathematicians from the 19th century – Charles Babbage, who imagined a great calculating machine, and Ada Lovelace, who wrote the first computer program. But you don't need to be a genius to change the world. All of us can use our skills, wisdom, and intelligence to make the world a better place.

There are all kinds of intelligence, including human intelligence and machine intelligence, but it's the way we use this intelligence that really matters.

Unit 8, page 81, exercises 3 and 4 🎧 Factfix VIDEO ▶

Amy Hi! And welcome to Factfix. My name is Amy ...

Max ... and I'm Max.

Amy And today's question is "What's good for you?" Are you fit and healthy, Max?

Max Um, yes, but not as fit as these guys. Who are they?

Amy They're competitors in a senior marathon!

Max You're kidding.

Amy No, I'm not! People are living longer and longer these days. Five thousand years ago, people only lived for around 25 years. But scientists say that 3.7 million people will live to be 100 years old by 2050. So, Max, maybe if you do some exercise, you'll be fit when you're 100, too.

Max Hey! I do enough exercise. I walk from my bedroom to the living room to play computer games!

Amy Er, playing computer games isn't very good for you, Max. It's unhealthy to sit in a chair all the time.

Max I play football, too! I love sport.

Amy I know. You are very sporty. And that's good because you also love pizza.

Max Oh, I do love pizza. I want one *now*.

Amy But pizza isn't good for you. Did you know that *one* pizza contains around 800 calories? It takes *four hours* of walking to burn all those calories.

Max *Four hours* of walking? To burn the calories from *one* pizza? OK, well I can take up running. Then I can burn the calories faster and have another pizza.

Amy Good idea! Unfortunately, most people don't get enough exercise. One report in the USA said that 90% of high school kids are not doing enough exercise.

Max But what is enough exercise, then?

Amy Young people need 60 minutes of physical activity every day to stay fit and healthy.

Max I walk to school every day and that takes me an hour, so I get enough exercise.

Amy And also – very important – at our age we need to get nine hours' sleep each night.

Max And what else?

Amy Good food.

Max Yes! Pizza!

Amy I'm talking about *healthy* food, Max. And the best way to avoid putting on weight is to give up sugar. I try to avoid eating too much sugar. Did you know that in the U.K. the average person eats ten kilograms of chocolate every year?

Max Yes, I believe that. I eat a lot of chocolate. Do you want some?

Amy Yes ... er ... I mean, no. Actually ... just a little bit ...

Max Ha! Bye, everyone!

Amy Bye!

Unit 8, page 82, exercise 3 🎧 2.03

For script, see text on page 83 of the Student Book.

Unit 8, page 87, exercises 3 and 4 🎧 2.04

Host 1 Today we would like to talk about an anti-smoking campaign which was a big success in the USA in 2014 and 2015. The name of the campaign was *The real cost* and it was directed at teenagers between the ages of 12 and 17.

Host 2 Every day in the USA more than 2,000 teenagers try a cigarette or an electronic cigarette for the first time, so a lot of teenagers are at risk. The aim of the campaign was to reduce this number. The slogan of the campaign was "the real cost." It showed some shocking pictures of bad teeth and bad skin. It also showed teenagers who couldn't stop smoking. The message was that the *price* of the cigarettes is not the real cost of cigarettes. The real cost is to your body.

Host 1 The images in the campaign were upsetting and teenagers said that they were very powerful and memorable. In particular, they remembered images which showed that smoking is very bad for your skin. It was a clever campaign because it used a lot of different media. There were adverts in the street, there were adverts on the radio and TV, and there were also a lot of adverts on social media and on mobile games.

Host 2 During and after the campaign, the American health department did interviews with 8,000 teenagers. Ninety percent of these teenagers said they remembered the adverts and 30% of them said that, after seeing the adverts, they didn't start smoking. Those were very good results. The health campaign was very effective and I think other countries should do the same.

Unit 8, page 87, exercise 6 🎧 2.05

Did you know that there are nine spoons of sugar in a can of soda? Yes, *nine* spoons of sugar. Sugar isn't good for you. It isn't nutritious, it isn't healthy. It only helps you to do *one* thing and that is put on weight. Do you *really* want that? So, next time you want a drink, ask yourself this question – do I want to have a nice, refreshing drink, or do I want to have a glass of sugar? It's your choice.

Unit 8, page 89, exercise 4 🎧 Reflect VIDEO ▶

How can we stay healthy?

What's good for you?

These days we are living longer than ever before, and one of the reasons is that we know more about health and medicine. Only 50 years ago, a lot of people smoked, they ate less fresh fruit and vegetables, they ate more sugar, and they didn't use seat belts or sunscreen. These days, more people know about the benefits of a healthy lifestyle.

Why is happiness good for our health?

We now know that a healthy mind is as important as a healthy body. Scientists have shown that smiles and laughter are really good not only for your mental health, but also for your heart, your lungs, and your immune system.

How can we stay safe?

Accidents happen every day, but we can prevent many accidents if we're careful. The number one cause of accidents at home, for example, is from things falling. And the number one cause of accidents on the road is people looking at their phones. So think carefully and stay safe.

How can we learn about health?

Teaching people about health is not a new idea. The Greeks and Romans knew that exercise is good for us. In Latin, there was a saying "a healthy mind in a healthy body." These days, health education is important in schools, and health campaigns influence the whole community.

Who is responsible for our health?

Governments and health departments have a responsibility to help people stay healthy. But we are all responsible for our own health, by eating healthy, staying safe, and taking exercise. So, by learning about what's good for us we can all learn to look after ourselves.

Project, page 90, exercises 3 and 4 🎧 2.06

Phil Our group has been discussing the effect that robots will have on our lives in the future. This is what we think. To begin, we'd like to talk about housework. Most of us hate doing housework because it's a waste of our time. In our opinion, housework is something that robots could do. For example, there are already robots that cook or clean floors. In the future, we think that robots will do all our housework, so we will have more free time.

Suzy Secondly, we want to raise the point of factory work. We believe it's better to use robots for this kind of work than humans. Let me give you an example. Packing burgers in a meat factory is very repetitive, and workers get very bored. We're already using robots for some boring jobs, but in the future, robots will do all of them.

Charlie In addition to the question of boring jobs, we'd like to mention jobs that are dangerous. The way we see it, many people risk their lives when they are working. To illustrate my point, experts say that around 12,000 miners die in mine accidents every year. In the future, workers won't have to do these dangerous jobs, because robots will do them instead.

Layla Our last point is about medicine. These days hospitals are full, and there aren't enough doctors. We think that medicine will be better in the future, because hospitals will use robots. For instance, robots can already do operations. Robots are more accurate than humans, and they don't get tired, so they could do many operations on one day.

Phil To sum up, our group completely agrees that robots will improve our lives. We believe robots will do our housework for us, do all boring and dangerous jobs, and they will make hospitals more efficient.

Unit 9, page 93, exercises 3 and 4

Amy Hi, everyone! I'm Amy, and welcome to Factflix. Today we're looking at why people tell stories. Max, what are you doing?

Max I'm trying to find a news story for you.

Amy Oh, OK. News stories are one kind of story, but today we're looking at fiction. You know, stories that people make up. Today's question is "Why do we read fiction?" Now, do you know how long we've been reading and writing fiction?

Max Since the invention of the printing press, I suppose.

Amy No, much longer than that. The first work of fiction is 4,000 years old.

Max Four thousand? That's old!

Amy Yes, nobody knows exactly who wrote it, but we know the author was from the area that is now Iraq.

Max So what kind of fiction is it?

Amy It's a long poem about a king who makes a journey. Poetry was the most popular genre in the past. Later, folktales and plays became popular, too.

Max Well, I prefer science fiction to any other genre. I'd much rather read science fiction than a folktale or a play, for example.

Amy Science fiction is a modern literary genre. But do you know what the most popular genre is today? Fantasy!

Max I guess that's quite similar to science fiction. It's a way to escape from your own world for a while.

Amy And it's a good way to pass time, especially when you're alone.

Max I guess that's true of reading all kinds of fiction.

Amy True. So Max, last question. Who do you think is the most popular fiction writer of all time?

Max Isaac Asimov?

Amy No, it isn't a science-fiction writer, it's an author famous for writing mysteries: Agatha Christie. Her novels have sold around two billion copies all over the world.

Max That's a lot of books! To be honest, I like mysteries better than fantasy novels. They help you relax and have fun, trying to solve the mystery. Which would you rather read?

Amy Hmm. I don't mind mysteries or fantasy novels, but I prefer something else.

Max Really? Which genre do you like best?

Amy My favorite genre is classic literature.

Max Why's that?

Amy You find out about places you've never been to and people you've never met! I love reading about the different characters and learning about how they behave and why. I think it's helped me to understand people in real life.

Max Does that mean you understand me?

Amy No, Max. I'll never understand you!

Max Bye, everyone!

Amy Bye!

Unit 9, page 94, exercise 2 2.07

For script, see text on page 95 of the Student Book.

Unit 9, page 96, exercise 4 2.08

Twelve years ago, Prospero, who was Duke of Milan, was sent away on a boat by the King of Naples.

He eventually landed on an island, where no one lives.

His daughter, whose name is Miranda, has grown up on the island.

A ship, which is carrying Prospero's enemies, sinks in a storm.

Miranda falls in love with Ferdinand, who was saved from the ship.

Unit 9, pages 98 and 99, exercises 3 and 4 2.09

Reporter I'm here on the banks of the Hudson River in New York, where an Airbus A320 landed just after 3:30 p.m. this afternoon. With me is Jamie King, who was an eyewitness to the accident. Jamie, tell us what you saw.

Jamie King Well, I was sitting at my desk – I work in a high-rise building in Times Square – and I heard my colleague say, "Look at that plane!" When I looked up, the first thing I saw was a United Airways aircraft flying towards the George Washington Bridge – it was heading straight for it! Luckily, it missed the bridge, but only by about 50 meters, I would say. Then the plane continued going down until it landed in the Hudson. It hit the water pretty hard and then it came to a stop with the water halfway up the windows.

Reporter How scary! What happened next?

Jamie King After that, things got very noisy – I could hear police cars and ambulances in the streets, and there were helicopters up above. I was watching the plane, waiting for the emergency exits to open – I was thinking, "Just get those doors open!" After what seemed like a very long time, the doors eventually opened and the passengers started climbing out of the emergency exits onto the wing.

Reporter Did they seem to be frightened?

Jamie King Not the first passengers, no. They just climbed calmly out of the doors and waited patiently on the wings. But later they opened the emergency doors at the front of the plane, too, and some of those passengers jumped into the water and tried to swim away. I guess they thought the plane was going to explode, but it was pretty dangerous as the water is freezing at this time of year – it's about minus ten degrees.

Reporter What happened after that, Jamie?

Jamie King The rescue boats started taking the passengers off the wings of the plane, and there were other boats picking up the passengers in the water. In the end, the plane was completely surrounded by boats.

Reporter Jamie, did everyone get off the plane, do you know?

Jamie King I'm not sure. I saw a lot of passengers climb out of the emergency doors, and I saw the pilot come out, too – he was the last person to leave. But I don't think that everyone got out alive. That plane came down with a big splash, and I'm sorry to say that I think some of the passengers died in the crash.

Reporter Jamie King, thank you for talking to us. And now let's hear from Emma Childs. Emma, you were on a ferry crossing the Hudson, weren't you ... ?

Unit 9, page 101, exercise 4

Why do we tell stories?

Why do we read fiction?

Reading fiction is a form of entertainment. It helps us pass the time when we're alone, but it also helps us relax and have fun. When we read a story, we escape to another world full of different people and experiences. As we get to know the characters, we discover the reasons for their actions. This can help us understand the behavior of the people we know.

What can we learn from stories?

Folktales are stories that teach people a lesson, like the importance of working together or of trying hard. There are thousands of different folktales in the world, and every culture has them.

What makes a good story?

A good story must have an interesting setting, memorable characters, an intriguing plot, and a relevant theme. The best-selling story of all time is the novel *Don Quixote* by the Spanish author Miguel Cervantes. The book has sold around 500 million copies all over the world.

How do we tell a news story?

People who tell news stories often see the same event differently and report events in a different way. For example a news report is more likely to be authentic and reliable than a social media post. When we read a news story we need to analyze it – it might not be genuine; it might be fake news.

How can we write a good story?

The opening line of George Orwell's novel *1984* is: "It was a bright, cold day in April, and the clocks were striking thirteen." How is this possible? This is an example of a "plot hook": the reader must carry on reading if he or she wants to solve the mystery of the clock. A good story has a strong "plot hook" that pulls us into the writer's world. A good book can be almost impossible to put down!

There are all kinds of stories, but the best all share one thing: we need to know how they end.

Unit 10, page 103, exercises 3 and 4

Amy Hi everybody! And welcome back to Factfix! I'm Amy...

Max ... and I'm Max.

Amy So today, we're looking at what makes the perfect city. A lot of people live in cities. Tokyo, for instance, is one of the largest cities in the world. Do you know how many people live there, Max?

Max No, I don't.

Amy It's about 38 million. And do you know what percentage of the world's population lives in cities?

Max About half?

Amy Nearly. It's 55%. And can you guess how many cities have more than a million inhabitants?

Max Um, a thousand?

Amy Not quite! In fact, there are 512. Some of them are megacities with more than ten million inhabitants.

Max Like Tokyo, you mean?

Amy Yes, that's right.

Max OK, they all sound like good cities, Amy. But what's the best city to live in?

Amy According to a company called the Economist Intelligence Unit, it's Melbourne in Australia. Every year they make a list of the best places to live in the world.

Max And what's so good about Melbourne?

Amy Let me check the report. ... Um, there are a lot of sandy beaches; it's got loads of green spaces and skate parks; it's got trendy shops, and it's the street art capital of the world. Oh, and public transport is excellent, so it's easy to get around.

Max It sounds a bit like our city.

Amy Do you think so? I'm not so sure. Bristol's public transport isn't very good.

Max I can't say I agree with you there. We've got the new metrobus.

Amy But there's always a lot of traffic, so the buses are really slow!

Max I see your point, but Bristol's got other things to offer. It's got the harbor and a great city center with plenty of green space. There are loads of entertainment venues and lots of different sports facilities. Don't forget, we've got our own street artist, too: Banksy.

Amy Ah! You're right. Banksy is famous all over the world.

Max Exactly. So you see, Bristol is a great place to live, too.

Amy OK. I agree. But that's it from us today.

Max See you next time.

Max and Amy Bye!

Unit 10, page 104, exercise 3 2.10

For script, see text on page 105 of the Student Book.

Unit 10, page 109, exercises 3 and 4 2.11

Kevin Emma?

Emma Hi, Kevin! Great to hear from you! What do you think of your new home?

Kevin Do you really want to know?

Emma Yes ...

Kevin I don't like it here at all.

Emma Oh, that doesn't sound good. What's the problem?

Kevin Oh ... everything.

Emma Do you want to talk about it?

Kevin I just hate it here.

Emma What about your new house? Don't you have your own room now?

Kevin My room's really disappointing. It's too small. There's only room for a bed and a dresser – that's it.

Emma That's a shame. What about your new neighborhood? What's that like?

Kevin It's really boring – there's absolutely nothing to do! There's no movie theater, and there aren't any good stores, either. If you want to have a drink or a pizza, you have to go downtown, and it's pretty far.

Emma Oh, dear. I'm sorry to hear that. Have you been downtown yet?

Kevin Yes, I went with my parents last weekend. They went shopping, and I went exploring by myself. Downtown is enormous, and it's a little confusing because there are lots

of narrow little streets. I was looking for a sports store to buy some new running shoes, and I got completely lost! In the end I had to call my parents to come and find me – it was so embarrassing!

Emma I know what you mean. That happened to me once when we were on vacation. It isn't nice getting lost.

Kevin No, it isn't. And now I'm worried about starting school tomorrow. It's going to take me ages to get there. I have to walk to the bus stop, sit on the bus for half an hour, and then walk again at the other end. The trip's going to be really tiring!

Emma Actually, I think it's a good thing that you're starting school tomorrow. It'll give you the chance to meet some young people like you. You're a really nice person, Kevin, and you'll make some new friends in no time. Once you've got some friends, you'll be a lot happier.

Kevin Do you think so?

Emma Of course! I'm sure everything will be OK in the end.

Kevin Thanks, Emma. It's been great talking to you.

Emma No problem. It's been good talking to you, too. Good luck tomorrow!

Kevin Thanks. I'll call you after school and tell you how it went.

Emma Great! We'll speak tomorrow then. Bye!

Kevin Bye.

Unit 10, page 111, exercise 4 Reflect VIDEO

What makes a good place to live?

What makes the perfect city?

Today, cities are home to more than half of the world's population – around 55%. This is Melbourne in Australia. Melbourne has a population of around 4,750,000 people, but it's one of the best cities to live in. Of the top ten best cities in the world, seven are in Canada, Australia, and New Zealand.

Why do people live in remote places?

Antarctica is one of the most remote places in the world. The only human inhabitants are scientists, who live and work in research stations studying the weather and climate change. Another remote area is the Atacama Desert in northern Chile. In some parts of the Atacama, it has never rained, and so conditions are similar to the planet Mars. The scientists who live there are testing instruments that they will use one day in space and on Mars.

Where will we live in the future?

This is an Earthship: a house which is made from recycled materials, and provides its own energy and water. Today there are plans to build the world's first floating city off the coast of Tahiti in the Pacific Ocean. The islands in this area will disappear if the sea level rises, so floating cities may solve some of their problems.

What problems do we have when we move?

Moving to a new city is always hard. You move to a new school. You have to make new friends. You probably miss your old friends. People who move to a new house can be unhappy at first. We can help them by listening to their problems and showing empathy.

Where can I stay during summer vacation?

A great place to go during summer vacation is to a summer camp. You can stay outdoors in a tent on a campsite, indoors in a large dormitory, or in a house with a local family. Are you going away next summer vacation or will you stay at home?

What makes your home a good place to live? The places we live and stay in have a huge impact on us, so wherever you are it should always feel like home.

Unit 1 What is the value of time?

Reading to learn page 4

- 1
1 c 2 b 3 a 4 c 5 c
- 2
1 F. Camp Morland is for 13- to 16-year olds.
2 F. The lunch break is two hours.
3 T
4 F. She says people often have good ideas when they're relaxing.
5 F. She says she loves learning and is a good student.
- 3
1 Yes, she does. "I'm not a morning person, but getting out of bed is easy here ..."
2 No, he doesn't. "I'm usually bored at home in the summer holidays, but not this year!"
3 Yes, she does. "I never have a great idea for a blog post when I'm running from football training to my violin lesson."
4 Yes, she does. "Ideas often come to me like magic when I'm taking the dogs for a walk."
- 4
students' own answers

Vocabulary and Grammar page 6

- 1
1 b 2 a 3 b 4 c 5 c
- 2
1 have 2 make / find 3 spend 4 waste 5 save
6 takes 7 run out of 8 share / spend
- 3
students' own answers
- 4
1 get a lot of exercise 4 get to bed early
2 get up 5 get the bus
3 get very tired 6 get to school
- 5
1 F 2 AP 3 R 4 F 5 F 6 AP 7 R 8 F 9 F
10 AP 11 R 12 F
- 6
1 does the bakery open,
It opens at 6:00 a.m.
2 Do the Wolffs live
No, they don't. They live in Australia.
3 is Max making
He's making Franzbrötchen.
4 Is Ben helping
Yes, he is. He works there on Saturdays.

- 5 Does he work
No, he doesn't. He goes to school on weekdays.

- 7
1 Do you think 5 I'm learning
2 ✓ 6 I want
3 I don't 7 ✓
4 Do you have 8 I believe

- 8
1 never do 2 is always 3 usually feel
4 are sometimes 5 never feel

- 9
1 sometimes start 2 usually eat 3 isn't usually
4 're often 5 don't always go

- 10
1 basketball game, soccer practice
2 guitar lesson, violin exam
3 IT project, science exam
4 dentist's appointment, doctor's appointment
5 day trip to the beach

- 11
students' own answers

- 12
1 basketball game 2 guitar lesson 3 history project
4 math exam 5 doctor's appointment 6 school trip

- 13
students' own answers

Life skills page 9

- 1  1.01
1 c 2 b 3 a

AUDIO SCRIPT

Joe Oh look, Olivia! They have really good coffee over here. Does Grandma like coffee?

Olivia Hmm. I don't know, Joe. I don't think so. Does Grandma drink coffee when she's at your house?

Joe No. I think my parents always serve tea when she comes to visit.

Olivia And it's her 75th birthday, so we need to get her something special. What time is it now?

Joe Almost seven o'clock.

Olivia Oh no! The shopping mall closes at seven. We've run out of time.

Store announcement This is a customer announcement. The Grafton Center is closing in five minutes. Please go to the exit. Thank you.

Joe OK. We need to spend more time thinking of ideas and meet again another day. It's Grandma's birthday on Monday the twenty-first and it's the fifteenth today, so we have six days.

Olivia Why don't we go to that new department store on Collins Street? They sell nice scarves and jewelry. Grandma loves things like that.

Joe Good idea. Are you free tomorrow after school?
Olivia Sorry – I can't tomorrow. I have a lot of science homework for Thursday and I need to finish it tomorrow.
Joe You get a lot of homework at your school!
Olivia Yes, I know. How about the day after tomorrow?
Joe Thursday? I can't – sorry. Our school trip to the Science Museum is on Thursday and we get back late. I'm busy on Friday evening, too. It's my sister's concert and my mom wants me to go. Do you have any plans for the weekend?
Olivia I'm free on Saturday. Oh no – wait! I have a soccer game on Saturday afternoon. But I can meet you on Saturday morning.
Joe I have a piano lesson on Saturday morning. Is the department store open on Sundays?
Olivia Yes, it is. I have plans for Sunday lunch with my friend Suzy, but we can go on Sunday afternoon. Are you free then?
Joe Yes, I am. See you there at two thirty on Sunday.
Olivia OK! Perfect! See you next week. And say hello to Uncle David and Aunt Kathy from me!

2  1.01

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

3

On Sunday afternoon at 2:30.

4

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

5

students' own answers

Writing page 10

1

1 He has breakfast at 6:45, lunch at 1:30 and dinner at 7:00.

2 students' own answers

3 three

4 Because his readers are from different countries and they probably don't know about Kenyan food.

2

1 because 2 so 3 because 4 because 5 so

3–9

students' own answers

Self-assessment page 12

1

a blog post, a leaflet

2

SUGGESTED ANSWERS

1 A blog post is online and a leaflet isn't.

2 A leaflet is trying to sell something.

3

SUGGESTED ANSWER

It helps you understand what kind of information the text contains and why.

4

SUGGESTED ANSWERS

find, have, make, save, spend, waste

5

SAMPLE ANSWERS

1 I ride my bike to school instead of walking.

2 I spend too much time looking at social media.

6

SUGGESTED ANSWERS

1 get busier

3 get home

2 get the bus

4 get up

7

students' own answers

8

SAMPLE ANSWERS

1 I get up

4 I have lunch.

2 I have a shower.

5 I do homework.

3 I go to school.

6 I watch TV.

9

SAMPLE ANSWERS

1 What are you doing right now?

I'm doing my homework.

2 Are you sitting at a desk right now?

No, I'm not. I'm sitting at the kitchen table.

3 When do you usually do your homework?

I usually do my homework after dinner.

4 How often do you get homework?

I get homework every day.

5 What language are you studying right now?

I'm studying English.

10

1 PC 2 SP 3 SP 4 SP 5 PC

11

dentist's appointment, flute exam, flute lesson, soccer game, soccer practice, geography exam, geography lesson, geography test, geography trip

12

SUGGESTED ANSWERS

1 Where are the speakers?

3 What is their relationship?

2 Who are the speakers?

4 What is the situation?

13

SUGGESTED ANSWER

You can listen for clues in what the speakers say. You can listen for sound effects and background noises.

14

c

15

SUGGESTED ANSWERS

1 their age 2 where they're from

SUGGESTED ANSWER

It's important to use appropriate language and explain things that our readers might not understand.

Unit 2 What do we remember?

Reading to learn page 14

1
d

2
1 D 2 – 3 C 4 A 5 B

- 3
- The idea that we can improve our mood by looking at personal photos and positive messages.
 - The examples are: a nice comment from a teacher and a funny photo with a friend. A teenager could also put a nice message from a cousin.
 - It can help you when you are feeling unhappy / down or stressed.
 - With Memory Star you don't need to share things. It's just for you.
 - It's a physical thing, and you put pieces of paper and objects in it.
 - Some people look through their memory jars at the end of the year. They can remember what they were doing at certain moments in the year.
 - It won a competition, and the app was put online for people to download.
 - It's simple and people of all ages get stressed and unhappy.

4
students' own answers

Vocabulary and Grammar page 16

1
1 remember 2 memorable 3 forgetful 4 memories
5 remind 6 unforgettable

2
1 memories 2 memorize 3 forget 4 bring back
5 forgetful

3
1 unforgettable 2 forgetful 3 memorize
4 memorable 5 memory 6 remember

4
1 playlist 2 post, internet 3 app, smartphone
4 virus, data 5 click 6 online 7 cloud 8 digital

5
1 opened 2 built 3 sailed 4 came 5 ate 6 wrote
7 survived 8 lived

6

- | | |
|------------------|--------------------|
| 1 was, watching | 4 were enjoying |
| 2 was memorizing | 5 weren't enjoying |
| 3 were, learning | |

7

- | | |
|---------------------|------------------|
| 1 was skateboarding | 8 broke |
| 2 heard | 9 fell |
| 3 looked | 10 ran |
| 4 saw | 11 jumped |
| 5 were playing | 12 were shouting |
| 6 were taking | 13 pulled |
| 7 weren't looking | 14 arrived |

8

- was Ethan doing,
He was skateboarding.
- were the teenagers taking
They were taking selfies.
- did Ethan and Bennett do
They ran to the pond.
- fell
Seven boys fell into the water.
- were the boys shouting
They were shouting "Help!"
- happened
An ambulance took them to the hospital.

9

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

10

1 repeat 2 check 3 review 4 definition 5 record

11

- | | |
|-------------------------|--------------|
| 1 were repeating | 4 reviewed |
| 2 wrote, down | 5 practicing |
| 3 looking up / checking | 6 checked |

12

students' own answers

Life skills page 19

1  2.01
1 c 2 b 3 a

AUDIO SCRIPT

Adam Hello, I'm Adam March.

Yasmin And my name's Yasmin Kapoor.

Adam In our program, The World's First, we're looking at Hermann Ebbinghaus - "The Father of Modern Memory." He was one of the first people in history to study memory. So, what do we know about him?

Yasmin Well, he was born in Germany in 1850. He began to study memory at the University of Berlin in 1879.

Adam What did he do?

Yasmin He memorized a lot of short words with three letters. Then, he looked at how many words he could remember after a certain time: after twenty minutes, then after an hour, after nine hours ... and so on.

Adam That's interesting. What did he learn?

Yasmin That he forgot the words quickly! Particularly in the first 24 hours.

Adam Yeah, I forget things quickly, too!

Yasmin Yes ... after an hour he could only remember 44% of what he first learned. And after a day, he only remembered 33%.

Adam Really?

Yasmin Yes ... but of course, he didn't revise these words, he only learned them once.

Adam I see.

Yasmin Later, he found that people remember things better if they learn a little every day.

Adam So if you have an important test, don't learn everything at the last minute!

Yasmin That's right! So, Ebbinghaus discovered two important things for students today. Firstly, you can forget things quickly ... if you don't revise them. Also, it's good to do a little revision every day.

Adam Good to know! What other things ... ?

2  2.01

b, e

3  2.01

1 1850 2 1879 3 three 4 44 5 33

4

1 of 2 for 3 from 4 of 5 in

5

1 What noun can you make

2 What adjective can you make

3 What's another word

4 What's the opposite

5 How do you say

6

students' own answers

Writing page 20

1

a It was a memorable day that I'll never forget.

b It was raining a little, but everybody in the crowd was happy and excited.

c There were thousands of runners waving to their friends and families.

d I helped him to stand up and he ran off.

e It was an exciting end to an unforgettable day.

2

1 At first 2 then 3 After 4 suddenly 5 Later

6 Finally

3

students' own answers

4

SAMPLE ANSWERS

event: The Great North Run

weather / mood of people: raining a little, everybody happy and excited

things to buy: coffee, T-shirt

activities: watching the race, taking a photo, watching winners get medals

places and people: In Newcastle, over 50,000 runners

exciting things that happened: man in a dinosaur suit fell over, winners crossed finishing line, winners got their medals

sounds and colors: funny colorful costumes, lots of music and cheering

5–9

students' own answers

Self-assessment page 22

1

You look at the title, paragraph titles, pictures, and things like diagrams.

2

It helps you to understand what you're going to read.

3

It's about a group of students who made a memory app for teenagers. They can look at the happy memories in the app when they feel down.

4

1 remind 2 forgetful 3 memorize

5

SAMPLE ANSWERS

1 My mom always reminds me to do my homework.

2 I'm forgetful, so I often leave my phone at home.

3 My friend can quickly memorize new vocabulary.

6

students' own answers

7

SAMPLE ANSWER

The new technology spreads quickly from country to country and often keeps the name that it was first called in English. Also, people from different countries often use the words when they are communicating with each other in one of the main international languages – English.

8

1 posts 2 data 3 playlist

9

past continuous, simple past

10

SAMPLE ANSWERS

1 *At seven o'clock yesterday morning, I was having breakfast.*

2 *When we arrived at our first class yesterday, our teacher was writing something on the board.*

3 *At four o'clock yesterday afternoon, my friends and I were walking home from school.*

4 *Just before dinner last night, I was chatting online with one of my classmates.*

11

students' own answers

12

SUGGESTED ANSWERS

- 1 You can look it up / check it in the dictionary.
- 2 You can write down the definition and an example.
- 3 You can repeat it.

13

SAMPLE ANSWERS

- 1 I always record new words on my phone app.
- 2 I concentrate hard when I first learn the words.
- 3 I review the new vocabulary at different times.

14

It is important to understand the general ideas.

15

The very important words that the person may repeat or stress can help you to understand the general meaning.

16

It can help you to think of ideas and start to organize them.

17

SUGGESTED ANSWERS

after, at first, finally, later, suddenly, then

Unit 3 How do we know what's the best?

Reading to learn page 24

1

- 1 on an online forum
- 2 both (mostly opinions but some facts)
- 3 No. You can watch the video that George recommends to find out more.
- 4 2018. Yes, because it's about a subject that doesn't change quickly.

2

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

3

1 Chris 2 Tanja 3 Lily 4 Jen 5 Max 6 George

4

students' own answers

Vocabulary and Grammar page 26

1

- 1 certificate, cup, medal, prize money, trophy
- 2 cup, medal, trophy
- 3 certificate
- 4 winner
- 5 reward

2

- 1 winner (b) 2 awards (b) 3 prize money (b)
- 4 trophy (a)

3

1 ists 2 ers 3 er 4 ist 5 ians
6 ers 7 ors 8 er 9 ers

4

1 better 2 harder 3 more important 4 faster
5 thinner 6 less expensive 7 bigger 8 smaller
9 higher 10 lower 11 less necessary 12 easier

5

1 (a lot) heavier than
2 (much) less popular than
3 as long as
4 (much) less expensive, than

6

1 the best 2 the prettiest 3 the least exciting
4 the furthest 5 the most delicious

7

1 ADV 2 ADV 3 ADJ 4 ADV 5 ADJ 6 ADV

8

1 the most clearly 2 more quickly 3 the hardest
4 the best 5 later 6 earlier

9

1 recommend 2 quality 3 compare 4 guarantee
5 review 6 complain

10

1 comparison websites 2 value 3 reviews
4 reviewers 5 recommend 6 complain 7 quality
8 delivery 9 complaints

11

students' own answers

Life skills page 29

1

- 1 a comparison of two pocket printers
- 2 students' own answers

AUDIO SCRIPT

Hello and welcome to my video! Today, I'm comparing pocket printers for your smartphone. I love taking photos on my phone and putting them on my bedroom wall, so I think these printers are a great idea! But the question is: which one should you buy?

OK, so I have two printers here. This one is called the Instapix 500 and it costs \$90.

As you can see, it's white – the same color as my phone. It's very small – it's 15 centimeters long, 8 centimeters wide, and 3 centimeters thick. Isn't it cute?! It's quite heavy, though – it weighs 350 grams.

I really like the fact that the Instapix prints photos both in color and in black and white. Let me show you some examples. Here's a color photo of my friends ... and here's a black and white photo of my cat, Miffy.

I think the quality of the photos is OK, but the best thing about this printer is the price – \$90 is very cheap. Most pocket printers are much more expensive. And what don't I like? Well, you wait a long time for the photos to print. The Instapix is quite slow. But in general, I can recommend it.

The second printer I want to review is the TinyPrint. As you can see, this printer is blue.
 The TinyPrint is a similar size to the Instapix, but it's a little longer and thinner. Like the Instapix, you can print photos in color or in black and white. Here are some selfies I took. I think the photo quality is probably better with the TinyPrint than with the Instapix. That's good because the TinyPrint is more expensive – it's \$120.
 So what do I like the most about the TinyPrint? It's very light – it weighs just 170 grams. This is great if you want to carry it in your bag all day. The Instapix is much heavier.
 But what I don't like about the TinyPrint is the color. Why is it blue? It's horrible! The Instapix looks much more modern.
 So which printer is better? Well, for me, the winner is the TinyPrint. The Instapix looks nicer, but I think the weight is more important and the TinyPrint is much lighter. The TinyPrint is more expensive, but that's OK because, all in all, it's a better printer.
 Thanks for watching and goodbye! See you next time!

2 3.01

price, weight, photo quality, color of photos

3 3.01

1 15 2 cheap 3 slow / heavy 4 blue 5 light
 6 color

4

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

5–6

students' own answers

Writing page 30

1

E-books (positive): you can look up words in the dictionary, you can read in the dark

E-books (negative): expensive, less relaxing to use, you can't give e-Books to other people

Print books (positive): you don't need an expensive device, you can read in the bathtub

Print books (negative): much heavier

2

1 opinion (c) 2 all (d) 3 on, hand (a) 4 reasons (b)

3

1 for several reasons 2 On the other hand 3 all in all
 4 In my opinion

4–12

students' own answers

Self-assessment page 32

1

2, 3, 4

2

SAMPLE ANSWER

Reading other people's opinions helps you to see things in new ways and think about your own ideas more carefully.

3

trophy, certificate, medal, cup, prize money

4

sports, art, books, music, working hard at school

5

SAMPLE ANSWER

When I was ten, I came in second in a swimming competition. It was a positive experience because I won a medal and my parents were very happy.

6

SUGGESTED ANSWER

-er: singer -or: inventor -ian: magician -ist: artist

7

SAMPLE ANSWER

I think these people are all useful to society. Teachers are very important, but we also need actors, novelists, and musicians because movies, books, and music make the world more interesting.

8

students' own answers

9

1 tastiest, students' own answers
 2 most beautiful, students' own answers
 3 the best, students' own answers

10

SUGGESTED ANSWERS

1 when they're deciding what to buy
 2 when they're deciding where to go on vacation

11

SUGGESTED ANSWER

You can use comparison websites, read online reviews, or ask friends if they recommend the product.

12

SUGGESTED ANSWERS

Advantage: Other consumers can tell you about the quality of the product.

Disadvantage: You don't always know if reviews are fair or true.

13

You can use an enthusiastic, positive tone of voice.

14

SAMPLE ANSWER

when you meet someone for the first time, when you're giving a presentation, when you're selling something

15

You can draw a diagram to compare the pros and cons / positives and negatives of the two things.

16

It helps you to think more clearly and choose the best ideas for your writing.

Unit 4 How do groups work together?

Reading to learn page 34

- 1
1 worried 2 easy 3 places 4 social media sites
- 2
1 But why are there crowds of people there?
2 What's the problem with all these visitors?
3 Of course, the problem can only get worse in the next few years.
4 We're not all irresponsible tourists!
5 They can enjoy the places by looking at photos online!
- 3
1 In the last ten years, the number of tourists has increased from 1,000 visitors a year to 5,000 a day.
2 People put photos with geotags on social media sites – this makes it very easy to find the places.
3 There is too much trash and too much traffic.
4 All the tourists who go there will take photos and put them on social media with a geotag. Then even more people will visit the place.
5 He's going to stop putting geotags on his Instagram photos.
6 AlexG agrees with Chris, and Travelfan and OnTheRoad disagree with him.
7 Travelfan seems annoyed. He/She feels that people like Chris have already been to these places, but other people should be able to go there, too.
8 OnTheRoad thinks that it is an old problem. He/She thinks that people have always looked at photos and wanted to go to places.
- 4
students' own answers

Vocabulary and Grammar page 36

- 1
1 team 2 fan 3 become 4 part 5 followers
- 2
1 fan clubs 2 followers 3 social media 4 team
5 supporters 6 supported 7 member 8 joined
- 3
1 impolite 2 unfortunately 3 antisocial
4 irresponsible 5 misbehave
- 4
1 antisocial 2 impolite 3 unfortunately
4 misbehave 5 irresponsible
- 5
1 irresponsible / antisocial 2 impolite 3 unfortunately
4 misbehave
- 6
1 've already watched that fan video
2 haven't been to an important game since May
3 's just seen her favorite player

- 4 haven't visited the soccer stadium for a long time
5 haven't joined the fan club yet

7

- 1 has been 2 for 3 has visited 4 since
5 has already won 6 has just become
7 haven't been 8 yet

8

- 1 bought 2 've met 3 didn't buy 4 hasn't become
5 Did he wear

9

- 1 began 2 has just interviewed 3 has come
4 did you start 5 came 6 was 7 have you been
8 've worn 9 came 10 've put on

10

- 1 find out 2 figure out 3 look up 4 planning
5 reserve 6 check

11

- 1 organize 2 contact 3 get 4 check 5 book
6 send out

12

- 1 plan 2 contacted 3 got permission 4 found out
5 sent out 6 figured out

13

students' own answers

Life skills page 39

- 1 4.01
1 2:00 2 two 3 18 4 three 5 tallest 6 festival

AUDIO SCRIPT

Teacher Are you ready? It's two o'clock now. Start!

Dan Quick, let's all sit down at this table. You're our team leader, Becki, aren't you?

Becki That's right. Let's start by opening the packet of spaghetti and the two packets of marshmallows – they're vegetarian ones. They'll be good for you, Layla!

Layla Yes. Cool! I'll eat one later!

Becki Ha, ha! Now, we only have 18 minutes to build this tower. The first thing that we need to do is work out how to build it.

Layla Well, the winning team is the one with the tallest tower and we need to work fast. So, I think we have to make the tower in different parts. What do you think, Dan?

Dan Maybe we can make small pyramids and join them together?

Becki Good idea, Dan! So, now we need to plan the different jobs for the three of us.

Dan I think we need two makers, to make the small parts ... then one builder, to put all the parts together in a tower.

Becki Does anybody want to be a maker?

Dan Yes, me.

Layla I could be a maker, too.

Becki So Layla and Dan, if you're the makers, I don't mind being the builder. Is that OK with everyone?

Dan and Layla Yes.

Becki Great!

Layla What about rules?

Becki Work quickly! Don't eat the marshmallows ... or the spaghetti!

Dan Thanks Becki!

Layla and Dan Ha, ha!

Becki Come on, we need to start – we've only got sixteen and a half minutes left!

Layla OK, let's start, Dan! Show me how to make a pyramid. We want to try and win those festival tickets!

Dan OK. I'll start ...

2 ⑥ **4.01**

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

3 ⑥ **4.01**

1 Becki 2 Layla 3 Dan 4 Layla 5 Becki 6 Dan

4

1 can 2 anyone 3 else 4 first thing 5 could
6 that

5

1 Who can take notes today?
2 The first thing we need to do is get permission from Mr. Jackson.
3 After that, we need to find a place for the concert.
4 What else do we need to do?
5 Does anyone want to make a poster?
6 I could design a cool poster.

6

1 What do you think, Jack?
2 Good point, Lily., Great idea.

7

students' own answers

Writing page 40

1

Which organization did he start? Sightsavers
When and where was he born? In 1919 in the UK
What things happened when he was younger? He had an accident and became blind, but he went to the University of Oxford and then worked for a charity.
Why did he start the organization? He was worried about the many blind people in Africa.
What's the aim of the organization? Its aim is to stop blindness and help people with eyesight problems.
What has the organization done? It has worked with millions of people and helped them with sight problems.

2

1 Sir John Wilson	5 in Africa
2 the accident	6 people who have problems
3 Sir John	7 Sightsavers
4 Sir John	8 millions of people

3

1 they 2 Their 3 these 4 it 5 their 6 they

4–9

students' own answers

Self-assessment page 42

1

People are posting photos of remote places on Instagram, and then crowds of tourists are going there and damaging the place.

2

You should read it through quickly without stopping.

3

SUGGESTED ANSWER

No, there will always be words that you don't understand. You can still get the gist of a text without understanding every word.

4

1 supporter / fan 2 member 3 follower

5

SAMPLE ANSWER

People like being part of fan clubs or joining social media groups because they can meet and talk with other members about the things that they enjoy.

6

1 an irresponsible action – when somebody tries to jump over a seat at a sports event
2 anti-social behavior – when somebody becomes angry and shouts at the players
3 misbehaving – when people push other people in front of them in a crowd

7

SAMPLE ANSWERS

1 I was uncertain about going to the game. I don't like crowds.
2 It was impossible to hear the singer because everybody was screaming.
3 We misunderstood some of the article about crowds.

8

SAMPLE ANSWERS

1 I've just looked up a word in the dictionary.
2 I've already done my math homework.
3 I haven't studied for the English test yet because I've been busy.

9

students' own answers

10

1 present perfect 2 simple past

11

SAMPLE ANSWERS

Have you ever been to a big sports event?

Yes, I have. I've been to a car racing event.

Great. Tell me more about it!

Well, I went to a big Grand Prix event last summer with my parents. It was really exciting. My favorite driver won.

12

1 look up 2 send out

13

SUGGESTED ANSWERS

- 1 You need to find out where you can have the event at the school.
- 2 You need to get permission from the principal or other important person at the school.
- 3 You need to book the time when you will have the event.
- 4 You need to send out information about the event.

14

SUGGESTED ANSWERS

- 1 First, decide what tasks you need to do in your group.
- 2 Then agree how you can share all the different tasks in your group.

15

SUGGESTED ANSWERS

You need to decide if it is essential information or if it is an unnecessary detail.

16

SUGGESTED ANSWERS

The text could be difficult to read, and it could be hard for the reader to get the general gist. It could also be too long and boring.

17

SUGGESTED ANSWERS

them, their, this, that, there, he/she, him/her, it

18

SUGGESTED ANSWERS

We use pronouns to avoid repetition and to make the text flow smoothly.

Unit 5 What do we need to survive?

Reading to learn page 44

1

1 B 2 A 3 C

2

1 b 2 a 3 b 4 d 5 c

3

1 Y 2 NT 3 N 4 Y 5 NT 6 Y

4

students' own answers

Vocabulary and Grammar page 46

1

- 1 dangerous, accident
- 2 scared, injured
- 3 Harmful, danger
- 4 risky, safe
- 5 scary, hurt

2

1 harmful 2 safe 3 scared 4 danger 5 got

3

1 freezing 2 tiny 3 boiling 4 huge 5 tragic

4

1 fascinating 2 tiny 3 huge 4 freezing 5 boiling
6 tragic 7 deadly

5

1 will definitely 2 will probably 3 may, might, could
4 might not 5 probably won't 6 definitely won't

6

1 probably won't 2 might not 3 'I'll probably
4 'I'll definitely

7

SAMPLE ANSWERS

- 1 *people will definitely have fewer car accidents.*
- 2 *more people will live on Mars than on Earth.*
- 3 *the world's population will be lower than it is now.*
- 4 *fewer people will live to the age of 100.*
- 5 *people will worry more about climate change.*
- 6 *the world will be a more dangerous place.*

8

1 b 2 a 3 c 4 b

9

1 don't save 2 might / could / will worry 3 won't have
4 doesn't work 5 stay

10

1 'I'll enjoy, 're 2 read, 'I'll know 3 'I'll be, have
4 'I'll be, don't take 5 might / could steal, keep
6 might / could need, 're

11

1 flexible 2 cooperative 3 hardworking 4 calm
5 positive 6 smart

12

1 adaptable 2 imaginative 3 calm 4 cooperative
5 tough 6 hardworking

13

students' own answers

Life skills page 49

1

c Life lessons from the ocean

AUDIO SCRIPT

Presenter Hello and welcome to the podcast! With me today is Meghan. She's 14 and she has a very exciting hobby: adventure sailing. Meghan, why did you first decide to try sailing?

Meghan Well, as a kid, I always thought boats were fascinating. I read an article about adventure sailing when I was 12 and I knew I wanted to try it.

Presenter How dangerous is it?

Meghan Well, it isn't 100% safe. Unless you make smart decisions when you're at sea, people could get injured or

even die. You think, "this isn't a game – it's real!" But that's why sailing's a great thing to do.

Presenter Because you learn how to survive?

Meghan That's right. You learn a lot of useful skills. For example, you learn to plan. You think "What will we do if there's a storm? What's our plan B?" That's a useful lesson for life!

Presenter What other life lessons does sailing teach you?

Meghan You learn to be very flexible. Things can change very quickly at sea. One minute it's sunny and the next it's raining, so you always need to be ready. It's important to be adaptable, too. On a boat, there are a lot of different jobs to do – not only sailing the boat, but also cooking, cleaning, fixing equipment, and lots of other things.

Presenter And I guess you learn to work in a team.

Meghan Definitely. If you aren't hard-working, there'll be consequences for everyone on the boat. But you also need to be polite. In the past, I often got angry with my little brother. Now, I understand that people will be more cooperative if I talk to them calmly!

Presenter And are you calmer in other situations now?

Meghan Oh yes. Now, if I have a problem, I'll imagine I'm sailing and think, "OK. Stay calm and think of a solution."

Presenter Can you give some advice to listeners who want to try sailing?

Meghan Do it – you'll love it! You'll learn so much and it'll make a huge difference to your life! I recommend it to everyone.

2 5.01

1, 2, 5, 6

3 5.01

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

4

- 1 What should we do if we get lost?
- 2 I don't think that's a problem because we have lights on our phones.
- 3 What about if we call a taxi?
- 4 What's our plan B if we can't get a taxi?
- 5 If that happens, we could call your parents.
- 6 If that doesn't work, we could call my dad.

5

students' own answers

Writing page 50

1

- A Why does our city need bike riders?
- B What are the risks of biking in the city?
- C What do we want?
- D What can you do?

2

1 such 2 example 3 like

3–4

students' own answers

5

Long sections / paragraphs: Paragraphs A and B

Facts: Paragraph B

Questions and answers: Paragraphs A, B, C, and D

Predictions from experts: Paragraph B

Bullet points and imperatives for instructions:

Paragraph D

Examples from real life: Paragraphs A and B

6–11

students' own answers

Self-assessment page 52

1

1 C 2 A 3 B

2

SUGGESTED ANSWER

It helps you to understand the main idea of the whole text.

3

students' own answers

4

1 dangerous 2 harmful 3 scared

5

students' own answers

6

huge, boiling, deadly, freezing, tragic, tiny, fascinating

7

We use extreme adjectives to describe something in a strong way.

8

SAMPLE ANSWERS

Adjective	Things, places, and events
huge	shark, party, city
fascinating	conversation, book, person
freezing	night, rain, room

9

It'll probably rain. / It might rain. / It may rain. / It could rain

10–11

students' own answers

12

give advice and say why it's a good or bad idea to do something

13

SUGGESTED ANSWERS

cooperative, smart, tough

14

SAMPLE ANSWER

Situation: climbing a mountain

Qualities: You need to be smart, tough, and cooperative.

15

SUGGESTED ANSWER

You can look at the title, pictures, and questions.

SUGGESTED ANSWER

You can predict the main ideas and some of the language that you might hear.

17

SUGGESTED ANSWER

a magazine, a tourist leaflet, a blog post

18

SUGGESTED ANSWER

Examples help the reader understand our ideas or persuade the reader that our ideas are true or important.

19

SUGGESTED ANSWER

facts; questions and answers; predictions from experts; bullet points and imperatives for instructions; long sections and paragraphs

Unit 6 How can we live with less?

Reading to learn page 54

1

1 c 2 b

2

Name and age when made invention	What invented	Why produced invention	What invention made from
Remya Jose, 14	a pedal-powered washing machine	parents ill; found washing clothes long and tiring	recycled bicycle parts
Ann Makosinski, 15	flashlight that doesn't need batteries	wanted to help a friend – she had problems studying	Peltier tiles from eBay
Kelvin Doe, 13	special batteries	problems with electricity supply made life difficult	acid, soda, recycled metal parts from recycle bins

3

- the washing
- recycled bicycle parts
- her friend in the Philippines
- Peltier tiles
- problems with the electricity supply
- Kelvin

4

students' own answers

Vocabulary and Grammar page 56

1

1 waste 2 go bad 3 produce 4 rotten 5 recycle

2

1 environment 2 broken 3 trash 4 disposable
5 replacing

3

1 useful 2 disposable 3 recyclable 4 moneyless
5 careless 6 wasteful

4

1 wasteful 2 careless 3 recyclable 4 useful
5 disposable 6 moneyless

5

1 can't 2 didn't feel 3 aren't 4 need 5 isn't
6 better 7 can

6

1 c 2 a 3 d 4 b 5 c

7

1 'm not going to play 4 's going to start
2 'll recycle 5 won't use
3 'll help 6 Are, going to stay

8

1 's going to swap his tennis racket for a skateboard
2 'll stay at home later and play that game
3 'll get you a coffee because we can see you're in a hurry
4 'm going to buy fewer things in the future
5 'll give my old camera to my cousin
6 're going to use those new recycling bins

9

1 're going to stop 5 'll come back
2 aren't going to buy 6 'll be
3 Are, going to participate 7 'm going to write
4 will be 8 won't find

10

1 bottle tops 2 string 3 scissors 4 cardboard
5 piece of wood

11

1 spray paint 2 piece of wood 3 tape 4 cardboard
5 scissors 6 glue

12

students' own answers

Life skills page 59

1  6.01

1 (about) two days 2 your mom or dad
3 on the website

AUDIO SCRIPT

Ellie Welcome to our show today. We're going to do some "upcycling" – where you take old things and recycle them into cool new things.

Jack If you have free time over the vacation, how about making a "map table"? It takes about two days.

Ellie Yes ... you take an old table like this and you decorate it by sticking a map on the top.

Jack To make the table, you'll need an old paper map. One thing you can do is to use a city map from a vacation.

Ellie Or another idea is to use a map of your home town.

Jack You'll also need some scissors, some special glue, a paint brush and some varnish. Oh ... and what else?

Ellie A small old table, of course.

Jack But remember ... ask your parents first if you want to decorate one of their tables!

Ellie First, make sure the wood on top of your table is clean.

Jack Then take the map and carefully cut it to the same size as the table, like this.

Ellie Then paint the glue all over the table with the paint brush.

Jack Take one corner of your map and stick it on a corner of the table.

Ellie Slowly push the map down and attach it to the top of the table like this.

Jack Use your hands to make the map flat.

Ellie Leave it to dry – like this table here.

Jack Lastly, ask your mom or dad to help you put some varnish over the map. We use spray varnish – it's like spray paint. When it's dry your table is ready!

Ellie Look at our website for more instructions!

Jack OK, next, we're going to make ...

2 6.01

1 paper 2 glue 3 wood 4 scissors 5 Paint
6 glue 7 spray

3 6.01

1 summer vacation 2 hometown 3 parents 4 slowly
5 hands

4

1 One 2 to 3 else 4 creating 5 Any 6 could

5

1 we can do 2 I think we could 3 Any more
4 another idea is 5 What else 6 How about

6

students' own answers

Writing page 60

1

1 problem 2 waste 3 According 4 worse 5 says
6 In

2

first paragraph starting "In some countries"
second paragraph starting "People throw away food"
third paragraph starting "Clearly we need to find a solution"

3

1 3 2 2 3 1 4 2 5 2 6 3

4

1 According to the government, food waste is increasing.
The government says (that) food waste is increasing.
2 According to experts, the problem is getting worse.
Experts say (that) the problem is getting worse.

5

SUGGESTED ANSWERS

1 cell phones 2 laptops 3 TVs 4 printers
5 MP3 players 6 DVD players

6–9

students' own answers

Self-assessment page 62

1

1 Kelvin 2 Remya 3 Ann

2

Pronouns often refer back to previous words and ideas.
We use them to avoid repetition.

3

If you don't know which word or idea pronouns refer back to, you won't be able to follow the meaning of the text.

4

1 goes bad 2 throw, away

5

1 recycle 2 reuse 3 replace

6

1 ful, able, students' own answers
2 ful, less, students' own answers

7

1 enough 2 little 3 fewer

8

1 fewer 2 little 3 enough

9

1 going to 2 will

10

students' own answers

11

1 tape / glue 2 spray paint 3 colored paper

12

students' own answers

13

SUGGESTED ANSWERS

1 ten

2 Later – the later ones are less obvious because you have had a chance to think.

3 On your own. Then when you are in a group, you will all have a lot of different ideas to share.

4 The time and the place that you are going to meet.

14

According to / say (that)

15

student's own answers

16

This can show your readers where you found your information. It can make your article sound true.

17

It can help the reader to follow your ideas and understand when you are moving from one idea to another.

Unit 7 What is intelligence?

Reading to learn page 64

1

- 1 Sam Edwards
- 2 2011
- 3 over 2 million
- 4 a Nobel Prize
- 5 The bat costs \$1 more than the ball, so the ball costs 5 cents and the bat costs \$1.05.

2

- 1 D 2 A 3 B 4 E 5 C

3

- 1 They showed that we aren't as good at logical thinking as we believe.
- 2 We use System 1 thinking to make emotional decisions and to recognize things that are familiar to us.
- 3 If we quickly choose the answer it's often wrong.

4

- 1 F 2 F 3 S 4 S 5 S 6 F

5

students' own answers

Vocabulary and Grammar page 66

1

- 1 wisdom 2 intelligent 3 Wise 4 genius 5 sensible

2

- 1 genius 2 skillful 3 skills 4 prodigies 5 clever
- 6 IQ

3

act, amaze, perform, feel, hear, enter, connect, disappoint, maintain, draw, express
verb + *-ment*: *movement*, *amazement*, *disappointment*
verb + *-ion*: *action*, *connection*, *expression*
verb + *-ance*: *performance*, *entrance*, *maintenance*
verb + *-ing*: *feeling*, *hearing*, *drawing*

4

- 1 creativity 2 drawing 3 possibilities
- 4 advertisement 5 difference 6 instructions
- 7 performance 8 writing

5

students' own answers

6

- 1 can / are able to 2 can / is able to 3 could / was able to
- 4 can / is able to 5 will, be able to 6 will be able to

7

- 1 My best friend can dance really well.
- 2 Will we be able to grow food on Mars one day?
- 3 I could / was able to read when I was three.
- 4 (correct)
- 5 When will we be able to cure all diseases?

8

- 1 a, b, f 2 c, d, e

9

- 1 Maybe 2 may 3 could / may 4 can't 5 not

10

- 1 a, b 2 b, c 3 a 4 c 5 a, c 6 b, c 7 a 8 c
- 9 a, b, c

11

- 1 N 2 A 3 A 4 N 5 N 6 A

12

- 1 al 2 ation 3 tific 4 al 5 ion 6 istic

13

students' own answers

Life skills page 69

1

SUGGESTED ANSWER

drawing / graphic design skills, writing skills, (spoken) communication skills, creative thinking, logical thinking, marketing / sales skills

2  7.01

- 1 R 2 T 3 B 4 R 5 B

AUDIO SCRIPT

Tammy OK, so we need to make a final decision about our product. Which idea should we choose?

Raj Well, I like the idea of a water bottle with a compartment that you can put your money in. What do you think, Tammy?

Tammy I agree with you, Raj. It's a clever idea. It's perfect for the gym, but it's also useful for people who go running or play sports outside. You can keep your keys or your bus pass in it, too.

Raj Great. So, next we need to decide who will do each task. I'm probably best at giving the presentation because I love drama. I have a lot of experience performing on stage in front of an audience.

Tammy That's fine with me. I hate speaking in public!

Raj I might need some help planning what to say, though. I don't know anything about marketing. Do you?

Tammy No, I don't, but I can learn. I'd like to work on the marketing plan. To sell a product, you need to decide who your customers are and how to communicate with them. I think I'll be able to do that. I'm very good at logical thinking and I know a lot about social media. My mom runs an online business, so she can give me some tips.

Raj OK – perfect. You work on the marketing plan and then we can meet and decide what I'm going to say in the presentation. How long do you think you'll need?

Tammy Maybe a week? How about we meet after school next Tuesday and talk about it again then?

Raj Good plan. Now, what about the poster? We'll need to include a picture of the water bottle, but I'm not very good at drawing.

Tammy I don't think we should draw it by hand. We should design the poster on a computer. It'll look much more professional. But we need the right kind of design software.

Raj Hmm. You're right. My brother has a good design program on his computer, but I don't know how to use it.

Tammy Can your brother teach you?

Raj Yes, he probably can. He's very artistic and really good at designing posters. I'll see if he can help me.

Tammy And what about the text for the poster? I can do that if you like.

Raj How about we write it together? We can both spend a few days thinking about it and then share our ideas when we meet next week.

Tammy OK! Sounds good!

3 7.01

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

4

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

5

- 1 he's good at photography and has excellent communication skills
- 2 he's never directed a movie before
- 3 she already has some ideas and has written scripts before

6

students' own answers

Writing page 70

1

- 1 She was famous for being a beautiful Hollywood actress.
- 2 She could play the piano and speak four languages.
- 3 She invented a new kind of radio technology.

2

1 before 2 in 3 following 4 In the 5 During
6 later

3

1 the 2 in 3 during 4 later 5 following

4–9

students' own answers

Self-assessment page 72

1

Year of birth: 1934, **Subject:** psychology, **Research partner's name:** Amos Tversky, **Year he won a Nobel Prize:** 2002

2

SUGGESTED ANSWERS

a schedule / the index of a book / a dictionary /
an address book / a planner or calendar

3

SUGGESTED ANSWERS

- 1 taking an exam at school
- 2 giving advice to a friend
- 3 playing a musical instrument

4

1 ment 2 ing 3 ity 4 ence

5

- 1 reading, students' own answers
- 2 creativity, students' own answers

6–8

students' own answers

9

- 1 can't ski in my country (b)
- 2 may / might / could become a famous inventor (a)
- 3 may / might / could be more important than we realize (c)

10

students' own answers

11

- 1 musical 2 scientific 3 communicative 4 artistic
- 5 imaginative

12

SAMPLE ANSWER

To design an app you need IT skills and logic, but you also need to be imaginative. You probably need to work with other people, so you also need communication skills.

13

SAMPLE ANSWER

- 1 I enjoy IT at school because I'm good at thinking logically.
- 2 I'd like to try making jewelry because I'm artistic.

14

SUGGESTED ANSWER

It helps people to understand us and accept the things that we say.

15

SUGGESTED ANSWERS

following, later, In the 1970s, In 2018

16

SUGGESTED ANSWER

It helps the reader to understand when the events happened and in what order.

Unit 8 How can we stay healthy?

Reading to learn page 74

1

c

2

1, 2, 4, 6

3

Overall idea: *The article is about the social benefits of being active for young people.*

Paragraph Two: *It explains that one benefit of exercise is that it can help young people to have better self-esteem.*

Paragraph Three: *It explains that exercise can help with sleep, and this can improve your mood.*

Paragraph Four: *It describes how exercise, and in particular team sports, can develop teamwork and group communication skills.*

Paragraph Five: *It says that one benefit of exercise is that you can learn to meet and keep friends.*

Conclusion: *Finally, it concludes by saying that exercise isn't only about fitness – it's about social benefits, too.*

4

students' own answers

Vocabulary and Grammar page 76

1

1 healthy 2 nutritious 3 put on 4 gave up
5 took up 6 unhealthy

2

1 in shape 2 take up 3 exercise 4 gave up
5 my diet 6 lost weight

3

1 interest (N) 2 smile (V) 3 laugh (N) 4 help (V)
5 start (V) 6 study (N)

4

1 smile, he's really happy
2 help, students' own answers
3 laugh, students' own answers
4 study, students' own answers
5 start, students' own answers
6 interested, students' own answers

5

1 change 2 answer 3 plan 4 guess 5 end
6 worry

6

1 read 2 Wear 3 Don't climb 4 empty 5 sit
6 don't talk 7 don't jump 8 Enjoy

7

1 shouldn't 2 must 3 must not 4 should
5 must not 6 shouldn't

8

1 Visiting 2 trampolining 3 understanding
4 Putting on 5 doing 6 Listening

9

1 Wearing headphones when you ride a bike is dangerous.
2 Finding a safe crosswalk is the best idea.
3 Not stopping at traffic lights is illegal.
4 Riding a bike in bright clothes is better.

10

1 memorable 2 boring 3 effective 4 complicated
5 upsetting

11

1 effective 2 simple 3 complicated 4 boring
5 serious 6 memorable

12

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

13

students' own answers

Life skills page 79

1  8.01

1, 2, 4

AUDIO SCRIPT

Luke Hi, I'm Luke and this is Anna – we're very pleased to be here at your school. We're going to talk to you for fifteen minutes as part of ... Take care of your teeth week.

Anna We're going to tell you how to ...

Luke Keep your teeth healthy!

Anna Did you know that thirty-four percent of 12 year-olds have bad teeth – that's what we call "tooth decay."

Luke Yes, it's shocking, isn't it? Thirty-four percent!

Anna So you need to ask yourself the question do you really want tooth decay?

Luke Definitely not! So follow our simple advice to stop tooth decay and ... also to take care of your teeth in general.

Anna First, don't have too much soda or eat sugary things – you all know that! But if you do want them, you should have them with a meal.

Luke Yeah ... and don't forget, if you decide to drink a soda – always drink it through a straw. This stops the drink from touching your teeth.

Anna And you shouldn't eat a lot of snacks between meals.

Luke But, if you really want a snack, try one of these.

Anna Good snacks for your teeth are: plain popcorn – that's without sugar, cheese, nuts, and other ideas are plain yogurt, raw vegetables, or fresh fruit.

Luke Oh ... and one important thing – be careful what you eat late in the evening. You must not have a sugary snack or drink just before bed. That's really bad for your teeth!

Anna But of course, you must brush your teeth before bed for two minutes ... and also brush your teeth at another time in the day.

Luke Always use a brush with a small or medium head ... like this one here. You shouldn't use a really big brush! They aren't so effective.

Anna Lastly, don't forget to visit your dentist at least once a year.

Luke And one final thing: if you play contact sports you must always wear a mouth guard – one of those plastic things that you put in your mouth. You don't want to lose any teeth! I lost a tooth playing football!

Anna And that's everything!

Luke Remember, taking care of your teeth – it's your choice! Now, any questions?

2  8.01

1 fifteen 2 Thirty-four 3 a meal 4 snacks 5 bed

3  8.01

1 school, place

2 nuts, kind of food

- 3 two minutes, time
- 4 year, time
- 5 football, kind of sport

4

- 1 Did, know 2 Just 3 Do, really 4 your 5 Ask, this

5

- 1 Did you know that
- 2 Do you really want to
- 3 just think
- 4 Ask yourself this question
- 5 it's your choice

6–7

students' own answers

Writing

page 80

1

- 1 agree
- 2 The roads are more dangerous, but there aren't any road safety classes.
- 3 They should have road safety classes.
- 4 There might be fewer injuries in the future.

2

- 1 opinion 2 believe that 3 good idea 4 think
- 5 For me

3–6

students' own answers

7

- 1 In my opinion, we shoudn't **shouldn't** have healthy cooking classes in our schools.
- 2 there isn't **there aren't** any special rooms in my school for cooking classes.
- 3 Are these classes realy **really** necessary?
- 4 Maybe its **it's** a good idea **to** think again about this in the future.

8–9

students' own answers

Self-assessment

page 82

1

It's about the social benefits of being active and participating in sports.

2

When you want to explain it to another person, or when you want to refer to it in an essay.

3

You shouldn't include a lot of details and examples.

4

students' own answers

5

SAMPLE ANSWERS

- 1 I'd like to take up running because I think it's good exercise.

- 2 I'd like to give up eating candy every day, because it isn't nutritious and it's bad for your teeth.

6

- 1 interest, students' own answers
- 2 laugh, students' own answers

7

drink, reply, camp, cook, lock

8

SAMPLE ANSWERS

- 1 My friend messaged me and I sent a reply.
- 2 Could you reply to my question?

9

- 1 must, must not 2 should, shouldn't

10

SAMPLE ANSWERS

- 1 You must not take your phone out in class. Keep it in your bag.
- 2 You should go to the media center or main office.
- 3 You must always bring a calculator – don't forget it!
- 4 You must arrive by 8:30 at the school. Don't be late!

11

SUGGESTED ANSWERS

- 1 Exercising 2 Swimming 3 smoking 4 Eating
- 5 skiing

12

- 1 upsetting 2 boring 3 shocking

13

students' own answers

14

SUGGESTED ANSWERS

- 1 use intonation to keep people engaged
- 2 use stress to emphasize important points
- 3 change how fast or slow they speak

15

SUGGESTED ANSWERS

In my opinion, I believe that, For me

16

spelling, grammar, punctuation, style

17

SUGGESTED ANSWER

You can fix the mistakes if you review it. This will make it easier for the person reading the essay to follow and understand it.

18

students' own answers

Unit 9 Why do we tell stories?

Reading to learn page 84

- 1
1 moral 2 animals 3 behavior 4 Greece 5 India
6 wisdom
- 2
1 They were never in danger, the water was clean, and they had a lot of food.
2 Because they saw that there were a lot of fish in it.
3 He was very scared and wanted to leave, but he was sad because he loved the lake.
4 Because the lake was his home and he didn't know if he should believe the first fish.
5 The first and the second fish left, but the fishermen caught the third fish.

3–4
students' own answers

Vocabulary and Grammar page 86

- 1
1 Mystery 2 Horror 3 Science fiction 4 Fantasy
5 Historical fiction
- 2
adjective + *ly*: bravely, fearfully, knowingly
adjective + *-y* + *ily*: hastily, wearily
1 bravely 2 knowingly 3 hastily 4 fearfully
5 wearily
- 3
1 looked at the man suspiciously
2 spoke hesitantly
3 Bella said happily
4 picked up the little bird carefully
5 the girl replied calmly
- 4
1 whose 2 who 3 where 4 when 5 which
- 5
1 b 2 a 3 d 4 c
- 6
1 John Green's first novel was *Looking for Alaska*, which he wrote in 2005.
2 R. J. Palacio's novel *Wonder* is set in New York City, where the author was born.
3 sentence is correct
4 Malorie Blackman, whose most famous novel is *Noughts & Crosses*, is a British author.
- 7
1 The title is *Oliver Twist*, which is also the name of the main character.
2 It's by Charles Dickens, who lived from 1812 to 1870.
3 The main character is a young boy called Oliver, whose mother dies when he's a baby.
4 It's mainly set in East London, where Oliver meets a gang of criminals.

8
1 b 2 c 3 a 4 c 5 b 6 a

- 9
1 Use reliable
2 described it in a dramatic way
3 is fake
4 isn't an objective
5 isn't a neutral / realistic

10
students' own answers

Life skills page 89

1
students' own answers

2  9.01
1 b 2 e 3 a 4 c 5 f 6 d

AUDIO SCRIPT

Part 1

Olly Wow! No way! Lucy, have you heard what's happened in the United States?

Lucy What?

Olly OK, so you know there are floods in the south of the United States at the moment?

Lucy Yeah, I heard about that. There was a big storm last week.

Olly Well, some towns on the coast are completely flooded with sea water, and now there are lots of fish swimming around the streets.

Lucy Really?

Olly Yeah! But wait until you hear the full story. First, a little girl thought she saw a shark swimming in the water outside her house. So she told her parents, but they didn't believe her. They said it was her imagination.

Lucy I'm sure they were right!

Olly Well, no, because later, a man in the same town also saw the shark. He took a picture on his phone and sent it to the police. Then he posted it online. You can see the shark really clearly in the photo – look.

Lucy Wow! That really does look like a shark. So what happened?

Olly Well, after that, the police went out in boats to try to catch the shark, but no one's seen it since yesterday. It's still out there and no one knows where. It's so scary!

3  9.02
1 website 2 exaggerated 3 spelling 4 photo
5 news

AUDIO SCRIPT

Part 2

Lucy Hmm. Are you sure this story's true? It's very dramatic. Where did you read it?

Olly It was on my social media newsfeed.

Lucy This kind of story appears on social media all the time. You can't believe everything you read online! What website is it from?

Olly It's from News Zebra.

Lucy I've never heard of that website. I don't think it's reliable.

Olly The article looks realistic.

Lucy Yes, but it isn't difficult to create a fake news article. I could do that in ten minutes on my laptop.

Olly Yeah, I guess so.

Lucy Also, the style of reporting is really exaggerated. Look at all those exclamation marks and capital letters. The spelling is terrible, too. They've written the name of the town in three different ways.

Olly But what about the photo?

Lucy It isn't authentic. They've clearly added the shark using PhotoShop! They haven't even done it well. You can see a white line around the shark there – look.

Olly I can't see a white line.

Lucy Well, if it's true, this story will be on all the major news websites. Have you seen it reported anywhere else?

Olly Um ... no.

Lucy It's an exciting story, but I really think it's fake. Sorry, Olly.

4

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

5

students' own answers

Writing page 90

1

- 1 in her bedroom at home in Vancouver
- 2 It was large, empty, and white, with no windows or doors.
- 3 She saw a huge, dry, orange-red desert.
- 4 a girl in a silver spacesuit
- 5 on Mars
- 6 no

2

- 1 fresh snow 2 drum 3 bone 4 frightened rabbit

3

SUGGESTED ANSWERS

- 1 were sleeping like a log
- 2 as fast as lightning
- 3 orange like fire
- 4 as light as a feather
- 5 floated like a cloud

4–5

students' own answers

6

2, 3, 4, 5

7–13

students' own answers

Self-assessment page 92

1

c

2

It can help you to understand what the writer wants to say and think about how these ideas can be useful in your life or in different situations.

3

- 1 science fiction 2 folktale / fable 3 play 4 horror
- 5 fantasy

4

students' own answers

5

SUGGESTED ANSWERS

- 1 wearily 2 hesitantly 3 knowingly

6

Descriptive adverbs help the reader to imagine a character's actions and understand how the character feels.

7

who, which, where, when, whose

8

- 1 *whose sisters were also novelists*
- 2 *where many people are very poor*
- 3 *who was born in Russia in 1828*
- 4 *which includes the stories of Aladdin and Ali Baba*
- 5 *when he was 76 years old*

9

students' own answers

10

objective — subjective
realistic / neutral — *exaggerated*
authentic — fake
reliable — unreliable

11

- 1 First 2 Then / Next, / After that, 3 Then / Next, / After that, 4 Then / Next, / After that, 5 Later
- 6 in the end

12

They can help you understand the order of the events.

13

a joke; a mysterious setting; a dramatic moment; a description of the character's feelings; a visual description of the scene; an interesting or surprising fact

14

Writers use plot hooks to get the readers' attention and make them want to continue reading.

Unit 10 What makes a good place to live?

Reading to learn page 94

1

- 1 web article 2 give information 3 an online comment
- 4 express an opinion 5 less

2

- 1 a 2 d 3 b 4 c 5 b

3

- 1 Y 2 N 3 NT 4 N 5 Y 6 NT

4

students' own answers

Vocabulary and Grammar page 96

- 1
1 b 2 d 3 a 4 c 5 e
- 2
1 public transportation 2 entertainment venues
3 sports facilities 4 green spaces 5 trendy stores
6 street art
- 3
1 down 2 better 3 on 4 up 5 up
- 4
1 take care of 2 keep on 3 come back 4 go down
5 get better 6 come up
- 5
1 take care of 2 come back 3 goes down
4 comes up 5 keep on 6 get better
- 6
1 are made from recycled materials
2 is admired by all the famous architects
3 aren't built in windy places
4 are made by a French company
5 is taken from the roof
6 isn't lived in all year round
- 7
1 b 2 a 3 d 4 c 5 a 6 c 7 b 8 d
- 8
1 frustrated 2 confused 3 depressed 4 frightened
5 disappointed 6 bored
- 9
1 frightening 2 confused 3 frustrating
4 disappointing 5 bored 6 depressed
- 10–11
students' own answers

Life skills page 99

1 10.01

Jasmine: b Ethan: c

AUDIO SCRIPT

Jasmine Hi, Ethan! Ah ... I can see you now.

Ethan Hi, Jasmine! How's everything going in Melbourne?

Jasmine It's OK.

Ethan You don't look very happy.

Jasmine I know it's only my first week here, but the whole experience has been disappointing.

Ethan Oh, that's too bad. Do you want to talk about it?

Jasmine Well, my aunt is really nice, but she isn't around all the time – she works. And Kate and I don't want to ask her lots of questions when she gets home. But the big problem has been moving around the city.

Ethan Oh, I'm sorry to hear that.

Jasmine Yeah, I walked to the local park on my own yesterday morning, but my smartphone battery ran out. So I didn't have directions and I got lost for 20 minutes. It's frightening when you get lost in a big city!

Ethan Yeah, I know what you mean.

Jasmine And Kate and I tried to go downtown yesterday afternoon on the bus, but we waited at the wrong bus stop and we went in the wrong direction! In the end, we just came back to the house. Getting around has been really frustrating!

Ethan That doesn't sound good. Public transportation can be confusing. Why don't you talk to your aunt? Perhaps she can take you to the right bus stop early tomorrow morning? You can't stay in the house all the time!

Jasmine You're absolutely right. Staying in the house is boring! We were trying to go to a place called Flinders Street yesterday – there's great street art, and trendy shops around there. I think I'll ask my aunt for help and get the bus downtown tomorrow morning.

Ethan Yes, I'm sure it'll be all right in the end! You'll start to have a good time soon.

Jasmine Thanks, Ethan. It's been good talking to you.

Ethan I'll call you again on Friday.

Jasmine Great. We'll talk then. Bye!

Ethan Bye!

2 10.01

1 first 2 downtown 3 public transportation 4 aunt

3

1 aunt 2 bus 3 direction 4 street art
5 trendy stores

4

1 a 2 about 3 that 4 sound 5 mean 6 in

5

1 I'm sorry to hear	4 That doesn't
2 Do you want to talk	5 I know what you
3 That's a	6 I'm sure it will

6

students' own answers

Writing page 100

1

1 hiking, building camp fires, looking at the stars
2 six days

2

1 Dear 2 writing 3 inquire 4 First 5 Third
6 grateful 7 forward 8 sincerely

3

a 2 b 4 c 7 d 1 e 8 f 3 g 5 h 6

4

1 get 2 ask for 3 really 4 help 5 chance

5–9

students' own answers

Self-assessment page 102

1

It can help you to understand the text better and also use the correct reading strategy for the kind of text.

2
The key words that the author uses, the important phrases, e.g., phrases for expressing opinion, the organization of the text, the formality of the language.

- 3**
1 The authors have a different purpose. In text A the author wants to give information. In text B the author wants to express an opinion.
2 The formality is different. Text A is more formal than text B.

4
1 street art 2 trendy stores 3 sports facilities

5
SAMPLE ANSWERS

- 1 Public transportation, because people need to move around the city quickly and easily.
2 Green spaces, because people need to relax somewhere in the busy city after a long day at work.
3 Entertainment venues, because a big city needs to be able to have big concerts and shows.

6
1 come back, students' own answers
2 keep on, students' own answers
3 go down, students' own answers

7
1 getting, students' own answers
2 take care, students' own answers

8
1 are located, students' own answers
2 aren't allowed, students' own answers
3 is found, students' own answers

9
1 are built, students' own answers
2 is produced, students' own answers
3 are grown, students' own answers

10
1 frightened 2 depressing 3 frustrated 4 boring

11
students' own answers

12
Use a soft, reassuring tone to show the other person that you understand how they feel.

13
SUGGESTED ANSWERS

- 1 I'm sorry to hear that.
2 I know what you mean.
3 Well, that was stupid!

14
Start: Dear Sir or Madam
Finish: Best regards

15
why you are writing

16
The reader won't take you very seriously if you write in very informal language.

17
SUGGESTED ANSWERS
inquire, request, reserve, etc.

Exam preparation A page 104

1
1 d 2 e 3 a 4 c 5 b

2
1 bus, miss 2 soap opera, social media 3 bus, locker
4 band, game

3 🎧 **11.01**
1 C 2 C 3 A 4 B

AUDIO SCRIPT

1 Why did Harry miss the school trip?

Iris Why didn't you come on the trip on Saturday, Harry? Were you ill or something?

Harry No, it wasn't anything like that. I'm fine. I got up early and I was ready to go by seven thirty. The bus goes past our house at quarter to eight, but my mom wanted to take me, so I waited for her. Then the car didn't start.

Iris What did you do?

Harry I got on my bike in the end. But I couldn't get to school in time.

2 What does Kelly call "a waste of time"?

My parents complain when I get up late on weekends. They say that I'm wasting the best part of the day by staying in bed until eleven. But I'm not sleeping. I lie in bed and think about things. It helps me to make decisions.

I also spend a lot of time on social media, and they don't like that either. But I mean, I'm socializing ... and learning things, too. My parents spend hours every evening watching soap operas on TV. Those programmes go on for years. Now, I think that's a waste of time!

3 Where is Hakeem's bag?

Hakeem Mom, I can't find my school bag. Have you seen it?

Mom No, I haven't. Did you leave it in your locker at school?

Hakeem No, because I phoned someone while I was waiting for the bus. And my phone was in my bag. Oh no ... I hope I haven't left it on the bus!

Mom I'm sure you didn't do that. But don't worry – the driver would find it and call the school. Wait a minute, is that your bag under the kitchen table?

Hakeem Oh, yeah! Thanks Mom.

4 What doesn't Megan want to do?

Jake You've got your concert next Friday!

Megan Yeah. I'm practicing with the band every evening after school, so I'm really busy. And we've got to finish that school project by the end of the week as well. Do we have to go to the soccer game tomorrow afternoon, Jake?

Jake Yes, we have to go along and support the team. Chrissey and Rachel are playing.

Megan But I really don't have the time!

Jake You should speak to them then. I'm sure they'll understand.

Exam preparation B page 106

- 1
a
- 2
1 b 2 c 3 a 4 b
- 3
1 place 2 noun 3 verb 4 plural noun
5 participle + noun

4 11.02

- 1 U.S. / United States 2 diary 3 listen to 4 animals
5 making friends

AUDIO SCRIPT

Thanks for asking me to talk to you today. I'm Ivy Thompson, and I've just come back from an amazing trip to Canada. I was part of a group of twenty-four teenagers from all over the world. First, we met up in Seattle, in the United States, for two days of preparation. Then, we took a boat to Victoria, Canada. And for the next three weeks we traveled along Canada's Pacific coast.

The instructors put us into teams of six, and each team wrote a diary and made a film documentary of the trip. We had to decide what to film at each place ... and for example, ask local people for interviews. Nobody had any experience with film-making, so we had to learn fast, work together, and help each other. After all, you can't sit around arguing about the best way to do something – you need to make decisions and stick to them.

I found it difficult to talk to some people on the team at first, because we were all different ages – from fifteen, like me, right up to eighteen. But you soon learn to get along with people when you camp together, cook together, and work together every day.

You have to listen to other people and respect them. This is particularly important when you're in a wild place, where there can be real dangers. On our trip, we spent a few days rafting and camping along the Babine River. There are some scary wild animals out there, like wolf packs and bears. I was pretty worried about them before we went, but being part of a group makes you feel braver, I think.

Looking back, there were some amazing moments on the trip, like kayaking with killer whales near Discovery Island. But making friends with people from all over the world was the best thing for me. We've started a WhatsApp group now, so I know we're going to stay in touch.

Exam preparation C page 108

- 1
students' own answers

- 2
1 B 2 C 3 A 4 E 5 D

SUGGESTED ANSWERS

- 1 Possible key words: how, Lucy, feel, tired, safe, worried, earthquake, sad, hospital
Possible topic of answer: Lucy's feelings about the earthquake
- 2 Possible key words: boy, lost in the woods, child, managed, get out, woods, phoned, parents, stayed calm, helped people
Possible topic of answer: getting lost in the woods
- 3 Possible key words: girl, bike, accident, her fault, fast, something wrong, bike, someone else
Possible topic of answer: who caused the accident
- 4 Possible key words: dangerous, sport, boy, happy, did it, loved it, wants to continue, experience, bored
Possible topic of answer: what the experience was like
- 5 Possible key words: teacher, students, fire practice, school, important, thing, do, take things, leave, room, fast, stay calm
Possible topic of answer: what to do in a fire practice

4 11.03

- 1 b 2 c 3 c 4 a 5 c

AUDIO SCRIPT

1

Lucy Hello!

Ed Are you OK, Lucy? I heard there was an earthquake.

Lucy Yes, I'm fine. Just tired really, because we stayed outside all night in a park.

Ed Nobody died, they said.

Lucy No, but a lot of people had injuries – tourists mostly, who hurt themselves because they panicked. People jumped out of windows, ran down the stairs ... that kind of thing.

Ed Thank goodness it's over! Lucy But it might not be over. We've had a few smaller earthquakes since the big one yesterday evening. So will we be safe if we go back to the hotel? We're worried, and we don't know what to do.

2

When I was seven, we were staying with my American uncle in Wyoming. One day I went exploring on my own – just into the woods behind the house. I was walking around in there when I suddenly realized I was lost. There were tall aspen trees and pines all around me, and it was getting dark. I didn't have my cell phone with me. I couldn't walk out of the woods either ... I might have gone the wrong way. So I just sat down and waited. People were looking for me – I was sure of that. In the end, I heard my uncle calling my name. So I shouted back, and they found me.

3

Sam What's wrong with your arm, Mandy?

Mandy I broke my wrist.

Sam That's bad! What happened?

Mandy I was going down a track on my mountain bike. I wasn't going too fast, I was being careful, and there wasn't anything wrong with the bike – it was just bad luck really. This man suddenly walked out onto the path, right in front of me. I couldn't stop in time so I tried to go around him ... and went into a tree.

Sam Poor you!

Mandy Yeah, well, he apologized and drove me to the hospital. But I have to wear this thing for six weeks.

4

Girl You went diving when you were on vacation – I saw it on Facebook.

Boy Yeah, I'm really pleased I did it. It was a three-day course. The first day was all lessons in the pool, so that was quite boring. We went for our first sea dive on the second day. The water was really clear, and you could see so many fish. It was amazing!

Girl I'm going to take a diving course at the sports center next month, so maybe we can dive together one day?

Boy Well, I'm not sure I want to do it again. It was great, but I found it quite scary, to be honest.

5

Teacher Now ... listen carefully, everybody. The school is going to have a fire practice sometime today, but we don't know when. Do you remember where to meet outside?

Boy The basketball courts.

Teacher That's right. So if the alarm goes off, we'll stop the class right away and leave the room. But you should walk out of the room, not run in the corridors or on the stairs. Most of all it's very important not to panic, because injuries happen when people rush around.

Girl Do we take our things?

Teacher No. I know that I'm always telling you to leave the room tidy, but not this time. Just leave everything where it is.

5–7

students' own answers

Exam preparation D

page 110

1

1 note from a friend 2 text message 3 leaflet
4 warning sign

2

1 c 2 a 3 b 4 a

3

2

4 11.04

1 No 2 Yes 3 No 4 Yes 5 Yes

AUDIO SCRIPT

Presenter Today on Health Matters we're talking to Melissa Delgado, the author of *What Your Food is Doing to You*. Now, Melissa, there are a lot of other books about how your diet can affect your body. But I think your book is different.

Author That's right. I do talk about how diet can change your physical health in the book, of course. But I also look at how your diet can change how you feel – and even your personality.

Presenter For example?

Author Well, do you drink coffee?

Presenter I like a cup in the morning, but I can't drink coffee all day. It makes me stressed.

Author Right, and you're not alone – I should drink less coffee, because coffee has a chemical called caffeine in it. This can make people nervous and tired. Sugar is another good example of a food that can change your mood. When people have a lot of sugar, the brain produces chemicals that make us feel great. But later, if you're not able to get more

sugar, you feel terrible. You see, food changes the chemicals in our bodies, and this changes how we feel. It's why I rarely eat sugary things. What about you?

Presenter I know that they're bad for me, and I shouldn't eat them, but I do like sweet things. I do sometimes eat fruits as well.

Author That's good, because fruits and vegetables are full of vitamins, and vitamins like vitamin D and vitamin B12 can make us feel more energetic, and happier. They also help the good bacteria in our bodies to grow. These good bacteria produce chemicals, which travel in our blood to our brains. These chemicals make us feel more relaxed, more energetic, and so on.

Presenter So bacteria are capable of changing our emotions?

Author Yes, but not all bacteria are good for us. If you eat lots of junk food, more bad bacteria grow. And they produce chemicals that make you feel sleepy, angry, and sad. That's why I always try to eat healthy food.

Presenter So eat well, and you'll feel well. That's bad news for me – I live on take-out pizzas!

5

students' own answers

6

I'm not sure, Let me think about that, That's an interesting question

7–9

students' own answers

Exam preparation E

page 112

1

When my parents told me we were going there, I was shocked!

2

1 c 2 b 3 b 4 c 5 c

3

SUGGESTED ANSWERS

1 author, start, career, school prize, story, nobody, helped, writer, didn't expect, magazine, publish

2 began writing, was

3 true, all of, novels, popular, literary experts, all, movies, a lot of people, bought

4 advice, young writers, keep trying, fail, easier, write, non-fiction, writing courses

4 11.05

1 c 2 b 3 c 4 a

AUDIO SCRIPT

Thanks for inviting me to your writing club. Like you, I was young when I first started writing. When I was eleven I had to stay in the hospital for a month. I was really bored, so I decided to draw and write a cartoon story. It was my first ever story, and it wasn't very good. But I really enjoyed doing it. After that I started writing stories for my school magazine, and I won a school story competition. When I was seventeen, with help from my teachers, I sent a story to a literary magazine. To my surprise, they actually published it!

I've been a professional author since then – but some authors started much earlier than me. Take Daisy Ashford, for example. Born in 1881, Daisy was only four when she wrote her first story. Then, at the age of nine, she wrote a novel called *The Young Visitors*. But she didn't show it to anyone until she was nearly forty. When it was finally published, in 1919, it was so popular that they reprinted it eight times in its first year!

Now, you've probably heard of Christopher Paolini, who is another famous young author. When he finished his fantasy novel, *Eragon*, he was fifteen. But book companies weren't interested in the novel at first, so Paolini published it himself. In the end *Eragon* became a best-seller, and later, a Hollywood film. Since then, Paolini has written three more novels. Although the "literary experts" didn't write very good reviews of them at first, readers love them, and together they've sold over 35 million copies.

So, the message to start with today is this: work hard at your writing and don't be afraid to continue even if you fail sometimes. Try writing fiction and non-fiction, and see which is easier for you. Most of all, keep trying. Maybe you'll become the next great author!

5

students' own answers

6

1 terrible 2 violently 3 terrified 4 hurried 5 raced
6 exhausted 7 starving 8 huge 9 delicious

7–8

students' own answers

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