

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 Material



Oxford Discover Futures

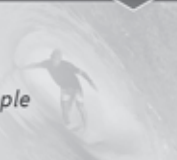
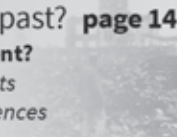
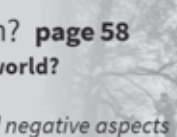
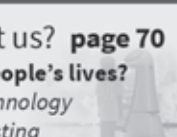
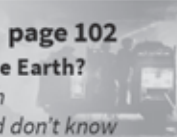
Teacher's Guide

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Contents

Unit	Factflix videos	Reading to learn	Language in use
1 What is identity? page 4 How do we identify people? Discover vocabulary <i>Describing people</i> Key phrases <i>Identifying people</i>		What makes you unique? Reading strategy <i>Reading for gist or detail</i> Discover vocabulary <i>Noun endings</i>	What makes us who we are? Discover grammar <i>Talking about the present; Defining and non-defining relative clauses</i>
2 How can we learn from the past? page 14 How does the past shape the present? Discover vocabulary <i>Historical events</i> Key phrases <i>Talking about consequences</i>		What can the past tell us? Reading strategy <i>Distinguishing fiction and nonfiction</i> Discover vocabulary <i>Adverbs of manner</i>	What is a turning point in history? Discover grammar <i>Talking about past habits and situations; Telling stories about the past</i>
Project How do we research significant events from the past? Giving a presentation page 24			
3 How do we communicate? page 26 How do we use language? Discover vocabulary <i>Talking about languages</i> Key phrases <i>Talking about languages</i>		How can we communicate without words? Reading strategy <i>Visualizing</i> Discover vocabulary <i>Words that are nouns and verbs</i>	How is communication changing? Discover grammar <i>Talking about experiences: finished and unfinished actions</i>
4 How do we use pictures? page 36 Why do we take pictures? Discover vocabulary <i>Photography</i> Key phrases <i>Describing pictures</i>		How do pictures make us feel? Reading strategy <i>Identifying an author's viewpoint</i> Discover vocabulary <i>Compound adjectives: noun + present participle</i>	Why do people alter pictures? Discover grammar <i>Question tags; Modal verbs for possibility and deduction</i>
Project How can we convey meaning without using words? Creating a video page 46			
5 Why do people travel? page 48 What trips do we make? Discover vocabulary <i>Travelers</i> Key phrases <i>Talking about travel</i>		When is travel not a choice? Reading strategy <i>Finding information in a report</i> Discover vocabulary <i>Multi-word verbs</i>	What can we learn by traveling? Discover grammar <i>Future forms</i>
6 What's the best way to learn? page 58 What's education like around the world? Discover vocabulary <i>Education</i> Key phrases <i>Evaluating positive and negative aspects</i>		What's it like to be a student today? Reading strategy <i>Understanding the meaning of words from context</i> Discover vocabulary <i>Adjective + preposition combinations</i>	How are schools changing? Discover grammar <i>Rules, recommendations, and permission</i>
Project How can we make the best use of time on a day trip? Planning a travel itinerary page 68			
7 How does technology affect us? page 70 Which inventions most changed people's lives? Discover vocabulary <i>Describing technology</i> Key phrases <i>Comparing and contrasting</i>		How can technology transform our bodies? Reading strategy <i>Collaborating to understand a text</i> Discover vocabulary <i>Prefixes</i>	How has technology affected our free time? Discover grammar <i>Present and past passive verbs</i>
8 How can we make the world a better place? page 80 Who do we need to help? Discover vocabulary <i>World problems</i> Key phrases <i>Talking about responsibility</i>		Why should we help others? Reading strategy <i>Comparing information in texts</i> Discover vocabulary <i>Reciprocal verbs</i>	What can we do to change the world? Discover grammar <i>Talking about consequences</i>
Project What impact does social media have on our lives? Taking part in a class debate page 90			
9 Why do we have goals? page 92 What kinds of goals inspire us? Discover vocabulary <i>Goals</i> Key phrases <i>Speculating about future achievements</i>		What does it take to achieve a goal? Reading strategy <i>Identifying the author's intentions</i> Discover vocabulary <i>When sound expresses meaning</i>	How can a goal change our lives? Discover grammar <i>Reporting what other people say</i>
10 How do we use our planet? page 102 What resources do we take from the Earth? Discover vocabulary <i>Using the Earth</i> Key phrases <i>Saying what you do and don't know</i>		What makes resources valuable? Reading strategy <i>Using infographics</i> Discover vocabulary <i>Verb suffixes</i>	How are animals a resource? Discover grammar <i>Verb patterns</i>
Discover vocabulary and grammar page 112 Writing workshop page 132			

Life skills

Writing

Reflect videos



Why do we need to protect our identity?

Life skills strategy *Computer literacy: protecting your identity online*
Speaking strategy *Emphasizing important points*
Discover vocabulary *Internet safety*
Key phrases *Warning about danger*

How can we find out more about the past?

Life skills strategy *Finding and using multiple information sources*
Listening strategy *Listening for gist and detail*
Discover vocabulary *Information sources*
Key phrases *Citing sources*

What makes a good conversation?

Life skills strategy *Developing good conversation skills*
Speaking strategy *Showing interest*
Discover vocabulary *Conversation and communication*
Key phrases *Showing interest*

How can we best share pictures?

Life skills strategy *Social and cultural awareness: sharing pictures online*
Listening strategy *Decoding connected speech: linking*
Discover vocabulary *Sharing pictures*
Key phrases *Commenting on pictures*

What skills do travelers need?

Life skills strategy *Being prepared to travel*
Listening strategy *Listening for specific information: key words*
Discover vocabulary *Travel skills*
Key phrases *Requesting local information*

How can we teach ourselves?

Life skills strategy *Using your learning style*
Listening strategy *Taking notes*
Discover vocabulary *Ways to learn*
Key phrases *Talking about learning*

How do we react to new technology?

Life skills strategy *Evaluating multiple aspects*
Speaking strategy *Staging a group discussion*
Discover vocabulary *Aspects of technology*
Key phrases *Staging a discussion*

How can we be better citizens?

Life skills strategy *Being a good citizen*
Speaking strategy *Speaking clearly*
Discover vocabulary *Community action*
Key phrases *Explaining aims and motives*

How can we make our goals reality?

Life skills strategy *Setting goals*
Listening strategy *Understanding attitude from intonation*
Discover vocabulary *Describing your goals*
Key phrases *Evaluating suggestions*

How can we take care of our planet?

Life skills strategy *Taking care of our planet*
Speaking strategy *Intonation in proposals*
Discover vocabulary *Our impact on nature*
Key phrases *Proposing ideas*

How can we describe people?

TASK *A descriptive profile*
Writing strategy *Generating and organizing ideas with a mind map*
Language point *Adverbs of degree*
Reflect

How can we celebrate our history?

TASK *A blog post*
Writing strategy *Thinking about audience, purpose, and topic*
Language point *Non-defining relative clauses*
Reflect

How do we write to different people?

TASK *An email to someone you don't know*
Writing strategy *Formal and informal writing*
Language point *Identifying formal, neutral, and informal phrases*
Reflect

What do pictures add to a news story?

TASK *A news story*
Writing strategy *Structuring a news story*
Language point *Direct quotes*
Reflect

Why should people visit your country?

TASK *Tourism promotion*
Writing strategy *Using a theme to develop a topic*
Language point *Persuasive phrases*
Reflect

What should we learn in school?

TASK *A response on a discussion board*
Writing strategy *Writing coherent responses*
Language point *Linkers of addition*
Reflect

What are the advantages and disadvantages of technology?

TASK *A for and against essay*
Writing strategy *Writing introductions*
Language point *Linkers of contrast*
Reflect

How can we offer to help?

TASK *A formal email*
Writing strategy *Topic sentences*
Language point *Linkers to express reason or purpose*
Reflect

Is money necessary to achieve your goals?

TASK *An opinion essay*
Writing strategy *Writing conclusions*
Language point *Introducing examples*
Reflect

How can we use fewer resources at home?

TASK *A report*
Writing strategy *Writing headings*
Language point *Expressions of specifying*
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 how people can look the same as someone unrelated.*
- *How do we judge people by their appearance?*
- *What other things make us unique, apart from appearance?*
- *How do you think it would feel to meet your doppelgänger?*

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.

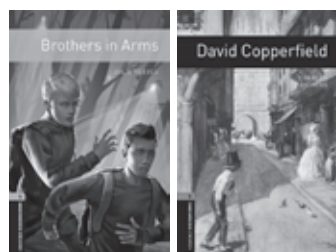
Readers

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.

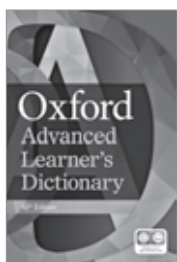
www.oup.com/elt/gradedreading



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

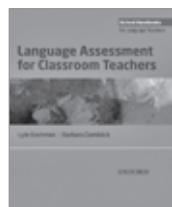
By Eunice Eunhee Jang



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 unit opener page features a large photo of a smiling woman. To the left, a sidebar lists activities: VIDEO (Learning about language), READING (Viewing), LANGUAGE IN USE (Talking about experiences, finished and unfinished actions), LIFE SKILLS (Communication: developing good conversation skills), SPEAKING (Showing interest), and WRITING (Formal and informal writing). The main text area contains the unit question: 'How do we use language?' and a list of seven questions for students to discuss in groups. A 'Discover more' section at the bottom encourages students to search online or ask friends for more information.

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.

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.

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.

Icons



speaking activity



writing activity



listening activity



video activity



additional activity (Classroom Presentation Tool only)

Reading to learn

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



Classroom Presentation Tool

An additional activity provides further support with the reading text.

Lesson question

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

Reading strategy

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.

Reading to learn How can we communicate without words?

Reading strategy Visualizing

It's easier to understand what you read if you are able to transform the words into images to create a "visual movie" while you read. Try to imagine what the people, places, and things look like. Use descriptions of gestures to understand what the characters think or feel.

1 Look at the illustrations on page 29. Read the story quickly to identify what part of the text goes with which illustration.

2 Study the reading strategy. Then find the gestures 1-7 in the story and visualize them. What feeling does each gesture express?

1 shake your head 5 bite your lip
2 cross your arms 6 hold your face in your hands
3 go red 7 roll your eyes
4 raise your eyebrows

3 Read and listen to the story. Are the sentences 1-6 true (T) or false (F)? Explain your answers.

1 The students know Fitz's secret for seeing behind him.
2 Fitz could see Tracy Simpson talking from far away.
3 Fitz made a noise to signal what it was important to know.
4 Mary's silence surprised Fitz.
5 The class didn't move while Mary tried to think of the answer.
6 The students at the back of the class didn't see the mouse.

Discover vocabulary Words that are nouns and verbs

Student Book Page 124 Workbook Page 26

4 The words below all function as both nouns and verbs. Find them in the story and match them with the definitions 1-7. Then decide their function in the story: noun, verb, or both.

1. **finger** high-five laugh scream shout shrug stare
2. **raise** arms and hit palms of hands with another person to celebrate
(noun / verb / both)
3. **shake** shoulders when you don't understand something (noun / verb / both)
4. **speak** loudly when angry or to attract attention (noun / verb / both)
5. **look** intensely at something / someone for a long time (noun / verb / both)
6. **move** around a lot when worried or nervous (noun / verb / both)
7. **make** a loud noise when very frightened (noun / verb / both)
8. **make** a noise when something is funny (noun / verb / both)

5 TALKING POINTS: Discuss the questions.

1 Why is it useful to understand gestures and body language?
2 How do we learn them?
3 Think of more examples of gestures and body language. What feeling does each of them express?

Discover more SEARCH ONLINE and find out about greetings in different cultures. Tell the class what you discovered.

Unit 3 How do we communicate?

Before reading

Students engage in a pre-reading activity to help familiarize themselves with the reading text before they read it.

THE SPANISH LESSON

I will never in my life forget the Spanish words for mouse and invisible. They are noun and invisible. Mr. Thompson on "Fit" - our Spanish teacher - taught them to us. He was a very good teacher who also presented interesting experiences. One of these was his ability to know what was happening behind his back. Once, while Fitz was writing something on the board, Andrew (Fitz's friend) passed a note to Lucy Wain and then they gave each other a silent high five. They hadn't made a sound, but without saying, Fitz immediately asked "Andrew! Lucy! Why were you celebrating? Is it your birthday? That was quite a song!" The two friends looked at each other and shrugged, making their heads in disbelief. "Yes, so do," said Andrew eventually. "Yes, that's a shame. I like to sing," said Fitz, as he continued writing.

Mr. Thompson's second experience was something we called "The Look." Fitz never showed. He didn't need to because The Look was a look like state of intense focus. It was a look that made you feel like you were being watched. It was a look that made you feel like you were being judged. It was a look that made you feel like you were being... well, you know.

Fitz's first experience was knowing exactly which student had not done his homework. I didn't usually worry about this because I almost always did my homework. However, one day I didn't do it, and he knew.

"Who can translate the last sentence?" he asked.

I knew. My heart sank and I couldn't move or speak. As 29 other students looked in my direction, my cheeks started burning. My mouth opened but no words came out. Fitz raised his eyebrows. "Mary! Translate six please."

I nodded. Then I hit my lip and looked at the ceiling. Trying to disappear, but that didn't happen either. The silence seemed to last for hours, but it was probably Fitz or six seconds. The other students started to fidget or sigh, worried that Fitz might call their name instead. Then something magical happened. A girl in the front row suddenly held her face in her hands and screamed. Jesus! She was at the front of the class and people stood on chairs. At the back, people tried to see the cause of the scream and the class, which was... a mouse. We all discovered this when Fitz rolled his eyes in disbelief and exclaimed "It's a mouse, not a crocodile!" Then he laughed as he translated into Spanish "It's not a rat, so not invisible." As that sentence he had said for the end of the lesson, and I started breathing again.

If I ever see a mouse now, I laugh and repeat Fitz's sentence. In Spanish, of course.

Unit 3 How do we communicate?

Reading

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

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.

Talking points

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

Discover vocabulary Unit 3

Talking about languages

1 Look at these four short paragraphs. They discuss the different ways we use language.

2 Complete the sentences with the words from the list.

3 Match the words to the definitions.

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Language in use

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.



Classroom Presentation Tool

An additional activity provides further support with the target grammar.

Lesson question

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

Grammar in context

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.

The screenshot displays a presentation slide titled 'How is communication changing?' under the 'Language in use' section. The slide includes a reading task with four questions about a postcard from Australia. Below the reading task is a section titled 'Greetings from AUSTRALIA' featuring a postcard image and a letter. To the right, there is a 'TEST YOUR SELFIE AWARENESS!' section with a grid of images and a 'COMMUNICATION SURVEY' section with four questions about mobile app usage. At the bottom, there is a 'Discover grammar' section with a table of verb tenses and a 'Discover more' section with a search online prompt.

Grammar in use

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.

Discover grammar

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.

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.

Life skills **What makes a good conversation?**

Life skills strategy **Developing good conversation skills**
The success of a conversation depends on more than the ability to speak and understand. It also depends on how you interact. Conversation requires active participation: speaking, listening, and reacting to other people.

1 Study the life skills strategy. Then think about how you usually answer these questions. How can your answers be better?

How are you? Did you see the soccer game on TV? How was your day at school?

2 Read 1–13 below and check (✓) or put an F by the Conversation DOs and DON'Ts.

CONVERSATION DOs and DON'Ts

- Only talk about yourself. ☐
- Show interest with gestures. ☐
- React to what people say and ask questions to find out more. ☐
- Be polite and patient so others can speak. ☐
- Ignore people who want to join the conversation. ☐
- Focus on people who are speaking. ☐
- Look around you during the conversation. ☐
- Repeat or explain if someone doesn't understand. ☐
- Look at your phone if you get a message. ☐
- Interrupt the speaker to give your opinion. ☐

3 Work in pairs and compare your answers from exercise 2. Then answer the questions.

- In your opinion, which DOs are the most important?
- Which DON'Ts annoy you the most?
- Can you think of any more DOs and DON'Ts for good conversation?

Discover vocabulary Conversation and communication
Student Book ► Page 116 Workbook ► Page 21

4 Listen to three conversations. After each one, say if the conversation was very successful, pretty successful, or not successful. Explain your answers using ideas from the table in exercise 2.

- Emily and Ed
- Mrs. Lane and Connor
- Sara and Max

5 Listen again and take notes. What do you know about each person by the end of the conversations? Which pair of people exchanged the most information?

32 Unit 3 How do we communicate?

Life skills

Speaking strategy **Showing interest**
If we show interest in what the speaker is saying, this motivates them to communicate more. We can express interest by:
• using body language • asking questions • using phrases that show interest

6 Study the speaking strategy. Then listen to six people and choose an appropriate phrase for showing interest to reply with.

1	4
2	5
3	6

Key phrases Showing interest

Really? / Oh yes?	That's interesting / amazing / weird!
What / How about you?	Where / When / Why / Who / Was that, then?
I know what you mean.	So tell me

7 Work in pairs or small groups. Look at **Tell Me About ...** and take turns to start conversations. Use the key phrases to show interest in what the others say.

TELL ME ABOUT ...

- a celebration you enjoyed
- the last time you went to the dentist
- your hobbies
- a concert you went to
- a place you like
- the last vacation you had
- a film you enjoyed
- what you did last weekend
- your family

8 REFLECT Are you a good conversationalist? What do you do well? How can you improve?

Discover more SEARCH ONLINE to find conversation starters to help create interesting and memorable conversations. Choose your three favorites and try them in class.

33 Unit 3 How do we communicate?

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.

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.

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

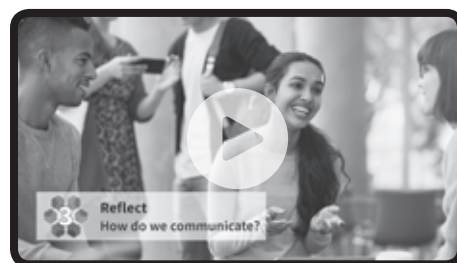
The Reflect panel encourages students to think about all five lesson questions in light of everything they have learned over the course of the unit.

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

How do we communicate?

How do we use language?

How can we communicate without words?

How is communication changing?

What makes a good conversation?

How do we write to different people?

- 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

I learned that 55% of communication is nonverbal.

Unit 3 How do we communicate? 35

Reflect

How do we communicate?

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

In your own words, how do we communicate?

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

Unit 3 How do we communicate? 33

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.

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 do we research significant events from the past?

Project task

Work in groups and give a presentation about the historical context for a year of your choice. Research the significant events for that year 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 research mind map for a presentation. Then match the events to the categories: Environment Literature Movies Music Sports Technology
- Which event do you think is the most significant? Why?

Project

Collaborate and Plan

Work in groups. Make a list of six tasks in the 'What?' column using the steps in exercises 6-10 to help you. Then complete the 'Who?' and 'When?' columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			

Discover more

SEARCH ONLINE and find out about significant events from one of the years below or one of your group's choices.

3900 the year you were born the year you started school

Key phrases allocating roles

Is it OK with everyone if I ... ?
 I don't like it. I'm not interested in ...
 Why don't you ... ?
 I'd rather ... than ...
 Why then, I enjoy doing ... ?
 It (really) like to ...
 Would anyone mind if I ... ?
 FYI ... ?

SHARE

Practice your group's presentation.

PRESENT

Give feedback and make any necessary changes to your slides or script.

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?
- How effective was your group's presentation?

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 do we research significant events from the past?

	Excellent (scores 8-10)	Good (scores 5-7)	Fair (scores 2-4)	Poor (scores 0-1)
Collaboration	Listened attentively and contributed effectively with peers to plan the tasks and complete the project planner. Made valuable suggestions during the preparation of the survey and the chart. Participated enthusiastically while conducting the survey and presenting the chart.	Listened well and contributed to the completion of the project planner. Made helpful suggestions during the preparation of the survey and the chart. Participated in collecting the survey results and presenting the chart.	Needed reminders to stay on task. Could have shown more enthusiasm and contributed more towards the project planner, the survey, and the presentation.	Struggled to work with peers. Made limited contribution to the project planner. Was reluctant to participate in conducting the survey or presenting the chart.
Communication	Consistently used clear, concise, and specific language in formulating the survey questions. Spoke clearly and effectively during the project planning, the survey, and the presentation.	Frequently used clear, concise, and specific questions in formulating the survey questions. Spoke for the most part, clearly and effectively during the project.	Survey questions could have been clearer, simpler, and more specific. Made some effort to speak effectively during the project.	Survey questions were either incomplete or vague. Made little attempt to speak during the project.
Creativity	Presented the survey results clearly and with originality. The chart was bold and vivid. The presentation held the audience's attention throughout.	The chart was clear and the audience were engaged during the presentation.	The survey results could have been presented in a more interesting way in order to engage the audience's attention.	The presentation was unclear, lacked thought, and did not engage the audience.
Critical thinking	Was able to clearly justify why the survey results were interesting. During reflection on the project, the analysis was detailed and thoughtful, clearly highlighting areas that needed improvement.	Was able to justify to a great extent why the survey results were interesting. When reflecting on the project, the analysis was thoughtful, indicating some areas that needed improvement.	Was able to justify to some extent why the survey results were interesting. When reflecting on the project, the analysis was brief and could have been more thoughtful.	Struggled to justify why the survey results were interesting. When reflecting on the project, responses to the questions were either incomplete or hastily completed.

Writing workshop

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.

Writing task

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.

Writing tip

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.

Writing strategy

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

Writing workshop: A for and against essay

Writing task

Write an essay discussing the advantages and disadvantages of different kinds of technology. Your essay should end with your own opinion, and state if you are for or against using this kind of technology.

Understand the task

1. Study the writing task. What do you have to do in the essay?

2. Read the model essay and answer the questions.

3. Which topic is the essay about?

4. Is the writer for or against the topic? Why?

Model essay: IS IT TIME TO STOP DOWNLOADING?

Paragraph 1: Introduction

How do you listen to music? Increasingly, the big question is whether to **buy** downloads and just listen to music on streaming services, which now account for 70% of the music industry's income. So what are the advantages and disadvantages of doing this?

Paragraph 2: Advantages of streaming music

Let's start with the advantages. First, and most importantly, streaming means you can listen to your favourite songs anywhere, on any device, without using up memory on it. Second, you can create your own playlists, and what's more, share them with friends easily. Another big advantage is that streaming services suggest music to you, which helps you find new bands. On top of this, the choice is absolutely enormous! Finally, it's possible to stream music for free, which is great for young people.

Paragraph 3: Disadvantages of streaming music

Turning to the disadvantages, first of all you need good Wi-Fi for streaming and a fairly big data allowance. As well as the cost of these, the streaming service itself can be pretty expensive (and while the free service with ads might seem fine at first, obviously they can get very annoying). Furthermore, the audio quality can be quite poor, although not everyone notices this. There's also the fact that some artists don't appear on streaming services, and another argument against them is that they don't pay artists much. Last but not least, when you stream music, unfortunately you don't own it at all. In all things considered, even though I like the convenience of streaming, in my personal life, it's much better to own the music you love. That's why overall, I still prefer downloads.

Paragraph 4: Conclusion

In conclusion, while streaming music has many advantages, the disadvantages are significant. Therefore, I believe it is time to stop downloading and start streaming music.

Answer the questions about the model essay.

1. How many paragraphs are there?

2. How does the writer begin paragraphs 2 and 3?

3. How many advantages are described in paragraph 2?

4. How many disadvantages are described in paragraph 3?

5. Which points does the conclusion contain: advantages, disadvantages, new information, opinion?

Think and plan

Writing tip

Don't decide which topic you are going to write about too quickly. First, ask yourself:

- Which of the technology topics are you most familiar with?
- Which have you heard people talk about the most?
- Which one(s) do you use most often?
- Which one(s) have you had the most problems with?

Writing strategy

1. Study the writing tip and discuss your ideas with a partner.

Organizing for and against points

In a for and against essay, it's easiest to discuss the advantages in one paragraph, and then do the same for the disadvantages in another paragraph.

2. Study the writing strategy. Match these notes to the different essay topics. Which notes are about advantages? Which are about disadvantages?

- a. It saves the cutting down of trees
- b. It encourages people to have social interaction
- c. There's a lack of feedback from a teacher
- d. You can meet and play with new people

Writing tip

Before you begin writing, make notes on the essay topic. You can write down nouns or adjectives under 'for' or 'against'. This will help you organize your ideas and save time. After taking notes, try cutting as many words as possible from your ideas, leaving only the key information you need. This will help you get into the habit of taking short notes.

3. Study the writing tip. Look at these notes again and try to reduce the words to the number in parentheses, or even less if possible.

• It saves the cutting down of trees (4 words)	saves cutting down trees ** saves trees
• It encourages people to have social interaction (9 words)	encourages people to have social interaction (9 words)
• you don't get any feedback from a teacher (4 words)	no feedback from teacher (4 words)
• you can meet and play with new people (4 words)	can meet and play with new people (4 words)

Writing strategy

Generating ideas

Before you decide whether you are for or against the topic, think of as many points as possible for each argument. Think of different people you know and their opinions. You can find more ideas by doing online research and choosing the ideas that you think are strongest.

Structured writing process

The writing process follows a three-stage structure:

Think and plan: Students analyze a model text and begin generating ideas for their own writing. Students are also encouraged to understand the importance of organizing their ideas and structuring their writing.

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.

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.



Before you read

Literature

A short story

Before you read

1 You're going to read *How the Camel got his Hump* by Rudyard Kipling. It's from a collection of stories called *Just So Stories*. Before you read, discuss the questions in groups.

- 1 What is a camel's "trump" and what is inside it?
- 2 Why do camels have humps?
- 3 Do camels always have one hump?

2 Read *About the Author*. Then complete the mind map. Compare your mind map with a partner.

About the Author

Rudyard Kipling (1865–1936) was a British novelist, poet, and journalist who was born in India. From the age of six he went to school in the UK, but he later returned to India. Kipling was one of the most famous British writers of the late 19th and early 20th century, and he won the Nobel Prize for Literature in 1907. Although some of his political ideas are now out of date, his works of literature continue to be popular. The most famous of these are the novel *The Jungle Book* (1894), the *Just So Stories* (1902), and the poem "If..." (1910). Much of his literature was influenced by his life in India. For example, *The Jungle Book* is set in the Indian jungle. It is his most famous work, and has been made into movies, plays, and musicals.

Diagram illustrating Rudyard Kipling's background and works:

```

graph TD
    RK[Rudyard Kipling] --- N1[Nationality]
    RK --- N2[Year of birth]
    RK --- N3[Place of birth]
    RK --- N4[Type of writer]
    RK --- N5[Famous books]
    RK --- N6[Short stories]
    RK --- N7[Poems]
    N4 --- T1[Novels]
    N4 --- T2[Short stories]
    N4 --- T3[Poems]
    N4 --- T4[Plays]
    N4 --- T5[Musicals]
  
```

3 Read the information about *Just So Stories* and answer the questions.

- 1 Why did Rudyard Kipling write *Just So Stories*?
- 2 Why are these stories suitable for children?

Just So Stories

Rudyard Kipling created *Just So Stories* for his own children, in particular his daughter Josephine. The stories take the reader or listener to wild and adventurous places in different parts of the world. In the stories, he often inserted explanations for different questions about animals, for example how the leopard got his spots and how the camel got his hump. Kipling was a very imaginative short story writer. The text of the original *Just So Stories* are still popular because the characters are colorful and Kipling's language is so creative. He even invented new words!

4 Read and listen to *How the Camel got his Hump* on page 143. Complete the character profile about the camel. What five other characters are there?

Character profile

Favorite thing to say (and the answer)

personality

food

where it lives

how it changes and why

how it doesn't change

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Literature A short story

[illegible]

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.

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.

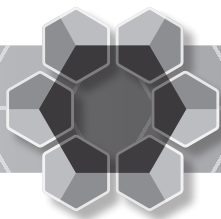
Recall: The activities at this stage check and reinforce students' comprehension of the basic elements of the text, ensuring they have a literal understanding of it.

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.

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.

[illegible]



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.

3 How do we communicate?

1 Study the reading strategy, then read the article about gorilla communication. Visualize the things described, then choose the correct answers below.

Reading strategy
Visualizing: It's easier to understand what you read if you are able to transform the words into images to create a "visual movie." While you read, try to imagine what the people, animals, places, and things look like. Use descriptions of gestures to understand what the characters think or feel.

2 What's the one thing that you shouldn't do to a gorilla?
a shout b hug
c stare d laugh

3 What else do gorillas do when they hit their chest?
a give a loud scream b make a low cry
c laugh loudly d give a long shout

2 Complete the article with the sentences below. There is one extra sentence you don't need.
A Some gorilla sounds are similar to those made by humans.
B This is a strong warning to the younger gorilla to go away.
C Gesture and sound aren't the only ways that gorillas communicate.
D He looks out for them in the enclosure.
E Gorillas can often live up to the age of 40.
F Like humans, gorillas use facial expressions to show their emotions.

3 Answer the questions.
1 Why do you think gorilla behavior is particularly interesting to scientists?
2 How many gorillas usually live together?
3 How does a gorilla show that it is afraid?
4 Why do gorillas often need to communicate by sound?
5 What is the advantage of a silverback gorilla using smell to warn of danger?
6 Why will the researchers observe the gorillas from one side?

4 Answer the questions. Write your ideas below.
If you were a researcher at the zoo, what things would you like to study about gorillas? Why?

Some researchers have found that gorillas in the wild and closely observed them. Would you like to do this? Why / why not?

UNIT 3 How do we communicate?

Reading to learn

GORILLA INFORMATION SHEET: COMMUNICATION

Gorillas share an amazing 98% of our DNA. Over the years scientists have studied the similarities between human and gorilla behavior, and in particular the ways they communicate.

Why do gorillas hit their chests?
In the wild, gorillas often live in groups of four to ten, although these groups can be much bigger. Gestures are an important part of gorilla communication and they are often used to keep the social relationships in the group. For example, if a young male gorilla tries to start a fight with an older "silverback" male gorilla, then the silverback stands up and hits his chest quickly with his hands.

Don't stare at the gorillas!
A gorilla shows fear by moving its eyes nervously from side to side and opening its mouth. Anger is shown by a long stare with the mouth shut and lips tightly pushed together. The consequence of this is the gorilla doesn't like being stared at by other gorillas, or humans!

Do gorillas talk to each other?
Gorillas usually live in their habitats, so communication by sound is important because they often can't always see each other. Gorillas have excellent hearing and when they are on the move, they often make sounds to locate other members of the group at a distance. Researchers have identified between 20 and 25 different gorilla sounds and their meanings. These sounds include barks, grunts, whistles, and screams, and are sometimes used together with gestures. For example, when the male silverback barks he often to warn off a younger male, he makes a very loud screaming noise at the same time.

When young gorillas play with each other they make a noise that sounds like a human laugh.

How can gorillas warn of danger?
When gorillas travel through the rainforest, they always need to look out for predators and other dangers. If a silverback gorilla identifies a threat, they can give off a strong scent and severely warn other gorillas without making a noise.

Our study here at the zoo
This year, the research department at our zoo will do a detailed study into how gorillas communicate with each other, particularly at feeding time.

But don't worry, they won't be staring at the gorillas, they'll be quietly observing them from one side!

UNIT 3 How do we communicate?

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.

Discover and remember

Talking about languages

1 Look at these facts about languages, then choose the correct words.

DISCOVER YOU KNOW?

1 The Caribbean language has the biggest dialect / accent / alphabet. It has 74 letters!
2 More than half of the world's population speaks two languages and is native speaker / bilingual / trilingual.
3 Ancient Egyptian used ideograms / interpreters / translators which are symbols with a meaning. We call these homographs.
4 Giant Kargi Sam is the only living alphabet / accent / native speaker of the Kusunda language of Nepal.
5 Researchers think that every two weeks a new spoken language or ideogram / dialect / alphabet dies out.

2 Complete the interview with the words below. accents fluently interpreter multilingual native speaker translator

HOW TO BECOME AN INTERPRETER

An interpreter named Maria Jones came to speak to our school. These are some of the questions we asked her:

What is an interpreter?
An interpreter changes the spoken word from one language into another. A native speaker of both languages.

How do you become an interpreter?
You need to study one or more foreign languages at a high level, and you must speak them very well. Most interpreters are bilingual and speak at least two other languages. I'm of English, of course, and I speak Spanish, French, and Italian. Yes – my mother is Italian.

What skills do you need to have?
You need to be good at listening! And also be familiar with others' cultures. It's a language – that's really important.

Words that are nouns and verbs

3 Match the situations to the sentences. Then decide if the highlighted words are nouns (N) or verbs (V).

a basketball game a bike accident a funny show a foreign vacation a mountain climb a long flight

1 I couldn't speak the language, so I gave a **funny** when people asked questions.
2 At the end, we all ran to **high** the captain.
3 I was hard to sit still for ten hours, so I began to **high** on my seat.
4 We all **high** so much that we were in tears by the end.
5 My best friend told me that he had passed his guitar exam, so I immediately gave him **high**.
6 The video on YouTube was very funny and we all had a good **high**.

4 Complete the sentences with the verb or noun form of the highlighted words from exercise 3.

1 By mistake, I pushed against a woman on the crowded bus. She turned and glared at me.
2 "Don't run in the school hallway!" the teacher above the noise.
3 We were waiting for the movie to start, but my brother couldn't sit still. "Don't be a!" Mom said.
4 "Where's the nearest store?" they asked. "I'm not sure," I answered and my shoulders.
5 My best friend told me that he had passed his guitar exam, so I immediately gave him **high**.
6 The video on YouTube was very funny and we all had a good **high**.

UNIT 3 How do we communicate?

Discover and remember

Talking about experiences: finished and unfinished actions

5 Complete the sentences with the present perfect or the past perfect.

1 Kai wants to be an interpreter, so he _____ these languages this year.
2 Cara's accent hasn't improved much because she _____ these languages when online.
3 "My phone battery is dead!" "Oh no, _____ you _____ of it?"
4 "I'm not sure what to do for homework because I _____ to my teacher's class."
5 They know a little Japanese now, as they _____ friends in Japan.
6 "Our music started learning mandarin recently." "_____ she _____ that new app?" "It's very good."
7 We _____ to learn Portuguese, but we can't say much yet.
8 "I'm sorry, I'm late." "Don't worry, _____ long for you."

6 Read the sentence pairs and answer the questions.

1 A "I've learned the vocabulary for tomorrow."
B "You've been learning the vocabulary for tomorrow."
Who's in the middle of studying the vocabulary? _____
Who knows all the vocabulary? _____

2 A "They've been messaging each other for hours."
B "They've been messaging each other for hours."
Who's still messaging?
Who's been messaging but has stopped now?
Who's been messaging but has stopped now?
Who's been messaging but has stopped now?

3 A "I wrote my first letter."
B "I've written my first letter."
Who's talking to their grandmother on the phone about something they've just done?
Who's writing in their diary about a few days ago?

7 Complete the sentences with the simple past, present perfect simple, or present perfect continuous.

1 I love this app. I _____ (have) it on my phone for six months.
2 She _____ (try) to download the app for hours.
3 My parents _____ (buy) me my first laptop about two years ago.
4 My brothers _____ (play) mini-golf on their phones all afternoon.
5 We have some exciting news. We _____ (win) that competition!
6 I _____ (not look) at my phone at all last night.
7 _____ (you / study) all evening? You look very tired.
8 "My grandparents want to begin last year." "_____ (they / like) it?"

8 Complete the online article with the simple past, present perfect simple, or present perfect continuous.

THE BIRTHDAY CARD THAT HELPS GOING

Two friends _____ (send) the same birthday card to each other for fifty years and their signs of them saying: "The friends, Lindsey Chaffin and Janet Babin from the U.K. live in _____ (live) in elementary school when they _____ (be) only seven years old. When they were 16, Janet _____ (send) a special birthday card for Lindsey, who then _____ (send) a card to Lindsey's birthday. Since then, the card _____ (go) back and forth between the two women. They _____ (not) just send each other nice cards, but they always write a letter and put it inside the card, so they know each other's news. This week, they _____ (be) in the seven because they've reached their 45th birthdays and the fifth year of sending the card.

UNIT 3 How do we communicate?

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.

Unit 3

Listening

1 Listen to two conversations in a school. Write 1 or 2 next to the questions below.

- 1 In which conversation does the existing student? ...?
- a) politely react to what the new student says?
- b) show little interest in what the new student says?
- c) ignore a phone message?
- d) interrupt the new student?
- e) explain when something isn't clear?
- f) go and talk to a friend?

2 Which conversation do you think is the most successful?

2 Listen again. Complete the table with information you hear, or fill (put something) in.

How student Lily	David
Arrived at school	
Says of old school	
Forgets sport	
Length of this study	
Sure	

3 Listen again. Decide if the sentences are true (T) or false (F).

- 1 Lily's old school was bigger than the new one.
- 2 Lisa has been helping a young senior teacher.
- 3 Lily can use the basketball court without permission.
- 4 David thinks the gym is a bit old-fashioned.
- 5 Lisa is going to be in the dress dance class.
- 6 There's a pool at David's new school.

Speaking

4 Choose the correct words.

- 1 That's *interesting* / *interesting*.
- 2 'Helloing' / *helloing*, did you have a nice time?
- 3 So *when* / *where* / *are* that?
- 4 I mean what you *mean*ing / *mean*ing / *mean*ing.
- 5 *How* / *Who* / *What* about you?

5 Complete the dialogue with the words below. There is one extra word that you don't need.

about something know me really to think when you
 Sarah: Hi, I haven't seen you for ages. How are you?
 Josh: Fine. I'm just back from a few days away.
 Sarah: Yeah. I met you at a state football tournament with my club.
 Josh: ... was that?

Sarah: I was in California. There were over 800 teams.
 Josh: ...? That's ...

Sarah: No, unfortunately I ... (did you win)?
 Josh: ... you? What have you been doing?

Sarah: Studying for tomorrow's math lesson. It's hard.
 Josh: ... what you mean?

6 Study the speaking strategy. Underline the questions and phrases in the dialogue in exercise 5 that show interest.

Speaking strategy

Show interest

It's often useful to show the speaker is listening. This motivates them to communicate more. You can express interest by ...

- using body language
- asking questions
- using phrases that show interest

7 You meet a friend who has been away. Write a dialogue using phrases from exercises 4 and 5 to show interest. Choose a place that your friend has been to from the list below.

- an exciting activity or event
- an important sports competition
- an outdoor adventure trip

Unit 3 How do we communicate?

29

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.

Writing

An email

- Alicia is going on a Language Exchange Program in a school in Madrid. Read her formal email to the head of languages there. Answer the questions.
 - What role does Alicia have?
 - What three pieces of equipment does Alicia ask about?

Mrs. Lopez,

I am your school's Language Exchange Program in February. I am the group representative for the students who are taking part from my school. My teacher, Mr. Cox, has asked me to contact you behalf of everyone. We would be very grateful if you could answer our questions about the trip to Madrid.

From our teacher, we understand that we will take part in classes, and we wonder if we need to bring our laptops or notebooks to use in class. We also wondered if we could get login details to access your school's website during our stay so that we can see the daily schedule.

To make sure we all get to know the mountains on the first weekend, We would like to go into the forest walking boots.

Thank you in advance.

We are looking forward to the visit.

If your students need any further information about our school, then

Alicia Wood

- Read the email again. Complete 3–5 with the words and phrases below.

We are happy. Yours sincerely
Please don't hesitate to contact me. Dear
I am writing to you regarding

LANGUAGE POINT Identifying formal, neutral, and informal phrases

- Find formal words or phrases in the email in exercise 1 for these neutral (N) or informal (I) words.
 - We can't wait for (I)
 - get in touch (N)
 - We'll be really pleased (N)
 - get on (I)
 - We've heard that (N)
 - show (N)

Task An email to someone you don't know

- You are going on your school's Language Exchange Program to another country. Your teacher has asked you to write a formal email to the head of languages at the exchange school. Study the writing strategy and answer the questions.

Writing strategy

Formal and informal writing

We can write to people in a formal, neutral, or informal style. The style we choose depends on why we are writing and on our relationship to the person we are writing to.

Why do you need to use a formal style in your email?

- Think and plan

- Use your imagination and answer the questions before about your trip.
 - The school we're visiting is in the city of _____.
 - We're going in the month of _____.
 - The teacher we're going with is named _____.
 - The head of languages at the school is called _____.
 - The three questions that all our students want to know about going on the trip are:

_____?
- Plan three paragraphs of your formal email. Write your notes in the table.

1	An introduction introducing yourself, explaining why you're emailing and what you'd like the head of languages to do.
2	A paragraph about the three different questions that you'd like answered.
3	A short conclusion with thanks.

Review and edit

- Write a final draft of your formal email. Use the checklist to help you.

Checklist

Content

- Do you introduce yourself clearly at the beginning of your email and explain why you're writing? ☐
- Does your email explain the questions that you would like answered? ☐

Language

- Have you used formal language and avoided contractions? ☐
- Is your spelling correct? ☐
- Is your grammar correct? ☐

- Create a final draft of your formal email.

Unit 3 How do we communicate? 33

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.

Oxford Discover Futures Classroom Presentation Tool

Deliver heads-up lessons

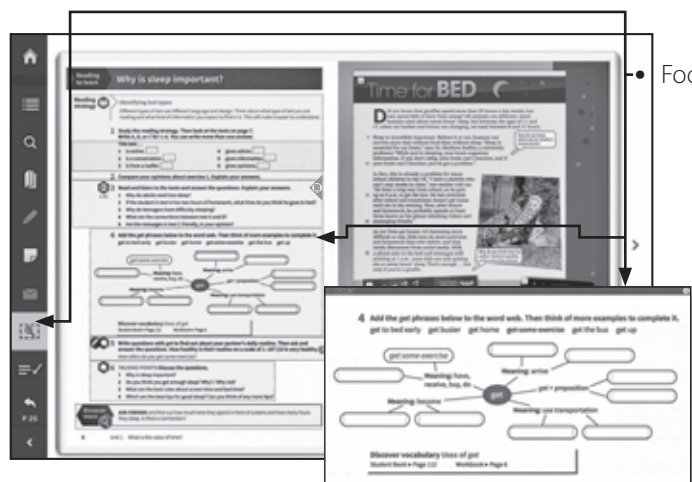
Engage your students in your blended learning classroom with the easy-to-use digital features.

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.

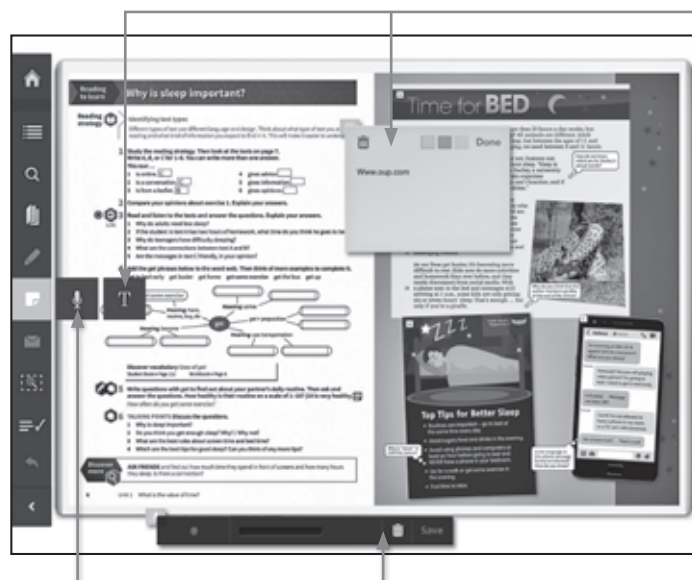
Take your Classroom Presentation Tool with you and plan your lessons online or offline, across your devices.

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

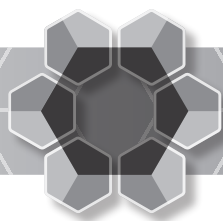
- ten Factflix videos
- ten Reflect videos (without narration)
- ten Reflect videos (with narration)
- video audio

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

- Video: Teaching Beyond the 4Cs in the Secondary Classroom, 21st Century Skills
- Video: A Guide to Inquiry-based Learning



Teaching with *Oxford Discover Futures*

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.

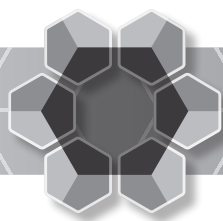
Personalization

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)

VIDEO Describing and identifying people

READING Reading for gist or detail

LANGUAGE IN USE Talking about the present; defining and non-defining relative clauses

LIFE SKILLS Protecting identity online

SPEAKING Emphasizing important points

WRITING Generating and organizing ideas with a mind map

How do we identify people?

- Look at the picture and caption on page 4. Do you agree with the caption? In what ways can we identify a person?
- Read the descriptions. Which people can you definitely identify? Why?

Identities

- Ellen Ochoa was one of NASA's first female astronauts.
- Teenage ice skating star Young You first became the South Korean champion at age eleven.
- Robin Emmons is a kind and determined middle-aged woman. She became a farmer to help feed the poor.
- Maziah Bridges is a well-dressed fashion designer who has created a successful business.
- Blond-haired, blue-eyed Mick Fanning is a courageous surfer who once survived a shark attack.
- The elderly and enthusiastic runner Fauja Singh completed marathons even after his 100th birthday.

Discover vocabulary Describing people
Student Book ► Page 112 Workbook ► Page 6

- Watch the Factfile video. In what different ways do the presenters say that we identify people?
- Discuss the questions. Watch the video again and check your answers.

- What are the most common first names in the world?
- Why do we have last names and what can they tell us?
- Why are numbers useful for identifying people?
- Who uses numbers and codes to identify people?
- Why is it difficult to identify a person's nationality?

Key phrases identifying people

It's (not) hard to tell / say if He/She strikes me as being
 he/she is He is / isn't (old) enough
 You can tell by (his / her) face that to be
 She/He looks / doesn't look (like)

- Discuss the questions.

- Which people were the easiest and the most difficult to identify from the descriptions? Why?
- Why aren't names always a good way to identify people?

Discover more **SEARCH ONLINE** and find out more about one of the people mentioned in exercise 2.

What is IDENTITY?

Identity is more than a name.
It is more than what you see.
I am more... I am me.

Vocabulary

- Describing people
- Noun endings
- Internet safety

Further practice

Discover vocabulary Student Book, page 112

Workbook, pages 6 to 8

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading for gist or detail
- Reading about what makes people unique

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 4 to 5

Grammar

- Talking about the present
- Defining and non-defining relative clauses

Further practice

Discover grammar Student Book, page 113

Workbook, pages 6 to 8

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Computer literacy: protecting your identity online

Further practice

Workbook, page 9

Speaking

- Identifying people
- Emphasizing important points
- Warning about danger

Further practice

Workbook, page 9

Writing

- Writing a descriptive profile
- Generating and organizing ideas with a mind map
- Modifying meaning using adverbs of degree

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 do we identify people?

Learning objectives

FACTFLIX VIDEO Describing and identifying people

VOCABULARY Describing people

SPEAKING Describing people and talking about how we identify them

Introducing the topic

- With books closed, ask: *What is your identity? How can you identify yourself?*
- Explain the meaning of the word *identity* if necessary, and elicit some ways in which you can talk about your identity, e.g., your name, your age, your nationality. Make notes on the board as students suggest ideas.
- Point to the ideas on the board and ask: *If I have all this information about you, do I know everything about you? Why? Why not?* Elicit a few ideas and ask the *Discover* question, *What is identity?* Encourage students to give their opinions.
- Students then open their books and look at the opening picture, caption, and lesson question.

1

- Put students in pairs to discuss the questions. Refer them to the ideas on the board to help if necessary, or ask more questions to get them thinking, e.g., *Can you know someone if you don't know their name? What can you know about a person by looking at them? Do we identify famous people in the same way as we identify friends?*
- Elicit some ideas, and encourage students to think about how they identify themselves and other people.

2

- Read identities 1–6 with the class and check that students understand all the words before they identify pictures A–F.
- Elicit some ideas about how they can identify the people from the descriptions. Check answers with the class.

SUGGESTED ANSWERS

- 1 B: Ellen Ochoa: the American flag in the background suggests she works for NASA (National Aeronautics and Space Administration)
- 2 E: Young You: the Olympic circles on her hat suggest she is a sports person
- 3 A: Robin Emmons: she is female and she looks middle-aged
- 4 C: Moziah Bridges: he is well-dressed
- 5 D: Mick Fanning: he is blond-haired and blue-eyed
- 6 F: Fauja Singh: he looks the oldest person in the pictures

Discover vocabulary

Student Book page 112 Workbook page 6

- With weaker classes, do this vocabulary practice in class, before students continue with the lesson. With stronger classes, students can do the exercises on page 112 for homework.

3

- Read the question aloud and play the video for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Check answers, and ask: *Which ways do you think you usually use to identify people? Why?*

ANSWERS

We use their full name, a description of their appearance, numbers (ID, passport), nationality, information about what they have done, information about their personality.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each point is made, and confirm what Sofia and Zach said.

4

- Students discuss the questions in pairs. Ask students if they can remember some of the answers, but don't confirm their ideas at this stage.
- Play the video again for students to check their answers.
- Check answers, and ask students what surprised them.

ANSWERS

- 1 Sofia and Mohammed
- 2 We have last names because so many people have the same first name. They can tell us about someone's family, job, or appearance.
- 3 Numbers are useful because everyone can have a different number.
- 4 organizations
- 5 Because people of almost every race and color live in every country.

5

- Read the key phrases aloud, giving an example of each phrase in use, e.g., *It's hard to tell if he's American.*

COMMUNICATION

- Students work in pairs and take turns to describe and identify the people in exercise 2.
- Ask some students to tell the class their descriptions, and ask other students if they agree or disagree, and why.

6

- Students discuss the questions in groups.
- Have a brief class discussion on each of the questions. Encourage as many students as possible to join in and express their own ideas.

Discover more

- You could allocate different people to different students, to ensure a spread across the class. 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 about their person to bring to the next class.
- After the research or at the beginning of the next lesson, students who researched the same person can work together to prepare a mini presentation.
- Ask each group to present their findings to the class. Discuss as a class whether any of the information students found was different, and why this might be.

Further practice

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

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn What makes you unique?

Reading strategy Reading for gist or detail

When we read for the general idea or gist, we don't focus on every individual word or piece of information. We use text structure, title, headings, content words, and any images to recognize the important ideas.

When we read for specific details, we need to read more slowly and with care. It's sometimes necessary to read part or all of the text more than once to check that we don't miss anything.

- 1 Study the reading strategy. Then look at 1-5. Do we normally read for gist (G) or detail (D) in these cases?
 - 1 Your phone is blocked and you find instructions to unblock it on the internet.
 - 2 You want to know if an article is interesting or not.
 - 3 You receive an email with directions to a place you can't find.
 - 4 You want to know if a travel website has any information about vacations in Florida.
 - 5 You're reading the instructions for an exam.
- 2 Look at the article on page 7. Read it for gist to find the answers to 1-3.
 - 1 Is the article serious or funny?
 - 2 Why is it divided into two parts?
 - 3 Does it mention any topics you would like to know more about?
- 3 Now read and listen to the article for detail. Find the answers to 1-5.
 - 1 Why were strangers saying hello to Neil Richardson?
 - 2 Why do we like to be with people who are similar to us?
 - 3 In what ways is each of us physically unique?
 - 4 How does biometric technology work?
 - 5 Why is it good that we're not all the same?

Discover vocabulary Noun endings
Student book ► Page 112 Workbook ► Page 6

- 4 Find nouns in the article that are related to words 1-8. Which nouns have the same endings?

1 confuse (verb)	5 measure (verb)
2 similar (adjective)	6 scan (verb)
3 safe (adjective)	7 combine (verb)
4 unique (adjective)	8 identical (adjective)
- 5 Work in pairs to think of more nouns with each of the endings in exercise 4.
- 6 TALKING POINTS Discuss the questions.
 - 1 Would you like to meet your doppelgänger? Why? / Why not?
 - 2 In what ways are your friends similar to or different from you?
 - 3 In what ways are people in your family similar to or different from you?
 - 4 How does the world make it difficult for us to be ourselves?

Discover more SEARCH ONLINE and find out about the different **fingerprint types** or **face shapes** people have. Which type do you have?

Unit 1 What is identity?

The same ... but different

When Neil Richardson moved to a new neighborhood, people who he had never met waved and greeted him. It seemed that people there somehow knew him, but they clearly didn't know his name, because they all said, "Hello John." Neil discovered the cause of this confusion when he stepped onto a bus one day and came face to face with his mirror image – a man called John Jemison.

As they compared life stories, it was clear that their similarities weren't only physical. Coincidentally, both men had attended the same college. They both sang in choirs and they shared a love of poetry. They are now close friends. Neil and John's story is not as unique as you might think. If you search for images of doppelgängers online, you'll find that there are plenty of people in the world who look alike. You might have a double somewhere, too.

The desire to find people with some similarity to ourselves can be strong. We like to be with people who act the same way, who dress the same way, who like the same things, and who go to the same places. Like many other animals, we often want to be part of a group because there's safety in numbers. We're comfortable when we don't feel different, because it feels safer to be the same.

The fact is that we are all different, however. We are individuals with separate identities. Physically we are all unique in many ways. No two people have exactly the same face, the same voice, or the same way of walking. Nobody has the same fingerprints as you, or the same patterns of blood vessels in their fingers or eyes.

Because we are all physically different, a multi-billion dollar industry called biometrics (from the Greek bios for "life" and metron for "measure") has developed that uses our uniqueness to identify us.

The biometrics industry produces photographic equipment and scanners that use measurements, data, and algorithms to recognize and check our unique features in fractions of seconds. Nowadays some cell phones can recognize your face or voice as fast as your friends can.

It's not only our physical characteristics that identify us, however. We all have individual thoughts and feelings, knowledge, experiences, and beliefs. Your identity is a combination of all of these things and more. And that combination is yours and yours alone. What makes us different is what makes us interesting.

What do you think a "doppelgänger" is?

What's the meaning of "there's safety in numbers"?

Why is it useful to use physical characteristics to identify people?

How do you think your cell phone can recognize you?

What does "there's safety in numbers" refer to?

What does "there's safety in numbers" refer to?

Neil Richardson

John Jemison

Reading to learn

What makes you unique?

Learning objectives

READING Reading an article about what makes people unique

READING Reading for gist or detail

VOCABULARY Noun endings

Reporting back

- If students did the *Discover more* activity in 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 work individually and think of three people who are similar to them. Tell them the people can be anyone – family members, friends, or people they have seen or read about in the media. Ask them to write the name of each person and ways in which they are similar to them, e.g., looks, personality, interests, etc.
- Ask students to choose the person who is most similar to them and think of three ways in which that person is different from them.
- Put students in groups to share their ideas.
- Ask: *Did anyone think of a person who is exactly the same as them in every way?* Elicit that this is not possible, and elicit the idea that every person is unique.

1

- Point to the text on page 7 and ask: *What do you think it is about?* Elicit a few ideas.
- Ask students to read the reading strategy, or read it aloud to the class. Ask: *When might you read a text for gist? When would you read it for details?* Elicit a few ideas, but don't confirm them at this stage.
- Students then look at the five situations and decide how they would read a text for each one. They could work in pairs for this.
- Discuss the answers with the class, encouraging students to give reasons for their answers.

ANSWERS

1 D 2 G 3 D 4 G 5 D

2

- Ask students to read the three questions, then ask them to read the article for gist. You could set a time limit of two or three minutes, to encourage students to read quickly.
- Discuss the answers with the class, and discuss what topics students would like to know more about and why.

ANSWERS

1 It's serious.

2 It is divided into two parts because the first part focuses on how similar people can be, and the second part focuses on the fact that each person is unique.

3 students' own answers

3  1.01

- Ask students to read the questions. Point out that to answer the questions, students need to read the text carefully, in more detail.

- Play the audio for students to listen and read and answer the questions. Remind them to explain their answers.
- Check answers.

ANSWERS

- 1 They were saying hello to him because he looked very much like someone they already knew.
- 2 Because we like being part of a group.
- 3 No one has exactly the same face, voice, or way of walking, and no one has the same fingerprints or the same patterns of blood vessels in their fingers or eyes.
- 4 It measures the things that make us unique, e.g., our face, voice, etc.
- 5 It is good because it makes us all interesting.

READING TEXT QUESTIONS

- Ask students to answer the questions next to the article on page 7 individually. Encourage them to scan the article to find the relevant parts, then read these carefully to answer the questions. Allow them to compare their answers in pairs, then discuss the answers with the class, encouraging students to refer back to the article to explain their answers.

SUGGESTED ANSWERS

A "doppelgänger" is someone who looks very similar to another person.

"There's safety in numbers" means that we are safer in a large group than we are on our own.

It is useful to use physical characteristics because they are easy to see and measure.

Your cell phone can recognize you by your eyes, your fingerprint, or your voice.

"These" refers to your physical characteristics, thoughts, feelings, knowledge, experiences, and beliefs.

Discover vocabulary Student Book page 112 Workbook page 6

- 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

- Read the first word aloud and ask students to find the noun (*confusion*). Elicit what the ending is (*-ion*).
- Students then complete the task.
- Check answers, and check that students understand all the nouns.

ANSWERS

- 1 confusion
- 2 similarity
- 3 safety
- 4 uniqueness
- 5 measurement
- 6 scanner
- 7 combination
- 8 identity

-ion: confusion, combination

-ty: similarity, safety, identity

-ness: uniqueness

-ment: measurement

-er: scanner

5

- Students work in pairs to think of more nouns with the endings in exercise 4.
- Write students' ideas on the board and make sure students understand all the nouns.

SUGGESTED ANSWERS

-ion: education, relaxation, decision

-ty: equality, difficulty

-ness: happiness, tiredness

-ment: appointment, employment

-er: teacher, driver

6 Talking points

CRITICAL THINKING

- Allow students time to think about their answers individually, and encourage them to think of reasons to support their ideas.
- Put students in small groups to discuss the questions. Ask them to make notes on their ideas for question 4.
- Choose one person in each group to report back. For question 4, ask other students to respond, e.g., *Who else agrees with this idea? Why? Who has a different point of view?*

Extra activity: Critical thinking

- Ask: *What's the most secure way to identify someone? Is it safer to use biometrics for your phone or bank card, or is it safer to use a PIN number that you have to remember? What are the advantages and disadvantages of each?*
- Discuss the questions as a class.

Discover more

- Explain that students should use the exact search term in the task. They 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, ask individual students what they found out about different fingerprint types or face shapes, then ask other students to confirm the information and add more. Ask some students to tell the class what they found out about their own fingerprint type or face shape.

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 5

Reading practice worksheet, Teacher's Resource Center

Language in use What makes us who we are?

1 Read Asha's profile and answer the questions.

- What item in the picture does Asha mention in her profile information?
- Which words in Asha's word cloud are not mentioned in her profile?
- How is Asha similar to you or people you know?

Language in use

WHO AM I?

Where we're from, what we do, what we like, and who we know all form part of our identity.

My profile

Name My name's Asha, which means hope. Maybe that's why I'm an optimistic person.

Origins My family is originally from Mumbai, which is in India, but I've always lived in the US. I guess India is in my blood and I'm proud of that, but I feel American.

Home I live in New York, and I can't imagine living anywhere else! There are so many nationalities in the neighborhood where I live. It's exciting to feel part of this mini-world.

People The people who influence me the most are my family and friends. Oh, and my music teacher!

Music Music's a big part of my life. I've played the oboe since I was a kid, and now I'm learning the saxophone. I'd love to play in a band.

Hobbies and sport I'm into cooking, and my mom has taught me quite a lot, but my real passion is basketball. I'm a big fan of the New York Knicks. The games aren't cheap, but I go when I can.

Fashion I wear mainly casual things, but occasionally I put on traditional Indian clothes for festivals. My grandma just sent me the beautiful earrings that I'm wearing in this picture.

Social media I'm in a few groups on social media, where I sometimes post things about cooking or basketball. More and more people are following me. Maybe they like my Indian recipes!

Inspiration Gandhi, who we're studying in school, is really an inspiration for me. He needed a lot of courage to be a pacifist.



2 Complete 1-3 with examples from Asha's profile on page 8.

facts and routines	1
actions in progress	2
past events relevant now	3

3 Use the simple present, present continuous, or the present perfect to write five true sentences and one false sentence about yourself. Read your sentences in groups and try to identify the false ones.

I sometimes wear traditional clothes.
I'm learning to salsa dance.
I've met a famous person.

Discover grammar Defining and non-defining relative clauses
 Student Book ► Page 113 Workbook ► Page 7
 A defining relative clause adds essential information to a sentence, and a non-defining relative clause adds non-essential information.

4 Compare the examples from Asha's profile. Which relative clause gives essential information and which gives non-essential information? How does punctuation identify the non-essential information?

The people who influence me the most are my family and friends.
Gandhi, who we're studying in school, is really an inspiration for me.

essential information: _____
 non-essential information: _____

5 Read the profile again and find more examples of defining and non-defining relative clauses. Why do we use different relative pronouns?

defining relative clauses: _____
 non-defining relative clauses: _____

6 Look at the categories in Asha's profile. Make a list of some of the people, places, and activities that are important to you.

7 Work in a group. Look at other people's word lists. Guess what each word refers to.

Is Ricardo your friend who plays the guitar?

Yes, he is!

8 Write your profile with the words from your list.

Discover more SEARCH ONLINE for information about a person you admire and find a place, a person or a thing that are or were important in their lives. Then compare your information.

Unit 1 What is identity?

Unit 1 What is identity?

Language in use

What makes us who we are?

Learning objectives

GRAMMAR Talking about the present

GRAMMAR Defining and non-defining relative clauses

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, tell the class a surprising fact about yourself, e.g., about a hobby or the kind of music you like.
- Ask students to think about one thing about themselves that their classmates might not know. Tell them it could be about their family, their hobbies, the music or movies that they like, the people they admire, etc.
- Put students in groups to compare their ideas and discuss which facts they find the most surprising and why.
- Ask some students to tell the class the most surprising thing they learned about one of their classmates. Ask: *Has it changed the way you see this person? Why?* Discuss as a class how learning more about a person can change the way we perceive them and their identity.

1

- Ask students to look at the photo of Asha. Ask: *What kind of person do you think she is? What hobbies do you think she*

has? What music do you think she likes? Elicit a few ideas, but don't confirm them at this stage.

- Students then read the profile and answer the questions.
- Check answers. Ask: *Are you surprised by anything you have learned about Asha?* Elicit a few answers.

ANSWERS

1 earrings 2 Europe, art, guitar 3 students' own answers

Discover grammar

Student Book page 113 Workbook page 7

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation with the class before you continue to exercise 2.

2

- Read aloud the information about talking about the present.
- Ask students to find examples in the profile and decide which meaning in the table each one has.
- Check answers and elicit which verb form each example uses.

ANSWERS

- My name's Asha, which means hope. Maybe that's why I'm an optimistic person. My family is originally from Mumbai, which is in India, etc. (simple present)
- I'm learning the saxophone. I'm wearing in this picture. More and more people are following me. We're studying in school. (present continuous)
- I've always lived in the US. I've played the oboe since I was a kid. My mom has taught me quite a lot. (present perfect)

8

Unit 1

Extra activity: Communication

- To reinforce the grammar, ask students some questions about themselves, based on the information about Asha, e.g., *Which countries are in your blood? What nationality do you feel like? Are you learning any instruments? What are you wearing today? Have you always lived in the same house? How long have you lived there?* Use students' answers to reinforce the use of the three tenses.

3

- Allow students time to write their sentences individually, then put them in groups to read their sentences aloud and guess the false ones.
- Ask whose false sentences were difficult to spot!

Discover grammar Student Book page 113 Workbook page 7

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation with the class before you continue to exercise 4.

4

- Read the information aloud about defining and non-defining relative clauses.
- Students read the examples and answer the questions individually.
- Check answers.

ANSWERS

essential information: who influence me the most

non-essential information: who we're studying in school – we use commas before and after it

5

- Students read the profile again and find more examples of defining and non-defining relative clauses.
- Check answers, and discuss as a class why we use different relative pronouns. Build up a list of relative pronouns on the board (*who, which, that, where, when, whose*) and discuss when we use each one.

ANSWERS

defining relative clauses: where I live, that I'm wearing in this picture

non-defining relative clauses: which means hope, which is in India, where I occasionally post things about cooking or basketball

6

- Read the task aloud and make sure students understand that they should use the categories in the profile to give them ideas for their notes, but they shouldn't write the headings; they should list the people, places, and activities in a random order.
- Go around monitoring and helping while students are working.

7

- Demonstrate the task by asking a confident student to show you their list. Ask a few questions about some of the words on the list.

- Put students in small groups to ask and answer questions and guess what each word refers to.

8

- Ask students to write their profile, using the words they wrote in exercise 6. Remind them to use Asha's profile as a model and to use present tenses correctly.
- Students could check and provide feedback on a partner's profile. Then, after they've made any revisions, ask some students to read their profile to the class.

Extra activity: Critical thinking

- Collect the profiles, then pick one at random. Read aloud three unusual facts from the profile that you think students will not know about their classmate. See if the class can guess which person they are about.
- Ask students to give reasons for their guesses, e.g., *I think Carlo is the kind of person who likes ...*
- If students are surprised by the answers, discuss why the facts are surprising, and discuss the fact that we often have a fixed idea of what people are like, even though we don't know everything about them.

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 information they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class which person they researched and what they learned about them.
- Discuss as a class which facts are surprising and why.

Preview

- Ask students to do the *Discover vocabulary* exercises 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 Why do we need to protect our identity?

Life skills strategy Computer literacy: protecting your identity online
Identity theft and online crime can happen to anyone, so you should take steps to keep your identity safe.

1 Study the life skills strategy and the web page below. Work in pairs to choose the correct option in 1-5.

IDENTITY ALERT

What's the problem?

76 / 89% of teens now say that they worry about the privacy of their personal information. People can use pictures and information to set up fake social media accounts. Some young people also become victims of more serious identity theft, when criminals use a person's identity to get money or a credit card.

What are the risks?

10 / 23% of people say they have shared passwords with a friend.

60% of people use the same password on more than one website.

Most of us don't think about "shoulder surfers" – people who try to look at screens to get a PIN, password, and other data. However, 20% of us say we have seen private information on a person's screen without trying.

Teens put a lot of information on social media: 75% use their full name, 54% post their date of birth and 23 / 48% post the name of their school.

Most of us use public Wi-Fi hotspots, but an incredible 48 / 89% of them are open and unsecured. That's great for hackers.

"Phishing" is when we receive emails which ask us to send private information or trick us to click on links that contain viruses or spyware. 10 / 76% of people click on these links. That's not many, but it's enough to make the hackers happy.

Life skills

Life skills strategy Internet safety
Student Book Page 112 Workbook Page 8

2 Listen to a podcast about protecting your identity online. Check your answers to exercise 1.

3 Listen again and answer the questions.

- How do young people feel about identity theft?
- How many examples of "careless sharing" does the expert give?
- What are the characteristics of a good password?
- What kind of app does the safety expert recommend?
- How can hackers affect the Wi-Fi in cafes and other public places?

Discover vocabulary Internet safety

4 In pairs, ask questions to find out if your classmates are at risk for identity theft. Include the highlighted words from the web page in your questions.

Do you share your passwords with your friends?

5 Read the speaking strategy and listen to excerpts from the podcast. Match each excerpt with the tips in the speaking strategy.

Speaking strategy

Emphasizing important points

We can emphasize a point or argument in various ways:

- speed** Speak slowly and clearly to add emphasis. We tend to speak faster when we're saying things that are less important or that people already know.
- volume / stress** Say the important words more loudly.
- repetition** If something is important, say it several times in different ways.

6 Prepare a two-minute talk with advice about identity theft and how to avoid it. Use the key phrases to help you.

Key phrases Warning about danger

Be careful / Take care (not) to

Beware of

Be / Make sure that / to

Whatever you do, don't

Keep an eye open for

7 Give your talk to the members of your class or a younger class at your school. Use the strategies to emphasize the important points. After the talks, discuss how they went and how well the speakers used the strategies.

8 REFLECT Make a list of the things you need to do to protect your identity online.

Discover more

SEARCH ONLINE to find a case of identity theft in the news. How did it happen? What was the result?

1.02

1.03

Life skills

Why do we need to protect our identity?

Learning objectives

LIFE SKILLS Computer literacy: protecting your identity online

LISTENING Listening to a podcast about protecting your identity online

VOCABULARY Internet safety

SPEAKING Emphasizing important points

SPEAKING Giving a talk about identity theft and how to avoid it; warning about danger

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: *How often do you spend time online? What kinds of things do you do online?* Elicit a few ideas.
- Ask: *How do you prove your identity online?* Elicit that we usually use our email address and a password. Ask: *Is it important to keep your personal details safe? Is it possible for someone else to use them? What can someone else do if they have your email address and password?* Elicit a few ideas, and elicit the idea that it is very important to keep this information safe and secret.

1

- Read aloud the life skills strategy about protecting your identity online. Check that students understand *theft*.
- Ask students to read the web page and choose the correct statistics.
- Put students in pairs to compare their ideas.
- Elicit a few answers, but don't confirm them at this stage.

DIFFERENTIATION

- With weaker classes, check that students know how to say the percentages on the web page. If necessary, write a selection of percentages on the board, e.g., 54%, 87%, 56%, 76%. Point to each one and students can race to say them correctly.

2 **1.02**

- Play the audio for students to listen and check their answers to exercise 1.
- Check answers and ask: *Which statistics do you find the most surprising, and which worry you the most? Why?*
- Discuss students' ideas as a class.

ANSWERS

1 76 2 23 3 48 4 89 5 10

3 **1.02**

- Ask students to read the questions and note down any answers they can remember from the first listening.
- Play the audio again for them to listen and answer the questions.
- Check answers, playing the audio again if necessary, and pausing for students to hear the answers.

ANSWERS

- 1 They worry about it.
- 2 three examples (sharing passwords with a friend, using your full name online, naming your school)
- 3 It should have at least eight characters and include a mix of letters, numbers, and symbols.
- 4 an app that remembers and manages your passwords for you
- 5 Hackers create hotspots with the name of the cafe and other public places.

Discover vocabulary Student Book page 112 Workbook page 8

- 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.

DIFFERENTIATION

- With weaker classes, provide translations of the new vocabulary.
- With stronger classes, ask questions in English to check understanding in context: *Which word means ... ?*
 - a secret number you use to identify yourself online (PIN)
 - someone who steals information online (hacker)
 - to add a new program or app to your device (install)
 - a place where Wi-Fi is available to everyone (hotspot)
 - keeping your information secret (privacy)

4

- When students have finished asking questions in pairs, invite them to tell the class if his/her partner is at risk for identity theft and why.
- Discuss how many people in the class are safe online, and how many need to do more to stay safe.

DIFFERENTIATION

- With weaker classes, allow students time to prepare their questions in advance. Elicit some possible questions with the class, and if necessary, generate more questions with the class, e.g., *Do you use Wi-Fi in cafes and public places? Does your password contain a mix of letters, numbers, and symbols? How often do you change your passwords?*
- With stronger classes, students can go straight into the discussion.

ANSWERS

students' own answers

5 1.03

- Explain to students that they are going to prepare and give a talk about identity theft. Explain that when you give a talk, you need to emphasize the important points. Ask: *How can you do this?* Elicit a few ideas.
- Ask students to read the speaking strategy, or read it aloud to the class.
- Play the audio for students to listen and match the excerpts with the tips.
- Check answers.

ANSWERS

- 1 volume / stress
- 2 speed, repetition
- 3 speed, repetition

6

- Read the key phrases with the class and elicit a few examples of how they are used in context, e.g., *Be careful about the passwords that you use. Take care when you are using Wi-Fi in cafes and public places. Make sure that you change your passwords regularly, etc.*

DIFFERENTIATION

- With weaker classes, allow students to prepare some ideas for their talk in pairs. Stronger students can work individually. Alternatively, think of a few ideas with the class and make notes on the board. Students could then use these notes to prepare their talks.
- Monitor and help while students are working. Encourage them to mark on their notes the important points that they need to emphasize.

7

COMMUNICATION

- Students can give their talks to the whole class, or in groups, or even to another class in the school.
- Ask other students to listen and note down the important points that each speaker emphasizes.
- When each speaker has finished, other students can say how they thought each of the points was emphasized. The speaker can confirm which points they emphasized.

8 Reflect

CRITICAL THINKING

- Read the task aloud and point out to students that each person is different, and they use the internet in different ways. Ask them to think about their own individual situation and what they can do to protect themselves better online. Give students a few minutes to reflect and note down their ideas.
- Put students in pairs or small groups to compare their ideas. Ask some students to tell the class their ideas. Ask the class: *Do you think these are good tips for you, too? Why?*

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion. *Whose responsibility is it to keep people safe online? Is it the government's responsibility? Or internet providers? Or is it up to individuals to keep themselves safe? 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. You could discuss with the class which news websites they could look at for information. Ask them to make notes on the information they find.
- After the research or at the beginning of the next lesson, ask students to tell the class what happened and what the result was. You could discuss with the class which examples of identity theft are the most serious and why.

Further practice

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

Writing How can we describe people?

Writing task A descriptive profile
Write a description of someone you know well. Describe the aspects of their identity that you can see and those you can't.

Understand the task

- Read the writing task. Which aspects below do you expect to include in the profile?
appearance clothes family interests personality
- Read the profile of Jimmy. What aspects from exercise 1 has his friend included. Which things do you think Jimmy's friend likes most about him?

Jimmy

Jimmy is a friend of mine from school and he's also a neighbor. He's a tall guy, with quite pale skin and dark hair. He doesn't like to stand out, but you can't miss him because of his height. Jimmy's clothes don't tell us much about him, but he sometimes wears brightly colored hats, which make me think he's really eccentric. His hair and clothes aren't exactly fashionable, but he doesn't really care.

Jimmy's quite quiet and shy when you first meet him, but when you've made friends with him he's actually really chatty and funny. When there are a few of us together, he doesn't talk as much. He's definitely intelligent and he does well in school, but I like the fact that he's modest and he doesn't show off.

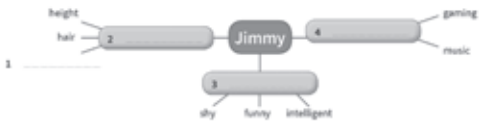
Gaming and music are Jimmy's main interests. He surprises people sometimes when he says ten or twenty lines of a rap song that he's memorized. He often posts music lyrics or clips on social media. He never gossips online and people respect that, I think.

Those are the things that stand out most when I think about Jimmy. All in all he's a cool guy and a really good friend.



Think and plan
Generating and organizing ideas with a mind map
Word association can help you generate ideas about the topic you want to write about, and a mind map can help you organize your ideas.

3 Study the writing strategy. Then complete the map mind about Jimmy with four of the aspects from exercise 1.



4 Think of a person you know well. Write down as many words as you can about the person you chose. Then identify the main ideas to create a mind map and add details.

Write a first draft

5 **LANGUAGE POINT** Study the **highlighted** adverbs of degree in the profile on page 12 and use them to complete the table. Why are they useful?

a small degree	1 _____
	2 _____
a medium degree	3 _____
	4 _____
a large degree	5 _____

6 Use the information from your mind map to write a first draft of your profile. Use adverbs of degree to give an accurate description.

Review and edit

7 Read through your first draft. Check it and revise it if necessary. Are there any places in your profile where you can add adverbs of degree to describe adjectives? Then write your final draft.

- Content Did you include points from exercise 4?
- Organization Did you divide your profile into paragraphs?
- Style Does the profile include adjectives with adverbs of degree?

Reflect What is identity?

How do we identify people?

What makes you unique?

What makes us who we are?

Why do we need to protect our identity?

How can we describe people?

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



I learned we have many identities.

Writing

How can we describe people?

Learning objectives

WRITING Writing a descriptive profile

WRITING Generating and organizing ideas with a mind map

WRITING Modifying meaning using adverbs of degree

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 think about someone they know well and quickly write three sentences which best describe them.
- Write the headings from exercise 1 on the board (*appearance, clothes, family, interests, personality*).
- Put students in groups to compare their three sentences and record which categories of information they have written about.
- Record each group's tally under each heading on the board. Discuss as a class which categories students wrote about most often and what this says about how we understand other people and talk about their identity.

Understand the task

1

- Read aloud the writing task. Check that students understand it. Ask: *What do you have to write?* (a profile of someone you know well) *What aspects of their identity must you describe?* (those you can and can't see).
- Read the question aloud and elicit a few answers and reasons, but don't confirm them at this stage.

2

- Ask students to read the profile and find which aspects Jimmy's friend included.
- Check these answers against students' answers for exercise 1, then discuss as a class which things Jimmy's friend likes most about him.

ANSWERS

The profile includes information on appearance, clothes, interests, and personality.

Jimmy's friend likes the fact that Jimmy is chatty and funny, he's modest, he never gossips online, and he's a good friend.

Think and plan

3

- Tell students to read the writing strategy about generating and organizing ideas with a mind map.
- Write "Jimmy" on the board, and circle it. Point out "height" and "hair", and ask students what these two words refer to. Write *appearance* in the box and ask students which other aspect from exercise 1 mentions Jimmy's appearance (*clothes*) and add it to the mind map.

- Ask students to copy and complete the mind map in the Student Book using information from the profile on Jimmy in exercise 2.
- Check answers.

ANSWERS

1 clothes 2 appearance 3 personality 4 interests

4

- Ask students to think of a person they know well and write down as many words as they can about that person.
- Ask students to organize their words into a mind map, with as many details as possible. They may have to move words around and create new categories/aspects.
- Monitor and help while students are working.
- Put students in groups to compare and discuss their mind maps, and make any necessary changes.

Write a first draft

5 Language point

CREATIVITY

- Point out the highlighted words in the profile. Point out that they are all used before an adjective and they change the meaning of the adjective by making it stronger or weaker.
- Ask students to study the words and add them to the table.
- Check answers, and discuss as a class that they are useful because they allow you to be more precise when you are describing someone, e.g., you can say that someone is *funny, quite funny, or really funny*.

ANSWERS

1 a little 2 quite 3 fairly 4 pretty 5 really

6

- Students write their first draft. Encourage them to use adverbs of degree in their profile to give an accurate description. Explain to students that they don't need to worry about it being perfect at this stage, as they will check their work later.

Extra activity: Creativity

- Before students write their first draft, ask them to read Jimmy's profile again and note down any useful vocabulary or expressions that they could use, e.g., *He doesn't like to stand out, he doesn't really care, I like the fact that ... , people respect that.*

Review and edit

7

- Ask students to read the notes and 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 grade they should be able to answer "yes" to all the questions.
- Students could check their work individually, or they could work together in pairs to check each of their profiles.
- They then revise their profile individually, either in class or for homework.

- When grading students' work, refer to the three items in the checklist. You could give a grade out of ten for each item, giving a total out of 30 for the task.

Reflect What is identity?

1

- Explain to students that reflecting on what you have studied is a good way to remember what you have learned and gives you more ideas about things you might want to explore next.
- Read aloud the question, *What is identity?* Remind students that it is the question they thought about at the start of the unit.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas.

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. Encourage them to refer to the images in the video to support their ideas.

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.)

5

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

DIFFERENTIATION

- With stronger classes, ask students in pairs to prepare their own commentary for the video. Play the video (without narration) again, inviting pairs to give their commentary.

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.

Further practice

Writing workshop Student Book, page 132

Workbook, pages 10 to 11



How does the past shape the present?

- 1 Look at the picture and discuss your answers to the question in the caption.
- 2 Work in pairs to put the events in order from the first (1) to the most recent (7).

What happened first?

- construction of the Pyramid of Giza in Egypt
- invention of the microscope and the telescope
- discovery of electricity's applications
- founding of the United Nations to preserve peace after the Second World War
- start of regular trade between Europe and the Americas
- first exploration of space
- development and spread of agriculture

- 3 Watch the Factfile video and check your answers.

Discover vocabulary Historical events
Student Book ► Page 114 Workbook ► Page 16

- 4 Watch the video again. What consequences do Sofia and Zach mention?



- 5 Work in groups. Think of more examples of important historical events.

- 6 Compare your events from exercise 5. Discuss the questions.
 - 1 Why were the events important?
 - 2 What events are in the news at the moment? What consequences do you think they will have for the future?

Key phrases Talking about consequences

The (un)fortunate consequence of (that) was that
 meant that
 had a positive / negative / big effect on
 allowed / enabled / helped us to
 led to / brought about



SEARCH ONLINE to find out what happened on this day in history. Have any of the events had an effect on the present?

15

Vocabulary

- Historical events
- Adverbs of manner
- Information sources

Further practice

Discover vocabulary Student Book, page 114

Workbook, pages 16 to 18

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Distinguishing fiction and nonfiction
- Reading a fiction and a nonfiction text about an event in the past

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, page 14 to 15

Grammar

- Talking about past habits and situations
- Telling stories about the past

Further practice

Discover grammar Student Book, page 115

Workbook, pages 16 to 18

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Finding and using multiple information sources

Listening

- Listening for gist or detail

Further practice

Workbook, page 19

Speaking

- Talking about consequences
- Citing sources

Further practice

Workbook, page 19

Writing

- A blog post about how you celebrate a historical event
- Thinking about audience, purpose, and topic
- Explaining terminology with non-defining relative clauses

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

How does the past shape the present?

Learning objectives

FACTFLIX VIDEO Learning about the consequences of historical events

VOCABULARY Historical events

SPEAKING Talking about consequences

Introducing the topic

- With books closed, ask: *Why do we study history? Why is it important to learn about history?*
- Elicit a few ideas. Ask more questions if necessary, to get students thinking, e.g., *Should we forget the past, or is it still important to the present? Why? Can it help us to make better decisions about the future? How?*
- Elicit a range of ideas and ask the *Discover* question, *How can we learn from the past?* Encourage students to give their opinions.
- Students then open their books and look at the opening picture, caption, and lesson question.

1

- Focus on the picture and check that students understand the context of the use of an atomic bomb at Hiroshima.
- Put students in pairs to discuss the question.
- Elicit a range of ideas, and ask more questions if necessary, e.g., *Have we learned to avoid war? Have we learned not to use atomic bombs?*

2

- Explain to students that they must guess the order of the events, from the first to the most recent.
- Read the puzzle. Make sure students understand the events.
- Students work in pairs.
- Elicit a few answers, but don't confirm them at this stage.

3 

- Play the video for students to check their order of events.
- Check answers. Ask who guessed the order correctly, and ask if students find any of the answers surprising.

ANSWERS

- 1 Development and spread of agriculture.
- 2 Construction of the Pyramid of Giza in Egypt.
- 3 Start of regular trade ...
- 4 Invention of the microscope and the telescope.
- 5 Discovery of electricity's applications.
- 6 Founding of the United Nations to preserve peace ...
- 7 First exploration of space.

Discover vocabulary Student Book page 114 Workbook page 16

- With weaker classes, do the exercises in class before students continue to exercise 4. With stronger classes, students can do them for homework.

4 

- Read the question aloud and ask students if they can remember some of the answers.
- Play the video again for students to make notes. Pause the video as necessary to allow them time to write.

- Check answers, and ask: *Which consequences do you find surprising? Why?*

ANSWERS

- 1 The development of agriculture meant that people could live in villages and then towns.
- 2 Ancient civilizations taught us a lot about writing, math, and architecture.
- 3 The start of regular trade created wealth, but it meant that some travelers invaded and colonized countries.
- 4 The invention of the microscope and the telescope helped people to understand the universe. The invention of the microscope also enabled people to develop medicines that have saved a lot of lives.
- 5 The discovery of how to make and use electricity led to the invention of the first electric battery and a lot of other inventions.
- 6 The founding of the UN has helped to keep the peace.
- 7 The first exploration of space changed the way we think about the world and ourselves, and people started to think there might be life on other planets.

DIFFERENTIATION

- With weaker classes, play the video again. Pause as each consequence is given. Confirm what Sofia and Zach said.

5

- Students work in groups to think of more examples of historical events. You could generate a few ideas first, e.g., the invention of the computer, the exploration of the Arctic and Antarctic.

6

- Read aloud the key phrases, giving an example of each phrase in use, e.g., *The discovery of electricity meant that people could stay up later at night.*

COMMUNICATION

- Ask groups to tell the class what events they thought of and why they are important.
- Write all the events on the board and encourage other students to give their opinion about which ones were important and why.
- Elicit some events that are in the news at the moment, e.g., space exploration, climate change. Discuss what consequences they will have for the future. Encourage students to join in and express their opinions, and to use some of the key phrases.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to find three things that happened on this day in history and to make notes on the information.
- After the research or at the beginning of the next lesson, ask students what events they found and what effect these have had on the present. Discuss as a class which of the events have had the greatest effect on the present.

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 What can the past tell us?

Reading strategy Distinguishing fiction and nonfiction

Fiction and nonfiction texts are written for different reasons and in different styles.

- Fiction is about imaginary characters or events. It's written to express the author's creative style and put readers in an imaginary world.
- Nonfiction presents facts and opinions about real people and events. It's written to inform readers, present evidence, or express a personal opinion of real situations.

- Study the reading strategy. Then look at texts A and B on page 17. Which do you think is fiction and which do you think is nonfiction? Why?
- Which text do you think will give information about 1-6? Write A, B, or both.
 - where and when the man's body was found
 - the man's final meal
 - scientific techniques for analyzing the man's body
 - the man's enemies
 - facts and theories about the man's injuries
 - what the man thought, heard, and saw
- Read and listen to the texts. Check your answers to exercise 2.
- Read the texts again and compare them. Are the sentences 1-4 true (T) or false (F)? Give evidence to explain your answers.
 - The *Lost Hunter* uses historical information from *The Iceman Mystery*.
 - The author of *The Iceman Mystery* uses information from *The Last Hunter*.
 - The author of *The Iceman Mystery* is sure about all of the facts.
 - All of the historical details in *The Last Hunter* are correct.
- Find the adverbs of manner in texts A and B.

Discover vocabulary Adverbs of manner
Student Book ► Page 114 Workbook ► Page 36

- Add adverbs to sentences 1-4 to make them more detailed or dramatic.
 - The hunter tried to escape from the attackers.
 - The arrow killed him.
 - The attackers laughed.
 - They looked for the axe.
 - The next morning the hunter was covered with snow.
- TALKING POINTS Discuss the questions.
 - How does the nonfiction text help us to understand the past?
 - Does the fictional story also help us to understand the past?
 - What do you know about the people who lived in your area in the past?

Discover more SEARCH ONLINE for short videos about Ötzi the Iceman. What did he look like when he was alive? What other information can you find about him?

A The Iceman Mystery

When, in 1991, walkers found a man's body on Mount Similaun in Austria, they guessed it was a mountaineer who had died recently. However, experts found that the mummified remains were more than 5,300 years old and almost perfectly preserved by the ice. They gave this man the nickname Ötzi the Iceman, and they carefully used the latest scientific techniques to find out about his life ... and his violent death.

Origin and appearance
Ötzi the Iceman was 1.59 meters tall, 46 years old, and had brown eyes. Substances from plants on his clothes indicated that he had been in the valley below the mountain before he died.

Physical condition
From bacteria in his body, scientists know that Ötzi the Iceman probably had a bad stomach, but he was carrying antibiotic fungus from trees. He also had 60 tattoos, possibly a form of medical treatment because they were near bone joints.

Possessions and way of life
His stone knife, arrows, and clothes revealed that the man was a hunter. He was probably very skilled, as one of the animals he ate - an ibex - is shy and difficult to hunt. He was also carrying a beautifully made bronze axe. Axes like this were rare, so it was probably quite valuable.

Injuries and death
Scientists believe that an arrow wound on his shoulder probably caused the man's death. They think that the arrow was shot from 30 meters away. His hands also had deep cuts in them. Perhaps there was a violent fight before the arrow attack. Was Ötzi the Iceman trying to escape? In any case, after he died, snow covered him very quickly.

B The Last Hunter

Looking down, the hunter saw that blood was dripping slowly but constantly from his hand onto the fresh snow. He had defended his village bravely from the attackers, but his hand was badly wounded from the fight. He had killed a warrior chieftain and had taken his axe, but in the end there were too many enemies, and he had escaped up the mountain path. Cold and hungry, he was feeling weak. The hunter hadn't hunted or eaten well in days because of his injuries, so when he saw berries on the ground, he ate them greedily. As he stood again, he heard voices. There were three, maybe four men, and they were very close. As he was running from them, he felt a terrible pain in his shoulder and his tall, tired body fell heavily near to the river. With the loss of his strength he tried to throw the axe into the fast-moving water. They may take my life, he thought, but they will never take this ...

Reading to learn

What can the past tell us?

Learning objectives

READING Distinguishing fiction and nonfiction

READING Reading a fiction and a nonfiction text about an event in the past

VOCABULARY Adverbs of manner

Reporting back

- If students did the *Discover more* activity in 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. Say: *Imagine you are waking up in the morning. You live in Europe, 5,000 years ago. There is some agriculture, so there are villages, but there is no modern technology. What do you think your life is like? What do you eat? What clothes do you wear? What do you do all day?*
- Put students in groups to discuss the questions.
- When they have finished, ask: *How do we know about life at this time?* Elicit that we can learn about the past from archaeological remains and things we find.

1

- Point to the two texts on page 17 and ask: *What do you think they are about? Do you think they are about the same historical event? Why?* Elicit a few ideas.

- Ask students to read the reading strategy, or read it aloud to the class.
- Ask students to look at the texts and decide which is fiction and which is nonfiction.
- Check the answer, and elicit how students know which is which. Then ask: *Do you prefer reading fiction or nonfiction? Why?* Elicit a few ideas.

ANSWERS

Text A is nonfiction. Text B is fiction.

2

- Students could work individually or in pairs to predict which text will give each kind of information.
- Elicit students' ideas and reasons, but don't confirm them at this stage.

3 1.04

- Play the audio for students to listen and read, and check their answers to exercise 2.
- Check answers.

ANSWERS

1 A 2 both 3 A 4 B 5 A 6 B

4

- Ask students to read the two texts again to find out if the sentences are true or false.
- When checking answers, elicit the part of the text which confirms each answer.

ANSWERS

1 T
2 F (The author uses information from scientific techniques.)

- 3 F (The author uses words like *probably*, *possibly*, and *perhaps* to show that he/she is not sure about all the facts.)
- 4 F (*The Last Hunter* says, for example, “He had defended his village bravely from the attackers” and “He had killed a warrior chieftain and had taken his axe,” but the factual *Iceman Mystery* only says, “Perhaps there was a violent fight.”)

READING TEXT QUESTIONS

- Ask students to answer the questions next to the texts on page 17 individually. Allow them 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

Scientists may know what Ötzi ate from looking at what was in his stomach.

He was probably planning to use the fungus for medical reasons.

The fight may have happened in the valley, near the village.

The pain in his shoulder was caused by an arrow.

5

- Elicit or explain that we use adverbs of manner to describe how we do something, or how something happens. Elicit a few examples of adverbs, e.g., *quickly*, *slowly*, *carefully*.
- Ask students to find the adverbs of manner in the texts.
- Write the adverbs on the board. You could elicit the rule about how we form adverbs, and any exceptions that students know. (We generally add *-ly* to adjectives to make adverbs. With some adjectives, we delete the final *-e*, e.g., *probable* – *probably*. Adjectives ending in *-y* change to *-ily*, e.g., *greedy* – *greedily*. *Well* is an exception, as it comes from the adjective *good*.)

ANSWERS

adverbs of manner: perfectly, carefully, beautifully, quickly, slowly, constantly, bravely, badly, well, greedily, heavily

Discover vocabulary Student Book page 114 Workbook page 16

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

6

- Explain to students that they should use their own ideas to add adverbs to the sentences.
- Students can work individually, then compare their answers in pairs.
- Elicit some answers.

SUGGESTED ANSWERS

- 1 The hunter tried to escape hastily from the attackers.
- 2 The arrow killed him quickly.
- 3 The attackers laughed cruelly.
- 4 They looked for the axe carefully.
- 5 The next morning the hunter was completely covered with snow.

7 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 individually.

Extra activity: Creativity

- Put students in pairs and ask them to write an account of the event in *The Last Hunter* from the point of view of one of the attackers. Ask them to think about why they were trying to kill this man, how they felt while they were attacking him, and how they felt afterwards.
- Ask some students to read their accounts to the class. Discuss with the class how accurate they think their accounts are. Ask: *Can we ever know the truth?*

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, ask individual students what they found out about Ötzi the Iceman, then ask other students to confirm the information and add more.

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

Language in use

What is a turning point in history?

Language in use

1 Read the articles and answer the questions.

- What adjectives can you think of to describe the people in the articles?
- How did their actions represent turning points?

TURNING POINTS

The Rosa Parks story

In the 1950s, when Rosa Parks was living in Alabama, in the US, black and white people didn't use to go to the same schools and sat in different areas in buses, trains, and planes. When a bus was full, drivers used to ask black people to give their seats to white people. Rosa Parks refused to give up her seat. She refused because she had worked hard all day. In interviews, Rosa later said that on that day she wasn't simply tired – she was tired of "giving in." She was arrested for her refusal, and after this the black people in her town didn't take the buses for 13 months. This peaceful protest was one of the first events in the American civil rights movement, and eventually the laws changed.



Gutenberg changes the world

Imagine a world in which 95% of people cannot read. Johannes Gutenberg lived in this world, at a time when there were very few books because people had to write and copy them by hand. Ordinary people didn't use to read because they had no access to books. To make the situation worse, people used to write most books in Latin – the language of the rich and powerful. Then, in 1443 Gutenberg invented a machine that could produce many copies of a book quickly and cheaply. Within a few years, books, posters, and papers were printed in many languages. The fact that people could learn and share information led to rapid progress in science, culture, and education. This 15th-century invention changed the world in the same way that the internet changed it again five hundred years later.



Discover grammar Talking about past habits and situations
 Student Book ► Page 115 Workbook ► Page 17

Used to expresses past habits or states that don't happen now. Didn't use to expresses current habits or states that didn't happen in the past.

2 Find examples of *used to* and *didn't use to* in the articles above to match the sentences below.

1 People never went to the same schools.	3 People didn't usually read.
2 Drivers often asked black people to move.	4 People wrote most books in Latin.

3 Discuss the events below. Why were they turning points? How did they change what people used to do and think?

Before ... people used to ...

1 the invention of the internet	3 the first circumnavigation of the globe
2 the discovery of how to make fire	4 the invention of the wheel

4 Think about ways in which your life has changed in the last ten years. Tell your partner about things you used to do or didn't use to do. Use the ideas below and your own ideas.

bedtime drink food free time games school sports

Discover grammar Telling stories about the past
 Student Book ► Page 115 Workbook ► Page 17

We use the simple past, past continuous, and past perfect to give important information about the order or sequence of the events and the most important details in stories about the past.

5 Match the examples 1–3 with a–c.

- ... she had worked hard all day.
- ... when she was coming home from work one day, ...
- ... the driver asked her to give up her seat.

a an action in progress at a past time
 b a completed action
 c an action which happened before the main event

6 Imagine you were on the bus with Rosa Parks. Answer 1–3 with the simple past, past continuous, and past perfect.

- Why had you taken the bus?
- What was happening as you were getting on the bus?
- How did you feel when Rosa refused to get up? Why?

7 Look at the picture of the 1969 moon landing. Match answers a–h with questions 1–6. Then take turns telling the story of the moon landing using the simple past, past continuous, and past perfect.

- When did Apollo 11 leave Earth?
- How long had the astronauts trained?
- Who landed on the moon?
- How many TV viewers were watching?
- What did they do on the moon?
- What was the third astronaut doing?
- How long did they stay in space?
- Why was this a turning point?

a Took samples and did experiments
 b Approximately 530 million
 c Nobody had landed on the moon before.
 d Neil Armstrong and Edwin Aldrin
 e About 6 months
 f July 16th 1969
 g Nearly 200 hours
 h Waiting in orbit over the moon

Discover more **SEARCH ONLINE** for more information about the first moon landing, Rosa Parks, the Gutenberg printing press, or a different event you consider to be a turning point in world history. Tell the class what you learned.

Unit 2 How can we learn from the past?

Unit 2 How can we learn from the past?

Language in use

What is a turning point in history?

Learning objectives

GRAMMAR Talking about past habits and situations

GRAMMAR Telling stories about the past

Reporting back

- If students did the *Discover more* activity in 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 think about Ötzi the Iceman again. Ask: *Did that way of life continue for a long time? (yes) What changed the way of life?* Elicit a few ideas, e.g., the development of agriculture, the invention of iron, the invention of the wheel.
- Teach the expression *a turning point in history* (= an event that causes a big historical change). Ask: *Is it always big events that change history, or can it be quite small events? Can one person cause a turning point in history? How?* Elicit a few ideas.

1

- Ask students to look at the photos of Rosa Parks and Gutenberg. Ask: *Do you recognize these people? How do you think they changed history?* Elicit a few ideas, but don't confirm them at this stage.

- Students read the articles and then discuss the questions in pairs.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- Rosa Parks:** tired, brave, determined, peaceful
Johannes Gutenberg: intelligent
- Rosa Parks:** It was one of the first times a black person protested against the rules, which led to the civil rights movement. **Johannes Gutenberg:** His invention of the printing press enabled more people to learn and share information, which led to progress in science, culture, and education.

Discover grammar Student Book page 115 Workbook page 17

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation with the class before you continue to exercise 2.

2

- Read aloud the information about *used to* and *didn't use to*.
- Ask students to find the examples in the article.
- Check answers, and elicit the meaning of each example in context.

ANSWERS

- People didn't use to go to the same schools.
- ... drivers used to ask black people to give their seats to white people.
- Ordinary people didn't use to read, because they had no access to books.
- To make the situation worse, people used to write most books in Latin.

3

- Allow students time to write their ideas individually, then put them in groups to discuss the events.
- Discuss the events with the class. Ask: *Which one do you think had the biggest effect? Why?*

4

- Give a few examples of how your life has changed in the last ten years, e.g., *I used to have a lot of free time, and now I don't have any. I didn't use to like fish, and now I love it.*
- Allow students time to plan their ideas individually. Weaker students could write sentences, but encourage stronger students to just plan their ideas and make notes.
- Students work in pairs to tell his/her partner their ideas.
- Ask some students to tell the class something they learned about his/her partner.

Discover grammar Student Book page 115 Workbook page 17

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation with the class before you continue to exercise 5.

5

- Read aloud the information about telling stories about the past.
- Ask students to match the examples with the meanings.
- Check answers, and elicit the meaning of each example in context.

ANSWERS

1 c 2 a 3 b

6

- Read the task aloud and make sure students understand that they need to imagine they were on the bus with Rosa Parks.
- Ask students to read the questions and write their answers individually.
- They can then compare their answers in pairs.
- Ask some students to tell the class their answers. Discuss with the class how other people on the bus felt and why.

7

- Focus on the picture and ask students what they know about the first moon landing in 1969. Elicit a few ideas, then ask them to match the questions with the answers
- Check answers, then put students in pairs and ask them to use the information in the questions and answers to take turns telling each other the story of the moon landing.
- Go around monitoring and helping while students are working. Encourage them to use examples of all three tenses as they tell the story.
- You could elicit the story from the class and write sentences with examples of the three tenses on the board.

ANSWERS

1 f 2 e 3 d 4 b 5 a 6 h 7 g 8 c

Extra activity: Critical thinking

- Refer students back to the first moon landing. Ask: *How do you think the third astronaut felt about his role? Do you think he was proud to be part of the event, or do you think he was disappointed that he didn't land on the moon? Why?* Elicit a few ideas.
- Tell students that the name of the third astronaut was Michael Collins. Ask: *Do you think it is fair that the name of Michael Collins isn't well known? Are there often unknown people who help to make a historical event happen, but who are not remembered? How many other people do you think were involved in the moon landing? Can you think of any other historical events where one or two people are remembered, but a lot of other people were involved?* Discuss the ideas as a class.

Discover more

- You could allocate different events to different students, to ensure a spread across the class. 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 learn.
- After the research or at the beginning of the next lesson, students who researched the same topic can work together to prepare a mini presentation about it.
- Ask each group to present their findings to the class. Ask: *What other historical events would you like to know more about? Which ones would it be interesting to read a fictional account of? Why?*

Preview

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

Further practice

Discover grammar Student Book, page 115 (answers on TG page 112)

Workbook, pages 16 to 18

Grammar practice worksheet, Teacher's Resource Center

Life skills **How can we find out more about the past?**

Life skills strategy **6** Finding and using multiple information sources

We can find different kinds of information from different sources. Locate and analyze a variety of sources to get a more complete picture of a situation or story.

1 Study the life skills strategy. Then read the presentation about how to use different sources. Which of the sources mentioned have you seen or used before now?

HEY, HISTORY HUNTERS

PRESENTATION 14. 128 lines
Mr. Green's Class 1A



An internet search is the simplest way to get historical information, but other sources can give you a different perspective. Here's a guide on where to look and what to look for both online and offline.

For information about people, search for a biography or autobiography. For information about population and society, try searching for a census or statistics about specific topics, such as marriage, diet, or education.

You can do your own research, too. For example, to find out what life was like in your neighborhood, why not do an interview with older residents or a historian? They might have interesting objects to show you, too.

Places like cafes, museums, and galleries often have an online guide or a virtual tour, but if you can go there, a guided tour in the actual place is more fun.

A street name, sign, or plaque on a historic house, a statue or another kind of monument can all give you clues about the past.

Old maps, pictures, and newspapers can show what things looked like before. If you can't find any online, try looking in a library or museum.

Tourist offices also have helpful staff and are great places to pick up a map or a brochure about a historic site. If you don't have a local tourist office, check online for tourist information. Finally, check out an augmented reality app. They can bring history to life right on your phone!




Discover vocabulary Information sources

Student Book ► Page 114 Workbook ► Page 58

2 Look again at the information sources in the presentation. Which are ... ?

- the easiest and most difficult to find
- the most and least fun to use
- the most and least reliable

Listening strategy **6** Listening for gist or detail

We listen for gist to understand the general idea of what people are saying and how they feel. Context, key words, and intonation can help us to do this.

We listen for detail when we need answers to specific questions such as: Who did something? Why? When? How? Where? We pay close attention and focus on the answers to these questions.

Life skills

3 Study the listening strategy on page 20. Then listen to some students speaking and choose the correct options in 1-3. Do you need to listen for gist or for detail?

1 How many students are there?
a four b five c six

2 What are they doing?
a discussing b presenting c researching

3 What have they all found information about?
a stone circles b statistics c their town

4 Listen again. What does each person show to the others? What source did each person use?

5 Work in a group. Choose a town you would like to research. Then look at the mind map. Choose the questions you would like to answer about your town. Discuss the best sources to find the information in each section.



6 Use your phone or other resources to find the answers to the questions you chose. Present your findings to your group and use the key phrases to cite the sources you used.

Key phrases Citing sources

What I found out from the (plaque) was

According to the (guide)

The (picture) shows us that

It's clear from (the statistics) that

You can see from / in the (advertisement) that

7 REFLECT Which sources do you think gave the most interesting, surprising, or reliable information about the town you chose?

Discover more **6** **SEARCH ONLINE** for some of the **best virtual tours**. Choose one and watch it. Then tell the class about it.

20 Unit 2 How can we learn from the past?
Unit 2 How can we learn from the past? 21

Life skills

How can we find out more about the past?

Learning objectives

LIFE SKILLS Finding and using multiple information sources

VOCABULARY Information sources

LISTENING Listening for gist or detail

SPEAKING Citing sources

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *If you want to know more about a historical event, how can you find out?* Elicit a few ideas, e.g., looking online.
- Ask: *How can you choose the best websites to find information? What other sources could you use? What about museums? What about other kinds of texts, e.g., fiction?* Gradually elicit the fact that there are a lot of different sources that students could use, apart from the internet.

1

- Read aloud the life skills strategy about finding and using multiple information sources.

- Ask students to read the presentation and think about which of the sources mentioned they have seen or used.
- Put students in pairs to compare their answers.
- Discuss their answers as a class.

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, and make sure students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, provide translations of the new vocabulary.
- With stronger classes, ask questions in English to check understanding in context, e.g., *What monuments are there in your town? What information can you find in a biography?* (information about someone's life) *What information does a census give you?* (information about all the people who lived in a place) *What can you learn from statistics?* (numbers, e.g., numbers of people in a place, or the amount of money people spent, etc.) *What can you usually find on a plaque?* (information about an important person).

2

- Students discuss the questions in pairs.
- Discuss their ideas as a class, encouraging them to give reasons for their answers.

3 **1.05**

- Explain to students that they will hear some students speaking.

- Ask students to read the listening strategy, or read it aloud to the class.
- Read aloud the task and elicit that students need to listen for gist for questions 1 and 2, and for detail for question 3.
- Play the audio. Students listen and choose the correct options.
- Check answers.

ANSWERS

1 a 2 b 3 c

Answering questions 1–3 involves primarily listening for gist, but some listening for detail is necessary in question 3.

4 1.05

- Read aloud the task and elicit that for this task, students need to listen for detail.
- Ask students if they can remember any of the answers from the first listening.
- Play the audio again for them to listen and answer the questions.
- Check answers, playing the audio again if necessary, and pausing for students to hear the answers.

ANSWERS

- 1 a picture of a stone circle; a map from the tourist office, and information from the people at the tourist office
- 2 a picture from the internet; information online and at the museum
- 3 a picture and an old train ticket; a neighbor who used to work on the railroads
- 4 a page from last year's census; the town records online

5

- As a class, think of some ideas for towns that students could research.
- Ask students to look at the mind map and choose questions to answer about the town they are going to research.
- Students discuss in groups the best sources they can use to find information.
- When students have finished discussing in groups, ask each group to tell the class their ideas.
- Make notes on the board of good information sources that students could use to find information about their town or objects related to the town's history.

DIFFERENTIATION

- With weaker classes, you may have to suggest more ideas yourself. Suggest places where they can find information, e.g., a local museum, and suggest local monuments and famous people from the area that they could research.

ANSWERS

students' own answers

6

- Read the key phrases with the class and check that students understand them all. Ask students to do their research and prepare their talk.

COMMUNICATION

- Put students in groups to present their findings.
- Remind them to use some of the key phrases, and remind them of the strategies they learned in the last unit for emphasizing important points. Encourage them to emphasize the important points when they give their talk.
- Monitor while they are working and encourage them to use some of the key phrases to talk about their sources.
- Ask some students to tell the class which presentations they enjoyed and why.

DIFFERENTIATION

- With weaker classes, allow students to write their talk in full and then read it to their group. Encourage stronger students to just make a few notes on the main points of their talk, then work from these.

7 Reflect

CRITICAL THINKING

- Put students in groups to discuss the question, then discuss the question as a class.
- Ask students what they have learned from this lesson about using sources. Ask: *What new sources have you learned about? Which sources are you likely to use in the future?*

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion. *Which sources do you know you can definitely trust? Are there any sources that you can't trust? How do you know if facts that you find online are true?* Discuss the questions as a class and encourage students to have a critical approach to facts that they find online. Encourage them to use a range of sources to check facts they find online, to make sure that they are accurate.

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, ask students to tell the class about the virtual tours they found. You could discuss with the class which tours are the most interesting and why.

Further practice

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

Workbook, page 19

Writing How can we celebrate our history?

Writing task A blog post
Write a blog post about how you celebrate an important event in your country's history. Say why you think the celebration is important.

Writing strategy Understanding the task
Thinking about audience, purpose, and topic
Think about some key questions before you start to write. Use the word RAFT to help you remember the questions:

- Role** What is your role as a writer? Are you writing to complain, argue, inform, give news?
- Audience** Who are you writing for? What do they already know?
- Format** What kind of text are you writing? A letter? An essay? What format does it require?
- Topic** What aspects of the topic are you going to write about?

- Study the writing strategy. Then read the blog post about how people celebrate Independence Day in Indonesia and answer the RAFT questions.
 - Why did Annisa write the blog post (R)?
 - How much does Annisa think that readers know about the tradition (A)?
 - How does Annisa follow the typical format of a blog post (F)?
 - What's the topic of each paragraph in Annisa's blog post (T)? Choose from the topics below: events food history importance national heroes politics

Writing Think and plan

- Think of a historical event which your country celebrates every year and write words or ideas about it. Before you start writing, answer the RAFT questions about your text.

Write a first draft

- LANGUAGE POINT** We can use non-defining relative clauses to explain terminology. Find three examples in Annisa's blog post. What punctuation makes it easy to recognize them?
1 _____ 2 _____ 3 _____
- Write a first draft of your blog entry. Write three paragraphs using the topics below. Use non-defining clauses to explain specific terminology.
1 history 2 events 3 importance

Review and edit

- Read through your first draft. Check and revise it if necessary. Then write your final draft.
 - Content Did you research and check all the details of the celebration?
 - Organization Did you follow the paragraph plan in exercise 4?
 - Style Did you think about the RAFT questions?
 - Language Did you explain any terminology with non-defining clauses?

Reflect How can we learn from the past?

- Think about your answers to the lesson questions. Make notes.
 - How does the past shape the present?
 - What can the past tell us?
 - What is a turning point in history?
 - How can we find out more about the past?
 - How can we celebrate our history?
- 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 23

Writing

How can we celebrate our history?

Learning objectives

WRITING Writing a blog post about how you celebrate an important historical event

WRITING Thinking about audience, purpose, and topic

WRITING Explaining terminology with non-defining relative clauses

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What are the main events in your country's history?* Elicit a few ideas and ask: *Is it important to remember these events? Why?* Elicit a range of ideas, e.g., it is important to remember the achievements of the past and the sacrifices that people made.
- Put students in groups to discuss which important events are celebrated in their country, how they are celebrated, and why it is important to celebrate them.
- Discuss their ideas as a class.

Understand the task

1

- Read aloud the writing task and point out the blog post about *Hari Merdeka*.
- Read the writing strategy with the class and make sure they understand the four RAFT questions.
- Ask students to read the blog post and answer the RAFT questions.
- Discuss the answers with the class.

ANSWERS

1 to inform 2 nothing 3 specific topic, short paragraphs, images 4 history, events, importance

Think and plan

2

- Read the task aloud and remind students that they shouldn't worry about how good their words or ideas are, but should write them all down. They can then look at them again and decide which ones to use.
- Students can come up with ideas in pairs or groups, or you could choose one or two events and discuss them as a class.
- Students then answer the RAFT questions about their text.
- Ask some students to tell the class their answers to the RAFT questions and discuss as a class any differences they have.

Extra activity: Creativity

- Before students write their first draft, ask them to read the blog post again and note down any useful vocabulary or expressions that they could use, e.g., *... is a public holiday here in (Indonesia), people prepare by ... , our national colors, on the actual day, ... , It's great that we ... , it's good to remember ...*. Encourage them to see the blog post as a resource that they can use to help with their own writing.

Write a first draft

3 Language point

- Remind students that non-defining relative clauses give additional information, so they are useful for explaining terminology.
- Ask students to find the examples in the blog post.
- Check answers, and elicit that the use of commas makes it easy to recognize them.

ANSWERS

1 which is Indonesian Independence Day

2 which is the hardest competition

3 which are traditional snacks

They all follow a comma.

4

CREATIVITY

- Read the paragraph plan with the class and refer students back to the blog post on page 22. Point out that it follows the same paragraph plan.
- Students write their first draft. Explain that students don't need to worry about it being perfect at this stage, as they will check their work later.

Review and edit

5

- Students read the notes and 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 grade they should be able to answer "yes" to all the questions.
- Students could check their work individually, or they could work together in pairs to check each of their blog posts.
- They then revise their blog post individually, either in class or for homework.
- When grading students' work, refer to the four items in the checklist. You could give a grade out of ten for each item, giving a total out of 40 for the task.

Reflect How can we learn from the past?

1

- Read aloud the question *How can we learn from the past?* 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 and make notes. 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 or small groups to compare their answers. Encourage them to refer to the images in the video to support their ideas.

ANSWERS

Students' own answers. See the transcript on page 127 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 what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Extra activity: Critical thinking

- Write on the board the two quotes:
"Those who do not remember the past are condemned to repeat it." (G. Santayana – Spanish philosopher and novelist)
"The more you know about the past, the better prepared you are for the future." (T. Roosevelt – US President 1901–1909)
- Ask: *Are the two quotes saying the same thing? What is the difference? Which do you prefer? Why?* Put students in pairs to discuss the questions. Discuss their answers as a class, and encourage students to give examples of the kinds of lessons it is important to learn from the past.

Further practice

Writing workshop Student Book, page 132
Workbook, pages 20 to 21

Project

How do we research significant events from the past?

Project task

Work in groups and give a presentation about the historical context for a year of your choice. Research the significant events for that year 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 research mind map for a presentation. Then match the events to the categories. Environment Literature Movies Music Sports Technology
- Which event do you think is the most significant? Why?

4 Listen to Dan, Nave, Leon, and Lisa planning their presentation. Complete the table to answer the questions.

Category	Who	Category	Who

COLLABORATE AND PLAN

5 Work in groups. Make a list of six tasks in the *What?* column using the steps in exercises 6–10 to help you. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			

6 Choose four categories to include in your group's presentation. Decide who will be responsible for each category and the best order to present them. Use the key phrases.

Discover more

SEARCH ONLINE and find out about significant events from one of the years below or one of your group's choice.

1900
the year you were born
the year you started school

Key phrases Allocating roles
Is it OK with everyone if I ...?
I said, you're good at / interested in ...
Why don't you ...?
I'd rather ... than ...
Who likes / enjoys doing ...?
I'd (really) like to ...
Would anyone mind if I ...?
If you ... I'll ...

7 Prepare your slides and write a script for your presentation. Include pictures, video, music, etc.

SHARE

8 Practice your group's presentation.

9 Give feedback and make any necessary changes to your slides or script.

PRESENT

10 Give your presentation to the class. Which year is the most interesting? Why?

Reflect

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

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

Project

How do we research significant events from the past?

A presentation

Learning objectives

Give a presentation

COLLABORATION Work collaboratively on a presentation

CREATIVITY Think creatively to research and plan slides and a script for 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 do you know about the year 2000? What happened in that year in your country and in the world? Why was it important?* Elicit a range of answers from individual students.

Understand

1

CRITICAL THINKING

- Ask students to read the instructions for the project task.
- Students can discuss in pairs or small groups what the main aim of the project is.

- Discuss the answer with the class and ask more questions to check that students understand the details of what they will do, and encourage them to think about the reasons for this, e.g., *Why is it important to think about the historical context?* (to understand what happened in the past) *What can you do to help you understand the historical context?* (do research to find out the significant events at that time).

ANSWER

The main aim of the project is to work in groups to do research on significant events that happened during a chosen year and give a presentation to the class.

2

- Focus on the mind map and ask: *When do we use mind maps? How are they useful?* Elicit that we often use them for planning, as they are a good way to come up with ideas and bring a lot of different ideas together.
- Students match the events with the categories.
- Check answers, and elicit any other examples of events from that year that students know about.

ANSWERS

1 Environment 2 Literature 3 Movies 4 Sports
5 Technology 6 Music

3

- Students discuss the questions in groups. Have a brief class discussion, encouraging students to give reasons for their opinions.

4 1.06

- Read the task aloud, then allow students time to read the questions.
- Play the audio. Students listen and answer the questions.

- Check answers, playing the audio again if necessary, and pausing it to confirm the answers.

ANSWERS

Sports – Dan Technology – Neve Music – Lisa Movies – Leon

Collaborate and plan

5

COLLABORATION

- Ask students to read the steps in exercises 6–10.
- Focus on the chart and elicit the first task in the *What?* column (*Choose categories to include*).
- Put students in groups to make a list of the next five steps.
- Check answers, and ask questions to encourage students to think about what is involved in the different steps, e.g., *How will you choose the categories to include? Why is it important to practice the presentation? What kind of feedback is it useful to get?*
- 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 much work they can practically do on their project in each lesson, and which things they can do in class and which would be better to do at home. Encourage them to think also about individual strengths that group members have, e.g., which people in their group are good at preparing slides.
- 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. Allow students time in their groups to amend their plans.

ANSWERS

- 1 choose categories to include
- 2 research significant events for a year
- 3 prepare slides and write script
- 4 practice presentation
- 5 give feedback and make changes
- 6 give presentation

6

COLLABORATION CRITICAL THINKING

- Read aloud the key phrases and make sure students understand them all. You could play the audio for exercise 4 again for students to hear the phrases in context.
- Students work in their groups to choose four categories and plan their presentation. They can use one of the ideas in the box or a year of their choice.
- Monitor while they are working and encourage them to use a range of the key phrases.

Discover more

- Students do the research individually in class or for homework. Remind them to make notes on what they find.
- Students compare their notes in their groups and decide which events they can use in their presentation and why.
- Ask groups to tell the class what events they found and which ones are the most significant and why.

7

COLLABORATION CREATIVITY

- Discuss with the class how long their presentation should be, how many slides they need to produce, etc. Discuss what the slides might show, e.g., pictures from the year they chose, facts, or statistics.
- Students work in their groups to prepare their slides and write the script for their presentation.
- Monitor while students are working, to make sure they are communicating in English while they work.

Share

8

COLLABORATION COMMUNICATION

- Students work in their groups to practice their presentation. Encourage them to listen carefully and look at the slides as their classmates speak, and to note down ways the presentation could be improved.

9

COLLABORATION COMMUNICATION

- Before students give feedback to each other, remind them that all feedback should be positive and constructive, and that they should be respectful to their classmates at all times. Emphasize the fact that this is a group project, so they all need to work together to make their presentation as good as possible.
- Students give feedback and make changes to their slides or script.

Present

10

COLLABORATION COMMUNICATION

- Ask each group to give their presentation to the class. As students listen, ask them to note down one thing they like about each presentation.
- Allow time for feedback at the end of each presentation.
- Discuss as a class which years are 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 in their group, 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.
- Ask students individually to make a note of three things they should try to remember for 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.



How do we use language?

- 1 Look at the picture and the quote. Does communication always involve words?
- 2 Work in groups. Discuss the answers to questions 1–7.

Languages

- 1 How many languages can you speak fluently if you are bilingual or multilingual?
- 2 Approximately how many languages are there in the world?
- 3 Which three languages have the most native speakers?
- 4 Why do languages become extinct?
- 5 Do animals use language to express thoughts and feelings?
- 6 How is an ideogram different from a letter in an alphabet?
- 7 How is the work of translators and interpreters different?

Discover vocabulary Talking about languages
Student Book ► Page 116 Workbook ► Page 26

- 3 Watch the Factflix video. Which of the questions from exercise 2 do Sofia and Zach answer? Were your answers correct?



- 4 Watch the video again. How do we use language? What uses do Sofia and Zach mention?

- 5 Work in pairs. Discuss the questions.
 - 1 Why is it useful to learn languages?
 - 2 What languages do you know and when do you use them?
 - 3 Why are you learning English?
 - 4 What's easy or difficult about learning a language?
 - 5 What languages would you like to learn? Why?
 - 6 What's the best way to learn a foreign language?
 - 7 How many languages can you say Hello in?

Key phrases Talking about languages

It's useful for (getting a job).
How do you say ... in ... ?
I like the sound of
I'd love to learn
I (only) know a bit of
I have / don't have trouble with (grammar).
I find it easy / difficult to



Discover more

SEARCH ONLINE and find out how to say three useful phrases in a language you don't know. Learn your phrases and teach them to the class.

27

Vocabulary

- Talking about languages
- Words that are nouns and verbs
- Conversation and communication

Further practice

Discover vocabulary Student Book, page 116

Workbook, pages 26 to 28

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Visualizing
- Reading a story about a language lesson

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 24 to 25

Grammar

- Talking about experiences: finished and unfinished actions

Further practice

Discover grammar Student Book, page 117

Workbook, pages 26 to 28

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Communication: developing good conversation skills

Further practice

Workbook, page 29

Speaking

- Talking about languages
- Showing interest

Further practice

Workbook, page 29

Writing

- Writing an email to someone you don't know
- Formal and informal writing
- Formal, neutral, and informal phrases

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

How do we use language?

Learning objectives

FACTFLIX VIDEO Learning about how we use language and why we learn languages

VOCABULARY Talking about languages

SPEAKING Talking about languages

Introducing the topic

- Ask: *What is communication? What does it mean to communicate with someone?* Elicit that when we communicate we share our ideas and feelings with someone else, e.g., by speaking, writing, etc.
- Ask: *Who have you communicated with today?* Elicit a few ideas, e.g., parents, school friends, a bus driver, etc. Ask: *How did you communicate with these people?* (e.g., speaking, messaging, etc.) *What did you communicate about? How many people do you think you communicate with every day?*
- Students then open their books and look at the *Discover* question, the opening picture, quote, and lesson question.

1

- Put students in pairs and give them two minutes to make a list of as many different ways of communicating, with or without words, as they can. Write their ideas on the board. Make sure you include ideas such as using gestures and facial expressions, different electronic forms of communication, and also forms of mass communication like TV and radio.
- Ask students to read the quote again. Ask: *Do you agree with the quote? Are any other forms of language universal?*

2

- Put students in small groups to discuss the questions. Tell them they should use their judgment to guess any answers they don't know.
- Read aloud each question and ask an individual student for an answer. Ask other students if they agree or disagree, or have anything to add. Don't confirm students' answers at this stage.

Discover vocabulary Student Book page 116 Workbook page 26

- With weaker classes, do this vocabulary practice in class, before students continue to exercise 3.
- With stronger classes, students can do the exercises for homework.

3 

- Ask students to read the questions in exercise 2 again, then play the video and have them note down the answers they hear. Check answers.

ANSWERS

- 1 Someone who is bilingual speaks two languages. Someone who is multilingual speaks more than two.
- 2 between six and seven thousand
- 3 Mandarin Chinese, English, and Spanish
- 4 Because no one speaks them anymore.
- 5 No. Animals can exchange simple information, but they can't express thoughts and feelings.

- 6 It's a symbol with meaning. It is the equivalent of a word or phrase.
- 7 A translator translates written language. An interpreter does this very quickly, while people are speaking, e.g., in a meeting or while someone is giving a speech. Sofia and Zach answer questions 1, 2, 3, 5 and 6.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what Sofia and Zach said.

4 

- Elicit what students can remember about what Zach and Sofia said, then play the video again for students to check their answers.
- Check the answer with the class and ask: *Can you think of any other uses?* Discuss the question with the class.

ANSWERS

People use language to do business, to express their thoughts, to form relationships, to exchange information, and to express feelings.

5

- Read aloud the key phrases and check that students understand them all. You could play the video again, pausing after each phrase, for students to hear the phrases in context and to check understanding.

COMMUNICATION

- Students discuss the questions in pairs.
- Ask some students to tell the class what they discussed, what they agreed about, and what they disagreed about.
- Discuss as a class which languages students would most like to learn and why, and what are the best ways to learn a foreign language.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to try to learn the phrases by heart and to listen to the pronunciation of each phrase and practice it.
- After the research or at the beginning of the next lesson, students can teach their phrases to each other in groups.
- Ask some students to tell the class their phrases.

Further practice

Discover vocabulary Student Book, page 116 (answers on TG page 112)

Workbook, page 26

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn **How can we communicate without words?**

1 Look at the illustrations on page 29. Read the story quickly to identify what part of the text goes with which illustration.

Reading strategy **Visualizing**
It's easier to understand what you read if you are able to transform the words into images to create a "brain movie." While you read, try to imagine what the people, places, and things look like. Use descriptions of gestures to understand what the characters think or feel.

2 Study the reading strategy. Then find the gestures 1-7 in the story and visualize them. What feeling does each gesture express?

1 shake your head	5 bite your lip
2 cross your arms	6 hold your face in your hands
3 go red	7 roll your eyes
4 raise your eyebrows	

3 Read and listen to the story. Are the sentences 1-6 true (T) or false (F)? Explain your answers.

- The students know Fitz's secret for seeing behind him.
- Fitz could see Tracy Solomon talking from far away.
- Fitz made a noise to signal what it was important to know.
- Mary's silence surprised Fitz.
- The class didn't move while Mary tried to think of the answer.
- The students at the back of the class didn't see the mouse.

Discover vocabulary Words that are nouns and verbs
Student Book ► Page 116 Workbook ► Page 26

4 The words below all function as both nouns and verbs. Find them in the story and match them with the definitions 1-7. Then decide their function in the story: noun, verb, or both.

1 fidget	high five	laugh	scream	shout	shrug	stare
----------	-----------	-------	--------	-------	-------	-------

- raise arms and hit palms of hands with another person to celebrate (noun / verb / both)
- raise shoulders when you don't understand something (noun / verb / both)
- speak loudly when angry or to attract attention (noun / verb / both)
- look intensely at something / someone for a long time (noun / verb / both)
- move around a lot when worried or nervous (noun / verb / both)
- make a loud noise when very frightened (noun / verb / both)
- make a noise when something is funny (noun / verb / both)

5 **TALKING POINTS** Discuss the questions.

- Why is it useful to understand gestures and body language?
- How do we learn them?
- Think of more examples of gestures and body language. What feeling does each of them express?

Discover more **SEARCH ONLINE** and find out about greetings in different cultures. Tell the class what you discovered.

THE SPANISH LESSON

I will never in my life forget the Spanish words for mouse and crocodile. They are *ratón* and *cocodrilo*. Mr. Fitzgerald or "Fitz" – our Spanish teacher – taught them to us. He was a very good teacher who also possessed mysterious superpowers. One of these was his ability to know what was happening behind his back. Once, while Fitz was writing something on the board, Andrew Dolan passed a note to Lucy Wans and then they gave each other a silent high five. They hadn't made a sound, but without turning, Fitz immediately asked "Andrew? Lucy? Why were you celebrating? Is it your birthday? Shall we sing a song?" The two friends looked at each other and shrugged, shaking their heads in disbelief. "Um, no sir," said Andrew eventually. "Oh, that's a shame. I like to sing," said Fitz, as he continued writing.

Mr. Fitzgerald's second superpower was something we called "The Look." Fitz never showed. He didn't need to because The Look was a laser line stare of overpowering intensity, which once silenced Tracy Solomon at a distance of 15 meters. The Look wasn't often necessary because Fitz's body language gave very clear indications of his thoughts. Tapping one foot on the ground while he was holding his chin meant, "You need to study this." Crossing his arms and looking around the class meant, "Someone is irritating me."

Finally, putting his hands on his hips and taking one step forward meant, "The Look is coming. Be quiet or you'll regret it." This warning never failed.

Fitz's final superpower was knowing exactly which students had not done the homework. I didn't usually worry about this because I almost always did my homework. However, one day I didn't do it, and he knew.

"Who can translate the last sentence?" he asked.

If you haven't done your homework, you usually avoid the teacher's eye. You try to make yourself small and hide behind the student in front of you. Another technique is to look busy by searching for things in your bag. I just went red, and Fitz saw me.

"Mary Lambert, please."

I froze. My heart sank and I couldn't move or speak. As 29 other students looked in my direction, my cheeks started burning. My mouth opened but no words came out.

Fitz raised his eyebrows. "Mary? Number six please."

I nodded. Then I hit my lip and looked at the ceiling, hoping that the answer might appear there. It didn't. I wanted to disappear, but that didn't happen either. The silence seemed to last for hours, but it was probably five or six seconds. The other students started to fidget.

Anyway, worried that Fitz might call their name instead, then something magical happened. A girl in the front row suddenly held her face in her hands and screamed. Anna flew up at the front of the class and people stood on chairs. At the back, people tried to see the cause of the scene.

And, like chaos, which was ... a mouse. We all discovered this when Fitz rolled his eyes in disbelief and exclaimed "It's a mouse, not a crocodile!" Then he laughed as he translated into Spanish "Es un ratón, no un cocodrilo." At that moment the bell rang for the end of the lesson, and I started breathing again.

If I ever see a mouse now, I laugh and repeat Fitz's sentence. In Spanish, of course.

Reading to learn

How can we communicate without words?

Learning objectives

READING Reading a story about a language lesson

READING Visualizing

VOCABULARY Words that are nouns and verbs

Reporting back

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

Introducing the topic

- Ask: *How can we communicate without words?* Elicit a few ideas and make notes on the board, e.g., *by smiling, laughing, frowning, using hand gestures, hugging, etc.*
- Ask: *Are these ways of communicating easier or more difficult to understand than words? What things are easy to communicate without words? What things are difficult to communicate without words?* Put students in small groups to discuss the questions.
- Have a brief class discussion.

1

- Focus on the illustrations on page 29 and elicit what they show. Ask: *What do you think the teacher is trying to express? What do you think the girl is feeling?*

- Ask students to read the story quickly and find the section that each illustration refers to.
- Check the answer, and ask: *How did you know these were the correct parts of the story? What parts of the story helped you decide?*

ANSWER

The illustration of the teacher shows that "The Look" is coming (lines 29–32). The illustration of the girl shows her reaction when she sees a mouse (lines 56–57)

2

- Ask students to read the reading strategy, or read it aloud to the class. Ask: *Do you find it easy to visualize when you read stories?* Find out who in the class can already do this well, and who needs to practice more.
- Students could work in pairs to find the gestures in the story and visualize them, then discuss what each gesture expresses.
- Discuss the answers and invite students to demonstrate the gestures where possible, or demonstrate them yourself.

ANSWERS

1 disagreement 2 anger or determination
3 embarrassment 4 surprise or encouragement
5 nervousness 6 fear 7 disbelief

3 **1.07**

- Allow students time to read the sentences, then play the audio.
- Remind students that when they decide on the answers, they must be able to explain why.

- Check answers, eliciting the part of the story which confirms each answer.

ANSWERS

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

READING TEXT QUESTIONS

- Ask students to answer the questions next to the story on page 29 individually. Allow them to compare their answers, then discuss the answers with the class, encouraging students to refer back to the article to explain their answers.
- Use the first two questions to stimulate a discussion about whether Mr. Fitzgerald is a good teacher, and whether it is good to control a class through fear.

SUGGESTED ANSWERS

Mr. Fitzgerald asked the questions to embarrass them and show they hadn't been paying attention. He kept the class under control using body language. He called on students who hadn't done their homework to embarrass them, so they would do their homework next time. He thought the situation was funny because people were scared of a small mouse.

Discover vocabulary Student Book page 116 Workbook page 26

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

4

- Ask students to read the definitions. Check they understand them all.
- Students could work in pairs to find the words in the story and match them with the definitions, then decide if they are nouns or verbs in the story, or both.
- Check answers, and check that students understand all the words. Model pronunciation of difficult words, e.g., *shrug*, *fidget*.

ANSWERS

1 high five, noun 2 shrug, verb 3 shout, verb
4 stare, noun 5 fidget, verb 6 scream, both
7 laugh, verb

5 Talking points

CRITICAL THINKING

- Allow students time to prepare their answers individually. You could brainstorm a few ideas for each question first, to give students some ideas.
- Put students in small groups to discuss the questions.
- Discuss the questions as a class, encouraging students to join in and add more ideas or their opinions.
- Elicit other examples of gestures and what they express, e.g., frowning, clapping, winking.
- Alternatively, students could write their answers individually.

Extra activity: Critical thinking

- Ask: *Do you think that gestures and body language are the same in all cultures? How might they be different? How could this lead to disagreements or people being offended?* Elicit some ideas and discuss which gestures students think are universal, e.g., smiling, and which could be different in different cultures.

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 greetings they find and how they are different in their own culture.
- After the research or at the beginning of the next lesson, discuss the greetings as a class. Discuss how cultural differences might lead to communication problems between people.
- Ask: *How is it possible to avoid communication problems between people from different cultures?*

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

Language in use **How is communication changing?**

1 Read the postcard and article and answer the questions.

- Why is Joey's grandmother in Australia?
- How does Joey usually contact his grandmother?
- Why do people write fewer letters now?
- What's the disadvantage of messaging?

Greetings from



THE DEATH OF LETTERS

Have you ever written a letter? If you're a teenager, the answer is possibly "No, I haven't."

A recent survey by the stationery company Bic reports that 33% of teenagers have never written a letter and that 58% of teens think that handwriting is "too slow." In recent years, people have been sending fewer and fewer letters, but at the same time they've been sending more and more emails and text messages. For example, according to the US Post Office, people in the USA sent 50% fewer letters in 2017 than they did in 2002, but digital services like Gmail, Snapchat, and Twitter became much more popular over the same period.

This is worrying some teachers, who say that today and messaging have been affecting how students write essays. A survey by the Pew Internet & American Life Project found that 54% of US students use texting slang in their schoolwork. Maybe we all need to write letters again instead of so many texts.

Discover grammar Talking about experiences: finished and unfinished actions
Student Book ► Page 117 Workbook ► Page 27

We use the simple past for events relevant to the past only. We use the present perfect for news and events relevant to the past and now. We use the present perfect continuous for actions in progress in the past and now.

2 Study the examples 1-3 from the postcard and match them with the descriptions a-c. Then find more examples of each verb tense in the article. Why has the writer used that tense in each case?

- I haven't written for a while.
- We arrived in Australia three weeks ago.
- ... we've been looking for a place to live.

- an action relevant to the past only
- an action relevant to the past and now
- an action in progress in the past and now

Language in use

3 In pairs, study each picture and answer the questions.

TEST YOUR SELFIE AWARENESS!

For each picture, can you say ... ?

- what the news is
- what the people have been doing
- where the people are



4 Work in groups. Read the survey and think of your answers for each section A-D. Can you think of any more questions? Then take turns to ask and answer the questions. Make a note of the responses so you can report them to the class.

COMMUNICATION SURVEY How do mobile apps affect concentration and interaction?

A Which App?

- Which app do you use most for messaging? Why?
- How long have you been using this app?

B Manners and manners

- Have you ever used your cell phone during a meal with others? If so, who were you with and where?
- Have you ever interrupted a conversation to write a message? If so, was it really necessary?

C Communication or distraction?

- How many times have you looked at your phone today?
- How many times was it really necessary?

D Talk or text?

- How did you contact your friends before you had a cell phone?
- Have you ever texted someone who was next to you? Why?
- What's the longest conversation you've had this week? What can you remember about it?
- What's the longest text chat you've had this week? What can you remember about it?

5 Discuss the results of your surveys as a class and decide what they mean. How do you think mobile technology is affecting communication?

6 Imagine you are writing a letter to someone you haven't had contact with for a long time. Give them news about your activities since you were last in touch. Use the simple past, present perfect, and present perfect continuous.

Discover more SEARCH ONLINE and find out about the history of one of these means of communication: emojis text messages video calling

Language in use

How is communication changing?

Learning objective

GRAMMAR Talking about experiences: finished and unfinished actions

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *How do you usually communicate with your friends? Why do you like this form of communication?* Elicit a few ideas, then ask: *How did your parents communicate with their friends when they were young? What about your grandparents?* Elicit a few ideas, and elicit the idea that communication changes over time.
- Ask: *What are the advantages of modern forms of communication? What are the disadvantages?* Discuss the ideas as a class.

1

- Focus on the postcard and ask: *Do you ever write postcards? Do you know anyone who writes postcards?*
- Students then read the postcard and article, and answer the questions.

- Check answers. For the final question, elicit some disadvantages of messaging, then ask: *Would you like to receive a postcard or letter from a friend? Why?*

SUGGESTED ANSWERS

- She has moved to Australia to live there.
- He texts or Skypes.
- Because it's too slow to write things by hand, and it's easier to use other forms of communication.
- Texting has affected how students write essays because students don't know that they shouldn't use informal language or texting slang in formal writing.

Discover grammar Student Book page 117 Workbook page 27

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation with the class before you continue to exercise 3.

2

- Ask students to read the examples, then match them with the descriptions. They could work in pairs for this.
- Check answers, then read aloud the information on talking about experiences and finished and unfinished actions.

ANSWERS

1 b 2 a 3 c

3

- Focus on the photos and teach the word *selfie* if necessary.
- Focus on the first photo (A) and read the questions. Elicit some possible answers, and encourage students to

guess and speculate. Correct any errors with the target language, if necessary.

- Students then work in pairs to look at the remaining photos and discuss the questions.
- Monitor while they are working, and help out with the target language, if necessary.
- Finally, focus on each photo and invite a pair of students to tell the class their ideas about it. Ask other students if they agree or disagree, or can add anything.

ANSWERS

students' own answers

4

- Put students in groups and ask them to read the survey. Check that they understand all the sections and questions. Then ask the groups to think of their answers for each section.
- Students then work in groups to ask and answer the survey questions and note their answers, and any other questions they can think of. You could first discuss as a class the best way for them to work, e.g., one person asks all the questions to each group member, and two students work together to note down all the answers.
- Elicit some other possible questions for each section from the class and write some on the board.

5

- Read the question aloud, then allow groups time to prepare their ideas to present to the class. Encourage them to think of both positive and negative ways in which mobile technology is affecting communication, and encourage them to include as many of their group as possible when they present their ideas.
- Ask each group to tell the class their ideas. After each group has spoken, invite other students to ask questions, or express agreement or disagreement.

6

- You could refer students back to the postcard on page 30 to notice how they can start and end their letter. They could also pick out some useful phrases to use, e.g., *Sorry I haven't written for awhile. If you get a moment, why don't you write?*
- When students have finished writing, they can compare their letters in pairs. Ask some students to read their letters to the class.
- Ask: *Did you enjoy writing the letter? What was easy / difficult about it?*

ANSWERS

students' own answers

Extra activity: Creativity

- Refer students back to the story on page 29. Ask them to imagine that they are Mary. Then divide the class in two big groups. Half the students work in pairs and write a short letter from Mary to a friend, saying what happened in class. The other half work in pairs and write a short text message from Mary to a friend, saying what happened. Tell the students writing a text message that they can use emojis if they like.
- When students have finished, put them in new pairs – a student who has written a letter with a student who has written a text. Ask them to compare the two pieces of writing and discuss any differences in what is communicated and how it is communicated.
- Ask a few students to read their letters and messages to the class and discuss any differences in communication style as a class.

Discover more

- You could allocate different means of communication to different students, to ensure a spread across the class. 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, students who researched the same means of communication can work together to prepare a mini presentation.
- Ask each group to present their findings to the class. Discuss which of the means of communication students use the most, and what they like about it.

Preview

- Ask students to do the *Discover vocabulary* exercises on page 116 before the next lesson.

Further practice

Discover grammar Student Book, page 117 (answers on TG page 113)

Workbook, page 27

Grammar practice worksheet, Teacher's Resource Center

Life skills What makes a good conversation?

Life skills strategy **Developing good conversation skills**

The success of a conversation depends on more than the ability to speak and understand. It also depends on how you interact. Conversation requires active participation: speaking, listening, and reacting to other people.

- Study the life skills strategy. Then think about how you usually answer these questions. How can your answers be better?**

How are you?

Did you see the soccer game on TV?

How was your day at school?
- Read 1–10 below and check (✓) or put an X by the Conversation DOs and DON'Ts.**

Conversation DOs and DON'Ts

 - 1 Only talk about yourself. ☐
 - 2 Show interest with gestures. ☐
 - 3 React to what people say and ask questions to find out more. ☐
 - 4 Be polite and patient so others can speak. ☐
 - 5 Ignore people who want to join the conversation. ☐
 - 6 Focus on people who are speaking. ☐
 - 7 Look around you during the conversation. ☐
 - 8 Repeat or explain if someone doesn't understand. ☐
 - 9 Look at your phone if you get a message. ☐
 - 10 Interrupt the speaker to give your opinion. ☐
- Work in pairs and compare your answers from exercise 2. Then answer the questions.**
 - In your opinion, which DOs are the most important?
 - Which DON'Ts annoy you the most?
 - Can you think of any more DOs and DON'Ts for good conversation?

Discover vocabulary Conversation and communication
Student Book ► Page 124 Workbook ► Page 28
- Listen to three conversations. After each one, say if the conversation was very successful, pretty successful, or not successful. Explain your answers using ideas from the table in exercise 2.**
 - Emily and Ed _____
 - Mrs. Lane and Connor _____
 - Sara and Max _____
- Listen again and take notes. What do you know about each person by the end of the conversations? Which pair of people exchanged the most information?**

Life skills

Speaking strategy **Showing interest**

If we show interest in what the speaker is saying, this motivates them to communicate more. We can express interest by:

- using body language
- asking questions
- using phrases that show interest

- Study the speaking strategy. Then listen to six people and choose an appropriate phrase for showing interest to reply with.**

- _____
 - _____
 - _____

- _____
 - _____
 - _____
- Key phrases Showing interest**

Really? / Oh yes? What / How about you? I know what you mean.	That's interesting / amazing / weird! Where / When / Why / Who / was that, then? So tell me
---	--
- Work in pairs or small groups. Look at Tell Me About ... and take turns to start conversations. Use the key phrases to show interest in what the others say.**

TELL ME ABOUT ...

a celebration you enjoyed

the last time you went to the dentist

your hobbies

a concert you went to

a place you like

the last vacation you had

a film you enjoyed

what you did last weekend

your family
- REFLECT** Are you a good conversationalist? What do you do well? How can you improve?

Discover more

SEARCH ONLINE to find **conversation starters** to help create interesting and memorable conversations. Choose your three favorites and try them in class.

32 Unit 3 How do we communicate?
Unit 3 How do we communicate? 33

Life skills

What makes a good conversation?

Learning objectives

LIFE SKILLS Developing good conversation skills

VOCABULARY Conversation and communication

LISTENING Successful conversations

SPEAKING Showing interest

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Who do you find it easy to talk to? Who do you find it difficult to talk to? Why?* Put students in pairs to discuss the questions, then elicit a few ideas from the class.
- Ask: *What makes a good conversation? What makes a conversation boring?* Elicit a range of answers, and ask more questions if necessary to give students ideas, e.g., *What if one person talks all the time? What if someone doesn't listen? What if they don't seem interested?* Encourage students to think about how the way people interact in a conversation can make it either a good or bad conversation.

1

- Read aloud the life skills strategy about developing good conversation skills. Ask students to think about the people they know and ask: *Who has good conversational skills? Why?* Allow students to discuss the question in pairs, then elicit some ideas from the class.
- Ask students to read the three questions individually and think about how they would usually answer them.
- Put students in pairs to compare their ideas.
- Elicit a range of answers from students. Don't focus on answers which show poor conversational skills, but if students give answers that show good conversational skills, ask the class: *Do you think that answer shows good conversational skills? Why?*

2

- Read aloud the first piece of advice and elicit whether it should have a check mark or an X.
- Ask students to read the remaining pieces of advice and work individually to write either a check mark or an X.
- Don't check answers at this stage.

3

- Put students in pairs to compare their answers to exercise 2.
- Check answers and discuss any differences of opinion students had.
- Students then work in pairs to answer the three questions.
- Discuss the answers with the class.

ANSWERS

DO: 2, 3, 4, 6, 8

DON'T: 1, 5, 7, 9, 10

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.

4 **1.08**

- Allow students time to read the task, then play the audio.
- Students listen and answer the question.
- Discuss the answers with the class, encouraging students to refer back to exercise 2 to explain their answers.

ANSWERS

1 not successful **2** pretty successful **3** very successful

5 **1.08**

- Ask students to read the questions, then play the audio again. Pause the audio after each conversation, to allow students time to take notes.
- With weaker classes, students could compare their answers, then listen again to check and complete them.
- Check answers.

ANSWERS

- 1** Emily: She's been helping her sister with her new baby; she does yoga; she's really busy.
Ed: He's been well.
- 2** Mrs. Lane: She likes classical music.
Connor: He is enjoying the concert; his brother is playing the violin; his brother is a professional player; he's been playing for about three years; Connor plays the piano, but he doesn't have a piano teacher at the moment.
- 3** Sara: She didn't take a weekend job because her parents didn't want her to; her parents want her to study; she has exams this year; she's in her third year; her parents say she can get a job next summer; she would like a job in a shop.
Max: He's a little tired; he's been running because he's training for a marathon; the marathon is in three weeks; his leg is a little sore; he joined an athletics club last year; his P.E. teacher suggested it, and he really enjoys it.
Sara and Max exchange the most information.

6 **1.09**

- Ask students to read the speaking strategy. Discuss as a class how body language can express interest, e.g., looking at the speaker, nodding, smiling, etc.
- Read aloud the key phrases for showing interest and check that students understand them all. Elicit what we use the different phrases for, e.g., we use *Really?* to express surprise, and we use *I know what you mean* to express agreement.
- Play the first person on the audio and elicit a possible phrase for showing interest.
- Play the rest of the audio, pausing for students to write a phrase to reply.
- Play the audio again, pausing after each speaker to discuss the answers.

SUGGESTED ANSWERS

- 1 I know what you mean.
- 2 Really? That's interesting / amazing / weird!
- 3 Where was that, then? Oh yes? So tell me ...
- 4 How about you?
- 5 Who was that, then? So tell me ...
- 6 Really? That's interesting / amazing / weird!

7**COMMUNICATION**

- Allow students individually to read the *Tell me about ...* topics and think about what they could say for each one.
- Demonstrate the task by inviting a confident student to talk about the first topic. Show interest as they speak by using some of the key phrases.
- Put students in pairs to take turns to talk and show interest.
- Monitor while students are working. Prompt them to use a range of key phrases, if necessary.

8 Reflect**CRITICAL THINKING**

- Put students in pairs to discuss what they already do well as a conversationalist, and what they can improve. Remind students that when they give feedback to each other, they should always be positive and respectful, not critical.
- Ask: *How can you improve your conversation skills?* Discuss the question with the class, and encourage students to see that practicing and then self reflection are the best ways to improve.

Extra activity: Communication

- Put students in groups of three. Two students have a conversation based on one of the ideas in the *Tell me about ...* list. The other student watches and listens, and notes down examples of how the other person shows interest, e.g., using body language, asking questions, or using some of the key phrases.
- Students can swap roles and practice again, until they have all had a turn at showing interest. They then give each other feedback on how well they listened and showed interest.

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 conversation starters that they find to help create interesting and memorable conversations.
- After the research or at the beginning of the next lesson, put students in pairs to start conversations with each other and then try to keep the conversations going.
- Ask: *Which conversation starters worked best? Why?*

Further practice

Discover vocabulary Student Book, page 116 (answers on TG page 112)

Workbook, page 29

Writing

How do we write to different people?

Writing task

An email to someone you don't know

Write an email to an exchange student from another country. The student is going to live with your family for a week and study at your school. Introduce yourself and give the student some useful information.

Understand the task

- Read the writing task. Why is an email better than a text message in this case? How does writing to someone you don't know influence how you write?

Writing strategy

Formal and informal writing

We can write to people in a formal, neutral, or informal way. The style we choose depends on why we are writing and our relationship with the person we are writing to.

- Study the writing strategy. Then read the correspondence A-C and decide if the style of each is formal, neutral, or informal. What style is best for the email in the writing task? Why?
- Look again at A-C. Which of them include each of the features below? Write A, B, or C for 1-6. In some cases there are two answers.

1 contractions	4 imperatives	7 formal language
2 incomplete sentences	5 emojis	8 first name and surname
3 informal language	6 paragraphs	9 semi-formal language

A

Hey, Sam!

Just got a letter from the school office! You too? I'm going to Florence! How cool is that? Lucky Florence LOL. It's really nice we're in the same town. Any news????? Text me if you hear anything OK? Talk soon!

Can

B

Dear Mr. Hughes

We are writing to you regarding the School's Language Exchange Program. We are pleased to inform you that we are able to offer Daniel a place in this year's program. The following are details of the placement:

School: LICEO MONTEVERDI, Florence

Exchange Partner: Paolo Morini

Date of visit: June 10-17

We expect the Italian exchange partners to be with us in February, and we will be writing to you with details of their visit within the next few days.

Please do not hesitate to contact us if you need any further information.

Yours sincerely,

Bill Fox

Head of Languages

C

To: Daniel

From: Paolo

Dear Daniel,

My name is Paolo Morini and I study English at a secondary school in Florence, Italy. My teacher gave me your name and email address because you are my partner in the School Languages Exchange Program this year. It's great news, and I'm just writing to say hello and to say that I'm very excited we'll have the chance to do the exchange.

On my plan it says that I will study at your school in February and then you will come to Florence in June. February is very soon, so I'm pretty nervous! Is there anything you can tell me about your home and family? Is your school very big? I'm really looking forward to hearing from you.

Let me know if you need any information about Florence.

Best wishes,

Paolo

4 LANGUAGE POINT Study the highlighted phrases in A-C on page 34. Find the phrases with similar meanings. Is each phrase formal (F), neutral (N), or informal (I)?

Hey, Sam ☐ = ☐

How cool is that? ☐ = ☐

Text me ☐ = ☐

Talk soon ☐ = ☐

We are writing to you regarding ☐ = ☐

Think and plan

- Read the email from Paolo again. Take notes about the kind of information you will need to include in your reply.
- Write a first draft
- Write your email to Paolo. Follow the instructions in the writing task. Introduce yourself, answer the questions from the email, and ask any questions you have. Identify what phrases to use in your email.
- Review and edit
- Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- Content Did you respond to the queries in the email and ask your own questions?
- Organization Is your email organized into logical paragraphs?
- Style Did you use the correct phrases in your email?

34 Unit 3 How do we communicate?

Reflect

How do we communicate?

How do we use language? What makes a good conversation?

How can we communicate without words? How do we write to different people?

How is communication changing?

- 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 33

Unit 3 How do we communicate? 35

Writing

How do we write to different people?

Learning objectives

WRITING Writing an email to someone you don't know

WRITING Formal and informal writing

WRITING Formal, neutral, and informal phrases

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, ask them to use their conversation starters now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Who do you write emails to? Who might you write an email to in the future?* Elicit a few ideas and prompt students with some questions if necessary, e.g., *What about if you want information about a language course? What about if you want to apply for a job?*
- Ask: *How is an email different from a text message? When would you choose to send a text message? When would you choose to send an email? Why?* Elicit a few ideas and encourage students to think about the difference in tone and style between a text message and an email.

Understand the task

1

- Ask students to read the writing task and answer the questions.

- Discuss the answers with the class.

SUGGESTED ANSWERS

An email is better than a text message because it is more formal and you can communicate more information. When you are writing to someone you don't know, you have to be more formal and polite.

2

- Ask students to read the writing strategy about formal and informal writing.
- Refer students to the three examples of correspondence on page 34. Elicit what type of correspondence they are (a text message, a letter, and an email). Students read them and answer the questions.
- Allow students to compare their ideas in pairs, then discuss the answers with the class. Elicit why each one has a particular tone, e.g., A is informal because it is to a friend, B is formal because it is from a school, C is neutral because it is to a student that the person does not know.
- Discuss what style is best for the email in the writing task (neutral).

ANSWERS

A informal B formal C neutral

3

- Read the features aloud with the class and check that students understand them all.
- Students read A-C again and decide which of them include the different features. Tell them that some features are in more than one of A-C.
- Check answers, eliciting examples of each feature.

ANSWERS

1 A, C 2 A 3 A 4 A, C 5 A 6 B, C 7 B 8 B
9 C

4 Language point

- Point out the highlighted phrases in A–C. Explain that the phrases have similar functions in the different kinds of communication, but they express different levels of formality.
- Focus on the greeting *Hey, Sam* and ask students to find the phrases with similar meanings in B (*Dear Mr. Hooper*) and C (*Dear Daniel*). Elicit which one is informal, which is formal, and which is neutral.
- Ask students to read the remaining phrases, then decide which ones have similar meanings and which ones are formal, informal, and neutral.
- Check answers.

ANSWERS

Hey, Sam (I) = Dear Mr. Hooper (F) = Dear Daniel (N)

How cool is that? (I) = We are pleased (F) = I'm very excited (N)

Text me (I) = Please do not hesitate to contact us (F) =

Let me know (N)

Talk soon (I) = Yours sincerely (F) = Best wishes (N)

We are writing to you regarding (F) = I'm just writing to (N)

Extra activity: Critical thinking

- Ask students to look at A–C again and see what they notice about the use of periods, question marks, and exclamation points in each one.
- Discuss the answers with the class, and point out that in informal writing we use more exclamation points and question marks, and we can repeat the same punctuation for emphasis, e.g., *Any news???* Point out that in formal writing we usually use more simple periods, and we avoid asking direct questions.

Think and plan

5

- Tell students to read Paolo's email carefully to find out what information he asks for. Students could work in pairs for this, or you could think of ideas as a class and make notes on the board.

Write a first draft

6

CREATIVITY

- Refer students back to the general instructions in the writing task.
- Discuss with the class how to structure the email into paragraphs, e.g., introducing yourself and making general comments in paragraph 1, answering Paolo's questions in paragraph 2, asking your questions in paragraph 3.
- Students write their first draft. Explain that at this stage students should focus on getting their ideas in the right order, as they will have time to check their grammar and spelling later.

Review and edit

7

- Students read the notes and questions in the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks – to get a good grade they should be able to answer “yes” to all the questions.
- Remind them to also check their grammar and spelling.
- They then revise their emails individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a grade out of ten for each item, giving a total out of 30 for the task.

Reflect How do we communicate?

1

- Read aloud the question *How do we communicate?* 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.

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. Encourage them to refer to the images in the video to support their ideas.

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 listen to compare their predictions.
- 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 132

Workbook, pages 30 to 31

4

How do we use PICTURES?

Now we can take pictures of almost anything. What kind of animal do you think this is? What size do you imagine it is? What do you take pictures of?



Why do we take pictures?

1 Look at the picture and discuss the question on page 36.

2 Work in groups. Choose answers for questions 1-6.

Photography facts

- When was the oldest surviving picture taken?
a 1726 b 1826 c 1926
- When could people first buy film cameras?
a 1788 b 1888 c 1988
- What do we call an informal picture of something?
a selfie b portrait c snapshot
- How did people first share pictures?
a They posted them online. c They sent them using email.
b They printed them.
- Which kinds of photography do people pay the most for?
a artistic photography c photojournalism
b fashion photography
- How many pictures do we share online every day?
a less than one million c about two billion
b over two million

Discover vocabulary Photography
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. What are the reasons given for why people take pictures?

5 Look at the pictures on page 39. Take turns to describe them. Who do you think took them and why?

Key phrases Describing pictures
It's out of focus / blurry.
I can't make it out clearly, but it looks like
In the foreground / background
On the left / right
You can't really tell what that is.

6 Discuss the questions.
1 What pictures do you most enjoy taking and looking at?
2 Why do some people love taking pictures of themselves?

Discover more  SEARCH ONLINE for a famous photographer from your country. What's your opinion of their work?

Vocabulary

- Photography
- Compound adjectives: noun + present participle
- Sharing pictures

Further practice

Discover vocabulary Student Book, page 118

Workbook, pages 36 to 38

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading an article about photography
- Identifying an author's viewpoint

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 34 to 35

Grammar

- Question tags
- Modal verbs for possibility and deduction

Further practice

Discover grammar Student Book, page 119

Workbook, pages 36 to 37

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Social and cultural awareness: sharing pictures online

Listening

- Decoding connected speech: linking

Further practice

Workbook, page 39

Speaking

- Describing pictures
- Commenting on pictures

Further practice

Workbook, page 39

Writing

- Writing a news story
- Structuring a news story

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 take pictures?

Learning objectives

FACTFLIX VIDEO Learning about the different reasons people take pictures

VOCABULARY Photography

SPEAKING Describing pictures

Introducing the topic

- With books closed, write on the board: *A picture is worth a thousand words.* Ask: *What do you think this means? What can we learn from pictures that we can't learn from words? What are pictures better at communicating?*
- Elicit a few ideas, then put students in pairs to write down three ways in which pictures help us to communicate better than words. Discuss their ideas as a class.
- Students then open their books and look at the opening picture, *Discover* question, and lesson question.

1

- Put students in pairs and ask them to look at the picture and discuss what it is and what effect it has on them.
- Get feedback on their discussions.
- Ask students to read the question in the caption and make a list of the top five things they take pictures of.
- Put them in groups to compare their ideas and make a list of the top five things they all take pictures of.
- Discuss as a class what students take pictures of and why.

2

- Put students in small groups to read the facts about photography and choose the correct answers.
- Discuss their answers as a class, but don't confirm them at this stage.

Discover vocabulary Student Book page 118 Workbook page 36

- If you think your students will struggle with the vocabulary in exercise 2, turn to page 118 now and do the vocabulary practice in class, before students continue with the lesson.
- With stronger classes, students can do the exercises on page 118 for homework.

3 

- Ask students to read the questions in exercise 2 again, then play the video for them to note down the answers they hear. Check answers.

ANSWERS

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

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each question is answered, and confirm what Sofia and Zach said.

4 

- Read the question aloud and ask if students can remember any answers from the video.
- Play the video again for students to confirm their answers.

- Check answers and ask: *Can you think of any other reasons?* Discuss the question with the class.

SUGGESTED ANSWERS

to capture and keep memories, to share them with friends and family, to identify people, to capture important events and spread news, to advertise and sell things, to make money, to be creative, to communicate and share stories

5

- Read aloud the key phrases for describing pictures and check that students understand them all. You could play the video again, pausing after each phrase for students to hear the phrase in context and to check understanding.

COMMUNICATION

- Refer students to the pictures on page 39, then put them in pairs to describe them and discuss who took them and why.
- Elicit a description of each picture from the class, then discuss students' ideas about who took the pictures and why.

ANSWERS

students' own answers

6

- Students discuss the questions in pairs or small groups.
- Ask some students to tell the class what they discussed, what they agreed about, and what they disagreed about.
- Discuss as a class what kinds of pictures students enjoy looking at and why.

Discover more

- Remind students that they should use the exact search term in the task and their country. 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, students can work in groups and present the information they found.
- Ask some students to tell the class about the photographer they researched.

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 pictures make us feel?

- How do you feel about photography? Choose the option from each pair 1–4 that best expresses your opinion.

1 a Pictures can be very powerful.	3 a We prefer snapshots to serious photography.
b Pictures are always very powerful.	b We prefer serious photography to snapshots.
2 a We don't see enough pictures.	4 a Images affect us more due to the media.
b We see too many pictures.	b Images affect us less due to the media.

Reading strategy Identifying an author's viewpoint
The author's viewpoint is how he/she presents a topic. When you read an article or essay, try to identify what the author thinks about the topic. Is the author impartial? The author's choice of language and facts can help us to understand this.

- Study the reading strategy and read the article on page 39. What is the author's viewpoint for the options 1–4 in exercise 1?
- Read and listen to the article. Answer the questions.
 - The author mentions the powers of pictures. What are they?
 - What can be "extraordinary" about blockbuster movies? Why can they become "ordinary"?
 - According to the author, how do marketing images affect us?
 - Why does the author think that we don't focus for long on pictures?
 - Why can pictures seem "more stressful than wonderful"?
 - What does the author think of the quality of pictures on social media?

Discover vocabulary Compound adjectives: noun + present participle
Student Book ► Page 118 Workbook ► Page 36

- Find the adjectives below in the article. Then match each adjective with definitions 1–5.

breath-taking	eye-popping	heart-breaking	mind-numbing	re-ver-er-er-er-er-er
thought-provoking	1 continue a long time	4 very sad		
2 visually stimulating	5 very boring			
3 with overpowering impact	6 interesting			
- Rewrite the sentences by creating a compound adjective from the highlighted words.
 - It's a dish that **makes my mouth water**.
It's a **mouth-watering** dish.
 - That story **warmed my heart**.
It's a **heart-warming** story.
 - Those athletes **break records**.
They are **record-breaking** athletes.
 - That kind of shark can **eat a man**.
It's a **man-eating** shark.
- TALKING POINTS Discuss the questions.
 - Do you agree with the author's viewpoint? Why? / Why not?
 - Do you think we take too many pictures? Why? / Why not?

Discover more SEARCH ONLINE for thought-provoking pictures in one of the categories below. Choose your favorites, show them to the class, and say why you like them.
advertising portrait press travel wildlife

OVEREXPOSURE Have pictures lost their magic?

Why do you think the author starts the second paragraph with 'Then there's the constant bombardment of images in the news and advertising. It has been estimated that some people see as many as 3,500 marketing messages a day. Interestingly, it has also been found that 99% of those images make little or no impact on us. We are immune to their magic. Pictures have become mind-numbing instead of thought-provoking. Let's be honest – most of the pictures that we see on a daily basis aren't all that wonderful anyway. They are mostly everyday snapshots of people's lives: babies, cats, families, and friends. Which pictures reach record-breaking numbers of views on picture sharing sites? They are usually of celebrities, usually with their new babies. Nice, but not powerful. The artist Joan Miró once said "You can look at a picture for a week and never think of it again. You can also look at a picture for a second and think of it all your life." It seems the time has come when we don't remember pictures for ever a second. In that second we look, we "like", and we forget. Try to picture in your mind the last image that really impressed you. Can you remember it? I doubt it. The power has gone.

How are images "at our fingertips"?

How can pictures in propaganda and advertising deceive us?

What kind of movie is the author referring to?

Then there's the constant bombardment of images in the news and advertising. It has been estimated that some people see as many as 3,500 marketing messages a day. Interestingly, it has also been found that 99% of those images make little or no impact on us. We are immune to their magic. Pictures have become mind-numbing instead of thought-provoking. Let's be honest – most of the pictures that we see on a daily basis aren't all that wonderful anyway. They are mostly everyday snapshots of people's lives: babies, cats, families, and friends. Which pictures reach record-breaking numbers of views on picture sharing sites? They are usually of celebrities, usually with their new babies. Nice, but not powerful. The artist Joan Miró once said "You can look at a picture for a week and never think of it again. You can also look at a picture for a second and think of it all your life." It seems the time has come when we don't remember pictures for ever a second. In that second we look, we "like", and we forget. Try to picture in your mind the last image that really impressed you. Can you remember it? I doubt it. The power has gone.

Nowadays we see so many pictures that perhaps we don't notice what is extraordinary about them anymore, or we don't care because we've seen it all before. It's like those blockbuster movies. The eye-popping special effects amaze us for the first two minutes, but then they just seem normal. This is what happens when the extraordinary becomes ordinary. We lose our sense of wonder.

Part of the problem is that there are simply so many pictures. Approximately two billion pictures are posted every day. It's a huge number. Recent research suggests that we can feel anxious trying to keep up with all the pictures that we post, view, "like", and comment on. When we are drowning in a flood of pictures, they can become more stressful than wonderful.

Reading to learn How do pictures make us feel?

Learning objectives

READING Reading an article about photography

READING Identifying an author's viewpoint

VOCABULARY Compound adjectives: noun + present participle

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask: *Can looking at a picture change the way you feel? Can pictures make you feel happy or sad? Can they make you feel frightened or angry?* Elicit a few ideas, then ask students individually to think about a picture they have seen which has had an effect on the way they feel. Encourage them to think about pictures they have seen on the news, on social media, etc.

- Put students in small groups to talk about the pictures they thought of, and say what effect they had on them.
- Have a brief class discussion.

1

- Ask students to read the sentences and choose the ones that best express their opinions.

- Put students in pairs to compare their answers and give reasons for them.
- Ask some pairs to tell the class which answers they disagreed about and why.

2

- Ask students to read the reading strategy, or read it aloud to the class. Check they understand *impartial* (= expressing no personal opinion).
- Ask: *Why is it important to identify the author's viewpoint?* Discuss as a class how identifying the author's viewpoint helps you to understand why they are presenting certain facts, and can help you to be more critical and think of other viewpoints when you read.
- Ask students to read the article and identify the reader's viewpoint on the four ideas in exercise 1.
- Check answers, eliciting the part of the article which confirms each viewpoint.

ANSWERS

1 a 2 b 3 a 4 b

3 1.10

- Allow students time to read the questions, then play the audio. Students read and listen to the article and answer the questions.
- Allow students to compare their answers in pairs, then discuss them with the class, eliciting the part of the article which confirms each answer.

ANSWERS

- the power to transport us to other places, the power to reach into our hearts and minds, the power to deceive us and make us buy things, the power to manipulate us

- 2 They can be extraordinary because they show amazing special effects, but they can become ordinary when we see them too often.
- 3 They have very little impact on us.
- 4 Because we see so many of them.
- 5 Because we see so many of them, and we are under pressure to respond by “liking” them or commenting on them on social media.
- 6 He/She thinks they are not very interesting or powerful.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 39. Students read the article again for relevant information and answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to explain their answers.
- Ask students if they can think of any examples of advertising pictures which deceive people.

SUGGESTED ANSWERS

Images are at our fingertips because we can see them at any time, with just the click of a button on our phones. Pictures in advertising and propaganda can persuade us that we need something, or they can make us believe things that are not true.

The author is referring to a blockbuster movie with a lot of special effects, like car chases, fights, etc.

The word “bombardment” suggests that things come toward us as if we are being attacked. The author is suggesting that pictures are not wanted, like an attack.

The author involves the reader by using the pronoun “we” and by asking the reader a question.

Discover vocabulary Student Book page 118 Workbook page 36

- With weaker classes, do the exercise in class before students continue to exercise 4.
- With stronger classes, students can do the exercise for homework.

4

- Ask students to read the definitions. Check they understand them all.
- Students could work in pairs to look at the article again to find the adjectives and match them with the definitions.
- Check answers, and check that students understand all the adjectives. Model pronunciation.

ANSWERS

- 1 never-ending 2 eye-popping
3 breathtaking 4 heartbreaking
5 mind-numbing 6 thought-provoking

5

- Read aloud the example answer, then ask students to create compound adjectives and rewrite the sentences. They could work in pairs for this.
- Check answers.

ANSWERS

- 2 That story was heartwarming.
3 Those athletes are record-breaking.
4 That kind of shark is / can be man-eating.

6 Talking points

CRITICAL THINKING

- Allow students time to prepare their answers individually. You could brainstorm a few ideas for each question first, to give students some ideas.
- Put students in small groups to discuss the questions.
- Discuss the questions as a class, encouraging students to join in and add more ideas or their opinions.
- Alternatively, students could write their answers.

Extra activity: Critical thinking

- Ask: *Would social media be possible without pictures? Would you post stories or written accounts of what you're doing if you couldn't upload pictures? Would those stories or accounts be interesting?*
- Have a class discussion and encourage students to imagine social media without pictures and think about why they would or wouldn't continue to add posts or read their friends' posts.

Discover more

- Remind students that they should use the exact search term in the task and a category. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to choose their favorite pictures, download copies of them, and make notes on why they like them.
- After the research or at the beginning of the next lesson, put students in groups to show each other their pictures and talk about why they like them.
- Ask groups to look at all the pictures and choose one to present to the class.
- Ask each group to show their picture to the class and explain why they like it. Encourage other students to respond and give their own opinions.

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 and listen to two students discussing the pictures below. Then answer the questions.
- Where do the students think the pictures are from?
 - What are the students' opinions about retouching pictures on social media and in advertisements? Do you agree?

Tonyo We need to comment on those pictures for homework. Here's the first one. Where do you think it comes from?

Pavel I think this **could** be a profile picture from social media.

Tonyo I don't know. It **might** be an advert for a hair product. Anyway, it **must** be retouched. Look at his skin – it's perfect.

Pavel How do you know? He seems pretty natural, doesn't he? He **must** just have really good skin.

Tonyo Maybe, but it isn't a problem if he altered it, is it?

Pavel So you think it's OK to modify pictures for social media?

Tonyo Well, we all know that people do it.

Pavel Yes, sure. A lot of apps have "beauty" settings now, don't they? One click on the picture and you have perfect skin.

Tonyo That's true. What about this picture?

Pavel Well, this is more creative. You **might** see this kind of image on a poster or in publicity. That **could** be an actual picture, can it?

Tonyo No. They definitely altered it, didn't they? It **must** be for an ad or a poster.

Pavel And are you OK with retouched pictures in publicity?

Tonyo Well, this kind of image is fine because it's obvious. It's artistic, too. Retouching is only a problem when they use it to make you think a product will make you attractive.

Pavel Yes, I agree.

Discover grammar Question tags

Student Book ► Page 119 Workbook ► Page 36

When we speak, we use a question tag with rising intonation to check information when we're uncertain. We can also use a question tag with falling intonation to show we're certain.

- 2 Listen to the question tags from the discussion. For 1–5 decide if each speaker is certain or uncertain.
- He seems pretty natural, doesn't he?
 - It isn't a problem if he altered it, is it?
 - A lot of apps have "beauty settings" now, don't they?
 - That can't be an actual picture, can it?
 - They definitely altered it, didn't they?

- 3 Look at the opinions about retouched pictures. Circle the options you agree with.
- Manipulating images is / isn't very common.
Everyone / Not everyone does it.
It's the same / It isn't the same as lying.
We all need / don't all need to look beautiful.
All / Not all pictures of models are retouched.
Magazines need to / don't need to tell us which pictures are altered.

- 4 Take turns to express opinions from exercise 3. Include question tags with rising or falling intonation.

A Manipulating images is very common, isn't it? ↗

B Yes, I think it is. I see it all the time. I think everyone ... ↘

Discover grammar Modal verbs for possibility and deduction

Student Book ► Page 119 Workbook ► Page 37

We can use modal verbs to say how sure we are about something and also to suggest different possibilities.

- 5 Study the highlighted modal verbs in the discussion on page 40. Which verbs do the people use when they are certain about something? Which verbs do they use when they're uncertain or to suggest possibilities?

- 6 Work in pairs. Look at pictures A–D and discuss the questions. For each question, say what you feel is certain and uncertain. Use *might*, *could*, *must*, and *can't*.

- What can you see in the picture? What is happening?
- Where is the picture from? Social media, an advertisement, an announcement, a public campaign, a book, a movie poster, or a news site?
- Do you think that the picture is retouched? Why? / Why not?
- What's the aim of the photographer? Why did they take the picture and alter it this way?



Discover more

SEARCH ONLINE and find out about one of the famous photographers below. Tell the class what you found out.

Ansel Adams Henri Cartier-Bresson Anne Geddes Vivian Maier

Language in use

Why do people alter pictures?

Learning objectives

GRAMMAR Question tags

GRAMMAR Modal verbs for possibility and deduction

Reporting back

- If students did the *Discover more* activity in 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: *When do people alter pictures?* Elicit a few ideas, e.g., in fashion magazines or in advertisements, then ask: *Why do they alter them?* Elicit that they alter them to make someone or something seem more attractive or to create a particular impression.
- Ask: *Do people sometimes alter pictures on social media? Why? Do you think it's OK to do this? Why?* Discuss the ideas as a class.

1 1.11

- Focus on the pictures and elicit what they show.
- Read aloud the questions and check that students understand *retouch a picture* (= change it slightly to make it look more attractive).
- Play the audio. Students read and listen to the conversation, then answer the questions.

- Put students in pairs to discuss the answers and discuss whether they agree with the students' opinions.
- Discuss the answers with the class, encouraging as many students as possible to join in and express their opinions.

ANSWERS

- They think the first one is from social media or an advertisement, and they think the second one is from a poster or in publicity.
- They think that on social media it's OK because lots of people do it. They think that in advertisements it's OK when it's obvious, but not OK when it's used to make you think a product will make you attractive.

Discover grammar Student Book page 119 Workbook pages 36 and 37

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation with the class before you continue to exercise 2.

2 1.12

- Play the audio of the first question tag and elicit that it uses rising intonation, so the speaker is uncertain.
- Play the rest of the question tags. Students listen and decide if the speaker is certain or uncertain.
- Check answers, playing the audio again and pausing to confirm the answers.

ANSWERS

- uncertain
- uncertain
- certain
- certain
- certain

3

- Check that students understand *manipulate images* (= change them to create a particular effect).
- Ask students to read the opinions individually and circle the options they agree with. Encourage them to think about their reasons for agreeing with each opinion.

4

- Demonstrate the task by reading out the example question tag and eliciting the response. Elicit another statement and question tag from a student and respond.
- Put students in pairs to practice using question tags and responding.
- Monitor and help while students are working, and encourage them to use both rising and falling intonation.

Discover grammar Student Book page 119 Workbook page 37

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation with the class before you continue to exercise 5.

5

- Students could work in pairs to study the highlighted modal verbs and answer the questions.
- Check answers, and check that students understand all the modal verbs.

ANSWERS

When people are certain, they use the modals *must* and *can't*. When they are uncertain or want to suggest possibilities, they use *could* and *might*.

6

- Focus on the first picture and ask each question to the class. Elicit a range of answers, and encourage students to use modal verbs to express possibility and deduction. You could write some phrases on the board for students to refer to, e.g., *This picture might be from social media. It must be an ad because ... It can't be retouched because ...*
- Students then work in pairs to discuss the pictures.
- When students have finished, invite each pair to give their opinions on one of the pictures. Ask other students if they agree or disagree, and why.

Students' own answers.

Extra activity: Critical thinking

- Put students in groups and ask them to think about how it is possible to know if the picture has been retouched. Ask them to make notes on their ideas. Then ask them to write four tips for people on how to recognize a picture that has been retouched.
- When students have finished, ask each group to read their tips to the class. Discuss as a class which are the best and most useful tips and why.

Discover more

- You could allocate different famous photographers to different students, to ensure a spread across the class. 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, students who researched the same photographer can work together to prepare a mini presentation.
- Ask each group to present their findings to the class. Discuss as a class what makes a good photographer, and what makes these photographers' pictures so memorable.

Preview

- Ask students to do the *Discover vocabulary* exercises on page 118 before the next lesson.

Further practice

Discover grammar Student Book, page 119 (answers on TG page 113)

Workbook, pages 36 to 37

Grammar practice worksheet, Teacher's Resource Center

Life skills How can we best share pictures?

Life skills strategy 1.13 Social and cultural awareness: sharing pictures online

Before sharing pictures online, it's important to know who owns the pictures and if we are allowed to share them. It's also important to consider other people's feelings and reactions before commenting on pictures.

1 Study the life skills strategy. Then read the Fair Share Questionnaire and compare your answers.

THE FAIR SHARE QUESTIONNAIRE

What do you think about sharing pictures? Write yes or no for 1-8.

Is it OK to share a picture when ...?

- ... it might be embarrassing for someone now or in the future
- ... you give contact details with it, like full name, address, or the name of a school
- ... you tag the picture with a private address
- ... someone has asked you to remove or not share the picture
- ... you don't know if the picture is protected by copyright
- ... you have permission to use the picture
- ... you know the privacy settings and who can access the picture
- ... the place where you want to post it might not be secure

A

B

C

Submit results

Discover vocabulary Sharing pictures
Student Book ► Page 118 Workbook ► Page 38

2 Look at pictures A-C and listen to a podcast. In which order do the presenters discuss the pictures?

3 Listen again and look at the Fair Share Questionnaire. Which of the situations do the presenters discuss, and what do they say about them?

Listening strategy 1.14 Decoding connected speech: linking

When we listen to people speaking in English, it isn't always easy to know where one word ends and the next word begins. Some words become connected when people speak, so it's useful to practice listening for word boundaries.

4 Study the listening strategy. Then look at an example from the podcast. Why do you think the words link together as shown?

We've actually had a lot of questions about it.

5 Study four more examples from the podcast and insert the symbol ~ where you think words become connected when people speak.

- Sometimes it says online that everyone has permission to use the picture.
- This is a picture of a girl called Emma.
- Netiquette is correct internet behavior, isn't it?
- You need the owner's permission to share an image that isn't yours.

6 Listen and check your answers for exercise 5.

7 Work in groups. Look at pictures A-E. Say if you think it's fine to share them, and say why or why not.

Key phrases Commenting on pictures

That's so cute / nice / funny!

That's such a(n) cool / awful picture.

How cute / embarrassing!

What a great / horrible / amazing picture / shot.

8 REFLECT Think about the pictures you and your friends usually share. Do they follow the rules in the Fair Share Questionnaire?

Discover more SEARCH ONLINE for the most liked pictures on social media. Do they have anything in common?

42 Unit 4 How do we use pictures?

Unit 4 How do we use pictures? 43

Life skills

How can we best share pictures?

Learning objectives

LIFE SKILLS Social and cultural awareness: sharing pictures online

VOCABULARY Sharing pictures

LISTENING Decoding connected speech: linking

SPEAKING Commenting on pictures

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: *How often do you share pictures online? Where do you usually share them?* Elicit a few answers.
- Ask: *Why do you enjoy sharing pictures online? What are the advantages? Are there any disadvantages?* Elicit a few answers, then put students in pairs to think about as many advantages and disadvantages as they can.
- Have a class discussion and make notes on the board under the headings *Advantages* and *Disadvantages*. Encourage students to brainstorm freely and suggest as many ideas as they can.

1

- Read aloud the life skills strategy about sharing pictures online. Confirm whether students thought about the issues of who owns pictures and other people's feelings during the previous discussion.
- Ask students to read the questionnaire and decide on their answers individually, then put them in pairs to compare their answers.
- Discuss the answers as a class, encouraging students to give reasons to support their opinions.

ANSWERS

1 no 2 no 3 no 4 no 5 no 6 yes 7 yes 8 no

Discover vocabulary Student Book page 118 Workbook page 38

- 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 1.13

- Focus on the pictures and elicit what each one shows.
- Read the task aloud, then play the audio. Students listen and number the pictures in the order the presenters talk about them.
- Check answers, and ask students what the speakers said about each picture. Elicit what they can remember.

ANSWERS

A 2 B 1 C 3

3 1.13

- Allow students time to read the questionnaire again, then play the audio again. Students listen and make notes on which situations the people discuss, and what they say about them.
- Allow students time to compare their answers in pairs, then discuss them with the class, playing the audio again and pausing if necessary for students to hear what is said.
- If students don't mention the PIC rule, discuss this now and make sure students are aware of the meaning. Make notes on the board:

P = Permission: always ask for the owner's permission before you use a picture.

I = Information: make sure you are not giving too much information to strangers.

C = Comments: think about the comments a picture might receive if you post it.

ANSWERS

They talk about situation 5 (copyright), and they say that if a photo belongs to you, you have the copyright to it. You shouldn't use other people's photos without their permission. Some people don't mind, but some photographers make money from their photos, so they aren't happy for people to use their photos for free. They talk about situation 1 (if a photo is embarrassing). They say you shouldn't share a photo if it might be embarrassing for someone. They say that it is good netiquette (= polite behavior online) to ask for someone's permission before you share a photo of them. They talk about situation 2 (giving contact details) and point out that this can cause problems, for example if people think there is a party and decide to come to it.

4

- Read the listening strategy with the class. Ask students if they link words together in their own language, then ask them if they find it difficult to understand connected speech in English.
- Ask students to look at the example and discuss in pairs why they think the words link together.
- Discuss the answer as a class.

ANSWER

We link words together where one word ends with a consonant sound and the next word begins with a vowel sound.

5

- Ask students to read the sentences and insert a symbol where the words are connected in speech. Encourage them to say the sentences aloud to help them guess which words are linked.
- Allow students to compare their answers in pairs.

6 1.14

- Play the audio for students to listen and check their answers to exercise 5.
- Check answers playing the audio again and pausing to focus on the linked words.

ANSWERS

- 1 Sometimes it says online that everyone has permission to use the picture.
- 2 This is a picture of a girl called Emma.
- 3 Netiquette is correct internet behavior, isn't it?
- 4 You need the owner's permission to share an image that isn't yours.

7

- Read the task aloud, then read the key phrases with the class and check that students understand them all.
- Demonstrate the task by inviting a confident student to give their opinion about whether it's OK to share the first picture. Discuss it with them, using some of the key phrases.

COMMUNICATION

- Put students in pairs to discuss the pictures.
- Monitor while students are working. Prompt them to use a range of key phrases if necessary.
- Ask students which pictures they think it is OK and not OK to share and why.

8 Reflect

CRITICAL THINKING

- Put students in pairs to discuss whether the pictures they share follow the rules in the questionnaire, and which rules they break.
- Ask some pairs to tell the class about their discussions, then ask: *Do you think it should be made more difficult to share pictures, to encourage people to think more before they share pictures? Why? / Why not?* Discuss the advantages and disadvantages of more regulation.

Extra activity: Critical thinking

- Ask: *What would you do if someone posted an embarrassing picture of you online?* Put students in pairs to discuss the question, then discuss the question as a class. Discuss the options that are available, e.g., talk to the person who shared the picture, talk to a parent or teacher, etc., and see if students can agree on the best option.

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 look at the pictures they find and think about what they have in common.
- After the research or at the beginning of the next lesson, put students in pairs to compare their ideas, then discuss the question with the class.

Further practice

Discover vocabulary Student Book, page 118 (answers on TG page 113)
Workbook, page 39

Writing What do pictures add to a news story?

Writing task A news story
Write a short news story based on the pictures provided.

Understand the task

- Read the writing task and answer the questions.
 - What kind of information do you usually find in a news story?
 - How do pictures help to make the story more interesting and easier to understand?
- Read the news story and discuss the questions. How do the pictures help you to answer them?
 - Why do you think the rescue was "a slow process"?
 - What do you think were the "scary moments" for John Cline?
 - What adjectives would you use to describe this experience?

Cable Car Drama

There was drama in the French Alps yesterday morning when a cable car stopped working, leaving six passengers trapped for nearly two hours.

The problem occurred at the popular ski resort of Courmayeur at around 10:30 a.m., when a mechanical failure caused the cable car to stop suddenly. Engineers were not able to fix the problem immediately, and they called an emergency helicopter. The helicopter quickly arrived at the scene, but it was a slow process to safely rescue the six passengers who were trapped in the cable car. "There were some really scary moments," said John Cline, on vacation from Manchester. "I was very happy to get into the helicopter and then return to the ski station," he said.

Three hours after the rescue, mechanics were able to fix the problem. The cable car is now working normally again. Representatives from the ski resort say that all of the passengers who were rescued were never in danger and are all safe and well.

Think and plan
Structuring a news story
The paragraphs in a news story organize the ideas into a clear structure. The first paragraph introduces the story. The following paragraph(s) give more information. The final paragraph concludes the story.

- Study the writing strategy and read the news story again. What is the purpose of each paragraph in the story? Match a-c with paragraphs 1-3 and say which paragraph is longest.

paragraph 1	a. Give an update after the event and say what the situation is now.
paragraph 2	b. Give a short summary of what happened, where, when, to whom, and why.
paragraph 3	c. Give details about what happened and what people said about the event.

4 Look at the picture and invent a news story for it. Use the structure in exercise 3 to make notes for each paragraph.

Write a first draft

5 **LANGUAGE POINT** Find two direct quotes in the news story on page 44. How does the writer punctuate each of them? Invent direct quotes to add to your first draft.

6 Write a first draft of your story. Use the paragraph plan and your notes from exercise 4.

Review and edit

7 Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- Content** Does your story explain the events in the picture and what happened afterwards?
- Organisation** Do the paragraphs in your story follow the structure in exercise 3?
- Style** Did you include direct quotes and punctuate them correctly?

Reflect How do we use pictures?

Why do we take pictures?

How do pictures make us feel?

Why do people alter pictures?

How can we best share pictures?

What do pictures add to a news 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. Workbook ► Page 42



I learned that our brains are very sensitive to images.

Writing

What do pictures add to a news story?

Learning objectives

WRITING Writing a news story

WRITING Structuring a news story

WRITING Punctuation in direct quotes

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: *How can you find out about the news?* Elicit the different ways, e.g., social media, the TV, radio, newspapers.
- Write the different ways of finding out about the news on the board and ask: *What are the advantages and disadvantages of each one?* Discuss the question as a class and prompt students with more questions if necessary, e.g., *Where can you find more information and details? Which forms of news can you trust more? Why? Which forms help you to understand what is happening better? Why?* Discuss the questions as a class.

Understand the task

1

- Ask students to read the writing task and answer the questions.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- You find factual information and possibly interviews with the people involved.
- Pictures can show you what is happening, rather than just describing it.

2

- Ask students to read the news story and answer the questions.
- Discuss the answers with the class, then ask: *How does the picture help you to answer the questions?* Discuss this and ask more questions if necessary, e.g., *Does the picture help you understand the situation? Does it help you to understand why it was a slow process? How? Does it help you to understand why it was scary? How?*

SUGGESTED ANSWERS

- It was a slow process because it was a dangerous situation. The helicopter had to stay in the same position above the cable car to rescue one person at a time, through the cables.
- Maybe when the passengers had to move from the cable car to the helicopter.
- dangerous, terrifying, tense, scary

Think and plan

3

- Ask students to read the writing strategy about structuring a news story. Point out the three paragraphs in the model news story, and point out how they correspond to the descriptions in the strategy.
- Ask students to read the news story again and match each paragraph to its purpose.
- Check answers, and elicit which paragraph is the longest and why.

ANSWERS

1 b 2 c 3 a

Paragraph 2 is the longest because it has all the details about the event.

4

- Refer students back to the general instructions in the writing task.
- Focus on the picture and elicit what it shows. As a class, generate ideas about the news story, asking more questions to prompt students, e.g., *Who do you think the people are? What happened? Where did it happen? How do you think the people felt? How do you think it ended?*
- Discuss with the class how they might introduce the story, and how they might end it.

Write a first draft

5 Language point

- Ask students to find the direct quotes in the news story on page 44. Discuss as a class how they are punctuated.
- Ask: *Who could you invent a quote by for the news story you are going to write? What might the quote say?* Elicit a few ideas.
- Students then invent their quotes.

ANSWERS

"There were some really scary moments," said John Cline.

"I was very happy to get into the helicopter and then return to the ski station," he said.

The writer uses double quote marks and includes punctuation (comma) inside the quote.

Extra activity: Critical thinking

- Dictate these direct quotes and ask students to write them, paying particular attention to the punctuation.
- 1 "It was absolutely terrifying," she said.
- 2 "I really thought I was going to die," said Jan.
- Check answers by inviting students to come and write the quotes on the board.
 - Ask: *What do you think direct quotes add to a story?* Discuss the question, and ask more questions if necessary, e.g., *Do quotes help us to identify with the people in the story? Do they make us feel more involved? How? Does it make the story seem more real? How?*

6

CREATIVITY

- Students write their first draft. Explain that at this stage they should focus on getting their ideas in the right order, rather than producing their final sentences.

Review and edit

7

- 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.
- Remind them to also check their grammar and spelling.
- Students could check their work individually. They then revise their news stories, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a grade out of ten for each item, giving a total out of 30 for the task.

Reflect How do we use pictures?

1

- Read aloud the question *How do we use pictures?* 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 or small groups to compare their answers. Encourage them to refer to the images in the video to support their ideas.

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 listen to compare their predictions (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.
- 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 40 to 41

Project

How can we convey meaning without using words?

Project task

Creating a video

Work in groups and create a video to tell a simple story through mime. Write a script for the video, then research how to communicate the script by using facial expressions and body language rather than words. Rehearse the scene, then film it. Present your video to the class. Can they understand the plot without any words?

UNDERSTAND

- Read the instructions for the project task above. What is the main aim of the project?
- Read the text below and look at the pictures. Answer the questions.
 - In what kind of places have performers used mime since it began?
 - What feelings do you think the people in the pictures are trying to convey?
 - How do their facial expressions and body language show you how they feel?
 - What may have just happened to make the people feel this way?

The History of Mime

Mime involves using body language and facial expression to act out a story without speaking. Indian and Japanese cultures have their own miming traditions, but in Western culture, mime began in Ancient Greece. From there it spread to Italy and France, where it became common in street performances. It became an art form in the early 1800s, when actors started using mime in theatres.

Mime played a key role in the first movies of the 1890s. Actors had to use exaggerated body movements instead of words to convey the story because the movies were made without sound. Once the "talkies" arrived in the late 1920s, miming became less important, although silent actors like Charlie Chaplin continued to make movies.

Mime is still a popular art form today, especially in street theater. Actors often wear tight black and white clothes and use white makeup on their faces. Traditionally, mimes have always been completely silent, but nowadays performers sometimes use sounds while they're performing. However, like the original mimes of Ancient Greece, words still play no part in the performance.

1.15

Listen to four students discussing ideas for their video. What is the plot of their story? What feelings and actions do they need to communicate in each scene to tell the story? Complete the chart.

Scene	Feelings	Actions
1		
2		
3		
4		

COLLABORATE AND PLAN

4 Work in groups. Make a list of six tasks in the *What?* column using the steps in exercises 5–10 to help you. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			

5 Work in groups. Choose one of the plots below for your video or use your own idea. Decide on four scenes and make notes about the feelings and actions you need to communicate in the story. Use the key phrases.

giving someone a present helping someone catch a fish offering to carry someone's suitcase serving someone a meal

Discover more

SEARCH ONLINE and find examples of how to mime emotions and activities to use in your video.

6 Allocate roles to the students in your group: the director, camera operator, and two actors. In pairs, write the miming instructions for each character.

SHARE

7 Work in groups. Rehearse your videos.

8 Give feedback on each character's representation of the feelings and actions they need to convey in the video.

9 Work together to film your video.

PRESENT

10 Present your video to the class. Can the other groups identify the feelings and actions in the video? Did the video successfully communicate the story?

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?
- How effective was your group's video?

Project

How can we convey meaning without using words? A video

Learning objectives

Create a video

COLLABORATION Work collaboratively on a video

CREATIVITY Think creatively to plan a story and create a video

COMMUNICATION Present a video to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- Wave your hand as if you are greeting someone, and ask: *What am I doing?* Elicit that you are greeting someone and ask: *Do I need to use words to greet someone? What other things can I communicate without using words?* Elicit a few ideas, e.g., saying goodbye, asking someone to come toward you.
- Ask: *Can I show my feelings without using words? How can I show that I'm happy / angry / tired?* Elicit that we can use facial expressions and body language to show our feelings. Teach the word *mime*.

Understand

1

CRITICAL THINKING

- Ask students to read the instructions for the project task.
- Students can discuss in pairs what the main aim of the project is.

- Discuss the answer and ask more questions to check that students understand the details of what they will do and encourage them to think about the reasons for this, e.g., *Why is it challenging to make a video with no speaking? What will be in your script?* (directions to the actors to help them show the actions and feelings) *What do you think will be difficult about this task?*

ANSWER

To create a video that tells a story without using any words.

2

- Students complete the task.
- Discuss the answers and ask students to speculate on what feelings the actors are showing and how they convey these feelings.
- Ask: *Do you know any actors who are good at miming?*

ANSWERS

1 streets, theatres, early films

2 suggested answers: a: upset, worried B: surprise C: scared D: angry

3–4 students' own answers

3 1.15

- Read the task aloud, then play the audio for students to listen and complete the chart.
- Check answers, playing the audio again if necessary.

ANSWERS

The plot is waking someone up.

1 relaxed, sleeping 2 playful, walking quietly, giggling
3 surprised, waking someone up 4 amused, laughing

Collaborate and plan

4

COLLABORATION

- Ask students to read the steps in exercises 5–10. Focus on the chart and elicit the first task in the *What?* column (*Decide on the plot and the actions and feelings*).
- In groups, students make a list of the remaining five steps.
- Check answers, and ask questions to get students to think about what is involved in the different steps, e.g., *Why is feedback important? What do you need to think about when you film your video?* Elicit that feedback is particularly important because you need to be sure that the people watching the video will understand the mimes correctly. Elicit that it is important to think about lighting, the camera angle, and how close or far away the camera is when filming the video.
- Students copy the project planner, then work in their groups to plan the steps for their own video and complete the planner. Encourage them to think about which tasks they can do on their project in each lesson, and which 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., which people in their group are good at acting, which people are good at filming, etc.
- 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. Allow students time in their groups to amend their plans.

ANSWERS

- 1 decide on the plot and the actions and feelings
- 2 assign roles and write the miming instructions
- 3 rehearse the video
- 4 give feedback and make changes
- 5 film the video
- 6 present the video to the class

5

COLLABORATION CREATIVITY

- Read aloud the key phrases and make sure students understand them all. You could play the audio for exercise 3 again for students to hear the phrases in context.
- Students work in their groups to choose one of the plots and plan their video. Point out that they can use one of the ideas given or their own ideas if they prefer.
- Monitor while they are working and encourage them to use a range of the key phrases.
- Students compare their notes in their groups and decide which emotions and activities might be useful for their video.
- Discuss as a class which emotions and activities are easy to mime, and which are more difficult.

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.

6

COLLABORATION CRITICAL THINKING

- Students work in their groups to decide on their roles.
- Ask some groups to tell the class which roles they have allocated to each member and why.
- Students write the miming instructions for the two actors.

Share

7

COLLABORATION CREATIVITY

- Students work in their groups to rehearse their video. Encourage them to watch carefully and note down ways the story and miming could be improved.

8

COLLABORATION CREATIVITY

- Remind students that all feedback should be positive and constructive, and they should be respectful to their classmates at all times. Emphasize the fact that this is a group project, so they all need to work together to make their video as good as possible.
- Students give feedback and make necessary changes.

9

COLLABORATION CREATIVITY

- Students work in their groups to film their video. If they are doing this in class, make sure each group has enough space to work, and they don't get in each other's way. Encourage students to speak quietly to each other, to keep the background noise level low.

Present

10

COLLABORATION COMMUNICATION

- Ask groups in turn to present their videos. Ask students to watch and note down which feelings and actions are communicated clearly, and which are less clear.
- Allow time for feedback at the end of each video.
- Discuss as a class which videos successfully communicated their story and why.

Reflect

CRITICAL THINKING

- Before students evaluate this task, ask which parts of the last project helped them with this task, e.g., working as a group, thinking of ideas, etc.
- Put students in groups to discuss the questions.
- Discuss the questions, encouraging different groups to share their experiences and opinions with the class.
- 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.

5

VIDEO Learning about different kinds of travelers
READING Finding information in a report
LANGUAGE IN USE Talking about the future
LIFE SKILLS Being prepared to travel
LISTENING Listening for specific information
WRITING Using a theme to develop a topic

Why do people TRAVEL?

These days everyone is a traveler and an explorer.

48

What trips do we make?

- 1 Look at the comment on page 48. Do you agree? Why? / Why not?
- 2 Match the different kinds of traveler below with the categories 1-5. You can match some words with more than one category.
 adventurer backpacker commuter explorer immigrant motorist nomad passenger refugee tourist

Which kind of traveler?

- 1 Someone who travels a short distance between home and work or school is a/an ...
- 2 Someone who leaves their country to escape danger or poverty is a/an ...
- 3 Traveling is the traditional way of life for a/an ...
- 4 Someone who travels on vacation is a/an ...
- 5 Someone who travels to discover something new about the world is a/an ...

Discover vocabulary Travelers

Student Book ► Page 120 Workbook ► Page 46



3 Watch the Factflix video and answer the questions.

- 1 What kind of travelers do Sofia and Zach mention?
- 2 Which presenter do you think is more adventurous? Why?



4 Watch the video again. What do Sofia and Zach say about 1-5?

- | | |
|----------------------------|---------------------------------------|
| 1 commuters in Los Angeles | 4 immigrants in Qatar |
| 2 our ancestors | 5 the longest journey made by a human |
| 3 digital nomads | |



5 Discuss the questions.

- 1 What are your everyday trips like?
- 2 How do you like to travel longer distances?
- 3 Where would you like to travel to? Why?

Key phrases Talking about travel

How do you get around? Would you like to go abroad?
 What's your trip to ... like? If I got the chance I'd go to ...
 Do you fancy a trip to ...?
 How long does it take you to get to ...?



Discover more

SEARCH ONLINE and find five facts about **space tourism**. Share your facts with the class. Who in your class would like to go into space and why?

49

Vocabulary

- Travelers
- Multi-word verbs
- Travel skills

Further practice

Discover vocabulary Student Book, page 120

Workbook, pages 46 to 48

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading a report about migrants
- Finding information in a report

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 44 to 45

Grammar

- Future forms

Further practice

Discover grammar Student Book, page 121

Workbook, pages 46 to 48

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Being prepared to travel

Listening

- Listening for specific information: key words

Further practice

Workbook, page 49

Speaking

- Talking about travel
- Requesting local information

Further practice

Workbook, page 49

Writing

- Tourism promotion
- Using a theme to develop a topic

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 trips do we make?

Learning objectives

FACTFLIX VIDEO Learning about different kinds of travelers

VOCABULARY Travelers

SPEAKING Talking about travel

Introducing the topic

- With books closed, ask: *Where would you most like to travel to? Why? Why do people travel?* Elicit a few ideas, then put students in pairs and ask them to write down five places they would both like to travel to and five different reasons why people travel.
- Discuss their ideas as a class.
- Students then open their books and look at the *Discover* question, the opening picture, caption, and lesson question.

1

- Put students in pairs to discuss whether they agree with the comment on page 48 and why.
- Get feedback on their discussions.
- Ask: *Is exploring the same as traveling? What's the difference? What's the difference between being a traveler and being a tourist?* Discuss the questions as a class.

2

- Put students in pairs to read the information about different kinds of travelers and complete it with the correct words.
- Check answers, and check that students understand all the words.

ANSWERS

1 commuter / motorist / passenger 2 immigrant / refugee 3 nomad 4 backpacker / tourist 5 adventurer / explorer

Discover vocabulary

Student Book page 120 Workbook page 46

- If you think your students will struggle with the vocabulary in the questions in exercise 2, turn to page 120 now and do the vocabulary practice in class, before students continue with the lesson.
- With stronger classes, students can do the exercises on page 120 for homework.

3

- Ask students to read the questions, then play the video for them to note down the answers to the questions.
- Check answers.

ANSWERS

- 1 They mention commuters, motorists, nomads, and immigrants.
- 2 Sofia is more adventurous because she cycles and would like to go into space.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each question is answered, and confirm what Sofia and Zach said.

4

- Ask students to read the topics and ask if they can remember any relevant information from the video.
- Play the video again for students to note down what Sofia and Zach say about each of the topics.
- Check answers, and ask: *What do you find most surprising about what Sofia and Zach say? Why?* Discuss the question with the class.

ANSWERS

- 1 People spend 100 hours a year stuck in rush hour traffic in Los Angeles.
- 2 Our ancestors were nomads.
- 3 Digital nomads are people who work on their computers, so they can live anywhere in the world, and move around from country to country and work online.
- 4 75% of the people who live in Qatar are immigrants.
- 5 The longest journey made by a human is to the dark side of the moon. It's 410,000 km away.

5

- Read aloud the key phrases for talking about travel and check that students understand them all. You could play the video again, pausing after each phrase for students to hear the phrase in context and to check understanding.
- Ask students to read the questions in exercise 5 and check they understand them. Point out to students that they can use the key phrases to discuss these questions and to ask follow-up questions.

COMMUNICATION

- Students discuss the questions in pairs or small groups.
- Ask some students to tell the class what they discussed, what they agreed about, and what they disagreed about.
- 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. Ask them to make notes on the facts that they find.
- After the research or at the beginning of the next lesson, students can work in groups and present the facts they found.
- Ask some students to tell the class the facts that they found.
- Discuss who would like to go into space and why, and who wouldn't like to go and why.
- End with a class vote to find out if the majority of students in the class would like to go into space.

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 When is travel not a choice?

1 Study the reading strategy. Which of the features in the strategy are present in the report on page 51?

Reading strategy Finding information in a report
Reports use headings, graphs, quotes, highlighted text, and personal stories to present information. Use these text features to find the information you are looking for.

2 Before reading the report, look at the headings. Under which headings do you think you'll find the information to answer questions 1-5?

- What's the difference between a displaced person and a refugee?
- How many refugees are there?
- How do refugees travel across borders without discovery?
- What risks do refugees face?
- Where do refugees often arrive at?
- What's it like to migrate abroad?

3 Read and listen to the report. Check your answers from exercise 2. Then answer questions 1-6.

4 Read the report again. Are 1-6 true (T) or false (F)? Explain your answers.

The report ...

- includes mostly facts.
- includes mostly opinions.
- includes personal stories to show how dangerous it is to be a refugee.
- criticizes refugees.
- criticizes some countries.
- encourages readers to donate money.

Discover vocabulary Multi-word verbs
Student Book Page 120 Workbook Page 46

5 Find the multi-word verbs 1-8 below in the report. What is the meaning of each in this context?

- move away
- go away
- pack up
- drive out
- give away
- hide out
- grow up
- end up

6 Look at the verbs below. Can you combine them with *away*, *out*, or *up*? What is the meaning of each?

break _____ clean _____ cut _____
finish _____ stay _____ tidy _____

7 TALKING POINTS Discuss the questions.

- What information in the report surprises you?
- What problems do you think refugees have in camps?
- What problems do you think they have when they become citizens of a new country?

Discover more SEARCH ONLINE for images showing statistics on refugee education. Choose the graphic that shows the information most clearly and compare it with others in the class.

Children without CHOICES

Most people choose when and where to travel, but some people have to permanently move away out of necessity. Every day, 37,000 people flee their homes. That's 26 people every minute, and a lot of them are children. The number of displaced people and refugees is now the largest ever.

Which statistics do you find easiest to understand? Why?

Facts & figures at a glance

- Currently, over 70 million people are displaced.
- 25.9 million of these are refugees.
- Over 50% of all refugees are children.
- Recently, over 100,000 children were seeking asylum in 78 different countries.

Who's who?

DISPLACED PEOPLE have left their homes to escape danger and have either stayed in their own country or moved to a new country.

REFUGEES have left both their homes and country to escape danger.

MIGRANTS choose to leave their country to find work, an education, or to be with their family.

ASYLUM SEEKERS have requested protection from persecution in their country.

Why leave?

Migrants make the choice to go away for a better life, but displaced people and refugees usually pack up and leave home because they face great danger. The most common reasons are war, violence, and persecution because of race, politics, or religion. Natural disasters, which often lead to a lack of food or water, also drive people out of their homes or countries.

Dangerous journeys

People sometimes give away all their money to smugglers to help them get across borders. Smugglers, however, care little about safety, and the alternatives are no better. Hiding out in trucks can be very dangerous. Ships are often old, unsafe, and overloaded. Pirates often stop boats and steal money and possessions. Though some journeys are planned, refugees often leave their homes suddenly with few or no possessions. Some children travel alone because they have lost everything – their home, possessions, parents, and friends. As they travel, criminals may force them into illegal work.

What are smugglers rewarded?

Case studies – Gaspar and Doaa

Gaspar
As an orphan from a poor family, at the age of 12 Gaspar had to grow up quickly. "You're a man now," he was told. "You have to find your own way." A relative helped pay a smuggler to get Gaspar from Guatemala to the USA, but the smuggler abandoned him. Gaspar spent three days alone and lost, wandering through the desert.

Doaa
Sixteen-year-old Doaa became a refugee after her father's store was destroyed by a bomb. She eventually got onto a boat, which sank while trying to cross the Mediterranean with 500 people aboard. Doaa was in the water for three days before she was rescued.

Where next?

Most refugees end up in a refugee camp or a detention center in a bordering country. The largest refugee camp is currently Kutupalong Camp, in Bangladesh. Aid workers there were expecting 75,000 people, but 700,000 came to the camp. This kind of situation can cause enormous difficulties for host countries. It is difficult to provide homes, food, healthcare, and education for hundreds of thousands of people.

"It was a tsunami of people, waves of people crossing the borders." (Aid worker)

Is the tsunami description effective? Why? / Why not?

Reading to learn

When is travel not a choice?

Learning objectives

READING Reading a report about migrants

READING Finding information in a report

VOCABULARY Multi-word verbs

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask: *Why do people choose to travel and visit other countries?* Elicit a few ideas.
- Then ask: *Do some people travel because they have no other choice? Why do some people have to move to other countries?* Put students in pairs to discuss the questions and think about why people are sometimes forced to travel to other countries.
- Have a brief class discussion.

1

- Focus on the text on page 51 and elicit that it is a report. Ask: *What do you find in a report?* Elicit that you find information about a subject.
- Ask students to read the reading strategy, or read it aloud to the class. Check they understand everything.

- Ask: *Why is it important to know how to find information in a report?* Discuss as a class that a report might contain information you need and information you don't need, and it is important to know how to find the information that is relevant for you quickly.
- Ask students to look at the report on page 51 to see which of the features in the strategy it contains.
- Check answers, eliciting the part of the report which contains each feature.

ANSWERS

The report contains headings, quotes, highlighted text, and personal stories.

2

- Read the task aloud and ask: *Why is it useful to read the headings first, before you read the full report?* Elicit that reading the headings will give you an idea of where you can find different kinds of information.
- Ask students to look at the headings and predict where they will find the information.
- Allow students to compare their answers in pairs. Discuss their ideas with the class, but don't confirm them at this stage.

3 1.16

- Play the audio for students to read and listen to the report.
- Students check their answers to exercise 2.
- Check answers, then ask students to answer the questions in exercise 2.
- Allow students to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 Who's who?: a displaced person has left their home to escape danger, and either stayed in their country or moved to another one. A refugee goes to another country to escape danger.
- 2 Facts & Figures at a glance: 25.9 million
- 3 Dangerous journeys: they hide in trucks and go on ships.
- 4 Dangerous journeys: their journeys can be unsafe and dangerous, their possessions can be stolen, and criminals may force them to work illegally.
- 5 Where next?: they often arrive at refugee camps or detention centers in bordering countries.
- 6 Case studies – Gaspar and Doaa: frightening / scary / lonely / exhausting, etc.

4

- Read aloud the sentences with the class. Check that they understand *criticizes* (= says bad things about) and *donate* (= to give).
- Students read the report again and decide if the sentences are true or false. Remind them they should explain their answers.
- Check answers, eliciting the part of the report which confirms each answer.

ANSWERS

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

READING TEXT QUESTIONS

- Ask students to answer the questions next to the report on page 51 individually. If necessary, explain the meaning of *smugglers* (= people who transport goods or people across borders illegally), *tsunami* (= a very big wave in the sea, caused by an earthquake), and *graphics* (= information shown in a visual way).
- Allow them 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

student's own answers.

The smugglers are only interested in making money for themselves.

People include graphs and graphics in reports because they are a very efficient way of presenting facts and figures.

The tsunami description is effective because it gives the impression of something very big and powerful that cannot be stopped. But it also gives the idea that the people are dangerous, like a tsunami, and this might make other people scared of them, rather than welcoming them and helping them.

Discover vocabulary

Student Book page 120 Workbook page 46

- With weaker classes, do the exercise in class before students continue to exercise 5. With stronger classes, students can do the exercise for homework.

5

- Focus on the multi-word verbs. Elicit that the verbs are all very familiar verbs that students know. Ask students to find the verbs in the report and work out their meanings.

- Check the answers.

ANSWERS

- 1 move away = move from a place
- 2 go away = leave
- 3 pack up = pack all your things
- 4 drive out = force someone to leave a place
- 5 give away = give to other people
- 6 hide out = hide for a long time
- 7 grow up = become an adult
- 8 end up = be in a place at the end of a long journey or process

6

- Focus on the first verb and elicit which prepositions it can combine with and the different meanings.
- Put students in pairs to look at the remaining verbs.
- Discuss answers with the class and elicit some example sentences using the verb + preposition combinations.

ANSWERS

break away = leave a group; break out = leave a place where you are a prisoner; break up = break into pieces
finish up = finish completely
clean out = clean the inside of something well; clean up = clean something
stay away = not go to a place; stay out = not enter a place; stay up = not go to bed
cut out = remove; cut up = cut into small pieces
tidy up = clean, tidy well

7 Talking points

CRITICAL THINKING

- Allow students time to prepare their answers individually.
- Put students in small groups to discuss the questions.
- Discuss the questions as a class, encouraging students to join in and add more ideas or their opinions.
- Alternatively, students could write their answers individually.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to choose the graphic that they think shows the information most clearly and note down why they think it is effective.
- After the research or at the beginning of the next lesson, put students in groups to show each other their graphics and explain why they chose them.
- Ask groups to look at all the graphics and discuss which are the most effective and why.

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, pages 44 to 46

Reading practice worksheet, Teacher's Resource Center

Language in use What can we learn by traveling?

1 Read the information from a student magazine and answer the questions. Explain your answers.

- Which people do you envy most and least?
- Which people are going to improve their skills?
- Which people are going to enjoy their trip most?

Here comes the **summer!**

Three people tell us about their plans for some special trips this summer.

Are you going somewhere this summer? If so, when and who with?	What are you going to do?	What do you think you'll learn?
Beth Riley I'm going to the Rocky Mountains with a group to do a climbing course. The minibus leaves tomorrow at 7 a.m. - I can't wait!	If everything goes to plan, I'm going to do some serious climbing. I'm going to take a LOT of pictures, so you'll see it all.	I'm sure I'll become a better climber! It'll be great to see the scenery in the Rockies and learn about the wildlife, too.
Jason Harte I'm going to Spain with my class as part of a language exchange. We're leaving on Tuesday. Unfortunately, our plane arrives at 2 in the morning!	I'm going to speak Spanish as much as possible. That should be easy, because I'm going to stay with a Spanish family. I'm also going to try to be adventurous with the food!	Besides learning the language, we'll learn how people live in Spain. We'll visit lots of monuments, museums, and galleries, so I'll learn about history, too.
Alyssa Clarke I'm going to Jamaica next week with my mom. My grandparents are meeting us at the airport.	I'm going to stay with relatives I've never met before, and they're going to show us what Jamaica's really like. According to my mom, I'm going to eat lots of great food, too!	I'm sure I'll find out more about my roots and my family's past. I hope I'll learn a little Jamaican creole too, because everyone there speaks it.

Discover grammar Future forms
Student Book ► Page 121 Workbook ► Page 47
We use different future forms for predictions, plans, arrangements, and events in a schedule.

2 Match situations 1-4 with the **highlighted** examples in the article. Then match 1-4 with the forms a-d.

- an event arranged or organized for a future date
- a future event in a schedule
- a prediction based on current information
- a plan to do something

a Simple present c (be) going to + verb
b Present continuous d will + verb

3 Find another example of each future form in the text in the article. Why is that form used?

Language in use

4 Read the details of a travel competition. Which prize would you choose? Why?

TRAVEL COMPETITION **AUSTRALIA:**

Win a trip for two to one of these fabulous destinations. Just tell us which trip you want to go on and why. We'll send you to your chosen destination with a companion and give you \$2,000 in spending money.

ATHENS AND ROME:

Ancient civilizations tour
Visit Athens and Rome, the birthplace of two great civilizations. Try the Mediterranean diet. It hasn't changed for centuries.

CHINA:

Language and culture
Do a course in Mandarin, the world's most spoken language. See ancient sites and measures.

Great Barrier Reef and Aborigine experience
Visit one of the world's most beautiful and fragile ecosystems. Meet people from one of the world's oldest civilizations.

5 Imagine you win the competition in exercise 4. Make notes in each category 1-7 under you. In pairs, take turns to ask and answer questions about the categories and make notes under your partner.

	you	your partner
1 destination		
2 travel companion		
3 departure date		
4 departure time		
5 activities		
6 favorite aspect		
7 least favorite aspect		

6 Work with a new partner. Use your notes from exercise 5 to tell your new partner about your first partner's choices.

Discover more **SEARCH ONLINE** for one of the activities below. Choose one you like and present it to the class.

- activity vacations for teenagers
- English courses abroad
- work experience opportunities for teenagers

Language in use

What can we learn by traveling?

Learning objective

GRAMMAR Future forms

Reporting back

- If students did the *Discover more* activity in 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 can we learn by traveling?*
- Put students in pairs to discuss the question and note down things that we can learn.
- Elicit ideas from students, and ask more questions if necessary to encourage them to think about the different kinds of things we can learn, e.g., *What can we learn about the natural world? What can we learn about different cultures? What can we learn about our own country? What can we learn about ourselves?* Have a class discussion.

1

- Focus on the information from a student magazine and elicit that it is about people's plans for the summer.
- Read aloud the three questions and check that students understand *envy* (= feel jealous of).
- Ask students to read the information and answer the questions, giving reasons for their answers.

- Discuss the answers with the class, encouraging as many students as possible to join in and express their opinions.

SUGGESTED ANSWERS

- students' own answers
- Beth is going to improve her climbing skills. Jason is going to improve his Spanish language skills.
- 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 over the presentation with the class before you continue to exercise 2.

2

- Point out the highlighted grammar examples in the article.
- Ask students to match the situations with the examples.
- Check answers, then ask students to match the situations with the forms.
- Check answers.

ANSWERS

1 are meeting 2 leaves 3 'll learn 4 'm going to
a 2 b 1 c 4 d 3

3

- Ask students to find another example of each form in the article and use the context to decide why it is used.
- Allow students to compare their answers in pairs, then check answers.

SUGGESTED ANSWERS

Our plane arrives at 2 in the morning (it is part of a schedule).

We're leaving on Tuesday (it is already arranged and organized).

I'm going to speak Spanish as much as possible (this is a future intention).

We'll learn how people live in Spain (this is a prediction).

4

- Explain to students that they are going to read about a travel competition. Check that they understand *destination* (= place to which sth /sb is going to be sent to).
- Ask students to read the details of the travel competition and decide which prize they would choose and why.
- Put students in pairs to compare their ideas, then elicit ideas from individual students and discuss them with the class.
- Read aloud the details of the three destinations with the class and check that students understand all the vocabulary.

5

- Read the task aloud. Ask students to decide on their destination then think about their choices and make notes in the table.
- Monitor and help while they are working.
- Tell students they are now going to interview each other.
- Read each topic in the table and elicit some questions that students can ask for each one, e.g., *Where are you going? What date are you leaving? What do you think you'll do?*
- Put students in pairs to interview each other and make notes on his/her partner's answers. Encourage them to think about the correct future forms to use, depending on whether they are talking about a plan, an arrangement, a schedule, or a prediction.
- Monitor and help while they are working.

6

- Put students in new pairs and explain that they must now tell their new partner about their first partner's choices. Encourage them to think about the correct future forms to use, depending on whether they are talking about a plan, an arrangement, a schedule, or a prediction.
- Monitor and help while students are working.
- When students have finished, invite a few individual students to tell the class about their own choices.
- Ask other students if they would like to go on this trip and why.

Extra activity: Critical thinking

- Put students in groups and ask them to think about the best way to travel if they want to learn about a country. Ask: *Is it best to go with a school group, a few friends, or alone? Is it best to go on an organized tour or travel around with no plan? Is it best to stay in one place or move around to a lot of different places? Is it best to stay in hotels, camp, or stay with local families?*
- Students discuss in their groups the best way to travel if they want to learn about the place.
- Discuss their ideas as a class.

Discover more

- You could allocate different activities to different students, to ensure a spread across the class. 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 information they find on their chosen activity.
- After the research or at the beginning of the next lesson, students who researched the same activity can work together to prepare a mini presentation.
- Ask each group to present their findings to the class. Discuss as a class which kind of trip students would most like to go on and why.

Preview

- Ask students to do the *Discover vocabulary* exercises 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 What skills do travelers need?

Life skills strategy Being prepared to travel
Before you travel, it's helpful to identify what skills or knowledge you might need in different situations.

1 Study the life skills strategy. Then answer the questions in the Smart Traveler questionnaire. Check the answers with your teacher.

ARE YOU A SMART TRAVELER?

Which of these travel skills do you have?

Money

Can you convert from one currency to another? Find out the exchange rate from dollars to your currency. How much do you need to exchange to buy a 10 dollar train ticket?

Language

Which of these things can you do in a foreign language?

a) ask for directions
b) buy a bus or train ticket
c) understand travel announcements

Time, distance, speed

You can divide distance by speed to calculate trip time. If your destination is 475 km away and the train is traveling at 100 km/hour, how many hours will the trip take?

Awareness

You get lost in a town or city. What's the best thing to do?

a) go and ask for help in a store
b) ask people on the street for help
c) find your way to the city center by following a bus route

Direction

Can you find your compass points? What direction is northeast from your location? What is the opposite direction to northeast?

Signs

What can you do or what must you do at the places where you see these signs?

Schedules

On a train schedule you see a departure time of 08:45 and an arrival time of 13:20. How long is the trip? What time will you arrive if there is a 40-minute delay?

Emergencies

If you need the police, an ambulance, or the fire department, what's the number to call for the emergency services in most countries?

Discover vocabulary Travel skills
Student Book ► Page 120 Workbook ► Page 48

2 Look at the questionnaire again. Can you think of any more skills you need while traveling? What kind of problems do travelers face?

Listening strategy

Listening for specific information: key words
When listening for specific information, we can usually predict key words that will accompany it. Hearing these key words alerts us to listen carefully for the information we need.

3 Study the listening strategy. Then read about four situations and underline the words that will help you identify the information you need.

Situation 1

You want to go to "Splashworld" waterpark on Sunday morning, but you're not sure about the opening times. You want to find out if there's a special price for families.

Situation 2

You're traveling to Gatwick Airport on a train which departs at 10:15. You think that the train is delayed and you're listening for information about the new departure time and the platform where the train will leave from.

Situation 3

You are on a bus with a tourist guide in Toronto, Canada. You're driving past a very tall tower and you want to know its name, how high it is and when it was built.

Situation 4

You're trying to find the bus station. You think it's near some traffic lights you can see, but you're not sure whether you need to turn left or right when you reach them. You also need to know how many minutes it will take to walk there.

4 Now listen to a monologue or conversation for each situation. Listen for the key words you underlined in exercise 3 and check (✓) the words you hear.

5 Listen again and take notes on the information you need. Did the key words help you to identify the information?

6 Imagine you are a tourist in your area. Use the key phrases to prepare questions to ask.

Key phrases Requesting local information

What's the best way to get to ...?

How long does it take to get to ... from here?

Can you tell me where I can ...?

What's the best place to ...?

Can you tell me something / a little about ...?

Do you know when the ... opens / closes?

7 Take turns to ask and answer your questions from exercise 6.

8 REFLECT Which of the travel skills in this section is the most important to you? Which of them have you already used?

Discover more SEARCH ONLINE for information about an exciting attraction in your country. Present information about opening times, admission prices, and directions to your class.

54 Unit 5 Why do people travel?
Unit 5 Why do people travel? 55

Life skills

What skills do travelers need?

Learning objectives

LIFE SKILLS Being prepared to travel

VOCABULARY Travel skills

LISTENING Listening for specific information: key words

SPEAKING Requesting local information

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What do you usually do before you go on vacation? Do you pack carefully? Do you think about what you need to take with you? What things do you always take?* Elicit a few answers.
- Ask: *What do you think you need to think about before you go traveling with a friend?* Elicit a few answers, and ask more questions if necessary to prompt students, e.g., *What about the places you are going to visit? What about accommodation? What about money?* Put students in pairs to think about what you need to think about before you go traveling.
- Have a class discussion.

1

- Read aloud the life skills strategy about being prepared to travel.
- Ask students to read the questionnaire and answer the questions.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

Money: (It depends on the conversion rate at the time.)

Time, distance, speed: 4 hours 45 minutes

Directions: southwest

Schedules: 3 hours 35 minutes; if there is a 40-minute delay, the train will arrive at 14:00.

Language: students' own answers

Awareness: students' own answer

Signs: sit and wait; show your passport / ID; exit here in an emergency; safely leave luggage; exchange currency; pick up luggage; go to flight departures.

Emergencies: 112 in most countries; 911 in the US

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

- Put students in pairs to look at the questionnaire again and think of other skills that you need when traveling to overcome any problems.
- Discuss their ideas as a class.

3

- Read the listening strategy with the class. Elicit the types of specific information they might have to listen for, e.g., a time, a name, a place, a price, etc.
- Ask students to read Situation 1. Ask: *What information do you need? What key words can you listen for?* (opening times, price, families).
- Ask students to read the remaining situations and identify the key words that will help them identify the information.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

Situation 1: opening times, price, families

Situation 2: Gatwick Airport, 10:15, delayed, departure, platform

Situation 3: tower, name, high, built

Situation 4: bus station, traffic lights, left, right, minutes

4 1.17

- Explain to students that they will hear four different monologues or conversations, one for each situation.
- Read aloud the task and emphasize that students shouldn't listen for the information at this stage, but should just listen and write a check mark by the key words that they hear.
- Play the audio. Students listen and write a check mark by the key words that they hear.
- Check answers.

ANSWERS

Students write a check mark for all the words except for "name" in situation 3.

5 1.17

- Allow students time to look again at the information they need to listen for, then play the audio again. Students listen and note down the information they need.
- Allow students time to compare their answers in pairs, then check answers, playing the audio again and pausing if necessary for students to hear the answers.
- Ask students if the key words helped them identify the information they needed.

ANSWERS

1 Opening times: Monday to Thursday 11 a.m. to 6 p.m., Friday to Sunday 10 a.m. to 7 p.m.

Price for families: 70 euros

2 10:25 from platform 3

3 The tower is called the CN Tower or Canadian National Tower. It's just over 533 meters high, and it was built in 1975.

4 Go to the traffic lights and turn right. The bus station will be on your left. It will take between eight and ten minutes to walk.

6

- Read aloud the task, then, as a class, think of some places that tourists might want to visit in the students' area.
- Read the key phrases with the class and check that students understand them all. Elicit an example question using each of the key phrases.

- Ask students to work individually to prepare their questions. Monitor and help while they are working.

7

COMMUNICATION

- Students ask and answer their questions from exercise 6.
- Monitor and help while they are working.
- Get a few students to ask their questions to the class.

8 Reflect

CRITICAL THINKING

- Remind students of the travel skills they discussed earlier in the lesson.
- Put students in pairs to discuss which of the skills is the most important to them, and which they have already used.
- Ask some pairs to tell the class about their discussions, and encourage them to share their own personal experiences with the class.

Extra activity: Critical thinking

- Ask: *Do you think you can learn the skills you need for traveling at school, or can you only learn them in the real world? What other skills can you only learn in the real world?* Put students in pairs to discuss the questions, then discuss the questions as a class.
- Ask: *What activities outside school can you do to help you develop these skills?* Elicit a few ideas, e.g., sports, volunteering, babysitting, etc. Discuss what skills you can learn from each of the activities that are mentioned.

Discover more

- If all your students come from the same country, you could allocate different attractions to different students, to ensure a spread across the class. Remind students that they should use the exact search term in the task and their country. 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 information they find. They could also prepare a brief description of the attraction.
- After the research or at the beginning of the next lesson, students who researched the same attraction can work together to prepare a mini presentation.
- Ask each group or student to present their findings to the class.

Further practice

Discover vocabulary Student Book, page 120 (answers on TG page 113)
Workbook, page 49

Writing Why should people visit your country?

Writing task Tourism promotion
Write a short tourist leaflet promoting different aspects of your country.

Understand the task

- Read 1-7 and check (✓) the kinds of information tourism promotion usually includes.

1 where the place is ☐	5 typical places and activities ☐
2 what tourists can see and do ☐	6 economic information ☐
3 beautiful or interesting pictures ☐	7 reasons why people should visit ☐
4 graphs and tables ☐	
- Read a tourist leaflet about Japan. Which information 1-7 in exercise 1 does it include?

A SENSE OF Japan

See ancient temples and shrines just a short distance away from some of the most modern cities in the world. The city of Kyoto alone has over 2,000 temples and shrines. From there, don't miss out on a ride on the bullet train to Tokyo.

Taste sushi, noodles, and more. Japanese food is healthy, tasty, and varied. You'll love the taste sensations that await you here, and don't worry - there's always a friendly person around to explain the menu or help you to use chopsticks.

Feel the warmth on your skin. Why not start your tour in Okinawa, where the Japanese spring arrives early and you can enjoy the first of the sakura - Japanese cherry blossoms.

Smell the delicate fragrance of the flowers by walking under the trees and admiring their beauty.

Hear the roar of Japanese taiko drumming. The crowds at a sumo tournament can be really loud too, and you'll be surprised at how fast sumo wrestlers are for their size. You will definitely enjoy the electric atmosphere.

Come to Japan to experience all of this and more.
This will be a trip you never regret or forget.
So pay us a visit. We look forward to meeting you.

Think and plan
Using a theme to develop a topic
When writing about a topic, decide what theme will interest your readers. Then think of different aspects and develop each aspect in a separate paragraph so there is no repetition.

- Study the writing strategy. Then look again at the leaflet. What theme did the writer choose to describe Japan? Which aspect of the theme does each paragraph develop?

4 Choose one of the themes a-f or think of your own. Then think of the aspects you want to write about in your leaflet. Take notes for each paragraph.

Write a first draft

5 **LANGUAGE POINT** Find phrases in the leaflet which persuade the reader to do something.

6 Use your notes to write your first draft. Use phrases from the leaflet on page 56 to convince the reader to do something.

Review and edit

7 Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- Content** Does the theme make your readers want to know more about your country?
- Organization** Does each of your paragraphs develop a different aspect of your theme?
- Style** Have you used persuasive phrases in your leaflet?

Viewpoints for a piece of tourism promotion

- Five days in ...
- The best of ...
- Outdoor activities in ...
- North, south, east and west in ...
- Five questions about ...
- Something for all ages in ...

56 Unit 5 Why do people travel?

Reflect Why do people travel?

What trips do we make?

When is travel not a choice?

What can we learn by travelling?

What skills do travelers need?

Why should people visit your country?

- 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

Unit 5 Why do people travel? 57

Writing

Why should people visit your country?

Learning objectives

WRITING Writing a short tourist leaflet promoting your country

WRITING Using a theme to develop a topic

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Why should people visit your country?* Elicit a few ideas, then put students in pairs and ask them to think of five reasons why people should visit their country. Ask them to think about the countryside, culture, history, food, facilities, the people, etc.
- Have a class discussion, and discuss the main attractions in the students' country.

Understand the task

1

- Ask students to read the writing task, then read the different kinds of information and write a check mark on the ones that tourism promotion usually includes.
- Discuss the answers with the class.

ANSWERS

1, 2, 3, 5, 7

2

- Ask students to read the text and note down the types of information from exercise 1 that it includes.
- Check answers.
- Ask: *Does the tourist information about Japan make you want to visit the country? Why?* Discuss with the class why the text and pictures are effective as tourism promotion.

ANSWERS

2, 3, 5, 7

Think and plan

3

- Ask students to read the writing strategy about using a theme to develop a topic. Point out that using a single theme for a text helps the whole text to link together, rather than it being lots of separate pieces of information.
- Ask students to read the tourist leaflet again and decide what theme the writer chose, and how the theme is developed in each paragraph. If students need a little more help, tell them to look at the main heading and the subheadings in the text.
- Check the answer. Ask: *Do you think the theme of the senses is an effective one? Why?* Discuss the question as a class.

ANSWER

The writer chose the theme of the senses and then used a different sense for each paragraph, to show how tourists can enjoy Japan in different ways.

4

- Read the six themes with the class and ask students which one they think it is easiest to think of aspects for. Elicit a few ideas from individual students.
- Put students in pairs to think of different aspects for each theme. Discuss their ideas as a class.
- Students then work individually to choose the theme they want to use for their own tourist leaflet about their country. Ask them to plan the aspects they will write about and what they will write for each aspect. Ask them to choose four or five different aspects.
- Put students in pairs to share their ideas and make suggestions.
- Ask some students to tell the class their ideas.

Write a first draft

5 Language point

- Check that students understand *persuade* (= cause someone to do something through reasoning and argument). Ask students to read the first section of the tourist leaflet again and find an example of language that persuades the reader (*don't miss out ...*).
- Ask students to read the rest of the leaflet and find more examples.
- Check answers and encourage students to use language to persuade the reader when they revise their own tourist leaflet.

ANSWERS

don't miss out ... , You'll love ... , Why not ... ? ,
You will definitely enjoy ...

6

CREATIVITY

- Refer students back to the general instructions in the writing task.
- Refer them back to the model text in exercise 2. Encourage them to think of a good title and good subheadings for their leaflet.
- Students write their first draft. Explain that at this stage students should focus on getting their ideas in the right order, as they will have time to check their grammar and spelling later.

Review and edit

7

- Students read the notes and 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 grade they should be able to answer "yes" to all the questions.
- Remind them to also check their grammar and spelling.
- Students could check their work individually, or they could work together in pairs to check each of their leaflets.
- They then revise their tourist leaflets individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a grade out of ten for each item, giving a total out of 30 for the task.

Reflect Why do people travel?

1

- Remind students that this unit was all about different aspects of travel.
- Read aloud the question *Why do people travel?* 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.

ANSWERS

Students' own answers. See the transcript on page 131 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, you could put students in small groups to write a brief summary of the section in their own words. Ask a few groups to read their summary to the class, and discuss any differences.

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 132

Workbook, pages 50 to 51

6

VIDEO Learning about education around the world
READING Understanding the meaning of words from context
LANGUAGE IN USE Talking about rules and recommendations
LIFE SKILLS Using your learning style
LISTENING Taking notes
WRITING Writing coherent responses

What's the best way TO LEARN?

Children at a forest school kindergarten in Denmark, where the idea of educating children outdoors began.
 Would you have liked to go to a school like this? Why? / Why not?

58

What's education like around the world?

- 1 Look at the picture and question on page 58. What do you think these children are learning about? How do you feel about education like this?
- 2 Read about educational practices around the world. Which ones are true for your country or school?

Where in the world do schools ... ?

- do physical exercise outdoors before classes
- make students clean the classroom and serve meals
- discuss topics like bullying and good behavior during ethics lessons
- replace final exams with assessment of assignments and projects during the year
- allow parents to educate their children at home instead of sending them to school
- give no homework to students in elementary schools
- organize work experience for high school students
- ban the use of smartphones

Discover vocabulary Education
 Student Book ► Page 222 Workbook ► Page 56

- 3 Watch the Factflix video. Which educational practices do Sofia and Zach talk about? Which countries use them?
- 4 Watch the video again. What do Sofia and Zach say is the advantage of each practice?
- 5 Work in groups. Discuss all the practices in exercise 2. What is your opinion of them?

Key phrases Evaluating positive and negative aspects

What's the point of (doing) ... ?

The point is to (do)

I can't/don't see the point of that.

It makes / doesn't make sense to (do)

The (dis)advantage is that



SEARCH ONLINE for facts about schools around the world. Choose three interesting facts and present them to the class.

59

Vocabulary

- Education
- Adjective + preposition combinations
- Ways to learn

Further practice

Discover vocabulary Student Book, page 122

Workbook, pages 56 to 58

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Understanding the meaning of words from context
- Reading an article about a journalist who goes back to school

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 54 to 55

Grammar

- Rules, recommendations, and permission

Further practice

Discover grammar Student Book, page 123

Workbook, pages 56 to 58

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Using your learning style

Listening

- Taking notes

Further practice

Workbook, page 59

Speaking

- Evaluating positive and negative aspects
- Talking about learning

Further practice

Workbook, page 59

Writing

- Writing a response on a discussion board
- Writing coherent responses

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's education like around the world?

Learning objectives

FACTFLIX VIDEO Learning about education around the world

VOCABULARY Education

SPEAKING Evaluating positive and negative aspects

Introducing the topic

- With books closed, ask: *What do you enjoy learning about?* Elicit a few ideas and prompt students with more questions if necessary, e.g., *Do you like learning new sports skills? What about animals and wildlife?* As students answer, ask: *How do you learn about this?* Elicit a range of answers, e.g., at school, by watching other people, watching TV programs, etc.
- Ask students to write down three things they enjoy learning about and how they learn them. Put them in pairs to explain their answers, then discuss their answers as a class. Elicit that we can learn things in lots of different ways.
- Students open their books and look at the *Discover* question, the opening picture, caption, and lesson question.

1

- Put students in pairs to answer the questions in the caption, discuss what the children are learning, and what they think about this kind of education.
- Get feedback on their discussions.
- Ask: *What are the advantages of this kind of school? What are the disadvantages?* Discuss the questions as a class.

2

- Students read the information about educational practices around the world and discuss in pairs which ones are true for their country or school. Make sure they understand *ethics* (= the branch of philosophy that deals with moral principles).
- Elicit answers.

ANSWERS

students' own answers

Discover vocabulary Student Book page 122 Workbook page 56

- 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.

3 

- Ask students to read the questions. Play the video for them to watch and note which educational practices Sofia and Zach talk about, and in which countries.
- Check answers.

ANSWERS

They mention doing physical exercise outdoors before classes (China), making students clean the classroom and serve meals (Japan), discussing topics like bullying and good behavior during ethics lessons (Japan), organizing work experience for high school students (Ireland), banning the use of smartphones (France), and giving no homework to students until they are twelve (Finland).

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each question is answered, and confirm what Sofia and Zach said.

4 

- Ask students if they can remember any of the advantages Sofia and Zach mentioned.
- Play the video again for students to note down the advantages that are mentioned for each practice.
- Check answers, and ask: *Who do you agree with? Why?*

ANSWERS

Do physical exercise outdoors before classes: it wakes the kids up and gets some oxygen into their brains.

Make students clean the classroom and serve meals: it teaches them to respect their school and they also learn some useful skills.

Discuss topics like bullying and good behavior during ethics lessons: it prepares them for life.

Organize work experience for high school students: it helps them understand what employers expect.

Ban the use of smartphones: kids can concentrate on their schoolwork.

Give no homework to students until they are twelve: it allows small kids time to play together, so they can learn by discovering things for themselves.

5

- Read aloud the key phrases and check that students understand them all. You could play the video again, pausing after each phrase for students to hear them in context and to check understanding.

COMMUNICATION

- Students discuss the practices in exercise 2 in groups.
- Ask some students what they discussed and what they agreed / disagreed about.
- Ask: *Which practices would you like to see in your country? Why?* Discuss the ideas as a class.

ANSWERS

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 make notes on the three facts that they find.
- After the research or at the beginning of the next lesson, students work in groups and present the facts they found.
- Ask some students to tell the class the most interesting facts that they found.
- Discuss which practices are a good idea and why.

Further practice

Discover vocabulary Student Book, page 122 (answers on TG page 113)

Workbook, pages 56 to 58

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn What's it like to be a student today?

1 Read the article on page 61 and answer the questions.
 1 What classes does the journalist attend and at what times?
 2 How does she feel about the experience at the end of the day?

2 Read and listen to the article. Copy and complete the table to contrast the journalist's expectations and observations for topics 1-5.

	what the journalist expected	what the journalist observed
1 the difficulty of the subjects		
2 the intelligence of the students		
3 what the students think of high school		
4 the amount of time between classes		
5 the amount of stress for students		

Reading strategy Understanding the meaning of words from context
 Use these questions to work out the meaning of a word you don't know:
 • Does the position of the word tell you if it is a noun, verb, adjective, or adverb?
 • Does a prefix, suffix, or the words around the unknown word give clues about its meaning?
 • Is the word similar to a word in your language or a word you know in English?

3 Study the reading strategy. Then find words and expressions 1-6 in the article. Use the questions in the reading strategy to help you guess their meaning.
 1 finished 3 range 5 drag myself
 2 accurate 4 peers 6 anti-bullying

4 Compare your answers from exercise 3 with a partner. Which are the most difficult to guess?

Discover vocabulary Adjective + preposition combinations
 Student Book ► Page 122 Workbook ► Page 56

5 Look in the text and find the prepositions which follow adjectives 1-8. Then work in pairs and write five questions with the adjective + preposition combinations.
 1 nervous 4 upset 7 worried
 2 full 5 good 8 impressed
 3 covered 6 scared

Do you get nervous about exams?

6 TALKING POINTS Discuss the questions.
 1 What are the similarities and differences between this school and yours?
 2 Do you think that pressures are the same in every country and school? Why? / Why not?

Discover more SEARCH ONLINE for information about the US school system. What different schools are there? What age is a freshman and sophomore?

Back to SCHOOL
 A journalist returns to high school for a day
 By Vicki Severn, The Fort Morgan Times

7:45 a.m. The morning starts a lot earlier than my day as a journalist. I drag myself to Brush High School, chugging my coffee and actually feeling a little bit nervous about the day ahead. It has been 20 years since I last stepped into a high school.

5 I wait for my guide for the day, Osvaldo Garza. We greet each other and walk to our first class, advanced chemistry. I expect an hour of things I won't understand and a class full of kids much smarter than myself. I'm absolutely accurate in my predictions. The board is covered with formulas, and the teacher calls out questions that are swiftly answered by the students.

10 I ask students to write one sentence describing their high school experience. I expect to see things like, "best days of my life." A few sentences speak of the fun of sports and meeting great friends. Many, however, speak of stress, pressure, and exhaustion. Their words really make me ponder. Maybe high school students don't have it as easy as I thought.

15 8:45 a.m. Spanish class seems to bring with it students who are experiencing a range of emotions. Some enter laughing and chatting with friends. One girl is really upset about something. Another girl is falling asleep; she'd worked late the night before.

20 9:30 a.m. Osvaldo is a student teacher in algebra class. He helps his peers, who seem to really respect him. He writes problems on the board and works them out patiently with the students.

25 10:30 a.m. I am about to start eating pencil shavings! I didn't have time to eat breakfast, and I figured we would have time between classes to grab a snack or socialize. This is not the case at all. Off to calculus class we go.

30 11:30 a.m. I practically run to my truck because it is finally lunchtime. I'm finished, exhausted, and honestly consider playing hooky the rest of the day. This is not how I remember high school.

35 12:15 p.m. History time. I'm excited about this, as I'm good at history, but the class does not do any history today. Instead, it's ACT and SAT test preparation. The class has an air of tension, as the kids consider the effects these tests will have on their futures. I whisper to the kid next to me, "It will be OK, I promise." He smiles, not looking convinced.

40 Classes for the rest of the day are changed, due to an anti-bullying assembly. The presenter discusses what kids are scared of and worried about. Students are impressed with the presenter, and many thank him.

45 2:30 p.m. I leave the school with a new understanding of teenagers. I would sum up my day as eye opening. The students are good kids with more stress than I had realized. They are a lot like I was as a teen, but they also seem to be much wiser, less carefree, and far busier. I have a new respect for the kids and the pressures they face.

GLOSSARY
 ACT and SAT are two kinds of test used in American high schools to see how well students are prepared for university studies.

Reading to learn

What's it like to be a student today?

Learning objectives

READING Reading an article about a journalist who goes back to school

READING Understanding the meaning of words from context

VOCABULARY Adjective + preposition combinations

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask: *What questions would you like to ask students in other countries about their schools?* Elicit a few ideas, e.g., *Do you get a lot of homework? Are your teachers strict?*
- Put students in pairs to think of three questions they would like to ask. Elicit a few examples, and elicit what students think the answers would be.

1

- Explain to students that they will read an article about a journalist who went back to school for a day to find out what it's like to be a student now.
- Read aloud the questions and ask students to guess what the answers might be.

- Ask students to read the article and answer the questions.
- Check answers.

ANSWERS

- She goes to (advanced) chemistry at 7:45, Spanish at 8:45, algebra at 9:30, calculus at 10:30, history at 12:15.
- She feels that she has a new respect and understanding of teenagers and the pressures they face.

2 1.18

- Students copy the table. Focus on the table and check that students understand the information they are looking for.
- Play the audio. Students read and listen to the article and complete the table.
- Allow students to compare their answers in pairs, then check answers, eliciting the part of the article which confirms each answer.

ANSWERS

- She expected the chemistry class to be difficult, and she was right. She expected to enjoy history, but they were doing test preparation.
- She expected the students to be smart, and she was right.
- She expected them to say that they loved school, but they talked about the amount of pressure they were under.
- She thought there would be time between classes to chat and have something to eat, but in fact there was no free time.
- She expected the students to be pretty relaxed, but she observed that they have a lot of stress.

3

- Ask students to read the reading strategy, or read it aloud to the class. Check they understand everything.
- Elicit some examples of how prefixes can give clues about meaning, e.g., *un-* shows an opposite or negative meaning and *re-* means “again.”
- Elicit some examples of how suffixes can tell you if a word is a noun, verb, adjective, or adverb, e.g., *-ly* for adverbs and *-tion* for nouns.
- Elicit some examples of words that are similar in English and the students’ own language, but warn students to be careful of “false friends.”
- Ask students to find the words and expressions in the article and guess the meanings, using the questions in the reading strategy to help them.

4

- Put students in pairs to compare their answers.
- Check answers, then discuss as a class which questions helped them guess the meanings, and which words and expressions were the most difficult to guess.

SUGGESTED ANSWERS

- 1 very hungry
- 2 exactly right
- 3 a lot of different things
- 4 classmates
- 5 force yourself to go somewhere
- 6 aimed at preventing people being unkind to each other

READING TEXT QUESTIONS

- Ask students to answer the questions next to the article on page 61 individually. If necessary, explain the meaning of *exaggerate* (= make something seem better, worse, bigger, more important, etc., than it really is) and *assembly* (= a meeting of the whole school).
- Allow them 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

The journalist was nervous because she hadn’t been to school for a long time, and she didn’t really know what to expect.

She knows the students are smart because they answer the teacher’s questions very quickly.

He was probably chosen because he is good at algebra and the other students respect him. He is also a good teacher because he explains things patiently.

She exaggerates her hunger by saying that she wants to eat pencil shavings.

They probably were interested in the assembly because it gave them useful information about what to do if someone bullies them.

Discover vocabulary

Student Book page 122 Workbook page 56

- With weaker classes, do the exercise in class before students continue to exercise 5. With stronger classes, students can do the exercise for homework.

5

- Students find the adjectives in the article and find the prepositions which follow them.

- Check answers and point out to students that adjectives with similar meanings are often followed by the same preposition, e.g., *worried / nervous / anxious about, scared / frightened of*.
- Read aloud the example question, then allow students time to work in pairs and write their questions. Monitor and help while they are working. Ask some students to read some of their questions to the class.
- Students then ask and answer their questions in pairs.
- Ask some students to tell the class something about his/ her partner, e.g., *Ana gets very nervous about exams*.

ANSWERS

- 1 about 2 of 3 with / in 4 about / with
5 at 6 of 7 about 8 with

6 Talking points

CRITICAL THINKING

- Allow students time to prepare their answers individually. You could come up with a few ideas for each question first, to give students some ideas.
- Put students in small groups to discuss the questions.
- Discuss the questions as a class, encouraging students to join in and add more ideas or their opinions.
- Alternatively, students could write their answers.

Extra activity: Critical thinking

- Ask: *What could schools change to reduce the pressures on students?*
- Have a class discussion and encourage students to think laterally about different things that schools could do to make life easier for students and reduce the amount of stress they face.

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 and notice differences and similarities between the US school system and their school system, and to answer the questions.
- After the research or at the beginning of the next lesson, put students in groups to share the information they found and choose four interesting things to tell the class.
- Ask each group to tell the class what they found. Discuss as a class the ways in which the US school system is similar to and different from their own school systems.

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 pages 113 and 114)

Workbook, pages 54 to 56

Reading practice worksheet, Teacher’s Resource Center

Language in use **How are schools changing?**

1 Read the presentation slide about schools in the past, present, and future. Then discuss the questions.

- Which do you think are the most important changes between past and present?
- Can you think of any more ways in which things like books, buildings, rules, and subjects have changed?
- Do you agree with the predictions for the future?

HOW ARE SCHOOLS CHANGING?
The past, present, and the challenge of the future.

Yesterday's schools	Today's schools	Our predictions for tomorrow's schools
Students could leave school at 14 or 15.	Students usually have to stay in school until they're 16. In some countries they will leave at 14 if they have a job.	Students won't have to stay in school until a specific age, but they will study for all their lives.
Classrooms were uncomfortable and students had to ask for permission to leave their desks.	Classrooms are more comfortable, but students should have more opportunities to exercise.	If students study from home, they will have to find new opportunities for exercise and social interaction.
Many students couldn't access information because there was no library in the area.	Thanks to the internet, students don't have to go to libraries, and they get access a lot more information.	The goal of learning should change from getting information to interpreting it.

Discover grammar Rules, recommendations, and permission
Student Book ► Page 123 Workbook ► Page 57
We use different verbs for rules, recommendations, and permission and ability.

2 Study the modal verbs **can**, **have to**, and **should** in the text and match them to their functions a-c.

a rules b recommendations c ability / permission

Language in use

3 Look at the list of required subjects in a New York school in 1937. Use **have to** and **can** to talk about the differences between the school subjects then and now.

In 1937 students **didn't have to** study science. Now we **don't have to** study

4 Read questions 1-4 and take notes. Then discuss your answers in pairs.

- Why do you think schools stopped teaching some subjects?
- Do you prefer the subjects you study now? Why? / Why not?
- Which subjects do you think all students should study?
- Which new subjects should schools teach in the future?

5 Think of school rules for the categories below. For each topic, discuss points 1-3.

bullying cleaning clothes homework smartphones

- What students can and can't do.
- What students have to and don't have to do.
- What students should and shouldn't do.

6 Look at three pictures of future learning technology. How will each technology change how students learn and their lives in general? Use forms of **be able to** and **have to**.

7 Write a paragraph with your predictions about schools of the future. Include some ideas about subjects, rules, and school facilities.

Discover more SEARCH ONLINE for **images of future classrooms**. Choose one that interests you and bring it to class. Describe what it shows and say what you think about it.

Language in use

How are schools changing?

Learning objective

GRAMMAR Rules, recommendations, and permission

Reporting back

- If students did the *Discover more* activity in 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 do you think was different about schools in the past? What were the teachers like? What did students learn about? How did students learn?*
- Elicit a few ideas, then ask: *What do you think schools will be like in the future?* Elicit a few ideas.
- Put students in pairs to discuss what schools were like in the past and what they will be like in the future. Ask them to note down three ideas for each.
- Elicit ideas from students and have a brief class discussion.

1

- Focus on the text and elicit or explain that it is part of a presentation on schools.
- Read aloud the three questions and check that students understand *predictions* (= ideas about what will happen in the future).
- Ask students to read the presentation slide and discuss the questions in pairs, giving reasons for their answers.

- Discuss the answers with the class, encouraging as many students as possible to join in and express their opinions.

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 with the class before you continue to exercise 2.

2

- Point out the highlighted modals and verbs in the presentation slide.
- Read aloud the functions with the class and check that students understand *recommendations* and *ability / permission*.
- Ask students to study the modals in context and then match them to the functions. They could work in pairs for this.
- Check answers.

ANSWERS

a **have to** b **should** c **can / could**

3

- Focus on the list of subjects and elicit or explain that it is part of a student's school report card. Read aloud the list of subjects with the class and check that students understand them all. In particular, explain *penmanship* (= the skill of writing neatly with a pen).
- Read aloud the example answer and elicit one or two more examples. Then put students in pairs to compare the subjects in 1937 and the subjects they study now.

- Elicit some answers from the class, and check that students are using *have to* and *had to* correctly.

SUGGESTED ANSWERS

In 1937, students had to study penmanship. Now we don't have to study this.

In 1937, students didn't have to take P.E. Now we have to take P.E.

4

- Read aloud the questions and remind students of the meaning of *should* for recommendations.
- Ask students to think about the questions individually and take notes.
- Put students in pairs to compare their ideas and discuss things they agree and disagree about.
- Ask some students to tell the class which things they agreed and disagreed about and why.

5

- Read aloud the five categories and elicit an example of a rule in the students' school for each one, to confirm the meanings, e.g., *We can't use smartphones in class. We have to do our homework. We should dress neatly.*
- Put students in pairs to think of school rules on the different topics, using points 1–3.
- Monitor and help while they are working.
- Elicit some examples of rules and write them on the board. Ask: *Which rules does your school have? Which ones would you most like to change? Why?*

6

- Focus on the pictures and elicit what they show. Use the pictures to teach the words *3D tablet*, *robot*.
- Students could work in pairs or groups to discuss how these technologies will change how students learn and how they live.
- Monitor and help while students are working. Encourage them to talk about things that students will and won't have to do in the future, and about what things should happen in the future.
- When students have finished, invite individual students to tell the class their ideas. Ask other students if they agree or disagree, and why.

7

- Ask students to write their paragraphs individually. Students could share their paragraphs in groups and discuss which ideas they agree and disagree with, and why.

Extra activity: Critical thinking

- Ask: *Do you think it's easier to learn now than in the past? Why? Do you think school is more interesting now? Why? What changes in the future will make school better and more interesting? Why? What changes will make it more difficult? Why?*
- Put students in groups to discuss their opinions of schools in the past, present, and future.
- Discuss their ideas as a class.

Discover more

- Remind students that they should use the exact 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 copy the image they choose and make notes on the information they find.
- After the research or at the beginning of the next lesson, ask individual students to show the class the image they chose, describe it, and give their opinion about it.
- Discuss as a class what kind of future classroom students would most like to study in and why.

Preview

- Ask students to do the *Discover vocabulary* exercises on page 122 before the next lesson.

Further practice

Discover grammar Student Book, page 123 (answers on TG page 114)

Workbook, page 57

Grammar practice worksheet, Teacher's Resource Center

Life skills How can we teach ourselves?

Life skills strategy 5 Using your learning style

By knowing and using your preferred learning styles, you can teach yourself new skills more quickly and productively.

1 Study the life skills strategy. Then do the *How do you like to learn?* questionnaire.

HOW DO YOU LIKE TO LEARN?

Most people learn best with a mix of learning styles. Read the descriptions of the learning styles. Which ones do you do? Write a score in each box.

6 = This is definitely me. I often do this.
3 = Maybe this is me. I do this occasionally.
0 = This isn't really me. I don't do this.

WHEN I'M TRYING TO LEARN SOMETHING ...	
A. AURAL I often repeat things aloud or in my head. I like to ask questions and discuss things. I'm good at oral exams. I have a great memory for music and lyrics. TOTAL	E. PHYSICAL I can't concentrate if I sit for a long time. I remember more if I move or walk around while I study. I learn by imitating people's movements. I like to take things apart and put them together again. TOTAL
B. VISUAL I watch a lot of video tutorials. I understand pictures in instructions more than words. I remember what I see more than what I hear. I'm good at drawing and understanding diagrams. TOTAL	F. SOCIAL I like to get together with other people to study. I ask people for tips if I'm not sure how to do things. I like to take group lessons. I enjoy comparing experiences and ideas with people. TOTAL
C. LOGICAL I experiment with a problem to work it out. I use trial and error. If something doesn't work, I try again a different way. I love to solve problems. I make lists and prioritize the important things. TOTAL	G. SOLITARY I prefer to study alone. I think about what and how I'm learning. I know which learning methods work best for me. I like to take time to think about problems on my own. TOTAL
D. VERBAL I like to learn languages. I'm good at memorizing jokes or poems. I love to read, and I remember what I've read. I take notes and use them to study from. TOTAL	

Discover vocabulary Ways to learn
Student Book ► Page 122 Workbook ► Page 58

Listening strategy

Taking notes

When taking notes:

- **Prepare:** Identify what the topic is and what information you are listening for.
- **Select:** Only write the most important information.
- **Review:** Read your notes again and add any more important points you remember. If possible, listen again and focus on missing information.

3 Study the listening strategy. Then look at the information about a podcast. Do you recognize any of the names? What do the people have in common?

AUTODIDACTS

In this week's learning podcast we look at famous people who taught themselves.

Frida Kahlo

- Priyal Jain and Prateek Mahesh became "supercoders" as kids, and made money writing apps.
- Bill Gates learned software programming and started the Microsoft Corporation.
- Kató Lomb learned 16 languages and became a well-known interpreter and translator.
- Frida Kahlo learned to paint and became famous for the unique style of her art.
- Henry Ford learned about mechanics and engineering and started the Ford Motor Company.

Henry Ford

4 Listen to the podcast. Take notes about how the people in the program taught themselves.

5 Listen again for any information you missed in exercise 4. Which learning style do you think each person used?

6 Look at the activities below. Then discuss the questions in groups.

1 Which activity would you like to learn?
2 What different ways are there to learn it?
3 Which of these ways is best suited to your preferred learning style?

Key phrases Talking about learning

I'd like to try to learn
You can learn ... by ... (ing)
I think it would suit me to
I (don't) get the hang of things if I
It helps me if I can

7 REFLECT How can your preferred learning styles help you to learn English better?

Discover more SEARCH ONLINE for video tutorials about one of the activities in exercise 6. Find one you like and say why you like it.

64 Unit 6 What's the best way to learn?

Unit 6 What's the best way to learn? 65

Life skills

How can we teach ourselves?

Learning objectives

LIFE SKILLS Using your learning style

VOCABULARY Ways to learn

LISTENING Taking notes

SPEAKING Talking about learning

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What do you find easy to learn? Why? What subjects are difficult for you? Why?* Put students in pairs to answer the questions. Elicit a few answers from individual students.
- Ask: *How do you usually study for an English test / a math test / a history test?* Students discuss in their pairs how they prepare for tests.
- Elicit answers from students, and point out that everyone's answers are different because everyone finds different subjects easy and difficult, and everyone has their own preferred ways of learning.

1

- Read aloud the life skills strategy about using your learning styles.

- Ask students to read the questionnaire and answer the questions. Emphasize that there are no right and wrong answers, because everyone's learning styles are different.

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 and make sure students understand all the vocabulary.

2

- Put students in pairs to compare their results from the questionnaire and answer the questions.
- Ask individual students what the questionnaire has taught them about their learning style, and ask if they agree. Ask: *How can you use this information to help you learn better in the future?*

3

- Read aloud the listening strategy.
- Ask students to read the information about the podcast and answer the questions.
- Check answers and check that students understand the meaning of *autodidact* (= someone who has taught themselves instead of learning in a school or class setting). Model pronunciation.

ANSWER

The people are all autodidacts who taught themselves.

4 1.19

- Read the task aloud and ask: *What kinds of things will you include in your notes?* Elicit that students will take notes on each person and how they taught themselves.
- Ask: *What kind of information do you think you will hear about each person?* Elicit some possible ideas, e.g., the person learned online, or from books in a library, etc.
- Remind students that when they take notes, they don't have to write full sentences, but must just write key words and then expand these into sentences when the audio has finished.
- Allow students time to list all the names, then play the audio. Students listen and take notes on the different people.
- Allow students to compare their answers in pairs, but don't check answers yet.

5 1.19

- Play the audio again for students to listen, complete their notes, and choose which learning styles in the questionnaire on page 64 each person used.
- Check answers to exercise 4.
- Discuss as a class which learning styles each person used. See answers in parentheses.

ANSWERS

Priyal and Prateek: online tutorials (visual)

Bill Gates: went into the university at night to test and develop his ideas (logical, solitary)

Kató Lomb: read books in different languages, guessed the meaning of words, and used dictionaries (solitary, verbal)

Frida Kahlo: practiced painting techniques while she was sick in bed; learned by trial and error (logical)

Henry Ford: asked other people to help when he didn't understand something (social)

6

- Read aloud the task, then read the activities and check that students understand them all.
- Read aloud the key phrases with the class and check that students understand them all. Elicit a complete sentence using each phrase, e.g., *I'd like to try to learn painting. You can learn painting by watching artists on the internet.*
- Focus on the first activity, *capoeira*, and elicit what it is (= a Brazilian system of movements which is similar to dance and martial arts). Then elicit that there are different ways to learn it, e.g., by watching online tutorials, joining a club or team, reading about it, etc. Ask: *Which of these ways would suit your learning style? Why?* Give an example about yourself, using one of the key phrases, then elicit a few answers from students, encouraging them to explain their answers using one of the key phrases.

COMMUNICATION

- Put students in groups to discuss the questions.
- Monitor and help while they are working.
- Ask individual students to tell the class which activity they would like to learn, and which way of learning would suit their learning style.

7 Reflect

CRITICAL THINKING

- Put students in pairs to discuss how they could apply what they have learned about their learning styles to the way they learn English.
- Ask some pairs to tell the class about their discussions, and discuss as a class what learning strategies would work well for people with each of the learning styles in the questionnaire.

Extra activity: Critical thinking

- Ask: *What's your best time for studying? In the morning, afternoon, or evening? Do you learn better in silence or with music playing? Can you study well when you're hungry? What about if you are in a bad mood?* Elicit a few answers, then put students in pairs to discuss other issues that can affect how well they learn.
- Discuss their ideas as a class, then ask: *What things can you do to help yourself to learn effectively and get good results?* Elicit a range of ideas, e.g., trying different ways of learning, finding out what works for you, getting a good night's sleep, exercising, asking for help if you have emotional problems, etc.

Discover more

- You could allocate different activities to different students, to ensure a spread across the class. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to copy the link for a video tutorial they like and make notes on why they like the video.
- After the research or at the beginning of the next lesson, students who researched the same activities can work together to prepare a mini presentation. Students could show part of their tutorial to each other in groups and explain why they like it.
- Ask each group to present their findings to the class.

Further practice

Discover vocabulary Student Book, page 122 (answers on TG pages 113 and 114)

Workbook, pages 58 and 59

Writing What should we learn in school?

Writing task A response on a discussion board
Write a response to the discussion board question What should we learn in school?

Understand the task

- 1 When do people use discussion boards and internet forums? Describe any examples that you have seen.
- 2 Read the discussion on a class forum. Which opinions does Sai agree and disagree with? Which opinions do you agree or disagree with? Why?

Home About Latest news Message board Learn Profile

ISF Inter-Schools Forum
Comparing and discussing education

New thread - What should we learn in school?

Ms. Lynch Which school subjects are most useful?

Mark I enjoy most of my subjects, but I'd like to learn more about real-life issues. I read that in some countries ethics is a school subject. I think a subject like this gives students an important opportunity to discuss what's right and wrong. **ethics** helps us think about our own lives.

Nikki Nice idea.

Ms. Lynch Can you explain your opinion, Nikki?

Nikki Yes, sorry. I like the idea of discussing values. Why do we have required subjects, though? Can't we just learn about the things that we like? I really want to learn about computer coding.

Ava I think ALL subjects are useful if you want to get a good education, and exams are useful. Maybe we just don't need exams for all our subjects. I'm not sure.

Sai There are some interesting points in this discussion. Ava, I agree that lots of different subjects are important if you want to get an all-round education. Mark, I like your idea of studying different things like ethics. **ethics** is a foreign language. I'm in favor of that because we need to communicate with people around the globe. I think we need exams for all the main subjects, but maybe not for optional subjects. I already have too much to study!

Writing strategy Writing coherent responses
When writing a response to written comments or correspondence:
• address the writer(s) directly
• refer to what different people have said, quoting if necessary
• comment on points in the order they appear
• write a separate paragraph for each point you discuss

3 Study the writing strategy. Then read Sai's post again. Which points in the strategy does he follow?

66 Unit 6 What's the best way to learn?

Writing

Think and plan

- 4 Look at the questions at the beginning of the discussion on page 66. Make notes about your answers. Include facts and examples to support your opinions.
- 5 Look again at the posts and the opinions they express. Decide which comments you want to refer to in your response.

Write a first draft

- 6 **LANGUAGE POINT** Look at the **highlighted** expressions in the text. Why are they useful in a discussion about multiple topics or comments?
- 7 Write your post for the forum. Use your notes from exercises 4 and 5 to write your first draft. Use linkers of addition to refer to multiple opinions.

Review and edit

- 8 Read through your first draft and revise it if necessary. Then write your final draft.

- Content Does your response answer one or more of the questions?
- Organization Did you respond to comments in their order in the discussion?
- Organization Did you write separate paragraphs for different points?
- Style Did you use linkers of addition to refer to multiple topics or comments?

Reflect What's the best way to learn?

What's education like around the world? How can we teach ourselves?

What's it like to be a student today? What should we learn in school?

How are schools changing?

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 63

I learned that children in France start school at age 3.

Unit 6 What's the best way to learn? 67

Writing

What should we learn in school?

Learning objectives

WRITING Writing a response on a discussion board

WRITING Writing coherent responses

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What are the most important things you learn in school?* Elicit a few ideas and prompt students to think about skills as well as subjects, e.g., how to do research online, how to express your ideas.
- Put students in pairs and ask them to list the five most important things they learn at school.
- Have a class discussion about the most important things that students learn in school.

Understand the task

1

- Ask students to read the writing task, then discuss as a class when people use discussion boards and what examples students have seen.

SUGGESTED ANSWER

People use discussion boards and internet forums when they want to learn other people's opinions about something.

2

- Check that students remember the meaning of *ethics* and *coding*.
- Ask students to read the discussion forum and note down the opinions that Sai agrees and disagrees with.
- Check answers, then discuss as a class which opinions students agree and disagree with, and why. Prompt them if necessary by eliciting each opinion and then asking: *Do you agree with this? Why?*

ANSWER

Sai agrees that a lot of different subjects are important and students should study ethics. He also thinks that coding is probably fun. But he doesn't agree that students should only learn what they like. He agrees that students shouldn't have exams for all subjects.

3

- Ask students to read the writing strategy about writing coherent responses. Check that they understand the meaning of *coherent* (= expressing ideas clearly and in a logical order which other people can understand).
- Ask students to read Sai's post again and decide which points in the strategy he follows. They could work in pairs for this.
- Check answers, eliciting the parts of Sai's post which relate to each part of the strategy.

ANSWERS

He addresses Ava, Mark, and Nikki directly.

He refers to specific sections, e.g., he mentions Mark's idea of studying ethics.

He writes a separate paragraph for each point he discusses.

Think and plan

4

- Refer students back to the questions at the beginning of the discussion. Ask students to think about their own ideas and to note down facts and examples to support their opinions. They could work in pairs for this, or they could work individually and then compare their ideas in pairs.
- Discuss their ideas as a class.

5

- Students, working individually, look at the opinions in the posts again and decide which ones they want to refer to in their posts. Ask them to choose two or three to refer to and plan what they will say in response to each one.
- Ask some students to tell the class their ideas.

Write a first draft

6 Language point

CRITICAL THINKING

- Focus on the highlighted expressions in the text. Ask students to read the expressions in context and think about their function. Elicit that they are all used to link similar ideas, and explain that they are linkers of addition.
- Ask: *Why are they useful in a discussion about multiple topics or comments?* Elicit that they are useful because they help you to order your ideas, and they link ideas that are similar so they follow on from each other in a coherent way.
- Focus on the linkers again and elicit where each one is used in a sentence.

Extra activity: Critical thinking

- Ask students to read the responses in exercise 2 again and find the expressions the people use for giving their opinions, agreeing, and disagreeing. Write these on the board for students to refer to when they write their final draft: *I think ... , I like the idea of ... , I agree that ... , I can't really agree with your opinion that*
- Ask students to look at Nikki's and Sai's posts again. Ask: *Why do they ask questions? Do they really want people to answer them?* Elicit that the questions are rhetorical questions, and are another way of expressing an opinion, e.g., *Do we have time for all of this? = I don't think we have time for all of this.*
- Encourage students to use a range of expressions for giving their opinions, agreeing, and disagreeing, and encourage them to use rhetorical questions to express their opinions, too.

7

CREATIVITY

- Refer students back to the general instructions in the writing strategy.
- Students write their first draft, using their notes. Explain that at this stage students should focus on getting their ideas in the right order, as they will have time to check their grammar and spelling later.

Review and edit

8

- Students read the notes and 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 grade they should be able to answer "yes" to all the questions.
- Remind them to also check their grammar and spelling.
- Students could check their work individually, or they could work together in pairs to check each of their posts.
- They then revise their posts individually, either in class or for homework.
- When grading students' work, refer to the four items in the checklist. You could give a grade out of ten for each item, giving a total out of 40 for the task.

Reflect What's the best way to learn?

1

- Read aloud the question *What's the best way to learn?* 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 or 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 132 for the ideas contained in the video.

4 

- Now ask students to watch the video again, this time with *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 132
Workbook, pages 60 to 61

Project

How can we make the best use of time on a day trip?

Project task

Work in groups and plan an itinerary for a day trip to a place outside your town. You must leave at 8 a.m. and return by 6 p.m. Research a place and make notes on how to get there, things to see and do there, and how long things will take. Make a rough draft of your itinerary. Have a feedback session. Create your final itinerary and present it to the class.

UNDERSTAND

- Read the instructions for the project task above. What is the main aim of the project?
- Study the information about things to do in Bath, UK and the itinerary below. Answer the questions.
 - How long is the group going to spend in Bath?
 - If they didn't have lunch in a restaurant, would they have time for another activity?
 - Why is an itinerary important for a trip?
 - Do you usually make an itinerary before a trip?



3 Listen to four tourists discussing a day trip itinerary to Fort Wayne in the US. Answer the questions.

- How is the group going to get to Fort Wayne?
- What are they going to do in the morning? For how long?
- When and where are they going to have lunch?
- What are they going to do in the afternoon? For how long?
- How long in total are they going to spend in Fort Wayne?

COLLABORATE AND PLAN

4 Work in groups. Make a list of five tasks in the *What?* column using the steps in exercises 5-9 to help you. Then complete the *Who?* and *When?* columns.

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

5 Search online and find information about a town you could visit on a day trip. Make notes about how to get there, things you can do there, and how long things will take.

6 Compare your notes from your research. Choose one of the destinations to plan your itinerary for.

7 Work in pairs. Make a rough draft of your itinerary. Use the key phrases.

SHARE

8 Work in groups. Give feedback on each other's draft itineraries.

9 Work in pairs. Make any necessary changes to your final itinerary.

PRESENT

10 Present your itinerary to the class. Take a class vote. Which itinerary would people like to follow?

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?
- How effective was your group's itinerary?



68 Project Subject link: Mathematics
Project Subject link: Mathematics 69

Project

How can we make the best use of time on a day trip? A travel itinerary

Learning objectives

Plan a travel itinerary

COLLABORATION Work collaboratively on a travel itinerary

CREATIVITY Think creatively to plan an interesting travel itinerary

COMMUNICATION Present a travel itinerary to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- Tell students about a day trip you had, e.g., a time you visited a city and the activities you did.
- Ask: *What places have you visited as a day trip? What did you do?* If students have been on day trips, encourage them to share their experiences with the class. If they are struggling for ideas, ask: *Which cities would you like to visit for a day trip? Why? What activities would you like to do?* Elicit a few ideas.

Understand

1

CRITICAL THINKING

- Ask students to read the instructions for the project task. Check that they understand *itinerary*. (= a planned route or journey)
- Students can discuss in pairs or small groups what the main aim of the project is. Then discuss the answer with the class
- Ask more questions to check that students understand the details of what they will do, e.g., *What information do you need to research? What do you have to think about when you choose a place?* (how to get there, how long it takes to get there) *What parts of this task do you think will be difficult? Why?*

ANSWER

The main aim of the project is to plan an itinerary for a day trip to a place outside your town.

2

- Explain to students that Bath is a historical city in the southwest of England that is known for its history, beautiful old buildings, and excellent shopping.
- Ask students to read the information about things to do in Bath and answer the questions.
- Discuss the answers with the class.

ANSWERS

- seven hours and thirty-two minutes
- Yes, they might be able to fit in another activity.
- 3-4 students' own answers

3 1.20

- Explain to students that Fort Wayne is a city in Indiana, in the US. Teach the words *food truck*, *pinball*, and *arcade*.
- Read aloud the task and allow students time to read the questions.
- Play the audio for students to listen and answer the questions.
- Check answers, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

- 1 by car
- 2 go to the science museum for about two hours
- 3 12:30 to 1:30 at food trucks
- 4 go paddleboarding for one and a half hours, then go to the pinball arcade for one and a half hours
- 5 eight hours

Collaborate and plan

4

COLLABORATION

- Ask students to read the steps in exercises 5–10. Focus on the chart and elicit the first task (*do research and choose a destination*).
- Put students in groups to make a list of the next four steps.
- Check answers, and ask questions to encourage students to think about what is involved in the different steps, e.g., *How will you decide on the activities to make your rough itinerary? What kinds of things will you think about at the feedback stage?* Elicit that they will start by thinking about what activities they would like to do, then at the feedback stage they might think about more practical things such as how much time to spend on lunch, whether they have allowed enough time to get from one activity to the next, etc.
- Students copy the project planner, then they work in their groups to discuss and plan the steps for their itinerary and complete the planner. Encourage them to think about individual strengths that group members have, e.g., which people in their group are good at organizing things in a practical way, which people have good creative ideas, etc.
- Monitor and help while students are working.
- Ask some groups to present their plans to the class and explain why they planned the tasks 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.

ANSWERS

- 1 research and choose a destination
- 2 make a rough draft of your itinerary
- 3 give feedback and make changes
- 4 create your final itinerary
- 5 present your itinerary to the class

5

- As a class, generate some ideas for places that students could visit on a day trip.
- Students research a day trip location. Remind them to make notes on what they find, so they can report back to their group. Encourage students who will be working together to each do research on a different place so they have more than one possibility to choose from.

6

COLLABORATION CRITICAL THINKING

- Students compare their notes.
- Ask some students which destination they chose and why.

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 pairs to plan their itinerary. Point out that they should try to include at least one preferred activity for each person, so they will both enjoy the trip.
- Monitor while they are working and encourage them to use a range of the key phrases.

Share

8

COLLABORATION COMMUNICATION

- Ask students to read their itinerary to each other in groups of four and give feedback, suggesting ways to improve it.

9

COLLABORATION CREATIVITY

- Students work in pairs to finalize their itinerary.

Present

10

COLLABORATION COMMUNICATION

- Ask pairs in turn to present their itinerary to the class. As students listen, ask them to note down one thing they like about each itinerary and one possible problem.
- Allow time for feedback at the end of each presentation.
- Discuss which itineraries sound interesting and fun, and why.
- Hold a class vote to find students' favorite itinerary. Tell students they cannot vote for their own!

Reflect

CRITICAL THINKING

- Before students evaluate this task, ask which parts of the task they enjoyed and which they found difficult.
- Put students in groups to discuss the questions.
- Discuss the questions as a class, encouraging students to share their experiences and opinions with the class. Discuss as a class what makes a good itinerary, e.g., fun and varied activities, something for everyone on the trip, not too rushed, not too tiring, etc.
- Ask: *What skills have you learned from doing this task?* Elicit a few ideas, e.g., planning activities, thinking about how long things take, considering other people's preferences.
- Ask students to individually make a note of one skill they learned from doing this activity and where they can use this skill elsewhere in their lives.

Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.



VIDEO Talking about inventions
READING Collaborating to understand a text
LANGUAGE IN USE Present and past passive verbs
LIFE SKILLS Problem solving: evaluating multiple aspects
SPEAKING Staging a group discussion
WRITING Writing introductions

Which inventions most changed people's lives?

1 Look at the picture and the caption. Why do you think this technology might be useful? Why do you think people invent new things?

2 Read the text and decide on an answer for each topic.

Best inventions

Medicine	Which drug, therapy, or medical device is most important because of its life-saving properties?
Transportation	Which invention in the history of transportation most revolutionized how we travel?
Safety	Which practical invention most helped to make the world a safer place?
At home	Which appliance at home most improved your quality of life?
Electronics	Which portable electronic device do you consider to be the most indispensable?
Everyday life	Which simple non-electronic invention makes the biggest difference in your everyday life?

Discover vocabulary Describing technology
 Student Book ► Page 124 Workbook ► Page 66

3 Watch the Factfix video. Which topics do Sofia and Zach discuss? Did they decide on any of the same inventions as you?



4 Watch the video again. What reasons do Sofia and Zach give for their choices?

Key phrases Comparing and contrasting
 ... is far more / less (environmentally friendly) than
 ... isn't as (portable) as
 ... is just as (practical) as
 What could be more useful than?
 There's nothing more (life saving) than

5 In groups, compare and contrast ideas for each topic and then choose one to report to the class. Did the groups choose the same or different inventions?

6 Have a class vote on the group choices for each topic. Do the inventions you voted on have anything in common? How did they change people's lives?



SEARCH ONLINE for lists of the **most popular inventions of all time**. Which inventions are usually mentioned?

71

Vocabulary

- Describing technology
- Prefixes
- Aspects of technology

Further practice

Discover vocabulary Student Book, page 124

Workbook, pages 66 to 68

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Collaborating to understand a text
- Reading an article about technology that transforms or improves our bodies

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 64 to 65

Grammar

- Present and past passive verbs

Further practice

Discover grammar Student Book, page 125

Workbook, pages 66 to 68

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Evaluating multiple aspects

Further practice

Workbook, page 69

Speaking

- Comparing and contrasting
- Staging a group discussion

Further practice

Workbook, page 69

Writing

- Writing a for and against essay
- Writing introductions
- Using linkers of contrast

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

Which inventions most changed people's lives?

Learning objectives

FACTFLIX VIDEO Learning about how technology has changed people's lives

VOCABULARY Describing technology

SPEAKING Comparing and contrasting

Introducing the topic

- With books closed, ask: *Can you imagine life with no technology? What would your life be like?* Elicit a few ideas and prompt students with more questions if necessary, to encourage them to imagine their lives without technology, e.g., *What would you have for breakfast in the morning? How would you get to school? How would you chat with your friends?*
- Elicit a range of answers and encourage students to see how technology is everywhere in our lives, from lighting and heating to transportation and communications.
- Ask: *How does technology affect us? Does it improve our lives or make them more difficult?* Elicit answers, encouraging students to give examples of specific technologies to support their ideas.
- Students then open their books and look at the *Discover* question, the opening picture, caption, and lesson question.

1

- Ask students to look at the picture and elicit what it shows. Put them in pairs to read the caption and discuss the questions.
- Get feedback on their discussions.
- Ask: *How could this technology be useful? Would you like to use it?* Discuss the questions as a class.

2

- Ask students to read the text. Elicit one or two examples for each topic, then ask students to think about each topic individually and decide on their answers.
- Tell students they will need these ideas later in the lesson.

Discover vocabulary

Student Book page 124 Workbook page 66

- If you think your students will struggle with the vocabulary in the text in exercise 2, turn to page 124 now and do the vocabulary practice in class, before students continue with the lesson.
- With stronger classes, students can do the exercises on page 124 for homework.

3

- Ask students to read the questions, then play the video for them to watch and note down which topics Sofia and Zach discuss, and whether the presenters chose any of their inventions in exercise 2.
- Check answers, and check they understand all the inventions that are discussed.

ANSWERS

They discuss medicine, safety, at home, and everyday life. They choose aspirin, seat belts, fridges / freezers, and toothbrushes.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each category is mentioned, and confirm what Sofia and Zach said.

4

- Read aloud the question and ask students if they can remember any of the reasons Sofia and Zach mentioned.
- Play the video again for students to note down the reasons that are mentioned for each choice.
- Check answers, and ask: *Who do you agree with? Why?* Elicit a few answers.

ANSWERS

Aspirin: it's one of the world's most useful drugs, it can help with 50 different medical problems, about one million people use it

Seat belts: they save about 14,000 lives every year, they reduce your risk of injury by 50%

Fridges/freezers: they preserve food

Toothbrushes: before they existed a lot of people had bad teeth

5

- Read aloud the key phrases for comparing and contrasting, and check that students understand them all. You could play the video again, pausing after each phrase for students to hear the phrase in context and to check understanding.

COMMUNICATION

- Remind students of the choices they made in exercise 2. Put them in groups to compare and contrast their ideas for each topic and choose one they can all agree on.
- Monitor while they are working, and encourage them to use a range of key phrases.
- Ask each group to tell the class what they chose and why. Write all the inventions on the board under the different topic headings.

6

- Have a class vote on the best choice for each topic.
- Underline the winning inventions on the board and discuss as a class what they all have in common. Ask more questions to prompt students if necessary, e.g., *Are they all simple? Are they all cheap? Do they all solve an important problem for us?*

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 inventions that they find and which are usually mentioned.
- After the research or at the beginning of the next lesson, elicit the inventions that students found and discuss as a class who agrees and disagrees with the most commonly mentioned inventions, 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 can technology transform our bodies?**

1 Look at the title and the pictures on page 73. What do you think the pictures show? Compare your answers.

Reading strategy Collaborating to understand a text
Working in small groups can help you to understand texts. The members silently read one section at a time and discuss any interesting or unclear points.
What was this section about?
What do you think this word means?
What's the main point of this section?

2 Study the reading strategy. Work in groups to read the text in sections. Wait for others to finish reading. Then use the questions in the reading strategy to discuss each section.

3 Read and listen to the article. Answer the questions.
2.01
1 What's the author's opinion of body technology? How do you know?
2 Which future technology does the author think might be a problem? Why?
3 Which new technology does the author consider particularly important?
4 Which five applications of technology were still not possible when the author wrote the article?

4 Study the prefixes below and find words in the article that begin with them. What meaning does the prefix add to each word?
1 micro _____
2 bio _____
3 inter _____
4 super _____
5 re _____
6 anti _____
7 pre _____
8 nano _____

5 Work in pairs. Which prefix in exercise 4 can you add to each of the words below? What other words can you think of with each prefix?
market medical national play social technology view wave

Discover vocabulary Prefixes
Student Book ► Page 124 Workbook ► Page 16

6 **TALKING POINTS** Discuss the questions.
1 Which technology in the article do you think might improve our lives most? Why?
2 Do you consider any of these technologies to be potentially dangerous?
3 Which technology would you like to try?

Discover more **SEARCH ONLINE** for information, pictures, and videos of one of the body technologies in the article. Show the class and explain how the technology works.

72 Unit 7 How does technology affect us?

BODY TECHNOLOGY

In 1954 the first pacemaker was fitted inside a human body. This small, battery-operated device helps the heart to beat by sending it electrical signals. At the time, it was a revolutionary idea to put a machine inside the human body, but using technology to enhance the human body is increasingly common. Here's a brief look at how our bodies are benefiting from technology and might do so in the future.

EXOSKELETONS
These motorized structures, first developed for the military, are worn like a suit and add great strength to human movements. Not only do they allow a person to run, lift, and push like a superhero, they can also make it possible for people with disabilities to move.

BIONIC LIMBS
Modern artificial limbs are hugely different from the plastic replicas of the past. These bionic devices are connected electrically to muscles and nerves so they can move in almost the same ways as natural limbs. Users can control bionic limbs with their thoughts and sometimes even feel with them.

BRAIN COMPUTER INTERFACE (BCI)
1 We can now use implants or electrodes to connect the brain to a computer. This interaction makes it possible to control drones and games simply through thought. More importantly, it has the potential to restore vision or hearing to blind or deaf people. On a more distant horizon, some predict that one day our brains will be able to connect wirelessly so that we can communicate with each other by thinking rather than speaking.
2 Would this be a good thing? It's frightening to imagine that someone might be able to hack into your thoughts or your brain might not be able to disconnect!

3D PRINTED REPLACEMENT PARTS
Scientists can now use the latest 3D printers to recreate muscles, blood vessels, and skin in laboratories. Layers of human cells are sprayed into the shape of new body parts quickly and accurately. One day, this anti-age technology might mean that biomechanics repair our bodies with pre-ordered parts.

SMART CONTACT LENSES
1 The latest generation of contact lenses will act like mini computer screens in front of our eyes. New bionic lenses are also being tested to make our vision three times better than what we now consider perfect. Contact lenses with a zoom capability
2 already exist, and night vision lenses are just around the corner.

NANOBOTS
Although they're still experimental, microscopic robots are being developed to work inside our bodies. They would be a fundamental development, because they could travel through blood vessels to repair them, clean them, and destroy any dangerous bacteria or viruses they find.

Reading to learn

How can technology transform our bodies?

Learning objectives

READING Reading an article about technology that transforms or improves our bodies

READING Collaborating to understand a text

VOCABULARY Prefixes

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask: *Has technology changed our lives a lot in the last 200 years? (yes) Has it changed us? Are our bodies and brains the same as they were 200 years ago, or has technology changed them?*
- Elicit a few ideas, and encourage students to explore ways in which technology has changed us. Ask more questions to prompt them if necessary, e.g., *Has anyone had any operations? Has anyone broken an arm or a leg and had medical treatment? Does anyone have fillings in their teeth?*

1

- Ask students to look at the title and pictures on page 73 and think about what they show.
- Put them in pairs to compare their ideas.
- Elicit a few ideas for each picture.

ANSWERS

The pictures show a motorized exoskeleton, a bionic arm, and a smart contact lens

2

- Ask students to read the reading strategy, or read it aloud to the class. Check they understand everything.
- Put students in small groups. Ask them to follow the strategy and read one section of the article at a time and ask strategy questions to discuss any interesting or unclear points, to find out more about each section.
- Discuss as a class how sharing their ideas one section at a time helped them understand the text.

3 **2.01**

- Allow students time to read the questions, then play the audio. Students read and listen to the article and answer the questions.
- Check answers, eliciting the part of the article which confirms each answer.

ANSWERS

- The author is in favor of body technology because he/she uses a lot of positive words, e.g., *using technology to enhance the human body, and our bodies are benefiting from technology.*
- Brain computer interface; because it is frightening to think that someone might be able to hack into your brain, or your brain might not be able to disconnect.
- nanobots (*they would be a fundamental development*).
- brain computer interface** to restore vision and hearing; being able to connect our brains wirelessly so we can communicate by thinking rather than speaking;

3D replacement parts to repair our bodies with pre-ordered parts; **smart contact lenses** to make our vision three times better; **night vision lenses**; **nanobots** to work inside our bodies to repair them and destroy infections.

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, encouraging students to refer back to the article to explain their answers.
- Ask: *Do you have similar expressions in your language?*

ANSWERS

Another word for “brief” in this context is “quick” or “short.” “Them” refers to the bionic limbs.

The author refers to the future with the expression “on a more distant horizon” (= a long way in the future).

The expression “just around the corner” means *not very far away in the future*.

4

- Focus on the prefixes and elicit or explain that we can add a prefix to the beginning of a word to change its meaning.
- Ask students to find words in the article that begin with the prefix and work out the meaning of each prefix. They could work in pairs for this.
- Check answers. Discuss the meaning of each of the words with the prefix to show how the prefix affects the meaning.

ANSWERS

- 1 microscopic; micro = small
- 2 bionic, biomechanics; bio = life
- 3 interface, interaction; inter = between
- 4 superhero; super = exceptional
- 5 restore, replacement, recreate, repair; re = again
- 6 anti-age; anti = against
- 7 predict, pre-ordered; pre = before
- 8 nanobots; nano = tiny

5

- Students work in pairs to think about which prefix they can add to each of the words, and then think of other words they can add the prefixes to.
- Check answers. Then as a class, think of words that each prefix can be added to, and discuss how adding the prefix affects the meaning.

ANSWERS

supermarket, biomedical / biotechnology, international, interplay / replay, antisocial, nanotechnology, interview / review / preview, microwave

Other possible words with each prefix: microbiology, biochemistry, interact, supermodel, redo, anti-war, predate, nanosecond

Discover vocabulary

Student Book page 124 Workbook page 66

- With weaker classes, do the exercise in class, before students continue to exercise 6. With stronger classes, students can do the exercise for homework.

6 Talking points

CRITICAL THINKING

- Allow students time to prepare their ideas individually. You could come up with a few ideas for each question first, to give students some ideas.
- Put students in small groups to discuss the questions.
- Discuss the questions as a class, encouraging students to join in and add more ideas or their opinions, and to give reasons for their opinions.
- Alternatively, students could write their answers.

Extra activity: Creativity

- Remind students of the caption on the first page of the unit: *Today's dreams are tomorrow's technology*. Ask: *What are your dreams for future technologies to transform our bodies?* Elicit a few ideas and encourage students to use their imaginations, e.g., technology to help us to run faster, to think and learn faster, etc.
- Put students in pairs to generate ideas and decide on their favorite “dream” for a future technology.
- Ask each pair to tell the class their ideas. For each idea, discuss with the class how it could change and improve people’s lives.

Discover more

- You could allocate different body technologies to different students, to ensure a spread across the class. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to find pictures or videos of the technology they choose, and to make notes to help them explain it.
- After the research or at the beginning of the next lesson, students who researched the same body technology can work together to prepare a mini presentation.
- Ask each group to present their findings to the class. Discuss with students how easy or difficult they found it to explain a technology in detail, and why.

Preview

- Ask students to look at the *Discover grammar* presentation 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

- 1 Read the article and answer the questions.
 - 1 What things and places in the article can you see in the pictures?
 - 2 Why aren't these things and places popular any more?
 - 3 Do you think stores will stop selling records, videos, games, and books? Why? / Why not?

Goodbye stores, hello streaming!



Before people could get music online, it was recorded onto vinyl records – later cassettes – and finally onto compact discs. These were sold in record stores, where choice was limited and you often couldn't listen to the music before you bought it.

Music is now sold less and less in stores. Vinyl records and CDs are still produced, but they are mainly bought by DJs, collectors, or enthusiasts. There are almost no record stores left. Now that everyone is connected to the internet, most music is streamed to digital devices. Streaming and downloads radically changed our other entertainment habits, too. Movies, games, and books also used to be sold in stores. If the store didn't have what you wanted, you had to order it and wait. People proudly kept their collections of books, movies, and music where others could see them.



Nowadays, all our entertainment is available on demand. TV shows, movies, music, and games are consumed immediately, and books are downloaded in an instant. Everyone can have everything and there's no need to wait. But maybe it was nice to visit the stores and to own and hold those objects. What do you think?



Discover grammar Present and past passive verbs
Student book ► Page 125 Workbook ► Page 67

Active verbs focus on the person or thing that does an action. We use passive verbs when we don't know who or what does the action, or we want to focus on the action itself.

- 2 Look at the highlighted examples in the text and answer questions 1–3.
 - 1 Which examples focus on the person or thing that does the action?
 - 2 In which examples do we not know who or what does the action?
 - 3 In which examples do we want to focus on the action or its object?

- 3 Work in pairs. Look at the advertisements for two games. Use the advertisements to ask and answer questions 1–5 about each game.
 - 1 When was it first made?
 - 2 Was it based on an earlier game?
 - 3 Who was it produced by?
 - 4 Who is it played by?
 - 5 How many were sold or downloaded in the first year?

MONOPOLY

- When Parker Brothers launched it in 1930, they sold 5,000 games!
- This has been a family favorite since it replaced The Landlord's Game.

ADD TO BASKET

FORTNITE

- This creation by Epic Games is much more popular with teens than Player Unknown's Battleground ever was!
- 125 million users purchased this game when it launched in 2017!

ADD TO BASKET

- 4 Choose one of the obsolete entertainment devices in the pictures below. Using your own ideas, write a short report about it with the answers to questions 1–3.
 - 1 What was it used for?
 - 2 Why was it replaced?
 - 3 What is now used in its place?



- 5 Read your reports in small groups. Do you agree? Check your ideas with the other groups.

Discover more

SEARCH ONLINE for images and information about more obsolete devices. Choose one. When was it invented? How was it developed? How was it used? Why was it considered to be revolutionary?

Language in use

How has technology affected our free time?

Learning objective

GRAMMAR Present and past passive verbs

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, describe and discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, say: *Imagine that you lived 30 years ago. Which of these things did you have?* Read aloud the following ideas and ask students to say "yes" or "no": *computers* (yes), *the internet* (no), *music* (yes, on the radio or vinyl records / cassettes / CDs), *TV* (yes), *cell phones* (no), *social media* (no), *computer games* (yes), *movies* (yes, on TV / videos).
- Ask: *What do you think young people did in their free time, in the evenings and on weekends?* Put students in pairs to discuss the question. Get feedback on their ideas.

1

- Focus on the pictures and elicit what they show.
- Ask students to read the article and answer the questions.
- Allow students to compare and discuss the questions in pairs, then discuss the questions as a class.

ANSWERS

- 1 The pictures show vinyl records in a record store, a cassette player, DVDs.
- 2–3 students' own answers

Discover grammar Students 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 with the class before you continue to exercise 2.

2

- Ask students to look at the highlighted examples in the article and answer the questions. They could work in pairs for this.
- Check answers.

ANSWERS

- 1 Active verbs: people could get music; books also used to be sold in stores; Everyone can have everything.
- 2 Passive verbs: it was recorded; these were sold; music is now sold less; CDs are still produced; games are consumed immediately; books are downloaded.
- 3 Passive verbs: it was recorded; Music is now sold less; CDs are still produced; they are mainly bought by DJs; games are consumed immediately; books are downloaded.

3

- Focus on the two advertisements and ask students: *Do you know these games? Have you played them?*

- Teach the word *landlord* (= person who rents land or a building), then put students in pairs to read the advertisements and answer the questions.
- Check answers, and check that students are using the passive forms correctly.

ANSWERS

- 1 Monopoly was first made in 1930. Fortnite was first made in 2017.
- 2 Yes, Monopoly was based on The Landlord's Game and Fortnite was based on Player Unknown's Battleground.
- 3 Monopoly was produced by Parker Brothers. Fortnite was produced by Epic Games.
- 4 Monopoly is played by families. Fortnite is played by teenagers.
- 5 5,000 games of Monopoly and 125 million games of Fortnite were sold in the first year.

4

- Read aloud the task and the questions. Make sure students understand *obsolete* (= no longer used because something new has been invented). Tell them not to worry if they don't recognize the devices, as the idea is for them to guess what they were for.
- Ask students to choose a device and write a report about it individually.
- Monitor and help while they are working.

5

- Put students in groups to read their reports to each other, compare their ideas, and decide if they agree about the devices.
- Get feedback from each group and discuss each device as a class, confirming what each device was used for.

SUGGESTED ANSWERS

Film projector: It was used for showing movies. It was replaced because it was not reliable (e.g., the movie sometimes came off the reels). Streaming is now used in its place.

Atari's Pong: It was used as a game. It was replaced because better games became available. Modern computer games are used in its place.

Sony Walkman: It was used for listening to music. It was replaced because electronic music devices became available. Phones or iPods are now used in its place.

Extra activity: Creativity

- Put students in pairs and ask them to choose one of the devices in exercise 4. Tell them that one student is from the past and has the device, and the other student is from the present and has a more modern device. Ask them to have a conversation in which they show each other their devices and ask questions about them.
- Monitor and help while students are working, then ask some students to perform their conversation for the class.
- Ask: *Was it difficult to explain the devices? Was it difficult to say which was better?*

Discover more

- You could allocate different devices to different students, to ensure a spread across the class. 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, students who researched the same device can work together to prepare a mini presentation.
- Ask each group to present their findings to the class. Ask: *Would you like to use any of the devices now? Why?*

Preview

- Ask students to do the *Discover vocabulary* exercises 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 **How do we react to new technology?**

Life skills strategy **Evaluating multiple aspects**
When we need to evaluate an idea, problem, or situation, we can understand it more fully by analyzing and discussing its different aspects.

1 Study the life skills strategy. Then read the web page. Which products in the pictures do you think succeeded or failed? Why? Use ideas from the website.

TECH TALK

Choosing technology – What do we love or hate about new products and ideas?

Evaluating technology: a checklist

- Is it affordable and not too expensive to use?
- Is the product behind the times, is it innovative, or is it ahead of its time and too experimental?
- Is it an improvement on a tried and tested idea?
- Can you get spare parts, charge it, upgrade it, and fix it if it goes wrong?
- Is it compatible with other products or older technology?

Why did these products succeed or fail? ✕



PS2 Games console (2000)



GM EV1 Electric car (1996)



Extender stick and Selfie stick (1983 and 2006)



Blackberry Torch 9600 Smartphone (2010)

Discover vocabulary Aspects of technology
Student Book ► Page 124 Workbook ► Page 68

2 Listen to the TechTalk vlog and check your answers from exercise 1.

2.02 3 Listen again. Why was each product a success or a failure? Take notes for each device and then compare your answers.

Life skills

4 Look at some aspects and questions to consider when evaluating an idea, problem, or situation. Can you add any more? Do you think there's a good order for discussing them? Why?

LOOKING AT SOMETHING FROM ALL SIDES

THE UNKNOWNINGS
What don't we know?
Does this create a risk?

THE PROS
What positive impact will there be?

THE FACTS
What do we already know?

THE CONS
What negative impact will there be?

FEELINGS
How do we feel about it?
What are our initial reactions?

SUITABILITY
Is it the best option?
Can it be improved?

5 Now look at the picture and caption. Use the ideas and questions in exercise 4 and make notes on each about the future of drones.



A passenger drone
Could this be the taxi of the future?
Companies are racing to make pilotless drones a solution to our traffic problems.

Speaking strategy **Staging a group discussion**
It's important to deal with discussion points in a logical order and to give everyone an opportunity to express their point of view.

6 Study the speaking strategy. Then work in a group to discuss the various aspects of passenger drones. Decide who will lead the discussion, how everyone will receive an opportunity to speak, and the order you will discuss the aspects in.

Key phrases Staging a discussion

Who wants to start?	Moving on ...
Let's start with ...	Does anyone have anything more to add?
What's the next point/question?	Okay, so to summarize our ideas ...
What should we deal with next?	

7 REFLECT What's most important to you when you buy or use technology? How do you choose what to buy? Think of examples and compare your ideas.

Discover more **SEARCH ONLINE** and find out more about **passenger drones** or **driverless cars**. Share your information with the class.

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Unit 7 How does technology affect us? 77

Life skills

How do we react to new technology?

Learning objectives

LIFE SKILLS Evaluating multiple aspects

VOCABULARY Aspects of technology

SPEAKING Staging a group discussion

Reporting back

- If students did the *Discover more* activity in 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 see an advertisement for a new kind of phone that says it's better than all other phones and can do a lot more things. What would you think? Would you want to buy one immediately? How would you decide?* Elicit a few answers and encourage students to think about what they would consider before deciding to get something new, e.g., the price, whether it really is better, etc.

1

- Read aloud the life skills strategy about evaluating multiple aspects. Check they understand *evaluating* (= deciding how good something is).
- Ask students to read *TechTalk* and look at the products in the pictures.

- Put them in pairs to discuss which products they think succeeded or failed, using the ideas from the website.
- Emphasize that they should use their judgment to guess the answers.
- Elicit some ideas about each product, but don't confirm them at this stage.

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 and make sure students understand all the vocabulary.

2 2.02

- Play the audio for students to listen and check their answers from exercise 1.
- Check answers. Ask: *Did you guess correctly which products succeeded and which failed?*

ANSWERS

PS2: succeeded

GM EV1: failed

Extender stick failed, but selfie stick succeeded later.

Blackberry Torch: failed

3 2.02

- Read aloud the task and remind students that when they take notes they should just write down key words, not full sentences, and they shouldn't try to write everything they hear.
- Play the audio again, pausing to give students time to take notes on why each product was a success or a failure.

- Allow students to compare their notes in pairs, then discuss the answers with the class.
- Ask: *Are you surprised by any of the reasons for their success or failure? Why?* Discuss the question as a class.

ANSWERS

Blackberry Torch: the technology was behind the times, it had a keyboard and a small screen, it wasn't great for entertainment.

GM EV1: it was ahead of its time and too experimental, it wasn't practical because it took 15 hours to charge and then you could only drive 90 kilometers.

PS2: was very successful because it was an improvement on a tried and tested idea and it was a known brand; it was compatible with older games.

Selfie stick: the first extender stick was ahead of its time because it was available before selfies became fashionable. When selfies became popular, the product became successful.

4

- Explain to students that when we want to evaluate something, we can ask ourselves questions to think about the different aspects of it.
- Put students in pairs to read the information and discuss the questions.
- Discuss students' ideas for extra aspects and questions, and whether there's a good order for discussing them.

SUGGESTED ANSWER

Possible order: The facts, Feelings, The pros, The cons, The unknowns, Suitability

5

- Ask students to look at the picture and caption about a passenger drone individually, and then use the ideas and questions in exercise 4 to make notes about the future of drones.
- Allow students to compare their notes in pairs.

6

COMMUNICATION

- Read aloud the speaking strategy with the class. Remind students that in a group discussion it is important that everyone gets a chance to speak, and that everyone is listened to politely.
- Read the task aloud, then put students in groups. Ask them to decide in their groups who will lead the discussion, how they will make sure everyone gets a chance to speak, and the order they will discuss the aspects in.
- Read aloud the key phrases with the class and check that students understand them all. Ask: *Who will use these phrases?* (the group leader).
- Point out that it is a good idea for the group leader to note down the order they will follow to discuss the points so they can refer to this during the discussion.

COMMUNICATION

- Students then work in their groups to discuss the passenger drones.
- Monitor and help while they are working.

- Ask each group to tell the class what conclusions they came to, and how easy they found it to stay focused and discuss all the aspects in a logical way.

7 Reflect

CRITICAL THINKING

- Read the task aloud and elicit some ideas for examples that students could talk about, e.g., new phones or tablets they have bought, or new gaming technology.
- Put students in pairs to discuss what is important to them when they buy or use technology.
- Ask some pairs to tell the class about their discussions.

Extra activity: Critical thinking

- Ask: *What effect do you think advertising has on you? What aspects from exercise 4 are usually included in advertisements? What aspects are not included?*
- Put students in pairs to discuss the questions, thinking about advertisements they have seen recently.
- Discuss their ideas as a class. Discuss the fact that adverts include the facts and the pros of a product, and they tell you that their product is the best option. They might use music or humor to give you a good feeling about the product. They don't talk about the cons or the unknowns.

Discover more

- Remind students that they should use the exact search terms 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 about what they learn.
- After the research or at the beginning of the next lesson, ask students to share their information with the class.
- As a class, you could discuss driverless cars, working through the aspects and questions in exercise 4, and then discuss whether they are a good technology or not.

Further practice

Discover vocabulary Student Book, page 124 (answers on TG page 114)
Workbook, pages 68 to 69

Writing What are the advantages and disadvantages of technology?

Writing task

A for and against essay

Has technology changed our lives for better or for worse? Write about the advantages and disadvantages of technological progress in our homes.

Understand the task

- Read the writing task and answer the questions.
 - What might you write about this topic?
 - Why is it a good idea to consider both perspectives?
 - Where will you get your ideas from?
- Read the for and against essay about the advantages and disadvantages of technology at work. Then answer the questions.
 - What is the purpose of each paragraph?
 - Do you think the writer successfully presents both perspectives? Why? / Why not?
 - Does the writer give his/her perspective first or second? Why do you think he/she does this?
 - Do you agree with the writer's opinions and the conclusion?

What are the advantages and disadvantages of technological progress in the workplace?

Technology has changed the way many people work. Although these changes have improved some jobs, this isn't always the case, and technology is putting some jobs at risk. The aim of this essay is to consider various ways technology has changed the workplace and then decide if the advantages or disadvantages are greater.

On one hand, technology has brought disadvantages. While it has eliminated some boring jobs, it has created even more boring ones! For example, people need to operate machines and input data into computers. Another disadvantage is that when people work with machines, they communicate less with each other. The biggest problem is that technology can change some jobs so much that the people who did them can no longer do the same job.

On the other hand, technology can bring remarkable benefits to the workplace. Computers or robots now do a lot of the most repetitive tasks in offices and factories, so people can focus on more interesting or challenging things. Machines have also made a lot of jobs easier and less dangerous, because people no longer have to do physical tasks such as lifting heavy objects or cutting metal by hand.

Technology obviously offers both advantages and disadvantages for the workplace, but I think it brings more advantages than disadvantages. However, this could change in the future. Technology currently makes jobs easier, but one day it could make many jobs disappear completely.

Think and plan

Writing introductions

We begin longer pieces of writing with an introductory paragraph. The purpose of an introduction is to:

- give the reader a general idea of the topic
- interest the reader so they will want to read
- give some indication of how the writer will develop the topic

3 Study the writing strategy. Then read the introduction in the model text. What will be different in your essay? What will be similar?

4 Make notes about the advantages and disadvantages of technological progress in homes. Copy and complete the table. Then compare your ideas and decide which perspective you will support.

Technology in the home	
Advantages	Disadvantages

Write a first draft

5 **LANGUAGE POINT** Look at the essay about technology at work on page 78. Find five more linking words or phrases that show contrast.

although _____

6 Write a first draft of your for and against essay. Use your ideas and notes from exercises 3 and 4. Include linkers of contrast.

Review and edit

7 Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- Content Did you include clear advantages and disadvantages?
- Organization Did you include an introductory paragraph and a conclusion?
- Organization Are the paragraphs in a logical order?
- Style Is the style formal enough?

Writing strategy

Writing introductions

We begin longer pieces of writing with an introductory paragraph. The purpose of an introduction is to:

- give the reader a general idea of the topic
- interest the reader so they will want to read
- give some indication of how the writer will develop the topic

3 Study the writing strategy. Then read the introduction in the model text. What will be different in your essay? What will be similar?

Reflect How does technology affect us?

Which inventions most changed people's lives?

How can technology transform our bodies?

How has technology affected our free time?

How do we react to new technology?

What are the advantages and disadvantages of technology?

- 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

Writing

What are the advantages and disadvantages of technology?

Learning objectives

WRITING Writing a for and against essay

WRITING Writing introductions

WRITING Using linkers of contrast

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What technology do you have in your home? How does it change your life?* Elicit a few ideas, e.g., computers allow you to access the internet, washing machines and dishwashers help you to clean things easily, fridges help you to keep food fresh. Ask: *What would life be like without these technologies? Are there any disadvantages to the technologies?* Elicit a few ideas.

Understand the task

1

- Ask students to read the writing task, then read the questions and think about their answers.
- As a class, brainstorm some ideas of pros and cons that students might write about.

- Discuss as a class why it is important to consider both perspectives, then discuss where students might get their ideas from.

SUGGESTED ANSWERS

- Advantages: technology reduces the amount of housework people have to do, it makes life comfortable, it keeps people entertained, so it makes life more interesting. Disadvantages: People spend more time alone with technology and less time as a family.
- So you can consider all the aspects and come to a logical conclusion.
- You could get ideas from the internet, and also from talking to older people who remember what life was like before some modern technologies were available.

2

- Ask students to read the essay and answer the questions.
- Allow students to compare their answers in pairs, then discuss them with the class.

SUGGESTED ANSWERS

- Paragraph 1: Introduction; Paragraph 2: disadvantages; Paragraph 3: advantages; Paragraph 4: conclusion
- Yes, because each perspective has a full paragraph with ideas and examples to support it.
- The writer puts his/her perspective second to show that their opinion is based on all the arguments, for and against.
- students' own answers

Think and plan

3

- Ask students to read the writing strategy about writing introductions.
- Ask students to read the introduction in the model essay again and decide what will be different and similar in their own essay. They could work in pairs for this.
- Check the answer and elicit which parts of the introduction give a general idea of the topic (sentence 1), which interest the reader so they will want to read (sentence 2), and which give an indication of how the writer will develop the topic (sentence 3).

ANSWER

The setting will be different. The basic form of the three sentences in the introduction of the model text will be similar.

4

- Ask students to copy and complete the table with their own ideas. Encourage them to note down facts and examples to support their ideas.
- Students then work in pairs to compare their ideas and discuss which perspective they will support.
- Ask some students to tell the class which perspective they will support and why.
- To help weaker students, you could draw the table on the board and come up with some ideas to complete it, then discuss reasons for supporting each perspective.

Write a first draft

5 Language point

- Focus on the highlighted expressions in the essay. Ask students to read the linkers in context and think about their function. Elicit that they are all used to link contrasting ideas, and explain that they are linkers of contrast.
- Ask: *Why are they useful for expressing different perspectives?* Elicit that they are useful because they help you to contrast different ideas or points of view.
- Focus on the linkers again and elicit where each one is used in a sentence.

6

CREATIVITY

- Refer students back to the general instructions in the writing strategy.
- Students write their first draft, using their notes. Explain that at this stage students should focus on getting their ideas in the right order, as they will have time to check their grammar and spelling later.

Review and edit

7

- Students read the notes and 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 grade they should be able to answer “yes” to all the questions.
- Remind them to also check their grammar and spelling.

- Students could check their work individually, or they could work together in pairs to check their essays.
- They then revise their essays individually, either in class or for homework.
- When grading students’ work, refer to the four items in the checklist. You could give a grade out of ten for each item, giving a total out of 40 for the task.

Reflect How does technology affect us?

1

- Read aloud the question *How does technology affect us?* 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 or 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 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. (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 132
Workbook, pages 70 to 71

VIDEO Talking about world problems
READING Comparing information in texts
LANGUAGE IN USE Talking about consequences
LIFE SKILLS Being a good citizen
SPEAKING Speaking clearly
WRITING Topic sentences

How can we make the world a better place?

Everybody needs a helping hand sometimes.

Who do we need to help?

- 1 Look at the picture and the statement. Think of situations when people need a helping hand. Compare your ideas.
- 2 Work in pairs. Read about the World Village and guess the percentage of people in the world with each problem.

Imagine that the world is a village of 100 people

POVERTY How many of the 100 people live on less than \$2 a day?
POLLUTION How many people in the village live with bad air quality?
HEALTH & SANITATION How many have no access to clean drinking water?
HUNGER How many people are hungry some or all of the time?
HOUSING How many people have no home or shelter?
CONFLICT How many live in fear of conflict or violence?
LITERACY & EDUCATION How many can't read or write?

Discover vocabulary World problems

Student Book ► Page 126 Workbook ► Page 76

- 3 Watch the Factflix video and check your answers from exercise 2.

- 4 Watch the video again. What do Sofia and Zach think that we should do about the problems? Do you agree?



- 5 Work in groups. Read problems 1-5 and discuss if and how you can help.

- 1 a news report about a natural disaster abroad
- 2 a friend is sick and can't go to school
- 3 homeless dogs and cats in your area
- 4 litter in your local park
- 5 a classmate needs help with homework

Key phrases Talking about responsibility

It's (not) up to us to
 The least / most we can do is
 It's (not) our responsibility to
 It's none of my business.
 We have to do something.

- 6 Discuss as a group which of these problems most needs your help.

Discover more

SEARCH ONLINE for quotations about helping others. Choose your favorites and share them.

81

Vocabulary

- World problems
- Reciprocal verbs
- Community action

Further practice

Discover vocabulary Student Book, page 126

Workbook, pages 76 to 78

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Comparing information in texts

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 74 to 75

Grammar

- Talking about consequences

Further practice

Discover grammar Student Book, page 127

Workbook, pages 76 to 78

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Being a good citizen

Further practice

Workbook, page 79

Speaking

- Talking about responsibility
- Speaking clearly
- Explaining aims and motives

Further practice

Workbook, page 79

Writing

- Writing a formal email
- Topic sentences
- Linkers to express reason or purpose

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

Who do we need to help?

Learning objectives

FACTFLIX VIDEO Learning about who we can help and how

VOCABULARY World problems

SPEAKING Talking about responsibility

Introducing the topic

- With books closed, ask these questions and elicit a few answers for each: *What problems are there in the world?* (the environment, climate change, poverty) *What about in your country?* (unemployment, homelessness) *What about in your town?* (graffiti, litter, not enough parks) *What about in your school?* (bullying, not enough sports facilities).
- Ask: *Can you make a difference to the problems in the world or your country? Which problems can you make a difference to? How?* Put students in pairs to discuss which kinds of problems they can make a difference to and in what ways. Discuss their ideas as a class.
- Students then open their books and look at the *Discover* question, the opening picture, statement, and lesson question.

1

- Put students in pairs to read the statement and think of situations when people need a helping hand. You could think of a few ideas with the class first, e.g., carrying a heavy bag, finding a place when they are lost. Ask students to write down at least five ideas.
- Put pairs together in groups of four to compare their ideas. Elicit ideas from the class.

2

- Put students in pairs to read the text and discuss the percentage of people in the world who have each problem.
- Elicit some possible ideas from the class for each problem and encourage students to give reasons for their guesses. Don't confirm their answers at this stage.

Discover vocabulary Student Book page 126 Workbook page 76

- If you think your students will struggle with the vocabulary in the text in exercise 2, turn to page 126 now and do the vocabulary practice in class, before students continue with the lesson.
- With stronger classes, students can do the exercises on page 126 for homework.

3 

- Ask students to look at their answers for exercise 2, then play the video for them to note down the answers they hear.
- Check answers.
- Ask: *Which answers do you find most surprising? Why?* Discuss the question as a class.

ANSWERS

Poverty: 40%, Pollution: 32%, Health & sanitation: 17%, Hunger: 10%, Housing: 22%, Conflict: 20%, Literacy & education: 18%

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what Sofia and Zach said.

4 

- Elicit what students can remember about what Sofia and Zach said, then play the video again for students to check answers.
- Check the answer with the class and ask: *Do you agree with them? Why? / Why not?* Discuss the question with the class.

ANSWER

They think we should know the facts and try to do something.

5

- Read aloud the task, then read the problems with the class and make sure students understand them all.
- Read aloud the key phrases and check that students understand them all. You could play the video again, pausing after each phrase for students to hear the phrases in context and to check understanding.

COMMUNICATION

- Students discuss in groups if and how they can help with each of the problems.

6

- Put groups together to compare their ideas. Ask some students to tell the class what they discussed, what they agreed about, and what they disagreed about and why.
- Discuss as a class which problems students think they can help with and how.

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 try to learn their favorite quotations by heart and think about what they mean.
- After the research or at the beginning of the next lesson, students can teach their quotations to each other in groups and explain why they like them.
- Ask some students to tell the class their quotations.

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 should we help others?

Reading strategy Comparing information in texts

Different kinds of texts have different aims and can present the same information in different ways. Knowing the characteristics of different texts can help you find the information you need more easily.

- Study the reading strategy. Then read the blog post and the report on page 83. Which of them include 1–8 below? Write *blog*, *report*, *both*, or *neither*.

1 the data sources	5 personal experience
2 a story or anecdote	6 date of publication
3 statistics	7 a subjective perspective
4 conclusions	8 an objective perspective
- Which is more effective for doing these things, a blog or a report? Why?
 - informing people about your personal opinion *blog / report*
 - presenting recent research *blog / report*
 - persuading people to do something *blog / report*
 - organizing information in a clear format *blog / report*
- 2.03** Read and listen to the texts. Answer the questions. Is the answer in the blog, the report, or both?

According to the blog / report / blog and report

 - What words do the letters MAD stand for?
 - How do the numbers of teenage and adult volunteers compare?
 - What percentage of young people volunteer regularly?
 - What are the benefits of volunteering for young people?
 - How do today's teens compare to other generations?
- Study the examples from the blog and report. When do we use each other after a verb? Find more examples.

We've known each other for awhile.
Volunteers are more likely to respect themselves, each other, and people they meet.
- Look at the verbs below. Work in pairs to invent some example sentences using the verbs with each other.

blame hurt introduce teach

Discover vocabulary Reciprocal verbs
 Student Book ► Page 126 Workbook ► Page 76
- TALKING POINTS** Discuss the questions.
 - Do you think that all schools should have community service projects?
 - Why do you think that helping others might be good for your education and health?
 - What other benefits can helping others offer?

Discover more SEARCH ONLINE and find out about the benefits of helping others. Make a poster showing some of the benefits.

A Helping Hand project: Page 20

One day a man was walking along a beach when he saw a boy gently throwing something into the ocean. The man asked, "What are you doing?" and the boy replied, "Throwing starfish back into the ocean. The tide is going out. If I don't throw them back, they'll die!"

15 "Son," the man said, "There are miles and miles of beach and hundreds of starfish. You can't make a difference." The boy listened politely, picked up another starfish and threw it into the ocean. Smiling at the man, he said, "I made a difference for that one."

The story is simple, but its strong message is important for a group of us at my school. We've known each other for awhile, and we decided to form a group called MAD Teens (MAD stands for Make a Difference!). We take part in fundraising and volunteer projects, and we've raised over \$7,000 for different causes. Working with each other is fun, and our success shows that no act of kindness is too small. We make a difference and have fun doing it!

We're not alone. About 50% of young Americans between 12 and 17 volunteer, which is a lot more than adults. In fact, today's American teens are the most helpful generation in history. Some people say this is just a response to unhappy events like hurricanes and shootings, but it's more. A lot of high schools now have community service programs, and charities are using social media to contact teens directly.

20 If you ask me, more and more teens now understand that volunteering is fun. It's a good way to meet people and make friends, but most young people get involved because they feel compassion for the people with problems. Others get satisfaction from doing something they believe in. I see it as a win-win situation. It just makes sense to help each other!

What other kinds of unhappy events inspire people to volunteer?

What message does the story give?

What do you think "community service" is?

What is a "win-win" situation?

MAKING A DIFFERENCE
 Report on: Youth volunteering in the USA

- An estimated 15.5 million young people (55% of 12 to 18-year-olds) participate in volunteer activities.
- The teen volunteering rate is significantly higher than the adult volunteering rate of 29%.
- Young people contribute over 1.3 billion hours of community service each year.
- 39% of teen volunteers help out regularly – at least 12 weeks per year.

According to research, ...

Volunteers are more likely to:

- respect themselves, each other, and people they meet
- do well in school

Volunteers are less likely to:

- feel negative about themselves
- get into trouble with the police
- suffer from health problems as adults

What do you think "community service" is?

Reading to learn

Why should we help others?

Learning objectives

READING Reading a blog post about youth volunteering in the USA

READING Comparing information in texts

VOCABULARY Reciprocal verbs

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Say: *Imagine you're walking around your school and you see a younger child fall over and they're hurt. What do you do?* Elicit that students would help the child. Ask: *Why would you help? Is it important to help? Is it wrong NOT to help? Why?* Discuss the question as a class and encourage students to think about why we should help other people, and what happens if no one helps each other.

1

- Ask students to read the reading strategy, or read it aloud to the class.
- Elicit some different kinds of texts, e.g., an article, a letter, a report, a blog post, an advertisement. Ask: *How can you identify different kinds of texts?* Elicit that you can identify them by the layout, style, etc.

- Ask: *What different aims do texts have? What's the aim of an article? (to inform people) What about an advertisement? (to sell something)? A blog post? (to entertain people) A report? (to give information).*
- Focus on the text and elicit which is the blog post and which is the report.
- Read aloud features 1–8 with the class and check that students understand everything.
- Students then read the two texts and decide which include which features.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

1 report 2 blog 3 both 4 both 5 blog
 6 both 7 blog 8 report

2

- Ask students to read the four functions and decide which type of text is more effective for each one. They could work in pairs for this.
- Check answers, encouraging students to give reasons for their answers.

ANSWERS

1 blog 2 report 3 blog 4 report
 student's own answers

3 2.03

- Allow students time to read the questions. Check they understand everything. Point out the example answer and tell students they should use this phrase in their own answers.

- Play the audio for students to read and listen to the texts. They then answer the questions.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

- 1 According to the blog, they stand for Making a Difference!
- 2 According to the blog and report, there are more teenage volunteers than adult volunteers.
- 3 According to the blog and report, around 50% of young people volunteer regularly.
- 4 According to the blog, volunteering is fun, it's a good way to meet people and make friends, and young people get satisfaction from doing something they believe in.
According to the report, volunteering can help young people respect themselves and do well at school, and it can make them less likely to feel negative about themselves, get into trouble with the police, or suffer from health problems as adults.
- 5 According to the blog, today's teens help a lot more than previous generations.

READING TEXT QUESTIONS

- Ask students to answer the questions next to the blog post and report on page 83 individually. Allow them 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 story gives the message that we can't help everyone, but we can make a big difference to a small number of people.

Other unhappy events that inspire people to volunteer are disasters such as wildfires and earthquakes.

A "win-win" situation is a situation in which everyone is better off.

"Community service" is work that you do to help your local community.

4

- Students can work in pairs to discuss the examples and find more examples in the blog and report.
- Discuss the answers with the class and ask students how they express the ideas in their own language.

SUGGESTED ANSWERS

We use *each other* when two people each do something to the other person.

Working with each other is fun. It just makes sense to help each other.

5

- Read the verbs aloud and check that students understand the meanings.
- Demonstrate the task by asking: *Why might two people be arguing on the street?* Elicit a few ideas. Help out with some ideas if they are struggling, e.g., *What about if two cyclists crash?*
- Students work in pairs to invent example sentences with the verbs and *each other*.
- Discuss their ideas as a class.

Discover vocabulary Student Book page 126 Workbook page 76

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

6 Talking points

CRITICAL THINKING

- Allow students time to prepare their answers individually. You could generate a few ideas for each question first, to give students some ideas.
- Put students in small groups to discuss the questions.
- Discuss the questions as a class, encouraging students to join in and add more ideas or their opinions.
- Elicit other benefits of helping others, e.g., you can gain useful work experience that might help you to find a job later, it can help you to keep fit, you can learn useful life skills.
- Alternatively, students could write their answers individually.

Extra activity: Critical thinking

- Ask: *Do you think it is important that projects such as "Make a Difference!" are voluntary? Would it be different if people were paid? What would be the advantages and disadvantages of paying people to help each other?* Elicit some ideas and discuss as a class whether it is better for these activities to be voluntary, and 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 a poster showing some of the benefits.
- After the research or at the beginning of the next lesson, students can present their posters to each other in groups and choose their favorite poster to present to the class.
- Ask each group to present the poster they chose to the class and say why they chose it.

Preview

- Ask students to look at the *Discover grammar* presentation 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

What can we do to change the world?

1 Work in pairs. Read the comments on the discussion forum and discuss the questions.

- What do you think of each idea? How strongly do you agree or disagree with each?
- Do you think we can all help to change the world? Why? / Why not?
- Can you think of any ideas to add to the article?

Discover grammar Talking about consequences
Student Book ► Page 127 Workbook ► Page 77

We use conditional forms to describe the consequences of situations. Different conditional forms exist to indicate that a situation is real, possible, or hypothetical.

2 Match examples a-c with the kinds of situation 1-3. Which part of each sentence describes the situation and which part describes the result?

- A real situation or a fact that is always true.
- A situation that's possible.
- An improbable or hypothetical situation.

a If I get a driver's license, I'll definitely drive carefully around cyclists.
b We'd save a lot of energy if people didn't always leave their electronics on standby.
c If a product comes from thousands of kilometers away, we use a lot of fuel to transport it.

3 Find more examples of conditional sentences in the discussion forum on page 84.

4 Answer the questions. Then compare and discuss your answers in pairs.

- Do you feel better if you help someone or if someone helps you?
- What do you do if a stranger asks you for money?
- If you learn to drive, what kind of driver do you think you'll be?
- What would happen if everyone started buying local products?
- Would people be happier if everyone earned the same amount of money?

5 What do you think is likely or unlikely to happen in the near future? Write *Probable* or *Improbable* for 1-5. What do you think will be the consequences of each situation?

- The Earth becomes overpopulated.
- There isn't enough water for everyone.
- We stop using fossil fuels in cars.
- Strangers start talking to each other.
- People are generous.

I think the Earth will probably become overpopulated.
If the Earth becomes overpopulated ...

6 In pairs, imagine situations 1-5. Ask your partner about their reaction.

- win a million dollars
- hear the fire alarm in your school
- not have a place to live
- see a car accident
- find a laptop on the bus

What would you do if you won a million dollars? *If I won a million dollars, I'd ...*

7 Imagine that you become a world leader. Write down six things you would do to make the world a better place.

8 Compare your answers from exercise 7. As a class, choose the three best policies for the future. What can you do individually or as a group to make those things happen?

Discover more **SEARCH ONLINE** and find out what the **biggest global problems today** are. Did any of them surprise you? Can you think of any solutions?

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Language in use

What can we do to change the world?

Learning objective

GRAMMAR Talking about consequences

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Remind students of the story of the starfish. Ask: *What can one person do to change the world?* Elicit one or two examples of things that individuals can do. Prompt students with more questions if necessary, e.g., *What about litter, and keeping your town or city clean? What about helping charities? What about bullying in schools?* Put students in pairs to think of more ways that individuals can help change the world.
- Discuss their ideas as a class.

1

- Focus on the discussion forum and ask: *Do you ever read discussion forums? Do you ever post comments?*
- Students then read the discussion forum and discuss the questions in pairs. Ask them to decide on one idea to add to the forum.
- Discuss their ideas as a class.

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, before you continue to exercise 2.

2

- Ask students to read the examples, then match them with the situations. They could work in pairs for this.
- Check answers, then discuss as a class which part of each sentence describes the situation, and which describes the result.

ANSWERS

1 c 2 a 3 b

The *if*-clause (condition clause) describes the situation, and the result clause describes the result.

3

- Students find more examples of conditional sentences in the discussion forum.
- Check answers, and elicit which kind of situation in exercise 2 each sentence describes. Elicit that sentences that describe situation 1 can use *when* instead of *if*.

ANSWERS

When I chat with my grandma, the conversation is always great. (1)

If we spent more time with older people, we'd learn a lot. (3)

If people were nice to strangers too, everyone would feel happier. (3)

If I was a world leader, I'd be tough ... (3)

... if everyone in Europe gave just one cent to charity every year, it would total over seven billion US dollars! (3)
 ... when I'm on a main road I'm often scared ... (1)
 ... I don't buy clothes if they're made in one of those countries. (1)
 If you don't turn off your TV and video games, they still use electricity. (1)
 Switch off lights when you leave a room, too. (1)

4

- Read aloud the questions and make sure that students understand them all.
- Ask students to answer the questions individually, thinking about which kind of situation they are writing about for each one.
- Students then work in pairs to compare and discuss their answers.
- Ask individual students to read some of their answers to the class. Check that they have used the conditional sentences correctly. Ask other students if they agree or disagree, and why.

5

- Read aloud the situations and check that students understand them all.
- Focus on the first situation and ask: *Is it probable or improbable?* Depending on students' answer, elicit a sentence to talk about the consequences, e.g., *If the Earth becomes overpopulated, there won't be enough food for everyone.* (probable) OR *If the Earth became overpopulated, there wouldn't be enough food for everyone.* (improbable).
- Ask students to think about their answers individually. Then, discuss each situation and its possible consequences as a class. Encourage students to give their opinion and elicit a range of possibilities for each situation.

6

- Explain to students that these situations are all imaginary, so improbable.
- Read aloud the example question and elicit some possible answers from individual students.
- Put students in pairs to imagine the situations and discuss the consequences. Encourage them to ask more questions to get their partner to explain their answers.
- Ask some students to tell the class what they would do and why.

7

- As a class, think of a few ideas for things you could do if you became a world leader, e.g., ban the use of oil, build enough homes for everyone, etc.
- Ask students to write down six ideas individually. Encourage them to use their imagination and think big!
- Monitor and help while they are working.

8

- Put students in groups to compare their ideas and choose the best five policies to present to the class.
- Ask each group to tell the class their ideas. Write all the ideas on the board.

- Discuss as a class which are the three best policies, then ask: *What can you do individually or as a group to make those things happen?* Discuss a range of ideas, e.g., find out more information about the problem, raise money to give to relevant organizations, volunteer for a relevant organization, set up a website to educate other people, etc.

Extra activity: Creativity and critical thinking

- Put students in groups. Ask them to imagine they want to be elected to the local government in their area. Ask them to prepare a list of five policies to improve their area. They then think about how they can persuade people that their policies are a good idea and people should vote for them.
- You could generate a few ideas for policies first, e.g., provide better sports facilities, organize volunteers to clean up litter and graffiti, etc.
- Monitor and help while students are working.
- Ask each group to present their policies to the class and try to persuade their classmates to vote for them.
- Hold a class vote to find the most popular policies, but tell students they cannot vote for their own group.

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 learn.
- After the research or at the beginning of the next lesson, discuss as a class what problems students found, which ones they were surprised by, and what solutions they can think of.
- Ask: *Is it important to know about world problems? How can you find out about them?* Elicit a few ideas, e.g., watch the news on TV, visit news websites, etc.

Preview

- Ask students to do the *Discover vocabulary* exercises 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 be better citizens?**

Life skills strategy **Being a good citizen**

Good citizens make the world a better place. They know that quality of life depends on helping other people in their community and improving the world that we live in.

1 Study the life skills strategy. Then read the poster and discuss the questions.

- Which of the things do you do already?
- Which do you think you could maybe do more?
- Which do you think are most and least important? Why?

SEVEN WAYS TO BE A GOOD CITIZEN

1 Be honest and responsible. Respect the law.

2 Respect and protect public spaces and the environment.

3 Be a good neighbor. Get to know people and get involved with your local community.

4 Be aware of what's happening. Raise awareness about issues and encourage other people to get involved.

5 Volunteer. Give some of your time and energy for a good cause.

6 Share things, and donate to charity when you can.

7 Support fundraising campaigns you believe in with your time or money.

Discover vocabulary Community action
Student Book ► Page 126 Workbook ► Page 78

2 Look at pictures 1–4. How do you think the people are helping their community?






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Life skills

3 Listen to the podcast and check your answers from exercise 2.

4 Listen again and answer the questions.

- What is the aim of the podcast?
- What does the presenter like about the sock campaign?
- What were the advantages and disadvantages of Paul's costume?
- Why did Bria volunteer at first and why did she continue?
- What are the benefits of "plogging"?

5 Look at the ideas A–D below. Work in pairs and choose one you'd like to get involved in. Then answer questions 1–4.

A Help to clean or restore an area or building in your community.

B Give a hand to some older people in your community.

C Choose a charity and decide on a way to raise money for it.

D Think of a different good cause you believe in and how you can support it.

Speaking strategy **Speaking clearly**

Speaking clearly helps your audience to understand you. There are some easy ways to ensure that you are speaking as clearly as possible.

- Practice speaking. You can read aloud or repeat what you need to say.
- Take your time. If you speak slowly, people will understand you better and you will be able to focus more on pronunciation.
- Watch how people react when you speak. If they appear confused, try to repeat more clearly.

6 You are going to present your ideas from exercise 5. Study the speaking strategy and the key phrases. Prepare what you want to say. Then tell the class about the cause you want to get involved in, why, and how.

Key phrases Explaining aims and motives

The aim is to / What we aim to do is	By (doing this),
The (whole) point of this is to	This is a good / great / the only / way to
The reason for this is to	

7 REFLECT What opportunities are there for you to be a good citizen? Are there any activities in your community that you can get involved with? How?

Discover more **SEARCH ONLINE** for **clever fundraising ideas**. Present your favorite idea to the class and say what you could use it for.

Unit 8 How can we make the world a better place? 87

Life skills

How can we be better citizens?

Learning objectives

LIFE SKILLS Being a good citizen

VOCABULARY Community action

SPEAKING Speaking clearly

SPEAKING Explaining aims and motives

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What is a citizen?* (a person who lives in a particular place) *What does it mean to be a good citizen?* Discuss what being a good citizen means and what good citizens do, e.g., help in their local community, behave in an honest way, etc.
- If students are struggling for ideas, ask them to think about what bad citizens do, e.g., break the law, damage things in their local community, treat people badly, etc. This should help them to think about what good citizens do.

1

- Read aloud the life skills strategy about being a good citizen.
- Then ask students to read the poster. Check they understand everything.

- Put students in pairs to discuss the questions.
- Discuss answers with the class. Find out which of the things most students in the class already do and which they could do more. See if, as a class, they can agree on which are the most important, and why.

Discover vocabulary Student Book page 126 Workbook page 78

- 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 what they show.
- Put students in pairs to guess how the people are helping their communities.
- Elicit a few ideas for each person, but don't confirm them at this stage.

3  2.04

- Play the audio for students to listen and check their answers from exercise 2.
- Check answers and elicit what students learned about each person from the podcast. Check that they understand *sponsored walk* and *learning difficulties*.

ANSWERS

- Tamsin is wearing different colored socks to support an anti-bullying campaign.
- Paul is doing a sponsored walk dressed as a Stormtrooper to raise money for a children's hospital.
- Bria volunteers at a Special Olympics Club, helping children with learning difficulties.

- 4 Joey is a plogger, so he runs and picks up litter at the same time.

Culture note

Plogging started in Norway around 2016. It involves picking up litter while jogging. It has become popular in several countries. It adds bending, squatting, and stretching to the main action of running, and it helps to make the world a cleaner place at the same time.

4 2.04

- Ask students to read the questions, then play the audio again for students to listen and answer the questions.
- With weaker classes, students could compare their answers, then listen again to check and complete them.
- Check answers.

ANSWERS

- 1 The aim of the podcast is to give people ideas about how they can be a good citizen and get involved with things in their community.
- 2 The presenter thinks it is cool, and a colorful way to show support and get people talking.
- 3 The advantage was that people noticed him, so it was a great way to get people to donate money to his charity. The disadvantage was that it was more difficult to do the walk.
- 4 She started as part of a school project and she continued because it was fun.
- 5 The advantages are that you stay in shape and clean the environment at the same time.

5

- Focus on the four ideas and make sure students understand what they involve.
- Put students in pairs to choose one they would like to get involved in and answer the questions. Encourage them to answer the questions in as much detail as they can because they will present their ideas to the class.
- Monitor and help while they are working.

6

COMMUNICATION

- Read the task aloud, then ask students to read the speaking strategy. You could demonstrate the importance of speaking clearly by giving an example of speaking too quickly and not very clearly, and then saying the same thing slowly and clearly. Ask students which they found easier to understand.
- Read aloud the key phrases for explaining aims and motives and check that students understand them all. Elicit or give some examples of the phrases in context, using one of the ideas in exercise 5, e.g., *The aim is to restore the old movie theater. The point of this is to create a new movie theater for people to enjoy. By doing this, we will bring the community together. This is a great way to get young people involved in their community.*
- Put students in pairs and allow them time to prepare what they are going to say, then ask each pair to tell the class which cause they want to get involved in, why, and how.

7 Reflect

CRITICAL THINKING

- Discuss the questions as a class. If students have access to the internet, they could search online for community projects in their area that they could get involved in.
- Ask: *Which projects do you think you would enjoy? Why? What do you think you could learn or gain from being involved in this project?* Encourage students to think again about the fact that being a good citizen is not only about helping others, but can bring benefits to them as well.

Extra activity: Communication

- Put students in pairs. Ask them to look back at the ideas in exercise 5 and choose a different one to last time. Tell them that one of them wants to get involved, but the other does not. Ask them to prepare a conversation in which the one who wants to get involved persuades his/her partner to join them, giving reasons why it is important to be a good citizen and get involved, and explaining the benefits to them and the community.
- Students can swap roles and practice again.
- Ask some pairs to perform their conversation for the 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. Ask them to note down their favorite fundraising idea and explain why they like it.
- After the research or at the beginning of the next lesson, ask each student to tell the class their favorite idea and why they like it.
- Discuss as a class which ideas students like best and why.

Further practice

Discover vocabulary Student Book, page 126 (answers on TG page 114)
Workbook, pages 78 and 79

Writing

How can we offer to help?

Writing task

A formal email

Write a formal email in response to an advertisement. Express interest, give information about your positive qualities, and request more information.

Understand the task

- Read advertisement A and the email that Sarah wrote to the organization. Then answer the questions.
 - Does Sarah use a formal or informal style? Why?
 - Do you think that Sarah is a good candidate for the project? Why?
 - In what ways would an email to a friend be different?

Volunteer Opportunities

A Helpers for people with disabilities
Charity organization seeks enthusiastic, patient, and caring young people. We help to teach disabled people basic skills, such as shopping and household chores, so that they can become more independent.

B Youth theater assistant
We need help from active, sociable people who are willing to move equipment, make and serve refreshments, or help out as needed behind the scenes at our popular performances.

C Library Helper
Do you like kids and books? If so, your local library needs you! Spend one hour every Saturday morning listening to children read and helping them to enjoy books and become better readers.

For more information, email us at Volunteers@org

Write a first draft

4 LANGUAGE POINT Look at the highlighted linkers in the email on page 88. What is their function? Choose from a-c.

- to order events
- to express reason or purpose
- to give consequences

Writing strategy

Topic sentences
A topic sentence introduces a paragraph. It tells the reader what the paragraph will be about. Good topic sentences are short and clear.

5 Study the writing strategy and identify the topic sentences in the paragraphs of Sarah's letter. Use the ideas in exercise 2 and your notes from exercise 3 to write a topic sentence for each paragraph of your letter. Include linkers to express reason or purpose.

Review and edit

6 Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- Content Did you include information about yourself and your reason for writing?
- Organization Did you organize your email into logical paragraphs with topic sentences?
- Style Is your email sufficiently formal?

Reflect

How can we make the world a better place?

Who do we need to help?

Why should we help others?

What can we do to change the world?

How can we be better citizens?

How can we offer to help?

- 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 83

I learned that more people are volunteering and donating to charity than ever before.

88 Unit 8 How can we make the world a better place?

Unit 8 How can we make the world a better place? 89

Writing

How can we offer to help?

Learning objectives

WRITING Writing a formal email

WRITING Topic sentences

WRITING Linkers to express reason or purpose

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *How can you find out about opportunities for volunteers in your area?* Elicit the idea that you can look online.
- Ask: *How can you offer to become a volunteer?* Elicit that you can send an email. Ask: *What kinds of information would you include in your email?* Elicit a few ideas, e.g., information about yourself, why you want to become a volunteer, why you think you would be a good volunteer, etc.
- Ask: *Would your email be formal or informal?* (formal)

Understand the task

1

- Ask students to read the writing task. Check they understand everything.
- Ask them to read advertisement A and the email and answer the questions.

- Discuss answers with the class.

SUGGESTED ANSWERS

- She uses a formal style because she doesn't know the person.
- Yes, she is a good candidate because she is sociable and hard-working.
- An email to a friend would be informal and would have a different beginning and ending.

2

- Focus on Sarah's email and point out that it has four paragraphs. Ask students to match each one with its purpose.
- Check answers.

ANSWERS

a 2 b 1 c 4 d 3

Think and plan

3

- Students read the other two advertisements and decide which project interests them, then take notes and plan their email. Tell them to follow the same paragraph structure as Sarah's email.
- Allow students to compare their notes and ideas in pairs.
- Alternatively, you could choose one of the projects and come up with ideas for an email with the class. Make notes on the board. Students could use these notes to write their email, or they could use them as a model to take notes on the other project.

Write a first draft

4 Language point

- Point out the highlighted linkers in the email. Elicit the kinds of linkers that students have already studied (linkers of addition and contrast).
- Read aloud the three functions with the class and make sure students understand them. Ask students to match the linkers in the email with the functions.
- Check the answer and point out that *to* and *in order to* are followed by an infinitive, but *so that* is followed by a clause.

ANSWER

b

5

- Ask students to read the writing strategy about topic sentences.
- Ask students to look at Sarah's email again and identify the topic sentences.
- Check answers, then ask students to write the topic sentences for each paragraph of their email. Encourage them to use linkers to express reason or purpose where possible.

CREATIVITY

- Students write their first draft, using their notes. Explain that at this stage students should focus on getting their ideas in the right order, as they will have time to check their grammar and spelling later.

Extra activity

- Put students in pairs. Tell students you are going to read some informal sentences to them, and they must race to find the formal sentences with the same meaning in Sarah's email.

- 1 *I'd love to help people with disabilities.*
- 2 *I would be really good at his kind of work.*
- 3 *I'm sociable and hard-working.*
- 4 *I get along well with people.*
- 5 *Please write back soon.*

- Encourage students to use formal language when they write their own email.

ANSWERS

- 1 I would be very interested in getting involved in helping people with disabilities.
- 2 I believe that I am suitable for this kind of project.
- 3 I would describe myself as sociable and hard-working.
- 4 I am good at dealing with people.
- 5 I look forward to hearing from you.

Review and edit

6

- Students read the notes and questions in the checklist. Point out that to get a good grade they should be able to answer "yes" to all the questions.
- Remind them to also check their grammar and spelling.
- Students could check their work individually, or they could work together in pairs to check each of their emails.

- They then revise their emails individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a grade out of ten for each item, giving a total out of 30 for the task.

Reflect How can we make the world a better place?

1

- Read aloud the question *How can we make the world a better place?* 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 or small groups to compare their answers. Encourage them to refer to the images in the video to support their ideas.

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.
- 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 80 to 81

Project What impact does social media have on our lives?

Project task Taking part in a class debate

Have a class debate on the following topic: "Social media is making us more antisocial." Research one side of the debate on the internet: How does social media make us less sociable? or How does social media make us more sociable? Write a speech and practice it. Give your speech in a debate.

UNDERSTAND

- Read the instructions for the project task. What is the main aim of the project?
- In groups, answer the questions.
 - How many sides are there usually in a debate?
 - What does each side have to do?
 - Make a list of positive and negative effects of using social media.
- Listen to Ruby's team and Jack's team taking part in a debate. The topic is "Social media is harming language." Answer the questions.
 - Which team ... ?
 - agrees with the statement
 - disagrees with the statement
 - Which team is ... ?
 - presenting arguments
 - responding to arguments
 - Which of these topics do the teams discuss? Check (✓) all that apply.
 - Telling short stories. ☐
 - New words and meanings. ☐
 - Spelling mistakes. ☐
 - Opportunities for writing. ☐
- Listen again. Which arguments do the teams give for and against each of the topics discussed? Which team do you agree with?

Topic	For	Against



COLLABORATE AND PLAN

5 Work in groups. Make a list of six tasks using the steps in exercises 6–11 to help you. Then complete the Who? and When? columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			

6 Decide if your group agrees or disagrees with the statement: "Social media is making us more antisocial." If you agree, research: "How does social media make us less sociable?" If you decided you disagree, research: "How does social media make us more sociable?"

7 Work as a group. Make notes for your speech, using the following structure.

- introduction
- your first point, with examples
- your second point, with examples
- conclusion

8 Write your speech for the debate. Use the key phrases.

SHARE

9 Practice your speech. Give feedback and make any necessary changes.

10 Think creatively about how the other team might respond to your opinions. Think of ways to respond to their points.

PRESENT

11 Work in groups with two teams in each group. Team 1 gives a speech and Team 2 responds.

12 Switch and repeat the activity. Which team made the clearest points?

Reflect

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

- How could you improve the planning of your project?
- Which research was the most useful?
- How effective was your group's speech?
- How well do you think your team responded to the other team?
- Which tasks were you not able to complete on time? Why?

Project

What impact does social media have on our lives? A class debate

Learning objectives

Take part in a class debate

COLLABORATION Work collaboratively to prepare and present arguments

CREATIVITY Think creatively to plan arguments for or against an idea

COMMUNICATION Present arguments and opinions to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- Ask: *How much time do you spend on social media each day?* Elicit a few ideas, then ask: *What things do you enjoy about social media? Is there anything you don't like? Why?* Discuss the questions as a class.

Understand

1

CRITICAL THINKING

- Ask students to read the instructions for the project task. Check that students understand that a debate is a formal discussion on a topic.
- Discuss the answer and check that students understand the details of what they will do and the reasons for this.

ANSWER

To prepare and give a speech in a debate on social media.

2

- Put students in groups to answer the questions.
- Discuss the answers with the class and think of ideas on the positive and negative effects of social media.

ANSWERS

1 two 2 present their arguments and persuade other people 3 students' own answers

3 2.05

- Read aloud the task and allow time to read the questions.
- Play the audio for students to listen and answer the questions.
- Check answers, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

1 a Jack's, b Ruby's 2 a Ruby's, b Jack's 3 b, c

4 2.05

- Play the audio again for students to complete the chart.
- Elicit the two topics from exercise 3 and elicit what arguments for and against students can remember.
- Check answers. You could play the audio again for students to listen and check.

ANSWERS

Topic: New words and meanings:

For: Social media introduces new meanings for existing words and adds new words to the English language.

Against: People want to communicate quickly and use emojis and acronyms.

Topic: Spelling mistakes

For: People comment on spelling mistakes on social media.

You learn to avoid the mistakes and check messages.

Against: Seeing things written badly makes other people write badly, too.

Collaborate and plan

5

COLLABORATION

- Ask students to read the steps in exercises 6–11. Focus on the chart and elicit the first task (*decide if your group agrees or disagrees with the statement*).
- In groups, students make a list of the remaining five steps.
- Check answers and ask questions to encourage students to think about what is involved in the different steps, e.g., *What will you include in your speech? Why do you need to predict the other team's arguments? How can you respond to the other team's arguments?* Elicit that when you respond to the other team's arguments, it is important to give facts or reasons to support what you are saying.
- Students copy the project planner, then work in their groups to discuss and plan the steps for their own speech and complete the planner. Encourage them to think about individual strengths that group members have, e.g., which people in their group are good at speaking in public, which people are good at doing research, etc.
- 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. Allow students time in their groups to amend their plans.

ANSWERS

- 1 decide if your group agrees or disagrees with the statement
- 2 do research
- 3 write speech
- 4 practice speech and give feedback
- 5 predict other team's arguments and practice responding to them
- 6 give speeches and respond to them

6

COLLABORATION CRITICAL THINKING

- Elicit some ideas for and against the statement.
- Groups decide if they agree or disagree with the statement. If you think all groups are likely to decide the same way, you could allocate either "for" or "against" to different groups. Make sure there is an equal number of "for" and "against" groups in the class.
- Students then work in their groups to do research and find ideas to support their argument.

7

COLLABORATION CREATIVITY

- Read aloud the structure with the class and make sure students understand it.
- Students work in their groups and make notes for their speech. Monitor and help while they are working.

8

- Read aloud the key phrases. You could play the audio for exercise 3 again for students to hear the phrases in context.
- Students work in their groups to write their speeches. Encourage them to use a range of the key phrases.

Share

9

COLLABORATION COMMUNICATION

- Ask: *What do you think is important about the way you give your speech?* (you must speak clearly, you must make your speech interesting, you shouldn't speak as though you are reading your speech, etc.) Discuss as a class.
- Students work in their groups to practice their speech.
- Encourage them to give feedback on how the speech could be improved, both the content of the speech and also on the way it is spoken.

10

COLLABORATION CRITICAL THINKING

- Students work in their groups to think how the other team might respond to their opinions, and come up with ways of responding.
- Monitor while students are working, and help if necessary.

Present

11

COLLABORATION COMMUNICATION

- Put groups together in "for" and "against" teams. Ask the "for" teams to give their speeches and ask the "against" teams to listen carefully and respond.
- Monitor while students are working, and note down feedback on the speeches to give at the end.

12

- The "against" teams now give their speeches, and the "for" teams respond.
- Discuss which team in each group made the clearest points, and which points were most convincing.

Reflect

CRITICAL THINKING

- Before students evaluate this task, ask which parts of the task they enjoyed, and which they found difficult.
- Put students in groups to discuss the questions.
- Discuss the questions as a class, encouraging students to share their experiences and opinions with the class. Discuss as a class what makes a good speech, and what they will remember next time they give a speech.
- Ask students to reflect individually on what they have learned from doing the four projects in the book. Ask them to make a note of one thing they now feel more confident about, one new skill they have learned, and one thing they can improve on for their next project.

Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.

VIDEO Talking about goals
READING Identifying the author's intentions
LANGUAGE IN USE Reporting what other people say
LISTENING Understanding attitudes from intonation
LIFE SKILLS Setting goals
WRITING Writing an opinion essay



Why do we have GOALS?

These climbers are on their way to the top, but about 300 people have lost their lives trying to reach the summit of Mount Everest.

92

What kinds of goals inspire us?

1 Look at the picture and the caption. Why do you think some people risk their lives to achieve their goals?

2 Guess the answers in the quiz below. Then work in pairs and compare your answers.

LIFE GOALS QUIZ Many people dream of achieving these goals.

- 1 Attempting to climb Mount Everest. How high is it?
 a almost 5,000 m b almost 9,000 m c almost 19,000 m
- 2 The goal most runners set for the Marathon des Sables across the Sahara desert is simply to complete it! How long is this race?
 a 42 km b 140 km c 250 km
- 3 Winning the Nobel Prize is the ambition of top scholars. How many medals are awarded each year?
 a one b three c six
- 4 Actors dream of winning an Academy Award to prove they're the best. When was the first Oscar ceremony held?
 a 1929 b 1969 c 1999
- 5 The Vendée Globe solo yacht race around the world is the ultimate challenge for sailors. How long does it take?
 a three weeks b three months c three years

Discover vocabulary Goals

Student Book ► Page 128 Workbook ► Page 86

3 Watch the Factfile video and check the answers in exercise 2.

4 Watch the video again. Why do Zach and Sofia say people want to achieve the goals in exercise 2?



Key phrases Speculating about future achievements

What's your life goal / aim / ambition?

Do you think you'll ever ...?

You never know / Probably (not)

I want to ... / I'd love to ...

I certainly can't imagine ... (ing)

What about ... (ing)?

5 Work in pairs and discuss the questions.

- 1 What are your life goals?
- 2 Which are realistic, and which are probably just dreams?



SEARCH ONLINE Find out about one of the goals in exercise 2. Share your facts with the class.

93

Vocabulary

- Goals
- When sound expresses meaning
- Describing your goals

Further practice

Discover vocabulary Student Book, page 128

Workbook, pages 86 to 88

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Identifying the author's intentions
- Reading part of an autobiography of Emmeline Pankhurst

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 84 to 85

Grammar

- Reporting what other people say

Further practice

Discover grammar Student Book, page 129

Workbook, pages 86 to 88

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Setting goals

Listening

- Understanding attitude from intonation
- Evaluating suggestions

Further practice

Workbook, page 89

Speaking

- Speculating about future achievements
- Evaluating suggestions

Further practice

Workbook, page 89

Writing

- Writing an opinion essay
- Writing conclusions
- Introducing examples

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

What kinds of goals inspire us?

Learning objectives

FACTFLIX VIDEO Learning about different kinds of goals

VOCABULARY Goals

SPEAKING Talking about goals

Introducing the topic

- Ask: *What kinds of goals do people have in their lives?* Elicit a few ideas, e.g., to get fit and run a marathon, to go to university and then get a good job.
- Ask: *Is it important to have goals in your life? Why? What are the advantages of having goals? Are there any disadvantages?* Put students in pairs to discuss the questions.
- Discuss students' ideas as a class and ask: *What are your goals this year?* Elicit a range of answers.
- Students then open their books and look at the *Discover* question, the opening picture, caption, and lesson question.

1

- Put students in pairs to look at the picture and read the caption. Allow them time to discuss the question. You could come up with a few ideas with the class first, e.g., because they don't want to fail and give up their goal, because they become obsessed, because they know how good they will feel if they achieve it.
- Discuss their ideas with the class.

2

- Teach the meaning of *scholar* and *solo yacht race*.
- Ask students to read the quiz individually and guess the answers.
- Put students in pairs to compare their answers.
- Elicit some possible answers from the class for each question and encourage students to give reasons for their guesses. Don't confirm their answers at this stage.

Discover vocabulary Student Book page 128 Workbook page 86

- If you think your students will struggle with the vocabulary in the text in exercise 2, turn to page 128 now and do the vocabulary practice in class, before students continue with the lesson.
- With stronger classes, students can do the exercises on page 128 for homework.

3

- Ask students to look at their answers in exercise 2 again, then play the video for them to note down the answers they hear. Check answers.
- Ask: *Which answers do you find most surprising? Why?* Discuss the question as a class.

ANSWERS

1 b 2 c 3 c 4 a 5 b

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each question is answered, and confirm what Sofia and Zach said.

4

- Elicit what students can remember about what Sofia and Zach said, then play the video again for students to check their answers.
- Check answers, and ask: *Do you think these are good reasons for wanting to achieve your goals?* Discuss the question with the class.

ANSWERS

People want to climb Mount Everest because it's the highest mountain in the world and "because it's there." They want to run the Marathon des Sables to prove that they can do it.

The people who win a Nobel Prize want to make a difference in the world.

Actors want to win an Academy Award to prove they're the best.

People want to sail solo to experience being alone with nature.

5

- Read aloud the questions, then read aloud the key phrases and check that students understand them all. You could play the video again, pausing after each phrase for students to hear the phrases in context and to check understanding.

COMMUNICATION

- Students discuss their life goals in pairs.
- Ask some students to tell the class about their goals and his/her partner's goals. Discuss as a class which of the goals are realistic and which are probably just dreams.

Discover more

- You could allocate different goals to different students, to ensure a spread across the class. 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, ask students who researched the same goal to work together to prepare a mini presentation.
- Ask each group to present their findings to the class.

Further practice

Discover vocabulary Student Book, page 128 (answers on TG page 114)

Workbook, page 86

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn What does it take to achieve a goal?

1 Which of these things could British women do in 1905? Compare your answers, compete in the Olympics drive vote wear trousers work

Reading strategy Identifying the author's intentions

Understanding the author's intentions can help you to better understand what you are reading. As you read, study the language the author uses and ask yourself:

- Why did the author write this – to inform, to persuade, to describe, or to entertain?
- How does the author want us to feel – shocked, amused, frightened, or happy?

2 Study the reading strategy. Then read and listen to the extract on page 95. Identify the author's intentions to complete the sentences.

1 The author wrote this to _____.

2 The author wants us to feel _____.

3 Read the extract again and answer the questions.

1 What was the women's goal during the meeting? What was their final goal?

2 How did the speaker answer the men's questions and the women's questions?

3 How did the audience react to the women's question? Why?

4 In the end, did anybody answer the women's question? Why? / Why not?

5 What do you think happened to the women after they were taken outside?

Discover vocabulary When sound expresses meaning

Student Book ► Page 128 Workbook ► Page 56

4 Find the words below in the extract. Say them out loud and try to match them with the definitions 1–6.

1 a low, indistinct sound

2 a long, loud sound like a wolf makes

3 the sound of a sharp object moving across a hard surface

4 a very high cry or scream

5 a loud deep sound like a lion makes

6 the sound of feet on the ground while walking

5 TALKING POINTS Discuss the questions.

1 How can each of these factors make it difficult to achieve a goal? age disability gender health location money qualifications

2 Do any problems make it difficult for you to achieve your goals? How can you overcome them?

Discover more SEARCH ONLINE and find out about Helen Keller. What problems did she overcome and how? Why do we have goals?

FIGHTING FOR VOTES FOR WOMEN

This excerpt from the autobiography of Emmeline Pankhurst tells the story of a day in 1905 when she went with her daughter Christabel and her friend Annie Kenney to a political meeting to express their views about votes for women.

Annie Kenney and my daughter Christabel had the job of questioning the speaker at the conference. They sat quietly through the meeting, and at the end questions were invited. Several questions were asked by men and were politely answered. Then Annie stood up and asked: "If the party returns to power, will they take steps to let women vote?" At the same time, Christabel held up a small poster that said "Votes for Women!" so that everyone in the hall understood the question. The speaker did not reply to Annie's question, and the men sitting near her forced her roughly into her seat, while one of the organisers pressed his hat over her face. A confusion of shouts and cries sounded from all over the hall.

When the room was quiet again, my daughter Christabel stood up and repeated the question: "Will the government ... give votes to women?" Again, the speaker ignored the question, and again a storm of shouts and angry cries broke out. A policeman left the platform and came down to the women, asking them to write their question, which he promised to hand to the speaker. They wrote: "Will the government give votes to working women?"

The policeman handed the question to the speaker, who read it, smiled, and passed it to the others on the platform. They also read it with smiles, but no one answered the question. Only one lady who was sitting on the platform tried to say something, but the director of the conference interrupted her to announce that the meeting was over. Annie stood up and cried out over the noise of shuffling feet and murmurs of conversation: "Will the government give votes to women?" Then the audience became a mob. They howled, they shouted and roared, shaking their fists fiercely at Annie. Some men tried to drag her out of her chair, but Christabel defended Annie from the mob, who hit her and scratched at her until her sleeve was red with blood. Still, the girls held together and shouted over and over: "The question! The question! Answer the question!"

Six men grabbed Christabel and dragged her away, and other men followed with Annie. Both girls still called for an answer to their question. The men on the platform sat silent and indifferent while this horrible scene was taking place, and the mob were shouting and shrieking from the floor.

Adapted from *Suffragette: My Own Story* by Emmeline Pankhurst

In 1918, after women had kept Britain's factories running during World War I, Parliament gave women over the age of 30 the right to vote. In 1928 British women received the same voting rights as British men.

Reading to learn

What does it take to achieve a goal?

Learning objectives

READING Reading part of an autobiography of Emmeline Pankhurst

READING Identifying the author's intentions

VOCABULARY When sound expresses meaning

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask: *If you have a difficult goal that you want to achieve, what qualities do you need to achieve it?* Elicit a few ideas from the class, e.g., you must be determined, you must keep trying and not give up, you must be patient, you must be ready to work hard.
- Ask: *What problems might you have in achieving your goal?* Elicit a few ideas, e.g., you aren't physically strong enough, you don't have enough money, etc. For each problem that students identify, ask: *How can you overcome this problem?* Elicit a few ideas and encourage students to see that it is often possible to overcome problems.

1

- Ask students to read the question and guess the answers.
- Put them in pairs to compare their answers, then discuss the answers with the class. Ask: *What do you find most surprising about the answers? Why?*

ANSWERS

In 1905, women could compete in the Olympics, drive, and work. They couldn't vote or wear trousers (pants). (Some women in the UK gained the right to vote in 1918. Some women started wearing trousers in the UK in the 1890s, for activities such as cycling, but trousers for women did not become socially acceptable until the 1920s.)

2 **2.06**

- Ask students to read the reading strategy, or read it aloud to the class.
- Focus on the extract on page 95 and elicit or explain that an extract is part of a longer text or book. Ask students to read the title and the introductory paragraph. Elicit that the extract is from an autobiography, and the meeting took place in 1905, when women did not have the right to vote.
- Play the audio for students to read and listen to the extract. Then refer them back to the questions in the reading strategy. Ask them to look at the reading strategy again and decide on the author's intentions and how she wants us to feel.
- Check answers, eliciting language from the text to support the answers, e.g., the description in paragraph four makes us feel shocked.

ANSWERS

1 describe and inform 2 shocked

3

- Ask students to read the extract again and answer the questions. Encourage them to use their own words as much as possible in the answers.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

- 1 Their goal during the meeting was to ask their question and get an answer. Their final goal was to win the vote for women.
- 2 He answered the men's questions politely, but he ignored the women's.
- 3 They didn't want to hear it. This is probably because there were mostly men in the audience and they didn't want women to be able to vote.
- 4 Nobody answered the women's question because they wanted to ignore it.
- 5 students' own answers

READING TEXT QUESTIONS

- Ask students to answer the questions next to the extract on page 95 individually. Allow them to compare their answers, then discuss the answers with the class, encouraging students to refer back to the text to explain their answers.

SUGGESTED ANSWERS

They behaved in this way because they didn't want women to get the vote, and they didn't want women to challenge them.

They smile because they don't take women seriously. They don't believe that women can have serious opinions and goals.

The author uses direct quotes to give us an idea of what it was like to be in the meeting.

The writer creates an image of the crowd as angry and violent.

Discover vocabulary Student Book page 128 Workbook page 86

- Refer students to the exercise on page 128. Do the exercise in class, before students continue to exercise 4.

4

- Students can work in pairs to find the words in the extract and say them out loud to get an idea of the meanings. They then match them with the definitions.
- Check answers. As you check each answer, ask a student to say the word out loud, or say it out loud yourself to demonstrate the meaning.
- Ask students if there are similar words in their language.

ANSWERS

- 1 murmur 2 howl 3 scratch 4 shriek
- 5 roar 6 shuffle

5 Talking points

CRITICAL THINKING

- Read the questions with the class and check that students understand *location* and *qualifications*.
- Allow students time to prepare their answers individually. You could think of a few ideas for each factor first, to give students some ideas.

- Put students in pairs or small groups to discuss the questions.
- Discuss the questions as a class, encouraging students to join in and express their ideas or their opinions.
- If students discuss problems which make it difficult for them to achieve their goals, encourage other students to make suggestions on how they can overcome them.
- Alternatively, students could write their answers individually.

Extra activity: Critical thinking

- Ask: *Do you think it is easier to achieve goals that we set for ourselves or goals that other people like parents and teachers set for us? Why? Is it sometimes helpful if other people set goals for us? Which goals are more ambitious – the ones we set ourselves or the ones other people set for us?*
- Put students in pairs to discuss the questions and think about their own experiences of having their own goals and goals that are set by other people.
- 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. Ask them to make notes on the problems that Helen Keller overcame and how, and why we have goals.
- After the research or at the beginning of the next lesson, students can share the information they found with the class.

Preview

- Ask students to look at the *Discover grammar* presentation on page 129 before the next lesson.

Further practice

Discover vocabulary Student Book, page 128 (answers on TG page 115)

Workbook, pages 84 to 86

Reading practice worksheet, Teacher's Resource Center

Language in use How can a goal change our lives?

1 Read the article about William Kamkwamba and answer the questions.

- What was William's goal when he was 14?
- How did William's life change as a result of his achievement?
- Who benefited from William's achievement?

William's windmill

I recently watched an online interview with an amazing young man from Malawi called William Kamkwamba. When William was only 14, he was forced to leave school because his parents could no longer pay his school fees. He continued his education in the local library, where he saw a diagram of a windmill that generated electricity. He knew the windmill would make a big difference to his village, so he went ahead and built it.

Fifteen years after building the windmill, William told his story at a conference. After introducing him to the audience, the interviewer asked William how his life had changed since he had built the windmill. William said that he had finished school and then he had gone to an American university. William told the interviewer that he was currently designing a new water pump for farmers in his country.

The interviewer also asked William how life in his village had changed. William said that the village had become more prosperous, so it had been able to pay for repairs to the school. He told the interviewer that his parents were running their own business and that all six of his sisters had been able to go to school.

William wants to inspire other young people to solve problems in their communities. From the impact his story had at the conference, he will surely achieve his new goal.

Language in use

4 Listen to a podcast about two teens whose goals have changed their lives. How are the two young women, Frozan and Amber, similar?

5 Listen again. Work in pairs and answer questions 1-5 about one of the teens. Student A answers the questions about Frozan and Student B answers the questions about Amber.

- Where does she live?
- What did she achieve?
- What inspired her?
- What is she studying?
- What is her goal?

6 Use your answers from exercise 5 and reported speech to tell your partner what the presenter said about Frozan (student A) or Amber (student B).

The presenter said that Frozan / Amber lived in He said that she had

7 Think about your own goals in life. Then discuss your future goals in pairs. Then use reported speech to tell the class what your partner said.

Discover more SEARCH ONLINE and find out more about Amber Yang or beekeeper Frozan. Take notes and tell the class.

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Unit 9 Why do we have goals? 97

Language in use

How can a goal change our lives?

Learning objective

GRAMMAR Reporting what other people say

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask students to think of their most ambitious goals. Give one or two examples of your own, e.g., *I would love to be a professional athlete. I want to travel all around the world.*
- Ask some students to tell the class their goals. As each student explains their goal, ask: *If you achieve this goal, will it change your life? How?*
- Tell students they are now going to consider how a goal can change someone's life.

1

- Focus on the pictures and elicit or teach the word *windmill*.
- Read the questions with the class and check that students understand *benefited from*.
- Students then read the article and answer the questions.
- Check answers.

ANSWERS

- He wanted to build a windmill to generate electricity for his village.
- He was able to finish his education and go to an American university.
- Everyone in the village benefited, especially William's family.

Discover grammar Student Book page 129 Workbook page 87

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, you could go over the presentation with the class before you continue to exercise 2.

2

- Ask students to read the direct speech examples and find the reported speech in the article.
- Check answers and elicit how the reported speech is different from the direct speech (verb tenses, possessive adjectives, and personal pronouns).

ANSWERS

The interviewer asked William how his life had changed since he had built the windmill. William said that he had finished school and then he had gone to an American university.

3

- Students find four more examples of reported speech in the article and write them as direct speech. They could work in pairs for this.

- Remind students to think about changes to the verb tenses, possessive adjectives, and personal pronouns. Remind them also that both the present perfect and simple past change to the past perfect in reported speech, so when they change the past perfect back from reported speech to direct speech, they must think whether the direct speech uses the present perfect or simple past.
- Check answers.

ANSWERS

"I'm currently designing a new water pump for farmers in my country."

"How has life in your village changed?"

"The village has become more prosperous, so it has been able to pay for repairs to the school."

"My parents are running their own business, and all six of my sisters have been able to go to school."

4 2.07

- Explain that students are going to listen to a podcast about two teenage girls whose goals changed their lives. Focus on the pictures and ask: *What do you think their goals were?* Elicit a few ideas.
- Play the audio for students to listen and answer the question.
- Check the answer, playing the audio again if necessary and pausing to confirm the answer.

ANSWER

Both women were inspired by an event to start their projects; both are studying now; both have big plans for the future.

5 2.07

- Put students in pairs and ask them to decide which of them is Student A and which is Student B.
- Read aloud the questions and explain that the same questions work for both teens.
- Play the audio again for students to listen and note down the answers to the questions.
- With weaker classes, put students in AA and BB pairs first to compare their answers, then play the audio again for them to check.
- Check answers.

ANSWERS

- 1 Frozan lives in Afghanistan. / Amber lives in America / the United States.
- 2 Frozan started / created a honey business. / Amber wrote a computer program to locate junk in space.
- 3 An aid project inspired Frozan. / A movie inspired Amber.
- 4 Frozan is studying economics. / Amber is studying physics.
- 5 Frozan's goal is to make her business bigger. / Amber's goal is to sell her computer program.

6

- Read aloud the example answers and elicit some full answers to question 1 from exercise 5.
- Students then work in pairs to tell his/her partner what the reporter said about Frozan or Amber.
- Monitor while students are working and note down any typical errors to correct at the end.

ANSWERS

- 1 The reporter said that Frozan lived in Afghanistan. / Amber lived in America / the United States.
- 2 The reporter said that Frozan had started / had created a honey business. / Amber had written a computer program to locate junk in space.
- 3 The reporter said that an aid project had inspired Frozan. / a movie had inspired Amber.
- 4 The reporter said that Frozan was studying economics. / Amber was studying physics.
- 5 The reporter said that Frozan's goal was to make her business bigger. / Amber's goal was to sell her computer program.

Extra activity: Creativity and communication

- In pairs, ask students to choose one of the girls to interview. Ask them to think of three questions they would like to ask her, e.g., *Why do you like keeping bees?*, and then think about what the girl's answers might be, e.g., *I love keeping bees because they are interesting insects.*
- Ask some pairs to role-play their interview for the class. Ask other students to listen and report the girl's answers, e.g., *Frozan said that she loved keeping bees because they were interesting insects.*

7

- Allow students time to think about their own future goals. Ask them to think of at least three goals.
- Students work in pairs to tell each other their goals and make notes on his/her partner's goals.
- Ask students to use reported speech to tell the class what his/her partner said, e.g., *(Ana) said that she wanted to be a doctor.*

Discover more

- You could allocate different people to different students, to ensure a spread across the class. Remind students that they should use the exact search terms 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 learn.
- After the research or at the beginning of the next lesson, students who researched the same person can work together to prepare a mini presentation.
- Ask each group to present their findings to the class. Ask: *Which girl do you admire more? Why?*

Preview

- Ask students to do the *Discover vocabulary* exercises 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 can we make our goals reality?**

Life skills strategy **Setting goals**
If we want something to happen, we need to clarify how to make it possible. Setting goals gives us focus and direction.

- 1 Think of three goals for your near and distant future. Write them down on a piece of paper.
- 2 Study the life skills strategy. Then read about how to set SMART goals. Number the points from the most (1) to least (5) important for you. In pairs compare your answers.

HOW TO SET SMART GOALS
Use the guide to plan and achieve your goals! SMART goals are:

- SPECIFIC:** Clear goals give you direction; if your goals are vague, it will be more difficult to make decisions. Define exactly what your final objective is and you will find it much easier to reach it.
- MEASURABLE:** Include precise quantities in your goals so that you can measure your success. For example, your goals need to include exact numbers or sums of money.
- ACHIEVABLE:** Set realistic goals that are possible to achieve. You will soon give up if your goals are too demanding. If your goals are too easy, however, reaching them won't give you satisfaction.
- NO L.Y.V.A.N!** Make sure your goals lead in the direction you want your life to take. Trivial or superficial goals can distract you and may prevent you from reaching more important life goals.
- TIME-BOUND:** Set a time limit so that you can review your progress as you go along. A deadline will tell you exactly when you can celebrate success or when to make adjustments to your goal.

Be sure to write down your SMART goals to make them more concrete. The sooner they are on paper, the sooner you can start working towards them. Good luck!

Discover vocabulary Describing your goals
Student Book ► Page 128 Workbook ► Page 88

- 3 Work in pairs. Study Nathan's goals below. Use the guide to identify if his goals are SMART or not. Check (✓) the goals that meet the criteria in the guide.

- 1 watch all the episodes of my favorite TV show during the summer vacation. ☐
- 2 get 70% on my English test next week. ☐
- 3 do more physical activity this year. ☐
- 4 learn how to drive. ☐
- 5 earn enough money for a new car before the summer. ☐

I want to ...

Listening strategy **Understanding attitude from intonation**
You can understand if a speaker's attitude is positive or negative from what they say and their facial expression, but other clues can also help you recognize their attitude.

- Speaking quickly, a high tone of voice, rising intonation, and humor all indicate a positive attitude.
- Speaking slowly, a low tone of voice, falling intonation, and hesitation all indicate a negative attitude.

4 Study the listening strategy on page 98. Then listen to Jess, Emma, Matt, and Stuart talking about a tennis tournament. Whose attitude is positive and whose attitude is negative?

5 Listen again and answer the questions.

- 1 How does Stuart feel about the tennis tournament?
- 2 How successful was Jess in her first swimming competition?
- 3 Why did she achieve a different result a year later?
- 4 What does Stuart think about Jess's approach at first? Why?
- 5 What does Emma think of Jess's approach? Why?
- 6 What does Jess suggest to Stuart? How does Stuart react?

6 Study the key phrases a-f. Order the phrases from acceptance (1) to rejection (6).

Key phrases Evaluating suggestions

- a Let me think about it.
- b That should work.
- c I can see some problems with that.
- d That might be worth trying.
- e I'm not at all convinced of that.
- f That's just what I need!

7 Work in pairs. Give your partner the goals you wrote in exercise 1. Use the guide for SMART goals to write suggestions to improve your partner's goals.

8 Give your partner their goals with your suggestions. Read your partner's suggestions and use the key phrases to comment on them.

9 REFLECT Do your partner's suggestions make your goals seem easier or more difficult to achieve? What can you do now to help your goals to become reality?

Discover more **ASK ADULTS** about their goals at your age. Did they achieve them? Did their goals change later?

98 Unit 9 Why do we have goals?
Unit 9 Why do we have goals? 99

Life skills

How can we make our goals reality?

Learning objectives

LIFE SKILLS Setting goals

VOCABULARY Describing your goals

LISTENING Understanding attitude from intonation

SPEAKING Evaluating suggestions

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- As a class, think of some ideas for the different kinds of goals that young people might have, e.g., *do well in exams*, *eat more healthily*, *become a professional athlete*, etc. Make notes on the board.
- Point to the ideas on the board and ask: *Which goals are more likely to happen? Why?* Discuss as a class which of the goals are likely to happen, and which are unlikely. Encourage students to think critically about why this is, e.g., a particular goal might take too long, or might be impossible.

1

- Read the task aloud and check that students understand the difference between the *near future*, e.g., this year, and the *distant future*. Ask students to think of three goals and write them down on a piece of paper. Encourage them to think of at least one goal for the near future and at least one for the distant future. Tell students they will use these later in the lesson.

2

- Read aloud the life skills strategy about setting goals and make sure students understand it.
- Focus on the guide to setting SMART goals. Read aloud the five key words (*specific*, *measurable*, etc.) and check that students understand them.
- Ask students to read about how to set SMART goals and number the points according to how important they are for them.
- Allow students to compare their answers in pairs, then discuss their answers as a class.

Discover vocabulary Student Book page 128 Workbook page 88

- 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.

3

- Students work in pairs to read Nathan's goals and decide which ones are SMART goals.

- Discuss their ideas with the class, asking students to explain their answers by referring back to the guide.

SUGGESTED ANSWERS

- 1 This is not relevant. It is a trivial goal, so not a SMART goal.
- 2 This is a SMART goal.
- 3 This is not specific, measurable, or time-bound, so it is not a SMART goal.
- 4 This is specific, measurable, achievable, and relevant, but it is not time-bound, so it is not a SMART goal.
- 5 This is a SMART goal.

4 2.08

- Ask students to read the listening strategy, or read it with the class.
- Demonstrate the difference that intonation can make by saying the same sentence, e.g., *That's really good news!* with a high tone of voice and rising intonation to show a positive attitude, and then with a low tone of voice and falling intonation to show a negative attitude.
- Play the audio for students to listen and note down whose attitude is positive and whose is negative.
- Check answers, playing the audio again if necessary, and pausing to confirm the answers.

ANSWERS

Jess and Matt have a positive attitude; Emma and Stuart have a negative attitude.

5 2.08

- Allow students time to read the questions. You could put them in pairs to discuss any answers they can remember.
- Play the audio again for students to listen and answer the questions.
- Check answers, playing the audio again if necessary, and pausing to confirm the answers.
- Ask: *Who is most similar to you? Why?* Put students in pairs to discuss the question, then discuss as a class.

ANSWERS

- 1 He's very disappointed.
- 2 She finished last.
- 3 She set a goal and worked toward it.
- 4 He rejects it because he's afraid that he might not improve.
- 5 She rejects it because she danced for years but didn't get better.
- 6 Jess suggests setting a time limit of a year to see an improvement. Stuart says he'll consider it.

6

- Read aloud the key phrases for evaluating suggestions with the class and check that students understand them all.
- Ask: *Which phrase accepts a suggestion most strongly?* Elicit the answer (*That's just what I need!*) Ask students to order the rest of the phrases from acceptance to rejection.
- Check answers.

ANSWERS

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

7

COMMUNICATION

- Students work in pairs. They exchange their goals from exercise 1 and use the SMART guide to write suggestions for his/her partner to improve their goals. You could revise some phrases for giving suggestions with the class first, e.g., *You should ...*, *Why don't you ...?*, *It might be a good idea to ...*.
- Monitor and help while they are working. Encourage students to analyze if the existing goals are not SMART and to make specific suggestions to improve this.

8

- Students share their suggestions in their pairs and comment on them, using the key phrases. Encourage them to use a range of different phrases to show whether they accept or reject each suggestion.

9 Reflect

CRITICAL THINKING

- Allow students time to reflect individually on the suggestions his/her partner made and think about what they can do now to help their goals become a reality.
- Ask some students to tell the class which of his/her partner's suggestions was the most useful and why, and what they can now do to make that goal become a reality.

Extra activity: Critical thinking

- Ask: *What's the best way to respond when someone gives you advice or suggests what you should do? Should you get angry? Immediately do what they say? Refuse to listen?*
- Put students in pairs to think about the best way to respond to advice and why.
- Elicit ideas from the class and make notes on the board. Elicit the idea that you should **listen** carefully, **evaluate** the advice, **decide** if it is relevant for you, and whether to accept it or not. Elicit also that you should be patient and respectful when someone gives you advice, because they are usually thinking about what is best for you.

Discover more

- Students can do the research for homework. Encourage them to ask the questions to a range of different adults in their lives and make notes on their answers.
- After the research or at the beginning of the next lesson, put students in groups to report back on who they spoke to and what goals they talked about.
- Discuss as a class what students learned from the experience of talking to adults about their goals when they were younger.

Further practice

Discover vocabulary Student Book, page 128 (answers on TG page 115)
Workbook, pages 88 to 89

Writing

Is money necessary to achieve your goals?

Writing task

An opinion essay
Write an essay giving your opinion on the question: Is money necessary to achieve your goals?

Understand the task

- Read the writing task and answer the questions.
 - How can you make an opinion essay interesting?
 - What is your opinion about the essay question?
- Now read the opinion essay below about having one or many goals and answer the questions.
 - Where does the writer first state their opinion?
 - How many paragraphs support the writer's opinion?
 - How many paragraphs oppose the writer's opinion?

Is it better to have one specific goal or lots of different goals?

There is no doubt that a goal gives us direction. The question is, can having lots of goals give us more direction? In my opinion, this is not the case.

It's true that having just one goal is a little risky. If you don't achieve it, your life can seem pointless. I think that, in particular, not reaching a goal can make people extremely unhappy. For instance, if you want to be a doctor, but you don't get good enough grades to study medicine, you could get very depressed. So, in some cases, it might be good to have another goal to focus on if your main goal becomes impossible.

However, the main reason why I am in favor of having just one goal is time.

For example, if you want to run a marathon, you need to train for at least an hour a day. This is already difficult when you have obligations like school, homework, and chores. It's also difficult when you have obligations like school, homework, and chores. It's also difficult when you have obligations like school, homework, and chores. It's also difficult when you have obligations like school, homework, and chores.

To sum up, I think it's best to focus on a single goal. Although you risk being disappointed if you do not achieve it, I believe your chances of success are greater if you focus all your time and effort on one thing. Of course, when you finish celebrating your success, it will be time to choose your next goal.

LANGUAGE POINT Study the highlighted ways to introduce examples in the opinion essay. Answer the questions.

- Which ones introduce nouns or gerunds?
- Which ones introduce phrases as well as nouns or gerunds?
- Which one introduces a single specific example?

Think and plan

- Discuss the question in the writing task. What goals in life do different people have? Think of reasons why money is or isn't necessary to achieve those goals. What is your opinion? How will you support your opinion?
- Plan your essay. Think of at least one idea to oppose your opinion and at least one idea to support it.

Writing

Why do we have goals?

Writing strategy

Write a first draft

Writing conclusions

The conclusion of an essay has three main aims:

- to leave the reader with an interesting final impression
- to repeat the main idea of the essay
- to summarize the main points of the essay

- Study the writing strategy and the conclusion of the essay on page 100. In what order (1-3) did the writer cover the aims?
- Write the first draft of your essay. Use your plan from exercise 5 to help you.

Review and edit

- Read through your first draft and revise it if necessary. Then write your final draft.
 - Content Does your essay answer the question?
 - Content Did you include ideas to oppose and support your opinion?
 - Organization Is your essay logically organized into paragraphs?
 - Style Have you used a variety of ways to introduce examples?

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Unit 9 Why do we have goals? 101

Writing

Is money necessary to achieve your goals?

Learning objectives

WRITING Writing an opinion essay

WRITING Writing conclusions

WRITING Introducing examples

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Remind students of the discussion they had earlier in the unit about what things can make it difficult for you to achieve your goals. Ask students if they can remember the different factors they talked about. They could look back at exercise 5 on page 94 if necessary to check (*age, disability, gender, health, location, money, qualifications*).
- Discuss as a class the kinds of goals that you need money for, e.g., to become a racing driver or a jockey, and elicit some examples of goals which you don't need money for, e.g., to do well in exams.

Understand the task

1

- Ask students to read the writing task.
- Ask them to read the questions and write their answers.

- Discuss the answers with the class.

SUGGESTED ANSWERS

- By giving evidence and examples.
- students' own answers

2

- Read aloud the title of the essay and ask: *What do you think? Is it better to have one goal or many goals? Why?* Elicit a few ideas.
- Ask students to read the essay and answer the questions.
- Check answers, and ask: *Do you agree with the writer? Have you changed your mind after reading the essay? Which reasons or opinions persuaded you?*

ANSWERS

- in the introduction
- one
- one

3 Language point

- Point out the highlighted words in the essay. Ask students to read them again in context and elicit that they all introduce examples.
- Ask students to study them again and answer the questions. They could work in pairs for this.
- Check answers and point out the use of commas after *For example*, *For instance*, and *in particular*.

ANSWERS

- such as, like
- For example, For instance
- in particular

Think and plan

4

- Put students in pairs to discuss the question in the writing task. Ask them to think of a range of goals and decide if money is necessary to achieve these.
- Students note down reasons for and against money being necessary. Ask them to note down three reasons for each if possible.
- Write the headings *For* and *Against* on the board, and elicit a range of reasons for and against money being necessary. Add notes on the board under the two headings.
- Ask students to look at all the reasons and think about their own opinion and how they will support it.

5

- Students plan their essays and decide which ideas they will use to support and oppose their opinions.

Write a first draft

6

- Ask students to read the writing strategy about writing conclusions.
- Ask students to look at the model essay again and decide in which order the writer covered the aims in the conclusion.
- Check answers, then ask: *Is this the best order to cover the aims? Why?* Elicit that this is the most logical order and gives the writer the opportunity to leave the reader with an interesting impression and things to think about.

ANSWERS

- 1 to repeat the main idea of the essay
- 2 to summarize the main points of the essay
- 3 to leave the reader with an interesting final impression

7

CREATIVITY

- Students write their first draft, using their plan from exercise 5.
- Remind them that at this stage, the important thing is to get the ideas in place and the correct paragraph structure, as they will have time to check their grammar and spelling later.

Review and edit

8

- Students read the notes and 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 grade they should be able to answer “yes” to all the questions.
- Remind them to also check their grammar and spelling.
- Students could check their work individually, or they could work together in pairs to check each of their essays.
- They then revise their essays individually, either in class or for homework.
- When grading students’ work, refer to the four items in the checklist. You could give a grade out of ten for each item, giving a total out of 40 for the task.

Reflect Why do we have goals?

1

- Remind students that this unit was all about our goals in life.
- Read aloud the question *Why do we have goals?* 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. 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 136 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 answer the questions in their Workbook individually.
- Ask some students to tell the class what they most enjoyed in the unit, and what they found most interesting. 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

10

VIDEO Learning about the Earth's resources
READING Using infographics
LANGUAGE IN USE Verb patterns
LIFE SKILLS Taking care of our planet
SPEAKING Intonation in proposals
WRITING Writing headings

How do we use our PLANET?

Workers work underground in a mine to excavate mineral deposits. Why do we make such great efforts to extract minerals from the Earth? What problems can this cause?

102

What resources do we take from the Earth?

1 Look at the picture and caption. Discuss your answers to the questions on page 102.

2 Work in pairs. Read the quiz and answer the questions about the natural resources.

Natural Resources Quiz

Our natural resources include:
coal, copper, gold, oil, silver and water

- Which do you think is the most precious?
- Which do you think is the most difficult to obtain?
- Which are needed to manufacture a smartphone?
- Which are fossil fuels?
- Which are minerals?
- Which resources are renewable?
- Which is our main source of energy for transportation?
- Which is the largest single source of electricity in the world?

Discover vocabulary Using the Earth

Student Book ► Page 130 Workbook ► Page 96

3 Watch the Factflix video. Which of the questions from exercise 2 do Sofia and Zach answer? Were your answers correct?



4 Watch the video again. Compare your answers from exercise 1 with the problems Sofia and Zach say are caused by using natural resources.

5 Work in pairs. Study the objects below. Which resources do you think each contains? Use the key phrases to help you. bicycle glasses headphones pen TV watch

Key phrases Saying what you do and don't know

I'm sure / certain that
 I'm not sure
 I think / believe
 I don't think
 I wonder if
 Maybe ... / Perhaps ...
 I don't have a clue.



SEARCH ONLINE and check which resources are used to create a **bicycle pen TV watch glasses or headphones**. Tell the class what you learned.

103

Vocabulary

- Using the Earth
- Verb suffixes
- Our impact on nature

Further practice

Discover vocabulary Student Book, page 130

Workbook, pages 96 to 98

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Using infographics
- Reading an infographic about gold

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 94 to 95

Grammar

- Verb patterns

Further practice

Discover grammar Student Book, page 131

Workbook, pages 96 to 98

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Taking care of our planet

Further practice

Workbook, page 99

Speaking

- Saying what you do and don't know
- Intonation in proposals
- Proposing ideas

Further practice

Workbook, page 99

Writing

- Writing a report
- Writing headings
- Expressions for specifying

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
- Cumulative test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center

Online practice

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

What resources do we take from the Earth?

Learning objectives

FACTFLIX VIDEO Learning about the Earth's resources

VOCABULARY Using the Earth

SPEAKING Talking about natural resources

Introducing the topic

- With books closed, ask: *What do you know about our planet?* Elicit what students know about the planet. Ask more questions if necessary to prompt them, e.g., *What is it made of?* (rock and minerals) *How much is covered in water?* (about 70%).
- Ask the *Discover* question: *How do we use our planet?* Elicit a few ideas. Ask more questions if necessary to prompt students, e.g., *How do we use the land and rocks?* *How do we use the water?* *How do we use the plants that grow on the planet?*
- Students then open their books and look at the opening picture, caption, and lesson question.

1

- Put students in pairs to look at the pictures and read the caption. Allow them time to discuss the questions. You could generate a few ideas with the class first, e.g., minerals are very useful, mineral deposits are often hard to reach; extracting natural resources creates a lot of pollution and waste materials, which can cause environmental and health problems.
- Discuss their ideas with the class.

2

- Read the list of natural resources with the class and check that students understand them all.
- Ask students to read the quiz in pairs and guess the answers.
- Elicit some answers for each question and encourage students to give reasons for their guesses. Don't confirm their answers at this stage.

Discover vocabulary Student Book page 130 Workbook page 96

- If you think your students will struggle with the vocabulary in the quiz in exercise 2, turn to page 130 now and do the vocabulary practice in class, before students continue with the lesson.
- With stronger classes, students can do the exercises on page 130 for homework.

3 

- Ask students to look at their answers in exercise 2 again, then play the video for them to note down the answers they hear. Check answers.
- Ask: *Which answers do you find most surprising? Why?* Discuss the question as a class.
- Ask: *How can you find out the answers to the other questions?* If students have access to the internet, you could challenge them to find the remaining answers as quickly as possible. Alternatively, they could do this for homework.

ANSWERS

Sofia and Zach answer questions 1 (water), 3 (all of them), 7 (oil), and 8 (coal).

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each question is answered, and confirm what Sofia and Zach said.

4 

- Refer students back to their answers to the question in exercise 1. Ask if they can now think of any more problems that using natural resources can cause. Elicit a few ideas.
- Ask what students can remember about what Zach and Sofia said about the problems, then play the video again for students to check their answers.
- Check answers and ask: *How important are these problems? Should we try to use fewer natural resources?* Discuss the questions with the class.

ANSWERS

Zach and Sofia say that mining for minerals uses electricity and this comes from burning coal, which is bad for the environment, especially the air that we breathe. It also uses water, and if we pollute the water, there is less for us to drink.

5

- Read aloud the question, then read the key phrases and check that students understand them all. Elicit a full sentence with each one, e.g., *I'm not sure if it contains copper. I wonder if it uses water.*

COMMUNICATION

- Students discuss the objects in pairs.
- Ask some students to tell the class their ideas. Discuss as a class which of the objects uses the most natural resources and why.

Discover more

- You could allocate different objects to different students, to ensure a spread across the class. 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, students who researched the same object can work together to prepare a mini presentation about their object.
- Ask each group to present their findings to the class. Ask: *Which facts do you find the most surprising? Why? What other objects do you think contain and use a lot of natural resources? Which ones would you like to find out about?*

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 What makes resources valuable?

Reading strategy Using infographics

An infographic makes facts easier to understand. Use the images and headings to locate information. Use the graphics to make sense of the statistics or trends.

- 1 Study the reading strategy. Then look at the images and headings in the infographic on page 105 and answer the questions.
 - 1 Where did the gold on the surface of Earth come from?
 - 2 How was gold formed in the universe?
 - 3 Where is most of the gold on the Earth?
 - 4 How are gold deposits formed underground?
 - 5 What are the five main uses of gold?
- 2 Read and listen to the infographic. Check your answers.
- 3 Study the figures from the infographic. What does each refer to?
August 17, 2017 130 million years 99% 5,437°C 45 cm 1,000,000,000 3.9 km 50 cents
- 4 Read the infographic again and answer the questions.
 - 1 What were the historical uses of gold?
 - 2 Which of these uses continue to the present day?
 - 3 What are the benefits of using gold for these purposes?
 - 4 What percentage of the gold on the planet can be found on the surface of the Earth?

Discover vocabulary Verb suffixes
Student Book ► Page 130 Workbook ► Page 36

- 5 Study the words below. What verb form can you find for each in the infographic?
beauty bright circular material
dark hard identity stable
origin solid special
- 6 Compare the verbs in the infographic with the words in exercise 5. What four suffixes do we use to create the verbs?
- 7 Work in pairs. Create new sentences with the verbs you found in the infographic in exercise 5.

TALKING POINTS Discuss the questions.

- 1 Do you think gold is necessary for our lives? Why? / Why not?
- 2 What factors make resources valuable?
- 3 Do you think we value any resources too much or too little?

Discover more **SEARCH ONLINE** and find out about another precious metal. How does it form, how is it extracted, and what is it used for? Tell the class what you learned.



Reading to learn

What makes resources valuable?

Learning objectives

READING Reading an infographic about gold

READING Using infographics

VOCABULARY Verb suffixes

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask: *What do you know about gold? Where do we find it? When did people first start using it? Why is it so valuable? What is it used for?* Elicit answers and encourage students to guess and speculate if they don't know.
- Ask: *What else would you like to know about gold?* Elicit a few ideas.

1

- Use the infographic on page 105 to teach the word *infographic*.
- Ask students to read the reading strategy, or read it aloud to the class. Discuss as a class why an infographic is a good way to present the information about gold. Prompt them with ideas if necessary, e.g., *Does it look easy to read? Does it look interesting?*

- Ask students to look at the images and headings on the infographic, but not read the text yet. Ask them to answer the questions. They could work in pairs for this.
- Discuss their answers as a class, but don't confirm them yet.

2 **2.09**

- Play the audio for students to read and listen to the infographic to check their answers.
- Check answers, eliciting which part of the infographic gives each answer.

ANSWERS

- 1 Gold traveled through the universe and materialized on the surface of the Earth. (Where did it come from?)
- 2 A collision of neutron stars 130 million years ago led to the formation of gold. (Where did it come from?)
- 3 Most of the gold on the Earth is deep in the center of the Earth, in liquid form. (How much gold is there on Earth?)
- 4 Particles of gold are brought up from the center of the Earth by volcanic action, then they harden and solidify under the ground. (Where can we find gold?)
- 5 jewelry and currency, dentistry and medicine, electronics, skin treatments, space vehicles (How do we use gold?)

3

- Ask students to find the figures in the infographic and work out what they refer to.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

On August 17, 2017 scientists discovered how gold was formed in the universe.

130 million years ago neutron stars collided, and gold and precious metals were formed.

99% of the gold on the planet is in liquid form, in the center of the Earth.

Liquid gold in the center of the Earth is at a temperature of 5,437°C.

All of the gold on Earth would cover the Earth's surface to a depth of 45 cm.

1,000,000,000 cell phones are produced each year.

The world's deepest gold mine is 3.9 km deep.

Most cell phones contain about 50 cents worth of gold.

4

- Ask students to read the text again and answer the questions.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

- 1 The historical uses of gold were in jewelry and currency, dentistry, and to treat and beautify the skin.
- 2 Gold is still used in jewelry, dentistry, and to beautify the skin.
- 3 It is used in jewelry because it's valuable, easy to manipulate, and it doesn't darken over time. It is used in moisturizers, sunscreens, and eye creams because it is good for the skin.
- 4 Only one percent of the gold on the planet is on the surface of the Earth.

READING TEXT QUESTIONS

- Ask students to answer the questions next to the infographic on page 105 individually. Allow them to compare their answers, then discuss the answers with the class, encouraging students to refer back to the text to explain their answers.

SUGGESTED ANSWERS

The writer helps us to understand large quantities by creating a visual image of a layer of gold all over the planet. Chunks are large lumps.

There is a reference to Cleopatra to show that gold has been used to beautify the skin for a long time, and also to show how effective it is, as Cleopatra was considered to be very beautiful.

Discover vocabulary

Student Book page 130 Workbook page 96

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

5

- Students can work in pairs to find the verb forms in the infographic.
- Check answers and check students understand all the words.

ANSWERS

beauty – beautify, bright – brighten, circular – circulate, dark – darken, hard – harden, identity – identify, material – materialize, origin – originate, solid – solidify, special – specialize, stable – stabilize

6

- Read aloud the first verb and elicit the suffix that it uses.

- Students can work in pairs to look at the verbs in exercise 5 and decide on the suffix that is used in each one.
- Check answers. Ask students if they can think of any more verbs that use these suffixes.

ANSWERS

-ate: circulate, originate

-en: brighten, darken, harden

-ize: materialize, specialize, stabilize

-ify: beautify, identify, solidify

7

- Students work in pairs to create new sentences using the verbs from exercise 5.
- Ask some students to read their sentences to the class.

8 Talking points

CRITICAL THINKING

- Read the questions with the class and check that students understand *factors*.
- Allow students time to prepare their answers individually. You could come up with a few ideas for each question first, to give students ideas.
- Put students in pairs or small groups to discuss the questions.
- Discuss the questions as a class, encouraging students to join in and express their ideas or their opinions.
- Alternatively, students could write their answers individually.

Extra activity: Critical thinking

- Ask students if they know the story of King Midas. If they do, invite them to tell the class. If not, explain that in the Ancient Greek story, King Midas was given a wish by the gods and he chose for everything he touched to turn to gold. Ask: *What do you think happened?*
- Put students in pairs to discuss their ideas. Then explain that King Midas had to ask for the wish to be reversed because his food turned to gold, so he couldn't eat.
- Ask: *What is the meaning of the story?* Elicit a few ideas.

Discover more

- You could allocate different precious metals to different students if you want a spread across the class, e.g., silver, copper, platinum, palladium. 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, students who researched the same precious metal can work together to prepare a mini presentation.
- Ask each group to present their findings to the class.

Preview

- Ask students to look at the *Discover grammar* presentation 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

Language in use **How are animals a resource?**

- In pairs, think of and discuss examples of animals we use in these ways: clothes entertainment food pets research work
- Study the fish in the picture. Do you think it's a good pet? Why? / Why not?
- Read the article and check your answer to exercise 2.

HOME NEW POSTS ARCHIVES SEARCH



FISH UNDER THREAT

The fish in the picture is a blue tang. In the wild, these fish feed on the algae that grow on their coral reef habitat.

However, blue tang are also becoming popular in aquariums, and many of the million or so Americans who enjoy keeping tropical fish would like to have one. Breeders have not yet managed to raise blue tang in captivity, so the fish are imported, mainly from Indonesia and the Philippines.

Fishermen there catch the blue tang because they want to earn money by selling them to exporters. The fishermen need to avoid touching the blue tang's sharp spines, which can cut through skin. To catch them more easily, some fishermen spray the fish with cyanide, which makes them unconscious. The fish that survive this toxic chemical are kept in containers until an exporter ships them abroad. Some of the fish die on their journey from the reef to the aquarium.

Marine biologists say that we should choose other fish as pets and leave the blue tang in the wild. If we carry on taking blue tang from their habitat, they may become endangered.

Discover grammar Verb patterns
Student Book ► Page 131 Workbook ► Page 97
When we use two verbs together, the first verb determines the form of the second verb. When you learn a new verb, you need to learn the verb form that follows it.

Language in use

- Find the verbs below in the article on page 106 and study the verbs that follow them. Then complete the table with the verbs from the list.
avoid carry on enjoy manage want would like

verb + infinitive (to go)	verb + gerund (going)

- Fill in the blanks with the correct form of the verbs in parentheses.

Many people enjoy ¹ (go) to marine parks to watch dolphins in shows or swim with them. They don't consider that the dolphins don't want ² (be) there because they would like ³ (live) with their families in the ocean. Most dolphins manage ⁴ (survive) in these parks, but it's impossible to avoid ⁵ (injure) or killing some animals. If we really love dolphins, we shouldn't carry on (capture) them for entertainment.

- Continue the sentences about the blue tang and marine parks with a verb in the correct form and your own ideas.
 - I think visitors to marine parks want
 - I (don't) think the blue tang enjoys
 - Managers of marine parks should avoid
 - People with aquariums can't carry on
 - I wouldn't like ... a blue tang.
- Are the verbs below followed by an infinitive or a gerund? Check each word in a dictionary and add them to the table in exercise 4.
decide dislike don't mind hope miss need stop think about
- What's your opinion of the ways we use the animals in exercise 1? Write sentences using the verbs in exercises 4 and 7 with a second verb to express your ideas.
- Work in pairs to discuss your opinions in exercise 8. Take turns to read your sentences and agree or disagree.

Nowadays people don't need to hunt animals.

I agree with you. I enjoy eating meat but I don't eat it often.

Discover more SEARCH ONLINE and find out more ways animals help humans. Choose one animal and take notes about how it helps humans. Tell the class what you learned.

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Unit 10 How do we use our planet? 107

Language in use

How are animals a resource?

Learning objective

GRAMMAR Using verb patterns

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Remind students that in the last lesson they talked about using metals as a natural resource. Ask: *What else in the natural world do we use as resources?* Elicit that we also use plants and animals as resources.
- Ask: *How do we use animals as a resource?* Elicit a few ideas, of ways in which we use animals, e.g., for food, as pets, etc. Write students' ideas on the board.

1

- Focus on the list of the ways we use animals and compare it with students' own ideas on the board.
- Put students in pairs to think of and discuss the kinds of animals we use in the different ways.
- Discuss their ideas as a class.

2

- Focus on the picture of the fish and discuss as a class whether it is a good pet or not. Encourage students to think of a range of reasons why it is or isn't a good pet. Don't confirm their ideas at this stage.

3

- Students read the article and check their answer.
- Check the answer.

SUGGESTED ANSWER

They are not a good pet because they are captured from the wild: to catch them, some fishermen use cyanide; this kills some of them and some die on their way to aquariums. (If people keep taking them from the wild, they will become endangered.)

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 with the class before you continue to exercise 4.

4

- Focus on the table and point out the infinitive and gerund forms of *go* (*to go* and *going*).
- Read aloud the verbs and check that students understand them all.
- Students find the verbs in the article and complete the table.
- Check answers.

ANSWERS

verb + infinitive: manage, want, would like

verb + gerund: avoid, carry on, enjoy

5

- Explain or elicit that a marine park is a theme park where people can see sea animals for entertainment. Ask: *What animals can you see in marine parks?* Elicit that you can often see whales, dolphins, and seals.
- Students read the information and complete it with the correct form of the verbs.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

1 going 2 to be 3 to live 4 to survive

5 injuring 6 capturing

6

- Read aloud the sentence beginning in the first item and elicit a few possible endings as examples.
- Students then write their sentences individually.
- Allow students to compare their answers in pairs, then ask some students to read their sentences to the class.

7

- Students could work in pairs to check the verbs in a dictionary and add them to the table in exercise 4.
- Monitor while students are working and help them to find the information about verb patterns in their dictionaries.
- Check answers and check that students understand all the verbs.

ANSWERS

verb + infinitive: decide, hope, need

verb + gerund: dislike, don't mind, miss, stop, think about

8

- Give a few examples of opinions about using the animals in the different ways in exercise 1, e.g., *I don't mind using animals as pets, but I think we should stop using them for entertainment.*
- Ask students to write their sentences individually. Remind them to use the verbs from exercises 4 and 7. Monitor and help while they are working.

9

- Read aloud the example answers, then put students in pairs to discuss their opinions. Ask them to keep a note of the opinions they agree and disagree about.
- Ask each pair which opinions they agreed and disagreed about. Ask other students for their opinions, and have a class discussion.

Extra activity: Creativity

- Ask: *If animals could talk, what would they say about the ways humans use them?* Elicit a few ideas.
- In pairs, ask students to imagine, and note down, a conversation between two animals about the ways humans use them as resources. Ask them to think about what animals they are, and what aspects of human use from exercise 1 they will discuss.
- Monitor and help while they are working.
- Ask each pair to perform their conversations for the class.
- Ask: *What did you learn by seeing things from the animals' perspective? Did it make you think differently about using animals as resources?* 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. Ask them to make notes on the information about the animal they choose.
- After the research or at the beginning of the next lesson, put students in groups to compare their ideas and choose two animals that help humans a lot.
- Ask each group to tell the class the two animals they chose and why. Ask: *Which of the animals do you have the most respect for? Why?*

Preview

- Ask students to do the *Discover vocabulary* exercises 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 How can we take care of our planet?

Life skills strategy 6 Taking care of our planet

Our planet provides a home for seven billion people and countless organisms. To ensure that it will continue to do so, try to reduce the impact of your actions on it.

- 1 Study the life skills strategy. Think about your lifestyle. What impact does it have on the planet?
- 2 Read the guide for doing outdoor activities. Decide which of the rules are Do or Don't.

THE GREAT OUTDOORS

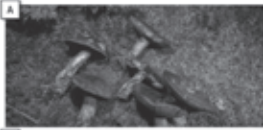
Camping, hiking, and climbing are awesome, but everyone should follow these rules to make sure your activities don't trash nature.

- 1 leave behind any litter or personal belongings.
- 2 stay on marked paths so that you walk over plants.
- 3 resist the temptation to feed native animals.
- 4 keep noise levels low so that you disturb the wildlife.
- 5 pick any wild flowers or fruits, to protect the habitat.
- 6 touch animals or insects, as this can harm them.
- 7 keep your dog under control and next to you at all times.
- 8 make fires, as they can get out of control.



Discover vocabulary Our impact on nature
Student Book ► Page 130 Workbook ► Page 98

3 Study the pictures showing the impact of people's actions on our planet. What do you think people did in each case?






Life skills

4 Listen to two students planning a report about the impact of people's actions on nature. Check your answers to exercise 3.

5 Listen again. What negative consequences can the actions have in each case?

Speaking strategy 6 Intonation in proposals

We can propose ideas with questions or statements. In both cases, our voice goes up at the end if we want to be polite or express uncertainty. Our voice goes down if we want to express certainty or convince the other person.

6 Study the speaking strategy. Then listen to five extracts from the conversation. Choose the arrow pointing up (↑) or down (↓) to show the intonation of each extract.

- 1 ↑ ↓ We could start with people leaving their litter behind ...
- 2 ↑ ↓ Let's include Mount Everest ...
- 3 ↑ ↓ Why don't we mention that in our report ...?
- 4 ↑ ↓ What about picking wild flowers, fruit, or plants ...?
- 5 ↑ ↓ What if we add rock stacking ...?

7 With a partner, practice saying the phrases in exercise 6 with both kinds of intonation.

8 In pairs, think of examples of people's impact on nature in your area. Choose one problem that you would like to change. Make notes and decide which ideas you are certain will work.

9 In groups, take turns to share your ideas. Use the key phrases and the correct intonation to show certainty or uncertainty.

Let's include something about litter. We could start a project to clean up the local park.

What if we create posters to advertise for volunteers on a fixed day and time?

How about asking local businesses to put the posters in their windows?

Key phrases Proposing ideas

We could (start with the problem of) ...

Let's (include something about) ...

What if we (add people who) ...?

Why don't we (mention) ...?

How / What about ...?

10 REFLECT What can you do differently to take better care of our planet?

Discover more ASK ADULTS and find out how nature has changed in your area. Were any places very different twenty years ago? Were they in better or worse condition?

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Unit 10 How do we use our planet? 109

Life skills

How can we take care of our planet?

Learning objectives

LIFE SKILLS Taking care of our planet

VOCABULARY Our impact on nature

SPEAKING Intonation in proposals

SPEAKING Proposing ideas

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask: *What can individuals do to help take care of the planet?* Elicit a few ideas, e.g., use less water, recycle things. Put students in pairs to list as many ideas as they can.
- Write students' ideas on the board. Ask: *Which are the most important? Why? Which are pretty easy to do? Which ones are more difficult? Why?* Discuss the questions as a class.

1

- Read aloud the life skills strategy about taking care of our planet and make sure students understand it.
- Read aloud the task and elicit a few aspects of lifestyle that have an impact on the planet, e.g., traveling by car and plane, buying and throwing away a lot of things.

- Put students in pairs to think about their lifestyles and the impact they have on the planet.
- Discuss their ideas as a class.

2

- Focus on the guide. Ask: *When did you last visit the countryside? What did you do there?*
- Students could work in pairs to read the rules and complete them with *Do* or *Don't*.
- Check answers. Ask: *Can you think of any more rules?*

ANSWERS

1 Don't 2 Do, don't 3 Do 4 Do, don't 5 Don't
6 Don't 7 Do 8 Don't

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 vocabulary.

3

- Students work in pairs to look at the pictures and discuss what the people did in each case.
- Discuss their ideas with the class, but don't confirm them at this stage.

4  2.10

- Read the task aloud, then play the audio for students to listen and check their answers to exercise 3.
- Check answers.

ANSWERS

- A picked large numbers of wild plants, e.g., mushrooms
- B stacked rocks
- C dropped litter on Mount Everest
- D took sand off a beach

5 2.10

- Read aloud the question and ask students if they can remember any negative consequences that were mentioned.
- Play the audio again for students to listen and note down the negative consequences of each action.
- Check answers and ask: *Can you think of any more negative consequences?* Encourage students to think about other negative consequences on the environment, and also about other people who want to enjoy it.

ANSWERS

Picking wild plants: the plants can become scarce and endangered.

Stacking rocks: the place starts to look unnatural and fish, birds, and insects can't use the rocks to protect themselves or their eggs.

Leaving litter: it trashes the landscape and makes it look like a rubbish (garbage) dump.

Taking sand off a beach: the beach can become smaller and endangered.

6 2.11

- Ask students to read the speaking strategy, or read it aloud to the class.
- Demonstrate rising and falling intonation in a simple pair of sentences for proposing ideas, e.g., *Shall we go camping?* (rising intonation) *Let's go camping!* (falling intonation). Use your hand to indicate which way your voice is going each time.
- Allow students time to read the extracts, then play the audio. Students listen and circle the correct arrows.
- Check answers, playing the audio again if necessary and pausing to confirm them.

ANSWERS

1 ↑ 2 ↓ 3 ↓ 4 ↑ 5 ↑

7

- Students work in pairs to practice saying the phrases in exercise 6 with both kinds of intonation.
- Ask some students to say some of the phrases for the class. Ask other students to listen and say whether the intonation rises or falls.

8

- As a class, think of some of the impacts people are having on nature in the students' own area.
- Put students in pairs and ask them to choose one problem caused by people's impact on nature that they would like to change.
- Explain that they first have to note down their ideas to change the situation, then discuss them and decide which ones will work.

9

COLLABORATION

- Read the key phrases with the class and check that students understand them all.
- Read aloud the example sentences, and put students in groups to share their ideas.
- Monitor and help while they are working, and encourage them to use a range of different phrases from the key phrases box.
- Ask each group to present their problem and their ideas to the class, using intonation appropriately to show certainty or uncertainty.
- As a class, encourage students to discuss the solutions they liked best and offer further suggestion to any of the problems. Then hold a class vote to choose the best solution.

10 Reflect

CRITICAL THINKING

- Allow students time to think about their ideas individually, then put them in pairs to discuss what they can do differently.
- Discuss their ideas with the class.

Extra activity: Critical thinking

- Ask: *Whose responsibility is it to take care of the planet? Governments? Businesses? Individuals?*
- Elicit a few ideas, then ask: *What can governments do to help the planet? What can businesses do? What can individuals do?* Put students in groups to discuss the questions and make notes on what governments, businesses, and individuals can do.
- Discuss their ideas as a class and ask: *How can individuals persuade governments and businesses to do more?*

Discover more

- Students can do the research for homework. Encourage them to ask a range of different adults in their lives and make notes on their answers.
- After the research or at the beginning of the next lesson, put students in groups to report back on who they spoke to and what they learned.
- Discuss as a class what students learned about how nature has changed in their area, and discuss whether it is better or worse than it was in the past.

Further practice

Discover vocabulary Student Book, page 130 (answers on TG page 115)
Workbook, pages 98 to 99

Writing How can we use fewer resources at home?

Writing task

A report
Write a report entitled *How can we use fewer resources in school?* The purpose of the report is to examine how you use resources in school and how you can conserve them. Your report will include facts and recommendations.

Understand the task

- Read the writing task and answer the questions.
 - What will be the topic of your report?
 - Will your report include facts or opinions?

Think and plan

Writing headings
Each section in a report begins with a heading. The heading is the title for that section. When we write headings, we usually:

- sum up the main idea in the paragraph
- keep the heading short
- make the style of the headings as consistent as possible

- Study the writing strategy and the report below. Match the headings A-D in the report with four of the headings below. There are two extra headings.

1 Introduction	4 Using resources on our houseboat
2 Conclusion	5 Conserving resources on our houseboat
3 Advantages of living on a houseboat	6 Using fewer resources to save money

3 Read the report on page 110 and answer the questions.

- Which headings will be the same in your report?
- What resources do you use in school?
- Which recommendations in the report can you use in school? What other recommendations can you think of?

Write a first draft

4 LANGUAGE POINT Study the **highlighted** expressions in the report. Choose the correct answer to say **why** we use these expressions.
We use *concerning* / *regarding*, *as regards* / *as concerns* and *as for*:

- to generalize
- to specify
- to explain

5 Write the first draft of your report. Create appropriate headings for your four sections and use expressions for specifying.

Review and edit

6 Read through your first draft and revise it if necessary. Then write your final draft.

- Content Did you include all the information in the writing task?
- Organization Did you divide your report into sections with headings?
- Language Did you use expressions for specifying?

110 Unit 10 How do we use our planet?

HOW CAN WE USE FEWER RESOURCES AT HOME?

A 1
The purpose of this report is to explain how we can all make small changes to use fewer resources. First, I will describe my family's lifestyle and how we use resources. Then I will make some recommendations **concerning** ways we can all conserve resources.

B 4
My family lives on a houseboat so we use energy and water differently from other people. **Concerning** water, we have a tank on board. We use this water for washing, but we buy bottled water for drinking. **As regards** energy, we use a generator to power the fridge and all our electronic devices. The engine uses diesel fuel and we have cans of gas for cooking and heating.

C 5
Because we live on a boat, we need to conserve water and energy. **As for** water, we use the minimum to brush our teeth, wash our hands, and only take three minute showers. **Regarding** energy, we always turn off lights and power switches. When it's cold, we put on extra clothes.

D 2
I conclude it's possible to use fewer resources. I recommend that we consider our habits and identify ways we can conserve resources.



111 Unit 10 How do we use our planet?

Reflect How do we use our planet?

- What resources do we take from the Earth?
- What makes resources valuable?
- How are animals a resource?
- How can we take care of our planet?
- How can we use fewer resources at home?

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 128



I learned that diamonds are the hardest material on Earth.

Writing

How can we use fewer resources at home?

Learning objectives

WRITING Writing a report

WRITING Writing headings

WRITING Expressions for specifying

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings now. See the notes on the previous page.

Introducing the topic

- Ask students to work in pairs and think of a typical day at home. Ask them to note down all the resources they use, e.g., food, water, energy, things they buy, electronic devices they use, etc.
- Elicit ideas from the class and make notes on the board. You could do it as a word cloud, with items that students use a lot written in bigger letters.
- Focus on the words on the board and ask: *Are you surprised that you use all these resources every day?*

Understand the task

1

- Ask students to read the writing task. Ask questions to check they have understood what they need to do, e.g.,

What do you have to write? What is it about? What will it include?

- Ask them to read the questions and write their answers.
- Check answers.

ANSWERS

1 how to use fewer resources in school 2 facts

Think and plan

2

- Ask students to read the writing strategy about writing headings. Ask: *Why are headings useful in a report?* (to help people find the information they need quickly).
- Focus on the report and use the picture to teach the word *houseboat*.
- Ask students to read the model report and add the correct headings.
- Check answers.

ANSWERS

A 1 Introduction B 4 Using resources on our houseboat
C 5 Conserving resources on our houseboat
D 2 Conclusion

3

- Ask students to read the report and answer the questions.

ANSWERS

1 Introduction, Conclusion 2 students' own answers
3 students' own answers

Write a first draft

4 Language point

- Point out the highlighted expressions in the report.
- Read aloud the three answers with the class and check that students understand *generalize* and *specify*.
- Ask students to read the highlighted expressions in context and choose the correct word to describe why we use them.
- Check the answer.

ANSWER

b

Extra activity: Differentiation

- Before students write their own report, focus on the model report again. Ask: *What does the writer do in the introduction?* Elicit that the writer gives a general introduction to the topic and then states what information will be in the report.
- Elicit that the writer uses the words *First* and *Then* to order the points in the introduction. Encourage students to organize their own introduction in the same way.

5

CREATIVITY

- Ask students to write the first draft of their report, using the same paragraph structure as the model report in exercise 2.
- Remind them that in a first draft, the important thing is to get the ideas in place and the correct paragraph structure, as they will check their work later.

Review and edit

6

- Students read the notes and 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 grade they should be able to answer “yes” to all the questions.
- Remind them to also check their grammar and spelling.
- Students could check their work individually, or they could work together in pairs to check each of their reports.
- They then revise their reports individually, either in class or for homework.
- When grading students’ work, refer to the three items in the checklist. You could give a grade out of ten for each item, giving a total out of 30 for the task.

Reflect How do we use our planet?

1

- Remind students that this unit was all about the Earth and our relationship with it.
- Read aloud the question *How do we use our planet?* and the five lesson questions at the top of the Reflect panel.
- Ask students to read all the lesson questions, think about their answers, and make notes.
- 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.

ANSWER

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

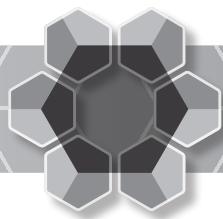
- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

6

- Ask students to 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 132
Workbook, pages 100 to 101



Discover vocabulary and grammar answer key

Unit 1 Vocabulary page 112

Describing people 1.21

1

1 female 2 male 3 teenage 4 elderly
5 middle-aged 6 courageous 7 enthusiastic
8 kind 9 determined 10 well-dressed
11 blue-eyed 12 blond-haired

2

students' own answers

Noun endings 1.22

3

1 measurements 2 inspiration 3 scanner
4 safety 5 kindness 6 confusion 7 nationality
8 combination 9 runner 10 similarities

Internet safety 1.23

4

1 PIN, password 2 Hackers, hotspots
3 accounts, posted 4 link, install 5 privacy

5

students' own answers

Unit 1 Grammar page 113

1

1 's walking 2 doesn't usually wear 3 Have you
ever lost 4 think, 've broken 5 're learning 6 needs
7 are you looking 8 's / has had 9 doesn't belong

2

1 when 2 which 3 whose 4 where 5 Sam, who
6 which 7 who 8 where

Unit 2 Vocabulary page 114

Historical events 1.24

1

1 construction 2 discovery 3 trade 4 exploration
5 spread 6 development 7 war 8 founding
9 invention 10 peace

2

students' own answers

Adverbs of manner 1.25

3

1 a slow, b slowly 2 a carefully, b careful 3 a greedy,
b greedily 4 a heavy, b heavily 5 a brave, b bravely
6 a quickly, b quick 7 a badly, b bad 8 a beautifully,
b beautiful

Information sources 1.26

4

1 c 2 f 3 g 4 a 5 d 6 b 7 e

5

SUGGESTED ANSWERS

1 census, statistics, interview
2 plaque, interview
3 monuments, statues, interview, tour
4 monuments, statues, tour, guide
5 biographies, statues, monuments

Unit 2 Grammar page 115

1

1 didn't use to have 2 used to write
3 didn't use to wear 4 Did, use to travel, didn't
5 used to think 6 Did, use to buy, did

2

1 started 2 were trying 3 had left 4 didn't know
5 were traveling 6 wanted 7 had changed
8 had reached 9 stopped 10 arrived
11 was happening 12 was leading 13 reached
14 had arrived 15 died

Unit 3 Vocabulary page 116

Talking about languages 1.27

1

1 fluently 2 native speaker 3 multilingual
4 translator 5 accent 6 bilingual 7 alphabet
8 dialects 9 interpreter 10 ideogram

2

students' own answers

Words that are nouns and verbs 1.28

3

1 laugh, laughing 2 fidget, fidget 3 shrug, shrugged
4 shout, shout 5 stare, stares 6 scream, screamed /
were / are screaming 7 high five, high five

Conversation and communication 1.29

4

1 e 2 c 3 f 4 b 5 d 6 a 7 g

5

1 gestures 2 messages 3 join 4 react 5 ignore
6 explain, understand 7 focus
students' own answers

Unit 3 Grammar page 117

1

1 for 2 've been spending 3 fell and broke
4 hasn't been 5 's been enjoying 6 been talking
7 has had 8 known for a long time 9 worked
10 's been telling 11 won 12 finished all your
exams yet 13 since

2

1 left 2 Did the package arrive / Has the package
arrived 3 was Vicky / has Vicky been 4 've been
reading 5 snowed 6 's / has already packed
7 hasn't called 8 've been thinking / 've thought

Unit 4 Vocabulary page 118

Photography 1.30

1

1 camera 2 print 3 artistic photography
4 photojournalism 5 snapshot 6 retouch 7 portrait
8 fashion photography 9 a foreground, b background

2

students' own answers

Compound adjectives: noun + present participle 1.31

3

1 heartbreaking 2 eye-popping 3 man-eating
4 thought-provoking 5 heartwarming
6 mind-numbing 7 breathtaking 8 record-breaking
9 mouth-watering 10 neverending

Sharing pictures 1.32

4

1 embarrassing 2 Tag 3 secure 4 access
5 permission 6 settings 7 copyright 8 protect

5

students' own answers

Unit 4 Grammar page 119

1

1 doesn't he 2 should she 3 didn't you 4 can we
5 are they 6 aren't I 7 isn't she 8 won't it
9 hadn't it 10 did they 11 aren't they 12 shall we
13 doesn't he 14 didn't we

2

1 might 2 can't 3 must 4 could, might
5 must 6 can't

Unit 5 Vocabulary page 120

Travelers 1.33

1

1 explorer, adventurer 2 motorist, commuter
3 commuter, passenger 4 nomad, explorer
5 refugee, immigrant 6 tourist, backpacker

2

1 an adventurer, a tourist 2 passenger
3 immigrants 4 tourists, backpackers 5 explorer

Multi-word verbs 1.34

3

1 stayed out 2 Go away 3 ended up 4 driven out
5 stay away 6 gave away 7 moved away 8 hide out
9 grew up 10 pack up 11 stayed up

Travel skills 1.35

4

1 c 2 a 3 e 4 b 5 d

5

1 directions 2 calculate 3 schedules 4 ambulance
5 compass 6 located

Unit 5 Grammar page 121

1

1 d 2 e 3 c 4 a 5 b

2

1 'm going to
2 're doing
3 does the museum close / is the museum going to close
4 definitely not
5 'm not going to eat
6 'll probably
7 won't
8 'm meeting, leaves, going to be, won't

3

1 does your vacation begin 2 finishes 3 Are you
going 4 are working 5 'm staying / going to stay
6 are you going to go 7 's going to give / giving
8 will definitely be 9 'll have 10 Are you doing
11 'll be 12 probably won't do 13 'm going to relax

Unit 6 Vocabulary page 122

Education 1.36

1

1 educate 2 grades 3 bullying 4 behavior
5 required 6 assessment 7 assignments 8 allow
9 ban 10 work experience

2

students' own answers

Adjective + preposition combinations 1.37

3

1 covered in 2 nervous about 3 good at
4 worried about 5 full of 6 scared of
7 impressed with 8 upset about

Ways to learn 1.38

4

1 b 2 d 3 c 4 e 5 a

5
students' own answers

Unit 6 Grammar page 123

1
1 must not 2 can't 3 must / have to 4 should
5 couldn't 6 can't / won't be allowed to 7 won't
8 do I have to 9 may / can 10 be allowed to

2
1 had to get up 2 couldn't go 3 shouldn't eat
4 have to drive / must drive 5 must not touch
6 should visit 7 won't be allowed to swim
8 didn't have to pay 9 won't have to study
10 will have to

3
1 couldn't sleep 2 could run, can't do 3 can't eat

Unit 7 Vocabulary page 124

Describing technology 2.12

1
1 D 2 C 3 A 4 B

2
students' own answers

Prefixes 2.13

3
1 a replace, b reset
2 a Biomedical, b biodiversity
3 a microscope, b microwave
4 a supermarket, b Supercomputer(s)
5 a Nanobots, b Nanotechnology
6 a interactive, b International
7 a Antisocial, b antibacterial
8 a preview, b predate

Aspects of technology 2.14

4
1 a tried and tested 2 get spare parts for it
3 upgrade it 4 compatible 5 You're behind the times!
6 innovative

5
students' own answers

Unit 7 Grammar page 125

1
1 was invented
2 are transported by
3 has been found
4 Was, opened, was
5 were discovered by
6 Are, made, aren't
7 wasn't understood
8 isn't taught
9 was the email sent
10 haven't been bought

11 used to be recorded
12 is / 's being developed by

2

1 was sold 2 is produced 3 aren't made 4 're made /
are made 5 are cut down 6 were used
7 was invented 8 are drunk 9 be made
10 've / have been made 11 weren't worn
12 were made 13 be worn 14 are being born

Unit 8 Vocabulary page 126

World problems 2.15

1
1 poverty 2 education 3 sanitation 4 housing
5 hunger 6 literacy 7 health 8 conflict
9 pollution

2
students' own answers

Reciprocal verbs 2.16

3
1 teach herself 2 blame yourself 3 introduce myself
4 hurt yourself 5 amuse themselves 6 convinced
himself 7 prepare ourselves 8 Help yourselves

Community action 2.17

4
1 neighbors 2 got to know 3 encouraged
4 get involved 5 charity 6 volunteer 7 good cause
8 respects 9 rights 10 fundraising 11 donated

5
students' own answers

Unit 8 Grammar page 127

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

2
1 'll listen 2 would 3 didn't 4 If 5 doesn't 6 go
7 might 8 have

3
1 would you feel, stopped
2 Do you cry, watch
3 give, 'll go
4 could, would it be, 'd want to be able to
5 worked, would have
6 happens, turn off
7 don't have, 'll / might come
8 will you do, asks, see, don't ask

Unit 9 Vocabulary page 128

Goals 2.18

1

1 goals 2 set 3 medal 4 setting 5 achieve
6 ambition 7 challenge 8 dream 9 goal
10 attempt 11 prove

2

1 dream 2 prove 3 challenge 4 attempt
5 goal 6 set
students' own answers

When sound expresses meaning 2.19

3

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

Describing your goals 2.20

4

1 demanding 2 vague 3 is 4 realistic 5 concrete
6 trivial 7 precise 8 measurable

5

1 c 2 e 3 b 4 a 5 d

6

Concrete: Sam, Charlie, Tara, Annie
Realistic: Sam, Tara, Ben

Unit 9 Grammar page 129

1

1 said 2 he'd 3 told 4 were 5 my 6 is
7 where the cafe was 8 if I'd studied

2

1 I don't remember
2 We need to speak to our
3 I want
4 I bought / 've bought
5 Do you want
6 have you visited / did you visit

3

1 (that) she'd / had found my
2 she wasn't feeling
3 they didn't understand their
4 (that) she didn't know
5 he was selling
6 I'd known

Unit 10 Vocabulary page 130

Using the Earth 2.21

1

1 resources 2 coal 3 minerals 4 mining
5 extract 6 drilling 7 melting 8 Oil
9 contain 10 conserve

2

students' own answers

Verb suffixes 2.22

3

1 circulated 2 beautify 3 darkening 4 hardened
5 brighten 6 identify 7 solidifies 8 stabilize
9 specialize 10 calculate 11 materialized
12 originated

Our impact on nature 2.23

4

1 c 2 a 3 d 4 b 5 e

5

1 litter 2 pick 3 harm 4 poison
students' own answers

Unit 10 Grammar page 131

1

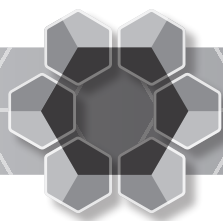
1 to visit 2 becoming 3 to walk 4 to play 5 failing
6 leave 7 say 8 to get 9 seeing

2

1 putting 2 eat 3 taste 4 eating 5 cause
6 to have 7 fighting 8 using 9 to eat 10 put

3

1 thinking about 2 're planning 3 need 4 'd like
5 practice



Writing workshop

A for and against essay

The Writing workshop provides a detailed guide to the different stages involved in planning, drafting, and checking a piece of written work. 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.

Understand the task

1

- Ask students to read the writing task carefully and note down exactly what they need to do.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

For answers, see writing task on page 132 of the Student Book.

2

- Students read the model essay and answer the questions.

ANSWERS

- 1 the advantages and disadvantages of streaming music
- 2 against – although streaming music is convenient, overall the writer prefers downloads

3

- Students look at the essay again to answer the questions.
- Allow students to compare their answers in pairs, then check answers.

ANSWERS

- 1 four
- 2 "Let's start with the advantages ...";
"Turning to the disadvantages, ..."
- 3 five (listen anywhere, create and share playlists, find new bands, big choice, stream music for free)
- 4 seven (need Wi-Fi or data allowance, cost, ads, audio quality, some artists don't appear, don't pay artists much, don't own music)
- 5 It contains advantages, disadvantages and opinion.

Think and plan

1

- Read aloud the writing tip on deciding on a topic.
- Students work in pairs and discuss the questions.
- Ask some students to tell the class which topic they will choose and why. Ask: *Did discussing the questions help you to choose? Why?*

2

- Read aloud the writing strategy about organizing for and against points.
- Check answers.

ANSWERS

- a reading books on digital devices (advantage)
- b social media (advantage)
- c studying online (disadvantage)
- d online gaming (advantage)

3

- Read aloud the writing tip about taking notes.
- Check answers. If students have different ideas, discuss which of their notes are clear and which are less clear.

ANSWERS

encourages social interaction
no feedback from teacher
meet / play with new people

4

- Read aloud the writing strategy on generating ideas.
- Students write down their arguments and think about what another person might say in response. Students can do the research in class if they have internet access.

5

- Students work in pairs to read aloud their arguments to each other and suggest opposite arguments.

6

- Read aloud the writing strategy on selecting and ordering ideas.
- Students compare answers in pairs. Check answers.

ANSWERS

- 1 ... streaming means you can listen
... you can create your own playlists, ...
... streaming services suggest music to you, ...
... you need good Wi-Fi for streaming, ...
... the streaming service itself can be ...
... some artists don't appear on streaming services, ...
- 2 paragraph 2 3 paragraph 3 4 students' own answers

Drafting

1

- Read aloud the writing tip on writing an introduction.
- Students look at the essay again to answer the questions.
- Check answers and elicit one or two questions that could be used in an introduction for the other topics, e.g., *How much time do you spend gaming online?*

ANSWERS

- 1 How do you listen to music?
- 2 The alternative to streaming music is music downloads.

2

- Students write their introduction.

3

- Read aloud the writing strategy on linking your for and against ideas. Explain that using phrases to link ideas helps make it clear to the reader how many different ideas there are, and also helps to emphasize the important ideas.

- Students complete the blanks.
- Check answers and that students understand all the phrases. Point out some of the phrases are followed by a comma.

ANSWERS

1 Second, 2 What's more, 3 On top of this,
4 Last but not least,

4

- Students study the model essay and identify the phrases.
- Students compare answers in pairs. Check answers.

SUGGESTED ANSWERS

listing ideas: First, / Second, / What's more / Another big advantage is / On top of this, / Finally,
adding information: first of all / As well as / Furthermore, / There's also the fact that / another argument ... is / Last but not least,

5

- Students add three of the listing and adding key phrases to their notes.

6

- Read aloud the writing tip about making a contrast.
- Students look at the essay and complete the contrasts.
- Check answers. Point out that *while* is usually used at the beginning of the two contrasting clauses, but *even though* and *although* can be used at the beginning or in the middle, e.g., *Although the audio quality is poor, ... / The audio quality is poor, although ...*

ANSWERS

1 While 2 although 3 even though

7

- Read aloud the writing strategy about using attitude adverbs.
- Students match the adverbs with the definitions, then look back at the essay to see which ones are used.
- Check answers, and check that students understand all the adverbs, and that they are usually used at the beginning of a sentence, followed by a comma.

ANSWERS

1 h 2 f 3 c 4 g 5 a✓ 6 d 7 e✓ 8 b✓

8

- Read aloud the writing strategy about introducing for and against paragraphs. Then read aloud the key phrases with the class and make sure students understand them all.
- Students write a draft of their two main paragraphs.
- Students could compare their paragraphs in pairs.

9

- Read aloud the writing strategy about writing a conclusion. Emphasize that it is important to state your own opinion clearly in the conclusion.

ANSWERS

Overall, All things considered,

10

- Read aloud the key phrases for introducing a conclusion and confirm that they all have a similar meaning. Point out the use of a comma after the phrases.

- Read aloud the writing tip about making a contrast in your conclusion.
- Refer students back to the conclusion in the model essay and elicit which opposite point of view is mentioned (*streaming is convenient*).
- Students write a draft of their conclusion.

Review and edit

1

- Read aloud the writing tip about avoiding repetition.
- Students find the lines in the model essay and decide what the pronouns refer to.
- Check answers.

ANSWERS

1 streaming music 2 your own playlists 3 good Wi-Fi and a fairly big data allowance 4 streaming music for free 5 ads 6 poor audio quality 7 music that you stream

2

- Students read their own essays and see if they can use any pronouns to avoid repeating nouns.
- Elicit some examples of changes that students have made.

3

- Read aloud the writing tip about using adverbs of degree.
- Students match the adverbs of degree and adjectives with the things they refer to in the model essay. They can look at the model essay to check.
- Check answers.

ANSWERS

1 d 2 e 3 b 4 a 5 c

4

- Students read their own essay again to find adjectives and add some adverbs of degree.
- Ask students to share some examples with the class.

5

- Students read their first draft to check the ideas are in the correct paragraphs and haven't been repeated.

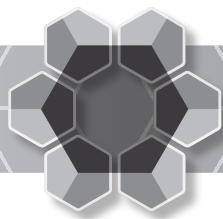
Final check

1

- Read aloud the writing strategy about making cuts. Point out to students that for exam tasks there may be a maximum word count.
- Students try to make cuts to their essay where possible.

2

- Read aloud the writing tip. Ask students to imagine they are listening to the essay for the first time, to help them decide if it makes sense.
- Students then check their work in detail.
- Students can swap essays with a partner to repeat the four 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 Charles Dickens? Have you read any of his books, or seen any movies? Which ones?* Elicit what students know about Charles Dickens and his books, mentioning some well-known stories to prompt them if necessary, e.g., *A Christmas Carol*, *David Copperfield*, *Oliver Twist*.

Before you read

1

- 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.
- Ask students if any of them know the story of *Great Expectations*. Elicit what they know about it.
- Students read *About the Author* and answer the questions.
- Check answers. Ask: *What else would you like to know about Charles Dickens? Do you think he became famous during his life?* Elicit a few ideas, and encourage students to do some research for homework if they want to know more.

ANSWERS

- 1 His family had problems with money, so he had to leave school at twelve and work in a factory at a young age. He often wrote about the hard lives of people.
- 2 They are famous because of the memorable characters, and because many have been made into movies.
- 3 It is about the development of the main character from a boy to a man.

Culture note

Portsmouth is a city on the south coast of England. It has always been an important base for the British Navy.
Essex is a county close to London. It is characterized by its marshes, an area of flat, wet land.

2

- Ask students to look at the picture. Put them in groups to discuss the characters and what they are feeling and saying. They then complete the table with their own ideas.
- Discuss students' ideas as a class.

3

- Put students in pairs to look at the picture again and decide which words and phrases match each person. If necessary, read aloud the words and phrases first and check that students understand them all.
- Check answers, then elicit other words and phrases to describe the two people.

ANSWERS

badly frightened B
very fierce M
a terrible voice M
begged in terror B
exhausted and hungry M
whole body trembling B

4 2.24

- Before you play the audio, refer students to the glossary to the right of the questions and allow them time to read it.
- 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 answer the questions individually, then put them in pairs to compare and discuss their answers.
- Check answers.

ANSWERS

- 1 The man is a prisoner who has escaped.
- 2 The man asks Pip to bring him food and a file. He probably hasn't eaten since he left prison and he wants to remove the chain on his legs.
- 3 Pip agrees to get the things and he goes back to his house. Early the next morning, he secretly takes the things and gives them to the man.
- 4 students' own answers
- 5 students' own answers

Recall

5

- Ask students to read the summary and find the mistakes, referring back to the text to help them.
- Allow students to compare their answers, then check them. Refer back to details in the story if necessary to explain the answers.

ANSWERS

market = churchyard, aunt = sister, music = a gun,
evening = morning, head = shoulder, ill = angry

6

CRITICAL THINKING

- Explain to students that in this task they should give their own opinions, based on what they have read in the text. Explain that there are no definite right and wrong answers, but they should be able to justify their answers by using information from the text.
- Students work individually to decide if they agree or disagree with the statements.
- Allow students to compare their answers in pairs, then discuss them as a class, encouraging students to justify their ideas with information from the text.

SUGGESTED ANSWERS

- 1 Agree. He is alone in the churchyard and often goes there. He is the only child in the family and he never mentions any friends.
- 2 Disagree. Pip is cared for by his angry sister, who thinks that her husband and Pip both cause her trouble, and she often complains about this. She also talks to Pip very unkindly, saying things like, "If I hadn't brought you up, you'd be in the churchyard with our parents."
- 3 Agree. We learn that the young man was "dressed in grey, too, and had an iron chain on his leg." Also, Pip

says to the old man, "He was dressed like you, and he had the same reason for wanting to borrow a file."

- 4 Agree. He threatens Pip, "I'll break your arms." And we learn that people who steal and murder are put in the prison ships, so he could be a murderer. Disagree. He does at times speak more kindly to Pip and possibly shows signs of being a better type of person. When Pip gives him the food he says, "Thank you, my boy. You've been good to a poor man."
- 5 Agree. At first, the old man says they are friends, but at the end, he talks about the young man as if they are enemies. "I'll find him, and I'll finish with him! That villain!"

Interpret

7

- Read aloud the task, and discuss the meaning of *atmospheric* (= creating a strong feeling, especially of fear) and *characterization* (= the way in which the personality of a character is shown).
- Students could work individually or in pairs to answer the questions. Remind them that they should refer back to the text in their answers, to justify their ideas.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 The general setting is the low marshes next to the River Thames in December. Adjectives are: *cold, grey, dark, flat, wild*.
- 2 The setting adds to the atmosphere of danger, menace, and mystery surrounding Pip's meeting with the prisoner.
- 3 Pip's sister is loud and angry.
- 4 tall, thin, black-haired, black-eyed, red-faced
- 5 Suggested answers:
"Don't hurt me, sir!" I begged in terror. (line 14)
I was badly frightened and my whole body was trembling. (line 28)
I could not sleep that night. (line 63)
I was afraid of him now that he was angry again. (line 95)
- 6 The man is compared to a wild creature. He "ate the food like a hunted animal" and he is described as "looking around him all the time for danger" as a wild animal might do when it eats.

8

- Read aloud the literary strategy. Give a simple example if necessary to show the difference between a first person and a third person narrative. Tell students what you did this morning using the first person, then repeat the story, using the third person about yourself.
- Students look at the story again and answer the questions. They could work individually or in pairs.
- Check answers, encouraging students to refer back to the text in detail and give examples.

ANSWERS

- 1 He uses a first person narrative.
- 2 The story is clearly narrated in the first person from the beginning using *my / I / me*, etc., e.g., "My parents had died when I was a baby, so I could not remember them ... My first memory is of sitting on a gravestone ..."; "Halfway home I stopped to listen, and I could still hear the sound of the file."

- 3 The first person point of view gives the novel a more intimate feel and a sense of directness and immediacy. It makes the reader identify with Pip's personal point of view and share his experiences.

Extra activity: Critical thinking

- If students are struggling to understand how the narrative point of view affects a story, read aloud the first paragraph of the story, then read it out again, changing it to a third person narrative, e.g., *His parents died when he was a baby, so he couldn't remember them ...*. Discuss as a class how the first person narrative helps the reader to feel closer to the character, as if the character is talking directly to them.

Respond

9

CREATIVITY

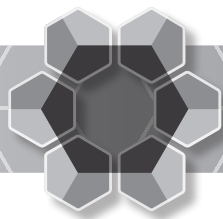
- 1 Read the instructions and put students in pairs to answer the questions about Magwitch. Encourage them to use their imagination, as well as using information in the text.
- 2 Check answers.

ANSWERS

- 1 a prisoner who has escaped from a prison ship and is looking for food
 - 2 He's hiding from the police or other people who might look for escaped prisoners.
 - 3 He feels pleased when he sees Pip because Pip might help him.
 - 4 He wants Pip to get him food and a file because he's hungry and has a chain on his leg.
 - 5 He speaks fiercely because he wants to frighten Pip so that he will help him.
 - 2 Read aloud the paragraph structure and check that students understand everything. You could read aloud the sentence beginnings for each paragraph and elicit some possible endings.
 - 3 Students then work in pairs to write their story. Monitor and help while they are working.
 - 4 Ask students to read their first draft and try to improve it by adding more details, especially about Magwitch's thoughts and feelings. Monitor while students are working and help as necessary.
 - 5 Students can swap their excerpts and read some of their classmates' stories. You could then ask some pairs to read their excerpts to the class. Other students listen and note down which paragraphs show the character, thoughts, and feelings of Magwitch well.
 - 6 Ask students to choose the story that describes Magwitch the best. Discuss the options as a class and encourage students to give reasons for their choice.
- Discuss as a class how the story changes when it is narrated by Magwitch. Ask: *Does he seem more or less frightening? Do you have more sympathy for him? Why?*

ANSWERS

students' own answers



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 from 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. Explain that some short stories are similar to myths or folk tales, and may contain a general message about life.

Culture note

Just So Stories are intended to be humorous and entertaining, especially to children. A lot of the stories are about animals. They include stories such as: *How the Rhinoceros Got His Skin*, *How the Leopard Got His Spots*, *How the Elephant Got His Trunk*. There are also stories about how other things began, e.g., *How the Alphabet Was Made* and *How the First Letter Was Written*.

In 1865, when Rudyard Kipling was born, India was a colony of Britain. British people who lived and worked there often sent their children back to the UK to go to a British school.

Before you read

- 1
 - Check that students understand *camel*.
 - Ask students to read the questions and discuss them in groups.
 - Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 The camel's hump is the large round part on its back. There is fat inside it.
- 2 Humps allow camels to store fat which they can live off of when there is no food or water in the desert.
- 3 No. Bactrian camels of the Gobi Desert have two humps. Dromedary camels used in the Arabian and Sahara deserts have one hump.

- 2
 - Ask students if any of them know anything about *Just So Stories* or Rudyard Kipling. Elicit what they know.
 - Read aloud the task, then focus on the mind map and point out the information that students have to complete.
 - Students read *About the Author* and complete the mind map.
 - Check answers, then ask: *What else would you like to know about Rudyard Kipling? Do you know the book or movie "The Jungle Book"? What is it about?* Elicit a few ideas. Encourage students to do some research on the author for homework if they want to know more.

ANSWERS

- 1 British
- 2 1865
- 3 India
- 4 novelist

- 5 poet
- 6 journalist
- 7 *The Jungle Book*
- 8 *Just So Stories*
- 9 *If ...*

3

- Explain to students that they are going to read some general information about *Just So Stories* before they read the story about the camel.
- Ask students to read the information and answer the questions.
- Allow students to compare their answers in pairs, then check them.

ANSWERS

- 1 He wrote *Just So Stories* for his children.
- 2 Suggested answer: Kipling wrote the stories for his own children. The stories are imaginative and colorful, and they take the reader or listener to wild and adventurous places.

4 2.25

- Before you play the audio, refer students to the glossary at the bottom of the text and allow them time to read it.
- Focus on the character profile of the camel and allow students time to read it. Make sure they understand everything.
- 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 profile, then put them in pairs to compare and discuss their answers.
- Check answers, and ask what the five other characters in the story are (*Man, Horse, Dog, Ox, Djinn*).

ANSWERS

favorite thing to say (and the sound)	Humph (sounds like hump)
personality	lazy
favorite food	milkweed, sticks, thorns, tamarisks, and prickles
where it lives	in the desert
how it changes and why	It's lazy and says "humph" all the time, so it gets a hump.
how it doesn't change	It doesn't learn how to behave.

Recall

5 2.25

- Allow students time to read the events. See if they can remember the order, but don't confirm any answers yet.
- Then play the audio again. Students read and listen, then number the events in the order they happened.

- Check answers, and make sure that students have a good understanding of the story.

ANSWERS

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

6

CRITICAL THINKING

- Explain to students that in this task, they need to look at how the different characters behave in the story and deduce their opinions from this. Remind them they must give reasons and evidence from the story to justify their answers.
- Students work individually to match the opinions to the characters.
- Allow students to compare their answers in pairs, then discuss them as a class, encouraging students to justify their ideas with information from the story.

ANSWERS

- 1 The Man, because he said he was sorry, but couldn't force the Camel to help.
- 2 The Camel, because he was lazy and didn't want to work or talk to anybody.
- 3 The Djinn, because he gave the Camel a "hump" so he could work the three days of work that he missed.
- 4 The Horse, because he complained to the Djinn that the Camel was doing nothing.

Interpret

7

- To get students thinking about the message, ask a few simple questions, e.g., *Does the story show that it's good to be lazy? How do you know?* Elicit that it doesn't show this, and we know because things don't end well for the camel.
- Students could work individually or in pairs to discuss the four messages and decide which one matches the story.
- Check the answer, encouraging students to refer back to the story to justify their answers.

ANSWER

Sentence 3 best expresses the message of the story. The Camel is lazy and refuses to work as part of a team with the other three animals, and because of this they need to work much more. The other animals become angry because they think this isn't fair. In the end, the Camel is punished for his lack of teamwork and laziness.

8

- Read aloud the literary strategy. Give a simple example if necessary to show the importance of style. Tell the first part of the story in a very basic form, e.g., *There was a camel, and it was lazy. A horse came and said, "Come and help us," and the camel said, "no".* Then read aloud the first part of Kipling's story and point out that the use of language makes the story much more interesting. Point out that this is the style.
- Students look at the story again and answer the questions. They could work individually or in pairs for this.
- Discuss the answers with the class, encouraging students to refer back to the story in detail and give examples.

ANSWERS AND SUGGESTED ANSWERS

- 1 An example in the first paragraph is "Humph." The unusual word sounds funny and creates noises. It sounds like "hump."
- 2 Examples of repetition include "Presently the ... came to him", "Camel, O Camel ..." and "Hump!" said the Camel." The repetition gives the sensation of the passing of time. It is a typical technique in stories and jokes.
- 3 Presently
- 4 "This tale tells how the Camel got his big hump" and "(Djinns always travel that way)." This style creates an intimate feeling because it seems like you are with the person who is telling the story.

Respond

9

CREATIVITY

- Read the instructions and put students in pairs to write the information for their poster.
- 1 Check answers, and elicit a summary from the class.

ANSWERS

Author: Rudyard Kipling

Date published: 1902

Part of collection: *Just So Stories*

Genre: short / children's story

Audience: children / young people

Style: intimate / storytelling

Setting: desert at the beginning of the world

Message: importance of fairness and teamwork

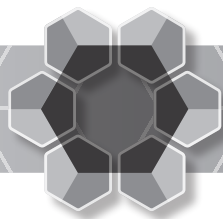
Main characters: Camel, Horse, Dog, Ox, Man, Djinn

Conflict: between the Camel and other animals

- 2 Then ask students to think about the audience for their poster. Ask: *How will this affect your poster?* Elicit that if it is for young children, it will be bright and might have pictures that look like cartoons. If it is for adults, it will look serious and might have photos.
 - 3 Students then work in their pairs to plan an image and decoration for their poster.
 - 4 Then they design and create it. Monitor and help while they are working.
 - 5 Pin the posters around the class. Students walk around the class in their pairs, look at all the posters, and note down the best thing about each one, using the categories in stage 5. Remind students that they should always be respectful when they comment on other students' work.
- Discuss as a class what is the best thing about each poster and why.

Extra activity: Creativity

- Ask: *Do you think Kipling intended people to read the story out loud? Why?* Elicit that the style, especially the unusual language and the repetition, make it perfect for reading aloud to children. Put students in groups. Ask them to divide the story between them and each read a section aloud. Encourage them to make it interesting to listen to, as if they are reading to a small child. Encourage them to use different voices for the different animals if they can. Get feedback on how easy or difficult students found this and why.



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 play script? How do you think it is different from reading a novel or short story?* Elicit that a play script only has the words that people say, with some brief descriptions of the actions.

Before you read

1

- Read the task and explain that novels are often adapted into plays so they can be performed in a theater.
- Ask students what they know about H. G. Wells and elicit their ideas. You could share the information in the **Background information** with them.
- Ask students to read *About The Time Machine* and answer the questions.
- Check answers, then ask: *What do you know about Jules Verne and his novels?* You could share the information in the **Background information** with them.
- Ask: *Do you know any other stories about time travel?* Elicit what they know, e.g., they may well know the movie *Back to the Future*.

ANSWERS

- 1 *The Time Machine* was published in 1895.
- 2 It helped make popular the idea of time travel using a machine.
- 3 H. G. Wells and Jules Verne

Background information

H. G. Wells (1886–1946) was an English writer who wrote a large number of novels and short stories. He was a great believer in the future, and predicted things such as aircraft, satellite TV, and space travel.

Jules Verne (1828–1905) was a French novelist and playwright. Like H. G. Wells, he pioneered the genre of science fiction. His novels include *Journey to the Centre of the Earth* (1864), *Twenty Thousand Leagues Under the Sea* (1870), and *Around the World in Eighty Days* (1873).

2  2.26

- Before you play the audio, refer students to the list of characters and allow students time to read it.
- Refer them to the glossary at the bottom of the text and allow them time to read it.
- 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 read the sentences individually to decide if they are true, false, or not mentioned, then put them in pairs to compare and discuss their answers.

- Check answers, eliciting the part of the play script which confirms each true or false answer.

ANSWERS

1 F 2 F 3 T 4 T 5 NM

Recall

3  2.26

- Allow students time to read the questions. They could discuss in pairs any answers they can remember from the first reading.
- Play the audio again, then ask students to answer the questions with the correct characters.
- Allow students to compare their answers, then check them. Refer back to details in the play script if necessary to explain the answers.

ANSWERS

2 Kai 3 Jasmine 4 Dan 5 Maya

4

- Explain to students that in this task, they should match each scene with one of the summary sentences, and point out there is one summary sentence that they don't need.
- Allow students to compare their answers in pairs, then check them, encouraging students to justify their ideas with information from the play script.

ANSWERS

1 not needed 2 Scene Two 3 Scene Four
4 Scene One 5 Scene Three

Interpret

5

- Explain to students that in this task, they must use their own ideas to interpret what they have read in the play script. Tell them there are no definite right and wrong answers, but they must be able to justify their answers with details from the play script.
- Students could work individually to answer the questions, then compare their answers in pairs.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 Dan explains that he has been reading old physics books about relativity and looking at the latest microchips online.
- 2 The audience might feel frustrated that they don't have a clear explanation as to what has happened. He has left them in suspense.
- 3 Because they are shocked about what has happened and feel uneasy and unsure about staying.
- 4 Kai still doesn't believe Dan in Scene Four. He thinks Dan is playing a big joke on them when he says, "He's just playing a joke on us. I'm sure." Kai has strong opinions, which forces other characters to respond and say more.

CRITICAL THINKING

- Read the literary strategy with the class. Give a simple example if necessary to demonstrate what foreshadowing is. Say: *Imagine in a story the characters are chatting outside and the wind starts to get stronger. One of them talks about the fact that a really big storm is coming. This is foreshadowing because it tells us what is going to happen and we know what to expect.*
- Students look at the play script again and answer the questions. They could work individually or in pairs for this.
- Check answers, encouraging students to refer back to the play script for detail and to give examples.

ANSWERS

- 2 Kai says about Dan, “We know your design will be great”, and we learn that Dan won first prize in the design competition the previous year.
- 3 Dan says that he’s building a full-sized time machine and shows it to the others.
- 4 Dan says that he’s nearly finished the machine and is just waiting for a part.
- 5 When Dan appears and looks terrible. He is walking with difficulty, his hair is messy, he has no shoes, and he is very hungry. He says, “And I’ll tell you my story.”

Extra activity: Communication

- Ask: *What do you learn about the different characters in the play? How do you know what they are like? Who is enthusiastic and excited? Who has doubts about the machine? Why?*
- Put students in pairs to discuss what they know about the different characters, then discuss as a class, encouraging students to refer back to the play script to justify their ideas.

SUGGESTED ANSWERS

Dan’s mother is kind because she welcomes all his friends.

Dan is clever – he won first prize last year. We know that the others respect him. He is also enthusiastic because he has been working on his design for months.

Jasmine is impressed with the machine when the time on the clock starts going forwards.

Amy and Kai are more doubtful and cautious.

Kai doesn’t believe Dan and thinks the idea is a joke, then thinks it is some kind of trick.

Maya is enthusiastic because she offers to move the level to make the machine work.

- 2 Students then work in their groups and decide what they think will happen in the next, final scene. Monitor and help while they are working, and encourage them to think about foreshadowing to give them ideas.
- 3 Students then write their scripts in their groups. Monitor and help while they are working.
- 4 Students work in their groups to read their scripts aloud. Encourage them to use their voices to express feelings and make improvements to make the script exciting. Monitor while students are working and help as necessary.
- 5 Students can then rehearse their scene fully. They could use simple props if necessary, and could move around and use gestures as well as words.
- 6 Ask groups in turn to perform their scenes for the class. Ask other students to watch and note down what they like about each performance.

8

CRITICAL THINKING

- Students work in their groups to compare the notes they made about the different performances and discuss the questions. Remind them that when they are discussing other people’s work, they should always be positive and respectful.
- Discuss the questions as a class, encouraging students to focus on the positive aspects of each performance.
- Ask: *What would you do differently next time?* Elicit a few ideas about what students have learned from the experience, and what they would change next time.

Extra activity: Creativity

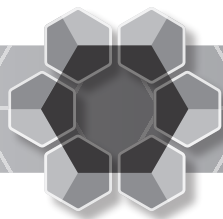
- For homework, you could ask students to write Dan’s story as a first-person narrative. Remind them that in a short story they can also include descriptions of characters and details about how they are feeling.
- In the next lesson, students can share their short stories in groups. Discuss as a class how easy students found it to get the characters across in a short story rather than a play script. You could also discuss how the play script 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

7

CREATIVITY

- 1 Read the instructions with the class and put students in small groups. Ask them first to decide who will be in their scene, and which of them will play each role.
- Take one role yourself and demonstrate with a few confident students how to read the script with feeling. Encourage students to choose a suitable voice for their character. Students read the script in groups.



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. Elicit that a poem is written in verses and may or may not rhyme, and that a poem tries to build up a picture in words of an event, a place, a person, etc.

Before you read

1

- Ask students to read *About the Author*, then put them in pairs to answer the questions.
- Check answers, then ask: *What do you think his poems might be about?* Elicit a few ideas.

ANSWERS

- 1 Holub was a scientist and poet. Students' own answers
- 2 They translate well because they aren't in rhyme, are in plain style with clear ideas, and celebrate everyday things. No, because the translated words in other languages might not rhyme and have a different rhythm.
- 3 He saw himself first as a scientist. He put his experience from the world of science into his poetry.

2 2.27

- Before you play the audio, refer students to the pictures and elicit what they show.
- Ask: *When you see a closed door in a movie, what might you think about?* Elicit a few ideas, e.g., you might think about what is behind it, or whether it's safe to go through it. Ask: *What about if you see an open door?* Elicit a few ideas, e.g., you might think there's something exciting on the other side.
- Refer students to the glossary at the bottom of the pictures and allow them time to read it.
- Play the audio. Encourage students to try to enjoy the poem, even if there are words and phrases that they don't understand.
- Ask students to look at the pictures and decide which ones the poet says might be behind the door. They could work in pairs for this.
- Check answers, referring back to the poem to confirm the answers.
- Ask: *Why do you think the poet says there may only be darkness?* Elicit that this represents something different or unknown. Ask: *Why is the darkness ticking?* Elicit that ticking represents the passing of time.

ANSWERS

The poem mentions a tree, a wood, a magic city, a dog rummaging, the picture of a picture, fog, ticking.

Recall

3 2.27

- Read the task and point out the five stanzas in the poem. Confirm understanding of *stanza*.

- Allow students time to read the descriptions, then play the audio again. Students read and listen, then match each stanza with a description.
- Allow students to compare their answers in pairs, then check them, encouraging students to justify their ideas with information from the poem.

ANSWERS

a 3 b 1 c 5 d 2 e 4

Interpret

4

- Explain to students that in this task, they must use their own ideas to interpret what they have read in the poem. Tell them they must be able to justify their answers with details from the poem.
- Students could work individually to read the sentences and choose the correct answers, then compare their answers in pairs.
- Check answers.

ANSWERS

- 1 The poem is modern and chatty: the vocabulary is simple, everyday, and modern, e.g., "tree / picture"; The use of contractions make it sound like spoken language, e.g., "you'll / there'll"; the phrases / sentences used are short.
- 2 It sounds like he's talking to you in particular. He uses "you", e.g., "Maybe you'll see a face." He also uses imperatives, which we use for telling people directly what to do.
- 3 It's insistent and persuasive, with a lot of repetition. For example, the imperative "Go and open the door" is repeated five times. He also repeats emphatic phrases, e.g., "even if" is repeated three times.
- 4 It's laid out in a modern way that emphasizes certain words and phrases e.g., "nothing" has its own line to emphasize it.

5

- Read the literary strategy with the class. To get across the idea of a metaphor, say: *How could we change the metaphor with the wind? What about: "The wind was roaring through the trees." / "The wind was screaming through the trees." How would these change the image in your mind?* Encourage students to see how metaphors create an image in our minds and also evoke feelings.
- Students look at the poem again and answer the questions. They could work individually or in pairs for this.
- Discuss the answers with the class, encouraging students to refer back to the poem in detail to support their answers.

SUGGESTED ANSWERS

- 1 "The door" represents a possible barrier between everyday life and trying something different. It also represents a gateway to new opportunities.

- 2 The fog represents a problem or difficulty that you might meet when you try something new. But there is reassurance that the problem will “clear” and go away.
- 3 Even if some of the things you find might seem troubling or threatening, you should still “open the door” and embrace change because it can help you to develop and move on in life.
- 4 *At least something different will happen in your life, even if it isn't necessarily good.* The rather humorous last line is in a more conversational tone and it says that at least something will happen to you, even if it's a slightly negative or everyday thing.

Extra activity: Communication

- Remind students of the short story that they read in the last Literature section, and remind them how Rudyard Kipling used repetition of words and phrases. Ask: *How does the poet use repetition in the poem?*
- Put students in pairs to discuss the question, then discuss it as a class.

SUGGESTED ANSWER

The poet repeats the phrase “Go and open the door”, to reinforce it. He also repeats the word *maybe*, which builds up the idea that there are lots of different possibilities.

Respond

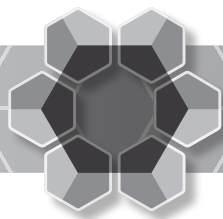
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CREATIVITY

- 1 Read the instructions with the class. Students write their poem in pairs and then compare them in groups of four. Alternatively, they could write their poem individually and then compare with a partner.
- 2 Ask them first to think of ideas for what they could put in each stanza. You could think of a few ideas with the class for each stanza first.
- 3 Students then write their poems. Monitor and help while they are working.
- 4 Students work in pairs or in groups of four to swap poems and comment. Remind them that their comments should be positive and encouraging.
 - Students then make changes to their poem and practice reading it.
- 5 Ask pairs or individuals to read their poem to the class. Ask other students to listen and note down which poems use interesting words, sound good, and create good images.
 - Discuss the poems in a general class feedback session.

Extra activity: Creativity

- For homework, you could ask students to look online and find another short poem about a door or doors. Ask them to make notes on:
 - what the door represents
 - what images are used about opening and closing doors
- In the next lesson, students can share their poems in groups and choose one to present to the class.
- Discuss as a class the different images and ideas associated with doors.



Student Book audio and video scripts

Unit 1, page 5, exercises 3 and 4 Factfile VIDEO

Zach Hello, I'm Zach and today I'm asking: How do we identify people? Usually, we identify someone by their name, right?

Sofia I'm Sofia, for example.

Sofia And did you know that Sofia is actually the most common girl's name in the world?

Zach And the most common name for men? Mohammed.

Zach In fact, there are approximately 150 million Mohammeds in the world.

Sofia So first names identify us, but they aren't enough! That's why last names became useful.

Zach Imagine three people called Peter who live in the same street. When people started using last names, maybe they called one Peter White, because he had white hair, the other became Peter Baker, because of his job, and the third was the son of John, so he became Johnson.

Sofia And today we have numbers. There are lots of numbers, so everybody can have a different one.

Sofia We have numbers on our ID cards, our passports, our library cards. Organizations often use numbers and codes to identify people.

Zach And we describe people to identify them, too.

Zach Do you remember that retired champion surfer who punched a shark to defend himself during a competition?

Sofia I think so ...

Zach Which of these people is he?

Sofia Hmm, he's Australian, right? He's a big, blonde-haired guy ... he seems really friendly. So, he's number two.

Zach Correct!

Sofia But he doesn't look old enough to be retired! Now here's one for you.

Sofia Which of these people is American?

Zach It's hard to say. People of almost every race and color live in every country!

Sofia That's right. You can't always tell by looking at pictures.

Zach But here's another one for you! Which of these is a retired astronaut?

Sofia I'll say number three. She strikes me as the right person. You can tell by her face ... and she's wearing a NASA uniform!

Zach Oh, yeah. Too easy! But you see the point. We identify people in lots of different ways. Like handsome ...

Sofia ... or intelligent! Thanks for watching!

Zach See you!

Unit 1, page 6, exercise 3 1.01

For script, see text on page 7 of the Student Book.

Unit 1, page 11, exercises 2 and 3 1.02

Presenter Today in the studio I have with me George Wilkinton, who's an expert on internet security. So George, is identity theft really a problem for under 18s?

George Yes, and it's something that 76% of teenagers actually worry about.

Presenter So are people getting better at protecting their identity?

George Not really, but it isn't all that difficult. For example, 23% of people say that they've shared passwords with a friend. That's one example of what I call careless sharing. Another example is when people use their full names online. That's not all – 48% of young people also post the name of their school. Why put this information online? We need to take care with what we share.

Presenter That's great advice, George. What about passwords?

George The first rule is not to make them obvious. You wouldn't believe the most common passwords out there!

Presenter Really? Can you give us some examples?

George The most common is probably the word "Password!" Some people use 123456, and a lot of people use their own names. If you use a basic password with five letters, a hacker can usually decode it in ten minutes. What you need is a password with at least eight characters. You need to include a mix of letters, numbers, and symbols. Make sure you update your passwords frequently, and use different passwords for different websites.

Presenter But honestly, George, it isn't easy to remember so many different passwords.

George That's true. Fortunately, you can now get apps that remember and manage your passwords for you. Some of these apps are free.

Presenter Thanks George, that's another great piece of advice.

What about those Wi-Fi hotspots in cafes and shopping malls ... are they secure?

George Ah, we all love free Wi-Fi, don't we? Well, so do hackers! I'm afraid 89% of public Wi-Fi hotspots are not secure. Beware of using them.

Presenter 89%? Wow, that's worrying!

George Fortunately, most of the time no one accesses your data, but hackers do love unsecured networks. It's very easy for a hacker to create a hotspot with the name of the cafe, for example. Then when you log on to the hacker's network instead of the official Wi-Fi network, it's extremely easy for the hacker to steal information about you.

Presenter One more thing, George ... we all know that when we receive strange emails, we shouldn't click on any of the links inside them, but just out of curiosity, what happens if you do?

George Well, what you're talking about is called phishing. The email appears to be from your bank or some official source, and they ask you for personal information. They tell you to click on links that install spying software on your computer or phone so they can get more information from you! Fortunately, now only 10% of people actually click on these links.

Presenter So we definitely need to keep an eye open for messages with strange links. And whatever you do, don't open an email attachment.

George Yes, be careful what you click on! It's better to be safe than sorry.

Presenter Great stuff. Thanks, George!

Unit 1, page 11, exercise 5 1.03

1

What you need is a password with at least eight characters. You need to include a mix of letters, numbers, and symbols.

2

So we definitely need to keep an eye open for messages with strange links.

3

Yes, be careful what you click on! It's better to be safe than sorry.

Unit 1, page 13, exercises 2 and 4 Reflect VIDEO

What is identity?

How do we identify people?

We have many identities. We are born, identified as male or female, and given a name. We are part of a family and a community. Place, name, and gender are some of the ways

that people identify us. And as we grow older, our appearance, personality, and the job that we do might identify us, too.

What makes you unique?

Humans are similar but they are not all the same. Even identical twins, with the same genes, develop different personalities when they grow up. Each person is unique and while we generally like to be in groups, individual identities make the world a more interesting place.

What makes us who we are?

During our lives lots of things influence our identities. Family, friends, beliefs, and culture all have an influence on the clothes, art, music, and games we like. Our education and world events have great impact, too. All of these things and more make us who we are.

Why do we need to protect our identity?

Today, we share a lot of our personal information on the internet. But we need to be careful. People can steal this information and get access to our money, our social media accounts, and even our identities!

How can we describe people?

Our identity is who we are and how we see the world. It's also how the world describes us. Identity can be complex. It isn't just how someone looks or what they wear. It's also how they act, what they do with their time, and what makes them proud, happy, or unhappy, and so on. So, what is identity? It's complex but one thing is certain – it's extremely important.

Unit 2, page 15, exercises 3 and 4

Sofia Hi, everyone. I'm Sofia ...

Zach ... and I'm Zach. And today we're asking how does the past shape the present?

Sofia And here are seven major past events that we think are really important!

Zach So let's start here, between 7,000 and 13,000 years ago, which is when agriculture started.

Zach Growing food like this meant that people could live in villages and then in towns. That was a big change.

Sofia Next comes the construction of the great pyramid in Egypt, about 4,500 years ago. Ancient civilizations taught us a lot of things, like writing, mathematics, and architecture.

Zach Then, in the 15th century, came navigation between Europe and America.

Sofia People started to trade regularly with other continents. This created wealth, but it had terrible consequences, too.

Zach Some of those travelers invaded and colonized the countries they traveled to. That had a very big effect on the world – both past and present.

Sofia Next is the invention of the microscope and the telescope.

Zach This happened around the start of the 17th century. The telescope helped us to understand the universe.

Sofia But for me the microscope had an even bigger effect. It enabled us to develop medicines that have saved millions of lives.

Zach Then, in 1800, Alessandro Volta discovered that we can make and use electricity. The consequence of this was that he developed the first electric battery, and his discoveries led to lots of other electrical inventions.

Sofia Fast forward 145 years, and it's the founding of the United Nations in 1945.

Zach More than 70 million people died during the First and Second World Wars. The world needed an organization to help keep the peace, and the UN had an immediate impact.

Sofia Finally, the last piece of the puzzle is the exploration of space. I think that really changed how we think about the world and ourselves. And for the first time, people thought there might be life on other planets, too.

Zach It's a fascinating timeline, and who knows what amazing inventions or incredible discoveries are next? Thanks for watching!

Sofia / Zach Bye!

Unit 2, page 16, exercise 3 **1.04**

For script, see text on page 17 of the Student Book.

Unit 2, page 21, exercises 3 and 4 **1.05**

1

I've brought a picture of the stone circle that is near my house – about two kilometers from town. There aren't any plaques or information about it at the site, but it's on a map I got from the tourist office; according to the staff there, the circle is probably around 3,000 years old, and people used it as a place to pray.

2

I think Michael Collins is the most famous person who was born in our town. He was a politician and a soldier, and I found lots of information about him online and at the museum. This picture from the internet shows us the uniform he was wearing when he died. There's a statue of him in town as well, but there's no information there.

3

My neighbor used to work on the railroads, and he showed me the building where the train station used to be. It closed in 1961. He gave me this picture from 1949 of people travelling on the train. He also gave me this to show you. It's an old train ticket that he kept. You can see from the ticket that back then it only cost three pence to travel from here to Cork City.

4

I searched online for our town's records, and what I found out is that 3,320 people lived here in 1936, but now the town's population is 14,560. This is a page from last year's census. It's clear from these statistics that there are a lot more nationalities here now than in the past. The statistics are really interesting and contain a lot of information.

Unit 2, page 23, exercises 2 and 4

How can we learn from the past?

How does the past shape the present?

History is all around us. The actions of our ancestors have shaped the borders and language of our countries. They have shaped the technologies that we use. The past can teach us *many* things. Studying history can help us to better understand past experiences and events, to appreciate humanity's achievements and to avoid its mistakes.

What can the past tell us?

When historians and archeologists study the past they can tell us how people lived – and how they died. Studying the past can show us the many ways that humans have developed and how our lives have changed over the years.

What is a turning point in history?

A turning point in history is an event that creates a lasting impact on our society. It might be a single battle or protest, a political or artistic movement, a big idea or invention, or a discovery. A turning point leads to many changes. When people learned to make fire, for example, they suddenly had a new way to prepare food, to keep warm, and to create metal for tools.

How can we find out more about the past?

We can find an incredible amount of information about the past in books and online. But it is usually more memorable to experience history first-hand. We can do this by reading historical documents in archives, studying objects in museums, or visiting historical sites. We can also look for information in the clues around us, or by talking to the people who were there at the time.

How can celebrate our history?

It's important to remember the events and people who change history. Continuing to celebrate historical events and the people responsible for them year after year means that every new generation learns how the past is important. We learn from the past in different ways, and it is by studying the past that we can really understand the present.

Project, page 25, exercise 4 🎧 1.06

Neve Let's look at these categories, then. We have to choose four of them.

Leon OK, which ones shall we choose?

Lisa How about if everyone says which one they'd like to do, and we'll see how we get on?

Leon Sounds good to me.

Neve Fine.

Lisa Is it OK with everyone if I do Music?

Leon Aah. That's the one I wanted to do.

Lisa But I love music!

Neve Oh. This doesn't seem to be working.

Dan What if we go through the different categories and see who would like to do them? Then we can decide at the end who does what.

Neve Yes, that might be better. Let's start with the first one, then: Environment.

Dan Lisa, you're interested in the environment. Why don't you do that one?

Lisa Hmm, I'm not sure. I'd rather do Music than Environment.

Leon Me too.

Neve OK, let's move on. Who fancies doing Literature?

Leon I wouldn't mind doing that.

Neve Hmm. I could do that one, too. Anyone else?

Lisa Not really.

Dan No.

Leon The next one's Movies. I'd quite like to do that.

Lisa Me, too.

Neve And me.

Dan I wouldn't mind.

Leon Right – we all want to do Movies! What's the next one?

Neve It's Sports.

Dan Can I do that one? I'd rather do sports than any of the others.

Neve/Lisa/Leon Yes, that's fine.

Lisa OK, so Dan's doing sports. I think there's only one left.

Neve Yes, it's Technology. Would anyone mind if I did that one?

Lisa Great! So Neve's doing Technology.

Neve So, that's Dan and me sorted. What about you, Leon?

Leon Lisa, if you do Music, I'll do Movies. How does that sound?

Lisa Yes, that's fine. I'm happy.

Dan So, remind me. Who's doing what?

Neve You're doing Sports, and I'm doing Technology.

Leon I'm doing Movies ...

Lisa And I'm doing Music ...

Neve Great! We've done it.

Unit 3, page 27, exercises 3 and 4 🎧 Factflix VIDEO 🎥

Zach Hello! Today's question is how do we use language?

Sofia *Dajia hao.*

Zach Er sorry? I didn't catch that.

Sofia It means "Hi, everyone" in Mandarin. I'm studying it at school. I think it'll be useful for getting a job.

Zach Are you bilingual then?

Sofia No, I only know a bit of Mandarin. To be bilingual you need to speak two languages fluently. Some people are multilingual, you know – they speak more than two languages fluently!

Zach I'd love to learn another language, but which one? There are between six and seven thousand languages in the world!

Sofia The language with most native speakers is Mandarin Chinese. English is second, followed by Spanish, Arabic, and Hindi.

Zach The ability to use language is really important. It's what makes us different from animals.

Sofia Wait a minute! Don't animals communicate?!

Zach True. They do. Animals can exchange simple information.

For example, a monkey can warn others about a snake, but human language communicates thoughts and feelings.

Sofia And only humans write. We use letters or ideograms to do this.

Zach Ideograms are symbols with meanings, like this sign, which means "Be careful!"

Sofia And languages like Chinese and Japanese have many ideograms that are the equivalent of a word or phrase in English. Like this one, for example – it says *sayonara*.

Zach Ah, goodbye in Japanese! So, *sayonara* from me ...

Sofia ... and *zàijàn* from me!

Zach/Sofia Bye!

Unit 3, page 28, exercise 3 🎧 1.07

For script, see text on page 29 of the Student Book.

Unit 3, page 32, exercises 4 and 5 🎧 1.08

1

Ed Hey, Emily

Emily Oh ... hi, Ed! I haven't seen you for a while. How have you been?

Ed Not too bad. How about you?

Emily Oh, don't ask. I've just been going non-stop to help my sister with her new baby. He's so sweet, but my sister's on the phone to me all the time asking me "Can you get this?" or "Can you do that?" I don't mind, but I have my own life to think of, you know? Anyway, the baby is very happy and healthy. I suppose that's the main thing, isn't it? Oh look, there's that guy from the yoga lesson! Hey! Mike!! Helloooo! Oh all right, ignore me then ... Anyway, what was I saying? Oh yes, so I'm really busy, but there you go ... Hang on a second. Hello ... Yes, I am. I'm coming ... yes ... Okay. I'll be there in five minutes. Listen, Ed, I have to run. It was great seeing you. Hopefully we can catch up again soon. It was good to talk, yeah? See you soon.

Ed OK, Emily. See you!

2

Mrs. Lane Connor ... Connor?

Connor Oh, hello, Mrs. Lane.

Mrs. Lane Hello. How are you? I didn't know you liked classical music! Are you enjoying the concert?

Connor Yes, it's great! My brother is playing, actually.

Mrs. Lane Your brother? No! Really?

Connor Yes, he's one of the violinists.

Mrs. Lane That's amazing! So you have a famous brother!

Connor Well, not exactly famous, but yes, he's a professional.

Mrs. Lane Right ... so tell me, how long has he been playing in an orchestra?

Connor About three years now, I think.

Mrs. Lane Really! And you? Are you musical, too?

Connor Well, I play a bit of piano.

Mrs. Lane Oh yes?

Connor Yes, but not professionally, I'm afraid. I don't have a piano teacher at the moment.

Mrs. Lane Ah, I think the concert is going to start again now, so we'd better go to our seats.

Connor Oh yes, okay.

Mrs. Lane Well, good to see you again, Connor.

Connor Thanks, Mrs. Lane. Enjoy the rest of the concert.

3

Max Hello, Sara!

Sara Max! How are you? You look tired.

Max A bit tired, yes. I've just been running. I'm training for a marathon.

Sara Really? Hey, that's great! When's that then?

Max It's in three weeks' time. I really hope I'll be ready. My leg's a bit sore today.

Sara Yes, well, doing a marathon is tough! So tell me, how long have you been running?

Max Oh, I joined an athletics club last year. Mr. Beck, the P.E. teacher, suggested it, and I really enjoy it. What about you? Did you get that weekend job?

Sara The weekend job? Oh no. My parents didn't want me to take it. They say I need to study because I have exams this year.

Max I know what you mean! Which year are you in now?

Sara I'm in my third year. My parents say I can get a job next summer.

Max That's good! What kind of job would you like?

Sara Oh, in a store, probably.

Max Oh yes? Good luck with that, and with your exams, of course!

Sara Thanks, Max. Take care of that leg. If I don't see you beforehand, good luck with the marathon!

Max Thanks, Sara. It was nice to talk to you!

Unit 3, page 33, exercise 6 1.09

1

I'm always so nervous during exams!

2

Did you know that our noses and ears never stop growing?

3

I was on vacation last week.

4

Congratulations! You really did well on your exams!

5

Guess who I saw at the concert!

6

I don't eat chocolate because it makes me sick.

Unit 3, page 35, exercises 2 and 4 **Reflect VIDEO**

How do we communicate?

How do we use language?

Language allows us to exchange information, help each other, and learn from each other more easily. It has helped us not only to survive, but also to develop complex societies and cultures. We use language to express our thoughts and experiences. Learning other languages allows us to communicate with people from other countries and cultures.

How can we communicate without words?

Not all communication is verbal. Sign language, for example, has over 5,000 different signs. In fact, we all use non-verbal communication to express ourselves. We use our posture like this, our arms and hands like this, and most of all, our faces like this. We have 43 muscles in our face and we can make hundreds of expressions. Experts say that when we express feelings, 55% of the communication is non-verbal.

How is communication changing?

In the 19th century, it took from two to four weeks for a letter to travel from the United States to Europe. A machine that allowed people to send electric signals over wires, called the telegraph, improved things. Then in the 20th century, communication technology boomed. The telephone, television, satellites, and finally the internet and mobile technology made

communication simple and fast. 60 years ago, instant global communication and video calling only existed in science fiction! Communication will continue to change in ways we can't even imagine now.

What makes a good conversation?

Some people have great communication skills, but not all of us are born with this natural talent. Fortunately, we can learn how to be better communicators. First, we need to listen carefully and react to what people say. Making eye contact and asking questions shows we are interested. We also need to ask questions so we can contribute to the conversation. Finally, we sometimes need to be silent so that everyone has an opportunity to speak.

How do we write to different people?

We communicate with different people in different ways. With friends we're very informal and direct. Our language is short and simple, and we use slang and emojis. With people we don't know, we need to be more formal and polite. We make this transition naturally in our first language, but we should also make it in our other languages. Are you a good communicator?

Unit 4, page 37, exercises 3 and 4 **Factfix VIDEO**

Sofia Hi. I'm Sofia.

Zach And I'm Zach.

Sofia And today's question is: Why do we take pictures?

Zach Check this picture out, Sophia.

Sofia OK ... it's really dark. I can't make it out clearly. But that looks like part of the building there on the left and on the right as well. What's special about that?

Zach That is the oldest surviving photo in the world, from 1826. The technology wasn't great then, but it's improved.

Sofia Soon, people started taking portraits – but people had to stand still for five or six minutes so they weren't blurry!

Zach But when the first film cameras came out in 1888, people started taking quick snapshots. Photographers printed copies of these photos and people put them in actual, real albums. For the first time, people could share them with friends and family and they did this for years!

Sofia Looks cool – but where's the "like" button?

Zach Good one, Sofia.

Sofia Today, photography is big business and there are lots of different types – news photography, fashion photography, commercial photography. But artistic photography is probably the most expensive kind.

Zach The photographer Andreas Gursky sold one of his photos for 3.4 million dollars! That's the most anyone has ever spent for a picture! That's why I tried myself. What do you think?

Sofia It's out of focus! You can't really tell what it is. There's not much happening in the foreground or the background!

Zach Well, I got 23 likes!

Sofia These days everyone's a photographer! Did you know that every day we upload almost 2 billion pictures to picture sharing websites and social media!

Zach That's a lot of selfies! But that's it from us.

Sofia Until next time ...

Zach/Sofia Bye!

Unit 4, page 38, exercise 3 1.10

For script, see text on page 39 of the Student Book.

Unit 4, page 40, exercise 1 1.11

For script, see text on page 40 of the Student Book.

Unit 4, page 40, exercise 2 1.12

For script, see text on page 40 of the Student Book.

Unit 4, page 42, exercises 2 and 3 🎧 1.13

Presenter 1 Hi there and welcome to Connect – our weekly look at the weird and wonderful world of social media.

Presenter 2 We just love talking about what's going on in social media, so thanks for all your tweets, messages, and comments during the week. The big topic this week is online picture sharing. We've actually had a lot of questions about it. So let's start with this picture, which I found on a friend's gaming blog.

P1 That's such a cool image. It's perfect for a blog about video games.

P2 Yeah, it's nice, but it's stolen.

P1 Stolen? What do you mean?

P2 Well, my friend found it on Google Images and he simply pasted it into his blog, but it isn't his picture.

P1 Yeah, but in the blog it says it's from Google Images.

P2 Yes, but that's not enough. If you take a picture, it belongs to you. You own the picture and the copyright – the legal right to use it. If someone wants to use a picture from a picture library or from a search engine, they have to find out who it belongs to and ask for permission to use it. The owner's name always needs to appear with the picture.

P1 Ah, I don't know. People don't mind if you use their pictures.

P2 Um, yes they do! Some photographers make money from pictures. You can't just steal them.

P1 Sometimes it says online that everyone has permission to use the picture.

P2 Sure, in that case it's fine to use it. Let's look at another picture. This is a picture of a girl called Emma. Now, you tell me what's wrong with it.

P1 It looks okay to me – That's so funny. "Emma having a bad morning." Yes, it's not her best look.

P2 And who shared the picture?

P1 Erm, Emma I guess.

P2 No, look again.

P1 Oh, it was someone called Nick.

P2 Yeah, and look at the comments.

P1 Ah – How embarrassing!

P2 Yes, I don't think Nick thought carefully about this. He needed to consider how this would affect Emma. You don't share a picture if it will embarrass someone. It's good netiquette to ask for permission before you share, too.

P1 Netiquette. I like that word. Netiquette is correct internet behavior, isn't it?

P2 Right. So let's look at a third picture with a netiquette problem.

P1 What a nice invitation. What's wrong with it?

P2 The problem isn't in the picture – the problem is who is looking at it. The person posting this picture didn't change their settings from "public" to "private" and hundreds of people can access the image, not just their family and friends. Sometimes people see the word "party" and they invite themselves.

P1 Yeah, I guess you always need to think before you share.

P2 Yes, just think of PIC. P-I-C

P1 PIC. What's that?

P2 Think of P for Permission. You need the owner's permission to share an image that isn't yours.

P1 What's I for?

P2 I is for Information. Ask yourself if you're giving too much information to strangers. Finally, C is for Comments. Before you share a picture, think of the comments it might receive.

P1 PIC. Great, got it. Right, now let's move on ...

Unit 4, page 43, exercise 6 🎧 1.14

For script, see text on page 43 of the Student Book.

Unit 4, page 45, exercises 2 and 4 Reflect VIDEO 🎥

How do we use pictures?

Why do we take pictures?

Before cameras existed, paintings were the best way to capture and preserve the memory of a person or a scene. Photography gave people a new, easier option, and we now use pictures to record our lives and share them with other people. People also use photography to record our world, express their creativity, and sell things. Pictures now play a big part of our daily lives.

How do pictures make us feel?

Pictures have the power to change the way that we think, feel and see the world. Our brains are very sensitive to images and can interpret them more quickly than words, so the effect of a picture can be immediate. These days, however, we see more pictures than ever before on social media and in advertisements. Perhaps, we see too many of them?

Why do people alter pictures?

People sometimes alter pictures to create amazing works of art. However, pictures are often altered to make things or people look better than they actually do. Now, anyone can alter a picture, and as a result many of us do so on a regular basis. But before we manipulate an image in a way that isn't obvious, we should remember that we are also manipulating the people who look at it. When it comes to picture-perfect images, you shouldn't believe everything you see.

How can we best share pictures?

Part of the fun of pictures is sharing them with others. However, we need to be careful, especially if we don't own the picture. When we share our own pictures, we need to make sure that the picture will not upset or embarrass anyone.

What do pictures add to a news story?

Pictures are really useful for telling stories. A picture can immediately tell us in great detail what happened, sometimes even without reading the story. A picture can also show us how people felt better than any written description could. We take pictures, we share pictures, and we use pictures to understand what happened. As they say, a picture is worth a thousand words.

Project, page 46, exercise 3 🎧 1.15

Alex Right, so, the first thing we have to do is think of a plot for our video. Any ideas?

Jess Um, let's try to think of something funny.

Eddie Yes, and it needs to be simple, too.

Lola OK ... how about surprising someone? That might work.

Jess Mmm, that's a nice idea. Perhaps the person is asleep?

Eddie Yes, and someone comes into the room and wakes them up.

Alex Great – so we've got our plot: waking someone up. Now we need to think of four scenes for the story.

Lola Well, the first scene will be someone sleeping, maybe with their head on their desk.

Eddie I guess they'll be feeling relaxed if they're asleep.

Jess Yes, and they must be sleeping very heavily if they don't hear the other person come in.

Alex That's true. So how are we going to mime the fact that they're sleeping?

Lola I think they should be breathing heavily ...

Eddie Yes, they could almost be snoring ...

Jess And they could move their shoulders up and down in time with their snores.

Alex That's perfect! So the second scene will be the other person coming into the room, is that right?

Lola Yes, that's it. The second person will have to walk quietly around the room when they see the first person asleep.

Eddie How do you think they'll be feeling?

Jess They'll probably be feeling playful – I mean, they're thinking about waking the first person up.

Eddie So how do we mime them being playful?

Lola They could be pointing at the first person and giggling, you know, laughing in a silly kind of way.

Alex Yes, that might work. They could also mime to the audience what they're planning to do.

Jess Yes, that's nice.

Lola Then, in the third scene, they will surprise the first person.

Eddie That's right, and they'll definitely be surprised. They're asleep, so they can't be expecting it.

Alex So, what do you think they'll do?

Jess I think they'll jump up, and maybe they'll make a surprised noise.

Alex OK, so the last scene is the first person's reaction to the surprise.

Lola Yes, I guess they might be angry at first.

Eddie Right, but not for long, though. If the second person is a friend, I think they'll be amused.

Jess I agree. I think they'll both be laughing, you know, laughing in an exaggerated way: putting their heads back and holding their sides.

Eddie Or perhaps they'll be bending over and slapping their thighs.

Alex Great! I think we've got it then. Now, we need to get down to writing a script.

Unit 5, page 49, exercises 3 and 4

Zach Hi, my name's Zach. Today's question is "what trips do we make?" but Sofia is ... late.

Sofia Sofia is here, actually!

Zach Great! Just in time for my question – how do you usually get around?

Sofia Er ... I usually cycle. I beat the traffic and it's always good exercise. What about you? What's your trip to school like? How long does it take you?

Zach It takes ages! I have to get two buses. And there are so many cars!

Sofia Not as many as in Los Angeles, where commuters spend 100 hours a year stuck in rush hour traffic! It's the most congested city in the world.

Zach Imagine being a motorist there! I bet life was so much easier before traffic!

Sofia I don't know. Our ancestors did travel a lot just to find food.

Zach They were all nomads, and there are still thirty to forty thousand people with nomadic lifestyles today.

Sofia And now, there are even digital nomads, like my cousin. She's a computer coder and she can work anywhere as long as she has her computer! Would you like to live abroad and do that?

Zach Sure! Lots of people do it. But people move for all kinds of other reasons, too.

Sofia Sadly, some are in danger in their countries, and others just want to improve their lives.

Zach Did you know that 75% of the population of Qatar are immigrants?

Zach So we move for work, for safety and to see the world, too. What's your dream trip Sofia?

Sofia If I got the chance, I'd definitely go into space. The furthest anyone has gone is to the dark side of the moon. That's 410,000 km away. I'd like to go further. Maybe to Mars. Do you fancy a trip into space?

Zach Er ... no. But I fancy a trip to the cafe!

Sofia Now there's a trip we can all enjoy! Sounds good to me! OK, see you guys!

Zach Bye!

Unit 5, page 50, exercise 3 1.16

For script, see text on page 51 of the Student Book.

Unit 5, page 55, exercises 4 and 5 1.17

1

Hello and welcome to SplashWorld waterpark. Please choose from one of the following options. For opening times and ticket prices, please press 1. For group visits and parties, please press two. For any other queries, please press three. Hello, SplashWorld is now operating its springtime schedule and our opening times are as follows: Monday to Thursday, 11 a.m. to 6 p.m., Friday to Sunday, 10 a.m. to 7 p.m. Ticket prices are \$15 for children and students, and \$25 for adults. A special family rate of \$70 is also available for groups of two adults and two children. Please consult our website for more details and for directions to the park. Alternatively, please wait to speak to an operator. Thank you for your call and we hope to see you soon at SplashWorld.

2

This is a special announcement for passengers on platform five awaiting the 10:15 South-West train service to Gatwick Airport. Please note that the departure of this train has been delayed until 10:25 and the train will now leave from platform three. We apologize for any inconvenience caused by this delay.

3

Now, ladies and gentlemen, if you look out towards your left you will see the CN Tower or Canadian National tower. This is a very famous landmark in Toronto because it was the tallest structure in the world from when it was built in 1975, until 2007. It's not the tallest any more, but it's still impressive, I think you'll agree. It's just over 533 meters high. Now, if you look to the left of the CN Tower, you might also see a small building which ...

4

A Excuse me. Excuse me.

B Yes?

A Oh, hello. I'm sorry to bother you. Could you tell me how to get to the bus station from here, please?

B The bus station? Okay, well you need to follow this road down to the traffic lights. Then at the traffic lights you turn right and go straight on for about 200 meters. You'll see the station then, on your left.

A OK. So I turn right at the next traffic lights and go straight on.

B Yes.

A OK. Is it far from here?

B Erm, no, not really. It's about an eight or nine minute walk. Ten at the most.

A Great. Thank you very much.

B You're welcome.

Unit 5, page 57, exercises 2 and 4

Why do people travel?

What trips do we make?

We travel for all sorts of reasons: to get to work or school, to visit friends and relatives, or to go on vacation. Some people still live as nomads and travel as a way of life. They move around to find food for their animals. There is also a new kind of nomad, called a "digital nomad." Thanks to digital technology, these people can work anywhere, so they can move from place to place as they like. Humans like to explore, and now that we've explored and mapped most of the Earth's land in detail, space is the next frontier for us.

When is travel not a choice?

This is a refugee camp in Bangladesh. The 700,000 people who came here left their homes because their lives were in danger. People may need to escape because of war, violence, or

environmental change. Experts say that in the future more and more people will leave the places they live in.

What can we learn by traveling?

When we travel, we learn more about the world because we see how other people live. We learn about different lifestyles, cultures, traditions, and languages. When we see why people live differently, we become more tolerant and inclusive of others. Traveling also makes us more independent and confident. Finally, traveling often encourages us to learn new languages, which teaches us to think differently.

What skills do travelers need?

Getting from one place to another requires special skills. First of all, you need to be able to plan your trip. While traveling, you need to be able to understand where you are and how to reach your destination. You should also know how to get help if necessary, and be able to decide what is safe and sensible in new situations.

Why should people visit your country?

Over 1 billion people go abroad as tourists every year, making tourism one of the world's biggest industries. Because tourism generates great economic benefits, most countries now actively try to attract tourists. People visit other countries for all kinds of reasons: the historical sites, the beautiful scenery, the unique activities, or the food. Every visit to another country offers opportunities to learn or experience something new.

Unit 6, page 59, exercises 3 and 4

Zach Hello and welcome. I'm Zach ...

Sofia ... and I'm Sofia. Today's question is "what's education like around the world?"

Zach So, let's go on a quick trip around the world! First stop – China.

Zach And let's start with some outdoor physical exercise before school, like most Chinese school students do. The point is to wake students up and get them ready for the day ahead.

Sofia Hmm ... it makes sense to do that – I feel better already! Next let's go to Japan, where students serve meals and clean classrooms. The idea of that is to respect their school, and another advantage is learning a useful skill. They also take ethics classes, where they discuss things like good behavior and bullying.

Zach I can see the point of that. Education isn't only about learning math and history.

Sofia It's about preparing for life, too.

Zach Which is why I quite like what they do in Ireland. These high school students are doing work experience, so they understand what employers expect.

Sofia And French schools have done something very interesting – they have banned smartphones from all junior schools. The advantage here is that the students can concentrate on their schoolwork and not on their phones.

Zach Sounds a bit strict! In Finland, kids don't start primary school till they're six, they don't get any homework until they're twelve, and they have long breaks and vacations.

Sofia What's the point of that?

Zach The idea is to let small kids play together in order to learn. They need to discover things for themselves.

Sofia Nice idea! And there you go – a very quick trip around the world! That's it from me ...

Zach ... and from me.

Zach / Sofia Bye!

Unit 6, page 60, exercise 2 1.18

For script, see text on page 61 of the Student Book.

Unit 6, page 65, exercises 4 and 5 1.19

Presenter 1 Hi and welcome to the learning podcast. Today our topic is autodidacts, or people who teach themselves. I became interested in this topic when I read about two talented young coders from India, called Priyal Jain and Prateek Mahesh. They write really good Android apps. They were only 11 and 13 when they started learning coding language from online tutorials. As they improved, they both studied at an academy, but they started on their own.

Presenter 2 It seems that you can learn everything on YouTube. How did people teach themselves before we had video tutorials?

Presenter 1 Well, think of the billionaire Bill Gates, another famous computer programmer. He was doing a computer course at college but he wanted to teach himself more, so he went into the college during the night, when nobody was there. He used to stay all night, testing and developing his ideas on the computers.

Presenter 2 So a bit of a loner, I suppose. Kató Lomb was also someone who learned alone. She was an interpreter and linguist who could speak 16 languages, and her method was interesting. To learn a new language she tried to read books in that language. She particularly liked crime stories. She worked out the meaning of the words by guessing and using dictionaries.

Presenter 1 Mmm, very analytical. But why do people teach themselves things?

Presenter 2 Well, because they're interested and motivated. Sometimes it's a hobby; sometimes they're bored. Take the artist Frida Kahlo, for example. She had drawing lessons when she was young, but she only taught herself to paint really well when she was older. She was ill in bed for three months after an accident and had nothing to do, so she practiced and practiced her painting technique. She learned by trial and error.

Presenter 1 Most autodidacts seem to learn alone, then.

Presenter 2 Not always. Henry Ford was one of the greatest autodidacts, and he was a very social person. When he didn't understand something, he always asked people for help. He was always looking for ideas and asking for information.

Presenter 1 I guess the most important thing is to find the best way to learn. Think of what your learning style is, and maybe you can become an expert, too!

Presenter 2 Absolutely. Well, best of luck with that. Bye bye and thanks for listening.

Unit 6, page 67, exercises 2 and 4

What's the best way to learn?

What's education like around the world?

Schools around the world vary in all sorts of ways. High schools in China have an average of around 50 students per class, but some countries have fewer than 20. This chart shows average high school class sizes in fifteen countries. Teachers and parents generally prefer smaller classes, but class size doesn't necessarily predict success. Schools vary in other ways, too. They have different starting ages, amounts of homework, rules, uniforms, exams, schedules, and subjects.

What's it like to be a student today?

Today's students lead busy lives. This is Jenny, a high school student in the UK. This year, she has school exams called GCSEs, or "General Certificate of Secondary Education." She'll take exams in nine subjects. Like many other students around the world, she worries about school work, but gets particularly stressed about exams. Reports from some countries say that serious exam stress can affect around 65% or more of high school students. But being a student isn't all about schoolwork

and exams. It's also about learning to fit in and being happy with other people.

How are schools changing?

In this classroom from the 1800s, there were a lot of students. They sat in rows of desks and the teachers controlled them in a very strict way. This textbook from the same period is in black and white, with very few pictures. Nowadays, schools are usually more comfortable and better equipped. Technology is changing how teachers work and students learn. There is more emphasis on communication and learning practical skills.

How can we teach ourselves?

People prefer to learn in different ways. Some of us are good listeners, others understand images better. Some of us learn well alone, and others benefit more from interaction and group work. How do you prefer to learn?

What should we learn in school?

In elementary, middle, and high school, all subjects are usually required. When students are older can they choose to specialize in the subjects they like most. In this school for performing arts, students do all the usual subjects, like math, science, and English, but they can take voice, dance, and acting classes, too. There is no "best" way to learn – it's different for all of us.

Project, page 69, exercise 3 🎧 1.20

Katie Right, so how are we going to get to Fort Wayne?

Brad I don't know. Are there any buses?

Erin Yes, but there's only one a day.

Katie OK, we need to hire someone to drive us there, then. How long does the journey take?

Caleb About an hour and a half, I think.

Katie So we'll have to leave quite early. What time do you think we should arrive in Fort Wayne?

Brad At about 10 o'clock, maybe?

Caleb Yes, that sounds good.

Katie Right, so we'll have to leave here at 8:30. Is everyone OK with that?

Erin Yes, that's fine.

Katie So, there's loads to do in Fort Wayne. What do you think we should do in the morning?

Brad I think we should go to the science museum first.

Erin Yes, it's called Science Central, and it's supposed to be amazing!

Katie Right, let's do that, then. How long do you think we'll be there?

Caleb About two hours?

Katie OK, so let's put 8:30 Leave here, and 10:15 to 12:15 Science Museum. What do you think we should do next?

Brad It'll probably be time for us to have lunch then. We'll be hungry!

Erin OK, let's go to a restaurant.

Caleb I don't know. Do we have time to have lunch in a restaurant?

Brad I think I'd rather have a quick lunch so that we have more time in the afternoon.

Caleb I agree. Let's have a look round the food trucks. I've heard they're really good.

Katie Great idea. That'll be much quicker. What do you think we should do after lunch?

Caleb I want to go to Wizard's World. They say it's the tenth biggest pinball arcade in the world.

Brad I want to go there, too – it's got over 70 pinball machines!

Erin I don't mind playing pinball for a while, but I don't want to spend all afternoon there.

Katie I agree. We'll have been inside all morning, so let's do something outside first. I think you can go paddleboarding on the river.

Brad That sounds fun! I've never been paddleboarding.

Erin Great! Let's go paddleboarding first ...

Caleb And then we can go to the pinball arcade.

Brad Yes, and after that, we can watch a baseball game.

Erin I don't think we'll have time to go to a baseball game as well. How are we doing for time?

Katie Well, we'll need an hour for lunch, say 12:30 to 1:30 ...

Erin And then we could go paddleboarding from 1:30 to 3:00 ...

Brad So we could play pinball from 3:00 to 4:30?

Caleb Don't forget, we have to find the arcade first.

Brad OK, how about from 3:30 to 5:00?

Katie Yes, that's better. What time do you think we should leave?

Erin At about 6:00? That gives us time to have an ice cream or something.

Katie Great. We can get someone to pick us up around 6 o'clock.

Caleb Awesome! I can't wait!

Unit 7, page 71, exercises 3 and 4 Factflix VIDEO 🎥

Zach Hi and welcome. I'm Zach ...

Sofia ... and I'm Sofia.

Sofia Today's question is – what inventions most changed people's lives?

Zach So, here are our top four!

Zach First – medicine has given us lots of important inventions, but I think the most important is aspirin.

Zach It was first made in 1897 and helps with over 50 medical problems! Today, about one billion people use it regularly. If you put all those people in a line, it would stretch to the moon and back!

Sofia That's a good one! My choice is an invention for safety.

Sofia It's a seat belt.

Sofia They save about 14,000 lives every year, and they can cut your risk of injury by 50%! There's nothing more life-saving than a seatbelt!

Zach And how about our homes?

Zach Dishwashers and coffee makers make our lives easier, but for me the fridge is far more important than those. Fridges and freezers were only invented in 1913. Before that people preserved food in different ways, but it didn't usually last long!

Sofia You're right. That is a very practical invention – but what could be more important than this ... the toothbrush.

The first brushes were used in China in the 13th century, but they weren't common until the 20th century. Before that a lot of people had bad teeth, and only a lucky few could afford false teeth. And can you guess what they were made of? Wood? Stone? Bone?! The answer is all three!

Zach Really? Bone?! I'm glad I've got a toothbrush. Thanks for watching guys!

Sofia See you next time!

Zach/ Sofia Bye!

Unit 7, page 72, exercise 3 🎧 2.01

For script, see text on page 73 of the Student Book.

Unit 7, page 76, exercises 2 and 3 🎧 2.02

Vihaan Hi and welcome to Tech Talk, where today we are looking at why some technology products were incredibly successful and why others were not so successful. Let's start with this phone, Lisa.

Lisa Yes, this one's interesting. Blackberry phones were once the bestselling phones in the world, but from around 2011 they became less and less popular. When this phone came out, for example, its technology was a little behind the times. It wasn't really an improvement on their previous product. It had a keyboard and quite a small screen.

Vihaan That's right. The more popular phones then didn't have a keyboard, and they also had apps that were much better. This phone wasn't great for entertainment. So, not a cool product, really?

Lisa Not compared to other phones, no. OK. What shall we look at next?

Vihaan Right, well the Blackberry was behind the times, but this electric car, the GM EV1, was definitely ahead of its time.

Lisa That's a problem too, isn't it?

Vihaan Yes, because the technology was very new, almost experimental. So people weren't sure about it. Also, it wasn't very practical. If you charged the battery at home, it took 15 hours, and then you could only drive 90 kilometers. In the end, GM only sold 200 of them and destroyed the rest.

Lisa Yes, that was in 2003. Maybe it was the right product, but the wrong time. These days, people are much happier with the technology of electric vehicles.

Vihaan Anyway, let's move on and talk about the PS2. This was the most successful games console of all time. Over 150 million of these were sold.

Lisa OK, so why was it so successful?

Vihaan Well, this was an improvement or upgrade on the original Playstation, which was tried and tested. People knew that this was a good brand, and this upgrade was also compatible with a lot of old games.

Lisa Cool. Yes, it's really important for a console to be compatible with old games. Now, you have one more product that you want to talk about.

Vihaan Yes, and it's the selfie stick. Look, I have one here. Like the electric car, the first version of this was unsuccessful. Something called an extender stick was first invented before the days of smartphones, and people weren't very interested in taking selfies with big cameras. It was a good invention, but at the wrong time. But then a version for smartphones was invented in 2006, and that became very successful.

Lisa And why was that, do you think?

Vihaan Because selfies became so popular on social media, I guess, and the selfie stick was useful, practical, portable, cheap, and fun.

Lisa Sometimes, simple things work best.

Vihaan Absolutely.

Lisa Okay. Till next time, everybody.

Unit 7, page 79, exercises 2 and 4

How does technology affect us?

Which inventions most changed people's lives?

Recently, a group of 12 professionals, including scientists, business people, and historians were asked to name the fifty greatest inventions in history since the wheel. When the votes were counted, the fifth-most-important invention was lenses, microchips came fourth, penicillin came third, and electricity came second. The group thought the most important invention was the printing press, because it allowed so much knowledge to be shared.

How can technology transform our bodies?

We can now use 3-D printers to make body parts. These special printers are called bioprinters and instead of ink it uses different kinds of human cells. Bioprinting is also one of the new technologies which are transforming how doctors and surgeons can treat the human body with replacement parts, nanobots, and smart artificial limbs. Technology is also used by biohackers to transform their bodies. Neil Harbisson, for example, is color blind – he sees everything in black and white – so he has a device linked to his brain which allows him to hear different sounds for different colors.

How has technology affected our free time?

Technology affects the way we use our time and the way we interact with the world and other people. Just twenty years ago people shopped differently, and they played and enjoyed movies, video games, and music differently, too. These days, we can access the entertainment we want immediately.

How do we react to new technology?

When technology changes and new inventions appear, we often need time to evaluate their various aspects. For example, when personal computers first appeared, they weren't immediately successful – few people knew how to use them, and many were even afraid of them. But they are now important parts of our lives.

What are the advantages and disadvantages of technology?

Most technological change has both advantages and disadvantages. In the world of work, for example, technology has often replaced some human workers. On the other hand, programming and coding are exciting new professions. We need to be aware of the positive and negative sides of technology so that we can make the most of progress without losing our humanity. Take a look around you. Is technology making life better for you and others?

Unit 8, page 81, exercises 3 and 4

Zach Hi, everyone. My name is Zach ...

Sofia ... and my name is Sofia, and today we're asking "who do we need to help?"

Zach Now imagine that the world's population is represented by 100 people living in a single global village. Out of those 100, how many are poor?

Sofia 40 of the 100 people live on less than two dollars a day, which means you're very poor. That's almost half the world's population!

Zach That's shocking. And 32 of our 100 people live in places where the air isn't clean. For them pollution is an everyday problem.

Sofia And sadly, 17 people don't have any clean water to drink, and 10 people don't have enough food to eat.

Zach Wow. And those are really basic needs. Another basic need is housing. Believe it or not, 22 people in our village of 100 don't have anywhere to live. And what's worse is that 20 people live in constant fear of war, conflict, or other violence.

Sofia And many of these problems cause other issues. It's difficult to go to school when you don't have a home, and poor education means that 18 of our 100 people can't read or write.

Zach It's easy to think that these problems just happen in other places. But these are global problems, so it's up to all of us to change things.

Sofia Don't think that other people's problems are none of our business. The least we can do is to learn about these issues ...

Zach ... and it is our responsibility to try and do something to change it.

Sofia Realizing that is the first step to making the world a better and more equal place.

Zach And that's good for all of us living in our global village! Thanks for watching guys!

Sofia See you next time!

Zach / Sofia 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

Presenter Hi, everyone and welcome to the "Make it Happen" podcast. What we aim to do today is give you a few ideas and

examples of how you can be a good citizen or get involved with things in your community. Right, Tamsin?

Tamsin Yes, and there are lots of ways to do that. I've been looking through some news stories and social media and, as a result, today I'm wearing two different color socks. See?

Presenter Yes! So why is that?

Tamsin The point of this is to support an anti-bullying campaign. All you have to do is wear different socks, so it's a great way to make a statement against bullying without signs or posters. Do you like that?

Presenter That's cool, Tamsin. Yes, it's a colorful way to show support, and it gets people talking.

Tamsin I also found an interesting story about a guy called Paul French who did a sponsored walk. He wanted to raise money for his local children's hospital. He walked from Perth to Sydney, in Australia. That's four thousand kilometers!

Presenter No!! Crazy, right?

Tamsin Crazy enough in normal clothes, but Paul did it dressed as a Stormtrooper.

Presenter What?? Why?

Tamsin For the publicity! If you see someone walking, you don't usually stop to talk. But if you see a Stormtrooper, you're curious, right? It was a great way to make people donate to his charity.

Presenter Great idea! To tell us about more ways to get involved, I've invited a couple of young friends into the studio. Thanks for coming, Joey and Bria.

Joey Hi.

Bria Hello.

Presenter Bria, tell us about your activity first.

Bria I volunteer with my local Special Olympics club. There's a group of kids with learning difficulties, and we do athletics once a week. I help the coach at the sessions.

Presenter Hey, well done. How did you start, Bria?

Bria It started as part of a school project and it was a lot of fun. I've been doing it for three years now.

Presenter So there are opportunities to volunteer?

Bria Yeah, I think so. Clubs and other organizations are always looking for helpers.

Tamsin Cool, now let's talk to Joey. Tell us about your activity, Joey.

Joey Sure! Well, I'm a plogger.

Tamsin Sorry, what's a plogger?

Joey Plogging started in Norway. Ploggers are people who run and clean beaches at the same time. It's getting popular everywhere now. I think the reason for this is that so many runners care about the environment.

Presenter So how does it work?

Joey It's simple. You just take along a garbage bag when you run. On a five kilometer run last week, I completely filled the bag. By doing this you stay in shape and clean the beach, too.

Presenter So there you go everyone – I hope we've inspired you! Bye for now.

Unit 8, page 89, exercises 2 and 4

How can we make the world a better place?

Who do we need to help?

We do not all have the same opportunities or standard of living. There is always someone somewhere who needs help. It may be the victim of a hurricane 2,000 miles away or it could be your neighbor. Of course, one day it could be you. That's why, in an imperfect and unpredictable world, we need to be ready to help each other.

Why should we help others?

More people are volunteering and donating to charity than ever before; not only to do good, but because it benefits them, too. People who help others say that the experience makes them

feel good. We should help others because it's our responsibility, but it can also bring us the kind of friendship and happiness that money can't.

What can we do to change the world?

The famous pacifist and campaigner Mahatma Gandhi once said "If we could change ourselves, the tendencies in the world would also change." Every event in our daily life brings an opportunity to do the right thing. Whenever we're with others, we need to consider their feelings. When we shop and travel we need to think of the impact of our choices on others and on the planet. Making the right choices can make the world a better place.

How can we be better citizens?

Being a citizen means living as a member of a community, with the benefits and responsibilities this brings. Being a good citizen involves making our community a better place. We need to be aware of what is happening around us and get involved instead of waiting for other people to do so. Getting involved isn't simply a duty, it can also be a lot of fun!

How can we offer to help?

Sometimes it's difficult to know how to help or get involved, but if we keep our eyes and ears open, there are always opportunities to help. All we need to do is have the courage to offer. What people or organizations around you need help? Why not contact them? You really can make a difference. We can all make the world a better place. It isn't always easy, but even as individuals we can make a huge difference.

Project, page 90, exercises 3 and 4 2.05

Teacher Ruby, it's your team's turn now.

Ruby We're going to speak against the statement: "Social media is harming language." First of all, we'd like to talk about new words. The way we see it, social media is helping to increase our vocabulary. To illustrate my point, there are a lot of words like "friend", "wall", and "profile" that have new meanings today. We also talk about "Googling" topics and "Tweeting" information. Nowadays, there are more words in English than before, and social media is partly responsible for that. Over to Max.

Max Thank you, Ruby. Secondly, we'd like to raise the point of spelling mistakes. Our feeling is that social media helps people to write correctly. For example, many people confuse the spelling of the words "your" (Y-O-U-R) and "you're", the contraction of "you are". Friends on social media often comment on these mistakes, so users try not to make them again. It also encourages people to check their messages before they send them.

To sum up, we don't believe that social media harms language. Our feeling is that new words and meanings and proofreading messages help to improve our language.

Teacher Thank you for that. Jack, would your team like to respond?

Jack Yes, thank you. I'm sorry, but I have to disagree with Ruby. In my opinion, social media does nothing to increase vocabulary. Users want to communicate as quickly as possible, so they don't take the time to think of the exact word they need. Instead, they use emojis and acronyms, which make their language simpler, not more sophisticated. I can't accept what you said about this, I'm afraid. Over to you, Mia.

Mia Thanks. I'm not convinced by your point about mistakes. I don't feel that social media helps people write correctly. I'm very surprised by all the spelling mistakes I see on Facebook and Twitter, and I don't think the situation is getting any better. In my view, seeing things that are written badly, makes other people write badly, too.

Teacher Thank you everyone. Now, who's going to respond to Jack's team?

Unit 9, page 93, exercises 3 and 4

Sofia Hello and welcome! Today's question is "what kind of goals inspire us?"

Zach And we're not talking about that kind - we mean dreams and ambitions.

Zach Like climbing Mount Everest, for example. Do you know how high it is? It's 8,848 metres.

Sofia It's the highest mountain in the world and for most people, that's why they climb it.

Zach But the famous mountaineer George Mallory said he wanted to climb it just "because it's there." It's incredible how determined some people can be!

Sofia And what about running a 250 km race over six days through the Sahara Desert in the south of Morocco? That's what the runners in the Marathon des Sables do every year.

Zach What?! Why would you want to do that!!

Sofia Maybe just to prove that you can do it?

Zach True. Like in the Vendée Globe Yacht race, where all the competitors sail around the world ... alone! It takes three months! I'd love to do something like that.

Sofia Really? Being alone for three months? I can't imagine doing that! But I do see the point of prizes and medals, like the Nobel Peace Prize. That really is an incredible achievement!

Zach And it isn't just the Peace Prize either, you can win a Nobel Prize for literature, medicine, chemistry, physics, and economics.

Sofia And actors can win prizes, too! Most actors hope to win an Academy Award one day to prove they're the best. The "Oscars" have been around since 1929 and they're still the most important prizes in the acting world.

Zach Do you think you'll ever win prizes like these, Sofia?

Sofia You never know! You should always dream big!

Zach True! What's your life goal? That's it from us.

Sofia Tune in next time!

Zach / Sofia Bye!

Unit 9, page 94, exercise 2 **2.06**

For script, see text on page 95 of the Student Book.

Unit 9, page 97, exercises 4 and 5 **2.07**

Welcome back. In this part of the program we're going to look at two teenagers whose goals changed their lives.

We're going to start with a young woman called Frozan who lives in a small village in Afghanistan. When Frozan was only 16, she started a honey business. She got the idea when she was working on an aid project. During the project, she learned about bees and how these insects make honey. She enjoyed the experience so much that she decided to make honey professionally. She borrowed money to start the business, and last year she made a profit of \$1,450. That's more than the average Afghan family earns. However, starting the business was difficult because in Frozan's village women aren't normally allowed to work. Frozan is now studying economics, too. Her goal is to make her business bigger.

Another teenager whose goal has changed her life is Amber Yang, a young American woman. When Amber was 17, she wrote a computer program to locate debris in space! This debris includes old satellites and parts of rockets. Amber's program helps to prevent dangerous collisions with this junk. Amber decided to create the program after she saw a movie about an accident caused by space junk. Amber is now studying physics at college, but she thinks it's difficult for women to enter the world of science. At some point in the future, Amber wants to sell her computer program to a space agency, maybe NASA.

Unit 9, page 99, exercises 4 and 5 **2.08**

Jess Hey, Stuart! How was your tennis competition? Did you win?

Stuart Oh, hi, Jess. I don't want to talk about it. I played terribly.

Jess Never mind. You probably just had a bad day.

Stuart I don't think so. I'm just no good at tennis.

Jess Come on, Stuart, I've seen you play - you're great! But I know how terrible it feels to lose. The same thing happened to me with swimming.

Stuart But you're really good at swimming!

Jess Now, but I haven't always been good.

Matt Hi!

Emma Hi, guys!

Matt You look serious! What are you two talking about?

Jess Hi, Matt. Hello, Emma. We were just talking about Stuart's tennis tournament.

Emma Ooooh ... How did it go, Stuart?

Stuart It was awful. I lost all my matches.

Emma I'm really sorry, Stuart. You must be really disappointed.

Stuart I am, Emma.

Matt I hope you aren't thinking of giving up, Stuart ...

Stuart Well ...

Jess Guys, I was just telling Stuart about my experience with swimming. I finished last in the first three competitions I entered. I said I'd never swim again, remember?

Emma That's right. Why did you carry on, Jess?

Jess It was my coach. She told me to be more realistic. She explained that the other girls had been swimming for much longer than me, so it was normal for me to lose.

Matt That makes sense. So what did you do?

Jess I set a goal for myself. I decided to do the same competition the following year. I trained hard, I did lots of races, and eventually I started improving.

Stuart What happened?

Matt You won, didn't you, Jess?

Jess I did, but only because I set that goal for myself and worked toward it for a whole year.

Matt That might be worth trying, Stuart. What do you think?

Stuart Well, I can see some problems with that. There's no guarantee that I'll get better, is there?

Emma I know what you mean, Stuart. I went to dance lessons three times a week for six years, and I never got any better. It was very frustrating.

Jess We're not talking about years, Emma. Stuart could set a time limit - a year, for example - to see if he gets better. He could practice for a year and see how he does in next year's tournament.

Matt That should work! Do you agree, Stuart?

Stuart I'm not sure, Matt. Let me think about it.

Jess Think, away Stuart, but can we do something fun, please? What about some ice cream?

Matt Great idea, Jess. That's just what I need. I've been playing basketball and I'm hot.

Jess Right. Let's go then. Are you guys coming?

Emma Yep.

Stuart Sure!

Unit 9, page 101, exercises 2 and 4 **Why do we have goals?****What kinds of goals inspire us?**

Goals give meaning to our lives. Some people try to change the world and may win a Nobel prize for their efforts. Others dream of reaching the top of their career and might receive an award such as an "Oscar." A third group is motivated by goals that push them to the limits of their strength, and in some cases their goals have rarely been achieved before. For example, only 4,000 people have managed to climb Mount Everest.

What does it take to achieve a goal?

It takes determination and drive to achieve a goal. Goals can give people the courage to overcome all sorts of social or personal barriers. For example, in 1928, British women won the right to vote thanks to the campaign led by Emmeline Pankhurst. In 1994, Nelson Mandela's dream of ending apartheid in South Africa finally came true. And, in spite of a terrible illness that left him almost completely paralyzed, Stephen Hawking became one of the world's most famous scientists.

How can a goal change our lives?

William Kamkwamba's windmill didn't only improve his family's lives, it improved conditions in his village by providing electricity and water. It changed his life completely because it allowed him to go back to school, get a university degree, and set up a successful company. Setting goals can allow us to achieve more than we had ever hoped for!

How can we make our goals reality?

Setting effective goals is the best way to achieve them. But goals need to be planned carefully in advance and you must be prepared to work at them. You need to make sure that the goals you set are SMART. That means they're specific, measurable, achievable, relevant, and time-bound.

Is money necessary to achieve your goals?

These days, having money is the main goal for some people. Although not having money surely causes problems, having money doesn't resolve all problems. It's more important to be determined and creative. Creative thinking can help you to reach your goal without money or it can show you how to make money if it's necessary for your goal. What are your goals, and how will you achieve them?

Unit 10, page 103, exercises 3 and 4

Sofia Hello and welcome to the show. I'm Sofia ...

Zach ... and I'm Zach. Today's question is – “what resources do we take from the Earth?”

Sofia Speaking of which, do you know what that phone is made from?

Zach I'm pretty certain it contains plastic – but plastic isn't natural.

Sofia No, plastic is made from chemicals. But those chemicals come from oil, and we extract the oil from the Earth.

Zach Interesting! It definitely contains some metal, too, but I'm not sure which one. Hang on, it says here that there are actually 62 different metals in a smartphone! It even contains small quantities of gold and silver.

Sofia But the most important metal is probably copper.

Zach Yeah, you're right! Because it's a good conductor of electricity.

Sofia And to get the copper we mine rocks and heat them to extract the metal. The process is really complicated.

Zach And that uses electricity, which uses other natural resources, like coal, which is the largest single source of electricity in the world.

Sofia AND phone companies transport all these natural materials all over the world, which uses ...?

Zach Oil, right? That's our main source of energy for transportation.

Sofia Exactly! But of course mining and burning coal are bad for the environment.

Zach And while coal and oil are both very important resources, our most important resource is ... water!

Sofia True! Every living thing needs water, and we also need it to process all the resources we've just talked about.

Zach So every time we buy a new smartphone, we're consuming oil, silver, gold, copper, coal, and water.

Sofia That's right! Your phone is far more precious than you realized!

Zach I don't think many of us understand how we use the Earth's natural resources.

Sofia Perhaps it's time to start! But that's it from us.

Sofia / Zach Bye!!

Unit 10, page 104, exercise 2 2.09

For script, see text on page 105 of the Student Book.

Unit 10, page 109, exercises 4 and 5 2.10

Jess Right, so the report needs to be about the impact of people's actions on nature. Can you think of any examples?

Alex Um ... We could start with people leaving their litter behind?

Jess Well ... that's obvious, isn't it? It would be nice if we could think of something more original.

Alex I know! Let's include Mount Everest. I've heard that climbers have left lots of broken equipment and food packets at the top of the mountain, and now it looks like a rubbish dump. Apparently, it's completely trashed the landscape.

Jess Mount Everest? That's a great idea! OK ... What else can we think of?

Alex Um ...

Jess I read about a beach somewhere ... People have endangered it by taking sand home as a souvenir.

Alex Really? Can you remember where it is?

Jess Hang on, let me Google it ... here it is ... Budelli Beach. It's in Sardinia, in the Mediterranean. People call it the Pink Beach because the sand is made of tiny pieces of coral and shells.

Alex So what exactly happened?

Jess Too many people took sand home, and now the beach is smaller and less pink. Today it's illegal to trample the beach – and take the sand, obviously.

Alex Really ... Why don't we mention that in our report?

Jess OK. Can you think of any more examples?

Alex What about picking wild flowers, fruit, or plants? You know, lots of people search for things like mushrooms in the countryside.

Jess Yeah, and I'm one of them, Alex! There's nothing wrong with that, is there?

Alex Well, no ... , but it can endanger plants if lots of people pick large quantities.

Jess I guess you're right.

Alex So we have three examples. Let's think of one more.

Jess What if we add rock-stacking?

Alex What's rock stacking?

Jess It's when people build sculptures with stones or rocks on the beach or by rivers.

Alex So? What's wrong with that?

Jess Sometimes it's fine, but now lots of people are doing it, and it makes places look really unnatural. The real issue is that lots of fish, birds, and insects use rocks to protect themselves or their eggs. When you move the rocks, the protection is gone.

Alex Wow, I never thought of that. Now that we have four ideas, let's start doing some research.

Jess Right!

Unit 10, page 109, exercise 6 2.11

For script, see text on page 109 of the Student Book.

Unit 10, page 111, exercises 2 and 4

How do we use our planet?

What resources do we take from the Earth?

Humans currently use around 89 billion metric tonnes of the Earth's resources every year. This is predicted to rise to 100

billion tonnes by 2030 and 167 billion tonnes by 2060. Our most important resource is water, which we use to manufacture products, but most importantly, we need it for our own survival! The question is: what will we do if, or when, many of the Earth's resources run out?

What makes resources valuable?

A natural resource is valuable either because we need it, like water, or because it's rare, like a precious metal or a gemstone. People also desire resources because of their appearance or their practical qualities. For example, gold is not only beautiful – it resists oxidation and is an excellent conductor of electricity. Diamonds are beautiful too, but they are also extremely hard – one of the hardest materials on Earth!

How are animals a resource?

Humans have been using animals since prehistoric times. First they were hunted for food and clothing, and later they were used for work or as pets. The cats and dogs we love so much were originally wild cats and wolves! We are always discovering fascinating new ways to use animals. Scientists believe shark DNA may help us find a cure for cancer. They have also discovered that wax worms can eat plastic, which means they may be able to process our plastic waste.

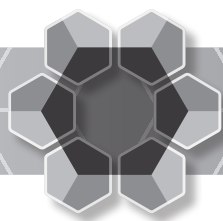
How can we take care of our planet?

The Earth is home to more than seven and a half billion people, so our actions have a greater impact on the planet than we sometimes realize. When we are out in nature, we should "Take nothing but photos, leave nothing but footprints."

How can we use fewer resources at home?

The best way to conserve the Earth's resources is for all of us to use them more responsibly at home. Think about Cape Town, South Africa, during the 2015–2018 drought. Water reserves almost ran out completely there, so people re-used and recycled their water as much as possible, even while showering! Against all predictions, the water never ran out. This story shows how much conservation matters.

Every day we all take something from the planet. That's why it's important to give something back.



Workbook answer key and audio script

Unit 1 What is identity?

Reading to learn page 4

1

1 small 2 natural 3 briefly 4 in the workplace

2

1 T

2 F Being a super recognizer is the opposite of having "prosopagnosia."

3 F At present, there's a team of super recognizers working for the Metropolitan Police.

4 T

5 T

6 F Porritt remembers having good recognizing skills in childhood.

3

1 No. Research suggests that people inherit their recognizing skills.

2 They probably spend a lot of their time in front of a screen watching CCTV videos.

3 No, they don't. They can often recognize people from just part of their face such as their eyes or nose.

4 He could recognize the same actor in different movies.

5 He can't switch off when he's not at work.

6 He's had to arrest people.

Vocabulary and Grammar page 6

1

1 female 2 courageous 3 enthusiastic 4 blue-eyed
5 blond-haired, well-dressed

2

1 b teenage

2 d male

3 a kind

4 b female

5 a enthusiastic

6 c determined

3

1 safety 2 combination 3 scanners

4 measurements 5 uniqueness 6 confusion

7 similarity

4

1 scanner 2 similarity 3 Uniqueness

4 measurement 5 safety

5

1 F 2 F 3 P 4 A 5 F 6 P 7 F 8 P

6

1 do Australian passports have
They have a kangaroo and an emu.

2 does Alexandros's father come from
He comes from Greece.

3 has his father lived

He's/He has lived in Australia for nearly 35 years.

4 is his father doing

He's visiting his mother in Athens.

7

1 which, ND 2 who, ND 3 whose, D

4 when, D 5 where, ND

8

1 My friend, who is from the same cultural background, understands me.

2 I'm wearing a big hat, which was very expensive.

3 Our music teacher, whose name is Ben, has influenced me a lot.

4 That famous city, where my grandparents live, is in the north.

5 We're studying Gandhi, who came from India, in our history lessons.

9

1 Darwin, whose, admire

2 Math, which, enjoy

3 Mexico, where, family comes from

4 soccer coach, who, look up to

5 2019, when, learned to, windsurf

10

1 hacker 2 PINs 3 passwords 4 accounts

5 installed 6 hotspot

11

1 privacy 2 post 3 update 4 links 5 hotspots

6 PIN 7 passwords 8 accounts

12

1 privacy 2 passwords 3 hotspot 4 install 5 links

6 update

Life skills page 9

1 1.01

1 a 2 b 3 a

AUDIO SCRIPT

Dad How was your day?

Mariam Good thanks. We didn't have our usual classes because it was International Safer Internet Day.

Dad Ooh! ... I could learn from that. What did you do?

Mariam We started with a quiz about social media privacy. I got most of the answers right. I manage my privacy settings carefully so only my friends can see things.

Dad That's good ... maybe I need to look at my settings.

Mariam But I learned something from the quiz. It's important that my friends have strong privacy settings, too – if not, other people can see photos or posts that I'm in. So I need to talk to my friends about this!

Dad Oh I didn't know that. Yes, that is important.

Mariam In the next lesson, we had a talk and discussion about online safety when we're away from home.

Dad What do you mean?

Mariam Using free hotspots in public places like cafes. You need to be sure that they're safe. Hackers can set up a fake hotspot with a similar name to the one in the cafe and then take your personal information.

Dad Oh no, I use them all the time! How can I check?

Mariam Our teacher always asks the people who run the cafe for the real connection name and the IP address.

Dad Really? ... That's a good idea.

Mariam Then, after lunch we looked at password safety. All my passwords are strong because they're long and have a combination of letters, symbols and numbers. But I've never updated those passwords ... or PINs.

Dad I sometimes update passwords, but I should update my PINs immediately. I've had them for years.

Mariam It's a bit boring but we all need to do it! The last thing that we did was different. We started a project called the online cyber security challenge.

Dad What's that?

Mariam Well, cyber security is about keeping the systems in big organizations safe from hackers. We started by doing code breaking games today.

Dad Sounds great.

Mariam I'm really into it, and I'm pretty good at it already! I need to keep practicing if I want to be an expert in cyber security one day.

Dad Well that's your future job decided!

2  1.01

2, 3 and 4

3  1.01

1 privacy 2 hotspots 3 passwords 4 update

5 hackers

4

1 be 2 Make 3 to create 4 an eye 5 careful

5

1 make sure that

2 Be sure to

3 Keep an eye

4 take care

5 careful

Writing page 10

1

SUGGESTED ANSWERS

appearance and clothes: small, brown-eyed, silver, fashionable, sporty

personality: youthful, friendly, talkative, listener, enthusiastic

interests: outdoor, sports, running

2

1 really 2 very 3 really 4 pretty 5 a little

3

1 a little shy, pretty outgoing

2 really anxious, really relaxed

3 fairly short, pretty long

4 really small, pretty tall

Self-assessment page 12

1

1 D 2 G 3 G 4 D 5 G

2

SAMPLE ANSWERS

for gist: I read an online article and an email from a friend.

for detail: I read the instructions for my new phone and our local bus schedule.

3

1 well-dressed, AP 2 middle-aged, A 3 determined, P

SAMPLE ANSWERS

4

1 My dad is well-dressed – he's elegant and stylish.

2 My mom was 47 on her last birthday, so she's middle-aged.

3 I'm very determined and I never give up easily.

5

1 confusion 2 similarity 3 measurement

6

SAMPLE ANSWERS

1 e.g. (four of) sadness, darkness, kindness, illness, fitness, happiness, loneliness, baldness

2 e.g. (four of) responsibility, flexibility, ability, possibility, generosity, legality, individuality, ambiguity

3 e.g. (four of) solution, affection, attraction, occupation, protection, completion, location

SAMPLE ANSWERS

7

1 Which living person do you admire the most? Why? I admire Malala Yousafzai because she's brave.

2 How long have you known your closest friend? I've known my closest friend for nearly ten years.

3 What topics are you studying in school this week? We're studying space exploration and online safety.

8

1 Erin, who is only sixteen, is the country's top female ice dancer.

2 This is the online safety quiz which we did yesterday.

3 Martin Luther King, who was born in 1929, is one of the most influential people in my life.

SUGGESTED ANSWER

9

1 post, your date of birth or address

2 hotspots, hackers might access your personal information

3 passwords, a mixture of letters, numbers, and symbols

10

1 Always keep your PINs private. Don't share them.

2 If you get a strange email, never click on the links in it.

3 Install anti-virus software to protect your laptop.

11

Talk to your social media friends to make sure that their settings are private, so that your personal information isn't shared with other people.

12

Ask a person who works at the café for the true name of the connection.

13

It can help you to think of vocabulary and ideas about the topic that you want to write about.

14

They can help you to organize your ideas. They're useful for identifying main ideas, then adding relevant details.

15

SAMPLE ANSWER

a little, very, really

Unit 2 How can we learn from the past?

Reading to learn page 14

1

Text A is a nonfiction text because it contains a lot of facts and statistics, as well as photos.

Text B is a fiction text because it has imaginary characters and puts readers in an imaginary world.

2

1 About twelve million entered the United States through Ellis Island.

2 If passengers didn't pass the tests, they were sent back to their country.

3 What type of questions did people have to answer?

4 I nervously climbed the stairs and was pleased to finally reach the top.

5 Crowds of people waited on benches talking noisily in different languages.

6 You've made it. Welcome to America!

3

1 They were escaping problems in their own countries, for example, poverty, religious prejudice, or war.

2 They watched people to see if they were healthy.

3 They had to answer 29 questions.

4 He says, "Walk quickly up these stairs and keep your head up high."

5 He was relieved that they had passed the health check.

6 He's probably the brother of the mother or father and he has already emigrated to the United States.

Vocabulary and Grammar page 16

1

1 Abraham Lincoln, trade

2 Albert Einstein, war

3 Marie Curie, development

4 Mahatma Gandhi, peace

5 Rosalind Franklin, discovery

2

1 construction 2 exploration 3 founding 4 spread

5 invention

3

1 possibly 2 heavily 3 carefully 4 slowly 5 bravely

6 quickly

4

1 recently 2 beautifully 3 slowly 4 badly 5 greedily

5

1 used to live

2 didn't use to wear

3 used to have

4 used to communicate

5 used to write

6 didn't use to be

6

1 Before the printing press, people used to copy books by hand.

2 Books used to be extremely expensive.

3 Most families didn't use to own books.

4 In Alabama, black and white students used to go to different schools.

5 There didn't use to be laws against discrimination.

7

1 b 2 c 3 a 4 d 5 b

8

1 was born

2 separated, showed

3 was teaching, were listening, came, was

4 had already decided, went on

9

1 plaque 2 statue 3 census 4 brochure

5 monument 6 search

10

1 guide 2 statistics 3 biography 4 tour

5 interview 6 augmented reality app

Life skills page 19

1  2.01

AUDIO SCRIPT

1

Welcome to the Great Fire of London tour. The first thing that we're going to look at is this very tall stone column which commemorates the Great Fire of London. It's sixty-two metres high and in a minute, we'll climb up the 311 steps to the top. You'll get an amazing view of London!

First, let's look at the writing at the bottom. I'll translate it for you because it isn't in English, it's in Latin. It tells us that the Great Fire started on 2nd September 1666 not far from here, and that it spread quickly across the city – 13,200 houses and 400 streets disappeared in just a few days! This information shows us that this was a historic event of great importance which changed the city forever.

2

Let's walk down this road here, Pudding Lane. Now, look up at that sign. You can see from the sign that there used to be a store here – probably one of the most famous stores in the history of London. And if you read it, you can see that the store was owned by a man called Thomas Farriner – he was a baker who used to make bread for the king. According to historians, he was making bread at his bakery on the evening of 1st September. When he had finished, he went to bed. But he had forgotten to do something very important – close the

door of his hot oven. And it's clear from the evidence, that this was probably how the fire started.

3

Here we are now at the Church of All Hallows by the Tower. This is where the writer Samuel Pepys stood to watch the fire, and he later wrote about it in his famous diary. Come nearer and look at this tablet. Can you all see the screen? Now ... you can download this really cheaply. It's a great way to explore this event in history. It's called *The Story of the Fire*. You can see the skyline of London at the time of the fire and follow how the fire spread. At the same time, you can hear an actor reading from Samuel Pepys' diary. Of course, the one good thing that you will learn from all of this is that very few people died – only nine. Many of them escaped in small boats on the River Thames ... OK, now, let's move on to the next place ...

1 a monument 2 a plaque

3 an augmented reality app

2  2.01

1 When, It started on September 2nd, 1666.

2 How many, 13,200 houses disappeared.

3 Which, The fire started in Pudding Lane.

4 What. The fire started in a bakery.

5 How long, The fire lasted several days.

6 How many, Nine people died in the fire.

3  2.01

1 311 steps 2 English 3 the King 4 oven door

5 diary 6 small boats

4

1 B 2 A 3 E 4 C 5 D

Writing page 20

1

1 It's on the fourth Thursday in November.

2 They remember the first harvest meal of the settlers.

3 They prepare by buying food for the meal.

4 It reminds them to be thankful.

2

1 which is one of the most important celebrations of the year

2 who traveled by ship to our country

3 which usually includes turkey, potatoes, cranberry sauce, and pumpkin pie

4 which took place in 1621

3

1 The public holiday, which is always on the first Friday of March, is celebrated by everyone.

2 The first president, who founded our nation, is remembered on that day.

3 Victoria Park, where the big parade starts, is in the center of our city.

SAMPLE ANSWERS

6

Role: I'm writing to inform people about a historical celebration in my country and what happens in my city and family.

Audience: My audience is teenagers around the world who know / don't know anything about the historical celebrations in my country .

Format: I'm going to use a typical blog format with a specific topic, short paragraphs some photos .

Topic: I'm planning to include the topics: the history, the different events and celebrations in my country.

Self-assessment page 22

1

1 NF 2 F 3 NF 4 F

2

1 NF 2 F

Text 1 presents facts and informs the reader. Text 2 is fiction because it shows a world with imaginary characters.

3

SAMPLE ANSWERS

1 invention, the internet, start communicating easily with each other

2 discovery, penicillin, people's health

3 construction, the bridge in our city, a smaller number of traffic jams

4 exploration, space, gravity

5 development, anti-malaria tablets, reduce malaria

4

1 greedily 2 bravely 3 carefully 4 heavily

5

1 perfectly, beautifully, badly

2 possibly, probably, certainly

3 constantly, occasionally, rarely

6

1 We use it to talk about past habits or states which aren't happening now.

2 When something happened only once or when it started in the past and is still continuing now.

7

SAMPLE ANSWERS

1 used to go to the theatre for entertainment

2 didn't use to spend time in front of screens

3 used to get around on foot or travel by horse and carriage

8

SAMPLE ANSWERS

1 while I was looking at the old census

2 when I nearly fell over the edge

3 the tour had already started

9

1 a book about a famous person which is written by someone else / another person.

2 when someone shows you around an important place or building.

3 when you ask a person questions about something.

SUGGESTED ANSWERS

- 1 I would do an internet search to find out important information about the person.
- 2 I would see if there was a plaque in our town with dates and key information about them.
- 3 I would go to the library and try to find a biography of the person with details about their life.

11

- 1 The general idea
- 2 The specific points

12

- 1 When did the event happen?
- 2 Where did the event happen?
- 3 Who took part in the event?

13

- 1 Audience 2 Format 3 Topic 4 Role

14

SUGGESTED ANSWER

My text might be aiming to do the wrong thing, it won't be focused on my audience, it might have the wrong format, and I might miss out important aspects of the topic. All of this could create a bad impression on or confuse my readers.

Unit 3 How do we communicate?**Reading to learn** page 24

1

- 1 c 2 a

2

- 1 B This is a strong warning to the younger gorilla to go away.
- 2 F Like humans, gorillas use facial expressions to show their emotions.
- 3 A Some gorilla sounds are similar to those made by humans.
- 4 C Gesture and sound aren't the only ways that gorillas communicate.
- 5 D So look out for them in the enclosure.

3

- 1 It's particularly interesting because we share 98% of our DNA with them.
- 2 Between four and ten gorillas usually live together, although groups can be much bigger.
- 3 It moves its eyes nervously from side to side and opens its mouth.
- 4 They need to communicate by sound because they live in thick jungles and can't always see each other.
- 5 The gorilla can silently warn the other gorillas and not show any predators where they are.
- 6 They will observe the animals from one side because gorillas don't like people staring at them.

Vocabulary and Grammar page 26

1

- 1 alphabet 2 bilingual 3 ideograms 4 native speaker 5 dialect

2

- 1 interpreter 2 translator 3 fluently 4 multilingual 5 native speaker 6 accents

3

- 1 a foreign vacation, N
- 2 a basketball game, V
- 3 a bike accident, N
- 4 a long flight, V
- 5 a funny show, V
- 6 a mountain climb, V

4

- 1 stared 2 shouted 3 fidget 4 shrugged 5 high five 6 laugh

5

- 1 's been studying
- 2 hasn't been watching
- 3 Have (you) been taking
- 4 haven't been listening
- 5 've been visiting
- 6 Has (she) been using
- 7 've been trying
- 8 haven't been waiting

6

- 1 B, A 2 A, B 3 B, A

7

- 1 've had
- 2 's been trying
- 3 bought
- 4 have been playing
- 5 've won
- 6 didn't look
- 7 Have you been studying
- 8 Did they like

8

- 1 have been studying
- 2 met
- 3 were
- 4 bought
- 5 returned
- 6 has been going
- 7 haven't lived
- 8 've been / were

9

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

10

- 1 polite 2 patient 3 ignore 4 join 5 focus on 6 understand

Life skills page 29

1 3.01

AUDIO SCRIPT

1

Finn Hi Lily! I'm Finn. I've been asked to show you around. You started yesterday, didn't you?

Lily That's right. But I keep getting lost. It's a big school!

Finn Yeah, I know what you mean!

Lily My old school was much smaller.

Finn Where was your old school?

Lily In the town where I lived before ... a long way away! It's called Parkview.

Finn Well, Lily ... welcome to our school. Let's start with the sports center. This is the basketball court – it was built last year.

Lily I love playing basketball.

Finn Me too ... but I'm not that good, really. How long have you been playing?

Lily About four years. I was on the team at my old school. And I used to help one of the younger teams.

Finn That's interesting! ... I've been helping to coach a soccer team of eight year olds – it's a lot of fun but hard work! Oh ... sorry. I'll ignore that!

Lily Don't worry.

Finn One thing. You can use the basketball court at lunchtimes for practice. But you need to ask Mr. Kelly.

Lily Mr. Kelly?

Finn Oh, yes. I need to explain who he is! He's the Athletic Director and his office is just over there. You can talk to him about the basketball team, too. So, let's go look at the rest of the sports center ...

2

Anna Hello Becki. My name's Anna. I think I'm taking you on a tour of the school. Is that right?

Becki Yes, I think so.

Anna OK great ... where do you want to start?

Becki Well, I'm not sure really ... today is my first day.

Anna OK Becki. Let's go to the gym first. Here it is.

Becki Great! It's very modern – better than the gym at my old school.

Anna Yeah ... I do all my street dance classes after school here. We're doing a show next month. I'm in it.

Becki Street dance? Everyone was really into that at my old school.

Anna Oh no! My guitar lesson has been cancelled again ... Now, what was I saying?

Becki I was just saying that street dance was very popular at my old school and ...

Anna Oh yes ... it's really big here too. There are a lot of students in the show and we've been practicing for ages. OK, let's move on.

Becki So what sports do you do here in PE?

Anna Oh, the usual ones ... volleyball, basketball ...

Becki Swimming is my big thing. Is there a pool here?

Anna Yes, there is. Wait a minute. That's my friend, Jen, over there. ... Hey Jen, how are you? I'm free after school now – cos' my guitar lesson's been cancelled. Oh and this is Becki. I'm just showing her around the school ...

1 a 1 b 2 c 1 d 2 e 1 f 2

2 1

2 3.01

New student	Lily	Becki
Arrived at school	yesterday	today
Name of old school	Parkview	NM
Favorite sport	basketball	swimming
Length of time playing	four years	NM
Teams	basketball	NM

3 3.01

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

4

1 interesting 2 Tell 3 was 4 mean 5 How

5

1 yes 2 So 3 where 4 Really 5 amazing 6 me 7 about 8 know

Writing page 30

1

- 1 She's the representative for students taking part in the exchange.
- 2 She asks about laptops, notebooks, and walking boots.

2

- 1 Dear
- 2 I am writing to you regarding
- 3 We are happy
- 4 Please don't hesitate to contact me
- 5 Yours sincerely

3

- 1 We are looking forward to
- 2 contact
- 3 We would be very grateful
- 4 access
- 5 We understand that
- 6 further

4

SUGGESTED ANSWER

Because I don't know the head of languages at the other school, I have never met them, they are older than me and in a position of authority.

5

1, 3 and 8

Self-assessment page 32

1

1 transform 2 images 3 movie 4 imagine 5 look 6 feel

2

He feels extremely surprised and terrified by something that he can see.

3

1 fluently 2 interpreter, translator

SAMPLE ANSWERS

- 1 If you have a wide vocabulary and a good knowledge of useful phrases you can often speak more fluently.
- 2 In my opinion, being an interpreter is more interesting because you probably work with different people.

4

SAMPLE ANSWERS

- 1 I have been sitting at my computer for a long time. V
- 2 I don't know the answer to a question. N
- 3 our team had won a soccer game. V

5

SAMPLE ANSWERS

- 1 **Word:** shout
Noun: I heard a shout from behind me.
Verb: I saw my friend and shouted his name.
- 2 **Word:** laugh
Noun: We all laughed at the joke.
Verb: They had a good laugh together.

6

- 1 've lost 2 've been searching 3 bought
a 2 b 3 c 1

7

SAMPLE ANSWERS

- 1 've won the cup
- 2 've been playing soccer / softball / basketball all day
- 3 lost in the final

8

SAMPLE ANSWERS

- 1 My friend often interrupts me. It's annoying!
- 2 I asked my sister to help, but she ignored me.
- 3 We didn't understand, so our teacher explained.
- 4 I couldn't join the conversation because everyone was talking.

9

SAMPLE ANSWERS

- 1 react to what the new student is saying because it shows that you're listening
- 2 be polite when the student is speaking because it shows that you're interested in what they're saying
- 3 focus carefully on the student because it shows that you're paying attention to them

10

- 1 N 2 I 3 F

11

- 1 Best wishes 2 Talk to you soon 3 Yours sincerely

Unit 4 How do we use pictures?

Reading to learn page 34

1

- 1 c

2

- a 2 b 6 c 3 d 5 e 1 f 4

3

- 1 It was a beautiful scene. Perhaps he wanted to share it on social media.
- 2 He was annoyed because he thought Jake was a typical tourist who took photos but didn't buy anything.
- 3 He started to think about the negative impact that vacation photos can have on the communities we visit.
- 4 It shows that the person was really there in the amazing place.
- 5 If they say "no" when you ask permission.
- 6 They might smile and look at the camera.

Vocabulary and Grammar page 36

1

- 1 snapshot 2 print 3 photojournalism 4 fashion
5 retouch 6 portrait

2

- 1 portrait 2 foreground 3 background 4 artistic
5 retouched 6 camera

3

- 1 c 2 a 3 c 4 b 5 a

4

- 1 Polar bears, man-eating
- 2 Garlic bread, mouth-watering
- 3 *Finding Nemo*, heartwarming
- 4 Blue Planet II, thought-provoking
- 5 talk, mind-numbing

6

- 1 wasn't it 2 didn't they 3 wasn't there 4 do they
5 won't it 6 are they

7

- falling

8

- 1 might 2 can't 3 must 4 could 5 can't 6 might

9

- 1 must use special cameras
- 2 can't be real
- 3 might have beautiful hair in real life
- 4 might go to my school
- 5 must be old
- 6 can't modify them all

10

SAMPLE ANSWERS

- 1 **must:** The photo must be altered.
can't: It can't be a natural photo.
might: It might be an artistic photo.
- 2 **must:** It must be a close-up photo.
might: It might show a type of seed or flower.
could: It could be a dandelion.

11

- 1 c 2 f 3 a 4 b 5 d 6 h 7 g 8 e

12

- 1 embarrassing 2 secure 3 permission 4 accessed
5 protected 6 copyright

Life skills page 39

1 4.01

AUDIO SCRIPT

Teacher Welcome to our last camera club meeting of the year. We're going to look at some of the amazing photos that you've taken over this year.

Students Cool ... great ... awesome.

Teacher Let's start with Ben's photo here on the screen.

Ben Oh yeah! That's the photo that I took on the school trip last October. We were all high up in the mountains.

Arjun That's such an amazing photo, Ben.

Emma Wow! What a great shot. It's really breathtaking. I haven't seen it before. I love the light in it and the beautiful clouds in the background.

Arjun Yeah, it won first prize in the school photo competition, didn't it? And it's so amazing that someone tried to steal it!

Emma Really?

Teacher Is that right, Ben? Did someone steal it?

Ben Well ... yeah, sort of. I'd posted it on social media to show my friends. Someone used the photo on their travel company website without asking my permission. My dad saw it on there when he was looking for vacation ideas. I was annoyed when I found out!

Emma What did you do?

Ben Well, my dad emailed them and said that they had used it without my permission. So they took it down immediately.

Teacher That's interesting. Hmm ... What can we learn from this everyone?

Emma I think it's always important to ask people's permission before you use or share a photo — even if it's just a snapshot.

Teacher That's right. And of course, a lot of professional photos are protected by copyright, so you can't just use them without asking.

Ben To be honest, I hadn't thought about this before it happened to me. You know, I used to just copy photos that I had found online and shared them, I didn't even put the photographer's name on it.

Teacher Mmm, that's never a good thing to do.

Ben Yes, I've learned my lesson now! And another thing that I've discovered is that it's important to keep strong security settings on the site where I post my photos. You see, before ... well, anybody could access them ... and that's how someone "stole" my photo.

Teacher Well ... maybe we can all learn something from this, can't we? Make sure you have strong security settings. OK. Let's move on to the other wonderful photos from this year. Emma, this is your photo of ...

1 c 2 b

2 4.01

1 last 2 school photo competition 3 travel company
4 annoyed 5 copyright 6 security settings

3 4.02

AUDIO SCRIPT AND ANSWERS

1 That's such an amazing photo.

2 What a great shot!

3 I was annoyed when I found out.

4 So they took it down immediately.

4

1 What 2 such 3 embarrassing 4 so

5

1 How 2 such 3 cool 4 so 5 what 6 shot

Writing page 40

1

Place, day, situation: Bronx River, yesterday, boy trapped on ice

How happened: Boy walked out onto ice

Name and age of person rescued: Lahquan Brooks, 10

Rescuers: New York City Fire Department / Firefighters

How person rescued: Ladder put on ice and boy crawled across it.

Final result: Boy in hospital and recovering

2

SAMPLE ANSWER

Yes, it helps you visualize the rescue and understand how difficult it was.

3

1 "I told the boy to stay still," explained Captain Yuneman.

2 "He was in a dangerous position," the firefighter added.

3 The boy said later, "I'll never go on the ice again."

4 "I was so worried when I saw the news," his father cried.

Self-assessment page 42

1

1 and 3

2

SAMPLE ANSWER

The author's choice of language and their use of facts can help you to identify their point of view.

3

1 The things in the foreground seem nearer to you and the things in the background seem to be further away.

2 A portrait is a photo that shows a person's head and shoulders. A snapshot is an informal photo of people or places.

3 If you retouch a photo, you improve it by making small changes to it. If you print a photo, you put it onto photographic paper.

5

aren't they?, wasn't he?, do they?, can't it?

6

1 must 2 can't 3 could, might

7

1 That must be my friend Isabella.

2 That could / might be my cousin in the background.

3 It / That can't be true!

8

SAMPLE ANSWERS

1 If there aren't strong privacy settings, anyone can access and share the picture.

2 If you tag people in pictures, it can identify them to anyone who can access the picture.

SAMPLE ANSWERS

- 1 Is the picture embarrassing for the people in it?
- 2 Is the picture protected by copyright?
- 3 Who took the photo? Me or someone else?

10

- 1 They become connected and joined together.
- 2 It isn't always easy to know where one word ends and the next word begins, so it can be difficult to understand what people are saying.

11

- 1 What a nice photo of Ann!
- 2 Look at that amazing picture.
- 3 Don't share these embarrassing old photos.

12

It helps the reader to follow the story and understand the different events and how they happened

13

a 3 b 1 c 2

SAMPLE ANSWERS

- a provides a conclusion to the story and says what the situation is now
- b gives an introduction to the story and brief information about what happened
- c gives further details of what happened where, when, to whom and why

Unit 5 Why do people travel?

Reading to learn page 44

1

- 1 **Heading:** What's the future?
Answer: Industrialization, global warming, and extreme weather events.
- 2 **Heading:** Nomads in numbers
Answer: Less than twelve
- 3 **Heading:** Case study – a modern nomad
Answer: TV, fridge, painted cupboards, and sofas
- 4 **Heading:** Different types of nomadic people
Answer: The Innus

2

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

3

- 1 It has gone down over the last 100 years.
- 2 Hunter gatherers find food for themselves, pastoral nomads travel to find food for their animals.
- 3 You usually find them in industrialized countries.
- 4 The loggers who are cutting down the rainforest where they live.
- 5 She is proud of it and it is the lifestyle that she grew up with.
- 6 They're adapting to challenges by combining aspects of modern life with their traditional lifestyle.

Vocabulary and Grammar page 46

1

1 ers 2 ists 3 ers 4 ists 5 er 6 er

2

- 1 nomads, the Tuareg people
- 2 adventurer, Marco Polo
- 3 immigrant, Levi Straus
- 4 refugee, Rita Ora

3

- 1 together 2 them 3 older 4 find 5 another place
- 6 by chance

4

- 1 ended up 2 went away 3 stays up 4 moving away
- 5 give away

5

- 1 away, old skateboard
- 2 out, play loud music
- 3 away (is) my best friend
- 4 up (studying) astrophysics
- 5 out (in) my closet
- 6 up, teacher, ship's engineer

6

1 EF 2 FP 3 PC 4 FP 5 FT 6 PC

7

- 1 I'm playing 2 'll see 3 I'm going to do
- 4 are you doing 5 departs

8

- 1 're going to do a language exchange in Germany
- 2 will tell me about it — he went last year
- 3 you going to take an online German course
- 4 arrives at 8:30 in the morning
- 5 isn't going to come with us

9

- 1 d 'm going
- 2 b 're going to see
- 3 a 'll be
- 4 c leaves
- 5 d is going to drive
- 6 a 'm meeting
- 7 b won't wait

10

- 1 locate 2 currency 3 schedule 4 directions
- 5 calculate 6 emergency

11**SAMPLE ANSWERS**

- 1 look at the map and use the compass to help us find the right direction
- 2 call an ambulance immediately
- 3 find the exchange rate and calculate how much they are in my currency
- 4 ask for directions or find directions on our phones
- 5 find the arrival time online
- 6 look at the new departure time on the screen

Life skills page 49

1 5.01

AUDIO SCRIPT

1

You've reached Falls Tours – specialist tours to the Canadian side of Niagara Falls. Our office is closed at the moment, but you can make daytime tour reservations and view schedules online. Please visit our website for details. To hear the information about our tours, please choose from the following options. Press 1 for tour information. Press ... Thank you. At Falls Tours, we have daytime tours every day in the summer months, and all our tours include a boat trip. Note that special tours are also available on Saturday evenings by arrangement. Please note that for all our tours, it's essential to book 24 hours in advance. For daytime tour times and prices, please press 1. For more about ...

Thank you. Our daytime tours leave from outside the Palace Hotel located in central Buffalo. Departure times are 8:30 a.m. and 11:00 a.m., and in the afternoon at 2:00 p.m. Ticket prices are \$40 for adults and \$25 for children and students. To return to the main menu press 0.

2

Assistant Hi. Welcome to Falls Tours.

Olivia Hi! Can you tell me something about tours to the Canadian Side of Niagara Falls? I'm planning to go there with my family.

Assistant Sure. Is there anything you'd like to know in particular?

Olivia Well ... I'd like to know about any rules or requirements for going to Canada for the day.

Assistant Yes, the most important thing is that everybody in your group brings their passport. Adults and children.

Olivia Thanks. And what about currency? Do we need to get some Canadian dollars?

Assistant No, they'll accept US dollars if you want to buy anything on the tour. So you don't need to worry about exchanging money or calculating the exchange rate!

Olivia Great. Oh, and how long does it take to get to the Canadian border from here?

Assistant It takes about forty minutes on the bus. The whole tour takes about five hours.

Olivia Thank you very much.

Assistant Any more questions, just let me know.

3

Tour guide Welcome to our boat *The Hornblower*. We hope you're enjoying the tour so far. Before I say anything further, I'd just like to give you some safety information. In the event of a problem or emergency you'll hear this sudden noise and then all passengers must go immediately to the meeting point at the front of the boat.

OK ... thank you ... now we'll go on to the part that everyone wants to know – the statistics about Niagara Falls. At 57 meters high, they aren't the highest falls in the world, but the amazing thing here is the amount of water. There are 570 liters per second coming over the three different falls. Now, if you look up you'll see ...

- 1 Saturday, a.m., afternoon, dollars, students
- 2 passport, currency, calculate, exchange rate
- 3 emergency, loud noise, liters, amount, meters

2 5.01

- 1 8:30
- 2 \$25
- 3 Everybody
- 4 US dollars
- 5 570 liters per second

3 5.01

- 1 summer
- 2 Palace
- 3 Buffalo
- 4 40 minutes
- 5 five
- 6 57

4

- 1 Do you know when it opens and closes? (B)
- 2 Can you tell me where I can get tickets? (D)
- 3 What's the best way to get to it? (C)
- 4 How long does it take to get there from here? (E)
- 5 What's the best place to visit near the museum? (A)

Writing page 50

1

the city for all seasons

2

- 1 Why not
- 2 You'll love
- 3 Don't miss out
- 4 You will definitely

3

- 1 Vienna, trying the different cakes in the cafes
- 2 Istanbul, go on a bus tour around the city
- 3 Madrid, a trip to the Prado Museum
- 4 Rome, visiting some of the specialist shops

Self-assessment page 52

1

- 1  To inform the reader about a particular topic.

2

- 1, 2 and 4

3

- 1 ist, travels by car
- 2 ad, moves from place to place as a way of life
- 3 er, travels on a type of transportation like a bus, train, or plane

4

SUGGESTED ANSWERS

- 1 refugee (Backpackers and tourists travel for pleasure. Refugees are often forced to move away because of war or other major event.)
- 2 commuter (Commuters usually travel daily in their own country. Explorers and adventurers go on long trips usually abroad.)

5

SAMPLE ANSWERS

- 1 I'm not allowed to stay out late.
- 2 When I grow up I'd like to become a movie director.
- 3 My brother sometimes tells me to go away.

6

- 1 move away
- 2 hide out
- 3 pack up

SAMPLE ANSWERS

- 1 I'd choose to go to Cadiz because I have friends there.
- 2 People sometimes hide out inside lorries because nobody can see them there.

- 3 It usually takes me four or five minutes to pack up my things because I have so much stuff.

7

1 b 2 c 3 d 4 a

8

SAMPLE ANSWERS

- 1 We're meeting at the movie theater on Saturday afternoon.
- 2 I'm going to stay near the beach at my aunt's house.
- 3 One day, I think I'll work in TV and film.
- 4 That movie starts at 7:00 tonight on Channel 1.

9

- 1 When you're lost.
- 2 When you're in an accident.
- 3 When you want to take a plane, bus, or train.

10

SAMPLE ANSWER

Calculating the exchange rate. It will help you to know how much things cost in the stores.

11

alert us to listen carefully for the information that we need.

12

SUGGESTED ANSWERS

- 1 Times, names of places, and platform numbers.
- 2 Times, prices, things to see.
- 3 Roads, places, words to show direction – left / right.

13

A theme can interest your audience, and help to join together the different ideas in the paragraphs.

14

SAMPLE ANSWERS

- 1 Don't miss out on all the different excursions.
- 2 You'll definitely enjoy a trip to the National Park.
- 3 Why not visit one of the local ice cream parlors?
- 4 You'll love all the open markets in the villages.

Unit 6 What's the best way to learn?

Reading to learn page 54

1

1, 3, 4 and 6

2

- 1 curious 2 write 3 do at same speed 4 survive
- 5 showing respect 6 cleaning

3

- 1 They stayed with host families and went to a South Korean high school.
- 2 It is much longer.
- 3 She doesn't like it. The pace of the lessons is fast and she thinks she couldn't keep up.
- 4 They are enthusiastic and respectful to their teachers.

- 5 The South Korean ones were more formal.
- 6 It's positive. She describes it as an "interesting documentary" and recommends it to others.

Vocabulary and Grammar page 56

1

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

2

- 1 allow 2 assignments 3 assessments 4 ban
- 5 required 6 grades

3

1 about 2 at 3 about 4 of 5 in

SAMPLE ANSWERS

- 1 I was nervous about learning new subjects.
- 2 I'm good at physics and history
- 3 I'm worried about learning everything in time.
- 4 They sometimes feel scared of getting bad grades.
- 5 They're covered in student projects and artwork.

4

- 1 nervous about 2 impressed with 3 covered with / in
- 4 full of 5 good at

5

1 R 2 RL 3 R 4 P 5 RL 6 P

6

- 1 have to 2 don't have to 3 can 4 can't
- 5 shouldn't 6 should

7

- 1 had to call 2 should put away
- 3 won't have to attend 4 couldn't sit
- 5 doesn't have to wear

8

SAMPLE ANSWERS

- 1 could bring in things for "show and tell" on Fridays
- 2 didn't have to wear a uniform, but I have to wear one now
- 3 should try to get to the cafeteria early. It gets busy
- 4 can't go on school trips if you behave badly

9

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

10

- 1 video tutorials 2 got together 3 aloud
- 4 experimented 5 trial and error 6 repeat

Life skills page 59

1  6.01

AUDIO SCRIPT

Jack Today we're looking at late starters – famous people who began to learn their skills later than others.

Lily Great. So who are we looking at?

Jack First, the Dutch painter Vincent Van Gogh, then well-known Polish-British writer Joseph Conrad and finally American fashion designer Vera Wang.

Lily Great. Tell me more.

Jack Well, Van Gogh was born in the Netherlands in 1853. He only started to paint in his late twenties, at the age of 27. He did other things before that – he was a teacher and also worked for an art dealer.

Lily That's interesting – so how did he learn to paint?

Jack Good question. He attended two art academies for a short time, but mostly he taught himself. He was quite a troubled person, and in general he found it hard to work with others.

Lily I see, so he was a sort of solitary learner?

Jack It seems so. At first, Van Gogh learned to draw for a year by copying different pictures from art books and repeating the pictures again. Then he began to paint and mostly learned this by trial and error. He also got together with other artists so he could discuss techniques.

Lily Fascinating, so he was also a logical learner. But of course, he didn't become famous in his own lifetime, did he?

Jack No, sadly he didn't. But our next person, Joseph Conrad, did become famous in his own lifetime.

Lily Tell me about him.

Jack Well, many people think that he was one of the greatest writers in English of the 19th century. But the interesting thing is that he didn't learn to speak English fluently until his twenties.

Lily Really?

Jack Yes, he was born in Ukraine to Polish parents and grew up speaking Polish and French. As a young man he worked as a sailor and traveled the world. He only went to the United Kingdom at the age of 21, and later ended up living there.

Lily But as an adult he learned to write English so well that he became a novelist?

Jack Yes, it seems that he figured out how to use the English language himself by doing a lot of reading and listening – he is a good example of an aural and visual learner. He said that he never studied from an English grammar book and that he first learned to read from a British newspaper. He later had his first book published at the age of 37.

Lily Amazing.

Jack Yes! And now this discussion of amazing people brings us to the fashion designer Vera Wang.

Lily Oh yes. I've heard of her!

Jack Well, she was born in New York City to Chinese parents. As a teenager she was a successful ice skater. Then, she became a journalist and an editor of fashion magazines.

Lily Interesting.

Jack I know! When she got married at the age of 40, she couldn't find a nice wedding dress for someone of her age, so she designed her own dress!

Lily Really?

Jack Yeah, she was a real problem-solver. She went on to design lots of other dresses. She learned to be a designer by experimenting with different styles. Her dresses became popular with Hollywood stars and now she's a very famous designer.

Lily Well, those people are real inspirations! You can find out more about them on our website. Next, we're going to look at ...

Vincent Van Gogh

Job famous for and previous jobs: Painter / teacher, worked for art dealer

When started to learn new skills: age 27

How learned new skills: Learned to draw by copying/ repeating, to paint by trial and error, also got together with other artists.

Joseph Conrad

Job famous for and previous jobs: Writer / sailor

When started to learn new skills: In 20s

How learned new skills: by figuring the English language out himself.

Vera Wang

Job famous for and previous jobs: Fashion designer / ice skater, journalist, editor

When started to learn new skills: age 40

How learned new skills: by experimenting with different styles.

2 6.01

1 The Netherlands, 1853

2 Polish and French.

3 Because she couldn't find a nice one.

3 6.01

1 Joseph Conrad 2 Vincent Van Gogh 3 Vera Wang

4

1 with 2 a 3 get 4 take

5

1 doesn't 2 long 3 don't 4 hang 5 find

6 struggle 7 little 8 the

Writing page 60

1

1 Tom 2 Jo 3 Nisha 4 Ed

2

1 b 2 a 3 c 4 a 5 b

3

1 more 2 Besides 3 too 4 also 5 as well as

Self-assessment page 62

1

SUGGESTED ANSWERS

1 Look at the suffix to help with the meaning.

2 Identify a similar word in your language or in English to help you with the meaning.

3 Look at the position to figure out what type of word it is.

2

SUGGESTED ANSWERS

1 **School subject:** position in front of teacher. Acronym like PE and IT.

2 **Stop:** -ed shows it's a verb, sentence context shows meaning Possible cognate – Latin.

3 **Work-related:** Position indicates adjective for type of education. Cognate for some European languages.

4 **Written with someone:** Co- and later context 'with friend' = with someone. 'author' known word, -ed indicates verb.

3

1 behavior 2 assessment 3 assignments

SAMPLE ANSWERS

- 1 I think that pushing isn't acceptable. It's dangerous.
- 2 Yes, you need to show you can speak the language.
- 3 I think projects often take a long time.

4

- 1 full 2 nervous 3 impressed

5

- 1 at, ice skating 2 of, spiders 3 about, doing badly on exams 4 with, posters of wild animals

6

- 1 could 2 can 3 should 4 have to

7

SAMPLE ANSWERS

- 1 We have to wear blue blazers all the time.
- 2 We don't have to wear ties at our school.
- 3 We should do about three hours every evening.
- 4 We could go home at 3:15 pm.

8

SAMPLE ANSWERS

- 1 I prefer to figure things out on my own — then I really understand them.
- 2 I like getting together with others. It's always good to share ideas.
- 3 I try to repeat vocabulary more than once — it really helps.
- 4 I draw mind maps to help me memorize what I learn about a topic.

9

SAMPLE ANSWERS

I find it difficult to listen and quickly write down information.

To help this problem, I listen for key words, then take very short notes but not write sentences.

10

Before listening: Prepare by finding out what the topic is and the information you need to listen for.

While listening: Select only important and useful information. Don't write too much.

After listening: Read through your notes and complete them. If necessary listen again.

11

- 2, 3 and 4

Unit 7 How does technology affect us?

Reading to learn page 64

1

Nationality: Australian

Old job: car engineer

Job now: makes assistive devices

Machines he always uses: 3D printers

People he often helps: children without limbs

2

1 T

2 F Bowtell began to make cheap devices in a workshop at his home.

3 T

4 F People don't pay any money for Bowtell's assistive devices.

5 F He makes assistive devices and gadgets to help children.

6 T

3

1 It's a moment when you suddenly realize something.

2 It's something that you can't do without.

3 They are layers of plastic — plastic is mentioned later in the text. The printer slowly makes layers of plastic until there is the shape of the object such as a hand.

4 Crowdfunding happens when you ask people to donate money online for something you want to do or make. Bowtell did this and he used the money to buy more 3D printers.

5 If someone has the use of a 3D printer, they can measure their body and print a limb of the right size.

Vocabulary and Grammar page 66

1

1 life-saving 2 appliances 3 gadget

4 revolutionized 5 device

2

1 implemented 2 practical 3 revolutionize

4 environmentally-friendly 5 portable

6 indispensable

3

1 small 2 life / living thing 3 exceptional

4 again 5 against 6 very tiny 7 before

8 between different things

4

1 super 2 micro 3 Inter 4 anti 5 inter 6 nano

5

1 a was developed

2 c wasn't sold

3 b were launched

4 c weren't included

5 c are played

6 a isn't understood

6

1 was made in the 1850s by Scott de Martinville

2 were sold in the 1890s

3 were launched in the 1930s by the RCA company

4 weren't used much

5 isn't sold in many stores now

6 aren't found in most homes

7

1 is remembered 2 was made 3 was designed

4 was launched 5 were sold 6 isn't made

7 aren't sold 8 are bought 9 are found

8

- 1 was, produced
- 2 was, created, The Gameboy was created by Gunpei Yokoi.
- 3 were bought, 300,000 Gameboys were bought.
- 4 are, sold, They are sold online.
- 5 are, kept, They are kept in museums.
- 6 is, displayed, It is displayed in the Computer Games Museum in Berlin.

9

- 1 affordable 2 behind the times 3 tried and tested
- 4 experimental 5 upgrade 6 compatible

10

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

Life skills page 69

1 7.01

AUDIO SCRIPT

Jessica So Ms. Hassan has looked at twenty-five video cameras and found two that are suitable – both have excellent image quality. Did you read the information that she sent about the cameras?

Isobel and Rashid Yes, we did.

Jessica She wants us to evaluate them and choose one to buy with the money we have raised. It's a chance to upgrade from the old video camera. Now, the cameras are, of course, the BX 405 and the EK 500. Let's call them camera A and camera B?

Rashid OK fine. So, what things are we going to evaluate, Jessica?

Jessica Ms. Hassan gave me a list this morning. She wants us to look at four things: the design, how portable it is, how long the battery life is, and if it's good value for money. Who wants to start?

Isobel I will. Let's start with the design.

Jessica Great. What were your initial reactions to the design, Isobel?

Isobel I thought the design of camera A was really innovative and modern. It's a "GoPro" style camera, so it's tough and totally waterproof – ideal for filming outdoor activities. How do you feel about it, Rashid?

Rashid Well, I agree, Isobel. And to be honest, I wasn't impressed with the design of camera B. It looks a bit behind the times to me. This "camcorder" type model has been around for a long time. It's a tried and tested product, but the design is a bit old-fashioned.

Isobel You're right – it doesn't look "ahead of its time," does it? So what's the next question?

Jessica How portable is it?

Rashid Well, camera A is much more portable than camera B and it comes in a protective bag. That's really practical. It's smaller and much lighter, too. If you look at the information about it, it only weighs 118 grams. Camera B isn't as light – it's 358 grams – that's much heavier.

Isobel And that's important if we're carrying it around a lot – especially in the mountains.

Jessica I agree. OK, so moving on ... let's look at the battery life.

Rashid There's nothing more important than the battery life! And that's where camera B is better.

Isobel Yes, the reviews said that camera A's battery life was about 100 to 120 mins, but for camera B, it's 150 mins or more. That's quite a big difference.

Rashid Yeah, it definitely is ... what point should we deal with next?

Jessica Well ... which one is good value for money? Camera B is about £100 cheaper. It's more affordable for us, isn't it?

Isobel True, but we have raised just enough money for camera A. It isn't exactly cheap, but I think it's worth it.

Jessica That's true. OK. Does anyone else have anything more to add?

Isobel and Rashid No.

Jessica OK, so to summarize our ideas ... Camera A has a good innovative design, it's light and portable, but expensive and doesn't have such a good battery life. Camera B is heavy and old-fashioned, but has a better battery life and is more affordable. Which is the best option?

Rashid Camera A – remember, we have to carry it.

Isobel Yes, agreed. We just need to make sure we save the battery and don't take unnecessary video. We can't keep filming our feet!

Jessica OK, camera A it is! I'll email Ms. Hassan and tell her that the BX 405 is the most suitable.

Camera A – BX 405	Camera B – EK500
innovative easily portable extremely practical	a bit behind the times tried and tested more affordable

2 7.01

- 1 25 2 four 3 118 4 358 5 100, 120 6 100

3 7.01

- 1 BX 405 2 mountains 3 bag 4 heavy 5 design
- 6 cheap

4

- 1 wants 2 with 3 summarize 4 Moving 5 What's
- 6 anything

5

- 1 Who wants to start?
- 2 What should we deal with next?
- 3 What's the next question?
- 4 Moving on
- 5 Does anyone have anything more to add?
- 6 So to summarize our ideas,

Writing page 70

1

Advantages: easy communication / keep in touch, can do tasks on the go

Disadvantages: a distraction, addictive

2

- 1 While 2 one 3 the other 4 Although 5 However
- 6 but

3

- 1 I can still use it
- 2 it's also out of date
- 3 I plan to look at it less in the future
- 4 incredibly useful, they can stop you from studying

5

SUGGESTED ANSWERS

Advantages: help you experience new situations, be a fun and enjoyable way to relax, help you to develop your skills and mental abilities

Disadvantages: stop you from exercising, be addictive, take up too much free time

Self-assessment page 72

1

SUGGESTED ANSWERS

It can help you to identify parts of the text that you don't understand and ask for help from the group. It can help you all to share your previous knowledge about parts of the text.

2

SAMPLE ANSWERS

- 1 What was this paragraph about?
- 2 What do you think the conclusion means?
- 3 Can you explain this phrase to me?

3

- 1 This gadget will revolutionize gaming
- 2 Are these appliances portable?
- 3 That product is environmentally-friendly.

4

SAMPLE ANSWERS

- 1 can't live without it, phone
- 2 very useful, hair dryer
- 3 keep someone alive, heart pacemaker

5

- 1 d 2 a 3 f 4 c 5 b 6 e

SUGGESTED ANSWERS

- a interaction b microchip c anti-social
d nanotechnology e preview f superhero

6

- 1 Superhero movies are always popular.
- 2 The microchip has revolutionized technology.
- 3 Did you see the preview of that TV show?

7

- 1 P 2 A 3 P

8

SAMPLE ANSWERS

- 1 is streamed, special sites
- 2 are connected, internet
- 3 is called, The Big Bang Theory, was shown, 13 years
- 4 were sold, local stores, weren't downloaded

9

- 1 up 2 al 3 able 4 ive

SAMPLE ANSWERS

- 1 It isn't a good idea because it is bad for the environment and it is expensive.
- 2 I prefer devices that are tried and tested because they often work better.

- 3 Yes, things like electric cars will be more affordable when companies start to produce more of them.
- 4 The best way to find out about the latest innovative products is to look online at review websites.

10

SAMPLE ANSWERS

Phrase	Example
ahead of its time	the movie <i>Inception</i>
behind the times	big computers
Tried and tested	Super Mario Bros video games

11

- 1 start 2 point / question 3 deal 4 add

12

- 1, 3 and 5

Unit 8 How can we make the world a better place?

Reading to learn page 74

1

Leaflet: an objective perspective, headings, instructions, statistics

Email: a subjective perspective, individual experience, personal news, statistics

2

- 1 There has been a long history of Scouts helping people in their communities.
- 2 Many of them help young people to develop skills that can be useful in their local area.
- 3 Take action over a three-month period.
- 4 I'm working on a badge this summer with one of my new friends, Josh.
- 5 That's pretty bad and we thought, "We have to do something!"
- 6 It's very rewarding – I've convinced myself that some of the children are improving already!

3

- 1 The fact that 480,896 people now take part in Scouting activities every week.
- 2 It encourages them to volunteer in their local communities.
- 3 You have to spend four or more hours.
- 4 He used to live in Florida in the US, and now he lives in the UK.
- 5 They heard that one in five children can't read by the age of 11 and they wanted to do something about it.
- 6 He has had a positive experience. For example, he said that it was very rewarding and he enjoyed reading with the kids. He also mentions the skills that he has learned.

Vocabulary and Grammar page 76

1

- 1 sanitation 2 health 3 poverty 4 hunger
5 education 6 literacy 7 pollution 8 conflict
9 housing

2

1 sanitation 2 housing 3 pollution 4 health
5 education 6 literacy

3

1 hurt, my 2 blame your 3 amused our
4 introduced him 5 help your 6 teach, them

4

1 prepare yourself 2 convinced herself
3 introduced ourselves 4 blame themselves
5 taught myself

5

1 H 2 P 3 R 4 H 5 P 6 R

6

1 tell, see 2 were, would you do 3 don't leave,
won't catch 4 'd do, had 5 multiply, get
6 'll buy, log on

7

1 was / were a famous scientist
2 talk for a long time
3 find the right opportunities in our town
4 wouldn't be so many health problems
5 'll think about doing some charity work

8

1 c eat
2 b die
3 d go
4 b won't be able to
5 a had
6 d would

9

1 a rights
2 d volunteer
3 a respect
4 b neighbors
5 c got to know

10

1 Donate 2 good cause 3 Encourage
4 moneymaking 5 Get involved in 6 get to know

SAMPLE ANSWER

I'd choose to donate half of my allowance (option 1) because it's a quick and easy way to help someone in my community.

Life skills page 79

1 8.01

AUDIO SCRIPT

Mason Hi everybody, I'm Mason Brown, a student here at Hampton High School. A big welcome to our first big Fun Run ... of two miles!

It's great that so many of you have got involved in the run – there are over four hundred students and fifty teachers taking part today, as well as thirty-five volunteer helpers who will give out drinks if people need them.

As you know, the whole point of this is to raise money for the charity Combat Loneliness. The aim of this charity is

to encourage teenagers to visit older people and to stop loneliness in their community. It's a really good cause! I've been involved with the Combat Loneliness charity for a year now. As part of my volunteer work, I've been visiting the older people at the nursing home next to our high school, along with five other students. I first got involved when my elderly neighbor moved into the nursing home last June. That's when I heard about the charity.

At the moment, we're helping to build a really cool garden for the residents of the home – especially those who are blind or partially sighted. It will have fragrant, wonderful-smelling flowers. This garden will also be a good place for future high school volunteers to go and get to know the residents of the nursing home. What we aim to do is to finish the garden by the end of September. But we need to raise more money to finish it and that's why we're all fundraising here today.

A big thank you to everyone who is taking part today and to all those who have volunteered to help. A particular thanks to all the families who have promised to donate money by sponsoring the runners. And guess what? We think that we're gonna raise more than \$3,000 today! This is a great way to fundraise! Thank you again!

Finally, don't forget — it's a really warm day! If you get too hot, stop and get a bottle of water from the volunteers. And remember, you can run, jog, or walk during the fun run. The aim is to cross the finish line! Don't forget that the finish is at the school gates.

Now, is everybody ready? Principal Stratton is going to start the fun run!

Principal Thanks Mason. OK, everyone... On your marks ... get set ... go!

1 Two 2 charity 3 garden 4 400 5 walk

2 8.01

1 How many, Fifty teachers are taking part in it.
2 What, They will give out drinks.
3 When, It will be finished by the end of September.
4 How much, They are going to raise over three thousand dollars.
5 Who, The principal is going to start it.

3 8.01

1 visit older people
2 five other students
3 sponsoring the runners
4 get a bottle of water from the volunteers

4

1 of 2 By 3 to 4 for 5 to

5

1 whole point 2 we aim 3 The reason 4 By doing
5 great way 6 The aim

Writing page 80

1

1 He would help people improve their IT skills.
2 He likes IT, explains things clearly, and has experience tutoring.

2

1 so 2 in order to 3 so 4 in order to

3

1 in order 2 so 3 to 4 that

4

- 1 I would like to
- 2 I'm also interested in
- 3 I consider myself to be
- 4 I have experience
- 5 I look forward to

5

SAMPLE ANSWERS

- 1 I'm creative, sociable, and good at teamwork.
- 2 I created the poster for our school show last year.

Self-assessment page 82

1

1 information 2 ways 3 aims 4 find 5 easily

2

A teenager's description of their volunteering in a magazine article	An official information leaflet about volunteering
a subjective approach an anecdote or story personal experience	an objective approach the data sources recent research

3

1 education 2 housing 3 pollution 4 hunger
5 health 6 poverty 7 literacy

4

1 pollution 2 literacy 3 housing

SAMPLE ANSWERS

- 1 it affects everybody's health
- 2 it stops many people from getting jobs
- 3 start building more apartments

5

- 1 introduced herself 2 blame myself
- 3 convinced ourselves

6

1 taught your 2 prepare them 3 amuse your

SAMPLE ANSWERS

- 1 Yes, I taught myself to play the banjo last year.
- 2 They usually stay up late and study the night before!
- 3 I go online and chat to all my friends.

7

1 won, 'd go, H 2 don't water, die, A 3 won't
stay, starts, P

8

SAMPLE ANSWERS

- 1 'I'll feel, get less homework
- 2 saw, 'd be really shocked
- 3 would / will try, poverty, became / become a world leader

9

SAMPLE ANSWERS

- 1 The charity Childline that helps children with problems.
- 2 The Red Cross.
- 3 Doing a sponsored walk.

11

SUGGESTED ANSWERS

- 1 practice so that you're familiar with what you're saying
- 2 the pronunciation of each word is very clear
- 3 how they react. If they look confused, repeat what you're saying

12

- 1 You usually find it at the beginning of a paragraph.
- 2 It tells the reader what the paragraph will be about which it makes it easier to read.
- 3 They are short, simple, and clear.

13

b There are many advantages to volunteering.

Unit 9 Why do we have goals?

Reading to learn page 84

1

- 1 c describe and report
- 2 d excited

2

1 Day 21 2 Day 53 3 Introduction 4 Day 36
5 Day 1 6 Day 29

3

SUGGESTED ANSWERS

- 1 He's done it for 20 years, he has visited many remote areas and he has filmed different animals from wolves to lemurs.
- 2 They only got poor pictures.
- 3 They knew the area well so they could help the group climb up into the remote mountains and they could identify the snow leopard tracks.
- 4 No they weren't. One of them said he didn't think that they would achieve their goal.
- 5 He probably feels disappointed when there are lots of animals on the film, but no snow leopards.
- 6 He is happy because there is close-up film of the leopards. Also, there are three snow leopards on film and one of them roars loudly.

Vocabulary and Grammar page 86

1

1 attempted 2 ambition 3 a dream 4 prove
5 goal 6 award

2

- 1 attempt 2 I doubt it 3 achieve 4 No way!
- 5 medal 6 I don't think so 7 set 8 goal / challenge
- 9 Definitely 10 challenge 11 I might

3

- 1 c roar

- 2 a howl
3 d scratch
4 f shuffle
5 e shriek
6 b murmur

4

- 1 scratched 2 roared 3 shuffled 4 shrieked
5 murmured 6 howled

5

- 1 was 2 wanted 3 hadn't 4 were 5 would

6

- 1 a 2 c 3 a 4 b 5 a

7

- 1 had done 2 was 3 seemed 4 loved 5 was

8

- a will be really interesting to see how different people live
b 've never done anything like this before
c will be donated at the end of the challenge
d 's a nice feeling
e want to try to help

9

- 1 concrete 2 trivial ✓ 3 measurable 4 vague ✓
5 demanding 6 realistic 7 relevant 8 precise

10

- 1 vague 2 precise 3 measurable 4 realistic
5 demanding 6 trivial

Life skills page 89

1 9.01

AUDIO SCRIPT

Archie Hey Nina. Hi Rafael. How's it going?

Rafael Good thanks. We were talking about our goals for the vacation.

Archie Cool. Any concrete plans?

Nina Yeah, my cousin Jess and I are going to have a "movie marathon!" We're going to watch all the Harry Potter movies at once. We already have the movies – so it won't be expensive. There are eight of them and we figured out that it'll take 19 hours and 39 minutes!

Archie But isn't that ... a bit too challenging!

Rafael Maybe you could watch ... four at a time?

Nina Mmm ... That might be worth trying – we could watch four on one day and four on the next.

Archie Do you have any other goals?

Nina Yeah, study Spanish. I want to understand the words to my favorite songs in Spanish.

Rafael Sounds fun. Well, I have a great phone app. It helps you to learn 50 words and phrases a day. It makes learning Spanish really measurable. I'll send you the link.

Nina Thanks Rafael. That's just what I need. What about you Archie?

Archie Me? Learn to make the best pizza ever! But I'm not sure how I'm going to learn – maybe get a book or something?

Nina That's a bit vague. Why don't you watch that pizza chef, Mauro, on YouTube? He explains it really clearly. He goes step-by-step.

Archie That should work. I can watch it in the kitchen while I make it. I'm also planning to make a chair and a desk for my room.

Rafael Really? That's not very realistic, is it?

Archie Thank you for saying that. I have read instructions in a book about making them.

Nina Mmm. Why don't you ask your cousin David to help you? He's practical. He built those new shelves in your room, didn't he?

Archie I'm not convinced of that. David and I always argue! I can see some problems with that idea.

Nina OK ... What about you Rafael?

Rafael I'm going to clear out my room and make it neater. There's so much stuff in it!

Nina Maybe you need to be ... more precise. What exactly are you going to throw away?

Rafael Mmm ... let me think about it. Things that aren't relevant to me now ... like my old books. My other plan is to ride my bike to the skatepark and learn some more difficult tricks. Nothing too dangerous!

Archie Now, that's a plan. We'll come and watch you. Should be entertaining.

- 1 see a lot of movies, learn a language
2 learn to cook something, some furniture
3 clean up a room, learn new bike tricks

2 9.01

- 1 a challenging
2 c measurable
3 c vague
4 b realistic
5 a relevant
6 b difficult

3 9.02

AUDIO SCRIPT

For script, see text on page 89 of the Workbook.

- 1 positive 2 negative 3 negative 4 positive

4

- 1 with 2 need 3 of 4 about 5 work

5

- 1 That might be worth trying
2 I can see some problems
3 I'm not at all convinced
4 Let me think
5 that should
6 That's just what

Writing page 90

1

- 1 T 2 F 3 T

2

- 1 a For instance
2 c like
3 b For example
4 a In particular
5 c such as

3

- 1 math and physics

- 2 I'd like take part in the Winter Olympics
- 3 I decided to give up chocolate for a month last year
- 4 practicing the violin every day will help you to get better
- 5 homework or piano practice

5

A 2, 4 B 1, 3

Self-assessment page 92

1

- 1 to amuse / to entertain
- 2 amused / entertained
- 3 to inform, persuade, warn, describe, etc.
- 4 shocked, frightened, happy, surprised, etc.

2

SAMPLE ANSWERS

- 1 In the future, I might attempt to run a marathon.
- 2 I have set myself the difficult goal of winning all my swim races.
- 3 One day, I hope to get an excellent grade on my chemistry exam.

3

SAMPLE ANSWERS

- 1 become a famous singer 2 I can swim 100m in a fast time 3 athletics or cycling

4

SAMPLE ANSWERS

- 1 lion, leopard 2 wolf, dog 3 chimpanzee, parrot

5

- 1 walk slowly without lifting your feet fully off the floor
- 2 say it very quietly in a low voice
- 3 make little cuts in it with something sharp

6

- 1 they would achieve their ambitions
- 2 he couldn't think of a relevant goal
- 3 I liked challenges
- 4 my dream job was

7

SAMPLE ANSWERS

- 1 she would lend me her backpack to go on the trip
- 2 we needed to finish the essay for homework
- 3 he was planning to enter the drama competition
- 4 where I had bought my shoes

8

- 1 demanding 2 realistic 3 measurable

SAMPLE ANSWERS

- 1 to get over 90% on my math exam
- 2 to get over 65% on my math exam
- 3 to learn ten words of German vocabulary every day

9

- 1 trivial 2 precise 3 vague 4 concrete
- 5 superficial 6 deadline

10

- 1 high tone of voice 2 humor 3 rising intonation
- 4 low tone of voice 5 hesitation 6 falling intonation

11

- 1 H 2 L 3 L 4 H 5 H 6 L

12

- 1 N 2 Y 3 Y 4 N 5 Y 6 N

Unit 10 How do we use our planet?

Reading to learn page 94

1

- 1 b in wet forests
- 2 c rocks and minerals
- 3 a carbon
- 4 c gases
- 5 b huge turbines
- 6 c trillions

2

- 1 peat 2 carbonization 3 ash 4 sulphur dioxide and nitrogen dioxide 5 steam 6 China, the US, India, and Australia

3

- 1 A third of a meter of coal comes from an original 3 meters of plant material.
- 2 Burning coal produces nitrogen dioxide which has been linked to acid rain.
- 3 The most common use is for generating electricity.
- 4 Because it takes millions of years to form.
- 5 When you burn coal it produces carbon dioxide which is the main greenhouse gas contributing to climate change.
- 6 It is a relatively cheap source of energy.

Vocabulary and Grammar page 96

1

- 1 a melt 2 c copper 3 c oil 4 b drill
- 5 a mine 6 c conserve 7 a coal 8 b mineral

2

- 1 resources 2 minerals 3 mines 4 extracting
- 5 contains 6 copper

3

- 1 specializes 2 beautify 3 stabilize 4 brighten
- 5 originates 6 materialize

4

- 1 identify 2 darken 3 calculated 4 solidify
- 5 harden 6 manipulate

5

- 1 keeping 2 to have 3 living 4 to adapt 5 buying
- 6 to get 7 to live 8 finding

6

- 1 to attract 2 keeping 3 visiting 4 to swim
- 5 building 6 to ban

7

- 1 to help the dolphins
- 2 keeping tropical fish
- 3 to become a marine biologist
- 4 injuring the dolphins
- 5 to visit the zoo tomorrow
- 6 working at the aquarium

8

SAMPLE ANSWERS

- 1 to finish the video that I've been working on for a long time
- 2 to become a vlogger
- 3 drinking hot liquids such as coffee
- 4 to sit alone in my room
- 5 getting up very early in the morning
- 6 arriving late for things
- 7 walking to school with my best friend

9

- 1 leave behind 2 harm 3 endangered 4 litter
- 5 poison 6 trash 7 pick 8 trample

10

- 1 leave behind 2 litter 3 endangered 4 trample
- 5 pick 6 harmed

Life skills page 99

1 10.01

AUDIO SCRIPT

Teacher Good morning. I told you last week about the poster competition for the nature reserve – Forest Vale, which is near our school. Maybe you remember that the winners of the competition will each win a sports camera! The poster should make visitors think about their impact on nature and encourage them to follow a small number of rules. You know, they've had problems with people trampling on or picking the rare plants and flowers there, and leaving litter there, too. So, I'd like you to work in groups of three today and create a poster. You have an hour and a half.

Anya Shall we work together ... Kate ... and Miguel?

Miguel and Kate Great.

Kate I can write everything down.

Anya OK. Thanks Kate. Let's think about what to write on the poster first.

Miguel Good idea. We could write "Welcome to Forest Vale nature reserve" at the top. And then write a list of rules.

Kate Yes. We could say something like: "Please enjoy your visit here, but don't forget to follow these simple rules."

Miguel Yes. Sounds good. How many rules?

Anya Maybe five?

Kate I wonder if five is too many for a poster like this, Anya, since we want to decorate it, too. How about three?

Anya and Miguel OK, sure ... sounds good.

Miguel So what's the first rule?

Kate Mmm ... well. How about starting with the wild flowers? That seems to be a big problem, doesn't it?

Miguel Agreed. Yeah, people pick them, and also walk on them.

Kate OK. I'll write: "Please don't pick the rare summer flowers."

Miguel You could also add: "Remember to stay on the paths or you'll trample the young plants."

Anya Great. What is our next rule?

Miguel Mmm ... Why don't we mention litter next? Or do you have another idea?

Kate No, I think that's good.

Anya How about writing: "Don't leave behind litter anywhere in the forest"? Let's underline "anywhere."

Miguel Sounds good. And the last rule?

Anya Well, there are a lot of animals and insects there. What if we put something about protecting or watching out for them? Is that a good idea?

Kate Definitely. What about: "Please avoid harming or endangering the wildlife"?

Miguel Great! Well there are our three rules! We can think about designing the pictures now ...

- 1 Welcome 2 visit 3 simple 4 pick 5 trample
- 6 leave behind 7 forest 8 harming

2 10.01

- 1 They can each win a sports camera.
- 2 They have an hour and a half. They have an hour and a half.
- 3 Kate is writing down the information.
- 4 She wants five rules.
- 5 They are going to design the pictures.

3 10.02

AUDIO SCRIPT

For script, see text on page 99 of the Workbook.

- 1 ↓ 2 ↑ 3 ↑ 4 ↓

4

- 1 could 2 let's 3 don't 4 talking 5 How 6 if

5

- 1 Why 2 we 3 could 4 What 5 Let's 6 looking

Writing page 100

1

- 1 Electricity and water.
- 2 People should look behind them when they leave the room to make sure they have turned things off.

2

- 1 c Regarding
- 2 b Concerning
- 3 b With reference to
- 4 a As for

3

SAMPLE ANSWERS

- 1 we chose to have shorter showers
- 2 he didn't want to take part in our plan
- 3 probably wastes a lot by leaving the TV on
- 4 could walk or cycle to school

Self-assessment page 102

1

- 1 Y 2 Y 3 N 4 Y 5 N

2

SUGGESTED ANSWER

An infographic text can make facts easier to understand and it can make statistics more accessible. It can also show visually the relationship between certain things.

3

SAMPLE ANSWERS

- 1 heat people's homes
- 2 make wires to go in electrical appliances
- 3 make different plastic products

4

- 1 melts 2 drill 3 conserve 4 extract / mine

5

-ify	-ate	-ize	-en
beautify	calculate	materialize	brighten
solidify	originate	specialize	darken

6

- 1 calculate 2 solidify 3 originate 4 specialize

7

- 1 using 2 to be 3 to recycle 4 buying

8

- 1 listening to 2 to see 3 to go 4 watching

SAMPLE ANSWERS

- 1 I enjoy listening to hip hop and reggae.
- 2 I hope to see Muse.
- 3 I'd like to go to the latest Spiderman movie.
- 4 I always avoid watching horror movies.

9

SAMPLE ANSWERS

The name of the place is Mountain Forest Park.

- 1 People shouldn't pick the rare mushrooms.
- 2 People shouldn't trample on any rare plants.
- 3 People shouldn't leave behind food packets.

10

SAMPLE ANSWERS

- 1 the Amazon Rainforest, a beautiful beach in Massachusetts
- 2 plastic bags, coffee cups
- 3 oil or waste products from factories
- 4 gold, silver, coal, copper
- 5 water, oxygen, solar energy

11

- 1 ↓ 2 ↑ 3 ↓

12

- 1 T 2 F 3 T 4 F 5 F

13

- 1 b 2 a 3 b

Exam preparation A page 104

1

- B New ancient discoveries change our understanding

2

- 1 B 2 D 3 C 4 D 5 C

3

- 1 rich 2 stories 3 feelings 4 behave

4  11.01**AUDIO SCRIPT**

Thank you for inviting me to Cornell University today. Now, the subject of my talk is "Do we have free will?" By that, I don't mean having choices in life because we're rich, or when governments don't stop us from doing things. I mean, when our minds can freely decide to do something ... or not. Can we really choose anything, or does our biology decide everything that we do?

We certainly seem to have free will. For example, I came here today because you'd invited me – and I'd decided to accept your invitation. Personal freedom is important to everyone. We often fight to protect it. But what if we don't really have "free will" at all?

Recently we've used MRI scanners – you know, machines which can see inside the body – to study the brain. In one experiment, John Dylan Haynes of the Bernstein Centre in Berlin put volunteers into MRI machines and asked them to press a button with either their left or right hand. They could press the button when they wanted, but they had to press it as soon as they had decided which hand to use. The people pressed the button about a second after they decided which hand to use. But amazingly, seven seconds before the people "decided," the MRI machine had already predicted what they would do. How could it do this? It could see the patterns of activity in the people's brains. The volunteers' brains were really deciding seven seconds before the person "thought" about it and made their choice.

Haynes and his team say that their experiment proves that we have no free will. They knew that this was a very difficult idea for some people to accept, so they checked their experiments very carefully. There was nothing wrong with their experiment, but not everyone accepts the opinions in their study.

Some people argue that we still don't really understand how the human brain works ... so we can't say for sure that we have no free will. So perhaps we shouldn't give up on free will just yet.

- 1 C 2 A 3 B 4 B 5 A

Exam preparation B page 106

1

- a 1 b – c 6 d 4 e – f 2 g 3 h 5

2

- 1 b 2 c 3 a 4 b 5 a

3

nouns

4 11.02

AUDIO SCRIPT

Presenter Here in Boston, we're used to seeing security cameras on the streets. They're outside shopping malls, in subway stations and so on. In an average American city, you appear on camera 75 times a day. Many people argue that CCTV cameras help to protect us from crime, but we also have a right to privacy, don't we? Here to debate the pros and cons are social scientist Dr. Jessica Palmer and Detective James O'Neil from the Boston Police Department. Welcome to the show.

Both guests Thank you.

Presenter Firstly ... more and more CCTV cameras are appearing on our streets all the time. But are there any dangers to using them?

Dr. Palmer Absolutely. Many of these cameras are linked to computer networks. It can't be difficult for hackers to get into some of them and use them to watch us.

Presenter Detective?

Detective I don't know about hackers, but I can say that CCTV cameras helped us to catch two terrorists who attacked the Boston Marathon race in 2013. And for many years now, CCTV cameras and computer networks in places like airports have helped us to catch many criminals – by looking at people's body language and noticing unusual behavior.

Dr. Palmer I agree that security cameras are useful in airports. But what about CCTV cameras that record people in shops? Shop employees could easily keep these tapes and watch them later, for no reason. They could spy on us.

Presenter Good point. Now ... more and more police have started to wear cameras on their uniforms to record what the police officer does and sees. Is that a good thing, Detective O'Neil.

Detective Yes, it is. It protects the public from bad police officers – because their actions are on film. And it protects the police, too. Because when people complain about a police officer – we can see if their complaint is fair or not.

Dr. Palmer But what about privacy? Imagine I went onto the street and started filming the people there. People would get very angry, wouldn't they? So why should police officers film me? I think we need more rules about when people can use cameras.

Presenter What about cameras ...?

1 75/seventy five 2 hackers 3 terrorists 4 stores
5 complaints 6 rules

5

1 b

Answer b directly answers the question, and adds additional relevant information.

2 a

Answer a gives a personal view of the student's home city.

3 b

Answer b directly answers the question and adds additional relevant information.

Exam preparation C page 108

2

1 F 2 B 3 A 4 G 5 D

4 11.03

AUDIO SCRIPT

1

Man Did you go back to our old school last week?

Woman Yes. It was nice to see it again. They've built a new library, but the buildings haven't changed much. What surprised me was the uniforms.

Man In what way?

Woman Well, we had to wear really dull uniforms, didn't we? But the new ones are really nice.

Man Did you see any of our old teachers?

Woman Yes. Some have left, but quite a few of them are still there.

2

Girl Did you enjoy your summer camp?

Boy Yes, Lake Tahoe is a beautiful place. I took lots of photos!

Girl I know. I saw them on Instagram.

Boy I don't think I'll go again though.

Girl Why not?

Boy Well, I had to stay in a tent with five other guys, so I wasn't able to sleep well. That's why I wasn't sad when the vacation ended. But I'm happy that I did it. I did lots of activities, like canoeing and climbing. So, I'm pretty lucky really.

3

Girl Are you excited about going to see your aunt in LA next week?

Boy Yes ... and a bit nervous. I've never travelled alone before ... and when I get there, I have to catch a bus to her house.

Girl The people at the airport will help you.

Boy True. It's a long flight though.

Girl You should try to get some sleep, so you won't be too tired when you get there.

Boy Yes, that's a good idea.

Girl Are you going to get a book to pass the time as well?

Boy No, I'll watch some films.

4

Man Have you tried that learning website I told you about?

Woman Yes. I was able to find what I wanted very easily. You can do courses on just about everything. And you don't have to pay anything either. I didn't think it was great for some things though, like science. But I don't need to study that anyway.

Man True. And maybe it'll cover science more in the future. They're adding new courses all the time.

1 b 2 c 3 b 4 c

Exam preparation D page 110

1

a old age, change, society

b scientists, beat, health problem

c He, new treatments

d living longer, problems, diseases too

e More recently, life, mice

f This, environment

g the project

h goal, living longer

2

1 b 2 e 3 h 4 c 5 f

3
b

4 11.04

AUDIO SCRIPT

1

Steve What do you want to do this afternoon, Kelly?

Kelly Well, I'd really like to get out of the house. But we can't go for a walk. The sky looks really dark, so it'll probably rain if we go walking.

Steve Let's go to the movies then. There are some good ones on at the moment.

Kelly I'd go if I had any money. But I haven't got any cash left this month, Steve.

Steve It's OK. I'll get you a ticket – you paid for lunch at that Italian restaurant last week.

2

Girl There have been lots of amazing inventions in history ... like printing, for example. I mean, what would education be like if we didn't have books? But the biggest idea of all is probably money. Just think about it – people wouldn't work together to build or produce anything if they didn't get money for it. The modern world was built with money. New inventions like the internet have totally changed our lives, too. But where would the internet be without internet companies?

3

Mark Hi Toby! It's Mark. I know you're busy, but I wanted to tell you why I can't come to your party tonight. My grandma's visiting us this weekend, and I'd still come if I felt well enough, but I'm really ill. I was given some medicine, but I still feel awful. I can't even study for Monday's test, so if I don't feel well on Monday morning, I won't go to school. Anyway, enjoy the party, and happy birthday!

1 B 2 A 3 C

5

You have a point, but ...

I'm afraid I don't agree with you.

I'm not sure I agree.

I see what you mean, but ...

Exam preparation E page 112

2

1 a verb (form) 2 a relative pronoun 3 a preposition

4 a linker 5 a preposition 6 a modal verb

3

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

4

b The history of female astronauts in the US.

5 11.05

AUDIO SCRIPT

Author Hello! Before I sign copies of my book *The Dark Side of Mercury*, I'll give you a quick summary of the background to my novel. Between 1961 and 1966, nineteen brave men went into space on sixteen Mercury and Gemini space missions. They helped NASA to prepare for the Apollo missions, which would put Neil Armstrong and Buzz Aldrin on the moon in 1969.

I say "brave men" here because unfortunately none of those astronauts were women. For a long time, some people in NASA were against the idea of female astronauts. They argued that space flight – and astronaut training – was "too tough" for women.

There were certainly many experienced female pilots who wanted to work at NASA, and an organization called the Lovelace Clinic helped them to apply. In the end, thirteen women managed to pass 75 very tough mental and physical tests at the clinic. They got into the space program and started training.

They were called "the Mercury 13," and many had better test scores or more flying experience than the male astronauts who were finally chosen for the Mercury and Gemini missions. But suddenly NASA told them that their astronaut training had been cancelled. They avoided giving any reason for their decision.

Two of them – pilots Geraldyn (Jerrie) Cobb and Jane Hart wrote to President John F Kennedy. They spoke before the United States Congress, too, but sadly they lost their fight to continue their training. Less than a year later a Russian, Valentina Tereshkova, became the first woman in space, showing everyone that women could be astronauts, too. Today more than 60 women have been into space – but still nearly nine out of every ten astronauts are men. That's hard to believe, isn't it? On average, women perform better than men in many tests. And of course, the average woman is a bit smaller than a man, and smaller people use less oxygen, so being small is clearly better in a tiny spacecraft.

Incredibly, the first American woman didn't go into space until 1983, when Sally Ride flew on space shuttle mission 7. That's twenty years after Valentina Tereshkova's historic flight!

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

7

ordering points	last, to start with, second
giving examples	for instance, such as, in the same way
comparing and contrasting	in contrast, on the other hand, whereas
giving opinions	I don't believe that, I think, in my opinion
concluding	to sum up, in conclusion, all in all

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